Correspondence

catalog.williams.edu/correspondence

Post office address:

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

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

Other inquiries should be addressed to the following:

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

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

Inquiries should be addressed to:

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

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

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

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

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

We seek to capitalize on our character as a residential college by placing great emphasis on the learning that takes place not only inside the classroom, but outside as well, where students can strengthen mind, body, and spirit by participating in athletic teams, artistic performances, political debates, religious and volunteer groups, and nearly one-hundred-and-seventy extra-curricular organizations. We also urge students to see their college as a laboratory in citizenship. To an unusual degree, Williams gives students primary
responsibility for creating and governing their own community, whether as Junior Advisors (chosen by fellow students to live with and mentor first-year students), or as guardians of academic integrity through the student-led Honor Code.

Recruiting top talent from a wide variety of institutions, Williams asks its faculty to accept a distinctive—and unusually demanding—combination of challenges: to be exemplary teachers, productive scholars or artists, and active partners in running the institution. Well supported by the College through research funding and a generous sabbatical program, Williams faculty are leaders in their fields—recognized nationally, and often internationally, for the high quality and significance of their scholarly and creative work. They also embrace the chance to shape their college, serving in a civic spirit on an array of committees, and as senior officers of an institution that has long prized shared governance and collaborative decision-making.

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

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

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

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

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

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

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

• We want, too, to lean against the growing culture of simplification, where intricate issues are boiled down into fiercely held “positions,” where counter-arguments are seen as irritating distractions from clarity, where “points” have more power and visibility than the thinking that produced them. We want instead to inspire in our students the confidence to be undaunted by complexity, and to embrace it in ways that will prove valuable to them and to society at large.

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

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

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

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

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

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

First-Year Applicants

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

First-year applicants who wish to apply to more than one college should apply under the non-binding Regular Decision plan. The deadline for submission is January 8, and applicants will receive notice of a decision by April 1. The majority of applicants apply under Regular Decision and, if admitted, have until May 1 to accept their place in the class. Acceptances are always contingent upon the applicant finishing the school year in good standing.

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

Transfer Applicants

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

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

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

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

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

**Veteran Applicants**

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

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

Our standard applications for admission may not accurately capture all of a veteran’s individual interests and experiences, so we encourage applicants to detail any unique circumstances and achievements in the additional information section or by submitting supplementary materials.
An application fee waiver is available for all veterans and can be requested on the Coalition Application and the Common Application. A fee waiver for the CSS PROFILE is also available by emailing the Admission Office.

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

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

**International Applicants**

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

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

For more information please contact:

Office of Admission
Williams College
Weston Hall
995 Main Street
Williamstown, MA 01267
413-597-2211
admission@williams.edu
admission.williams.edu
Financial Aid

catalog.williams.edu/financial-aid

Williams has one of the most generous financial aid programs in the country, thanks to generations of gifts from alumni, parents, and friends. It allows us to award more than $60 million a year in financial aid to more than half of all Williams’ students. Our financial aid program is based entirely on need, and we meet 100 percent of every student’s demonstrated need. We are committed to working with students and their families to make a Williams’ education affordable.

Here are details for all applicants and current students about the financial aid process and required application materials based on your citizenship status.

First-Year Applicants

First-year applicants for whom Williams is their first-choice college may apply under the binding Early Decision program. The deadline for financial aid is November 20, and applicants will receive notice of a decision by December 15.

First-year applicants who wish to apply to more than one college should apply under the non-binding Regular Decision plan. The deadline for financial aid is January 15, and applicants will receive notice of a decision by April 1.

Transfer Applicants

Transfer applicants who wish to apply for financial aid as part of the admissions process should do so by March 15 and applicants will receive notice of a decision by May 1.

Current Students

Current students who have received financial aid in past or would like to be considered for the first time should apply for financial aid annually. Preferred submission date for all current students is November 15 for the following academic year. Student who meet this submission date will expect to receive their award for the following academic year before the end of spring term. Please note that international students who did not apply for financial aid during the admission process will not receive financial aid during their time at Williams.

Contact Us
Here is detailed information about our policies and procedures as well as our most frequent questions. All applicants are assigned a financial aid officer to walk them through each step and their officer is listed on the award notice.

For more information please contact:

Office of Financial Aid
Williams College
Weston Hall
995 Main Street
Williamstown, MA 01267
413-597-4181
finaid@williams.edu
finaid.williams.edu
Williams College, within the limits of available funds, offers educational opportunities to all who qualify for admission. Endowment income and annual contributions from alumni and friends allow Williams to keep tuition at about half the actual cost per student.

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

### Comprehensive Fee

Charges for 2020-21 tuition, room, board, and fees are as follows:

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$59,350</td>
</tr>
<tr>
<td>Room</td>
<td>$7,625</td>
</tr>
<tr>
<td>Board</td>
<td>$7,375</td>
</tr>
<tr>
<td>Activities &amp; Residential House Fees</td>
<td>$310</td>
</tr>
<tr>
<td>Study Away Fee (if applicable)</td>
<td>$1,500</td>
</tr>
</tbody>
</table>

The charge for full-time students per semester hour will be $1,978.

### Health Insurance

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

Williams offers a qualifying student health insurance plan through Blue Cross Blue Shield of Massachusetts (BCBS). Information about the plan is emailed to every student in May. Students enrolled in the Williams plan for 2020-21 will be charged $2,291.00 for this coverage.

Participation in this plan may be waived if a student certifies by August 15 that the coverage offered by an alternative program is comparable to the plan offered by Williams. Questions about the plan or online waiver/enrollment process should be directed to Gallagher Student Health.

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

- mid-July due by August 8
- mid-December due by January 8

Additional billing statements are sent on a monthly basis with any miscellaneous charges or credits that are posted to a student’s account during the course of the term.

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

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

**Payment Plans**

Williams offers two installment payment plans, administered by Tuition Management Systems’ Student Account Center (SAC), where charges for each term are paid in equal installments, with no interest charges.

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

**Returned Checks**

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

**Outside Scholarships/Employer Tuition Benefit Plans**

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

**Loans**
The Financial Aid Office has information about loan options available to parents.

**Outstanding Balances**

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

A student with an outstanding balance may be held from the following activities:

- Returning to campus for new semester
- Pre-registration for following semester
- Drop/add for current semester
- Housing lottery for next semester
- Parking lottery for next semester

Upon graduation, all outstanding balances must be paid, and all books and materials must be returned to the Library, before a student is entitled to a degree or a transcript.

**Refund Policy and Tuition Refund Insurance**

Federal regulations require that all educational institutions disclose their refund policy to all prospective students. Here is the Williams College Refund Policy, which outlines withdrawal deadlines and amounts refunded.

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

**Federal Funds Repayment**

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

**Tax Forms**

Williams will issue a 1098-T form at the end of each calendar year for the American Opportunity and Lifetime Learning tax credits. The 1098-T should not be used to calculate the amount of scholarship and grant aid that is taxable. These forms will be mailed by January 31 to the student at the permanent address on file.

**Veterans Affairs’ (VA) Title 38 United States Code Section 3679(e) School Compliance Statement**
Williams College’s billing policy is compliant with the requirements of 38 USC 3679(e). Any covered individual who is entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill® benefits will be permitted to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33, and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the institution.
2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

For students under chapter 33, a certificate of eligibility can also include a “Statement of Benefits” obtained from the Department of Veterans Affairs’ (VA) website – eBenefits. For students under chapter 31, a VAF 28-1905 form serves as authorization of benefits.

Williams College will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, because of the individual’s inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

NOTE: A covered individual is any individual who is entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill® benefits.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at https://www.benefits.va.gov/gibill.
Subscribe to the [Williams Academic Calendar](catalog.williams.edu/academic-calendar) and never miss a deadline.

## 2020 Fall

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Day(s) of the week</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>10-17</td>
<td>Monday-Monday</td>
<td>Fall 2020 pre-registration period</td>
</tr>
<tr>
<td>August</td>
<td>24-30</td>
<td>Wednesday-Sunday</td>
<td>Fall 2020 registration period</td>
</tr>
<tr>
<td>August-September</td>
<td>31-9</td>
<td>Monday-Wednesday</td>
<td>Virtual First Days</td>
</tr>
<tr>
<td>September</td>
<td>7</td>
<td>Monday</td>
<td>Williams Reads</td>
</tr>
<tr>
<td>September</td>
<td>8</td>
<td>Tuesday</td>
<td>First-year student advising</td>
</tr>
<tr>
<td>September</td>
<td>8-18</td>
<td>Tuesday-Friday</td>
<td>Drop/add period</td>
</tr>
<tr>
<td>September</td>
<td>9</td>
<td>Wednesday</td>
<td>Tutorial drop deadline, 4:00 pm</td>
</tr>
<tr>
<td>September</td>
<td>10</td>
<td>Thursday</td>
<td>Fall semester classes begin</td>
</tr>
<tr>
<td>September</td>
<td>12</td>
<td>Saturday</td>
<td>Convocation</td>
</tr>
<tr>
<td>September</td>
<td>18</td>
<td>Friday</td>
<td>Independent Study forms due, 4:30 pm</td>
</tr>
<tr>
<td>October</td>
<td>TBA</td>
<td>One of first three Fridays</td>
<td>Mountain Day</td>
</tr>
<tr>
<td>October</td>
<td>12-13</td>
<td>Monday-Tuesday</td>
<td>Reading period, no classes</td>
</tr>
<tr>
<td>October</td>
<td>22</td>
<td>Thursday</td>
<td>Last day to drop a fourth or fifth/extra-graded course, 4:30 pm</td>
</tr>
<tr>
<td>October</td>
<td>23-25</td>
<td>Friday-Sunday</td>
<td>Family Days</td>
</tr>
<tr>
<td>October-November</td>
<td>TBD</td>
<td>TBD</td>
<td>Spring 2021 pre-registration period</td>
</tr>
</tbody>
</table>
### November

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Day(s) of the week</th>
<th>Homecoming</th>
</tr>
</thead>
<tbody>
<tr>
<td>November</td>
<td>7-29</td>
<td>Saturday-Sunday</td>
<td>Thanksgiving Break</td>
</tr>
<tr>
<td>November</td>
<td>25-29</td>
<td>Wednesday-Sunday</td>
<td></td>
</tr>
<tr>
<td>December</td>
<td>1</td>
<td>Tuesday</td>
<td>Intent to enroll deadline</td>
</tr>
<tr>
<td>December</td>
<td>4</td>
<td>Friday</td>
<td>Last day to claim exam hardship</td>
</tr>
</tbody>
</table>
| December | 11      | Friday             | Last day to change course grading option to pass/fail, 4:30 pm  
|          |         |                    | Last day to withdraw from a course  
|          |         |                    | Fall semester classes end |
| December | 12-15   | Saturday-Tuesday   | Reading period |
| December | 12-20   | Saturday-Sunday    | Self-Scheduled final exam period (administered by faculty) |
| December | 15      | Tuesday            | Last day written work due in courses with final exams, 5:00 pm |
| December | 16-21   | Wednesday-Monday   | Scheduled final exam period (administered by faculty) |
| December | 19      | Saturday           | Last day written work due in courses without final exams, 5:00 pm |
| December | 28      | Monday             | Fall semester grades due |

### 2021 Winter & Spring

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Day(s) of the week</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>5-8</td>
<td>Tuesday-Friday</td>
<td>Advising</td>
</tr>
<tr>
<td>January</td>
<td>11-18</td>
<td>Monday-Monday</td>
<td>Spring 2021 pre-registration period</td>
</tr>
<tr>
<td>February</td>
<td>1-11</td>
<td>Monday-Thursday</td>
<td>Spring 2021 registration period</td>
</tr>
<tr>
<td>February</td>
<td>15-25</td>
<td>Monday-Thursday</td>
<td>Drop/add period</td>
</tr>
</tbody>
</table>

**Winter Study canceled due to COVID-19**
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 16</td>
<td>Tuesday</td>
<td>Tutorial drop deadline, 4:00 pm</td>
</tr>
<tr>
<td>February 17</td>
<td>Wednesday</td>
<td>Spring semester classes begin (classes follow a Thursday schedule, attend any class on your schedule that has a Thursday meeting time)</td>
</tr>
<tr>
<td>February 18</td>
<td>Thursday</td>
<td>Claiming Williams Day, no classes</td>
</tr>
<tr>
<td>February 19</td>
<td>Friday</td>
<td>Classes resume assigned schedule</td>
</tr>
<tr>
<td>February 25</td>
<td>Thursday</td>
<td>Independent Study forms due, 4:30 pm</td>
</tr>
<tr>
<td>March 22-23</td>
<td>Monday-Tuesday</td>
<td>Reading Period, no classes</td>
</tr>
<tr>
<td>March 31</td>
<td>Wednesday</td>
<td>Last day to drop a fourth or fifth/extra-graded course, 4:30 pm</td>
</tr>
<tr>
<td>April 21-22</td>
<td>Wednesday-Thursday</td>
<td>Health Days, no classes</td>
</tr>
<tr>
<td>May 7</td>
<td>Friday</td>
<td>Health Day, no classes</td>
</tr>
<tr>
<td>May 14</td>
<td>Friday</td>
<td>Last day to claim exam hardship</td>
</tr>
</tbody>
</table>
| May 19     | Wednesday | Last day to change course grading option to pass/fail, 4:30 pm  
Last day to withdraw from a course  
Spring semester classes end |
| May 20-23  | Thursday-Sunday | Reading period                                                               |
| May 20-28  | Thursday-Friday | Self-Scheduled and Take-Home final exam period                              |
| May 23     | Sunday   | Last day written work due in courses with final exams, 5:00 pm                                                                 |
| May 24-29  | Monday-Saturday | Scheduled final exam period                                                    |
| May 27     | Thursday | Last day written work due in courses without final exams, 5:00 pm                                                               |
| June 3     | Thursday | Senior grades due, 12:00 pm                                                                                                        |
| June 7     | Monday   | Spring semester grades due (all other students)                                                                                     |
Number of Class Meetings

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

2021 Fall

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Day(s) of the week</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>August-September</td>
<td>30-8</td>
<td>Monday-Wednesday</td>
<td>First Days</td>
</tr>
<tr>
<td>September</td>
<td>6</td>
<td>Monday</td>
<td>Williams Reads</td>
</tr>
<tr>
<td>September</td>
<td>7</td>
<td>Tuesday</td>
<td>Rosh Hashanah</td>
</tr>
<tr>
<td>September</td>
<td>8</td>
<td>Wednesday</td>
<td>First-year student advising</td>
</tr>
<tr>
<td>September</td>
<td>9</td>
<td>Thursday</td>
<td>Fall semester classes begin</td>
</tr>
<tr>
<td>September</td>
<td>11</td>
<td>Saturday</td>
<td>Convocation</td>
</tr>
<tr>
<td>October</td>
<td>TBA</td>
<td>One of first three Fridays</td>
<td>Mountain Day</td>
</tr>
<tr>
<td>October</td>
<td>11-12</td>
<td>Monday-Tuesday</td>
<td>Reading period, no classes</td>
</tr>
<tr>
<td>October</td>
<td>22-24</td>
<td>Friday-Sunday</td>
<td>Fall Family Days</td>
</tr>
<tr>
<td>November</td>
<td>13</td>
<td>Saturday</td>
<td>Homecoming</td>
</tr>
<tr>
<td>November</td>
<td>24-28</td>
<td>Wednesday-Sunday</td>
<td>Thanksgiving Break</td>
</tr>
<tr>
<td>Month</td>
<td>Date</td>
<td>Day(s) of the week</td>
<td>Description</td>
</tr>
<tr>
<td>-----------</td>
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<td>---------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>December</td>
<td>10</td>
<td>Friday</td>
<td>Fall semester classes end</td>
</tr>
<tr>
<td>December</td>
<td>11-14</td>
<td>Saturday-Tuesday</td>
<td>Reading period</td>
</tr>
<tr>
<td>December</td>
<td>11-19</td>
<td>Saturday-Sunday</td>
<td>Self-Scheduled and Take-Home final exam period</td>
</tr>
<tr>
<td>December</td>
<td>15-20</td>
<td>Wednesday-Monday</td>
<td>Scheduled final exam period</td>
</tr>
</tbody>
</table>

### 2022 Winter & Spring

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Day(s) of the week</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>3</td>
<td>Monday</td>
<td>Winter Study begins</td>
</tr>
<tr>
<td>January</td>
<td>17</td>
<td>Monday</td>
<td>Martin Luther King Jr. Day, no classes</td>
</tr>
<tr>
<td>January</td>
<td>27</td>
<td>Thursday</td>
<td>Winter Study ends</td>
</tr>
<tr>
<td>February</td>
<td>2</td>
<td>Wednesday</td>
<td>Spring semester classes begin (classes follow a Thursday schedule, attend any class on your schedule that has a Thursday meeting time)</td>
</tr>
<tr>
<td>February</td>
<td>3</td>
<td>Thursday</td>
<td>Claiming Williams Day, no classes</td>
</tr>
<tr>
<td>February</td>
<td>4</td>
<td>Friday</td>
<td>Classes resume assigned schedule</td>
</tr>
<tr>
<td>February</td>
<td>18-19</td>
<td>Friday-Saturday</td>
<td>Winter Carnival, no classes</td>
</tr>
<tr>
<td>March-April</td>
<td>19-3</td>
<td>Saturday-Sunday</td>
<td>Spring Break</td>
</tr>
<tr>
<td>April</td>
<td>4</td>
<td>Monday</td>
<td>Spring semester classes resume</td>
</tr>
<tr>
<td>April</td>
<td>TBA</td>
<td>Saturday-Sunday</td>
<td>Spring Family Days</td>
</tr>
<tr>
<td>May</td>
<td>13</td>
<td>Friday</td>
<td>Spring semester classes end</td>
</tr>
<tr>
<td>May</td>
<td>14-17</td>
<td>Saturday-Tuesday</td>
<td>Reading period</td>
</tr>
</tbody>
</table>
### Date and Time

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Day(s) of the week</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>August-September</td>
<td>29-7</td>
<td>Monday-Wednesday</td>
<td>First Days</td>
</tr>
<tr>
<td>September</td>
<td>5</td>
<td>Monday</td>
<td>Williams Reads</td>
</tr>
<tr>
<td>September</td>
<td>7</td>
<td>Wednesday</td>
<td>First-year student advising</td>
</tr>
<tr>
<td>September</td>
<td>8</td>
<td>Thursday</td>
<td>Fall semester classes begin</td>
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<td>September</td>
<td>10</td>
<td>Saturday</td>
<td>Convocation</td>
</tr>
<tr>
<td>October</td>
<td>TBA</td>
<td>One of first three Fridays</td>
<td>Mountain Day</td>
</tr>
<tr>
<td>October</td>
<td>10-11</td>
<td>Monday-Tuesday</td>
<td>Reading period, no classes</td>
</tr>
<tr>
<td>Month</td>
<td>Date</td>
<td>Day(s) of the week</td>
<td>Description</td>
</tr>
<tr>
<td>------------</td>
<td>--------</td>
<td>--------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>October</td>
<td>28-30</td>
<td>Friday-Sunday</td>
<td>Fall Family Days</td>
</tr>
<tr>
<td>November</td>
<td>5</td>
<td>Saturday</td>
<td>Homecoming</td>
</tr>
<tr>
<td>November</td>
<td>23-27</td>
<td>Wednesday-Sunday</td>
<td>Thanksgiving Break</td>
</tr>
<tr>
<td>December</td>
<td>9</td>
<td>Friday</td>
<td>Fall semester classes end</td>
</tr>
<tr>
<td>December</td>
<td>10-13</td>
<td>Saturday-Tuesday</td>
<td>Reading period</td>
</tr>
<tr>
<td>December</td>
<td>10-18</td>
<td>Saturday-Sunday</td>
<td>Self-Scheduled and Take-Home final exam period</td>
</tr>
<tr>
<td>December</td>
<td>14-19</td>
<td>Wednesday-Monday</td>
<td>Scheduled final exam period</td>
</tr>
</tbody>
</table>

### 2023 Winter & Spring

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Day(s) of the week</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>3</td>
<td>Tuesday</td>
<td>Winter Study begins</td>
</tr>
<tr>
<td>January</td>
<td>16</td>
<td>Monday</td>
<td>Martin Luther King Jr. Day, no classes</td>
</tr>
<tr>
<td>January</td>
<td>26</td>
<td>Thursday</td>
<td>Winter Study ends</td>
</tr>
<tr>
<td>February</td>
<td>1</td>
<td>Wednesday</td>
<td>Spring semester classes begin (classes follow a Thursday schedule, attend any class on your schedule that has a Thursday meeting time)</td>
</tr>
<tr>
<td>February</td>
<td>2</td>
<td>Thursday</td>
<td>Claiming Williams Day, no classes</td>
</tr>
<tr>
<td>February</td>
<td>3</td>
<td>Friday</td>
<td>Classes resume assigned schedule</td>
</tr>
<tr>
<td>February</td>
<td>17-18</td>
<td>Friday-Saturday</td>
<td>Winter Carnival, no classes</td>
</tr>
<tr>
<td>March-April</td>
<td>18-2</td>
<td>Saturday-Sunday</td>
<td>Spring Break</td>
</tr>
<tr>
<td>April</td>
<td>3</td>
<td>Monday</td>
<td>Spring semester classes resume</td>
</tr>
</tbody>
</table>
April  TBA  Saturday-Sunday  Spring Family Days

May  12  Friday  Spring semester classes end

May  13-16  Saturday-Tuesday  Reading period

May  13-21  Saturday-Sunday  Self-Scheduled and Take-Home final exam period

May  17-22  Wednesday-Monday  Scheduled final exam period

June  3  Saturday  Baccalaureate Service Class Day

June  4  Sunday  Commencement

June  8-11  Thursday-Sunday  Alumni Reunions

**Number of Class Meetings**

<table>
<thead>
<tr>
<th></th>
<th>Mornings</th>
<th>Afternoons</th>
<th>Evenings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M, W, F</td>
<td>T, Th</td>
<td>M, Th W</td>
</tr>
<tr>
<td>Fall Semester</td>
<td>37</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Spring Semester</td>
<td>37</td>
<td>25</td>
<td>25</td>
</tr>
</tbody>
</table>

The Winter Study Period covers 24 calendar days.
Concentrations

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

Coordinate Programs

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

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

Honors Program

The Honors Program requires two or three courses (one of which may be a Winter Study course) constituting a clearly interrelated pattern of study in the form of specialization within the major or interdisciplinary study with courses from other programs, and culminates in a thesis or project. At least one of the courses is in addition to the minimum number required for the major or concentration. Students must do the equivalent of two theses or projects to be eligible for honors in two majors or a major and concentration.

Prior to enrolling in the final required course for their program and before senior year, students should contact individual departments or programs for information about special criteria, procedures, and patterns of study for honors.

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

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

Foreign Language Certificates

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

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

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

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

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

Tutorial Program

The Tutorial Program offers Williams students a distinctive opportunity to take a heightened form of responsibility for their own intellectual development. No student is required to take a tutorial course, but any student with the appropriate qualifications and interests is invited to do so.

Tutorials place much greater weight on student participation—more so than regular courses or small seminars. They aim to teach students how to develop and present arguments; listen carefully, and then refine their positions in the context of a challenging discussion; and respond quickly and cogently to critiques of their work. Tutorials place particular emphasis on developing analytical skills, writing abilities, and the talents of engaging in rigorous conversation and oral debate.

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

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

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

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

Registration Information

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

Tutorials may not be taken on a pass/fail basis.

This is a current list of tutorials offered.

Independent Study

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

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

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

Contact the Registrar’s Office to make arrangements.

Study Away

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

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

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

Fellowships

The Williams Office of Fellowships helps students extend their learning outside of the classroom. A national fellowship or a Williams College award may help you fund graduate study in the US or abroad or support travel, study, and experiential learning as an undergraduate. From the initial inquiry to the nomination and selection stages of a national competition, the Fellowships Office works with undergraduates, seniors, and alumni to prepare competitive applications. Students are encouraged to attend information sessions held by the Office of Fellowships and discuss their candidacy with the Director of Fellowships.

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

Special Academic Programs

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

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

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

- Pass 32 semester courses, 4 per semester (see COVID-19 policy addendum):
  - at least 29 of which must be regularly graded A-E (see COVID-19 policy addendum), including 19 with grades of C- (in any semester) or a grade of Pass (in Spring 2020, Fall 2020, and Spring 2021);
  - a maximum of 3 P/F courses, with a limit of 1 P/F per semester (see COVID-19 policy addendum);
  - students may not repeat a course for which degree credit has been awarded.
- Fulfill the four-part distribution requirement with graded (see COVID-19 policy addendum) courses taken at Williams or at programs under the direction of Williams College faculty:
  1. Divisional requirement: three graded (see COVID-19 policy addendum) semester courses (with two different prefixes) in each division, two of which must be completed by the end of sophomore year.
  2. Writing Skills (WS) requirement: two writing skills courses, one by the end of sophomore year, and one by the end of junior year.
  3. Difference, Power, and Equity (DPE) requirement: one before graduation, however, students are urged to complete the course by the end of sophomore year. (Class of 2021: students who have successfully completed an EDI course do not need to complete a DPE course; students who have not taken an EDI course can satisfy the requirement by completing a DPE course. Class of 2022, 2023, 2024: students must satisfy the DPE requirement).
  4. Quantitative/Formal Reasoning (QFR) requirement: one by the end of junior year.
- Complete all requirements for the major with an average of C- or higher.
- Pass four Winter Study courses (see COVID-19 policy addendum).
• Complete four quarters of physical education by the end of sophomore year in at least two different activities.

• Take the swim test at the start of the first semester at Williams—students who fail to complete the test must pass a basic swim course.

• Be in residence at Williams eight semesters, two of which can be an approved Study Away program. Students must be in residence for both semesters of their final year.

**Academic Requirement**

To be eligible for the Bachelor of Arts degree students must pass 32 semester courses (see COVID-19 policy addendum), at least 29 of which must be regularly graded A-E (see COVID-19 policy addendum), including 19 with grades of C- (in any semester) or a grade of Pass (in Spring 2020, Fall 2020, and Spring 2021); fulfill the four-part distribution requirement; complete all requirements for the major with an average of C- or higher; and pass four Winter Study courses (see COVID-19 policy addendum). Students may not repeat a course for which degree credit has been awarded.

**Distribution Requirements**

The distribution requirement falls into four parts. Courses used to fulfill these requirements must be regularly graded (see COVID-19 policy addendum).

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

Courses are grouped into three divisions:

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

Students must complete at least three graded (see COVID-19 policy addendum) semester courses in each division. Two in each division must be completed by the end of sophomore year. No more than two of the courses used to satisfy the requirement may have the same course prefix. The courses must be taken at Williams or at programs under the direction of Williams College faculty.

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

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

- Arabic (exceptions, see individual course descriptions)
- Art History
- Art Studio
- Asian Studies (any Asian Studies course that is also cross-listed with another subject carries divisional credit of that subject; for other exceptions see individual course descriptions)
- Chinese (exceptions, see individual course descriptions)
- Classics
- Comparative Literature
- Critical Languages
- Dance
- English
- Environmental Studies (any Environmental Studies course that is also cross-listed with another subject carries divisional credit of that subject; for other exceptions see individual course descriptions)
- French
- German
- Greek
- History of Science (exceptions, see individual course descriptions)
- Interdisciplinary Studies (exceptions, see individual course descriptions)
- Italian
- Japanese (exceptions, see individual course descriptions)
- Latin
- Literary Studies
- Maritime Studies (exceptions, see individual course descriptions)
- Music
- Russian
- Spanish
- Theatre

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

- Africana Studies
- American Studies
- Anthropology
Division III courses are intended to provide some of the factual and methodological knowledge needed to be an informed citizen in a world deeply influenced by scientific thought and technological accomplishment, and to cultivate skill in exact and quantitative reasoning.

- Astronomy
- Astrophysics
- Biochemistry and Molecular Biology
- Biology
- Chemistry
- Computer Science
Environmental Studies (any Environmental Studies course that is also cross-listed with another subject carries divisional credit of that subject; for other exceptions see individual course descriptions)

- Geosciences
- History of Science (exceptions, see individual course descriptions)
- Interdisciplinary Studies (exceptions, see individual course descriptions)
- Maritime Studies (exceptions, see individual course descriptions)
- Mathematics
- Neuroscience
- Physics
- Psychology (exceptions, see individual course descriptions)
- Statistics

**Writing Skills (WS) requirement:** The goal of this requirement is to improve student writing proficiency across disciplines. Students in these courses will receive guidance on structure, style, argumentation, and other significant aspects of writing throughout the semester. This may be achieved through brief assignments spaced over the semester, sequenced assignments leading to a longer final paper, etc. WS courses may also include multiple drafts, peer review, conferences or class discussions designed to improve writing skills. (A course with a single long paper due at the end of the semester, but with no required or structured means of addressing writing issues, would not be considered a writing skills course.)

The primary function of the WS designation is to indicate that the course will provide consistent and ongoing feedback on students’ writing. Thus, the amount of writing should be substantial and well spaced, followed by timely evaluation and suggestions for improvement. Specifically, a WS course should require multiple assignments, each returned with comments which address writing problems and strategies, as appropriate. Because WS course instructors must pay attention to students’ writing skills as well as to their mastery of the content of the course, WS courses have a maximum enrollment of 19.

All students are required to take TWO WS courses: one by the end of sophomore year and one by the end of junior year. Students will benefit most from WS courses by taking them early in their college careers and are strongly encouraged to complete the requirement by the end of sophomore year.

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

More information for faculty.

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

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

**Class of 2021**

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

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

**Class of 2022, 2023, 2024**

Students must satisfy the DPE requirement.

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

More information for faculty.

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

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

More information for faculty.

**Major Requirement**

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

**Majors**

- American Studies
- Anthropology
- Arabic
- Art (History, Studio)
- Asian Studies
- Astronomy
- Astrophysics
- Biology
- Chemistry
- Chinese
- Classics
- Comparative Literature
- Computer Science
- Economics
- English
- Environmental Studies
- French
- Geosciences
- German
- History
- Japanese
- Mathematics
- Music
- Philosophy
- Physics
- Political Economy
- Political Science
- Psychology
- Religion
- Russian
General Structure of Majors

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

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

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

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

Major and Concentration

A student can count a course twice for a major and a concentration(s).

Two Majors

Although students may be granted permission to use a course from one major to fulfill a particular requirement in another, a student must take the minimum number of courses in each field without counting any course twice. Students may be a candidate for honors in either or both of the majors, but a course for honors in one major may not be used for an honors course in another.

Three Majors

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

Contract Major

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

Winter Study

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

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

Swim Test

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

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

While all first-year students are required to report to the pool for the swim test, non-swimmers are not required to take the test but must register for a beginning swim class through the Physical Education Department during the first quarter of the year.
The swim test is designed to be a safe and comfortable experience for everyone. If a student would prefer to take the swim test in a private setting, for reasons of religious observance or gender identity/expression, accommodations can be made.

**Physical Education Requirement**

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

Students must complete four PE credits as a requirement for graduation.

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

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

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

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

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

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

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

PE credits are posted only twice per year, at the end of fall semester and at the end of spring semester. As a result, Academic Progress Reports may not accurately reflect PE credits.
- At the beginning of fall semester, PE credits listed should be accurate through the end of the previous spring semester.
- During late October/early November, any physical education activities completed during the first half of fall semester will not yet be posted.
- At the beginning of spring semester, any physical education activities completed during Winter Study will not be posted; they will be posted once Winter Study grading is completed.
- During April preregistration any physical education activities completed during the first half of spring semester will not be posted; they will be posted at the end of spring semester.

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

**Residence Requirement**

Students who begin college at Williams must spend eight semesters in residence, two of which can be an approved Study Away program.

Students transferring to Williams from other institutions as sophomores are expected to spend six semesters in residence and juniors must spend four semesters in residence.

Students must be in residence for both semesters of their final year.
Graduate Programs

catalog.williams.edu/graduate-programs

Master of Arts in the History of Art

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

Master of Arts in Policy Economics

The Center for Development Economics (CDE), which opened at Williams College in 1960, offers an intensive one-year program in economic analysis leading to the degree of Master of Arts in Policy Economics. The program is specifically designed for economists from developing countries who have already embarked on professional careers in the public sector. The curriculum requires courses in development economics, macroeconomics, public finance, and econometrics. CDE fellows choose among other courses in lecture, seminar, and tutorial formats. Recent course electives have included: developing country macroeconomics II; financial development and regulation; tax policy; international trade and development; program evaluation for international development; environmental and natural resource policy; international financial institutions; long-term fiscal challenges; the
role of social safety nets; and micro-simulation for policy analysis. Williams undergraduates who satisfy course prerequisites, with the consent of the individual instructor, are encouraged to take courses at the CDE. Admission to the master’s degree program is highly selective, with several hundred applicants each year for approximately 30 places. Candidates normally have a B.A. or B.Sc. degree with honors in economics or a related field, two or more years of relevant work experience, and an effective command of spoken and written English. CDE fellows are often nominated for the program by public agencies from which they will be on leave. More information is available on the CDE site.
On March 17, 1896, Williams students voted 247 to 42 in favor of inaugurating a campus-wide Honor Code. While it has evolved over time, this Honor Code remains, to this day, a critical component of our academic community. The Honor Code is only ratified by Williams students, and as such, only student members of the Honor and Discipline Committee can vote on cases.
As an institution fundamentally concerned with the free exchange of ideas, Williams College has always depended on the academic integrity of each of its members. In the spirit of this free exchange, the students and faculty of Williams recognize the necessity and accept the responsibility for academic honesty.

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

Students and faculty report alleged violations of this agreement to the Honor and Discipline Committee. The Honor and Discipline Committee is made up of eight students, eight faculty, and the Dean of the College. The Dean designates one student as chair. The Faculty Steering Committee designates a Faculty Chair.

A case begins when a member of the community comes forward with evidence that a violation of the Honor Code might have occurred. This person normally brings the suspected violation to the attention of the Student Chair (SC) or the Faculty Chair (FC). If the Chairs decide that there is sufficient evidence to proceed, the SC meets with the concerned student(s) as soon as possible, informs them of the allegation, and presents them with copies of the supporting evidence. The SC listens to what the student(s) has to say and provides instruction/guidance concerning their rights and the Honor Committee’s standard procedures. The conversation between the student and the SC may become part of the evidence at a hearing at the discretion of the SC. The SC should make clear during the conversation with the student whether the discussion is confidential or not. The SC encourages all students to meet with a dean who can offer them advice and support as they prepare for the hearing.

Students who are brought before the Honor Committee have the right to be accompanied by an advisor. The advisor must be a member of the College community (i.e., student, faculty or staff); students may not be accompanied by or represented by an attorney. During the hearing the advisor and the accused student may speak to one another, but the advisor may not address the committee or question witnesses.
1. Login to Williams Student Records with your Williams ID and password.
2. From the Self-Service menu, select the section “Williams Honor Code.”
3. Read all sections of the Honor Code and check the available boxes to affirm your complete understanding of the Honor Code and to assert your agreement to abide.

Note: You must go through the above steps to remove the “Honor Code” hold placed on your Williams Student Records account. If you do not follow the above steps, then your access to Williams Student Records, including class registration, will be restricted.

If a student is unsure how the Honor Code applies in a particular situation, it is ultimately the student’s responsibility to find out from his or her professor how the Honor Code applies in that situation. An open and highly individualized system can last only as long as both the students and the faculty work together to create a true academic community.

In all written material, including ungraded assignments and drafts, students are expected to avoid the possibility of even unintentional plagiarism by acknowledging the sources of their work. Careful observance of accepted standards of reference and attribution is required. The basic rules are summarized below. Students are further advised to consult a recognized style manual to learn how to acknowledge sources correctly.

The basic rules of attribution for all academic assignments, including homework, require that:

1. A direct quotation (whether a single word, phrase, sentence, paragraph, or series of paragraphs) must always be identified by quotation marks, by indenting and single spacing, or by reduced type size of the quoted material, and a note must be used to state the exact source.
2. A paraphrase of the work of another must be acknowledged as such by a note stating the source.
3. Indebtedness to the specific ideas of others, or the summarizing of several pages, even though expressed in different words, must be acknowledged by a note stating the source.
4. In every instance, the use of another student’s laboratory reports, computer programs, or other material must be acknowledged by a note.
5. Even the use of a student’s own previous or concurrent work must be acknowledged; thus, a student must obtain the prior permission of both the previous and current instructors before submitting all or part of the same paper in more than one course.

NOTE: Attempts to gain academic advantage by misleading a professor are violations of the Honor Code. For example, if a student claims to have handed in an assignment,
that work must actually have been submitted.

For Students

Resources on when to cite

If you are at all unsure about how to properly cite your work, you should always go speak to your professor first. They will know what they expect better than anyone else. These other resources are also available if you would like additional help:

For Faculty

Assembling your syllabus and course packet

When faculty do not provide any citations to the required course readings, either on the syllabus, on the title page of copied articles, or on a table of contents, then students are unable to provide the citations themselves, and might reasonably think that they may be held to this same low standard. Please model good citation practice by providing in at least one place in your course materials the complete references that students should use when drawing on the course readings for essays.

Decisions to make while writing the Honor Code section of your syllabus

Collaboration with classmates

If all papers and lab exercises are to be the work of an individual, remind students of this. Please do remind your students that the Honor Code applies as much to response papers, lab reports, and ungraded work as it does to term papers and exams. If students are allowed or encouraged to work with others, do they also have to acknowledge them? If they need to acknowledge others, does this mean simply recording classmates’ names or does it also involve identifying the shared idea? Does working together to draft a response using the computer, then emailing the draft to everyone, violate the injunction that one’s written work needs to be one’s own? Where exactly is that line?

Use of outside resources

If students are allowed to use some resources but not others, please make the distinction clear. May course readings and the student’s own class notes be supplemented by classmates’ notes? By published interpretation and criticism not assigned in class? By talking to their mom? By Wikipedia? By assigned readings that they have completed for another class the same semester?

Use of technology

Please make clear whether students are allowed to use smartphones or laptops, or to check their answers using reference books or technology, before handing in homework (as well as during class and on exams). May they use the iPhone’s clock function? The calculator? Dictionary?
Citation style
Sometimes when faculty ask students to write about a specific text or phenomenon, they allow the students to refer informally to that text. If everyone has read the same edition of *Don Quixote*, it might be acceptable for the student to refer to its page numbers without providing a full reference that includes the author, publisher and edition; the same might apply to articles from an assigned reading packet. Sometimes faculty require a full, formal citation. Making the required form clear, especially by using it to reference readings on the syllabus, is helpful. Do online response essays need formal citations? Ungraded responses? If formality varies, explain when and why. Please help get across to students that the style of a citation is not as important as the fact that the citation is provided. Using the wrong style is not an honor code violation. Failing to provide a citation is.

Common knowledge
Students increasingly claim that they neglected to cite something because the ideas they drew from it were “common knowledge.” This is hardly ever accurate. The common-knowledge rule of thumb applies to public facts—the US has 50 states, the Archduke was assassinated in 1914—not to interpretations, statistics, or even to particular formulations/phrasings of those facts. The content, for example, of Wikipedia and Sparknotes is proprietary, not common knowledge, and data drawn from the statistical handbook that the US Census Bureau puts out every year are the product of specific work, though they are in the public domain. Communicating this to students would be a big help.

Reporting potential violations of the honor code is essential to our academic integrity. If you have any reason to believe that the honor code has been violated, even if the suspected violation would be minor, the best thing to do is to inform the Student or Faculty Chair of the Honor Committee as soon as possible. It is the committee’s responsibility alone to determine whether or not an honor code violation has occurred.

For Faculty and TAs
If you have any reason to suspect one of your students has violated the honor code on any assignment, you must contact the Faculty Chair of the Honor Committee.

For reasons of equity across the student body, suspected infractions must be taken to the Honor Committee and may not be dealt with by individual instructors. The College decided many years ago that a decentralized process would be fundamentally unfair: different instructors might interpret an identical case in wildly differing ways, so the same infraction gets, in one class, a failure on the assignment, on another a talking-to, on a third the benefit of the doubt and a chance for a do-over, and so on.
In addition, faculty cannot know if the student already has a long record of disciplinary problems and is even, in fact, on probation, or does/not have a turbulent family life as claimed.

Basic equity means that like cases are treated alike. Only the Dean's Office and the Honor Committee have the context and track record to determine which cases are alike.

Please keep in mind that TAs and faculty members are only responsible for reporting potential infractions. Faculty are not responsible for determining innocence, guilt, or even whether a hearing should be convened. As a result, you do not have to be completely sure whether an infraction has occurred, but you are obligated to report any suspicious assignments or behavior. It is up to the Faculty Chair, in cooperation with the Student Chair and the Dean of the College, to determine whether to proceed with a hearing.

**For classmates**

If you suspect that someone in your class has violated the honor code, you should contact either your professor, the Student Chair, or the Faculty Chair of the Honor Committee as soon as possible. Once the chairs are notified (by you or by your professor), they will meet with you to go over the evidence or story to see whether your concern is something that should be brought to a hearing. Your professor does not need to have witnessed or otherwise been aware of the suspected infraction in order to report your suspicion to the committee.

You don’t need to be completely sure that the honor code has been violated to report your suspicion, it is the committee’s responsibility alone to decide whether or not an infraction has occurred.

**For other scenarios (roommates, strangers, etc.)**

If you are aware that another student may have violated the honor code, it is your responsibility as a Williams student to report it. Our honor code specifically describes this obligation. Many students have come forward to report potential infractions made by other students whom they did and did not know. It is a difficult responsibility, but one that is essential for maintaining our integrity as students and as an institution.

To report an infraction, contact either the Student or Faculty Chair of the Honor Committee.

**Honor Committee Members**

**Before a Hearing**
A case begins when a member of the community comes forward with evidence that a violation of the Honor Code might have occurred. This person normally brings the suspected violation to the attention of the Student Chair (SC) or the Faculty Chair (FC). If the Chairs decide that there is sufficient evidence to proceed, the SC meets with the concerned student(s) as soon as possible, informs them of the allegation, and presents them with copies of the supporting evidence. The SC will ensure the student is informed about their rights and the Honor Committee procedures; while the SC can instruct the student on what is allowed and not allowed in the process, they may not advise the student as to what the best course of action is. The SC will also ask the student if there are any members of the panel (student or faculty) who the student believes cannot hear the case fairly. Requests for the recusal of a panel member must be based on a specific and substantial conflict of interest, not a general or unspecified impression. The SC and FC will decide on any such requests.

The conversation between the SC and the accused may become part of the evidence at a hearing at the discretion of the SC. The SC should make clear during the conversation with the accused student whether the discussion is confidential or not. The FC will meet with the members of the faculty or staff who will be appearing at the hearing to acquaint them with hearing procedure and guidelines.

When the case is ready to move forward, the SC, FC, and Dean decide on a time for the hearing. The members sitting for that case will be asked beforehand if any member of the committee has a significant reason to doubt their ability to consider the case fairly; they may ask to be recused. Acquaintance or friendship with a participant alone are not grounds for recusal; the committee chairs will need to hear strong and convincing reasons. The SC and FC will decide on any such requests. The SC informs the accused student(s) of the time and place of the hearing.

In preparation for the hearing, the Dean’s Office will have prepared sufficient copies of all written evidence for committee members and the accused. Accused students have the right and responsibility to present any relevant evidence. They have the right to call witnesses on their behalf. Students presenting written evidence should bring sufficient copies for the committee; if they need assistance in preparing evidence, they may call on the Dean’s Office for help (photocopying, providing internet hook-ups, etc.) Accused students have the right to be accompanied by an advisor. The advisor must be a member of the College community (i.e., student, faculty or staff). An accused student may not be accompanied by or represented by an attorney. During the hearing the advisor and the accused student may speak to one another, but the advisor may not address the committee or question witnesses.

**During a Hearing**
The Honor Committee must have at least three-quarters of its student (voting) members on campus at the time of the hearing. If fewer than five student members can be present at a hearing, both the accused student and the Dean must agree to proceed with the hearing.

The individual who has brought the case forward presents his or her evidence and explains why s/he suspects an Honor Code violation. Members of the committee, as well as the accused student may ask questions for clarification at any time. After the presentation, committee members and the accused student may ask any additional questions. If there are additional witnesses to the alleged violation of the Honor Code, they are brought in one at a time and questioned first by the committee and then by the accused student.

Next, the accused student has the opportunity to respond to the charges: this could include providing an explanation, presenting exculpatory evidence, offering an apology, or whatever else the student wishes the committee to hear. The student may choose to call witnesses on his or her behalf. Witnesses are brought in one at a time. The committee and the individual who brought the case forward questions the accused student and any witnesses in turn.

Once questions have been asked and answered, the individual who brought the case forward and any remaining witnesses leave the hearing. The accused student may address the committee or answer any final questions. When finished, the accused student leaves the room.

The committee then deliberates over three questions:

1. Is the alleged behavior an infraction of the Honor Code?
2. If it is, did the accused student commit the infraction?
3. If s/he did, what penalty is recommended to the Dean?

All members of the committee present at the hearing participate in the deliberations; however, only the student members can vote. A vote of three-quarters of those present and voting is required both for finding the student responsible for violating the Honor Code and for recommending a sanction to the Dean. In the event that a three-quarters vote to recommend a sanction cannot be reached, one or more students may endorse separate recommended sanctions. A recommendation for dismissal requires a unanimous vote of the student members present. The dismissal is carried out only upon approval by both the Dean of the College and the President of the College.

Immediately after the hearing, the SC lets the accused know what the committee decided. The FC relays the same information to the person who brought the case forward.
If the committee does find the accused responsible for violating the honor code, then the dean will relay the decision formally, in writing. In a letter to the student (copied to the person who brought the case forward, the SC, and the FC), the dean will let the student know the sanction imposed, the reasons for this, and the committee’s particular concerns.

Requirements & Sanctions

The panel may assign any of the following requirements/sanctions (individually or in combination) in response to a violation of the Honor Code. Students who are found responsible for violating the Honor Code are expected to learn from the hearing, finding, and requirement/sanction. Subsequent infractions of the honor code (after an initial incident) will almost certainly result in more severe sanctions.

- **Warning:** A warning is intended to educate the student about the Honor Code and community standards, and to serve as notice that continuation or repetition of prohibited conduct may be cause for additional disciplinary action. A warning does not become part of the student's permanent record. Students who receive a warning can answer negatively if they are asked if they have been subject to College discipline. A warning remains in a student’s file until graduation, when it is removed.

- **Mandatory educational tutorial:** This Instructional material is designed to educate students about the importance of academic integrity, and to serve as a guide for proper practices around collaboration, citation, quotation, and more. This educational sanction does not become part of the student's permanent record. Students who receive this sanction can answer negatively if they are asked if they have been subject to College discipline. Notation of an educational requirement remains in a student’s file until graduation, when it is removed. Students who fail to complete the tutorial by the end of the semester in which the infraction occurred will automatically be placed on disciplinary probation.

- **Failure in the assignment:** The student will automatically receive an F for the assignment in which the infraction was committed. This sanction does not automatically become part of the student’s permanent record unless it is accompanied by disciplinary probation or suspension. Students who receive this sanction can answer negatively if they are asked if they have been subject to College discipline. Notation of the hearing outcome remains in a student’s file until graduation, when it is removed.
- **Failure in the course:** The student will automatically receive an F for the course in which the infraction was committed. This sanction does not automatically become part of the student's permanent record unless it is accompanied by disciplinary probation or suspension. Students who receive this sanction can answer negatively if they are asked if they have been subject to College discipline. The failing grade will appear as an E on the academic transcript. Notation of the hearing outcome remains in a student's file until graduation, when it is removed.

- **Disciplinary Probation:** To be assigned for a specified period of time. This sanction becomes part of the student's permanent record, and remains on file for seven years. Students who receive this sanction must answer affirmatively if they are asked if they have been subject to College discipline. Subsequent violation of the Honor Code will normally result in suspension or expulsion from the College. The student meets regularly with a dean during the probationary period. As a general matter, parents/guardians are notified about disciplinary probation.

- **Suspension:** Separation from the College, and exclusion from College premises, and from other privileges and activities. Readmission to the College after the term of suspension is not automatic but requires an application to the Dean of College. This sanction becomes part of the student's permanent record, and remains on file for seven years. Students who receive this sanction must answer affirmatively if they are asked if they have been subject to College discipline. Subsequent violation of the Honor Code will normally result in suspension or expulsion from the College. As a general matter, parents/guardians are notified about suspension.

- **Expulsion:** Permanent termination of student status, and exclusion from College premises, privileges, and activities. This sanction becomes part of the student's permanent record, and remains on file permanently. Students who receive this sanction must answer affirmatively if they are asked if they have been subject to College discipline. As a general matter, parents/guardians are notified about expulsion.

- **Other Actions:** In addition to or in place of the above actions, the hearing panel may assign such other penalties, as it deems appropriate.
The accused student may request a reconsideration of the Committee’s decision on the basis of substantial new evidence or improper procedures. A request for reconsideration must be made in writing to one or both of the Committee chairs within a week of the Committee’s decision, or the decision is considered accepted. The request for reconsideration will only be granted if a majority of the Committee members who heard the case agree. The Committee may choose to reconsider either the case in its entirety or just one or more aspects of the case, and in doing so may receive or review any information it determines is relevant to the reconsideration. Following its reconsideration, the Committee will refer its decision to the Dean for the Dean’s action, if any, as appropriate. After a rehearing, the Dean’s decision is permanent. The student does not have any right to contest the rehearing’s decision and sanction.

This page contains links to anonymized reports of previous cases that the Honor and Discipline Committee has heard, in addition to the sanctions recommended by the committee and imposed by the Dean.
Academic Policies

Students are required to be thoroughly familiar with the policies stated below.

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

Attendance

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

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

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

Williams College Policy on Observance of Religious Holidays

Because no Williams student should ever have to choose between important religious observances and academic or athletic commitments, College policy provides for students who wish to participate in religious observances that conflict with other obligations to make arrangements with their instructors and coaches to do so.

The policy, approved in 1984 by the faculty and trustees in compliance with the laws of the Commonwealth of Massachusetts, states that “Any student who is unable, because of his or her religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such requirement, and shall be provided an opportunity to make up such requirement which they may have missed because of such absence now—provided, however, that such makeup examination or work shall not create an unreasonable burden upon the College.” No adverse or prejudicial effects shall result to any student who makes use of this provision of College policy.

Course Change Period

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

**Year-Long Courses**

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

**Grading System**

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

- A+ = 4.0 (4.33 prior to fall 2020)
- A = 4.00
- A- = 3.67
- B+ = 3.33
- B = 3.00
- B- = 2.67
- C+ = 2.33
- C = 2.00
- C- = 1.67
- D+ = 1.33
- D = 1.00
- D- = 0.67

E = 0 results in a course deficiency

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

**First-Year Student Advisories**

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

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

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

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

Early Concentration Rules

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

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

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

Course Load

COVID-19 addendum: Students enrolled fall 2020 or spring 2021 are required to complete three courses each semester.
Students may not enroll in fewer courses than the required load unless on a documented and approved reduced course load.

If a student wants to enroll in four courses, a fourth course may be:

- Taken on a pass/fail basis (provided the course is designated pass/fail) or as a regular graded course.
- Dropped up to the sixth week of the semester.
- Used to repair a previously earned deficiency but not for subsequent deficiencies.

If a student wishes to withdraw from a fourth course beyond the sixth week deadline, they will have to go through the Dean of the College process for withdrawing from a course. Their record will indicate a “W” but a student will not have to make up the course.

Students failing a fourth course during fall 2020 or spring 2021 will not have to make up the course.

Students who complete:

- Three courses in both fall 2020 and spring 2021 semesters will be required to complete a total of 30 courses for graduation.
- Three courses in one semester and four courses in the other will be required to complete a total of 31 courses for graduation.
- Four courses in both semesters will be required to complete a total of 32 courses for graduation.

When fourth courses are used to make up prior deficiencies, they are not associated with an increase to 31 or 32 total courses for graduation.

Students are required to complete four courses each semester.

**Approved Reduced Course Load**

**COVID-19 addendum:** Students enrolled fall 2020 or spring 2021 on a reduced course load must be enrolled in a minimum of two courses each semester and complete their total number of required courses for graduation.

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

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

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

- Minimum academic standards for a student on a reduced course load are three grades of C- (in any semester) or a grade of Pass (in Spring 2020, Fall 2020, and Spring 2021) OR two grades of C- or better and a Pass each semester, and at least Perfunctory Pass on the Winter Study Project. The Committee on Academic Standing may require a student to withdraw from the college for a period of time for failure to meet these minimum standards.
- Students may take a fourth course as an extra course. This course may be taken pass/fail or for a grade, and will count toward the 32 course requirement.
- Students on a reduced course load should confer with the Registrar and with Dr. Wallace, Director of Accessible Education, at least once each year to make plans for completing the degree. Since the student will complete fewer than 32 Williams courses in eight semesters, the student will need to either take summer courses elsewhere or take additional semesters at Williams in order to complete their graduation requirements. Note, however, that only Williams courses can be used for completing distribution requirements.
- If a student wishes to take summer courses elsewhere, they must be pre-approved by the Registrar and must be taken at an accredited four-year institution and be in a field appropriate to the liberal arts.
- If a student wishes to take courses elsewhere that count towards the requirements of their major, those courses will need to be approved by the chair in their major department or program.
- If a student receives financial aid, that aid can be extended if the reduced course load requires additional semesters to complete 32 courses.
- The college requires all students to take a full course load. This means that students on a reduced course load must be enrolled in a minimum of three courses each semester. Students who come to the end of a semester having completed 30 or 31 courses, and choose to complete those remaining courses by petitioning to take an additional semester at Williams will be expected to be enrolled in three courses that final semester.
• As is the case for all students, students are permitted to withdraw from one course in the first year and one additional course during the remaining semesters at Williams, so long as the requirements for withdrawing from a course are met. If the student withdraws from a course, the deficiency must be made up in either the following summer or the next semester.

• Students on reduced course load who plan to study away should be sure to let both Dr. Wallace and the study away advisor know of their intention to take a reduced course load while away. Many study away programs permit students to take a three course load if they have been approved for that load by their home institution, but some programs are fully integrated such that taking only three courses is not possible without disrupting the academic integrity of the program.

• If a student is approved for a reduced course load without a specific ending date, Dr. Wallace will review the necessity of continuing on reduced load at the beginning of each term. He may contact the student to request updated academic or medical information if needed to determine the appropriateness of continuing the reduced course load accommodation.

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**Pass/Fail Option**

**COVID-19 addendum:** For students enrolled spring 2020, fall 2020, or spring 2021, students may opt to take any designated course pass/fail. Courses taken pass/fail (if designated) will not count toward a student’s total allowance of three pass/fail courses over the duration of their time at Williams and can be used to fulfill the distribution requirement (divisional; Writing Skills; Difference, Power, and Equity; and Quantitative/Formal Reasoning).

Students have until the last day of classes fall 2020 and spring 2021 to decide to opt for pass/fail in any course designated pass/fail.

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

Courses taken pass/fail cannot be used to fulfill distributional requirements (divisional, WS, DPE, QFR). No course counting toward a major, certificate, or concentration can be taken pass/fail unless this course is the first one taken toward that credential. (In rare circumstances, chairs of programs or departments may grant exceptions to this rule.)
Students may designate a fifth course as one of their pass/fail options, similarly by the tenth week of the semester. Courses taken pass/fail as part of a four-course load or as a fifth course to make up a course deficiency will count toward graduation; courses taken pass/fail as an extra course will not count toward graduation.

Instructors have the option of designating any of their courses (except tutorials) as eligible for the pass/fail option. These courses are available for students to enroll on a graded or pass/fail basis.

**Extra Graded (fka Fifth) Course Option**

**COVID-19 addendum:** Any extra course taken spring 2020 will not count towards the 32 to graduate UNLESS a student is taking it to make up a deficiency from a prior term.

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

Instructors have the option of designating any of their courses (except tutorials) as eligible for the fifth course option. These courses are available for students to enroll as a Fifth Course.

Policy exceptions apply to extra half credit Dance, Music, and Theatre courses.

**Withdrawing from a Course**

**COVID-19 addendum:**

- During fall 2020 or spring 2021 students have until the end of the last day of classes to withdraw from a course.
- If a student wishes to withdraw from a fourth course beyond the sixth week deadline, they will have to go through the Dean of the College process for withdrawing from a course.
- In the case of a withdrawals from a fourth course past the stated deadline, the record will indicate a “W” but a student will not have to make up the course.

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

**Deadlines for Coursework**

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

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

**Failing a Course and Deficiencies**

**COVID-19 addendum:**

- Students failing a fourth course during fall 2020 or spring 2021 will not have to make up the course.
A fourth course taken fall 2020 or spring 2021 may be used to cover a previously earned deficiency but not for subsequent deficiencies.

A fifth or sixth extra-graded course taken fall 2020 or spring 2021 may be used to cover a deficiency incurred in a prior or subsequent semester.

When a student falls behind in course credits because of a failure or course withdrawal, they have a deficiency. Deficiencies are typically made up by courses taken after the deficiencies have been incurred; however students may petition the Committee on Academic Standing to make up a course deficiency due to failure or withdrawal with a previously-completed fifth course taken at Williams.

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

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

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

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

**Separation for Low Scholarship**

It is the policy of Williams College not to permit a student to remain in residence after it has become evident that they are either unable or unwilling to maintain reasonable standards of academic achievement. At the end of each term, the Committee on Academic Standing reviews all academic records that fail to meet the following minimum academic requirements:
Four grades of C- or better, or three grades of C- or better and a Pass each semester, and at least Perfunctory Pass on the Winter Study Project.

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

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

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

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

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

**Withdrawal from the College in Good Standing**

**COVID-19 addendum:** Students attending Williams during the academic year 2020-2021 have until the end of the last day of classes to withdraw from a course.

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

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

Refunds

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

Eligibility for Extracurricular Activities

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

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

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

Dean’s List

COVID-19 addendum: During fall 2020 and spring 2021, all students who attain a semester average of 3.50 or higher in a program of three or more courses taken on an A-E graded basis are placed on the Dean’s List for that semester. Students with two courses taken on an A-E graded basis and one pass/fail course are not eligible for the Dean’s List.

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

Phi Beta Kappa Society (amended fall 2019)

1. The requirements for election to membership shall include the completion of all required Winter Study Projects. There shall be two elections of new members for each class, at the end of the junior and senior years.
2. At the end of the junior year, all students in the highest five percent of the class, ranked by cumulative grade point average, shall be eligible for election provided they have met the requirements and have completed enough courses to be considered candidates for the B.A. degree in the following year. A student who leaves Williams at the end of the junior year to attend graduate school may be elected under the above procedures.

3. At the end of the senior year, all students not yet elected and in the highest 12.5 percent of the class, ranked by cumulative grade point average, shall be eligible for election provided they have met the requirements. Seniors who have met the requirements can also be become eligible for election by nomination from a faculty member at Williams College. Nominations shall be approved by an election committee of at least three faculty members of Phi Beta Kappa, with one from each division; the members of the committee will be chosen by the faculty officers of the Williams chapter, in consultation with the membership. The total number of students elected shall not exceed 15 percent of the class.

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

5. Honorary members may be elected from distinguished alumni, faculty, or staff of the college. Nominations shall be approved by the election committee. The number of honorary members elected shall ordinarily not exceed two each year.

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

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

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

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

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

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

**Awarding of Degrees**

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By vote of the Trustees, the degree of Bachelor of Arts is conferred at Commencement upon students who have completed the requirements as to courses and grades to the satisfaction of the Faculty. The right to a degree may, however, be forfeited by misconduct at any time prior to the conferring of the degree. Students receiving their degree in absentia must communicate that decision to the Dean of the College and the Registrar no later than two weeks prior to commencement. Diplomas will not be authorized for students who have not paid College charges or have not returned all books belonging to the library.

**Graduation with Distinction (Latin Honors)**

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

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

**Winter Study**

**COVID-19 addendum:** A Winter Study term will not be offered during the 2020-2021 academic year. Students who enroll in fall 2020 and/or spring 2021 will only be required to pass three Winter Study courses.

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

**Student Records**

Williams College has policies regarding the kinds of information that will be included in the permanent record of students as well as policies regarding the retention, safety and security, and disposal of records. Its information-release policies respect the rights of individual privacy, the confidentiality of records, and the best interests of students and the institution.
Williams values the privacy of its students and complies with the Family Educational Rights and Privacy Act (FERPA), which governs access and release of student education records.

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

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

Even though the law allows 45 days, at Williams, requests are normally honored at the time they are submitted. Students should submit their requests to the persons maintaining the records to which they wish access, e.g. the registrar, dean, department chair, or other appropriate officials.

2. **A student has the right to request that corrections be made to their education records if they believe the records are inaccurate or misleading or otherwise in violation their privacy rights under FERPA.**

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

If the official responsible for the record does not agree to amend the record as requested, Williams will notify the student of the decision and advise them of the right to a hearing and the procedures for initiating one. If Williams decides after the hearing not to amend the education record, the student may place a written statement in the record commenting upon the information therein and the student’s disagreement with the college’s decision not to amend the record.

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

Williams College generally will not disclose personally identifiable information from a student’s education records without his/her consent; however, the College may make authorized disclosures without consent as specified under the law.

Under FERPA, Williams College may, at the College’s discretion, release personally identifiable information from education records without the student’s prior consent in certain specified circumstances, including but not limited to:
Disclosure to school officials with legitimate educational interests. “School officials” are Williams College employees in administrative, supervisory, academic or support staff positions; Williams College trustees; individuals and companies with whom the College has contracted to perform institutional services and functions, such as attorneys, auditors, consultants, volunteers, and collection agencies. School officials have a “legitimate educational interest” if they need to review an education record in order to fulfill their professional responsibilities;

- Disclosure to organizations involved in awarding financial aid;
- Disclosure to parents of financially dependent (see Parental Notification Policy);
- Disclosure to parents or legal guardians of students under twenty-one years of age regarding information about violations of college drug and alcohol policies;
- Disclosure to comply with a judicial order or subpoena (after making a reasonable effort to notify the student in advance of compliance so that the student can take protective action). An exception to this notification requirement exists if the subpoena is issued by a federal grand jury or for other law enforcement purposes and the requesting agency specifically ordered that the existence of the subpoena is not to be disclosed;
- Disclosure to appropriate parties in a health or safety emergency, in order to protect the health or safety of the student or other individuals; and
- Disclosure of the results of final student disciplinary proceedings to victims of violent crimes or sexual offenses.

Note that, upon request, Williams will disclose a student’s education records to officials of another school in which the student seeks or intends to enroll, as well as institutions where the student has already enrolled.

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

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

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

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

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

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

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

Record Retention

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

Parental Notification Policy

As noted above, FERPA regulations and state statutes assign students the right to release information contained in their educational records. Specifically, FERPA entrusts this right to students once they reach the age of eighteen or enroll in a postsecondary institution. Consistent with Williams’ efforts to promote each student’s personal growth and autonomy, and to preserve a climate of trust with them, the College will not release any information contained within a student’s educational record to parents without the
student’s consent. However, when appropriate and as allowed by FERPA, the College does permit the release of certain information of financially dependent students to parents without the student’s consent. The specific instances in which Williams will and will not notify parents warrant particular attention.

Note: The College reserves the right to notify a parent or guardian of their student’s status in situations not specifically listed below if the circumstances warrant and if it is in the best interest of the student and the College community.

Notice of a Student’s Academic Standing

The College believes that each student is responsible for his or her academic progress and performance. Therefore, Williams communicates with students regarding their academic performance. For instance, in an effort to foster students’ sense of responsibility for their academic endeavors, grades and academic advisories are sent directly to students and are not released to parents or guardians unless a student specifically requests in writing to the Office of the Registrar that they be released. While students are encouraged to share information regarding their academic progress with their parents, Williams does not mandate it.

Academically, however, there are instances when the College will typically notify parents of a student’s academic performance with or without the student’s consent. Parents generally will be notified of a student’s academic standing regardless of consent when there is a change of status, i.e., when a student is required to resign (either temporarily or permanently) due to failure to meet academic standards.

Notice of a Student’s Disciplinary/Conduct Standing

As a member of the Williams community, the College expects each student to take responsibility for his or her actions. Our Code of Conduct serves as a standard and guide for students’ behavior. Violations of our Code of Conduct warrant a College response. Generally, the College will communicate any disciplinary response to a Code violation directly with the student, and parents or guardians will not be notified, unless the student chooses to inform his or her parents. However, if the College response results in a change in the student’s status (i.e., probation, suspension, or expulsion), the college typically will notify parents or guardians of the changed status.

Likewise, Williams reserves the right to inform the parents of any student if the student violates any Federal, State, or local law, or campus regulation governing the use or possession of alcohol or drugs.

Notice of a Student’s Health/Welfare Standing
Information regarding a student’s health and/or psychological welfare is protected by strict policies instituted to ensure the student’s confidentiality. While students are encouraged to share information regarding their health and/or psychological welfare with their parents, without students’ informed consent (typically in writing), the College cannot share this type of information with their parents or guardian except as set forth below.

Williams recognizes that situations arise in which a student may be unable to give informed consent. If a student is transported to the hospital in a critical situation, the parent or guardian of the student will be notified. Where possible, the College will allow the individual student time to make direct notification to parent or guardian or explicitly identify a third party to make contact with the parent or guardian. In such instances when a student is being treated by an external healthcare provider, the College expects the external provider to determine the appropriateness of parental notification and undertake such notification when deemed appropriate. Having the external provider directly notify the parents ensures that parents receive the most informed and precise information regarding their child’s well-being.

If a student is facing a health- or safety-related emergency or is deemed a threat to a person on campus, the College may decide to notify parents without the consent of the student. The College may also contact a parent or guardian if it comes to the attention of school officials that a student has been inexplicably absent from campus for a prolonged period of time.

**Health and Counseling Records**

As noted above, FERPA pertains specifically to education records and it does not address records that may be generated in Health and Wellness Services. FERPA’s protection of education records does not include those records: (1) relating to a student that are either created or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional; (2) generated solely to provide treatment to the student; and (3) not disclosed to anyone other than individuals providing such treatment.

Access to Williams Health and Wellness Services’ records is limited by departmental confidentiality policies, professional ethics, and state law. In particular, information shared, generated, and/or obtained during visits to Health and Wellness Services is protected from disclosure by specific policies regulating the release of such information.
Center for Academic Resources

The Center for Academic Resources houses a number of services and programs designed to support students’ academic and intellectual engagement and to help them take full advantage of the curriculum. Our goal is to help students explore and take full advantage of Williams’ educational/intellectual opportunities of living and learning.

'68 Center for Career Exploration

At the '68 Center for Career Exploration, we’re dedicated to the future success of Williams’ students, and that means helping them make the most of the time and opportunities right now. We’re students’ one-stop shop for career exploration, internship, job, and graduate school searching, resume critiques, interviewing advice, and networking. It’s never too early to stop by for an appointment. Whether a student is an undeclared first-year or a senior ready for their first job in a chosen field, we’re here to help students explore, define, and achieve their career potential.

Students can get started exploring with the professional Career Advisors in:

Or, explore directly with alumni through the first-ever alumni career mentoring network, EphLink.

Each year the office organizes one large career fair and hosts over 120 employer campus visits throughout the year. We offer an extensive database of curated internships and jobs, summer internship funding, and interview support. Internship funding is available through our Alumni Sponsored Internship Program (ASIP) for currently enrolled first-years, sophomores, and juniors participating in an unpaid or limited stipend full-time summer internship. This Program enables students to perform a public service to these organizations and work on special projects with an opportunity to gain experience, explore career fields, develop skills, and build a network.

For more information or to subscribe to our monthly newsletter visit the '68 Center for Career Exploration site.

Graduate Study and Professional Careers

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

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

**Religious Study**

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

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

Collette Chilton
Chief Investment Officer
Investment Office
Boston
617-502-2404
413-597-3515
cchilton@williams.edu

Keli Gail
Assistant to the President and Secretary of the College
President’s Office
Hopkins Hall
413-597-4233
kg8@williams.edu
Leticia S. E. Haynes  
Vice President for Institutional Diversity, Equity and Inclusion  
VP-InstDivrsyEquity&Inclusion  
Hopkins Hall  
413-597-4376  
lseh1@williams.edu

David Love  
Provost, Class of 1969 Professor of Economics  
Provost’s Office  
Economics Department  
Hopkins Hall  
413-597-4352  
dlove@williams.edu

Megan Morey  
Vice President for College Relations  
VP-College Relations Off  
Mears House  
413-597-4217  
mmorey@williams.edu
Safa Zaki
Dean of the Faculty, Professor of Psychology
Dean of Faculty’s Office
Psychology Department
Hopkins Hall
413-597-4594
szaki@williams.edu

Frederick W. Puddester
Vice President for Finance & Administration and Treasurer
VP-Finance & Admin Office
Hopkins Hall
413-597-4421
fwp1@williams.edu

Jim Reische
Chief Communications Officer
Office of Communications
63 Spring St, 3rd Floor
413-597-2025
jfr1@williams.edu
Marlene Sandstrom
Dean of the College, Hales Professor of Psychology

Dean's Office
Psychology Department
Hopkins Hall
413-597-4261
msandstr@williams.edu
The Williams Directory can provide additional information about faculty.

Leave information is noted.

- Daniel P. Aalberts, Kennedy P. Richardson ’71 Professor of Physics; 1989, B.S., Massachusetts Institute of Technology, 1994, Ph.D., Massachusetts Institute of Technology, 1996, Postdoctoral Research at, University of Leiden, 1997, Postdoctoral Fellow at, Rockefeller University
- Tomas Adalsteinsson, Assistant Professor of Physical Education and Head Women’s Golf Coach; 2011, M.A., John F. Kennedy University
- Colin C. Adams, Thomas T. Read Professor of Mathematics; 1978, B.S., Massachusetts Institute of Technology, 1983, Ph.D., University of Wisconsin, Madison; on leave 2020-2021
- Zaid Adhami, Assistant Professor of Religion and Faculty Affiliate in Anthropology & Sociology; 2010, M.A., Stanford University, 2010, B.A., Stanford University, 2017, Ph.D., Duke University; affiliated with: Anthropology and Sociology; on leave Fall 2020
- Jeannie R Albrecht, Professor of Computer Science; 2001, B.S., Gettysburg College, 2003, M.S., Duke University, 2007, Ph.D., University of California, San Diego; on leave 2020-2021
- Cecilia Aldarondo, Assistant Professor of Art; 2012, Ph.D., University of Minnesota
- Kris Allen, Lyell B. Clay Artist in Residence in Jazz Activities/Lecturer in Music, Director of the Jazz Ensemble; 1998, B.M., Hartt School, University of Hartford, 2004, M.M., State University of NY, Purchase Conservatory
- Sarah M. Allen, Chair and Associate Professor of Comparative Literature; 1992, A.B., Harvard University, 1996, M.A., University of Michigan, 2003, Ph.D., Harvard University; affiliated with: Asian Studies Department
- Alex A. Apotsos, Lecturer in Geosciences; 1999, B.S., Duke University, 2007, Ph.D., Massachusetts Institute of Technology
- Kevin M. App, Assistant Professor of Physical Education and Head Men’s Basketball Coach; 2007, B.S., Cornell University
- Sonya K. Auer, Visiting Assistant Professor of Biology; 2001, B.A., Prescott College, 2011, Ph.D., University of California, Riverside
- Hossein Ayazi, Visiting Assistant Professor of American Studies; 2010, B.Sc., University of California, San Diego, 2018, Ph.D., University of California, Berkeley
- Duane A. Bailey, Professor of Computer Science; 1982, B.A., Amherst College, 1984, M.S., University of Massachusetts, Amherst, 1988, Ph.D., University of Massachusetts, Amherst
- Jon M. Bakija, W. Van Alan Clark ’41 Third Century Professor in the Social Sciences; 1990, B.A., Wesleyan University, 1995, M.A., University of Michigan, 2000, Ph.D., University of Michigan
- Lois M. Banta, Chair and Professor of Biology; 1983, B.A., Johns Hopkins University, 1990, Ph.D., California Institute of Technology
- Daniel W. Barowy, Assistant Professor of Computer Science; 2002, B.A., University of Massachusetts, Amherst, 2010, B.S., Boston University, 2013, M.S., Boston University, 2017, Ph.D., University of Massachusetts, Amherst; on leave 2020-2021
- Alix H. Barrale, Assistant Professor of Physical Education and Head Field Hockey Coach; 1993, B.A., Williams College, 1996, M.S., Smith College
- Bill Barrale, Assistant Professor of Physical Education, Head Baseball Coach; 1994, B.S., Northeastern University, 2004, M.A., Rowan University
- Ethan M. Barron, Assistant Professor of Physical Education, Head Men's Track & Field Coach; 2001, B.A., Tufts University, 2005, M.Ed., Middlebury College
- Melissa J. Barry, Professor of Philosophy; 1988, B.A., Wheaton College, 1998, Ph.D., University of Notre Dame
- Ron D. Bassar, Assistant Professor of Biology; 2001, B.A., Prescott College, 2011, Ph.D., University of California, Riverside; on leave 2020-2021
- Gene H. Bell-Villada, Harry C. Payne Professor of Romance Languages; 1963, B.A., University of Arizona, 1967, M.A., University of California, Berkeley, 1974, Ph.D., Harvard University
- Ben Benedict, Senior Lecturer; 1973, B.A., Yale University, 1976, M.Arch., Yale University
- Magnús T. Bernhardsson, Chair of Arabic Studies, Brown Professor of History and Faculty Affiliate in Leadership Studies and Religion; 1990, B.A., University of Iceland, 1992, M.A., Yale University, 1999, Ph.D., Yale University; affiliated with: Leadership Studies Program, Arabic Studies Department, Religion Department
• Alexander Bevilacqua, Assistant Professor of History; 2007, B.A., Harvard University, 2008, M.Phil., Cambridge University, 2010, M.A., Princeton University, 2014, Ph.D., Princeton University; on leave 2020-2021
• Mari Rodriguez Binnie, Assistant Professor of Art; 2005, B.A., Northwestern University, 2011, M.A., University of Texas, Austin, 2017, Ph.D., University of Texas, Austin; on leave 2020-2021
• William B. Binnie, Visiting Lecturer in Art; 2008, B.A., Pitzer College, the Claremont College, 2014, M.F.A., Southern Methodist University, Meadows School of Arts
• Julie C. Blackwood, Associate Professor of Mathematics; 2006, B.S., Rochester Institute of Technology, 2010, Ph.D., University of California, Davis; on leave Spring 2021
• M. Jennifer Bloxam, Herbert H Lehman Professor of Music; 1979, B.M., University of Illinois, 1982, M.A., Yale University, 1987, Ph.D., Yale University
• Casey D. Bohlen, Visiting Assistant Professor of History and Religion; 2008, B.A., Brown University, 2013, M.A., Harvard University, 2016, Ph.D., Harvard University; affiliated with: Religion Department
• Christopher A. Bolton, Professor of Comparative and Japanese Literature; 1989, B.A., Harvard University, 1998, Ph.D., Stanford University
• Ralph M. Bradburd, David A. Wells Professor of Political Economy; 1970, B.A., Columbia College, 1975, M.A., Columbia University, 1976, Ph.D., Columbia University
• Alice C. Bradley, Assistant Professor of Geosciences; 2011, B.E., Dartmouth College, 2014, M.S., University of Colorado, Boulder, 2016, Ph.D., University of Colorado, Boulder
• Rashida K. Braggs, Associate Professor of Africana Studies and Faculty Affiliate in Comparative Literature, Faculty Fellow of the Davis Center and the Office of Institutional Diversity, Equity and Inclusion; 1998, B.A., Yale University, 2000, M.S., Boston University, 2006, Ph.D., Northwestern University; affiliated with: The Davis Center, VP-InstDivrstyEquity&Inclusion
• Janis Bravo, Instructor in Biology; 1980, B.S., Cornell University, 1990, Ph.D., Rutgers University
• Johanna Breiding, Assistant Professor of Art; 2006, B.A., Scripps College, 2012, M.F.A., California Institute of the Arts
• Theresa Brock, Visiting Assistant Professor of French Language and Francophone Cultures; 2011, B.A., University of Delaware, 2013, M.A., Pennsylvania State University, 2017, Ph.D., Pennsylvania State University
• Victoria Brooks, Visiting Lecturer in the Graduate Program in Art History; 2001, B.A., University of Bristol, 2006, M.A., Royal College of Art
• Deborah Brothers, Costume Director and Lecturer in Theatre; 1976, B.F.A., University of New Orleans, 1979, M.F.A., California Institute of the Arts
• Nicole G. Brown, Assistant Professor of Classics; 2001, B.A., Mount Holyoke College, 2003, M.A.T., University of Massachusetts, Amherst, 2014, M.A., Princeton University, 2018, Ph.D., Princeton University; on leave 2020-2021
• Denise K. Buell, Cluett Professor of Religion; 1987, B.A., Princeton University, 1990, M.Div., Harvard University, 1995, Ph.D., Harvard University; on leave Fall 2020
• Sandra L. Burton, Lipp Family Director of Dance and Senior Lecturer in Dance; 1983, B.A., City College of New York, 1987, M.F.A., Bennington College
• Xizhen Cai, Assistant Professor of Statistics; 2014, Ph.D., Pennsylvania State University
• Corinna S. Campbell, Associate Professor of Music; 2003, B.M., Northwestern University, 2005, M.M., Bowling Green State University, 2012, Ph.D., Harvard University
• Gerard Caprio, Chair of the Executive Committee for the Center for Development Economics and William Brough Professor of Economics; 1972, B.A., Williams College, 1974, M.A., University of Michigan, 1976, Ph.D., University of Michigan; affiliated with: Ctr-Development Economics
• Deborah L. Carlisle, Instructor in Biology; 2014, Ph.D., University of Massachusetts, Amherst
• Josh Carlson, Visiting Assistant Professor of Mathematics; 2013, B.S., Iowa State University, 2019, Ph.D., Iowa State University
• Anthony J. Carrasquillo, Assistant Professor of Chemistry; 2007, B.A., Bowdoin College, 2007, B.A., Bowdoin College, 2015, Ph.D., Massachusetts Institute of Technology
• Nicholas Carr, Visiting Professor of Sociology; 1981, B.A., Dartmouth College, 1984, M.A., Harvard University
• Matt E. Carter, Associate Professor of Biology; 2000, B.A., Whitman College, 2010, Ph.D., Stanford University; affiliated with: Neuroscience Program
• Gregory P. Casey, Assistant Professor of Economics; 2018, Ph.D., Brown University
• Alison A. Case, Dennis Meenan ’54 Third Century Professor of English; 1984, B.A., Oberlin College, 1988, M.A., Cornell University, 1991, Ph.D., Cornell University
• David N. Cassuto, Class of 1946 Visiting Distinguished Professor of Environmental Studies; 1985, B.A., Wesleyan University, 1994, Ph.D., Indiana University
• Victor A. Cazares, Assistant Professor of Psychology; 2007, B.A., California State University, Los Angeles, 2009, M.A., California State University, Los Angeles, 2015, Ph.D., University of Michigan; affiliated with: Neuroscience Program
• Anik A. Cepeda, Assistant Professor of Physical Education and Head Coach of Women’s Tennis; 2013, B.A., College of William and Mary
• Maria Elena Cepeda, Chair and Professor of Latina/o Studies; 1995, B.A., Kenyon College, 1997, M.A., University of Michigan, 2003, Ph.D., University of Michigan; affiliated with: Women, Gender & Sexuality Stdy, American Studies Program
• Arturo Chang, Gaius Charles Bolin Fellow in Political Science; 2015, B.A., DePaul University, 2017, M.A., Northwestern University
• Cecilia Chang, Frederick Latimer Wells Professor of Chinese; 1981, B.A., Fu-Jen University, 1987, M.A., University of California, Los Angeles, 2004, Ph.D., University of Massachusetts, Amherst
• Matthew Chao, Assistant Professor of Economics; 2006, B.A., Dartmouth College, 2015, Ph.D., California Institute of Technology
• Jessica Chapman, Professor of History; 1999, B.A., Valparaiso University, 2001, M.A., University of California, Santa Barbara, 2006, Ph.D., University of California, Santa Barbara
• C. Ondine Chavoya, Professor of Art; 1992, B.A., University of California, Santa Cruz, 1996, M.A., University of Rochester, 2002, Ph.D., University of Rochester; affiliated with: Latina/o Studies Program
• Pei-Wen Chen, Assistant Professor of Biology; 2001, B.S., National Yang-Ming University, 2003, M.S., Albert Einstein College of Medicine, 2008, Ph.D., Albert Einstein College of Medicine
• Franny Choi, Gaius Charles Bolin Fellow in English; 2011, B.A., Brown University, 2018, M.F.A., University of Michigan
• Kerry A. Christensen, Garfield Professor of Ancient Languages; 1981, B.A., Swarthmore College, 1983, M.A., Princeton University, 1993, Ph.D., Princeton University; on leave Fall 2020
• Kelly I Chung, Visiting Assistant Professor of of Women's, Gender, and Sexuality Studies; 2018, Ph.D., Northwestern University
• Cassandra J. Cleghorn, Senior Lecturer in English and American Studies; 1983, B.A., University of California, Santa Cruz, 1988, M.A., Yale University, 1995, Ph.D., Yale University; affiliated with: American Studies Program; on leave Spring 2021
• Phoebe A. Cohen, Associate Professor of Geosciences; 2002, B.A., Cornell University, 2010, Ph.D., Harvard University; on leave Spring 2021
• Jeremy D. Cone, Assistant Professor of Psychology; 2007, B.A., University of Waterloo, 2012, Ph.D., Cornell University
• Michael Conforti, Lecturer in the Graduate Program in Art History; 1968, B.A., Trinity College, 1973, M.A., Harvard University, 1977, Ph.D., Harvard University; affiliated with: Art Department
• Eliza L Congdon, Assistant Professor of Psychology; 2008, B.S., Brown University, 2016, Ph.D., University of Chicago
• José A. Constantine, Assistant Professor of Geosciences; 1999, B.S., College of William and Mary, 2002, M.S., University of California, Davis, 2008, Ph.D., University of California, Santa Barbara
• Mea S. Cook, Chair and Associate Professor of Geosciences; 1999, B.A., Princeton University, 2006, Ph.D., Mass Institute of Technology - Woods Hole Oceanographic Institution Joint Program in Oceanography
• Carl B. Cornell, Visiting Assistant Professor of French; 2011, B.A., St. Lawrence University, 2018, Ph.D., Pennsylvania State University
• Rónadh Cox, Edward Brust Professor of Geology and Mineralogy; 1985, B.S., University College Dublin, 1993, Ph.D., Stanford University
• George T. Crane, Chair of Asian Studies and the Edward S. Greenbaum 1910 Professor of Political Science; 1979, B.A., State University of New York, Purchase, 1981, M.A., University of Wisconsin, Madison, 1986, Ph.D., University of Wisconsin, Madison; affiliated with: Asian Studies Department
• Marshall Creighton, Lecturer in Physical Education and Assistant Strength & Conditioning Coach; 2002, B.A., Williams College
• Justin Crowe, Chair of Leadership Studies and Associate Professor of Political Science; 2003, B.A., Williams College, 2005, M.A., Princeton University, 2007, Ph.D., Princeton University; affiliated with: Leadership Studies Program
• Joseph L. Cruz, Professor of Philosophy; 1991, B.A., Williams College, 1999, Ph.D., University of Arizona
• Erica Dankmeyer, Artist-in-Residence in Dance; 1991, B.A., Williams College
• Andrea Danyluk, Mary A and William Wirt Warren Professor of Computer Science, Chair of Cognitive Science Program; 1984, A.B., Vassar College, 1986, M.S., Columbia University, 1992, Ph.D., Columbia University; affiliated with: Cognitive Science Program
• Derek Dean, Lecturer in Biology; 1994, B.A., Oberlin College/Conservatory, 2004, Ph.D., Cornell University
• Alan De Gooyer, Lecturer in English; 1987, B.A., Colorado State University, 1991, M.A., University of Denver, 1994, Ph.D., University of Virginia
• Edan Dekel, Chair and Professor of Classics, Chair of Jewish Studies Program; 1996, B.A., Brown University, 1998, M.A., University of California, Berkeley, 2005, Ph.D., University of California, Berkeley; affiliated with: Religion Department
• Christine DeLucia, Assistant Professor of History; 2006, A.B., Harvard University, 2009, M.Phil., Yale University, 2012, Ph.D., Yale University
• Richard D. De Veaux, C. Carlisle and Margaret Tippit Professor of Statistics; 1973, A.B., Princeton University, 1980, M.A., Stanford University, 1986, Ph.D., Stanford University
• Charlie Doret, Associate Professor of Physics; 2002, B.A., Williams College, 2006, A.M., Harvard University, 2010, Ph.D., Harvard University
• Georges B. Dreyfus, Jackson Professor of Religion; 1969, B.A., La Chaux-de-Fonds, 1987, M.A., University of Virginia, 1991, Ph.D., University of Virginia; on leave Fall 2020

6/31
• Sara Dubow, Associate Dean of the Faculty, Professor of History; 1991, B.A., Williams College, 1996, M.A., University of Massachusetts at Amherst, 2003, Ph.D., Rutgers University; affiliated with: History Department
• Susan Dunn, Massachusetts Professor of Humanities; , B.A., Smith College, , Ph.D., Harvard University; affiliated with: Leadership Studies Program
• David B. Edwards, James N. Lambert ’39 Professor of Anthropology; 1975, B.A., Princeton University, 1979, M.A., University of Michigan, 1986, Ph.D., University of Michigan
• Holly Edwards, Senior Lecturer in Art; 1975, B.A., Princeton University, 1981, M.A., University of Michigan, 1990, Ph.D., New York University Institute of Fine Arts
• Joan Edwards, Samuel Fessenden Clarke Professor of Biology; 1971, B.A., University of Michigan, 1972, M.S., University of Michigan, 1978, Ph.D., University of Michigan; on leave Spring 2021
• Radwa M. El Barouni, Visiting Lecturer in Arabic Studies; 1999, B.A., Alexandria University, 2001, M.A., Alexandria University, 2016, M.A., University of Texas, Austin
• Brahim El Guabli, Assistant Professor of Arabic Studies; 2005, B.A., Bordeaux III University, 2016, Ph.D., Princeton University
• Susan L. Engel, Senior Lecturer in Psychology, The Class of 1959 Director of Program in Teaching; 1980, B.A., Sarah Lawrence College, 1985, Ph.D., City University of New York; on leave Spring 2021
• Laura D. Ephraim, Associate Professor of Political Science; 2000, B.A., Pomona College, 2010, Ph.D., Northwestern University
• Amal Eqeiq, Assistant Professor of Comparative Literature; 1997, B.A., Hebrew University, 2004, M.A., Tel Aviv University, 2006, M.A., University of Oregon, 2013, Ph.D., University of Washington; affiliated with: Comparative Literature Program; on leave Fall 2020
• Pete Farwell, Assistant Professor of Physical Education, Head Cross Country Coach, and Assistant Coach Men’s and Women’s Track; 1973, B.A., Williams College, 1990, M.A., Central Michigan University
• Steven Fein, Professor of Psychology; 1986, A.B., Princeton University, 1991, Ph.D., University of Michigan
• Ezra D. Feldman, Visiting Assistant Professor of English; 2002, A.B., Harvard University, 2008, M.F.A., Cornell University, 2017, Ph.D., Cornell University; affiliated with: Science & Technology Studies, Graduate Program-Art History
• Molly Q Feldman, Visiting Assistant Professor of Computer Science; 2011, B.A., Swarthmore College, 2018, M.S., Cornell University, 2020, Ph.D., Cornell University
- Ronald L. Feldman, Artist in Residence in Orchestral and Instrumental Activities/Lecturer in Music, Director of the Berkshire Symphony; 1971, B.M., Boston University School for the Arts; on leave Fall 2020
- Kevin Flaherty, Lecturer in Astronomy and Observatory Supervisor; 2005, B.S., University of Rochester, 2011, Ph.D., University of Arizona; affiliated with: Physics Department
- Antonia E. Foias, Professor of Anthropology; 1987, B.A., Harvard University, 1996, Ph.D., Vanderbilt University
- VaNatta S. Ford, Assistant Professor of Africana Studies; 2000, B.S., Illinois State University, 2005, M.Div., Howard University, 2011, Ph.D., Howard University
- Caroline O. Fowler, Lecturer in the Graduate Program in Art History; 2012, Ph.D., Princeton University
- Soledad Fox, V-Nee Yeh ’81 Professor of Spanish and Comparative Literature; 1990, B.A., Sarah Lawrence College, 1997, M.A., City University of New York, 2001, Ph.D., City University of New York
- Jennifer L. French, Professor of Spanish; 1995, B.A., College of William and Mary, 1997, M.A., Rutgers University, 2001, Ph.D., Rutgers University
- Stephen N. Freund, Chair & John B. McCoy and John T. McCoy Professor of Computer Science; 1995, B.S., Stanford University, 1998, M.S., Stanford University, 2000, Ph.D., Stanford University
- Alexandra Garbarini, Professor of History; 1994, B.A., Williams College, 1997, M.A., University of California, Los Angeles, 2003, Ph.D., University of California, Los Angeles
- Thomas A. Garrity, Webster Atwell Class of 1921 Professor of Mathematics; 1981, B.A., University of Texas, 1981, B.S., University of Texas, 1986, Ph.D., Brown University; on leave 2020-2021
- Amy Gehring, Professor of Chemistry, Chair of Biochemistry Program; 1994, B.A., Williams College, 1998, Ph.D., Harvard University, 2002, Postdoctoral Fellow at, Harvard University
- Steven B. Gerrard, Professor of Philosophy; 1978, B.A., Amherst College, 1982, M.A., University of Chicago, 1987, Ph.D., University of Chicago; on leave Spring 2021
- Matthew Gibson, Assistant Professor of Economics; 2005, A.B., Harvard University, 2015, Ph.D., University of California, San Diego
• Lisa A. Gilbert, Professor of Geosciences and Marine Sciences at Williams-Mystic; 1997, A.B., Dartmouth College, 1999, M.S., University of Washington, 2004, Ph.D., University of Washington; affiliated with: Geosciences Department

• Meghan K. Gillis, Assistant Professor of Physical Education and Head Coach of Women's Ice Hockey; 2007, B.A., Bowdoin College, 2009, M.S., University of Massachusetts, Amherst

• Allison L. Gill, Assistant Professor of Biology; 2011, B.A., Mount Holyoke College, 2017, Ph.D., Boston University

• Graham K. Giovanetti, Assistant Professor of Physics; 2006, B.S., College of William and Mary, 2015, Ph.D., University of North Carolina, Chapel Hill

• Michael A. Glier, Alexander Falck Class of 1899 Professor of Art; 1976, B.A., Williams College, 1977, M.A., Hunter College City University of New York

• Susan Godlonton, Associate Professor of Economics; 2003, B.A., University of Cape Town, 2003, B.A., Stellenbosch University, 2007, M.A., University of Cape Town, 2013, Ph.D., University of Michigan

• Eva G. Goedhart, Visiting Assistant Professor of Mathematics; 2003, B.S., James Madison University, 2005, M.A., Wake Forest University, 2015, Ph.D., Bryn Mawr College

• Christopher Goh, Professor of Chemistry, Faculty Fellow of the Davis Center and the Office of Institutional Diversity, Equity and Inclusion; 1989, B.S., University of Durham, 1996, Ph.D., Harvard University; affiliated with: The Davis Center, VP-InstDivrsyEquity&Inclusion

• Sarah L. Goh, Chair and Professor of Chemistry; 1996, B.S., University of Michigan, 1998, M.S., University of Massachusetts, Amherst, 2004, Ph.D., University of California, Berkeley

• Leo Goldmakher, Associate Professor of Mathematics; 2004, B.A., Princeton University, 2009, Ph.D., University of Michigan

• Matthew A. Gold, Artist in Residence in Percussion and Contemporary Music Performance; 1994, B.M., Northwestern University, 2016, M.M., Shepherd School of Music, Rice University

• Ed Gollin, Chair and Professor of Music; 1992, B.S., Massachusetts Institute of Technology, 1995, M.A., Queens College, CUNY, 2000, Ph.D., Harvard University

• Manuel Gonzales, Visiting Assistant Professor of English; 1996, B.A., University of Texas, Austin, 2003, M.F.A., Columbia University

• Marc Gotlieb, Halvorsen Director of the Graduate Program in Art History; 1980, B.A., University of Toronto, 1984, M.A., Johns Hopkins University, 1990, Ph.D., Johns Hopkins University; affiliated with: Art Department

• David Gürcay-Morris, Associate Professor of Theatre; 1996, B.A., Williams College, 2001, M.F.A., University of Washington, Seattle; on leave 2020-2021

• Daniel R. Greenberg, Assistant Professor of Physical Education and Head Coach of Men's Tennis; 2013, M.Ed., Massachusetts College of Liberal Arts
• Kai M. Green, Assistant Professor of Women’s, Gender and Sexuality Studies; 2007, B.A., Williams College, 2011, M.A., University of Southern California, 2014, Ph.D., University of Southern California; on leave 2020-2021
• Kerry-Ann Green, Assistant Professor of Chemistry; 2006, B.Sc., The University of the West Indies, Mona, 2013, D.Phil, The University of the West Indies, Mona, 2020, Postdoctoral Fellow at, West Virginia University
• Wang Guowei, Artist in Residence in Chinese Music Performance and Director of the Williams College Chinese Ensemble
• Kelsey Gura, Assistant Professor of Physical Education and Head Alpine Ski Coach; 2010, B.A., Williams College
• Kim Gutschow, Lecturer in Religion and Anthropology/Sociology; 1988, B.A., Harvard University, 1995, M.A., Harvard University, 1998, Ph.D., Harvard University; affiliated with: Anthropology and Sociology
• Catherine Robinson Hall, Associate Professor at Williams-Mystic; 1985, B.A., University of Rhode Island, 1989, J.D., Vermont Law School; affiliated with: Maritime Studies Program
• Amie A. Hane, Professor of Psychology, Chair of Public Health; 1996, B.A., University of Maryland, 1999, M.A., University of Maryland, 2002, Ph.D., University of Maryland; affiliated with: Neuroscience Program, Public Health Program; on leave Spring 2021
• Nicole T. Harrington, Visiting Assistant Professor of Psychology; 1987, B.A., Boston College, 1995, Ph.D., University of Vermont
• Pamela E. Harris, Associate Professor of Mathematics; 2005, B.S., Marquette University, 2008, M.S., University of Wisconsin, Milwaukee, 2012, Ph.D., University of Wisconsin, Milwaukee
• Katie M. Hart, Assistant Professor of Chemistry; 2004, B.S., Haverford College, 2013, Ph.D., University of California, Berkeley
• Laurie Heatherington, Edward Dorr Griffin Professor of Psychology; 1976, B.A., Miami University, 1981, Ph.D., University of Connecticut
• Guy M. Hedreen, Amos Lawrence Professor of Art; 1981, B.A., Pomona College, 1983, M.A., Bryn Mawr College, 1988, Ph.D., Bryn Mawr College
• Kris Herman, Assistant Professor of Physical Education, Head Softball Coach; 1986, B.A., Tufts University, 1989, M.A., Tufts University
• Man He, Assistant Professor of Chinese; 2000, B.A., Renmin University, 2004, M.A., Seton Hall University, 2009, M.A., Ohio State University, 2015, Ph.D., Ohio State University

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• Jacqueline Hidalgo, Associate Dean for Institutional Diversity, Equity and Inclusion, Professor of Latina/o Studies and Religion; 2000, B.A., Columbia University, 2003, M.A., Union Theological Seminary, 2010, Ph.D., Claremont Graduate University; affiliated with: Religion Department, Latina/o Studies Program
• Josh D. Hillman, Lecturer in Physical Education and Head Men's Golf Coach; 2000, B.A., University of Rhode Island
• Alan Hirsch, Lecturer in Humanities, Chair of Justice and Law Studies; 1981, B.A., Amherst College, 1985, J.D., Yale University; affiliated with: Justice and Law
• Marjorie W. Hirsch, Professor of Music; 1982, B.A., Yale University, 1985, M.Phil., Yale University, 1989, Ph.D., Yale University
• Nate D. Hoey, Assistant Professor of Physical Education, Head Women's Track & Field Coach; 2000, B.S., Slippery Rock College
• Cynthia K. Holland, Assistant Professor of Biology; 2018, Ph.D., Washington University
• Kiaran Honderich, Lecturer in Women's, Gender and Sexuality Studies; 1983, B.A., Oxford University, 1984, M.A., Columbia University, 1991, Ph.D., University of Massachusetts, Amherst; affiliated with: Public Health Program
• Scott D. Honecker, Assistant Professor of Physical Education and Head Coach of Wrestling; 2010, B.S., East Carolina University
• Catherine N. Howe, Lecturer in Art; 1997, B.A., Barnard College, 2005, M.A., University of California, Santa Barbara, 2012, Ph.D., University of California, Santa Barbara
• Nicolas C. Howe, Director of CES and the Environmental Studies Program, Associate Professor of Environmental Studies and Faculty Affiliate in Anthropology and Sociology; 1998, B.A., Columbia University, 2003, M.A., University of California, Los Angeles, 2009, Ph.D., University of California, Los Angeles; affiliated with: Anthropology and Sociology
• Iris Howley, Assistant Professor of Computer Science; 2008, B.S., Drexel University, 2012, Ph.D., Carnegie Mellon University
• Vivian L. Huang, Assistant Professor of Women's, Gender, and Sexuality Studies; 2008, B.A., University of California, Berkeley, 2008, B.A., University of California, Berkeley, 2009, M.A., New York University, 2016, Ph.D., New York University; on leave 2020-2021
• Timothy Hyde, Clark Oakley Fellow
• Jeffrey I. Israel, Associate Professor of Religion; 1999, B.A., Oberlin College, 2001, M.A., University of Chicago, 2011, Ph.D., University of Chicago; on leave Fall 2020
• Olesya Ivantsova, Visiting Lecturer in the Graduate Program in Art History; 2002, Ph.D., Ulyanovsk State University
• Galen E Jackson, Assistant Professor of Political Science; 2009, B.A., Williams College, 2010, M.A., University of Chicago, 2016, Ph.D., University of California, Los Angeles
• Frank Jackson, Visiting Assistant Professor of Art; 1984, B.F.A., Virginia Commonwealth University, 1990, M.F.A., University of California, Davis
• Sarah A. Jacobson, Associate Professor of Economics; 1998, B.S., Harvey Mudd College, 2005, M.A., Georgia State University, 2010, Ph.D., Georgia State University
• Pamela Jakiela, Associate Professor of Economics; 1999, B.A., University of Michigan, 2000, M.Sc., London School of Economics, 2008, Ph.D., University of California, Berkeley
• Joy A. James, Ebenezer Fitch Professor of Humanities; 1980, B.A., St. Mary's University, San Antonio, 1982, M.A., Fordham University, 1987, Ph.D., Fordham University; affiliated with: Political Science Department
• Bill K. Jannen, Assistant Professor of Computer Science; 2009, B.A., Williams College, 2017, Ph.D., Stony Brook University
• Anne Jaskot, Assistant Professor of Astronomy and Associate of the Hopkins Observatory; 2008, B.A., Williams College, 2014, Ph.D., University of Michigan, Ann Arbor; affiliated with: Physics Department
• Katharine E. Jensen, Assistant Professor of Physics; 2004, A.B., Princeton University, 2013, Ph.D., Harvard University; on leave 2020-2021
• Cathy M. Johnson, James Phinney Baxter III Professor of Political Science; 1979, B.A., Dartmouth College, 1986, Ph.D., University of Michigan
• Stewart D. Johnson, Professor of Mathematics; 1979, B.A., Fort Lewis College, 1985, Ph.D., Stanford University
• Kelsey Jones, Distinguished Visiting Professor of Education; 2008, B.A., Williams College, 2010, M.Ed., Long Island University, School of Education, 2015, Ph.D., University of Pennsylvania, Graduate School of Education
• Kevin M. Jones, William Edward McElfresh Professor of Physics; 1977, B.A., Williams College, 1983, Ph.D., Stanford University
• Peter Just, Professor of Anthropology; 1972, B.A., University of Chicago, 1979, M.A., University of Pennsylvania, 1986, Ph.D., University of Pennsylvania; on leave Fall 2020
• Shinko Kagaya, Professor of Japanese; 1989, B.A., Aoyama Gakuin University, 1991, M.A., Ohio State University, 1999, Ph.D., Ohio State University
• William Kangas, Assistant Professor of Physical Education and Head Men's Ice Hockey Coach; 1982, B.A., University of Vermont, 1994, M.Ed., Massachusetts College of Liberal Arts
• Aparna Kapadia, Associate Professor of History; 1998, B.A., St. Xavier's College, Mumbai University, 2001, M.A., Jawaharlal Nehru University, 2005, M.Phil., Jawaharlal Nehru University, 2010, Ph.D., University of London; affiliated with: Asian Studies Department
• Paul M. Karabinos, Charles L. MacMillan Professor in Natural Sciences, Chair of Advisory Committee on Shareholder Responsibility; 1975, B.S., University of Connecticut, 1981, Ph.D., Johns Hopkins University
• Catherine Kealhofer, Assistant Professor of Physics; 2003, A.B., Princeton University, 2013, Ph.D., Stanford University
• Joan Kee, Robert Sterling Clark Visiting Professor of Art History; 1997, B.A., Yale University, 2000, J.D., Harvard Law School, 2008, Ph.D., Institute of Fine Arts, New York University
• Christi L. Kelsey, Assistant Professor of Physical Education and Head Women's Volleyball Coach; 2000, B.S., Purdue University, 2012, M.S., Northeastern University
• Susanne Ryuyin Kerekes, Visiting Assistant Professor of Religion; 2007, B.A., DePauw University, 2012, M.A., Mahidol University, 2018, Ph.D., University of Pennsylvania
• Sohaib I. Khan, Mellon Postdoctoral Fellow in Religion; 2019, Ph.D., Columbia University
• Anthony Y. Kim, Visiting Assistant Professor of American Studies; 2006, B.A., University of California, San Diego, 2013, M.A., University of California, San Diego, 2016, Ph.D., University of California, San Diego
• Olia Kim, Assistant Professor of Russian; 2006, B.A., Seoul National University, 2013, M.A., University of Pittsburgh, 2019, Ph.D., University of Pittsburgh
• Morgan V. King, Visiting Assistant Professor of Classics; 2011, B.A., Carleton College, 2013, M.A., University of California, Berkeley, 2019, Ph.D., University of California, Berkeley
• Kris N. Kirby, Professor of Psychology; 1985, B.A., Marshall University, 1991, Ph.D., Harvard University
• Bernhard Klingenberg, Professor of Statistics; 1996, B.A., Technical University, Graz, Austria, 1998, M.S., Technical University, Graz, Austria, 2004, Ph.D., University of Florida
• Thomas A. Kohut, Sue and Edgar Wachenheim III Professor of History; 1972, B.A., Oberlin College, 1975, M.A., University of Minnesota, 1983, Ph.D., University of Minnesota, 1984, Graduate, Cincinnati Psychoanalytic Institute
• Pramila Kolekar, Visiting Lecturer in the Graduate Program in Art History; 2018, Ph.D., Boston College
• Christophe A. Kone, Assistant Professor of German; 2006, M.A., Universite Lumiere Lyon 2, 2013, Ph.D., Rutgers University
• Nate Kornell, Associate Professor of Psychology; 1996, B.A., Reed College, 2001, M.A., Columbia University, 2005, Ph.D., Columbia University; on leave 2020-2021
• Lisa A. Koryushkina, Visiting Assistant Professor of Sociology; 2011, Ph.D., Brown University
• Cornelius C. Kubler, Stanfield Professor of Asian Studies; 1972, B.A., Cornell University, 1975, M.A., Cornell University, 1978, M.A., National Taiwan University, 1981, Ph.D., Cornell University; on leave 2020-2021
• Steven Kuster, Assistant Professor of Physical Education and Head Swim Coach; 1993, B.A., University of Pennsylvania, 1999, M.Ed., Harvard University
• Kenneth N. Kuttner, Robert F. White Class of 1952 Professor of Economics; 1982, B.A., University of California, Berkeley, 1989, Ph.D., Harvard University
• Sara LaLumia, Professor of Economics, Chair of Political Economy Program; 2000, B.A., Youngstown State University, 2006, Ph.D., University of Michigan
• Edwin Lawrence, Artist Associate in Harpsichord, Piano and Organ and Lecturer in Music; 1969, B.M., State University of New York, Fredonia
• Tim J. Lebestky, Associate Professor of Biology, Chair of Neuroscience Program; 1995, B.S., University of Kansas, 2002, Ph.D., University of California, Los Angeles; affiliated with: Neuroscience Program
• Alice Lee, Assistant Professor of Physical Education and Head Women's Lacrosse Coach; 2009, B.S., Central Connecticut State University, 2015, M.S., University of Massachusetts, Amherst
• Joel Lee, Assistant Professor of Anthropology; 1998, B.A., Kenyon College, 2008, M.A., Columbia University, 2015, Ph.D., Columbia University
• Jason Lemieux, Assistant Professor of Physical Education and Head Nordic Ski Coach; 2001, B.A., Williams College
• William J. Lenhart, A. Barton Hepburn Professor of Computer Science; 1977, B.S., Saint Josephs College, 1979, M.A., Dartmouth College, 1983, Ph.D., Dartmouth College
• Zafi Levy, Assistant Professor of Physical Education and Head Squash Coach; 2001, B.A., Williams College
• Michael J. Lewis, Faison-Pierson-Stoddard Professor of Art History; 1980, B.A., Haverford College, 1989, Ph.D., University of Pennsylvania; on leave Fall 2020
• Scott Lewis, Assistant Professor of Physical Education and Director of Outing Club; 1980, B.S., Springfield College, 1985, M.Ed., Springfield College
• John K. Limon, John Hawley Roberts Professor of English; 1974, B.A., Harvard University, 1981, Ph.D., University of California, Berkeley
• Haydee M. A. Lindo, Assistant Professor of Mathematics; 2008, B.A., Williams College, 2012, M.S., University of Nebraska, 2016, Ph.D., University of Utah; on leave 2020-2021
• Rob Livingstone, Lecturer in Physical Education, Head Strength and Conditioning Coach; 2000, B.S., Jacksonville State University
• David W. Loehlin, Assistant Professor of Biology; 2003, A.B., University of Chicago, 2011, Ph.D., University of Rochester; on leave 2020-2021
• Gretchen Long, Professor of History; 1989, B.A., Wesleyan University, 1994, M.A., University of Chicago, 2003, Ph.D., University of Chicago
• David A. Love, Provost, Class of 1969 Professor of Economics; 1996, B.A., University of Michigan, 1998, M.A., Yale University, 2003, Ph.D., Yale University; affiliated with: Economics Department
• Peter D. Low, Professor of Art; 1994, B.A., University of Toronto, 1995, M.A., Johns Hopkins University, 2001, Ph.D., Johns Hopkins University
• Daniel V. Lynch, Philip and Dorothy Schein Professor of Biology; 1979, B.S., University of Massachusetts, Lowell, 1983, Ph.D., University of Texas, Austin
• Michael D. MacDonald, Frederick L. Schuman Professor of International Relations; 1972, B.A., University of California, Berkeley, 1974, M.A., University of California, Berkeley, 1983, Ph.D., University of California, Berkeley
• Scott C. MacDonald, Croghan Bicentennial Professor in Biblical and Early Christian Studies; 1978, B.A., Cornell University, 1981, B.D., University of St Andrews, 1986, Ph.D., Cornell University
• Carlos Macias Prieto, Assistant Professor of Spanish; 2007, B.A., University of California, Berkeley, 2011, M.A., Purdue University, 2020, Ph.D., University of California, Berkeley
• Jenna MacIntire, Lecturer in Chemistry; 1992, B.A., University of Vermont
• James E. Mahon, Woodrow Wilson Professor of Political Science; 1977, B.A., Dartmouth College, 1983, M.A., University of California, Berkeley, 1989, Ph.D., University of California, Berkeley; on leave Spring 2021
• Protik K. Majumder, Barclay Jermain Professor of Natural Philosophy; 1982, B.S., Yale University, 1989, Ph.D., Harvard University
• Marc Mandel, Assistant Professor of Physical Education and Head Men’s Crew Coach; 1998, B.A., Northwestern University, 2012, M.B.A., Georgetown University
• Maud Mandel, President, Professor of History; 1989, B.A., Oberlin College, 1993, A.M., University of Michigan, 1998, Ph.D., University of Michigan; affiliated with: History Department
• James A. Manigault-Bryant, Professor of Africana Studies and Faculty Affiliate in Anthropology and Sociology and Religion; 1995, B.A., Tulane University, 2002, Ph.D., Brown University; affiliated with: Religion Department, Anthropology and Sociology; on leave 2020-2021
• Rhon S. Manigault-Bryant, Professor of Africana Studies and Faculty Affiliate in Religion; 1999, A.B., Duke University, 2002, M.Div., Emory University, 2007, Ph.D., Emory University; on leave 2020-2021
• Patricia Manning, Assistant Professor of Physical Education and Head Women’s Basketball Coach; 1977, B.S., State University of New York, Cortland, 1981, M.S., State University of New York, Cortland, 1988, M.S., Smith College
• Luana S. Maroja, Associate Professor of Biology; 1999, B.S., Universidade Federal do Rio de Janeiro, 2001, M.S., Universidade Federal do Rio de Janeiro, 2008, Ph.D., Cornell University
• Brian Martin, Chair of Romance Languages and Professor of French and Comparative Literature; 1993, A.B., Harvard University, 1996, M.A., University of California, Los Angeles, 1999, A.M., Harvard University, 2003, Ph.D., Harvard University
• Laura J. Martin, Assistant Professor of Environmental Studies and Faculty Affiliate in History; 2006, S.B., Brown University, 2010, M.S., Cornell University, 2015, Ph.D., Cornell University; affiliated with: History Department; on leave 2020-2021
• Martha Marvin, Lecturer in Neuroscience; 1984, B.A., University of California, Berkeley, 1995, Ph.D., Massachusetts Institute of Technology
• James McAllister, Fred Greene Third Century Professor of Political Science; 1986, B.A., State University of New York, Buffalo, 1989, M.A., Columbia University, 1999, Ph.D., Columbia University; affiliated with: Leadership Studies Program
• Samuel McCauley, Assistant Professor of Computer Science; 2010, B.S., Tufts University, 2016, Ph.D., Stony Brook University
• George McCormack, Assistant Professor of Physical Education, Head Men’s Lacrosse Coach; 1987, B.S., Ithaca College, 2007, M.Ed., Boston University
• Mark T. McDonough, Lecturer in Physical Education, Assistant Football Coach; 2002, B.S., Ithaca College

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


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

Carolina Melgarejo-Torres, Visiting Assistant Professor of Spanish; 2008, B.A., Universidad Nacional Autónoma de México, 2012, M.A., El Colegio de México, , Ph.D.(c), (candidate) El Colegio de México, Linguistics

Nicole E. Mellow, Professor of Political Science; 1992, B.A., Vassar College, 2003, Ph.D., University of Texas at Austin; affiliated with: Leadership Studies Program

April Merleaux, Visiting Assistant Professor of Environmental Studies; 1995, B.A., Reed College, 2002, M.S., Tufts University, 2007, M.Phil., Yale University, 2010, Ph.D., Yale University

Karen R. Merrill, Frederick Rudolph '42 - Class of 1965 Professor of American Culture; 1986, B.A., Oberlin College, 1988, M.A., University of Denver, 1994, Ph.D., University of Michigan; on leave Spring 2021

Alexandar Mihailovic, Visiting Lecturer in American Studies; 1981, B.A., Columbia University, 1983, M.A., Yale University, 1985, M.Phil., Yale University, 1993, Ph.D., Yale University

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

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

Kaoruoko Minamoto, Visiting Lecturer of Japanese; 2013, B.A., Ritsumeikan University, 2020, M.A., University of Wisconsin-Madison

Marion Min-Barron, Visiting Assistant Professor; 2002, B.A., Middlebury College, 2010, M.P.H., Tufts School of Medicine, 2010, M.S., Tufts Friedman School of Nutrition Science & Policy, 2016, Ph.D., Tufts Friedman School of Nutrition Science & Policy
- Emily R Mitchell-Eaton, Visiting Assistant Professor of Women’s, Gender and Sexuality Studies; 2006, B.A., Smith College, 2011, M.P.A., Syracuse University, 2016, Ph.D., Syracuse University
- Gregory C. Mitchell, Chair and Associate Professor of Women’s, Gender and Sexuality Studies and Faculty Affiliate in Anthropology/Sociology, Chair of Women’s, Gender, and Sexuality Studies; 2000, B.S., Illinois State University, 2001, M.S., Illinois State University, 2007, M.A., University of Chicago, 2012, Ph.D., Northwestern University; affiliated with: Anthropology and Sociology
- Bojana Mladenovic, Professor of Philosophy; 1984, B.A., University of Belgrade, 1987, M.A., McGill University, 1996, Ph.D., University of California, Berkeley; on leave Fall 2020
- Michele Monserrati, Visiting Assistant Professor of Romance Languages and Comparative Literature; 2009, M.A., Rutgers University, 2012, Ph.D., Rutgers University; affiliated with: Comparative Literature Program
- Peter J. Montiel, Fairleigh S. Dickinson, Jr. ’41 Professor of Economics; 1973, Ph.D., Massachusetts Institute of Technology, 1973, B.A., Yale University
- Manuel A. Morales, Professor of Biology; 1994, A.B., Kenyon College, 1999, Ph.D., University of Connecticut
- Ralph E. Morrison, Assistant Professor of Mathematics; 2010, B.A., Williams College, 2015, Ph.D., University of California, Berkeley
- Ngonidzashe Munemo, Professor of Political Science, Chair of Global Studies; 2000, B.A., Bard College, 2001, M.A., Columbia University, 2008, Ph.D., Columbia University; affiliated with: Global Studies
- Tendai Muparutsa, Artist in Residence in African Music Performance, Lecturer in Music, Director of Zambezi, Co-Director of Kusika; 2004, B.A., University of Zimbabwe, 2008, M.M., University of Idaho, 2012, Ph.D., University of Alberta
- Steven E. Nafziger, Professor of Economics; 2000, B.A., Northwestern University, 2002, M.A., Yale University, 2003, M.Phil., Yale University, 2006, Ph.D., Yale University; on leave 2020-2021
- Lama Nassif, Assistant Professor of Comparative Literature; 1994, B.A., Damascus University, 2007, M.A., Middlebury Institute of International Studies at Monterey, 2014, Ph.D., University of Texas, Austin; affiliated with: Comparative Literature Program
- Eli Nelson, Assistant Professor of American Studies; 2012, B.A., Shimer College, 2013, M.A., Harvard University, 2018, Ph.D., Harvard University
• Gail M. Newman, Chair of Center for Foreign Languages, Literatures & Cultures and Harold J. Henry Professor of German; 1976, B.A., Northwestern University, 1981, M.A., University of Minnesota, 1984, Ph.D., University of Minnesota; affiliated with: German and Russian Department
• Shaoyang Ning, Assistant Professor of Statistics; 2013, B.S., Peking University, 2018, Ph.D., Harvard University
• Nimu Njoya, Lecturer in Political Science; 2002, B.A., Macalester College, 2004, M.A., University of Amsterdam, 2010, Ph.D., Rutgers University
• James L. Nolan, Chair and Washington Gladden 1859 Professor of Sociology; 1984, B.A., University of California, Davis, 1992, M.A., University of Virginia, 1995, Ph.D., University of Virginia
• Christopher M. B. Nugent, Professor of Chinese, Chair of Comparative Literature Program; 1991, B.A., Brown University, 2004, Ph.D., Harvard University; on leave 2020-2021
• Will Olney, Associate Professor of Economics; 2002, B.A., Wesleyan University, 2010, Ph.D., University of Colorado; on leave 2020-2021
• Sarah E. Olsen, Assistant Professor of Classics; 2008, B.A., Wellesley College, 2010, M.A., University of California, Berkeley, 2016, Ph.D., University of California, Berkeley
• Meg Onli, Visiting Lecturer in the Program of Graduate Art History; 2008, B.F.A., School of the Art Institute of Chicago, 2014, M.A., Courtauld Institute of Art
• Amnon G Ortoll-Bloch, Postdoctoral Fellow in Chemistry; 2014, B.S., National Autonomous University of Mexico, 2020, Ph.D., Cornell University
• Owen Ozier, Associate Professor of Economics; 1999, S.B., Massachusetts Institute of Technology, 1999, M.Eng., Massachusetts Institute of Technology, 2010, Ph.D., University of California, Berkeley
• Allison Pacelli, Professor of Mathematics; 1997, B.S., Union College, 2003, Ph.D., Brown University
• Janine Parker, Artist-in-Residence in Dance
• Lee Y. Park, William R. Kenan, Jr. Professor of Chemistry; 1986, B.A., Wellesley College, 1992, Ph.D., Massachusetts Institute of Technology
• Paul C. Park, Senior Lecturer in English; 1975, B.A., Hampshire College; on leave Fall 2020
• Jay M. Pasachoff, Chair and Field Memorial Professor of Astronomy, Director of the Hopkins Observatory; 1963, A.B., Harvard University, 1965, A.M., Harvard University, 1969, Ph.D., Harvard University, 1970, Postdoctoral Research at, Harvard College Observatory, 1972, Postdoctoral Research at, Caltech/Hale Observatories
Darel E. Paul, Professor of Political Science; 1990, B.A., University of Minnesota, 1994, M.A., George Washington University, 2000, Ph.D., University of Minnesota
Enrique Peacock-López, Halford R Clark Professor of Natural Sciences; 1974, B.S., Universidad Nacional Autonoma de Mexico, 1976, M.S., University of California, Riverside, 1982, Ph.D., University of California, San Diego
Julie Pedroni, Lecturer in Philosophy; 1986, B.A., Wells College, 1999, Ph.D., Georgetown University; affiliated with: Ctr-Environmental Studies
Peter L. Pedroni, Professor of Economics; 1986, B.A., Miami University, 1993, Ph.D., Columbia University, 1993, M.A., Columbia University
James L. Pethica, Senior Lecturer in English and Theatre; 1980, B.A., Oxford University, 1987, Ph.D., Oxford University; affiliated with: Theatre Department
Greg Phelan, Associate Professor of Economics; 2007, B.A., Yale University, 2010, M.A., Yale University, 2012, M.Phil., Yale University, 2014, Ph.D., Yale University
Katarzyna M. Pieprzak, Professor of Francophone Literature, French Language, and Comparative Literature; 1995, B.A., Rice University, 1998, M.A., University of Michigan, 2001, Ph.D., University of Michigan; on leave 2020-2021
Shanti Pillai, Assistant Professor of Theatre; 1989, B.A., Stanford University, 1990, M.A., University of California, Berkeley, 2005, Ph.D., New York University
Anna M. Plantinga, Assistant Professor of Statistics; 2013, B.S., Calvin College, 2018, Ph.D., University of Washington
Amy D. Podmore, Art Dept Co-Chair & Chair of Studio Art, J. Kirk T. Varnedoe 1967 Professor of Art; 1982, B.S., State University of New York, Buffalo, 1987, M.F.A., University of California, Davis
Kailani Polzak, Assistant Professor of Art; 2007, B.A., University of California, Santa Cruz, 2017, Ph.D., University of California, Berkeley; on leave 2020-2021
Daniel E. Prindle, Visiting Instructor in Music; 2003, B.M., Berklee College of Music, 2011, M.M., University of Massachusetts, Amherst
Marek S. Proboz, Visiting Lecturer in Theatre
Tim J. Pusack, Assistant Professor at Williams-Mystic; 2005, B.A., Colgate University, 2013, Ph.D., Oregon State University
Christopher L. Pye, Class of 1924 Professor of English; 1975, B.A., Oberlin College, 1977, M.A., University College, 1984, Ph.D., Cornell University
Ahmed Ragab, Richmond Visiting Professor; 2006, M.D., Qasr al-Aini School of Medicine, Cairo University, 2010, Ph.D., École Pratique des Hautes Études; affiliated with: Religion Department, American Studies Program
- Ashok S. Rai, Professor of Economics; 1992, B.A., Stanford University, 1997, Ph.D., University of Chicago
- Sarah Rara, Assistant Professor of Art; 2005, B.A., Brown University, 2011, M.F.A., University of Southern California
- Bob Rawle, Assistant Professor of Chemistry; 2008, B.A., Pomona College, 2014, Ph.D., Stanford University
- Mark R. Raymond, Assistant Professor of Physical Education and Head Coach of Football; 1998, M.A., Syracuse University
- Sarah E. Raymond, Assistant Professor of Physical Education and Head Women's Soccer Coach; 1991, B.A.S., Phillip Institute of Technology, 2003, M.C.S., Long Island University
- Anjuli F. Raza Kolb, Associate Professor of English; 2003, B.A., Columbia College, 2006, M.A., Columbia University, 2008, M.Phil., Columbia University, 2013, Ph.D., Columbia University; on leave 2020-2021
- Anne Reinhardt, Chair and Professor of History; 1990, B.A., Harvard University, 1994, M.A., University of California, Berkeley, 2002, Ph.D., Princeton University
- Mark T. Reinhardt, Chair and Class of 1956 Professor of American Civilization; 1983, B.A., Wesleyan University, 1991, Ph.D., University of California, Santa Cruz; affiliated with: American Studies Program
- Bernard J. Rhie, Chair and Associate Professor of English; 1997, B.A., University of California, Berkeley, 2001, M.A., University of Pennsylvania, 2005, Ph.D., University of Pennsylvania
- Kenny Rivero, Visiting Assistant Professor of Art; 2006, B.F.A., School of Visual Arts, 2012, M.F.A., Yale University
- Neil Roberts, Chair and Professor of Africana Studies and Faculty Affiliate in Political Science and Religion; 1998, B.A., Brown University, 2003, M.A., University of Chicago, 2007, Ph.D., University of Chicago; affiliated with: Religion Department, Political Science Department
- Shivon A. Robinson, Assistant Professor of Psychology; 2011, B.A., Williams College, 2016, Ph.D., University of Pennsylvania; affiliated with: Neuroscience Program
- Henrik Ronellenfitsch, Assistant Professor of Physics; 2010, B.Sc., ETH Zürich, 2012, M.Sc., ETH Zürich, 2016, Dr.rer.n, Georg-August-Universität Göttingen
- Shawn J. Rosenheim, Professor of English, Chair of Campus Environmental Committee; 1985, B.A., Oberlin College, 1988, M.A., Yale University, 1993, Ph.D., Yale University
• Sidney A. Rothstein, Assistant Professor of Political Science; 2009, B.A., Reed College, 2017, Ph.D., University of Pennsylvania
• Leyla Rouhi, Preston S. Parish ’41 Third Century Professor of Romance Languages; 1987, B.A., Oxford University, 1988, M.A., Harvard University, 1995, Ph.D., Harvard University
• Marketa Rulikova, Visiting Assistant Professor of Sociology; 1996, B.A., University of Pardubice, 1997, M.A., Central European University, 2001, Ph.D., Polish Academy of Science
• Sophie F. Saint-Just, Assistant Professor of French and Francophone Studies; 1991, B.A., La Sorbonne Nouvelle (Paris III), 1994, M.A., La Sorbonne Nouvelle (Paris III), 2004, M.Phil., City University of New York, 2013, Ph.D., City University of New York; on leave 2020-2021
• Michael Samson, Senior Lecturer in Economics; 1983, B.A., Yale University, 1994, Ph.D., Stanford University
• Alberto Sandoval-Sanchez, Bennett Boskey Visiting Professor; 1983, Ph.D., University of Minnesota
• Marlene J. Sandstrom, Dean of the College, Hales Professor of Psychology; 1991, B.A., Yale University, 1993, M.A., Duke University, 1996, Ph.D., Duke University; affiliated with: Psychology Department
• Noah J. Sandstrom, Chair and Professor of Psychology; 1994, B.A., Knox College, 1997, M.A., Duke University, 1999, Ph.D., Duke University; affiliated with: Neuroscience Program
• Omar A. Sangare, Chairperson and Professor of Theatre; 1993, M.F.A., The Theatre Academy, 2006, Ph.D., The Theatre Academy
• Ren Dara Santiago, Visiting Lecturer in Theatre
• Robert M. Savage, Professor of Biology; 1987, B.A., Bowdoin College, 1993, Ph.D., Wesleyan University
• Kenneth K. Savitsky, Professor of Psychology; 1993, B.A., Indiana University, 1997, Ph.D., Cornell University
• Jana Sawicki, Chair of Philosophy and Morris Professor of Rhetoric; 1974, B.A., Sweet Briar College, 1978, M.A., Columbia University, 1983, Ph.D., Columbia University
• Ned G. Schaumberg, Assistant Professor at Williams-Mystic; 2009, B.A., Whitman College, 2012, M.A., University of Washington, 2018, Ph.D., University of Washington
• Lucie Schmidt, John J Gibson Professor of Economics; 1993, A.B., Smith College, 1997, M.A., University of Michigan, 2003, Ph.D., University of Michigan
• Pallavi Sen, Assistant Professor of Art; 2016, M.F.A., Virginia Commonwealth University
• Eun Young Seong, Visiting Assistant Professor of Japanese; 2008, B.A., Korea University, 2012, M.A., The University of Tokyo, 2019, Ph.D., University of California, Irvine
• Justin B. Shaddock, Assistant Professor of Philosophy; 2004, B.A., University of Notre Dame, 2011, Ph.D., University of Chicago
• Cheryl Shanks, Professor of Political Science; 1983, B.A., University of California, Santa Cruz, 1988, M.A., University of Michigan, 1994, Ph.D., University of Michigan
• Kelly A. Shaw, Associate Professor of Computer Science; 1997, B.S., Duke University, 2005, Ph.D., Stanford University
• Karen L. Shepard, Senior Lecturer in English; 1987, B.A., Williams College, 1992, M.F.A., University of Houston
• Stephen C. Sheppard, Class of 2012 Professor of Economics; 1977, B.S., University of Utah, 1979, M.A., Washington University, 1984, Ph.D., Washington University
• Olga Shevchenko, Professor of Sociology; 1996, B.A., Moscow State University, 1997, M.A., Central European University, 2002, Ph.D., University of Pennsylvania; on leave Spring 2021
• Cesar E. Silva, Hagey Family Professor of Mathematics; 1977, B.S., Catholic University of Peru, 1979, M.A., University of Rochester, 1984, Ph.D., University of Rochester; on leave 2020-2021
• Christina E. Simko, Assistant Professor of Sociology; 2005, B.A., Bridgewater College, 2007, M.A., University of Virginia, 2013, Ph.D., University of Virginia
• Jeremy C Simon, Visiting Assistant Professor of Psychology; 2013, B.A., Amherst College, 2017, M.A., Brandeis University, 2020, Ph.D., Brandeis University
• Shikha Singh, Assistant Professor of Computer Science; 2013, M.S., Indian Institute of Technology, 2018, Ph.D., Stony Brook University
• Eiko Maruko Siniawer, Class of 1955 Memorial Professor of History; 1997, B.A., Williams College, 1999, M.A., Harvard University, 2003, Ph.D., Harvard University; affiliated with: Asian Studies Department
• Yana Skorobogatov, Assistant Professor of History; 2009, B.A., University of California, Berkeley, 2012, M.A., University of Texas, Austin, 2018, Ph.D., University of California, Berkeley
• David L. Smith, John W Chandler Professor of English; 1974, B.A., New College, 1975, M.A., University of Chicago, 1980, Ph.D., University of Chicago
• Matthew J. Smith, Sterling Brown '22 Visiting Professor of Africana Studies; 2002, Ph.D., University of Florida
• Thomas E. Smith, Professor of Chemistry; 1988, B.A., Williams College, 1996, Ph.D., Stanford University, 1998, Postdoctoral Fellow at, Harvard University
• Ben Snyder, Assistant Professor of Sociology; 2003, B.A., Haverford College, 2007, M.A., University of Virginia, 2013, Ph.D., University of Virginia
• Greta F. Snyder, Visiting Assistant Professor of Women's, Gender, and Sexuality Studies; 2003, B.A., Haverford College, 2007, M.A., University of Virginia, 2011, Ph.D., University of Virginia
• Anita R. Sokolsky, Professor of English; 1974, B.A., Oberlin College, 1979, M.A., Cornell University, 1983, Ph.D., Cornell University; on leave 2020-2021
• Stefanie Solum, Professor of Art; 1991, B.A., University of Wisconsin, Madison, 1995, M.A., University of California, Berkeley, 2001, Ph.D., University of California, Berkeley
• Peter Starenko, Visiting Assistant Professor of History
• Stephanie J. Steele, Visiting Assistant Professor of Psychology; 2007, B.A., Smith College, 2012, M.A., Suffolk University, 2017, Ph.D., Suffolk University
• Doris J. Stevenson, Lyell B. Clay Artist in Residence, Piano; 1967, B.M., Arizona State University, 1969, M.M., University of Southern California
• Tyran K. Steward, Assistant Professor of History; 2000, B.A., Morehouse College, 2009, M.A., Eastern Michigan University, 2013, Ph.D., Ohio State University
• Mihai Stoiciu, Chair and Professor of Mathematics; 2005, Ph.D., California Institute of Technology
• Jason Josephson Storm, Chair and Professor of Religion, Chair of Science and Technology Studies; 1999, B.A., Hampshire College, 2001, M.A., Harvard University, 2006, Ph.D., Stanford University; affiliated with: Science & Technology Studies
• Frederick W. Strauch, Chair and Professor of Physics; 1998, B.S., Loyola College, 2004, Ph.D., University of Maryland, 2007, Postdoctoral Associate, National Institute of Standards and Technology
• Laura R. Strauch, Lecturer in Chemistry; 1999, B.S., Loyola College
• Catherine B. Stroud, Associate Professor of Psychology; 2002, B.A., University of Wisconsin, Madison, 2006, M.A., State University of New York, Stony Brook, 2009, Ph.D., State University of New York, Stony Brook
• Erin Sullivan, Assistant Professor of Physical Education, Head Men's Soccer Coach; 1996, B.A., Williams College, 2006, M.B.A., Western New England College
• Matthew Swagler, Visiting Assistant Professor of History; 2002, B.A., Brown University, 2012, M.Phil., Columbia University, 2017, Ph.D., Columbia University
• Anand V. Swamy, The Willmott Family Third Century Professor of Economics; 1983, B.A., University of Delhi, 1985, M.A., Delhi School of Economics, 1993, Ph.D., Northwestern University; on leave Spring 2021
• Steven J. Swoap, Howard B. Schow ’50 and Nan W. Schow Professor of Biology and Director of the Williams-Exow Programme at Oxford University; 1990, B.A., Trinity University, 1994, Ph.D., University of California, Irvine; affiliated with: Williams-Exeter Prg at Oxford
• Munjulika Tarah, Assistant Professor of Dance; 2006, B.A., Randolph College, 2007, M.A., Northwestern University, 2013, Ph.D., Northwestern University
• John W. Thoman, J. Hodge Markgraf Professor of Chemistry; 1982, B.A., Williams College, 1987, Ph.D., Massachusetts Institute of Technology
• Owen Thompson, Assistant Professor of Economics; 2005, B.A., Evergreen State College, 2013, Ph.D., University of Massachusetts, Amherst
• Christian Thorne, Professor of English; 1995, B.A., Wesleyan University, 2001, Ph.D., Duke University; on leave Fall 2020
• Ben W. Thuronyi, Assistant Professor of Chemistry; 2007, B.A., Swarthmore College, 2015, Ph.D., University of California, Berkeley; on leave Fall 2020
• Stephen J. Tifft, Professor of English; 1975, B.A., Harvard University, 1976, M.A., Cornell University, 1984, Ph.D., Cornell University; on leave 2020-2021
• Claire S. Ting, Professor of Biology; 1986, B.A., Yale University, 1989, M.S., Cornell University, 1994, Ph.D., Cornell University; on leave 2020-2021
• Matthew Tokeshi, Assistant Professor of Political Science; 2006, B.A., University of California, Berkeley, 2012, M.A., Princeton University, 2016, Ph.D., Princeton University; on leave Fall 2020
• Chad M. Topaz, Professor of Mathematics; 1996, A.B., Harvard University, 1997, M.S., Northwestern University, 2002, Ph.D., Northwestern University
• Cécile Tresfels, Assistant Professor of French; 2010, M.A., University of Paris III, 2019, Ph.D., Stanford University
• David R. Tucker-Smith, Professor of Physics; 1995, B.A., Amherst College, 2001, Ph.D., University of California, Berkeley, 2003, Postdoctoral Associate, Massachusetts Institute of Technology
• Laurie L. Tupper, Assistant Professor of Statistics; 2008, B.A., Swarthmore College, 2013, M.S., Cornell University, 2016, Ph.D., Cornell University
• Amanda K. Turek, Assistant Professor of Chemistry; 2009, B.S., University of Wisconsin, Madison, 2015, Ph.D., Harvard University, 2019, Postdoctoral Associate, Yale University
• Daniel B. Turek, Assistant Professor of Statistics; 2003, B.S., Massachusetts Institute of Technology, 2003, B.S., Massachusetts Institute of Technology, 2004, M.Eng., Massachusetts Institute of Technology, 2013, Ph.D., University of Otago
• Damian Turner, Assistant Professor of Biology; 2004, B.S., Morgan State University, 2010, Ph.D., University of Connecticut Health Center
• Benjamin Twagira, Assistant Professor of History; 2000, B.A., La Roche College, 2008, M.A., University of Wisconsin-Madison, 2018, Ph.D., Boston University
• Elizabeth M. Upton, Assistant Professor of Statistics; 2007, B.S., University of New Hampshire, 2011, M.Ed., Harvard School of Education, 2019, Ph.D., Boston University; on leave Spring 2021
• Vincent van der Vinne, Visiting Assistant Professor of Biology; 2008, B.S., University of Groningen, 2010, M.Sc., University of Groningen, 2015, Ph.D., University of Groningen
• Janneke van de Stadt, Chair of German and Russian and Professor of Russian; 1988, B.A., Amherst College, 1994, M.A., University of Wisconsin, Madison, 2000, Ph.D., University of Wisconsin, Madison
• Emily Vasiliasuskas, Assistant Professor of English; 2007, A.B., Harvard University, 2008, M.Phil., University of Cambridge, Trinity College, 2009, M.A., Warburg Institute, 2015, Ph.D., Princeton University
• Tommy Verdell, Assistant Professor of Physical Education, Associate Athletic Director for Inclusion and Compliance; 2018, M.A., Concordia University Irvine
• Kate Wachala, Assistant Professor of Physical Education and Head Coach of Women’s Crew; 2001, B.A., University of Washington
• Zachary Wadsworth, Assistant Professor of Music; 2005, B.M., Eastman School of Music, University of Rochester, 2007, M.M., Yale University, 2012, D.M.A., Cornell University
• Chen Wang, Visiting Assistant Professor of Chinese; 2004, B.A., East China Normal University, 2007, M.A., East China Normal University, 2015, M.A., University of Minnesota, Twin Cities, 2019, Ph.D., University of Minnesota, Twin Cities
• Carolyn J. Wargula, Visiting Assistant Professor of Art; 2013, B.A., St. John's University, 2015, M.A., University of Pittsburgh, 2020, Ph.D., University of Pittsburgh
• Chris Waters, Hans W. Gatzke '38 Professor of Modern European History; 1977, B.A., California State University, Long Beach, 1979, M.A., Harvard University, 1985, Ph.D., Harvard University; on leave Spring 2021
• Tara E. Watson, Professor of Economics; 1996, B.A., Wesleyan University, 2003, Ph.D., Harvard University; affiliated with: Public Health Program
• Phillip J. Webster, Visiting Assistant Professor of Religion; 2016, Ph.D., University of Pennsylvania
• Elizabeth Iams Wellman, Visiting Assistant Professor of Political Science; 2002, A.B., Duke University, 2010, M.A., University of Chicago, 2019, Ph.D., Yale University
• Carmen T. Whalen, Carl W. Vogt '58 Professor of History, Faculty Fellow of the Davis Center and the Office of Institutional Diversity, Equity and Inclusion; 1985, B.A., Hampshire College, 1989, M.A., Rutgers University, 1994, Ph.D., Rutgers University; affiliated with: The Davis Center, Latina/o Studies Program, VP-InstDivrstyEquity&Inclusion
• Alan White, Mark Hopkins Professor of Philosophy; 1972, B.A., Tulane University, 1976, M.A., Pennsylvania State University, 1980, Ph.D., Pennsylvania State University
• Robert Wiesenberger, Lecturer in the Graduate Program in Art History; 2018, Ph.D., Columbia University
• Amanda R. Wilcox, Professor of Classics; 1996, B.A., Reed College, 1999, M.A., University of Pennsylvania, 2002, Ph.D., University of Pennsylvania
• Aaron M. Williams, Assistant Professor of Computer Science; 2009, Ph.D., University of Victoria
• Heather Williams, William Dwight Whitney Professor of Biology; 1977, A.B., Bowdoin College, 1985, Ph.D., Rockefeller University; affiliated with: Neuroscience Program
• Mason B. Williams, Assistant Professor of Leadership Studies and Political Science; 2006, B.A., Princeton University, 2009, M.A., Columbia University, 2012, Ph.D., Columbia University; affiliated with: Political Science Department; on leave 2020-2021
• Stephanie J Williams, Arthur Levitt, Jr. '52 Artist-in-Residence; 2003, B.F.A., James Madison University, 2007, M.F.A., Rhode Island School of Design
• Ricardo A Wilson, Assistant Professor of English; 2000, B.A., Brown University, 2015, Ph.D., University of Southern California
• John D. Wiltshire-Gordon, Visiting Assistant Professor of Mathematics; 2011, B.A., University of Chicago, 2016, Ph.D., University of Michigan
• Bud Wobus, Edna McConnell Clark Professor of Geology; 1962, B.A., Washington University, 1963, M.A., Harvard University, 1966, Ph.D., Stanford University
• Scott Wong, Charles R. Keller Professor of History; 1976, B.A., Rutgers University, 1979, M.A., University of Michigan, 1992, Ph.D., University of Michigan; on leave Spring 2021
• Caitlin Woolsey, Postdoctoral Fellow in the Graduate Program in Art History
• Saadia Yacoob, Assistant Professor of Religion; 2003, B.A., American University, 2007, M.A., McGill University, 2015, Ph.D., Duke University; on leave Fall 2020
• Kasumi Yamamoto, Frank M. Gagliardi Professor of Japanese; 1980, B.A., Aoyama Gakuin University, 1985, M.A., Columbia University, 1994, M.A., Cornell University, 2000, Ph.D., Cornell University; on leave 2020-2021
• Li Yu, Professor of Chinese; 1994, B.A., East China Normal University, 1997, M.A., Ohio State University, 2003, Ph.D., Ohio State University
• Safa R. Zaki, Dean of the Faculty, Professor of Psychology; 1989, B.A., American University, 1993, M.A., Arizona State University, 1996, Ph.D., Arizona State University; affiliated with: Psychology Department
• Liya Zalaltdinova, Visiting Lecturer in Russian; 2019, Ph.D., State University of New York at Albany
• Sofia E. Zepeda, Assistant Professor at Williams-Mystic; 2008, B.A., University of California, Santa Cruz, 2012, M.A., University of Arizona, 2019, Ph.D., University of Arizona
• David J. Zimmerman, Professor of Economics and Orrin Sage Professor of Political Economy; 1985, B.A., University of Toronto, 1987, M.A., Princeton University, 1992, Ph.D., Princeton University; on leave Spring 2021
• Charles U. Zug, Visiting Assistant Professor of Leadership Studies; 2015, B.A., St. John’s College, 2017, M.A., University of Texas at Austin, 2020, Ph.D., University of Texas at Austin

Emeriti Faculty

Henry Art, Rosenburg Professor of Environmental Studies and Biology

Andrea Barrett, Senior Lecturer in English

Donald Beaver, Professor of History of Science

Ilona Bell, Samuel Fessenden Clarke Professor of English

Robert Bell, Frederick Latimer Wells Professor of English

Roger Bolton, William Brough Professor of Economics

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

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

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James Carlton, Professor of Marine Sciences

Phebe Cramer, Professor of Psychology

Stuart Crampton, Barclay Jermain Professor of Natural Philosophy
Andrew Crider, Mary A. & William Wirt Warren Professor Psychology
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William Darrow, Cluett Professor of Religion
David Dethier, Edward Brust Professor of Geology and Mineralogy
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Robert Fisher, Assistant Professor of Physical Education
Peter K. Frost, Frederick L. Schuman Professor of International Relations
George Goethals, Dennis A. Meenan '54 Professor of Leadership Studies
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Suzanne Graver, John Hawley Roberts Professor of English
Eva Grudin, Senior Lecturer in Art
Mark Haxthausen, Robert Sterling Clark Professor of Art History
Meredith Hoppin, Frank M Gagliardi Professor of Classics
John Hyde, Brown Professor of History
Robert Jackall, Willmott Family Third Century Professor Sociology & Public Affairs
Andrew Jaffe, Lyell B. Clay Artist in Residence in Jazz and Senior Lecturer in Music
Ju-Yu Scarlett Jang, Professor of Art
Eugene Johnson, Amos Lawrence Professor of Art
Markes Johnson, Charles L. MacMillan Professor of Natural Science
Lawrence Kaplan, Halford R. Clark Professor of Natural Sciences
Saul Kassin, Massachusetts Professor of Psychology
Robert Kavannaugh, Hales Professor of Psychology
David Kechley, Professor of Music
Bruce Kieffer, Professor of German
Sherron Knopp, John Hawley Roberts Professor of English
James Kolesar, Vice President for Public Affairs
Karen Kwitter, Ebenezer Fitch Professor of Astronomy
Benjamin W. Labaree, Professor of History and Environmental Studies
Aida Laleian, Professor of Art
Steven Levin, Professor of Art
Charles Lovett, Philip and Dorothy Schein Professor of Chemistry
George Marcus, Professor of Political Science
Christine Mason, Assistant Professor of Physical Education
Douglas Moore, Mary A. and William Wirt Warren Professor of Music
Frank Morgan, Webster Atwell - Class of 1921 Professor of Mathematics
Thomas Murtagh, John B. McCoy and John T. McCoy Professor of Computer Science
Francis Oakley, Edward Dorr Griffin Professor of the History of Ideas; President; and Senior Oakley Fellow
Carol Ockman, Robert Sterling Clark Professor of Art History
David Pilachowski, Director of Libraries
Lawrence Raab, Harry C. Payne Professor of Poetry
David Richardson, William R. Kenan, Jr. Professor of Chemistry
Kenneth Roberts, A. Barton Hepburn Professor of Music
T. Michael Russo, Assistant Professor of Physical Education
Carl R. Samuelson, Assistant Director of Physical Education
Shanti Singham, Professor of History and Africana Studies
Anne Skinner, Senior Lecturer in Chemistry
David Smith, Senior Lecturer in Biology
Paul Solomon, Professor of Psychology
Steven Souza, Senior Lecturer in Astronomy
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William Wootters, Barclay Jermain Professor of Natural Philosophy
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Steven Zottoli, Howard B. Schow '50 Professor of Biology
Liz Robinson ’90
Chair, Board of Trustees
July 2011 – June 2023
Riegelsville, PA

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

Timothy A. Barrows ’79
July 2015 – June 2027
Matrix Partners
Cambridge, MA

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

Jillian E. Charles ’91
July 2017 – June 2022
Honeywell
Charlotte, NC

Noriko Honda Chen ’89
July 2016 – June 2021
Capital Group Companies
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San Francisco, CA
July 2015 – June 2027
Deutsch, Inc.
New York, NY

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New York, NY
July 2013 – June 2025
Whitefish Bay, WI

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

Jeffrey S. Harleston ’82
Santa Monica, CA
July 2015 – June 2027
Universal Music Group, Inc.

Martha F. Hoopes ’87
South Hadley, MA
June 2020 - July 2025
Mount Holyoke College

Gretchen E. Howard ’95
Menlo Park, CA
July 2018 - June 2023
Robinhood
Cooper Campbell Jackson ’89
July 2016 – June 2021
Electronic Arts
Playa Vista, CA

Leila H. Jere ’91
July 2017 – June 2022
Salesforce.com
San Francisco, CA

Ethan W. Lasser ’99
June 2020 - July 2025
West Newton, MA

Mariam B. Naficy ’91
July 2018 - June 2023
Minted.com
San Francisco, CA

Vidisha A. Patel ’85
June 2020 - July 2025
Peace of Heart LLC
Sarasota, FL

Michele Y. Johnson Rogers ’79
July 2019 - June 2024
Kellogg School | Northwestern University
Evanston, IL

Nathan K. Sleeper ’95
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<th>Name</th>
<th>Position</th>
<th>Years</th>
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<td>Jonathan D. Sokoloff ’79</td>
<td></td>
<td>July 2016 – June 2021</td>
<td>New York, NY</td>
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<td>Mark R. Tercek ’79</td>
<td>Leonard Green &amp; Partners</td>
<td>July 2016 – June 2021</td>
<td>Los Angeles, CA</td>
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<tr>
<td>Sarah Mollman Underhill ’80</td>
<td>Freelance Editor, Writer and Curator</td>
<td>July 2014 – June 2026</td>
<td>Bronxville, NY</td>
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<td>Martha Williamson ’77</td>
<td></td>
<td>July 2012 – June 2024</td>
<td>San Marino, CA</td>
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<td>Gregory H. Woods ’91</td>
<td></td>
<td>July 2015 – June 2026</td>
<td>New York, NY</td>
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<td>Kate Boyle Ramsdell ’97</td>
<td>President of the Society of Alumni</td>
<td></td>
<td>Dedham, MA</td>
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Attends meetings by invitation of the Trustees
### Enrollment & Graduation Data

#### Enrollment

##### September 2019

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##### February 2020

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### Geographical Distribution Fall 2019

#### United States

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<th>State</th>
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<td>South Carolina</td>
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Graduation

Of the 544 who entered in the fall of 2013, 88% graduated from Williams within 4 years and 95% within 6 years.

Of the 546 who entered in the fall of 2014, 89% graduated from Williams within 4 years and 96% within 6 years.
AFRICANA STUDIES (Div II)
Chair: Associate Professor Neil Roberts

- Rashida K. Braggs, Associate Professor of Africana Studies and Faculty Affiliate in Comparative Literature, Faculty Fellow of the Davis Center and the Office of Institutional Diversity, Equity and Inclusion; affiliated with: The Davis Center, VP-InstDivrsityEquity&Inclusion
- VaNatta S. Ford, Assistant Professor of Africana Studies
- Regine M Jean-Charles, W. Ford Schumann Visiting Professor in Democratic Studies; affiliated with: Africana Studies
- Kelsey Jones, Distinguished Visiting Professor of Education
- James A. Manigault-Bryant, Professor of Africana Studies and Faculty Affiliate in Anthropology and Sociology and Religion; affiliated with: Religion Department, Anthropology and Sociology; on leave 2020-2021
- Rhon S. Manigault-Bryant, Professor of Africana Studies and Faculty Affiliate in Religion; on leave 2020-2021
- Neil Roberts, Chair and Professor of Africana Studies and Faculty Affiliate in Political Science and Religion; affiliated with: Religion Department, Political Science Department

GENERAL PROGRAM DESCRIPTION

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

CONCENTRATION IN AFRICANA STUDIES

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

AFRICANA STUDIES AND OTHER PROGRAMS

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

REQUIREMENTS

Africana Studies courses required for the concentration:

AFR 200 Introduction to Africana Studies

and one of the following two AFR 400-level Senior Seminar capstone courses (not all 400-level courses meet the requirement for the concentration):

AFR 440(S) CAPSTONE: Performing Blackness

AFR 450 CAPSTONE: Sylvia Wynter, Black Lives, and Struggle for the Human

One core elective:

AFR 132 / AMST 132 / PSCI 132 Contemporary Africana Social and Political Philosophy
Taught by: Neil Roberts
Catalog details

AFR 140 / COMP 141 Black Autobiography
Taught by: TBA
AFR 200 (F, S) Introduction to Africana Studies
   Taught by: Neil Roberts, VaNatta Ford

AFR 205 T / WGSS 207 (F) She Speaks in Color: Examining the 'Color Complex' in Toni Morrison's Writings
   Taught by: VaNatta Ford

AFR 208 T / AMST 208 / REL 262 Time and Blackness
   Taught by: James Manigault-Bryant

AFR 211 / AMST 211 / ENVI 211 / SOC 211 Race and the Environment
   Taught by: James Manigault-Bryant

AFR 213 T / STS 213 / WGSS 213 Race, Gender, and the Alien Body: Octavia Butler's Science Fiction
   Taught by: Rhon Manigault-Bryant

AFR 216 / DANC 217 Moving While Black
   Taught by: Rashida Braggs

AFR 248 / HIST 248 The Caribbean: From Slavery to Independence
   Taught by: Shanti Singham

AFR 299 / PSCI 233 / REL 261 Rastafari: Dread, Politics, Agency
   Taught by: Neil Roberts

AFR 302 (S) Complexion Complexities: Colorism in Literature, Lyrics & Everyday Life
   Taught by: VaNatta Ford

AFR 310 / AMST 309 / REL 310 / WGSS 310 Womanist/Black Feminist Thought
   Taught by: Rhon Manigault-Bryant

AFR 315 / AMST 315 / STS 315 Blackness 2.0: Race, Film and New Technologies
   Taught by: Rhon Manigault-Bryant

AFR 317 / AMST 317 / DANC 317 / ENGL 317 / THEA 317 / COMP 319 Black Migrations: African American Performance at Home and Abroad
   Taught by: Rashida Braggs

AFR 318 / PSYC 334 (F) Defining and Disrupting the School-to-Prison Pipeline
   Taught by: Kelsey Jones

AFR 321 (F) Trending Black: Race & Social Media in the 21st Century
   Taught by: VaNatta Ford

AFR 323 / ARTH 223 / COMP 322 / AMST 323 / ENGL 356 (S) Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora
   Taught by: Rashida Braggs

AFR 324 / PSYC 337 (S) Critical Perspectives in Special Education
   Taught by: Kelsey Jones

AFR 325 / WGSS 325 Television, Social Media, and Black Women 'Unscripted'
   Taught by: VaNatta Ford

AFR 348 T / LEAD 348 / PSCI 348 The Black Radical Tradition
   Taught by: Neil Roberts

AFR 356 The Plantation and Its Afterlife
   Taught by: James Manigault-Bryant

AFR 360 / LEAD 360 / PHIL 360 / PSCI 370 The Political Thought of Frantz Fanon
   Taught by: Neil Roberts

AFR 405 CAPSTONE: Africana Studies and the Disciplines
   Taught by: James Manigault-Bryant

AFR 440 (F) CAPSTONE: Performing Blackness
   Taught by: Rashida Braggs
AFR 450 / PSCI 372(S) CAPSTONE: Sylvia Wynter, Black Lives, and Struggle for the Human
Taught by: Neil Roberts

AFR 476 / HIST 476 CAPSTONE: Black Radicalism
Taught by: Shanti Singham

AFR 497(F) INDEPENDENT STUDY: Africana Studies
Taught by: Neil Roberts

AFR 498(S) INDEPENDENT STUDY: Africana Studies
Taught by: Neil Roberts

INTR 320 / LEAD 319 / PSCI 376(F) Angela Davis: Political Theory, Activism, and Alliances
Taught by: Joy James

RLFR 229 Black Outside the U.S.

Taught by: TBA

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

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

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

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

AFR 104 (S) Race and a Global War: Africa during World War II (DPE) (WS)

Cross-listings: AFR 104  HIST 104

Secondary Cross-listing
This course highlights African experiences of World War II. Although most histories have excluded Africa's role in the war, the continent and its people were at the center of major developments during in this global conflict. In fact, many Africans remember the Italian invasion of Ethiopia in 1935 as the start of the war. African servicemen fought alongside the Allied and Axis forces on major warfronts in Europe, Africa and Asia. African communities and individuals also established war charity campaigns to collect funds, which they sent to war ravaged societies in Europe. Indeed, African economies, despite their colonial statuses, kept European imperial nations afloat in their most hour of need. At the same time, African colonial subjects faced severe food shortages, the loss of working-age men to labor and military recruiters, and dramatically increased taxes. We will examine the impact of these and other wartime pressures on different African communities. How did African societies meet such challenges and how did they view
the war? In this course we will examine the roles that women played during the war, and the various other ways that African communities met wartime demands. Other topics we will explore include the role of African women; colonial propaganda; political protest against the war; race and racial thought in the wartime era; war crimes; African American support for the liberation of Ethiopia; and the war's impact on decolonization across the continent. We will further study how Africans and outsiders have differently conceptualized the continent's role in the war by analyzing a variety of sources, including scholarly writings, archival materials, films, former soldiers' biographies, and propaganda posters.

Requirements/Evaluation: active participation in discussion, map quiz, 2 short papers (3-5 pages), presentation, and one research paper (8-12 pages)

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

Enrollment Limit: 15

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

Expected Class Size: 15

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

Distributions: (D2) (DPE) (WS)

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

AFR 104 (D2) HIST 104 (D2)

Writing Skills Notes: Students will write two 3-5-page essays each written in two drafts with instructor comments. They will also write an 8-12-page research paper with required submission of a proposed topic, an annotated bibliography, an outline, and a draft before the final paper itself. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course explores the colonial relationship during a major global crisis. Students will examine existing narratives of African contributions to the war and to come up with their own interpretations, and will be called to critically engage the question of why and how colonies made significant contributions to the Allied cause by producing needed materials and resources or by joining the fight. Africans made these contributions spite of various and complex inequities.

Spring 2021

SEM Section: H1 MW 11:45 am - 1:00 pm Benjamin Twagira

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

Cross-listings: ARTH 104 AFR 105

Secondary Cross-listing

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

Requirements/Evaluation: weekly WCMA object lab reports, weekly reading discussion GLOW posts, bi-monthly quizzes (7 total), two reading response papers (3 pages each)

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: Art History and African Studies majors

Expected Class Size: 40

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

Distributions: (D1) (DPE)

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

ARTH 104 (D1) AFR 105 (D2)

Difference, Power, and Equity Notes: This course fulfills DPE requirements through its exploration of the differences between concepts of art in
African and Western traditions, and how this difference has formed the foundation for hierarchies of power within the art world that have long disenfranchised and disempowered artists from the continent. This course highlights this historical platform in order to renovate established biases and assumptions about these objects that position them as 'primitive' or 'exotic' constructs.

Not offered current academic year

**AFR 113 (S) Musics of Africa**

**Cross-listings:** AFR 113 MUS 120

**Secondary Cross-listing**

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

**Class Format:** discussion

**Requirements/Evaluation:** grade based on a listening journal, bi-weekly short assignments, a final paper, and class participation

**Prerequisites:** no prerequisites: prior musical background is not essential for this class

**Enrollment Limit:** 20

**Enrollment Preferences:** current or prospective Music majors and Africana Studies concentrators

**Expected Class Size:** 12

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

**Distributions:** (D1)

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

AFR 113 (D2) MUS 120 (D1)

Not offered current academic year

**AFR 115 (F) The Literature of Sports** (DPE) (WS)

**Cross-listings:** AFR 115 ENGL 115

**Secondary Cross-listing**

The ubiquity of the sporting event, the athlete as hero, the athlete as failure, the crowd, the fan, the stadium, and all of the complex conflicts therein have long been the subjects of some of the finest writing in America and throughout the world. Writers have used sport as a context through which to explore and examine ideas such as beauty, the sublime, tragedy, politics, race, class, sexuality, and gender. This course will focus on poetry, fiction, and non-fiction invested in the public spectacles and private revelations of sport ranging from the poetics of praise to issues of urbanism, colonialism, globalization with readings by Pindar, Rankine, CLR James, Baldwin, Hemingway, Oates, DeLillo, and many others. This course will be taught online in a synchronous format.

**Requirements/Evaluation:** Students will be expected to complete a number of short (5 pages or less) papers during the semester and one longer paper (8-10 pages) at the end of the semester.

**Prerequisites:** None.

**Enrollment Limit:** 14

**Enrollment Preferences:** first-year students who have not taken or placed out of a 100-level ENGL course.

**Expected Class Size:** 14

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

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

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

AFR 115 (D2) ENGL 115 (D1)

**Writing Skills Notes:** Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.
Difference, Power, and Equity Notes: This course will focus on literature about sports that addresses, among other topics, civil rights activism, gentrification, race dynamics and race relations both inside and outside of the USA, American exceptionalism, sociocultural construction of emotional displays, mental health, religious conflict, and anti-blackness.

Fall 2020
SEM Section: R1  MW 10:00 am - 11:15 am  Rowan Ricardo Phillips

AFR 129  (F) Twentieth-Century Black Poets
Cross-listings: ENGL 129  AFR 129

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

Requirements/Evaluation: several short papers, a 15-page final paper
Prerequisites: none
Enrollment Limit: 14
Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course
Expected Class Size: 14
Grading: no pass/fail option, yes fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 129 (D1) AFR 129 (D2)

Fall 2020
SEM Section: R1  MW 10:00 am - 11:15 am  David L. Smith

AFR 132  (F) Contemporary Africana Social and Political Philosophy
Cross-listings: AMST 132  AFR 132  PSCI 132

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

Requirements/Evaluation: attendance and participation, two 5- to 7-page essays, and one 10-page final paper
Prerequisites: none; open to all
Enrollment Limit: 15
Enrollment Preferences: first- and second-year students
Expected Class Size: 12
Grading: yes pass/fail option, no fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
AMST 132 (D2) AFR 132 (D2) PSCI 132 (D2)

Not offered current academic year
AFR 136  (S)  Slavery and the Making of a Literary Tradition
Cross-listings:  AFR 136  ENGL 136

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

Requirements/Evaluation:  active class participation, four short papers totaling about 20 pages
Prerequisites:  first-year students who have not taken or placed out of a 100-level ENGL course
Enrollment Limit:  19
Enrollment Preferences:  none
Grading:  no pass/fail option,  no fifth course option
Distributions:  (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
AFR 136 (D2) ENGL 136 (D1)
Not offered current academic year

AFR 140  (S)  Black Autobiography
Cross-listings:  AFR 140  COMP 141

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

Requirements/Evaluation:  class participation, two to three short papers (5- to 7-pages), and a 15- to 20-page paper or multimedia final project
Prerequisites:  none
Enrollment Limit:  20
Enrollment Preferences:  first- and second-year students
Grading:  no pass/fail option,  no fifth course option
Distributions:  (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
AFR 140 (D2) COMP 141 (D1)
Not offered current academic year

AFR 158  (F)  North of Jim Crow, South of Freedom  (DPE) (WS)
Cross-listings:  AFR 158  HIST 158

Secondary Cross-listing
This course analyzes the freedom struggle in the North during the twentieth century. Whereas black northerners drew from broader campaigns and traditions of black resistance, we will explore territorial distinctions in the region that otherwise have been flattened within the long history of civil rights discourse. To accomplish this aim, we will engage the following themes: black culture and radicalism; community formation and residential
segregation; demographic and migratory transitions; deindustrialization and the war; gender and respectability politics; labor tensions and civil rights unionism; northern racial liberalism; and the influence of world affairs—all with an eye toward scrutinizing the freedom struggle in its northern variety.

Class Format: This course is designed as a seminar and will be taught remotely. Virtual course meetings will revolve around synchronous discussion and remote learners will be expected to attend class regularly and participate actively in each session held via Zoom (or a similar platform).

Requirements/Evaluation: Students are expected to participate actively and will write three short essays (3-4 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (8-10 pages) in consultation with the instructor and will be required to submit a topic proposal.

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

Enrollment Limit: 10

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

Expected Class Size: 10

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

Distributions: (D2) (DPE) (WS)

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

AFR 158 (D2) HIST 158 (D2)

Writing Skills Notes: Students will write three short essays (3-4 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages) in consultation with the instructor and will be required to submit a topic proposal and outline, an annotated bibliography, and a peer-reviewed draft of the final paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course analyzes the long black freedom struggle in the North during the twentieth century. It examines black northerners’ efforts to achieve citizenship and equality as well as their challenges and involvements with northern racial liberalism. It offers students the opportunity to think critically about how black resistance campaigns emerged and evolved as discriminatory racial practices persisted in spite of legal and legislative remedies.

Fall 2020

SEM Section: R1    TR 11:30 am - 12:45 pm     Tyran K. Steward

AFR 167 (S) Let Freedom Ring? African Americans and Emancipation (WS)

Cross-listings: AFR 167  HIST 167  AMST 167

Secondary Cross-listing

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

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

Prerequisites: first-years and sophomores

Enrollment Limit: 19

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

Expected Class Size: 19

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

Distributions: (D2) (WS)

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

AFR 167 (D2) HIST 167 (D2) AMST 167 (D2)
Writing Skills Notes: Students will work throughout the semester on research paper that concerns Emancipation in the US. Students will turn in segments of this paper in separate assignments. During the final weeks of the course students will stitch these components together. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Spring 2021
SEM Section: R1 TR 9:45 am - 11:00 am Gretchen Long

AFR 200 (F)(S) Introduction to Africana Studies
This course introduces students to the content and contours of Africana Studies as a vibrant field of knowledge. Through exploration of the genealogy, disciplinary diversity, and evolution of the field, we will examine the depth and range of experiences of African-descended peoples throughout the Americas, the Caribbean, Europe, and Africa. We will also give some attention to how members of the Diaspora remember and encounter Africa, as well as their diverse responses to the history of enslavement, colonialism, apartheid, racism, and globalization. Through materials that embrace both historical and contemporary perspectives, we seek to help students develop critical frameworks for understanding African diasporic experience while simultaneously illumining disjunctures and challenges for the field. This course features two pedagogical strategies: 1) a rotational, interdisciplinary approach that includes the expertise, methods, and specializations of Africana faculty; and 2) the incorporation of aesthetic materials--film, photography, music, dance, performance, and artwork--to enhance student ability to draw ongoing connections between visual and textual sources covered in the course. Close textual analysis, vibrant debate, and engaging discourse are expected.

Class Format: Remote format; This class will be taught synchronously primarily.
Requirements/Evaluation: class participation, weekly e-reading response papers, two short essays, and a final research project
Prerequisites: none
Enrollment Limit: 18
Enrollment Preferences: Africana Studies concentrators
Expected Class Size: 15
Grading: yes pass/fail option, no fifth course option
Distributions: (D2)

Fall 2020
LEC Section: R1 TR 11:30 am - 12:45 pm Neil Roberts
Spring 2021
LEC Section: R1 TR 11:30 am - 12:45 pm VaNatta S. Ford

AFR 201 (S) African Dance and Percussion
Cross-listings: AFR 201 MUS 220 DANC 201

Secondary Cross-listing
We will examine two forms that embody continuity of tradition or the impact of cultural shifts in generations. Lamban was created by the Djeli, popularly called Griots who historically served many roles in traditional society from the Kingdom of Ghana and Old Mali spanning the 12th-current centuries. This dance and music form continues as folklore in modern day Guinea, Senegal, Mali and The Gambia where it was created and practiced by the Mandinka people. Bira is an ancient and contemporary spiritual practice of Zimbabwe’s Shona people. Both of these forms are enduring cultural practices while Kpanlogo from the modern West African state of Ghana represents the post-colonial identity of this nation’s youth at the end of the 1950s. This course can be taken for academic and/or PE credit.

Class Format: class hours will be divided among research and discussion of the dance, percussion, and music of two forms, as well as physical learning and group projects; also includes field trips to view an area performance and the archives at Jacob Pillow
Requirements/Evaluation: discussion of assignments, group response performances, and short research paper. Students enrolled for PE credit are responsible only for the performance-based projects
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: students who have taken DANC 100 or DANC 201; have experience in a campus-based performance ensemble; or have
AFR 203  The Making of Modern Africa  (DPE)
This course traces the incorporation of Africa into an expanding global world from the middle of the 19th century to the present and examines the impact of this integration on the history of African cultures and modern nation states. It is designed to provide you with an introductory understanding of the economic, social, and political forces that have shaped Africa in recent times and continue to affect the lives of individual people across the continent. Over the course of the semester you will be introduced to major historical themes in African History from the past 150 years, including the abolition of the slave trade and its effects, African states in the 19th century, the growing integration of different regions into shifting global and economic systems, European colonization, and African resistance to imperial conquest. We will also explore the emergence of the nationalist and anti-colonial movements, and Africa’s post-colonial experiences of self-governance. Within these broad historical processes, the class will cover additional key themes such as religious change and the role of Western missionaries; changing gender roles; environmental exploitation and change; the emergence of the developmental state; urbanization; military dictatorships, and war and violence in the late 20th century. We will also cover some of the issues surrounding the study of African History as a discipline. This is a challenging task as no single course can cover more than a silver of the complexity and variety of the continent. This is why we approach the study of Modern African History through a comparative prism.

Requirements/Evaluation:  active participation in discussion, map quiz, response papers, midterm and final exams, and a case study paper (7-10 pages)
Prerequisites:  none
Enrollment Limit:  15
Enrollment Preferences:  if course is over-enrolled, preference to history majors and students with a demonstrated interest in African studies
Expected Class Size:  15
Grading:  
Distributions:  (D2)  (DPE)

Difference, Power, and Equity Notes:  This course will introduce students to how modern Africans have contended with powerful forces that have deeply affected the continent. It will examine how different societies on the continent -- in different environments and circumstances -- devised solutions to the challenges of the day. All of the readings, discussions, and assignments will ask students to center and insert African voices into histories fraught with misrepresentations.

Not offered current academic year

AFR 205  (F)  She Speaks in Color: Examining the 'Color Complex' in Toni Morrison's Writings
Cross-listings:  AFR 205  WGSS 207
Primary Cross-listing

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

Class Format: Remote

Requirements/Evaluation: six 2-page papers, two 5- to 7-page papers, 10 minute vlog, annotated bibliography

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: this course is specifically for first-year students and they will receive preference in this class

Expected Class Size: 10

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

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 205 (D2) WGSS 207 (D2)

Fall 2020

TUT Section: RT1 TBA VaNatta S. Ford

AFR 206 (F) African Dance and Percussion

Cross-listings: AFR 206 MUS 221 DANC 202

Secondary Cross-listing

Before the 20th century, the African continent was the source of dance and music that influenced new forms rooted on and off the continent. These
forms are shaped by the impact of religion, colonialism, national political movements, travel, immigration, and the continuing emergence of technology.

In South Africa, the labor conditions of miners instigated the creation of Isicathulo, Gum boots, and in Brazil the history of colonialism is a factor that
anchors Samba as a sustaining cultural and socioeconomic force. The birth of Hip Hop in the 20th century finds populations across the globe using its
music, dance, lyrics, and swagger as a vehicle for individual and group voice. Hip Hop thrives as a cultural presence in most countries of the African
continent and in the Americas. We will examine the factors that moved this form from the Bronx, New York, to Johannesburg, South Africa, and Rio,
Brazil. We will examine at least two of these forms learning dance and music technique and composition material that will inform their practice. Each of
these genres generated new physical practices, new and enduring communities while continuing to embody specific histories that have moved beyond
their place of origin. What is their status in this century?

Class Format: class hours will be divided among discussion of media and readings; rehearsal of dance and music techniques; field trips to view
performances; research at the Jacob Pillow's archives; and interaction with visiting artists

Requirements/Evaluation: a series of discussion, research, and individual and group projects; all of which will inform collaboration on mid-term and
final projects

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: students who have taken DANC 100 or DANC 201; have experience in a campus based performance ensemble; or have
permission of the instructors

Expected Class Size: 20

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

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 206 (D2) MUS 221 (D1) DANC 202 (D1)

Not offered current academic year

AFR 207 (F) "Out of Africa": Cinematic Por(Be)trayals of a Continent (DPE) (WS)

Cross-listings: ARTH 207 AFR 207
This tutorial provides a focused study of the politics / poetics of visualization and identification associated with film and cinema about Africa from past to present. From colonial-era propaganda newsreels about Africa’s ‘fighting men’ to contemporary white-savior narratives that exploit current socio-political ruptures on the continent for epic effect, films about Africa produced by a primarily Western cinematic regime have proven themselves to be highly effective apparatuses for framing “Africa” as a concept to be summoned time and time again to tell different stories for different audiences, and in doing so privilege particular viewpoints and imaginaries. This tutorial will provide a space for robust discussion and debate about the various representative tropes, conceptualizations, and visualizations that have been used to shape the contours of “Africa” as understood by a primarily Western audience from past to present, and how these same tropes in many ways have come to define the nature of the relationship between film / cinema and the continent over the history of their engagement. In doing so, it will also address how strategic displays and narratives deployed by cinematic productions often support specific power dynamics that locate an idea of “Africa” within paradigms of specific cultural and political understanding. In zeroing in on how such films promote targeted realities for people and places within the continent, this tutorial will address how “Africa” in Western film and cinematic traditions is positioned within a particular framework of understanding that is more often than not irrevocably tethered to a Western imaginary.

Class Format: This tutorial will be predominantly remote, with student pairs meeting with the instructor on a weekly basis via google hangouts. There may be options for in-person events as the semester progresses, but this is to be determined.

Requirements/Evaluation: targeted bi-monthly writing assignments (5-7 pages in length) and bi-monthly peer response papers (2 pages in length)

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Art History majors and seniors

Expected Class Size: 10

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

Distributions: (D2) (DPE) (WS)

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

ARTH 207 (D1) AFR 207 (D2)

Writing Skills Notes: This course fulfills Writing Skills requirements through its focus on the development of writing proficiency in terms of writing mechanics, syntax, and organization. It is also designed to help students craft a general approach to formulating a well-articulated, compelling argument. Students will receive extensive feedback on bi-monthly writing assignments from both the instructor and their peers as well as a comprehensive mid-semester critique from the instructor.

Difference, Power, and Equity Notes: This course fulfills DPE requirements through its exploration of issues of ‘authentic’ representation as they have been applied to representations of “Africa” displayed within the contexts of Western film and cinema. Through discussions of cultural capital and the politics of representation, students analyze how a general African ‘identity’ has been dictated by Western film culture and how this hegemony is currently being disrupted by an emergent generation of African artists and filmmakers.

Fall 2020

TUT Section: RT1 TBA Michelle M. Apotsos

AFR 208 (F) Time and Blackness

Cross-listings: AFR 208 REL 262 AMST 208

Primary Cross-listing

The concept of time is one of the most examined, yet least theorized, concepts in Africana Studies. While the field is saturated with historical studies and literary analyses that take up issues of cultural memory, both of which involve thinking about time, time itself is rarely the subject of sustained inquiry. This may be due to its abstractness as an idea and the level of analysis its conceptualization demands, or because time in the African American experience cannot be understood outside of the meaning of race, which itself is far from tangible. In this tutorial, “Time and Blackness,” we will explore how African American writers across a number of genres understand time. We will read select texts of fiction as well as spiritual autobiographies, historical narratives, and sociological studies to understand how writers draw from—and create—paradigms of time to organize their work. The following questions will structure our investigation: What are the constituent elements of time in African American writing? How does race shape the ways a writer conceives of the experience of time? In examining writings across genres, is there something that we can call an identifiable African-American “timescape”?
**Requirements/Evaluation:** assignments will include six 2-page response papers; two 5-page writing assignments; and a final, 10-page review essay on how time is understood in a genre of writing

**Prerequisites:** none

**Enrollment Limit:** 10

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

**Expected Class Size:** 10

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

**Distributions:** (D2)

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

AFR 208 (D2) REL 262 (D2) AMST 208 (D2)

Not offered current academic year

**AFR 209 (F)(S) Introduction to Racial Capitalism (DPE) (WS)**

**Cross-listings:** AMST 202 AFR 209

**Secondary Cross-listing**

The historical relationship between race and capitalism is one of the most enduring debates in U.S. historiography, shaping modes of inquiry and analysis across history, law, economics, sociology, anthropology, and other fields. This course seeks to introduce students to the concept of “racial capitalism”—which rejects treatments of race (and racism) as external to the so-called real workings of capitalism—as a way to understand this relationship and as an activist hermeneutic through which to identify and respond to the conditions that American Studies must reckon with. Students will gain familiarity with the global history of racial capitalism and the power of the concept itself through secondary sources and a wide range of primary sources, and through engaged discussion and short essays. Throughout the course, we will pay special attention to the cultural politics, political geographies, and historical development of racial capitalism, thus attending to how the social relations of racial capitalism have been known, lived, and resisted across time and space. The course is organized around three key themes: the land question; race, capitalism, and nation; and the banalities of racial capitalism. Across these themes, the course will address such issues and topics as North American settler colonialism, circum-Caribbean plantation slave and “Coolie” labor, mass incarceration, the subprime mortgage crisis, and the War on Terror. The course will do so through and against a history of racial capitalism that privileges the U.S. nation-state in particular. By the end of this course, students should be able to: detail and analyze the historical development of and resistance to racial capitalism, doing so in relation to the global itineraries of racial slavery, settler colonialism, imperialism, and white supremacy; trace the history of the concept of racial capitalism itself; and identify how the concept continues to shape the field of American Studies.

**Class Format:** This course is designated as remote. However, international students who want to take this course but need it to be designated as a hybrid course in order to do so may instead register for an independent study with Prof. Ayazi. As a hybrid course, this independent study will have the same requirements as the listed course, with the exception of a limited number of face-to-face meetings in Williamstown or Boston. Please contact Prof. Ayazi at ha5@williams.edu to discuss such an arrangement.

**Requirements/Evaluation:** Evaluation will be based on the following requirements: Class Participation: 25%; Weekly Responses (350-500 words): 25%; Essay 1--First submission (5 pgs): 10%; Essay--Revision (5 pgs): 10%; Essay 2 (5 pgs): 15%; Essay 3 (5 pgs): 15%. Class will meet twice per week. Tu. meetings will be asynchronous and Th. meetings will be synchronous. Asynchronous components of the course include pre-recorded lectures, discussion boards, and other exercises that promote as much connection as possible within the constraints of remote education. Toward this end, synchronous meetings will center engaged discussion in small groups and as a class.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** American Studies majors, students specializing in Native American and Indigenous Studies, Africana majors, History majors

**Expected Class Size:** 12

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

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

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

AMST 202 (D2) AFR 209 (D2)

**Writing Skills Notes:** Emphasis on writing process and revision: Three thesis papers at 5 pages each (each receiving critical feedback from professor
and peers); one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper.

**Difference, Power, and Equity Notes:** Throughout, the course addresses the issues of difference, power, and equity amongst groups and the nature of the theoretical tools or perspectives used to understand these issues. It does so familiarizing students with "racial capitalism" as both a way of understanding the historical relationship between race and capitalism, and as an activist hermeneutic to respond to the conditions that American Studies and other fields must reckon with in the present.

Fall 2020
SEM Section: R1  TR 9:45 am - 11:00 am  Hossein Ayazi
Spring 2021
SEM Section: R1  TR 9:45 am - 11:00 am  Hossein Ayazi

**AFR 211 (F) Race and the Environment**

**Cross-listings:** AMST 211  ENVI 211  AFR 211  SOC 211

**Primary Cross-listing**

In contemporary societies, race remains an enduring impediment to the achievement of equality. Generally understood as a socially meaningful way of classifying human bodies hierarchically, race manifests itself in a number of arenas, including personal experience, economic production and distribution, and political organization. In this course, we will explore how race emerges in local and global environmental issues, like pollution and climate change. We will begin with a review of some of the landmark texts in Environmental Studies that address "environmental racism," like Robert Bullard's *Dumping in Dixie* and David Pellow's *Garbage Wars*. We will examine how and to what extent polluting facilities like landfills, oil refineries, and sewage treatment plants are disproportionately located in communities of color; we will also pay attention to how specific corporations create the underlying rationale for plotting industrial sites. After outlining some of the core issues raised in this scholarship, we will turn to cultural productions--like literature, film, and music--to understand how people of color respond to environmental injustice and imagine the natural world.

**Class Format:** discussion

**Requirements/Evaluation:** class participation, 2-3 short papers (5-7 pages), and a self-scheduled final

**Prerequisites:** none

**Enrollment Limit:** 20

**Expected Class Size:** 20

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

**Distributions:** (D2)

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

AMST 211 (D2) ENVI 211 (D2) AFR 211 (D2) SOC 211 (D2)

Not offered current academic year

**AFR 212 (S) Jazz Theory and Improvisation I**

**Cross-listings:** MUS 104  AFR 212

**Secondary Cross-listing**

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

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

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

**Prerequisites:** MUS 103 and/or permission of instructor; musical literacy required as per above description; private study on student's individual
Enrollment Limit: 15

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

Expected Class Size: 12

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

Unit Notes: this course will share aural skills labs with MUS 104a; students considering taking this course should consult the lab times and plan their schedules accordingly

Distributions: (D1)

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

MUS 104 (D1) AFR 212 (D1)

Not offered current academic year

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

Cross-listings: STS 213 WGSS 213 AFR 213 SCST 213

Primary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 10

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

Expected Class Size: 10

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

Distributions: (D2)

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

STS 213 (D2) WGSS 213 (D2) AFR 213 (D2) SCST 213 (D2)

Not offered current academic year

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

Cross-listings: DANC 215 THEA 202 WGSS 215 AFR 215

Secondary Cross-listing

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

**Requirements/Evaluation:** in-class participation, creative/critical responses to texts, final paper

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** Theater majors

**Expected Class Size:** 14

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

**Distributions:** (D1)

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

DANC 215 (D1) THEA 202 (D1) WGSS 215 (D2) AFR 215 (D2)

Not offered current academic year

AFR 216 (S) Moving While Black

**Cross-listings:** DANC 217 AFR 216

**Primary Cross-listing**

Opening your apartment door, driving down the highway, taking a knee, raising a fist, sitting at the lunch counter then or sitting in a café now, these movements have historically and presently prompted fear at a minimum and in the most grave cases death for black people. Whether in the U.S. or globally, moving in the world as a black person often means being perceived as different, foreign and threatening. Crawling, dancing, running and boxing, these movements have countered fear and articulated the beauty, pride, creativity and political resistance of black people. In both cases, black movement matters and means much. While many consider movement to be just organized dance moves, this course expands students' definitions of black movement and teaches them to analyze multiple perceptions, uses, and reactions to it. "Moving while Black" offers examples of physical movement in improvised and practiced performance, quotidian movement, geographical movement across national borders and symbolic, politicized gestures. Students will investigate black movement via interdisciplinary sources that reflect various time periods and locations. Students may analyze such texts as Jacob Lawrence's visual art in The Migration Series, the movement of the rumba dance form between Cuba and the Democratic Republic of Congo, the Alvin Ailey American Dance Theater's "Revelations," William Pope.L's choreographed crawls, the 1995 World Rugby Cup in South Africa, and the 2018 case of a Kansas resident arrested while moving into his own home. Additionally, this course features an important practice element, in which students experiment with in-class movement exercises and workshops, engage with dance archives at Jacob's Pillow, interview participants of Kusika, and create and perform their own choreographies. While no previous experience in performance is required, curiosity and openness to learning through one's own body movement is expected.

**Class Format:** classes will rotate throughout the semester between seminar discussions in the classroom and performance exercises in the studio

**Requirements/Evaluation:** multiple reading/viewing responses in a movement journal, an essay closely analyzing movement; a presentation, and multiple movement-based performances including a final project with outside research and a proposal

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** Africana Studies concentrators

**Expected Class Size:** 10

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

**Distributions:** (D2)

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

DANC 217 (D2) AFR 216 (D2)

Not offered current academic year

AFR 217 (F) Women and Girls in (Inter)National Politics (DPE)

**Cross-listings:** INTR 219 PSCI 219 AFR 217 WGSS 219 LEAD 219
Secondary Cross-listing
This tutorial focuses on the writings and autobiographies of women who have shaped national politics through social justice movements in the 20th-21st centuries. Women and girls studied include: Fannie Lou Hamer, Shirley Chisholm, Safiya Bukhari, Erica Garner, Greta Thunberg, Malala Yousafzai, Marielle Franco, Winnie Mandela.

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

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Juniors and seniors, sophomores.

Expected Class Size: 10

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

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
INTR 219 (D2) PSCI 219 (D2) AFR 217 (D2) WGSS 219 (D2) LEAD 219 (D2)

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

Fall 2020
TUT Section: RT1 TBA Joy A. James

AFR 218 (S) Gender and Sexuality in the Neo-slave Narrative (DPE) (WS)

Cross-listings: AMST 218 ENGL 218 AFR 218 WGSS 218

Secondary Cross-listing
Hortense Spillers has noted that ex-slave Harriet Jacobs, “between the lines of her narrative, demarcates a sexuality that is neuterbound” and we live with the aftermath of her observation. “Ungendering,” one of the transformations undergone by bodies subjected to the Middle Passage, is one of the keywords that forms the foundation for a conversation about slavery, blackness, gender, sexuality, and archive. Throughout this course we will wrestle with the questions: How does the designation “slave” rupture, reify, or expand our understandings of sexuality and gender? What conditions have necessitated the neo-slave narrative form? Texts include: slave narratives and neo-slave narratives in the forms of novels, visual art, and film. Course texts include: Octavia E. Butler's Kindred, Jewelle Gomez's Gilda Stories, Glenn Ligon's “Runaways”, and Jordan Peele's Get Out. Critical theories of blackness, gender, and sexuality are also central texts in this course including that by Darieck Scott, Saidiya Hartman, Hortense Spillers, Matt Richardson, and others. Given that neo-slave narratives intervene in the sexual and gendered silences of slave narratives and the power relations that produced them, students who are hesitant to study sexual violence might consider taking another course.

Requirements/Evaluation: mandatory participation in discussion, four papers including one critical revision (total 20 pages), keyword glossary

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

Enrollment Limit: 19

Enrollment Preferences: sophomores

Expected Class Size: 19

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

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 218 (D2) ENGL 218 (D1) AFR 218 (D1) WGSS 218 (D2)

Writing Skills Notes: Three thesis papers at 5 pages each (each receiving critical feedback from professor); one thesis paper revision with critical feedback from professor and peers including one letter of revision explaining the student's revision process; one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course examines the work of black writers and artists engaged with the archival silences imposed by the power dynamics of racial hierarchy which constrained the birth of African American literature (the slave narrative). In particular, we examine the
meaningful/willful/and censorial omissions that shape the treatment of gender and sexuality in these texts including and especially the silences around sexual abuse and sexual assault practiced by beneficiaries of white supremacy.

Not offered current academic year

AFR 220 (S) Introduction to African American Literature

Cross-listings: AMST 220 ENGL 220 AFR 220

Secondary Cross-listing

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

Requirements/Evaluation: writing assignments for the course will total 20 pages, distributed over three papers

Prerequisites: none

Enrollment Limit: 20

Expected Class Size: 25

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

Distributions: (D2)

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

AMST 220 (D2) ENGL 220 (D1) AFR 220 (D2)

Spring 2021

SEM Section: R1  MWF 11:45 am - 1:00 pm  David L. Smith

AFR 223 (F) Politics of Performance/Performing Politics in Contemporary Africa (DPE) (WS)

Cross-listings: MUS 222 AFR 223

Secondary Cross-listing

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

Class Format: this class places a strong emphasis on discussion

Requirements/Evaluation: in-class preparation and participation, bi-weekly short writing assignments, a midterm paper and a final project

Prerequisites: some familiarity with music terminology encouraged

Enrollment Limit: 15

Enrollment Preferences: sophomores, juniors, or seniors who are current or prospective Music majors, as well as current and prospective Africana Studies and Latina/o Studies concentrators

Expected Class Size: 10

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

Distributions: (D1) (DPE) (WS)

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

MUS 222 (D1) AFR 223 (D2)

Writing Skills Notes: Students receive regular feedback on multiple short assignments throughout the semester. Particular focus is dedicated to crafting and substantiating written arguments.
Difference, Power, and Equity Notes: Throughout the course, students engage with case studies concerning specific socio-political contexts within Africa, with an emphasis placed on music's role as a social agent. Topics include representational politics, music as a tool for the powerful as well as the politically disempowered, and music's role in conflict resolution.

Not offered current academic year

AFR 224 (S) Cold War Intellectuals: Civil Rights, Writers and the CIA (DPE)

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

Secondary Cross-listing

This tutorial focuses on US-based views of the Cold War. It examines how intelligence agencies and intellectuals, as well as government officials, viewed civil rights, human rights, and US hegemony. Readings include: Williams J. Maxwell (F. B. Eyes: How J. Edgar Hoover's Ghostreaders Framed African American Literature); James Baldwin (The Fire Next Time); Ralph Ellison (The Collected Essays of Ralph Ellison); Report to the President by the Commission on CIA Activities Within the United States (1975, VP Nelson Rockefeller, chair); Hugh Wilford (The Mighty Wurlitzer: How the CIA Played America); Hannah Arendt (The Origins of Totalitarianism; On Violence; "Reflections on Little Rock"); Frances Stonor Saunders (Who Paid the Piper? The CIA and the Cultural Cold War). Students alternate weekly between 5-page primary and 2-page secondary papers on assigned readings.

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

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Juniors and Seniors.

Expected Class Size: 10

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

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 224 (D2) PSCI 221 (D2) AMST 201 (D2) LEAD 220 (D2) INTR 220 (D2)

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

Spring 2021
TUT Section: RT1   TBA   Joy A. James

AFR 226 (S) Black France/France Noire (DPE)

Cross-listings: AFR 226  RLFR 226

Secondary Cross-listing

On the eve of the new millennium, the year 1998 saw the emergence in France of "Black studies à la française" (Ndiaye). Inspired, in part, by the 150th anniversary of the 1848 abolition of slavery, the French black minority "made itself more visible" (Faes and Smith). This course examines a wide range of discursive practices through which athletes, artists, authors, politicians, activists, and scholars amplified their voices in the French hexagone. It retraces the rise of these discourses and how they assert, reframe, and establish blackness as a legitimate field of knowledge and a space of affirmation and contestation. Following a study of the interwar period (1918-1939), when the work of "negritude women" (Sharpley-Whiting) such as "afro-latinité" spurred the negritude movement, we will discuss publications, documentaries, and seminal moments of protest in the early twenty-first century. Course material may include works by Suzanne Césaire, Jane and Paulette Nardal, Aimé Césaire, Frantz Fanon, Achille Mbembé, Françoise Vergès, Pascal Blanchard, Nicolas Bancel and Sandrine Lemaire, Pap Ndiaye, Gaston Kelman, Rokhaya Diallo, Alice Diop, Léonora Miano, and Fabienne and Véronique Kanor. Conducted in French.

Requirements/Evaluation: response papers, midterm paper, TV show, colloquium

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

Enrollment Limit: 20
Enrollment Preferences: French and Africana Studies concentrators

Expected Class Size: 12

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

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 226 (D2) RLFR 226 (D1)

Difference, Power, and Equity Notes: This course satisfies the DPE requirement because it focuses on "the shaping of social differences, dynamics of unequal power, and processes of change" through the lenses of historical colonial legacies, race, gender, citizenship among other questions.

Not offered current academic year

AFR 228 (F) Revolt and Revelation in 20th-Century Americas

Cross-listings: AFR 228 AMST 228 REL 223 LATS 228

Secondary Cross-listing

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

Requirements/Evaluation: participation, short writing exercises, a 5- to 6-page take-home midterm essay, and an 8- to 12-page final review essay

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: majors and concentrators

Expected Class Size: 12

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

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 228 (D2) AMST 228 (D2) REL 223 (D2) LATS 228 (D2)

Not offered current academic year

AFR 229 Black Outside the U.S.

This course explores multiple ways Black identity evolves, adapts and is experienced differently depending on location. Students analyze Black experience in the U.S., France and Senegal through a range of texts from books and social media to music and film. One key aspect of the course is a study abroad trip to Senegal, which increases cultural awareness through experiential learning. This combination of textual learning with experiential knowledge exemplifies how language, religion, gender, geography, and performance shape one's racial identity. In the first section of the course, students investigate Black experience in the U.S., focusing on such topics as the one-drop rule, racial profiling and where mixed people fit within Black/White tensions. The second section highlights the politics of language in France. Students explore how words like "Black," "noir" and "race" have strong political connotations in France and spur both resistance to and alliance with Black American civil rights history. In the third part of the course, students visit Dakar, Senegal, and analyze Blackness through their own observations and encounters. Their trip insights jumpstart the final focus of the course on Senegal. Students investigate the influence of French colonialism on Black identity in Senegal, which makes the two geographical experiences of Blackness very different but still forever linked.

Class Format: seminar, the course includes a required spring break trip to Dakar, Senegal, which is no additional cost to students

Requirements/Evaluation: evaluation will be based on class participation, short weekly reading responses, two 4-5 page papers, a presentation based on the spring break trip, and a final presentation including a short 2-page report

Prerequisites: none
AFR 230  (F) Gender, Sexuality, and Global HIV/AIDS

Cross-listings:  AFR 230  WGSS 230

Secondary Cross-listing

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

Requirements/Evaluation:  two short papers and a research paper; class participation will form part of the grade
Prerequisites:  none

AFR 231  (F) The African Anthropocene  (DPE)

Cross-listings:  ENVI 231  AFR 231  STS 231

Secondary Cross-listing

Despite its low contributions to global carbon emissions, the continent of Africa is predicted to experience some of the worst effects of climate change. This interdisciplinary course investigates the causes and consequences of this troubling contradiction. It positions the African continent as an important site for understanding how legacies of empire, racial and gendered inequality, resource extraction, and capital accumulation impact contemporary global environmental politics. Students will engage theoretical texts, reports from international organizations, films, poetry, novels, and web-based content. Topics include: humanism/post-humanism; migration and displacement; representations of conflict; and sustainable development.

Class Format:  non-traditional technologies, web-streams, social media (Tumblr/Twitter)

Requirements/Evaluation:  assignments include: short written commentaries, current event analysis, presentations, and a final analytical essay
Prerequisites:  none

Enrollment Limit:  8
Enrollment Preferences:  students who have taken other AFR courses, Francophone speakers and students
Expected Class Size:  8
Grading:  
Distributions:  (D2)  (DPE)     
This course is cross-listed and the prefixes carry the following divisional credit:
Difference, Power, and Equity Notes: The African Anthropocene” considers inequity in environmental politics from the vantage of the African continent. Through selected readings and classroom discussions students will tackle questions of power, racial and gendered difference, empire, and economic stratification. The course contributes to the DPE requirement by helping students to develop skills to better analyze abiding challenges in global society.

Not offered current academic year

AFR 237 (S) Islam in the United States: From Black Muslims to the War on Terror

Cross-listings: REL 237 AMST 237 AFR 237

Secondary Cross-listing

Malcolm X is likely the most prominent and influential Muslim figure in the history of the United States. His story represents two fundamental themes in the history of Islam in America: conflict between Muslims over what is "authentic" or "orthodox" Islam; and the ways that American history, politics, and culture determine the contours of "American Islam". This course will explore these two themes through an array of topics in the history of American Islam. In so doing, we will examine the complex relation between religion, politics, and culture in the United States. Beginning with the story of Malcolm X, the Nation of Islam, and other African-American Muslim movements, we will try to understand: What made Islam so appealing to millions of African-Americans throughout the 20th century? And were these genuinely "religious" and "Islamic" movements, or just racial/political "black nationalist" movements in the guise of religion? What counts as legitimately "Islamic", and who gets to decide? We will then move into the latter half of the 20th century and the post-9/11 debates over authentic Islam. What happened to American Muslim communities and organizations after the waves of post-1965 immigration from Muslim countries? How have debates about Muslim identity shifted over time, from being configured in terms of black separatism, to transnational/diasporic identity, to the attempts at articulating an indigenous "American-Muslim" identity? How have national narratives around 9/11 and the "War on Terror" impacted these debates over identity and "true Islam"? And how have these debates intersected with gender, racial, and ethnic politics? Throughout the course, we will be studying historical and anthropological material, autobiographies, novels, documentaries, films, and social media. The course fosters critical thinking about diversity by challenging assumptions of who Muslims are, what being American means, and what Islam is. It also focuses on the complex interaction of different dimensions of diversity, from religion to race, ethnicity, nationality, culture, gender, language, and age.

Requirements/Evaluation: in-class participation and presentations; 3 short essays; final project

Prerequisites: none

Enrollment Limit: none

Expected Class Size: 12

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

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 237 (D2) AMST 237 (D2) AFR 237 (D2)

Spring 2021

SEM Section: R1 MW 11:45 am - 1:00 pm Zaid Adhami

AFR 242 (F) Introduction to the Music of John Coltrane

Cross-listings: AFR 242 MUS 252

Secondary Cross-listing

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

Requirements/Evaluation: in-class participation including small quizzes, midterm, class presentation, and final paper

Prerequisites: MUS 103 and/or 203 strongly recommended; musical literacy sufficient to deal with the material and /or permission of instructor
AFR 243 (S) Asian/American and Black Literary and Cultural Thought

Cross-listings: AMST 243  AFR 243

Secondary Cross-listing

One durable legacy of white settler colonialism has been to its divide-and-conquer management of minority populations—an amazingly effective strategy still widely practiced in a variety of forms today. While Asian Americans have been deemed "model minorities" in contrast to "unmodel" minorities—namely, African Americans—and racial minorities have been pitted against one another in the oppression Olympics and on the issue of affirmative action, there has, in fact, been a long history of political, literary, and cultural thought that have joined blacks and Asian/Asian Americans, from W.E.B. Du Bois to current ideas about digital possibilities (and constraints). In this course we will examine the theory, political writings, art, music and literature that sprang from and attended the early Marxist-Communist fight for universal brotherhood; movements against colonialism, capitalism, and the Vietnam War; Yellow Power and Black Power; and topics such as black and Asian diasporas, Afro-futurism, multiculturalism, "Afro-pessimism", racial melancholia, and digital futurities.

Requirements/Evaluation: one shorter paper (4-6 pages), midterm; final paper/project (10-12 pages), response papers and/or posts on GLOW; participation (class discussion and attendance)

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: American Studies majors, sophomores

Expected Class Size: 15

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

Distributions: (D2)

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

AFR 243 (D2) AMST 243 (D2)

Not offered current academic year

AFR 246 (S) African American History, 1619-1865

Cross-listings: AFR 246  HIST 281

Secondary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: first- and second-year students
**AFR 248 (S) The Caribbean: From Slavery to Independence**

**Cross-listings:** HIST 248 AFR 248

**Primary Cross-listing**

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

**Requirements/Evaluation:** class participation, a mid-term and final paper, and a 10-12 page research paper

**Prerequisites:** none; open to all

**Enrollment Limit:** 20

**Expected Class Size:** 20

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

**Distributions:** (D2)

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

HIST 248 (D2) AFR 248 (D2)

**Not offered current academic year**

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**AFR 250 (S) Translating Black Resistance: Historical and Contemporary Challenges**

"My ebony skin...is my naked soul; my skin is language, and the reading is all yours."

The lyrics' excerpt authored by Afro-Brazilian artists Matumbi and Portugal eloquently convey/denounce how Black skin and the Black body may function as a canvas upon which multiple meanings are imposed or assigned/prescribed: as embattled territories constantly subjected to multiple (mis)interpretations. Conversely, Black skin/bodies become sites of resistance, expressing/becoming potent languages through which oppressive systems are challenged, and powerful anti-racist struggles/movements crafted/expressed or performed/reinvented. How have verbal and non-verbal communications functioned as core aspect of Afro-Diasporic confrontational praxis to intersecting racialized/gendered oppressions and annihilation? How may we challenge Eurocentric bodies of knowledge as a key component in political projects of Black erasures? The course will explore such issues by placing the politics of language, translation/interpretation, ideology, and identity at the center of historical and contemporary movements of resistance against deadly manifestations of anti-black racism and gendered/homophobic violence(s). We will engage with such collective Black resistance responses by analyzing music, film, poetry and other Black art forms in Latin America, and particularly Brazil, and we shall examine authors including Conceição Evaristo, Angela Y. Davis, Patrícia Hill Collins, Joélzito Araújo, Paul Bandia, Brent Edwards, Lazzo Matumbi, and Randal Johnson.

**Requirements/Evaluation:** class participation; three two-page response papers; midterm exam; and a 10 to 12- page final paper.

**Prerequisites:** None

**Enrollment Limit:** 15
Enrollment Preferences: Africana Studies concentrators
Expected Class Size: 15
Grading: no pass/fail option, yes fifth course option
Distributions: (D2)
Not offered current academic year

AFR 251 (S) Afro-Diasporic Crossroads: Translating and (Re)Imagining Black Experiences

For many centuries Black subjects have forged multiple forms/processes/modes of resistance, yielded in particular by the brutal forced migration of African men and women in the Transatlantic Slave Trade. Afro-Diasporic subjects utilized, evoked, and preserved their cultural and historical/intellectual legacies, healing practices/sacred traditions - and (re)crafted the African Diaspora. This course will examine the crucial roles played by the politics of language and translation in Afro-Diasporic dispersions, intersections, and (re)connections. We will explore the concept of translation as reparation and the ethics of translation, while interrogating how language may be utilized as an effective tool for political control and conversely, a powerful means for Black Liberation. Grounded on Black Feminist Theory, we will engage with the often-overlooked significance of embodied Black knowledge in translation theories within and beyond the boundaries of written texts across African Diasporic settings. Particular attention will be placed on a critical analysis of the ways through which Black popular cultures travels across African Diasporic settings. Authors we shall explore in the seminar include Angela Y. Davis, Patricia Hill Collins, Rachel Harding, Paul Bandia, Brent Edwards, Omise'ke Tinsley, Marsha J. Hamilton and Eleanor S. Block.

Requirements/Evaluation: class participation; three two-page response papers; midterm exam; and a 10 to 12-page final paper.
Prerequisites: None
Enrollment Limit: 15
Enrollment Preferences: Africana Studies concentrators
Expected Class Size: 15
Grading: no pass/fail option, yes fifth course option
Distributions: (D2)
Not offered current academic year

AFR 254 (F) Bebop: The (R)evolution of Modern Jazz

Cross-listings: AFR 254  MUS 254
Secondary Cross-listing

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

Requirements/Evaluation: weekly reading, listening, short written responses to discussion prompts and participation in class discussion; quizzes on assigned readings and listening, and final exam
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: Music majors, Jazz Ensemble members, Africana Studies concentrators
Expected Class Size: 10
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
AFR 254 (D1) MUS 254 (D1)
AFR 257 (F)  Social Justice Traditions: 1960s to #Black Lives Matter  (DPE)

Cross-listings: AFR 257  AMST 256  HIST 256

Secondary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 35

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

Expected Class Size: 25

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

Distributions: (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 257 (D2) AMST 256 (D2) HIST 256 (D2)

Difference, Power, and Equity Notes: The class focuses on struggles for rights, recognition, and redistribution of resources of people of color, women, LGBTQ folks, the working poor, and immigrants. We focus on the tension between groups asserting they are the "same" as others in society, and hence deserving of equal rights, and the celebration of difference as a means of asserting pride and building solidarity. We discuss how movements borrow and adapt tactics, slogans, and ideas of justice from other movements.

Not offered current academic year

AFR 259  (S)  Bilad al-Sudan and Beyond: Arts of the Afro-Islamic World

Cross-listings: ARAB 259  AFR 259  ARTH 259

Secondary Cross-listing

From the Swahili stone houses of East Africa to the massive earth and timber mosques of the Sahel, the story of Islam in Africa is one of cultural and spiritual hybridity expressed through material form. In this course, students will explore how artistic forms and traditions in Africa have functioned as vehicles of access and integration for Islam, enabling it to assimilate itself with numerous African contexts towards becoming the dominant religious force on the continent. In addition, students will investigate how the forms, functions, and meanings of Afro-Islamic objects across the continent reflect not just one African Islam, but many different iterations, each shaped by the specific frameworks of its cultural context. The contemporary component of the course will examine how modernity in the form of globalization, technology, and Westernization has affected Afro-Islamic artistic traditions, and how these shifts reflect larger evolutions within understandings of Islam in Africa in the contemporary period.

Requirements/Evaluation: three reading response papers (2 pages each), class journal, a mid-term exam, and a final exam

Prerequisites: none, although an introductory course in art history or Islamic studies would be useful

Enrollment Limit: 25

Enrollment Preferences: students who have declared a major in Art History or Africana Studies

Expected Class Size: 15

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

Distributions: (D1)

Not offered current academic year
This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 259 (D1) AFR 259 (D1) ARTH 259 (D1)

Not offered current academic year

AFR 275 (S) Southern Literary Aesthetics (DPE) (WS)

Cross-listings: ENGL 275 AFR 275 AMST 276

Secondary Cross-listing

Hip-Hop artists signify as "the dirty South" the distinct sounds, rhythms, landscapes, gestures, desires as well as frustrations of Black residents living in the southernmost regions of the U.S. American continent. In this course, students will examine what the South means to American concepts and how the South is used to make meaning in literature, music, art, digital archives, and film. We will give particular attention to how representations of the South are informed by region, gender, sexuality, and class. At the end of the course, students will be able to identify Black southern aesthetics across various genres and mediums with attention to historical and regional specificity despite the opacity of these categories. Potential artists include Jean Toomer, Alice Walker, Ernest Gaines, William Faulkner, Jesmyn Ward, Zora Neale Hurston, Natasha Trethewey, E. Patrick Johnson, Trudier Harris, Kiese Laymon, Julie Dash, Spike Lee, Askia Muhammad Touré, Alexis Pauline Gumbs, Alison Janae Hamilton, Outkast, DJ Khalid, Beyoncé Knowles, and Solange Knowles.

Requirements/Evaluation: four or five writing assignments that total about 20 pages; discussion facilitation

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

Enrollment Limit: 19

Enrollment Preferences: first-years and sophomores

Expected Class Size: 19

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

Distributions: (D1) (DPE) (WS)

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

ENGL 275 (D1) AFR 275 (D1) AMST 276 (D2)

Writing Skills Notes: Students will develop a writing practice through short in-class assignments that culminate in four or five formal submissions. Students will receive group as well as one-on-one feedback on useful writing principles. Feedback will focus on structure, style, argumentation, and audience.

Difference, Power, and Equity Notes: Students will analyze the "shaping of social differences, dynamics of unequal power, and processes of change" in the South. Students will discover how region impacts race, gender, sexuality, and class.

Not offered current academic year

AFR 276 (S) Black Europeans

Cross-listings: COMP 276 AFR 276 GERM 276

Secondary Cross-listing

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

Requirements/Evaluation: six 5- to 7-page argumentative papers; six 2- to 3-page response papers; final paper optional

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-years, sophomores, and juniors

Expected Class Size: 8

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

Distributions: (D1)

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

COMP 276 (D1) AFR 276 (D1) GERM 276 (D1)

Not offered current academic year

AFR 280 (S) Emancipation to BlackLivesMatter

Cross-listings: AFR 280 HIST 280 LEAD 280

Secondary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: students with demonstrated interest in material

Expected Class Size: 30

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

Distributions: (D2)

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

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

Spring 2021

LEC Section: R1 MW 10:00 am - 11:15 am Tyran K. Steward

AFR 283 (F) Black Queer Looks: Race, Gender and Sexuality in Contemporary African-American Film

Cross-listings: WGSS 283 AMST 283 ENGL 286 AFR 283

Secondary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 20

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

Expected Class Size: 20

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

Distributions: (D2)

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

WGSS 283 (D2) AMST 283 (D2) ENGL 286 (D2) AFR 283 (D2)

Not offered current academic year

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

Cross-listings: REL 261 AFR 299 PSCI 233

Primary Cross-listing

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

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

Prerequisites: none; open to all

Enrollment Limit: 15

Enrollment Preferences: Africana Studies concentrators and majors in Political Science and Religion

Expected Class Size: 12

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

Distributions: (D2)

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

REL 261 (D2) AFR 299 (D2) PSCI 233 (D2)

Not offered current academic year

AFR 301 Experimental African American Poetry

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

Requirements/Evaluation: two papers (6-8 pages and 8-10 pages), short response papers, oral presentation, and class participation

Prerequisites: none, though at least one previous literature course preferred

Enrollment Limit: 15

Enrollment Preferences: American Studies majors
AFR 302  (S)  Complexion Complexities: Colorism in Literature, Lyrics & Everyday Life

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

Class Format: Remote
Requirements/Evaluation: class participation, response papers, one 6- to 8-page paper, and a formal class presentation
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: juniors and seniors
Expected Class Size: 15
Grading: no pass/fail option, no fifth course option
Distributions: (D2)

Spring 2021
SEM Section: R1    TR 9:45 am - 11:00 am     VaNatta S. Ford

AFR 303  (F)  The 19th Century and Its Shadow

Cross-listings: AFR 303 ENGL 307

Secondary Cross-listing
This course explores canonical American literature from the nineteenth century alongside a selection of contemporary literary and cinematic texts that call on and intervene with this body of work. Following Toni Morrison’s charge that the contemplation of a black presence "is central to any understanding of our national literature and should not be permitted to hover at the margins of the literary imagination," this course focuses on how ideas of race are explored throughout the canon and how they have been carried forward. Works considered throughout the term come from, among others, Julie Dash, Frederick Douglass, Saidiya Hartman, Harriet Jacobs, Mat Johnson, Herman Melville, Toni Morrison, Nate Parker, Edgar Allen Poe, Quentin Tarantino, Mark Twain, and Colson Whitehead.

Requirements/Evaluation: weekly reading responses, active class participation, three close readings (500 words each), annotated bibliography, class presentation, final paper (13-15 pages)
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 16
Enrollment Preferences: English majors, then sophomores considering the major
Expected Class Size: 16
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
AFR 303 (D2) ENGL 307 (D1)

Fall 2020
SEM Section: R1    TR 9:45 am - 11:00 am     Ricardo A Wilson
AFR 304 (S) A History of Health and Healing in Africa (DPE)

Cross-listings: AFR 304  HIST 305

Secondary Cross-listing

This class will explore the history of health and healing in Africa, with emphasis on the colonial and post-colonial eras. During the semester we will explore diverse medical and social interventions in African health over the past 150 years. How have African societies understood healthy communities and public health? We will examine this question through the study of spirit possession and other African healing practices but also how they have intersected with different biomedical practices and public health programs. We will also study the patterns and social impacts of new diseases in the twentieth century, as well as transformations in the understanding and treatment of diseases long present on the continent. In particular we will explore shifting understandings of the causes, treatment, and social implications of sleeping sickness, malaria, and HIV/AIDS. The development of colonial rule, shifting environmental conditions, changing diets, and urbanization all impacted the disease landscape, as well as the way African societies have understood public health. Indeed, the themes of health, medicine and disease provide a useful lens for understanding important social transformations across the continent.

Requirements/Evaluation: active participation in discussion, map quiz, reading reflections, a primary source analysis paper (3-5 pages), presentation, and one research paper (8-12 pages).

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: if course is over-enrolled, preference to history majors and students with a demonstrated interest in African studies

Expected Class Size: 15

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

Distributions: (D2)  (DPE)

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

AFR 304 (D2) HIST 305 (D2)

Difference, Power, and Equity Notes: This course explores transformations in how Africans in the recent past have experienced, practiced and conceptualized health and healing. These transformations have been triggered by the expansion of global biomedicine, new and lethal epidemics, old diseases in changing environments, and new political and economic decisions by policymakers. The history of health and healing in Africa provides a critical lens through which to examine societal imbalances and and inequalities.

Spring 2021

SEM Section: H1  MW 6:45 pm - 8:00 pm  Benjamin Twagira

AFR 305 (S) Race and the Zombie Apocalypse

Cross-listings: ENGL 308  AFR 305

Secondary Cross-listing

This course takes a critical approach to our contemporary understanding of the figure of the zombie and its inextricable link to discourses on race and blackness in the Americas. An introductory grounding in theories of social death allows an opportunity to explore the racial anxiety that gave birth to the genre and trace its development throughout the hemisphere. The course considers the novels, films, and critical texts that frame the genre in order to pose the following questions: What can the figure of the zombie teach us about our evolving relationship to race? What roles do gender and sexuality play in the construction of the genre? And, finally, how does the recent proliferation of zombie-related television shows, movies, books, and video games reflect our present-day concerns?

Class Format: remote

Requirements/Evaluation: weekly reading responses, active class participation, three close readings (500 words each), annotated bibliography, class presentation, final paper (13-15 pages)

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

Enrollment Limit: 16

Enrollment Preferences: English majors, then sophomores considering the major

Expected Class Size: 16
AFR 307 (F) Contemporary Short Stories from North Africa

Cross-listings: AFR 307 RLFR 309

Secondary Cross-listing

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

Class Format: discussion

Requirements/Evaluation: active class participation, weekly response papers, two short papers, an oral presentation and a final paper
Prerequisites: RLFR 201, 202 or 203 or permission of instructor
Enrollment Limit: 20
Enrollment Preferences: French majors and those with compelling justification for admission
Expected Class Size: 20
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
AFR 307 (D1) RLFR 309 (D1)
Not offered current academic year

AFR 308 Four Poets: Gwendolyn Brooks, Frank O'Hara, Sylvia Plath, and Amiri Baraka

The study of literature often relies on seemingly "objective" labels to sort and group writers. These four major American poets from the last century were often segregated into different categories: Gwendolyn Brooks (1917-2000) and Amiri Baraka (1934-2014) clumped together as black poets; Sylvia Plath (1932-1963) labelled a "Confessional Poet" and/or taught as a female poet but not a "white poet"; Frank O'Hara (1926-1966), designated a "New York School" poet but not a "white poet" or "male poet." In looking closely at the poetry of these four writers, whose work is usually not taught side by side, we will ask questions about the assumptions implicit in the concepts and categories of American (and English-language) poetics and how literary history usually gets written. For example, who is the presumed "universal" poetic speaker? Who is the assumed reader? Do our attitudes about raced and gendered bodies influence how we read raced and gendered poets? Is a queer poet read with the same particularity as a black poet?

Requirements/Evaluation: Two short papers (4-5 pp.) = 25%; One final paper (8-10 pp.) = 50%; Two short response papers = 15%; Participation = 10%
Prerequisites: None
Enrollment Limit: 15
Enrollment Preferences: AMST majors
Expected Class Size: 15
Grading:
Distributions: (D2)
Not offered current academic year
AFR 309 (S) Scriptures and Race

Cross-listings: REL 309 AFR 309 LATS 309

Secondary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 10

Expected Class Size: 10

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

Distributions: (D2)

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

REL 309 (D2) AFR 309 (D2) LATS 309 (D2)

Not offered current academic year

AFR 310 (F) Womanist/Black Feminist Thought

Cross-listings: WGSS 310 AFR 310 AMST 309 REL 310

Primary Cross-listing

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

Class Format: discussion

Requirements/Evaluation: class participation, three short response papers, and the completion of an original research paper or project

Prerequisites: none

Enrollment Limit: 25

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

Expected Class Size: 20

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

Distributions: (D2)

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

WGSS 310 (D2) AFR 310 (D2) AMST 309 (D2) REL 310 (D2)

Not offered current academic year

AFR 311 Women Warriors, Colonial Soldiers, and Slave Armies: Soldiering and Warfare in African History (DPE)

Soldiering is one of the oldest professions in African history. Throughout the continent's long history, ordinary soldiers have risen to become kings,
queens, presidents, and held other positions of significance. Soldiers in African history have hailed from diverse backgrounds, ranging from the enslaved to those from the nobility. Notable soldiers in African history have been both men and women. Certainly, in Africa as in other world regions there is a tendency to associate the military profession with men. Yet, there have been famous female military warriors in African history, some of the most famous ones being Queen Nzinga in the seventeenth century; the all-female military units in the kingdom of Dahomey, known for their rigor and being effective fighters; and, more recently, Alice Lakwena who commanded a rebellion that nearly brought down the Ugandan government in the late twentieth century. Some of the other themes which we will explore include how warfare was organized from the precolonial era to more recent times; the impact of changing technologies on warfare and the everyday life of armed soldiers; colonial conquest and the soldiers who fought for Europeans and those who resisted; recruitment criteria during the colonial period, and colonial military identities; service in the military as labor and rebellions and mutinies over pay and work conditions; the army and nationalism. Throughout the course we will challenge the enduring Western image and stereotype of Africa as a violent place by focusing on a) the changing conditions that have pushed individuals and communities to go to war, and b) by examining how Africans have initiated and resolved conflict. Students will analyze a variety of resources including soldiers' biographies, films, oral traditions, and archival sources that will help them to come up with their own arguments about the role of the soldiers and the military in Africa.

Requirements/Evaluation: active participation in discussion, map quiz, response papers, a short analytic paper (3-5 pages), presentation, and one research paper (8-12 pages).

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: if course is over-enrolled, preference to history majors and students with a demonstrated interest in African studies

Expected Class Size: 20

Grading: (D2) (DPE)

Difference, Power, and Equity Notes: This course examines the critical questions of how and why Africans have waged military campaigns, and how they have inspired others to join them. From the pre-colonial era to the present, all forms of military action in Africa were in many respects expressions of societal imbalances based on ethnicity, race, gender, generation, and class.

Not offered current academic year

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

Cross-listings: AFR 315 STS 315 SCST 315 AMST 315

Primary Cross-listing

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

Requirements/Evaluation: participation and attendance, creation and maintenance of a personal blog, structural analyses for film, and design of an original multimedia project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Africana Studies concentrators

Expected Class Size: 15

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

Distributions: (D2)

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

AFR 315 (D2) STS 315 (D2) SCST 315 (D2) AMST 315 (D2)

Not offered current academic year

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

Cross-listings: AFR 317 COMP 319 AMST 317 DANC 317 ENGL 317 THEA 317
Primary Cross-listing

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

Class Format: discussion

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

Prerequisites: none; open to all

Enrollment Limit: 15

Expected Class Size: 10

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

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 317 (D2) COMP 319 (D2) AMST 317 (D2) DANC 317 (D2) ENGL 317 (D2) THEA 317 (D1)

Not offered current academic year

AFR 318 (F) Defining and Disrupting the School-to-Prison Pipeline

Cross-listings: PSYC 334 AFR 318

Primary Cross-listing

The school-to-prison pipeline describes a system of processes that pushes children out of school into jails and prisons. This course will explore the pipeline and the relationships between school, prison, and society. We will begin with the history and creation of the modern-day school-to-prison pipeline, focusing on the educational and public policies that encourage the criminalization of "others", with particular emphasis on folks of color and under-resourced communities. We will also look to firsthand accounts from those pushed into the pipeline to humanize the topic and engage in thoughtful and compassionate discussion. Together, we will define "school" and "prison", identifying how these definitions are aligned with the most current iteration of the pipeline, and how they can help us as we work to dismantle it.

Requirements/Evaluation: Assignments for the course include ongoing journal assignments, two 3-5 page papers, and a final project.

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: Africana Studies concentrators and Psychology Majors

Expected Class Size: 20

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

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
PSYC 334 (D2) AFR 318 (D2)

Fall 2020

SEM Section: H1 TR 9:45 am - 11:00 am Kelsey M. Jones

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

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

Class Format: Remote

Requirements/Evaluation: class participation, response papers, and a final research project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: sophomores, juniors, seniors

Expected Class Size: 15

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

Distributions: (D2)

Fall 2020

SEM Section: R1 MW 10:00 am - 11:15 am VaNatta S. Ford

AFR 322  (S) Race, Culture, Incarceration

Cross-listings: AMST 322 INTR 322 AFR 322 PSCI 313

Secondary Cross-listing

This course explores racially-fashioned policing and incarceration from the Reconstruction era convict prison lease system to contemporary mass incarceration and "stop and frisk" policies of urban areas in the United States. Also explored will be political imprisonment in the United States.

Requirements/Evaluation: brief analytical papers and group presentations.

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

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

Distributions: (D2)

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

AMST 322 (D2) INTR 322 (D2) AFR 322 (D2) PSCI 313 (D2)

Not offered current academic year

AFR 323  (S) Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora

Cross-listings: ENGL 356 AFR 323 AMST 323 ARTH 223 COMP 322

Primary Cross-listing

This course explores how the graphic novel has been an effective, provocative and at times controversial medium for representing racialized histories. Drawing on graphic novels such as the late Congressman John Lewis' March and Ebony Flowers' Hot Comb, this course illustrates and critiques multiple ways the graphic novel commingles word and image to create more sensorial access into ethnic traumas, challenges and interventions in critical moments of resistance throughout history. Students will practice analyzing graphic novels with the help of critical essays, reviews and film; the chosen texts will center on Africana cultures, prompting students to consider how the graphic novel may act as a useful alternate history for marginalized peoples. During the course, students will build comic creation and analysis skills through short exercises, eventually building up to the final project of a graphic short story that illustrates historical and/or autobiographical narratives. No art experience is required, only an openness to expanding one's visual awareness and composition skills. This course is often taught in collaboration with the Williams College Museum of Art's Object Lab program, which allows the class to have its own space and art objects that are directly related to the course topic. Although it is a remote course this year, this class may still feature Object Lab participation, film screenings, and collaborations with guest speakers.

Class Format: This is a remote class that will primarily feature synchronous sessions with some asynchronous sessions.

Requirements/Evaluation: class participation, written responses, student-led facilitation, one 3-page graphic analysis, one 6- to 8-page essay, and a
final project (producing a graphic short story)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: If the enrollment limit is exceeded, preference will be given to Africana Studies concentrators or students who have taken AFR 200, the department's introductory course.

Expected Class Size: 20

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

Unit Notes: this course is part of the Gaudino Danger Initiative

Distributions: (D2)

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

ENGL 356 (D1) AFR 323 (D2) AMST 323 (D2) ARTH 223 (D1) COMP 322 (D1)

Spring 2021

SEM Section: R1 MW 11:45 am - 1:00 pm Rashida K. Braggs

AFR 324 (S) Critical Perspectives in Special Education

Cross-listings: AFR 324 PSYC 337

Primary Cross-listing

What makes special education "special"? This course will explore the role, purpose, and function of special education in the United States. Given special education's assumption of dis/ability (Baglieri, 2012), we will also create collective and individual frameworks for discussing and deconstructing dis/ability. This course will examine history, policy, and pedagogy related to special education; we will also discuss how law and school practices have systemically and systematically excluded students of color from general education classrooms, leading to the overrepresentation of Black, Indigenous, and Latinx children in special education. We will listen to narratives shared by people with dis/abilities and our educational histories to understand how personal connections to special education influence our current beliefs and future practice.

Requirements/Evaluation: Assignments for the course include ongoing journal assignments, two 3-5 page papers, and a final project.

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: Africana Studies concentrators and Psychology Majors

Expected Class Size: 20

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

Distributions: (D2)

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

AFR 324 (D2) PSYC 337 (D2)

Spring 2021

SEM Section: R1 TR 8:00 am - 9:15 am Kelsey M. Jones

AFR 325 (F) Television, Social Media, and Black Women 'Unscripted'

Cross-listings: AFR 325 WGSS 325

Primary Cross-listing

Nene Leaks, Shonda Rhimes, Oprah Winfrey, Kerry Washington and now Lavern Cox and Melissa Harris-Perry have become common household names. Whether from the television shows they star in, the TV shows they have created, or the social media presence they have developed–these women continue to influence and shape popular culture. In this course we will situate Black women as creators and contributors to popular culture as a whole, but specifically through television (scripted and "unscripted") and social media. We will begin by covering the history of Black women in television. This historical approach will then lead us to examine selected TV episodes, and investigate social media pages of Black actresses, television producers, and the fans of these shows. The aim of this course is to analyze the ways in which Black women continually shift the popular
AFR 325 (D2) WGSS 325 (D2)

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

AFR 325 (D2) WGSS 325 (D2)

Not offered current academic year

AFR 326 (S) Gender, Race, and the Power of Personal Aesthetics

Cross-listings: WGSS 313  AFR 326  AMST 313  LATS 313

Secondary Cross-listing

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

Class Format: This remotely taught, synchronous course follows a discussion format.

Requirements/Evaluation: participation, one student-led discussion period, two written essays of 5-7 pages, final oral exam.

Prerequisites: LATS 105, AMST 201, AFR 200, WGSS 101 or permission of instructor; first year students are not permitted to take this course.

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators, American Studies majors, Africana Studies majors, and Women's, Gender and Sexuality Studies majors by seniority. If the class is overenrolled students may be asked to submit a brief writing sample.

Expected Class Size: 12

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

Distributions: (D2)

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

WGSS 313 (D2) AFR 326 (D2) AMST 313 (D2) LATS 313 (D2)

Spring 2021

SEM Section: R1    MW 10:00 am - 11:15 am    Maria Elena  Cepeda

AFR 327 (S) Sounds and Pressures: Music in the 1970s Caribbean

Cross-listings: AFR 327  HIST 342  MUS 327

Primary Cross-listing

For the Caribbean the 1970s was a decade of cultural excitement and political tragedy. 1960s radical consciousness contributed to rapidly changing music styles that formed by the early seventies and blossomed on the world stage as the decade progressed. This was the period when Jamaican Reggae, Haitian Konpa, and Spanish Caribbean Salsa, asserted their presence in the mainstream. But the countries that birthed these popular music forms were locked in political crisis. In Jamaica, political violence escalated, Haiti faced a brutal dictatorship and Cuba was caught in the midst of Cold War strain. A common response to these challenges was massive emigration from the Caribbean to the United States. This course will examine the
music produced in the 1970s Caribbean and its relationship to the forces of migration, national politics, and inter-regional contact. After a background on Cuban and Haitian music, the course will give greatest focus to Jamaican politics its relationship with Reggae, which reached further than any other Caribbean music form in the 1970s. It will explore the journeys of the music as it accompanied and oftentimes preceded the arrival of large numbers of Caribbean immigrants. In the process, the US imaginary of the Caribbean was reshaped by the popularization of Caribbean commercial music.

Requirements/Evaluation: class participation, 3-4 short papers (5-7 pages)
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: AFR concentrators
Expected Class Size: 20
Grading: no pass/fail option, no fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
AFR 327 (D2) HIST 342 (D2) MUS 327 (D2)
Not offered current academic year

AFR 328 (F) Feminist and Queer Performance at the Limit of Action  (DPE)
Cross-listings: AMST 326 THEA 322 WGSS 321 AFR 328
Secondary Cross-listing
What counts as feminist and queer activism? This course challenges what we dominantly understand as activism---key to the emergence of ethnic studies and feminist and queer theory. Moving away from political actions centered in these fields, such as strikes, protests, and boycotts, this course will turn to visual and performance art works by artists of color, who consider other forms of action that are not overtly visible, resistant, oppositional, agentive, militant, loud, liberatory, and documentable. Each week, we will examine a performance at the limit of action, including silence, sexual abjection, concealment, melancholia, and waiting, alongside issues related to race, gender, sexuality, labor, and migration among others. How might we approach and reconcile with performances that once again reify notions of racialized and gendered bodies as apolitical, passive, submissive, and compliant? Drawing on scholarship within black and women of color feminist criticism, queer of color critique, critical ethnic studies, and performance studies, this course will attune students to the role of aesthetics to interrogate and expand what we typically conceive of as activism, resistance, power, and survival from racialized, feminized, and queer positions.
Requirements/Evaluation: In-class discussion, short weekly reading posts, class presentation, final paper/project
Prerequisites: None
Enrollment Limit: 12
Enrollment Preferences: WGSS majors and students with experience in American Studies or performance studies coursework
Expected Class Size: 12
Grading: yes pass/fail option, no fifth course option
Distributions: (D2) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
AMST 326 (D2) THEA 322 (D1) WGSS 321 (D2) AFR 328 (D2)
Difference, Power, and Equity Notes: This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of activism is valued over other forms.

Fall 2020
SEM Section: R1 MR 1:30 pm - 2:45 pm Kelly I Chung

AFR 329 (F) Marxist Feminisms: Race, Performance, and Labor  (DPE)
Cross-listings: THEA 323 WGSS 323 AFR 329 AMST 329
Secondary Cross-listing
Who is considered the dominant subject of labor? This course offers an overview of queer, women of color feminist, decolonial, and black and critical ethnic studies critiques of orthodox Marxism. Starting with core texts from the Marxist tradition, we will explore a range of social positions and forms of labor that complicate Marx’s emphasis on the white male industrial worker. Each unit, we will study key scholarship that centers reproduction, slavery, care and domestic work, indentured servitude, sex work, and low wage flexible labor, to name a few, alongside queer and feminist modes of performance that respond to and/or provide strategies to live and survive under racial capitalism. We will discuss seminal works by theorists, including Karl Marx, Luce Irigaray, Cedric Robinson, Jennifer Morgan, Hortense Spillers, Lisa Lowe, Gayatri Chakravorty Spivak, Dorothy Roberts, Angela Davis, José Esteban Muñoz, and Leo Bersani, in tandem with performances, such as paintings, performance art, poetry, protests, photography, prints, music, and sculptures. This course will equip students with a critical understanding of the ways racial capitalism has centrally relied upon the mass capture and recruitment of racialized and gendered labor in and beyond the U.S. and how, through performance, life under these conditions have been reimagined.

Requirements/Evaluation: In-class discussion, short weekly reading posts, class presentation, final paper
Prerequisites: None
Enrollment Limit: 12
Enrollment Preferences: WGSS majors and students with experience in American Studies or performance studies coursework
Expected Class Size: 12
Grading: yes pass/fail option, no fifth course option
Distributions: (D2) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
THEA 323 (D1) WGSS 323 (D2) AFR 329 (D2) AMST 329 (D2)

Difference, Power, and Equity Notes: This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of labor is valued over other forms.

Fall 2020
SEM Section: R1   TF 1:30 pm - 2:45 pm   Kelly I Chung

AFR 330 (S) Modern Folklore: Postcolonial Dance and Music in Africa
Cross-listings: AFR 330 MUS 330 DANC 330

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

Requirements/Evaluation: student progress with music and dance material taught, quality of assigned short papers, quality of research and performance midterm and final projects
Prerequisites: Any of the following courses offer students preparation or experience DANC 100, 201, 202; MUS 111, 117, 120, 211, 221, 233; AFR 193, 200, 223, experience in a campus-based dance or music ensemble or permission of the instructors
Enrollment Limit: 14
Enrollment Preferences: students who have taken DANC 201, 202 or any of the courses listed in the prerequisites
Expected Class Size: 10
Grading: yes pass/fail option, yes fifth course option
Materials/Lab Fee: occasional fees to attend concerts; fee range free-$35
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
AFR 330 (D2) MUS 330 (D1) DANC 330 (D1)

Not offered current academic year

AFR 331 (S) Black Masculinities (DPE)

Cross-listings: AMST 350 ENGL 375 AFR 331 WGSS 318

Secondary Cross-listing
In this seminar, we will study the evolution of Black masculinities through cultural, social, and political movements from 20th century to the present. This course engages Black feminist thought, Black masculinities studies, queer theory and performance studies. We will examine the relationship and constitutive nature of masculinity and femininity. By examining representations and presentations of Black masculinities, we will pursue questions such as: How is blackness always already gendered? How is gender always already racialized? What are the effects of these gendering and racializing practices on Black bodies, spaces, and places? How has dominant society attempted to define Black masculinity? In what ways have Black people undermined these narratives and redefined themselves? How do racial stereotypes about Black men’s sexuality inform representations of Black masculinities? What is the future of Black Gender? We will trouble the relationship between manhood and masculinity by examining the ways in which masculinity can move across various kinds of bodies. In addition to reading critical and creative texts, we will view films and engage other kinds of media. Students will be responsible for 2 short papers and a final project.

Requirements/Evaluation: students will be responsible for 2 short papers and a final project
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: WGSS Majors will get preference, then Juniors and Seniors
Expected Class Size: 14
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 350 (D2) ENGL 375 (D1) AFR 331 (D2) WGSS 318 (D2)

Difference, Power, and Equity Notes: This course engages content and materials that explore various forms of difference, power, and equity, along with facilitating the development of skills that will help students address the implications of said forms. This course considers current examples and historical examples of Black masculinity. This course fosters difficult conversations about how difference works and has worked, how identities and power relationships have been grounded in lived experience.

Not offered current academic year

AFR 332 (Anti-)Imperialism, Race, and the Archive (DPE) (WS)

What is U.S. imperialism? How are the social relations of racial capitalism important to U.S. imperialism? How have anti-imperial, anti-racist, and anti-capitalist struggles taken shape within, against, and beyond the U.S. nation-state, and how have these struggles shaped the U.S. nation-state itself? Finally, what kind of anti-imperial activist hermeneutics does American Studies offer and how can they be strengthened to reckon with the specific conditions of the U.S. imperial present? Anchored in these questions, this course seeks to introduce students to the history of U.S. imperialism. It does so beyond the traditional understanding of empire as a one-way agglomerating imposition of power in distant areas, and instead accounts for the co-constitution of reigning state-capitalist orders and global processes of spatial and social differentiation. Following such an approach to the history of U.S. imperialism, this course is organized around four time periods: 1770s to 1890s; 1890s to 1930s; 1930s to 1980s; and 1980s to the present. Across each period, we will attend to processes of U.S. imperial expansion, capital accumulation, and racial domination, and resistance to these processes. We will do so using secondary sources and a wide range of primary sources, including published fiction, legal documents, newspaper articles, speeches, films, and photos. By the end of this course, students should be able to detail a genealogy of the U.S. imperial present that accounts for: the significance of imperial and inter-imperial relations in the formation of U.S. national culture, institutions, and public areas such as law and public policy; how U.S. territorial colonialization has underpinned the development of U.S. imperial infrastructure, the imperial state form, and imperial culture; and how U.S. territorial and extraterritorial sovereignty exist in perpetual reaction to the primary claims of Indigenous peoples and other threats to reigning state-capitalist orders.

Requirements/Evaluation: Evaluation will be based on the following assessments: Class Participation: 25%; Weekly Response (350-500 words): 25%; Essay 1--First submission (5 pgs.): 10%; Essay 1--Revision (5 pgs.): 10%; Essay 2 (5 pgs.): 15%; Essay 3 (5 pgs.): 15%
**AFR 333 (S) New Asian American, African American, Native American, and Latina/o Writing**

**Cross-listings:** AMST 403 LATS 403 AFR 333

**Secondary Cross-listing**

The most exciting and forward-thinking writing in the English language today is being done by formally experimental writers of color. Their texts push the boundaries of aesthetic form while simultaneously engaging questions of culture, politics, and history. This course argues not only for the centrality of minority experimental work to English literature but a fundamental rethinking of English literary studies so as to confront the field's imbedded assumptions about race, a legacy of British colonialism, and to make the idea of the aesthetic more open to ideas generated in critical race studies, diaspora studies, American studies, and those fields that grapple more directly with history and politics. In the critical realms of English, work by minority writers is often relegated to its own segregated spaces, categorized by ethnic identity, or tokenized as "add-ons" to more "central" or "fundamental" categories of literature (such as Modernism, poetics, the avant-garde). Recent work by Asian American, African American, Native American and Latino/a writers challenges our assumptions and preconceptions about ethnic literature, American literature, English literature, formal experimentation, genre categorization, and so on. This writing forces us to examine our received notions about literature, literary methodologies, and race. Close reading need not be opposed to critical analyses of ideologies. Formal experimentation need not be opposed to racial identity nor should it be divorced from history and politics, even, or especially, a radical politics.

**Requirements/Evaluation:** one shorter paper (7-8 pp.), one final paper or creative project (10-12 pp.), two short response papers, a presentation, and participation

**Prerequisites:** none but those with some previous experience with literature and/or literary analysis might be helpful

**Enrollment Limit:** 15

**Expected Class Size:** 15

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

**Distributions:** (D2)

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

AMST 403 (D2) LATS 403 (D2) AFR 333 (D2)

**Not offered current academic year**
Afro-pessimism, feminist/queer theory and the works of the incarcerated are studied. Theorists studied include: Frank Wilderson; Angela Davis; Derrick Bell; Cheryl Harris. Students write weekly mini-reflection papers on assigned readings and collectively make analytical presentations.

**Requirements/Evaluation:** 1 research paper (50%); 2 presentations with summaries (40%); active engagement in class discussions (10%); weekly student presentations consist of 15 minutes of analysis with written summaries and Q/A; 1st quarter of semester: thesis and outline; 2nd and 3rd quarters: 2-page summaries integrating assigned texts into research analysis; 4th quarter: edit final paper

**Prerequisites:** familiarity with one of the following: critical race theory; Africana/Black studies; feminist anti-racist political movements

**Enrollment Limit:** 15

**Enrollment Preferences:** students will be asked to submit a paragraph on their research interest relevant to the seminar

**Expected Class Size:** 15

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

**Distributions:** (D2)

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

PSCI 346 (D2) AFR 334 (D2) INTR 334 (D2)

Not offered current academic year

**AFR 335 (F) Sacred Custodians: Environmental Conservation in Africa (DPE)**

**Cross-listings:** AFR 335 ENVI 304 GBST 304 HIST 304

**Secondary Cross-listing**

In this seminar we will explore environmental conservation in Africa. In particular we will look at African ideas, ethics, and approaches to environmental conservation. Are there African ideas, ethics, and activities that are uniquely conservationist in nature? We will explore well-known African leaders to understand what spurred them to become conservationists, how they interpreted and communicated environmental crises. For example, Wangari Maathai is a world-renowned female scientist who established the Green Belt Movement in Kenya. This movement focuses on addressing the problem of deforestation. Ken Saro-Wiwa was an activist in Nigeria who fought for and alongside local communities against multinational oil corporations. We will examine these and other African conservation practices alongside popular images of environmental crisis that place blame for environmental degradation on Africans. Students will be invited to critically study histories of environmental management on the continent and the emergence, development, and impact of the idea of conservation. We will unpack the rich histories of conservation efforts in Africa, such as resource extraction, game parks, desertification, wildlife and hunting, traditional practices, and climate change.

**Class Format:** If there's sufficient enrollment, this course will be taught in 2 sections, 1 in-person section and 1 remote section;

**Requirements/Evaluation:** Requirements/Evaluation: active participation in discussion, map quiz, reading reflections, critical reflections on films, a case study (5-7 pages), and a take-home final exam.

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** If course is over-enrolled, preference to History Majors and students with a demonstrated interest in African studies. If there's sufficient enrollment, this course will be taught in 2 sections, 1 in-person section and 1 remote section.

**Expected Class Size:** 10-12

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

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

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

AFR 335 (D2) ENVI 304 (D2) GBST 304 (D2) HIST 304 (D2)

**Difference, Power, and Equity Notes:** This course will intensively explore the question of how various global and local actors have defined environmental degradation and promoted approaches to conservation in Africa. It guides students through an examination of the different power dynamics that have shaped environmental conservation thought and practices on the continent. This course, therefore, provides a critical lens through which to examine the inequalities rooted in race, gender, and other forms of difference

Fall 2020

SEM Section: H1  MW 10:00 am - 11:15 am  Benjamin Twagira

SEM Section: R2  TR 11:30 am - 12:45 pm  Benjamin Twagira
AFR 337 (S) Queer in the City (DPE)

Cross-listings: AMST 337  AFR 337  WGSS 346

Secondary Cross-listing

In this course we will examine the various ways scholars and filmmakers have used ethnography as a critical tool for understanding the intersections of race, place, space, gender and sexuality. We will foreground studies that examine unfamiliar sites of Black struggle, resistance, and survival. We will examine Black gender variant and sexual minorities and how they produce, reproduce and struggle for spaces and places of desire, community, pleasure, love, and loss. We will explore these stories through primarily ethnographic modalities. We will discuss the political and ethical ramifications of these ethnographic narratives paying particular attention to the usefulness and limitations of both 'Thin' and 'Thick' descriptions. We will use ethnography to center debates regarding the politics of representation of racialized queer space, place, and people through both filmic and written accounts. All students will be asked to discover and develop their ethnographic voices through various critical, creative, experimental and performative assignments.

Requirements/Evaluation: facilitated class discussion; weekly critical response papers; creative projects

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: WGSS majors; students may be asked to write a short statement of interest in the event of over-enrollment

Expected Class Size: 20

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

Distributions: (D2) (DPE)

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

AMST 337 (D2) AFR 337 (D2) WGSS 346 (D2)

Difference, Power, and Equity Notes: Course directly discusses structural oppression, forms of inequality, and social redress through the intersecting matrices of race, gender, sexuality and other ontological forms.

Not offered current academic year

AFR 340 (S) Black Marxism: Political Theory and Anti-Colonialism (DPE) (WS)

Cross-listings: AFR 340 INTR 341 PSCI 373 PHIL 341

Secondary Cross-listing

The seminar involves a critical engagement with key Africana political leaders, theorists and liberationists. We will examine the Pan-African writings of: Cedric Robinson (Black Marxism); Walter Rodney (How Capitalism Underdeveloped Africa), Eric Williams (Capitalism and Slavery; From Columbus to Castro); Frantz Fanon (The Wretched of the Earth); Malcolm X (Malcolm X Speaks); Amilcar Cabral (Resistance and Decolonization; Unity and Struggle); C. L. R. James (The Black Jacobins).

Requirements/Evaluation: Attend all classes. Papers are due 24hours before the start of class. Participate in class discussions.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: Juniors and Seniors.

Expected Class Size: 19

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

Distributions: (D2) (DPE) (WS)

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

AFR 340 (D2) INTR 341 (D2) PSCI 373 (D2) PHIL 341 (D2)

Writing Skills Notes: Three thesis papers at five pages each (each receiving critical feedback from professor); one thesis paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process; one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper.

Difference, Power, and Equity Notes: This course focuses on anti-colonial struggles against European powers. Research will include the concept of "internal colonies" in the US.
AFR 343 (S) Representations of Racial-Sexual Violence from Enslavement to Emancipation

Cross-listings: INTR 343 AFR 343 AMST 343 WGSS 343

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

Class Format: students provide primary and response papers and discuss their analyses and theories of social and interpersonal violence
Requirements/Evaluation: weekly primary and response papers
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: preference given to juniors and seniors
Expected Class Size: 8
Grading: no pass/fail option, no fifth course option
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
INTR 343 (D2) AFR 343 (D2) AMST 343 (D2) WGSS 343 (D2)

Not offered current academic year

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

Cross-listings: AFR 345 ENGL 342

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

Requirements/Evaluation: active class participation, two short essays of scholarly commentary on critical theory, midterm exam, 8- to 10-page paper
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 25
Expected Class Size: 25
Grading: no pass/fail option, no fifth course option
Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 345 (D2) ENGL 342 (D1)
AFR 346 (S) Modern Brazil (DPE)

Cross-listings: AFR 346 HIST 346

Secondary Cross-listing

Brazil has been the "country of the future" longer than it has been an independent nation. Soon after Europeans descended on its shores, Brazil was hailed as a land of resources so rich and diverse that they would inevitably produce great wealth and global power for its inhabitants. Although this has often contributed to an exaggerated patriotism, it has also fostered ambiguity—for if the label suggests Brazil's potential, it also underlines the country's failure to live up to that promise. This course will examine Brazil's modern history by taking up major themes from Independence to the present. Beginning with a "bloodless" independence that sparked massive civil wars, we will analyze the hierarchies that have characterized Brazilian society. The course will give particular attention to themes of race, gender, sexuality, and citizenship; national culture and modernity; and democracy and authoritarianism in social and political relations.

Class Format: discussion

Requirements/Evaluation: class participation will count for 20% of final grade; each of two 5-page papers will count for 25%; and a final 8- to 10-page paper will count for 30%

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

Enrollment Limit: 25

Enrollment Preferences: History majors, Latino/a Studies concentrators

Expected Class Size: 15-20

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

Distributions: (D2) (DPE)

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

AFR 346 (D2) HIST 346 (D2)

Difference, Power, and Equity Notes: The course—in all of its readings, discussion, papers—centers on the formation of different and dynamic identities in 19th- and 20th-century Brazil. Throughout the semester we examine how Brazilians created, recreated, and/or rejected categories of difference and how these resulting actions connected to broad political and cultural changes. Links to current questions—like the struggles of communities of quilombolas (descendants of runaway or freed slaves)—receive particular attention.

Not offered current academic year

AFR 348 (S) The Black Radical Tradition

Cross-listings: AFR 348 PSCI 348 LEAD 348

Primary Cross-listing

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

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

Prerequisites: none; open to all

Enrollment Limit: 10

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

Expected Class Size: 10

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

Not offered current academic year
Distributions: (D2)

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

AFR 348 (D2) PSCI 348 (D2) LEAD 348 (D2)

Not offered current academic year

AFR 351  (F)(S)  Spirits of Rebellion: The L.A. Rebellion Filmmakers  (DPE)

Cross-listings:  ENGL 357  AFR 351  AMST 359

Secondary Cross-listing

When Beyoncé unveiled the *Lemonade* visual album in 2016, her production captured the artistic spirit and gave new life to an earlier work: Julie Dash's *Daughters of the Dust* (1991), a luminous film about three generations of the Gullah people and the first motion picture by a Black woman to obtain wide theatrical release in the United States. Many, however, are unaware of the decades-long cinematic movement to which Dash belongs. In this course, we will devote our critical inquiry to the creative output of the L.A. Rebellion, a group of Black cinematic artists trained at the UCLA Film and Television School between the 1960s and 1990s. Our visual journey will take us through a diverse set of filmmakers like Charles Burnett, Ben Caldwell, Barbara McCullough, Julie Dash, Zeinabu irene Davis, Haile Gerima, Allie Sharon Larkin, Billy Woodberry, among many, many others, and how they sought to not only redefine the Black image on-screen but also reimagine the infinite possibilities of Blackness. We will pay close attention to the heterogeneity of genres, styles, and techniques that they put into practice from narrative to neorealism to documentary to avant-garde/experimental to African and African American musical and storytelling traditions. We will explore the various social and political issues that were represented by their films including: racial and class oppression, Black feminisms, Black Power, Afrocentrism, anti-colonialism and decolonization, police brutality and mass incarceration, radical social movements and coalition building, and the importance of community-based art and film practices. Finally, we will touch upon some of the recent works that have been inspired by the L.A. Rebellion, including the aforementioned *Lemonade* and Barry Jenkins' *Moonlight* (2016). Our viewership will be supplemented with readings in Black social and cultural criticism.

Requirements/Evaluation:

weekly online journal responses (1-2 pages); midterm essay (5-7 pages); final project

Prerequisites:  AMST 101 and/or 301, critical studies in race and ethnicity or cultural studies, or permission of the instructor

Enrollment Limit:  12

Enrollment Preferences:  American Studies majors

Expected Class Size:  12

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

Distributions: (D2)  (DPE)

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

ENGL 357 (D1) AFR 351 (D2) AMST 359 (D2)

Difference, Power, and Equity Notes:  This course contributes to the Difference, Power, and Equity designation by examining the social, political, cultural, and historical forces that contribute to Black cinematic representation.

Fall 2020

SEM Section: R1  MR 1:30 pm - 2:45 pm  Anthony Y. Kim

Spring 2021

SEM Section: R1  MR 3:15 pm - 4:30 pm  Anthony Y. Kim

AFR 352  (S)  Mystic Spirituality in Black Women’s Social Justice Activism: Brazil-USA

Cross-listings:  REL 352  AFR 352  WGSS 352

Primary Cross-listing

This course examines the meanings and manifestations of mystic spirituality in the lives and work of selected Black women artists/activists in the USA and Brazil. The writings of Lucille Clifton (poet), Rosemarie Freeney Harding (activist and counselor) and Makota Valdina Pinto (activist and Candomblé ritual elder) are key texts for our exploration of the uses of mystic sensibilities and Afro-Atlantic ritual traditions--such as dreams and visions, prayer, divination, sacred dance, healing rites and other forms of unmediated intimate encounter with the sacred--as resources for creativity, community organizing, self-care and as aspects of political and social critique in African American and Afro-Brazilian contexts. The methodology of the course blends historical, literary and womanist approaches in an investigation of the conjunctions of spiritual practice and activism in the experience of
women in the Afro-Atlantic diaspora.

Requirements/Evaluation: class participation, 2-3 short papers (5-7 pages) and a final project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: AFR, REL, and WGSS concentrators

Expected Class Size: 15

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

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 352 (D2) AFR 352 (D2) WGSS 352 (D2)

Not offered current academic year

AFR 353  (S)  Digging in the Crates: Making and Unmaking Literary Tradition  (DPE)

Cross-listings: ENGL 352  AFR 353

Secondary Cross-listing

This interdisciplinary seminar focuses on matters of style in literature, art, and music in order to explore and subsequently reimagine how relationships between texts form literary traditions. Instead of assuming what a literary tradition is, and without prioritizing a teleological chronology of literary influence as literary traditions tend to do, we will study work ranging from antiquity to the present, anachronistically and in tandem, in order to better understand how the past speaks to the present and how the present speaks to the past. As a general, if imperfect, rule of thumb we will be working regularly with pairs of texts, one from prior to 1800 and another from after 1800: for example, a Toni Morrison novel with a Homeric epic, the work of Jamaica Kincaid with John Milton’s *Paradise Lost*, or the poetry of John Donne with the lyrics of the Wu Tang Clan.

Requirements/Evaluation: Students will be expected to write a number of one-pages response papers during the semester, two papers in the range of 5-8 pages each, and a final paper of 8-10 pages.

Prerequisites: None.

Enrollment Limit: 16

Enrollment Preferences: In the case of overenrollment, preference will be given to English majors and Africana Studies concentrators.

Expected Class Size: 16

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

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 352 (D1) AFR 353 (D2)

Difference, Power, and Equity Notes: This course will focus on the educational system as a means of reproducing hierarchies and inequality.

Spring 2021

SEM Section: R1  MW 10:00 am - 11:15 am  Rowan Ricardo Phillips

AFR 356  (F)  The Plantation and Its Afterlife

This course is a meditation on the significance of the plantation in modern life. Rather than treating the plantation as solely a socio-economic formation that utilizes captive labor for the efficient production of goods, we will consider the plantation as a space that has defined, and continues to define, social, economic, and spatial relations. In so doing, we will explore numerous literatures and cultural productions about the plantation in Africa and its diaspora, including historical and sociological studies, fiction, visual art, and music. We will not only interrogate how the plantation form is reproduced over time, but also how it appears in collective memory, and how it enables political mobilization.

Requirements/Evaluation: class participation; two to three short papers (6- to 8-pages); and a 15- to 20-page paper or multimedia final project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: juniors and seniors
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Distributions: (D2)

Not offered current academic year

AFR 357 (S) Racial and Religious Mixture (DPE)
Cross-listings: REL 314 AFR 357 LATS 327 AMST 327

Secondary Cross-listing

The very term "mixture" implies that two or more distinct substances have been brought together. Distinctions of race and religion are social fictions; yet, the lived ramifications of these social fictions involve tense struggles over the boundaries of racial and religious communities. These boundaries are not just ideas but also practices. In the history of the Americas, mixed racial and religious identities and experiences have more often been the result of violent clashes than romantic encounters. Still, the romanticization of the New World as a geography that makes such mixtures possible reaches back to the earliest days of Spanish conquest in the Americas. This course critically reconsidered varying ways that racial and religious mixtures have been imagined, defined, challenged, negotiated, and survived under imaginative and legal rubrics of mestizaje, creolization, transculturation, passing, syncretism, religious hybridity, and mixed race studies.

Class Format: mostly discussion
Requirements/Evaluation: participation, short writing exercises, a 3-page first essay, a 5- to 8-page second essay, and a 10- to 14-page final paper
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: seniors, concentrators, majors, those with prior relevant coursework
Expected Class Size: 10
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 314 (D2) AFR 357 (D2) LATS 327 (D2) AMST 327 (D2)

Difference, Power, and Equity Notes: Focusing on how different peoples have critically theorized and made meaning about and out of racial and religious differences and interconnections, this Difference, Power, and Equity course investigates the ways that knowledge about mixture and difference--and their roles in hierarchical distributions of social and political power--have been critically constructed and transformed.

Not offered current academic year

AFR 359 (S) Settler Colonialism, Care, Kinship and Social Reproduction (DPE) (WS)
Cross-listings: AFR 359 AMST 356

Secondary Cross-listing

AMST 356 Settler Colonialism, Care, Kinship and Social Reproduction Contemporary understandings of family, kinship, and care were shaped through the invasion of the Indigenous Americas and Transatlantic slavery. Indigenous nations came to be understood by anthropologists and settler states as governed by a logic of kinship, and this understanding was weaponized by the US and Canada to target Indigenous governance for elimination. At the same time, dominant kinship narratives were defined by the property claims made upon Black lives under settler law and by the state-enforced maternal inheritance of racialized bondage. This course will analyze kinship and care as both mechanisms of state control of Indigenous and Black lives and lands, and as sites of insurgency against colonial states. We will analyze how Canada and the U.S. have deployed Child Protective Services, reproductive regulation, Boarding Schools, plantation economies, land dispossession, and the prison industrial complex to target Indigenous, Black, Brown, working class and trans/queer support systems. Applying methodologies and theoretical interventions in Indigenous studies, Black studies and critical political economy to primary texts to US and Canadian law, autobiography, and anthropology, our focus will move from 17th and 18th century British colonial law to autobiographical accounts of slavery and emancipation, to Canada's 19th century Indian Act, to mid-20th century social scientific debates on Black and Indigenous families. We will end by thinking about insurgent practices of organizing care and kinship outside and against the confines of whiteness, capital and the state. The pedagogical aims of the course are to illustrate how kinship narratives anchor settler colonial nationhood and property regimes, and to facilitate the development of skills in writing and independent research, primary source analysis, and critical analysis of law, anthropology, and policy.

Requirements/Evaluation: Class Participation and three critical response papers at three to five pages each (each receiving critical feedback from
professor); one response paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process. One final paper (15-20 pages) and one roundtable presentation based on the final paper.

**Prerequisites:** Prerequisites: one or more of the following courses: AMST 146, Introduction to Indigenous Studies or AFR 200, Introduction to Africana Studies; HIST 254 / AMST 254(F), Sovereignty, Resistance, and Resilience: Native American Histories to 1865 or AMST 204;

**Enrollment Limit:** 19

**Enrollment Preferences:** AMST majors have first priority, AFRICANA majors have second priority.

**Expected Class Size:** 19

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

**Unit Notes:** This course satisfies EITHER the Space and Place elective OR the Comparative Studies in Race, Ethnicity and Diaspora elective

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

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

AFR 359 (D2) AMST 356 (D2)

**Writing Skills Notes:** Explanation: Three critical response papers at three to five pages each (each receiving critical feedback from professor); one response paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process. One final paper (15-20 pages) and one roundtable presentation based on the final paper.

**Difference, Power, and Equity Notes:** This course focuses upon the operations of difference, power and equity in settler colonial governance in the Americas, particularly in terms of how the legal and extralegal regulation of family, kinship and care are sites where racial, colonial, ethnic, gender and sexual difference are produced and reproduced. It aims to provide students with critical tools to become responsible agents of change, by informing them of the ways that concerns for social equity in the field of kinship and family h

Spring 2021

SEM Section: R1  WF 1:30 pm - 2:45 pm  Margaux L Kristjansson

**AFR 360 (F) The Political Thought of Frantz Fanon** (WS)

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

**Primary Cross-listing**

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

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

**Prerequisites:** none

**Enrollment Limit:** 19

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

**Expected Class Size:** 10

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

**Distributions:** (D2) (WS)

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

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

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

Not offered current academic year
Readings in American Slavery  This course will delve into how and what historians have written about US slavery for the last century or so. Rather than marching through time, like we might in a survey course, we'll explore the nooks and crannies of slavery's history. We'll consider gender and sexuality, labor and capitalism, regional difference, maritime culture, and every day life. We'll compare histories produced well before the Civil Rights Movement to books written afterward. We'll consider the obstacles and challenges Black scholars faced in the academy and consider the significance of their work. Finally, we'll examine slavery's role in today's world, beginning with the institution's relationship with American universities and continuing on to the recent protests against monuments and statues.

Requirements/Evaluation:  Four written essays/reviews, final paper. Students must also complete reading and contribute to class discussions.

Prerequisites:  None

Enrollment Limit:  12

Enrollment Preferences:  Priority given to History, American Studies, and Africana Studies concentrators/ majors.

Expected Class Size:  10

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

Distributions:  (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 363 (D2)  AMST 368 (D2)  HIST 368 (D2)

Difference, Power, and Equity Notes:  This course will explicitly examine how power worked and changed during the centuries of legal slavery in the United States. Since lawmakers joined power and violence to definitions of whiteness and blackness, we will study how these definitions emerged and changed over time. Students will address issues of violence, legal and extra legal means of continuing slavery through changing political and economic conditions. Additionally, the course will consider the racial barriers in the academy.

Fall 2020
SEM Section:  R1    TR 9:45 am - 11:00 am     Gretchen Long

AFR 367  (S)  Black History is Labor History  (DPE)

Cross-listings:  AFR 367  HIST 367

Secondary Cross-listing

This seminar explores labor history in relation to black people, spanning the colonial period to the early twenty-first century. It racializes the history of work by tracing the long story of black labor in the U.S. from the plantation to the plant. Whereas the bulk of the course will analyze black labor and labor movements in the twentieth century, specifically focusing on the push for economic inclusion and mobility amid employment, societal and union-related racial discrimination, we will examine what involuntary black labor meant in the context of slavery and the construction of a capitalist economy. Likewise, we will devote attention to black workers with regard to such topics as antunionism, deindustrialization, economic inequality, Fordism, informal economies, Jim and Jane Crow, labor radicalism and violence, New Deal and welfare, the rise of civil rights unionism, and slavery and capitalism, among other themes.

Requirements/Evaluation:  Students are expected to participate actively and will write two comparative essays (5-7 pages) and two primary source analyses (1-2 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages) in consultation with the instructor and will be required to submit a topic proposal and outline, an annotated bibliography, and a peer-reviewed draft of the final paper.

Prerequisites:  recommended for students with sophomore standing or above

Enrollment Limit:  25

Enrollment Preferences:  HIST and AFR majors

Expected Class Size:  20

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

Distributions:  (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
Difference, Power, and Equity Notes: This course racializes the study of labor history, focusing on black people and their experiences in the United States from the plantation to the plant. It challenges students to confront and to redefine what it means to labor, grasping how slavery, segregation, and systemic inequalities amid black people's pursuit of citizenship, equality, and freedom have shaped their economic, political, and social conditions and identities.

Spring 2021
SEM Section: R1    TR 11:30 am - 12:45 pm     Tyran K. Steward

AFR 368  (F)  The Diasporic Impulse in African American Art

Cross-listings:  COMP 367  AFR 368

Primary Cross-listing
Since the mid-20th century, growing numbers of African American artists have explored historical, symbolic, and ritual meanings shared by Blacks in the USA and people of African descent in other parts of the diaspora. Using specific visual, musical, literary, and kinetic themes, Black creatives--across genres--develop work that addresses explicit and implicit points of diasporic connection around issues of identity, indigenous/ancestral wisdom, cultural and political critique, and alternative religious orientations. Looking especially at the work of playwright August Wilson, painters John Biggers and Daniel Minter, dancer Katherine Dunham, and sculptor Elizabeth Catlett Mora, this course examines the symbolic and ritual vocabularies of African American art in diasporic perspective.

Requirements/Evaluation: class participation, two to three short papers (5-7 pages), and a final project
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: Africana Studies concentrators
Expected Class Size: 15
Grading: no pass/fail option, no fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
COMP 367 (D1) AFR 368 (D2)
Not offered current academic year

AFR 369  (S)  African Art and the Western Museum (DPE) (WS)

Cross-listings:  AFR 369  ARTH 308

Secondary Cross-listing
This tutorial provides a focused study of the issues associated with the exhibition of African objects within Western institutions from the formative period of the practice in the early 19th century to the modern era. Covering topics ranging from early collection and display methodologies to exhibition-based practice in the contemporary digital era, this tutorial will provide an opportunity for robust discussion about the interactions that have occurred between the arts of Africa and the Western museum over the lengthy history of their engagement. Students will investigate the nature of the cross-cultural dialogues taking place and the politics of display at work in regional museum spaces that display African art towards fleshing out how exhibitions function through the strategic organization and display of objects. In other words, students will explore how the dialogues created between objects and individuals often speak to the voices and agendas that collide, collaborate, and even compete with each other within the environment of the museum.

Requirements/Evaluation: field trips to area museums, targeted writing assignments 5-7 pages in length, and peer response papers (two of each type per month)
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: Art History and African Studies Majors
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option


**Distributions:** (D1) (DPE) (WS)

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

AFR 369 (D2) ARTH 308 (D1)

**Writing Skills Notes:** Targeted bi-monthly writing assignments (5-7 pages in length) and bi-monthly peer response papers (2 pages in length). Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Explores issues of 'authentic' representation as it applies to African artifacts displayed within the contexts of Western art museums. Through discussions of cultural capital, rights of seeing, and the politics of representation, students analyze how the meaning of African 'art' has been dictated by a Western museum culture and how one can disrupt this hegemony through strategic exhibition and display practices.

Not offered current academic year

**AFR 370 (F) The Caribbean and the World: 1945-1968**

**Cross-listings:** AFR 370 HIST 370

**Primary Cross-listing**

The ending of the Second World War in 1945 coincided with the dawn of a new nationalism in the modern Caribbean. The British territories were beginning their shift away from colonialism and charting a path toward independence that would arrive in the early 1960s. Their independent neighbors contended with US imperialism which greatly shaped questions of race, nationalism, and sovereignty. By the 1960s much of the region faced crises that grew out of the tensions of the postwar period. This course examines closely these transformations in the Caribbean. It is divided into three parts.

The course begins with an examination of the ideas about race, state development and empire that dominated Caribbean intellectual discourse of the 1940s. Key texts for this period include the works of Caribbean intellectuals such as Roger Mais, Una Marson, CLR James, and Jacques Roumain who considered the possibilities of racial equality and democracy in the postcolonial Caribbean. The course then looks more closely at 1950s attempts to forge greater Caribbean unity during the early Cold War years. West Indian Federation and the circuits of travel within the Caribbean are given special focus. Finally, the course will discuss challenges of the postcolonial Caribbean by looking at the circumstances and wider responses to regional radicalism in the 1960s. The key events that will be examined in this section include the Duvalier dictatorship, the Cuban Missile Crisis, and black power in Jamaica in 1968.

**Requirements/Evaluation:** class participation, 3-4 short papers (5-7 pages)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Africana Studies concentrators

**Expected Class Size:** 15

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

**Distributions:** (D2)

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

AFR 370 (D2) HIST 370 (D2)

Fall 2020

LEC Section: R1 TF 1:30 pm - 2:45 pm Matthew J. Smith

**AFR 378 (S) Uncontrollable: Deconstructing Stereotypes of Black Womanhood in the Americas**

**Cross-listings:** AFR 378 WGSS 378

**Primary Cross-listing**

In *Black Feminist Thought* Patricia Hill Collins powerfully illustrates how "portraying African-American women as stereotypical mammys, matriarchs, welfare recipients, and hot mammas has been essential to the political economy of domination fostering Black women's oppression." This course explores how similar social constructions of race and womanhood have evolved in Latin American countries affected by slavery and colonialism. We begin by revisiting Collins' seminal text, as well as the work of other feminist scholars, as a starting point from which to deconstruct controlling images of Black women in Latin American nations. We will then explore clips from films, television series, advertisements, and comic strips to analyze different iterations of stereotypes and their impact on Afro-Latin American women's life chances. The second component of this course will engage with Black
women's resistance throughout Latin America. We will engage songs, poetry, and empirical data on Black women's resistance to examine how they have and continue to challenge stereotypes, educate the public, and construct their own narratives of black womanhood.

Requirements/Evaluation: class participation, 2-3 short papers (5-7 pages), and a final paper (12-15 pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: AFR concentrators

Expected Class Size: 15

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

Distributions: (D2)

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

AFR 378 (D2) WGSS 378 (D2)

Not offered current academic year

AFR 379  (S)  Black Women in the United States  (DPE)

Cross-listings: HIST 379  WGSS 379  AFR 379

Secondary Cross-listing

As slaves and free women, activists, domestics, artists and writers, African Americans have played exciting and often unexpected roles in U.S. political, social, and cultural history. In this course we will examine black women's lives from the earliest importation of slaves from Africa and the Caribbean through to the expansion of slavery, the Civil War, freedom, Jim Crow, the Civil Rights movements, and up to the present day. Consistent themes we will explore are the significance of gender in African American history and the changing roles and public perceptions of black women both inside and outside the black community. We will read and discuss a combination of primary and secondary sources; we will also consider music, art, and literature, as well as more standard "historical" texts.

Class Format: discussion

Requirements/Evaluation: student participation, three papers, and a brief oral presentation

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: History, WGSS, and American Studies Majors, and Africana Concentrators.

Expected Class Size: 12

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

Distributions: (D2) (DPE)

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

HIST 379 (D2) WGSS 379 (D2) AFR 379 (D2)

Difference, Power, and Equity Notes: This course meets the Difference, Power, and Equity requirement. The course focuses on empathetic understanding, power, and privilege, especially in relation to class, gender, and race within a U.S. context. We will study the ways in which the conflicts arose within the Black community and how Black women, usually without official positions as leaders, emerged as organizers and leaders in political and social movements.

Spring 2021

LEC Section: R1  TR 8:30 pm - 9:45 pm  Gretchen Long

AFR 380  (F)  Freedom Dreams, Afro-Futures & Visionary Fictions

Cross-listings:  AFR 380  SCST 380  WGSS 380  AMST 380  ENGL 381  STS 380

Secondary Cross-listing

In this course we will examine the various ways Black scholars, artists, & writers use science fiction and visionary fiction to imagine freedom and new world orders. We will focus on the role of history, particularly slavery, in the Black radical imagination. "Freedom" is the keyword throughout the course. We will grapple with the various and sometimes conflicting meanings and uses of freedom as it relates to blackness, gender, sexuality, class
and ability. We will explore multiple forms of scholarship and cultural productions, including film, music, novels, short-stories, art, poetry, and other academic texts. All students will be asked to discover and develop their writerly voices through various critical, creative, experimental and performative assignments.

**Requirements/Evaluation:** active participation, completion of various short assignments, one 5-page paper and one 7- to 10-page final paper

**Prerequisites:** none

**Enrollment Limit:** 20

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

**Expected Class Size:** 20

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

**Distributions:** (D2)

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

AFR 380 (D2) SCST 380 (D2) WGSS 380 (D2) AMST 380 (D2) ENGL 381 (D1) STS 380 (D2)

Not offered current academic year

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**AFR 382 (S) Contemporary Afro-Latin American Social Movements**

This seminar course will provide students with an introduction to diverse histories, political beliefs, and mobilization strategies of 20th and 21st century Afro-Latin American social movements, as well as their relationship with their respective governments. Primary documents, audiovisual texts and social science research will complement lectures and class discussions to prepare students to discuss the contributions and critiques of the movements within broader discussions of the politics of blackness in the African Diaspora. While the course focuses on contemporary experiences activism, each topic is introduced with a historical overview of African-descended peoples in Latin America. By the course's conclusion, students should be able to discuss a wide range of ideas, experiences, and strategies of black politics in the Latin America as well as the similarities in themes and characteristics that have shaped much of the experiences. Furthermore, students should be able to assess the ways in which black movements in Latin America have: challenged hegemonic narratives, approached politics of culture and multiculturalism, contested invisibility, utilized transnational diasporic politics, and (re)defined conceptualizations of citizenship and belonging.

**Requirements/Evaluation:** in-class participation, weekly reading responses, a book review, and a final paper and presentation

**Prerequisites:** none

**Enrollment Limit:** 13

**Enrollment Preferences:** Africana Studies concentrators

**Expected Class Size:** 10

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

**Distributions:** (D2)

Not offered current academic year

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**AFR 383 (S) Race and Ethnicity in Latin America**

**Cross-listings:** AFR 383 HIST 443

**Secondary Cross-listing**

Race and ethnicity have been central to the formation of national identities in Latin America, as well as to the creation of transnational networks that include Latin Americans. This seminar will critically examine familiar characterizations of Brazil and other countries as "racial democracies" and look at the historical roots and political impact of both "positive" and "negative" stereotypes of race relations in the region. To do this we will explore the rise and decline of slavery, the changing constructions of indigenous and Afro-Latin American identities at national and transnational levels, and to the emergence of new Black Movements and other racial and ethnic activism in Colombia, Guatemala, Brazil, and elsewhere.

**Requirements/Evaluation:** class participation, one short paper, and a substantial (20-25 page) research paper

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** History majors and Latino/a Studies concentrators

**Expected Class Size:** 10-15
AFR 386 (S) Democratic Vistas
Cross-listings: ENGL 391 AFR 386

Primary Cross-listing
This seminar will focus on the ways in which texts create nuanced representations of democratic ideals and practices as well as, of course, representations of the failures of democratic ideals and practices. Our goal will be to explore how literature encourages readers to think about democracy, and what impact that can have on our lives as readers and citizens. To this end, we will study work across five genres—poetry, fiction, non-fiction, photography, and film—to arrange and enhance our sense of how plot, structure, figuration, and allusion occupy themselves with the challenge of the Democratic Vista: which is to say with visions of what democracy is, has been, and has the potential be. Among the texts and authors likely to be studied are Robert Hayden, Ralph Ellison, Toni Morrison, Don DeLillo, Jamaica Kincaid, Ishion Hutchinson, Natalie Diaz, Octavia Butler, Colson Whitehead, Morgan Parker, Nana Kwame Adjei-Brenyahm Teju Cole, and contemporary films such as Ryan Coogler's BLACK PANTHER and Boots Riley's SORRY TO BOTHER YOU.

Requirements/Evaluation: attendance and participation, two short essays, and a 12- to 15-page final paper; additional requirements will include film screenings outside of class, interactive (e.g., Skype, etc.) author visits inside of class, and campus talks germane to the seminar

Prerequisites: none, open to all students

Enrollment Limit: 15

Enrollment Preferences: Africana Studies concentrators and English majors

Expected Class Size: 12

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

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 391 (D2) AFR 386 (D2)

Not offered current academic year

AFR 390 (F)(S) Race, Identity, Nature (DPE) (WS)
Cross-listings: ENVI 430 AFR 390 AMST 430

Secondary Cross-listing
From 18th-century claims that climate determined character to the 21st-century proliferation of DNA tests underwriting claims to Indigenous ancestry, race, colonialism, identity, and "nature" operate as interconnected terrains of power. Anchored in the contexts of U.S. colonialisms, racialization, and accumulation, this course aims to expose students to the cultural politics of "nature" as a way of "doing" American Studies. Specifically, this course investigates formations of and struggles against U.S. colonialisms, racialization, and accumulation via the many symbolic and material iterations, negotiations, and contestations of the contingent relations between and among human and non-human natures. Organized around a significant research paper and weekly written responses, this course ultimately aims to foster students' critical writing, reading, analytical thinking, and comparative inquiry skills across such contexts and sites of contestation, and across texts of different genres and media. We will work with a wide range of primary sources, including published fiction and poetry, legal documents, newspaper articles, speeches, recorded songs, and films, photos, paintings and other visual culture. By the end of this course, students should be able to describe the historical foundations of dominant ideas, attitudes, and practices toward non-human natures, as well as analyze how ideas of "nature" mediate the ways in which colonial, racial, gender, and sexual categories and structures inform and are (re)produced by U.S. institutions and in public areas such as the law, public policy, and property. Finally, students should be able to interpret how racialized and colonized peoples' visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation.

Class Format: This course is designated as remote. However, international students who want to take this course but need it to be designated as a hybrid course in order to do so may instead register for an independent study with Prof. Ayazi. As a hybrid course, this independent study will have the
same requirements as the listed course, with the exception of a limited number of face-to-face meetings in Williamstown or Boston. Please contact Prof. Ayazi at ha5@williams.edu to discuss such an arrangement.

**Requirements/Evaluation:** Evaluation will be based upon the following: Class Participation: 25%; Weekly Responses (350-500 words): 25%; Final Research Essay: 50%, broken down by Research Proposal (2-3 pgs, 10%), Peer Review and Feedback (2 pgs, 10%), Presentation (10%); Essay (15 pgs): 20%. Class will meet twice per week. Tu. meetings will be synchronous and Th. meetings will be asynchronous. Asynchronous components of the course include pre-recorded lectures, discussion boards, and other exercises that promote as much connection as possible within the constraints of remote education. Toward this end, synchronous meetings will center engaged discussion.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** American Studies majors will be given preference; secondary preference given to students specializing in Native American and Indigenous Studies, as well as Africana and Environmental Studies majors.

**Expected Class Size:** 12

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

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

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

ENVI 430 (D2) AFR 390 (D2) AMST 430 (D2)

**Writing Skills Notes:** Emphasis on revision and writing process includes: One thesis paper at 15 pages (receiving critical feedback from professor and peers); one thesis paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process; one research proposal (including thesis outline and annotated bibliography of primary texts) with critical feedback from professor; student presentations and roundtable discussion based on the final paper.

**Difference, Power, and Equity Notes:** By the end of this course, students should be able to interpret how racialized and colonized peoples' visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation. In order to addresses such issues of difference, power, and equity, this course provides students with the necessary th

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**AFR 405 (S) CAPSTONE: Africana Studies and the Disciplines**

Of the many things that distinguish Africana Studies from other fields of knowledge, most remarkable are its creative uses and critiques of disciplinary perspectives. In some instances, a scholar in the field might move between disciplines; in others, a scholar might integrate two or more disciplines into one point of view. Disciplinary creativity accommodates the array of information—written texts, music, visual art, film—that contributes to our understanding of the African Diaspora. This seminar will illuminate the disciplinary nuances and challenges of studying people of African descent. After outlining genealogies of Africana Studies and the field's complicated relationships to social science disciplines, students will closely read classic texts by some of the pioneers in the field and explore their uses of disciplinary perspectives. In the latter half of the course, students will have the opportunity to design and conduct their own research projects with the aforementioned disciplinary concerns in mind.

**Requirements/Evaluation:** class participation, a couple of short papers and the completion of a final research paper or project

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Africana Studies concentrators

**Expected Class Size:** 10

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

**Distributions:** (D2)

Not offered current academic year
AFR 440  (F)  CAPSTONE: Performing Blackness

In modern parlance and scholarship, blackness is understood not as a biological but rather a socially constructed phenomenon. This course extends common perceptions by working from the foundational concept that blackness is not only social construction but also performance and lived experience. Using the lens of performance on racial identity foregrounds the active and shifting nature of race in contrast to the potentially passive, static connotation of construction. But what is this term performance that is now so widely used as to be an anathema? In this course, we explore performance broadly as entertainment, representation, social function, and lived experience. By the end of the course, students will analyze multiple performance types from theatrical and dance performance to performance of race in everyday life. They will also study and practice at least four core black performance studies methodologies: oral interpretation of literature, ethnography, written performance analysis, and embodied performance (i.e. movement, music and/or theatre). In this way, students will begin to understand performance as both subject matter and method. The course will be structured around discussions, written responses, and performance exercises that help students analyze and practice each methodology. At the end of the semester, students will create final creative research projects that articulate key theories of black performance studies and draw on at least one of the featured performance methodologies. While preference is given to Africana Studies concentrators, students are not required to have prior performance experience.

Class Format: This is a hybrid class that welcomes students' participation remotely and/or in the physical classroom. It will include a mix of online synchronous and asynchronous meetings alongside meetings in the classroom. This term the course will feature performance methodologies most receptive to social distancing, such as visual art, spoken word and music. There may also be field trips to important sites, which will follow university safety guidelines.

Requirements/Evaluation: class participation, performance exercises, response papers, and a final creative research project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Africana Studies concentrators

Expected Class Size: 10

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

Distributions: (D2)

Fall 2020

SEM Section: H1    MW 11:45 am - 1:00 pm     Rashida K. Braggs

AFR 450  (S)  CAPSTONE: Sylvia Wynter, Black Lives, and Struggle for the Human

Cross-listings: PSCI 372  AFR 450

Primary Cross-listing

How do we judge the value of life? What is the significance of death and arbitrary threats to our existence? Why probe modern notions of black and blackness? What defines optimism, pessimism, enslavement, freedom, creativity, and being human? Do black lives matter? This capstone seminar will explore these and related questions through an examination of the life and work of Jamaican novelist, playwright, cultural critic, and philosopher Sylvia Wynter. Methodologically interdisciplinary, the course shall examine written and audiovisual texts that explore Wynter’s inquiries into the central seminar queries. We will study figures and movements for black lives whose geopolitics frame the milieu of Wynter's work. Our examination of intellectuals and activists, with their explicit and implicit engagements with Wynter, shall facilitate assessing the possibilities, challenges, and visions of black living. We will also explore the current implications of Wynter's thought for Africana political theory, Afro-futurism, social justice, human rights, and critiques of liberal humanism. In the latter half of the course, students will have the opportunity to design, conduct, and present their own final research projects.

Class Format: Remote format. This class will be taught synchronously primarily.

Requirements/Evaluation: attendance and participation; a 7-page midterm essay; class presentation; and a final research project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Africana Studies concentrators and Political Science majors

Expected Class Size: 12

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

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

PSCI 372 (D2) AFR 450 (D2)

Spring 2021
SEM Section: R1    MW 10:00 am - 11:15 am     Neil Roberts

AFR 476 (F) CAPSTONE: Black Radicalism
Cross-listings: AFR 476 HIST 476

Primary Cross-listing
Amandla! Black Power! Venceremos! A Luta Continua! Ever since the end of slavery—brought about by the Haitian Revolution, slave rebellions, maroons, Quilombos, Civil War and various other means of resistance—transatlantic people of African descent have demanded radical change in the organization of modern societies. Their struggles and ideas have changed the ways we think and study—through the formation of Africana/African-American/Black-Studies—and the ways in which we express ideas—through the creation of rich traditions of music, dance, theater, poetry, carnivals, sculpture, and art that have acted as global conduits of cultures of resistance. In this Senior Seminar, we will study the most tumultuous period of Black radicalism in the 1960’s, focusing on the Black Panther Party, the League of Revolutionary Black Workers, the Third World Women's Alliance/Angela Davis, and Caribbean and African radical movements, with an eye to examining their relevance to Black radical movements today.

Requirements/Evaluation: student participation, a take-home mid-term paper, and the completion of an original research paper or project; all projects will have some written component, but may include a dance performance, spoken word, fieldwork, etc.
Prerequisites: none; open to all
Enrollment Limit: 15
Enrollment Preferences: Africana Studies concentrators; History majors
Expected Class Size: 15
Grading: no pass/fail option, yes fifth course option
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 476 (D2) HIST 476 (D2)

Not offered current academic year

AFR 494 (S) Honors Dossier
Candidates for honors in Africana Studies must do W31 for the winter study period and 494 the following spring.
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

Spring 2021
HON Section: H1    TBA     Neil Roberts

AFR 497 (F) Independent Study: Africana Studies
Africana Studies independent study
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

Fall 2020
IND Section: H1    TBA     Neil Roberts
AFR 498  (S)  Independent Study: Africana Studies
Africana Studies Independent Study
Grading:  yes pass/fail option,  yes fifth course option
Distributions:  (D2)

Spring 2021
IND Section: H1  TBA  Neil Roberts

Winter Study -----------------------------------------------------------------------------------------------

AFR 30  (W)  Sen Project: Africana Studies
To be taken by students registered for Africana Studies 491 who are candidates for honors.
Class Format: independent study
Grading:  pass/fail only
Not offered current academic year

AFR 99  (W)  Ind Study: Africana Studies
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.
Class Format: independent study
Grading:  pass/fail only
Not offered current academic year
AMERICAN STUDIES (Div II)
Chair: Professor Dorothy Wang

- Hossein Ayazi, Visiting Assistant Professor of American Studies
- Maria Elena Cepeda, Chair and Professor of Latina/o Studies; affiliated with: Women, Gender & Sexuality Stdy, American Studies Program
- Cassandra J. Cleghorn, Senior Lecturer in English and American Studies; affiliated with: American Studies Program; on leave Spring 2021
- Anthony Y. Kim, Visiting Assistant Professor of American Studies
- Margaux L Kristjansson, Mellon Postdoctoral Fellow in Native American and Indigenous Studies in the American Studies Program
- Alexandar Mihailovic, Visiting Lecturer in American Studies
- Eli Nelson, Assistant Professor of American Studies
- Jan Padios, Associate Professor of American Studies
- Ahmed Ragab, Richmond Visiting Professor; affiliated with: Religion Department, American Studies Program
- Mark T. Reinhardt, Chair and Class of 1956 Professor of American Civilization; affiliated with: American Studies Program
- Dorothy J. Wang, Professor and Chair of the American Studies Program

GENERAL PROGRAM DESCRIPTION
The American Studies Program, a ten-course major, uses interdisciplinary approaches to develop students’ understanding of the complexity of the culture(s) usually labeled “American.” Examining history, literature, visual media, performance, and other forms of expression, we explore the processes of cultural definition as contested by diverse individuals and groups. We ask new questions about aspects of American life long taken for granted; we also use American culture as a laboratory for testing classic and contemporary theories about how cultures work.

NON-MAJORS, FIRST-YEAR STUDENTS, AND SOPHOMORES
America: the Nation and Its Discontents, our introductory course, is open to non-majors including first-year students, who are especially encouraged to take the class. All elective courses are open to students who meet the requirements or prerequisites specified in the course description. American Studies 301, the junior seminar required of majors, is open to non-majors with permission of the instructor.

COURSES AND COURSE NUMBERING
American Studies offers courses at all levels. Our 100-level electives, which give preference to first-year students, explore a substantive topic in-depth without seeking to introduce the field as a whole. Our introductory course, AMST 101, explores broad patterns of power and imagination, struggle and social change in American culture but also introduces the interdisciplinary approach and diverse cultural artifacts, genres, and media that distinguish American Studies as a form of inquiry. Both this course and our occasional 200-level electives are appropriate for students at all levels, including first-years. The intermediate electives at the 300-level are offered primarily for juniors and seniors, although, when space and instructor policy permits, they are open to sophomores. All majors are required to take AMST 301, the junior seminar, which teaches students how to employ theories and methods central to the field. The 400-level courses designated as senior seminars are designed for senior majors, though other students (majors and non-majors) with appropriate preparation are typically welcome in these courses as well.

THE MAJOR
Required Courses
- American Studies 101, America: the Nation and Its Discontents
- American Studies 301, Junior Seminar
- One 400-level course designated Senior Seminar

 Elective Courses
 Seven courses: four should be chosen from your primary specialization field; the remaining three electives must represent each of the remaining three fields, to ensure breadth of your study. At least one of your seven electives should cover pre-1900 American history or culture.

THE DEGREE WITH HONORS IN AMERICAN STUDIES
ELIGIBILITY AND APPLICATION FOR HONORS
Candidates for honors in American Studies will undertake a substantial, year-long, independent project during their senior year. Applicants should have a consistent record of high achievement in courses taken for the major, and normally will have done work in the field of study of their proposed thesis. Students who wish to write or produce an honors project should consult with both the chair and a prospective faculty adviser in the fall or winter of their junior year. Students who wish to pursue honors must submit a brief proposal describing their project to the Chair of the American Studies Program by the time of spring registration of their junior year. Final admission to the honors thesis program will depend on the AMST advisory committee’s assessment of the qualifications of the student and the merits and feasibility of the project (including the availability of relevant faculty advisers). If your thesis is approved, you will enroll in AMST 491/Winter Study/AMST 492. These courses, taken together, count as one of your required electives.

**TIMELINE FOR AMERICAN STUDIES HONORS THESIS STUDENTS**

The fall and winter study deadlines vary widely, depending on your own rhythms, the timing of your meetings with your adviser, etc. The first part of the fall is typically devoted to refining the questions at the heart of your project, and the scope of your argument (including literature review, archival research, etc.) Most students begin this work over the summer. We encourage our students to start writing as soon as possible. Typically, we aim to have students write a draft of one substantive chapter and the introduction by the end of finals week in fall semester, though some have produced two substantive chapter drafts instead.

January is very important. Many pages of new writing and editing of previous work will can be done in this period. Occasionally, seniors will meet together in an informal thesis colloquium. The goal for Winter Study, generally speaking, is to know by the end of it what you will need to write in the last push as Spring semester begins. Your biggest push will come in February and March. All writing and revisions should be done by the end of spring break. Here are the approximate deadlines:

- Immediate after Spring Break: draft of entire thesis is due to your adviser and your two readers;
- Two – three weeks later: deadline for readers to respond to you with comments/suggestions;
- Wednesday of the last week of classes: final version of thesis due to readers.

Senior thesis writers will share their work with interested faculty and students in a public presentation in the last weeks of the spring semester. Designation of Honors or Highest Honors will be decided by the faculty at the end of the semester.

**ADVISING**

All majors will be assigned a faculty adviser. Majors must meet with their adviser during the first week of classes during the fall semester and at the time of the spring semester registration period in order to have their courses and plans for the American Studies major approved. Both majors and non-majors are encouraged to talk at any time with the program chair or other affiliated faculty about the major.

**AMERICAN STUDIES AND OTHER PROGRAMS**

Students majoring in American Studies are encouraged to consider pursuing concentrations in Africana Studies, Environmental Studies, Latina/o Studies, Performance Studies, and Women’s, Gender and Sexuality Studies. Many of the courses counted for those concentrations may also earn credit toward the American Studies major.

**STUDY AWAY FROM WILLIAMS**

We encourage students to pursue cross-cultural comparative studies. A major in American Studies can be combined with study away from Williams for a semester or a year if plans are made carefully. Many courses that will be approved for College credit may also count toward the American Studies major. Many of the courses offered by Williams at Mystic Program also count toward the major. Please see the chair if you have questions about how your study abroad may enhance your American Studies experience.

Students planning to be away in the junior year should have taken American Studies 101 before they leave; those who can take the Junior Seminar before they go away are strongly encouraged to do so. Students should consult as early as possible with the chair or their adviser about their plans for fulfilling the requirements of the major.

**SPECIALIZATION FIELDS**

To provide focus for work in the major, each student will choose one of the specialization fields listed below and record this choice when registering for the major. (This commitment can be revised, in consultation with the chair.) At least four electives should be taken from this primary field.

**ARTS IN CONTEXT**

This specialization is for students interested in American arts, literature and media. Its approaches are interdisciplinary: it trains students to examine cultural artifacts with attention to aesthetic form and to the contexts—historical, social, political—that determine and situate those forms. Broadly, it asks how history has shaped the arts and media and how the arts and media have shaped how we think and who we are. Students in this specialization take courses across a range of genres and media: poetry, fiction, music, film and video, pop culture, visual culture, performance,
Students may check with the program chair to see if other courses not listed here might count as electives.

AFR 205 T / WGSS 207(F) She Speaks in Color: Examining the 'Color Complex' in Toni Morrison's Writings
   Taught by: VaNatta Ford
   Catalog details

AFR 208 T / AMST 208 / REL 262 Time and Blackness
   Taught by: James Manigault-Bryant
   Catalog details

AFR 299 / PSCI 233 / REL 261 Rastafari: Dread, Politics, Agency
   Taught by: Neil Roberts
   Catalog details

AFR 302(S) Complexion Complexities: Colorism in Literature, Lyrics & Everyday Life
   Taught by: VaNatta Ford
   Catalog details

AFR 315 / AMST 315 / STS 315 Blackness 2.0: Race, Film and New Technologies
   Taught by: Rhon Manigault-Bryant
   Catalog details

AFR 317 / AMST 317 / DANC 317 / ENGL 317 / THEA 317 / COMP 319 Black Migrations: African American Performance at Home and Abroad
   Taught by: Rashida Braggs
   Catalog details

AMST 128 / COMP 128 / ENGL 128 Reading Asian American Literature
   Taught by: Anthony Kim
   Catalog details

AMST 142 T / STS 142 Alternatives: Indigenous Futurism and Science Fiction
   Taught by: Eli Nelson
   Catalog details

AMST 300 / ENGL 300 / COMP 357(F) Re/Generations I: Memory Against Forgetting and the Global American Empire
   Taught by: Anthony Kim
   Catalog details

AMST 307 Experimental African American Poetry
   Taught by: Dorothy Wang
   Catalog details

AMST 335 / ARTH 335(S) Uncovering Williams
   Taught by: Dorothy Wang, Kevin Murphy
   Catalog details

AMST 357(S) Re/Generations II: Contemporary Experiments in Memory, Trauma, and Self
   Taught by: Anthony Kim
   Catalog details

AMST 403 / AFR 333 / LATS 403 New Asian American, African American, Native American, and Latina/o Writing
   Taught by: Dorothy Wang
   Catalog details

ARTH 264 / AMST 264 American Art and Architecture, 1600 to Present
   Taught by: Michael Lewis
   Catalog details

ARTH 265 / AMST 265 Pop Art
   Taught by: C. Ondine Chavoya
   Catalog details

ARTH 310 / WGSS 312 / AMST 333(S) An American Family and "Reality" Television
   Taught by: C. Ondine Chavoya
   Catalog details

ARTH 462 / AMST 462 / LATS 462 / ARTH 562(F) Art of California: Pacific Standard Time
   Taught by: C. Ondine Chavoya
   Catalog details

COMP 242 / AMST 242 / ENGL 250 Americans Abroad
   Taught by: Soledad Fox
   Catalog details

ENGL 105 / AMST 105 / WGSS 105 American Girlhoods
   Taught by: Kathryn Kent
   Catalog details

ENGL 129 / AFR 129(F) Twentieth-Century Black Poets
Taught by: **David Smith**

**Catalog details**

ENGL 204(F) Hollywood Film

Taught by: **John Kleiner, James Shepard**

**Catalog details**

ENGL 210(F) American Modernism

Taught by: **John Limon**

**Catalog details**

ENGL 220 / AFR 220 / AMST 220(S) Introduction to African American Literature

Taught by: **David Smith**

**Catalog details**

ENGL 258 Poetry and the City

Taught by: **Anita Sokolsky**

**Catalog details**

ENGL 272 / AMST 272 American Postmodern Fiction

Taught by: **John Limon**

**Catalog details**

ENGL 338 / AMST 338 Literature of the American Renaissance

Taught by: **Shawn Rosenheim**

**Catalog details**

ENGL 343 Whitman and Dickinson in Context

Taught by: **Kathryn Kent**

**Catalog details**

ENGL 372(F) Documentary Poetry

Taught by: **Jessica Fisher**

**Catalog details**

ENGL 450(F) Melville, Mark Twain, & Ellison

Taught by: **David Smith**

**Catalog details**

LATS 203 / ARTH 203 / WGSS 203 / AMST 205(S) Chicana/o/x Film and Video

Taught by: **C. Ondine Chavoya**

**Catalog details**

LATS 240 / COMP 210 / AMST 240 Latin/o Language Politics: Hybrid Voices

Taught by: **Maria Elena Cepeda**

**Catalog details**

LATS 338 / WGSS 338 / AMST 339 Latin/o/x Musical Cultures: Sounding Out Gender, Race, and Sexuality

Taught by: **Maria Elena Cepeda**

**Catalog details**

LATS 346 / AMST 346(F) Latinas/os and the Media: From Production to Consumption

Taught by: **Maria Elena Cepeda**

**Catalog details**

LATS 348 / AMST 348 / COMP 348 Graphic Narratives as Democratic Ideals

Taught by: **Nelly Rosario**

**Catalog details**

LATS 358 / ARTH 358 Latinx Installation and Site-Specific Art

Taught by: **C. Ondine Chavoya**

**Catalog details**

MAST 231 / ENGL 231 Literature of the Sea

Taught by: **Kelly Bushnell**

**Catalog details**

MUS 151(F) History of Jazz

Taught by: **Kris Allen**

**Catalog details**

MUS 211(F) Music, Nationalism, and Popular Culture

Taught by: **Corinna Campbell**

**Catalog details**

MUS 252 / AFR 242 Introduction to the Music of John Coltrane

Taught by: **Kris Allen**

**Catalog details**

MUS 254 / AFR 254 Bebop: The (R)evolution of Modern Jazz

Taught by: **Kris Allen**

**Catalog details**

MUS 279 T(F) American Pop Orientalism

Taught by: **W. Anthony Sheppard**

**Catalog details**

THEA 275 T / ENGL 224 / AMST 275(F) American Drama: Hidden Knowledge
COMPARATIVE STUDIES IN RACE, ETHNICITY, AND DIASPORA

This interdisciplinary specialization examines the role of race, ethnicity, and diasporic movements in the construction of American identities. Students explore how experiences and concepts of race and ethnicity are transformed through the processes of diaspora and immigration. These courses may encompass a broad spectrum of fields such as history, literature, religion, politics, anthropology, gender studies, media and the performing arts, among others. NOTE: Concentrators in this area are required to take a combination of courses that will allow them to comparatively assess the experiences of at least two ethno-racial groups in the Americas.

Elective Courses

AFR 132 / AMST 132 / PSCI 132Contemporary Africana Social and Political Philosophy
Taught by: Neil Roberts

AFR 200(F, S)Introduction to Africana Studies
Taught by: VaNatta Ford, Neil Roberts

AFR 208 T / AMST 208 / REL 262Time and Blackness
Taught by: James Manigault-Bryant

AFR 211 / AMST 211 / ENVI 211 / SOC 211Race and the Environment
Taught by: James Manigault-Bryant

AFR 299 / PSCI 233 / REL 261Rastafari: Dread, Politics, Agency
Taught by: Neil Roberts

AFR 302(S)Complexion Complexities: Colorism in Literature, Lyrics & Everyday Life
Taught by: VaNatta Ford

AFR 310 / AMST 315 / STS 315Blackness 2.0: Race, Film and New Technologies
Taught by: Rhon Manigault-Bryant

AFR 317 / AMST 317 / DANC 317 / ENGL 317 / THEA 317 / COMP 319Black Migrations: African American Performance at Home and Abroad
Taught by: Rashida Braggs

AFR 321(F)Trending Black: Race & Social Media in the 21st Century
Taught by: VaNatta Ford

AFR 323 / ARTH 223 / COMP 322 / AMST 323 / ENGL 356(S)Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora
Taught by: Rashida Braggs

AFR 332(Anti-)Imperialism, Race, and the Archive
Taught by: TBA

AFR 360 / LEAD 360 / PHIL 360 / PSCI 370The Political Thought of Frantz Fanon
Taught by: Neil Roberts

AFR 405CAPSTONE: Africana Studies and the Disciplines
Taught by: James Manigault-Bryant

AFR 476 / HIST 476CAPSTONE: Black Radicalism
Taught by: Shanti Singham

AMST 125(F, S)Introduction to Asian American and Pacific Islander Studies
Taught by: Jan Padios

AMST 142 T / STS 142AlterNatives: Indigenous Futurism and Science Fiction
Taught by: Eli Nelson
Catalog details
AMST 146(F) Introduction to Native American and Indigenous Studies
  Taught by: Eli Nelson
Catalog details
AMST 202 / AFR 209(F, S) Introduction to Racial Capitalism
  Taught by: Hossein Ayazi
Catalog details
AMST 209 Introduction to Black, Brown, and Queer Theory
  Taught by: Eli Nelson
Catalog details
AMST 223 Eating Empire: Asian/Pacific Islander/American Foodways and Culture
  Taught by: Anthony Kim
Catalog details
AMST 239 Asian/Pacific Islander/American Documentary Cinemas
  Taught by: Anthony Kim
Catalog details
AMST 243 / AFR 243 Asian/American and Black Literary and Cultural Thought
  Taught by: Dorothy Wang
Catalog details
AMST 256 / HIST 256 / AFR 257 Social Justice Traditions: 1960s to #Black Lives Matter
  Taught by: Andrew Cornell
Catalog details
AMST 307 Experimental African American Poetry
  Taught by: Dorothy Wang
Catalog details
AMST 324 / WGSS 324 / HIST 362 Indigenous Women's History
  Taught by: Tyler Rogers
Catalog details
AMST 353 / STS 353 Is Science Native to Turtle Island? The History of Native Science in North America
  Taught by: TBA
Catalog details
AMST 357(S) Re/Generations II: Contemporary Experiments in Memory, Trauma, and Self
  Taught by: Anthony Kim
Catalog details
AMST 359 / AFR 351 / ENGL 357(F, S) Spirits of Rebellion: The L.A. Rebellion Filmmakers
  Taught by: Anthony Kim
Catalog details
AMST 382 / COMP 382 Transnational Asian/American Film and Video
  Taught by: Anthony Kim
Catalog details
AMST 403 / AFR 333 / LATS 403 New Asian American, African American, Native American, and Latina/o Writing
  Taught by: Dorothy Wang
Catalog details
AMST 405(F) Critical Indigenous Theory
  Taught by: Eli Nelson
Catalog details
ENGL 220 / AFR 220 / AMST 220(S) Introduction to African American Literature
  Taught by: David Smith
Catalog details
ENVI 246 / AMST 245 / HIST 265(F) Race, Power, & Food History
  Taught by: April Merleaux
Catalog details
HIST 152 / WGSS 152 The Fourteenth Amendment and the Meanings of Equality
  Taught by: Sara Dubow
Catalog details
HIST 167 / AFR 167 / AMST 167(S) Let Freedom Ring? African Americans and Emancipation
  Taught by: Gretchen Long
Catalog details
HIST 243 Modern Latin America, 1822 to the Present
  Taught by: Roger Kittleson
Catalog details
HIST 284 / AMST 284 / ASST 284 Introduction to Asian American History
  Taught by: Scott Wong
Catalog details
HIST 380(F) Comparative American Immigration History
  Taught by: Scott Wong
CATALOG DETAILS

HIST 384 / AMST 384 / ASST 384 Selected Topics in Asian American Studies
Taught by: Scott Wong

HIST 443 / AFR 383 Race and Ethnicity in Latin America
Taught by: Roger Kittleson

INTR 322 / PSCI 313 / AFR 322 Race, Culture, Incarceration
Taught by: TBA

CATALOG DETAILS

LATS 105(F) Latina/o Identities: Constructions, Contestations, and Expressions
Taught by: C. Ondine Chavoya, Maria Elena Cepeda

LATS 203 / ARTH 203 / WGSS 203 / AMST 205(S) Chicana/o/x Film and Video
Taught by: C. Ondine Chavoya

LATS 220 / AMST 221 / ENVI 221 Introduction to Urban Studies: Shaping and Living the City
Taught by: Mérida Rúa

LATS 224 / AMST 224 / REL 224 U.S. Latinx Religions
Taught by: Jacqueline Hidalgo

LATS 240 / COMP 210 / AMST 240 Latina/o Language Politics: Hybrid Voices
Taught by: Maria Elena Cepeda

LATS 246 / AMST 246 Aesthetics and Place-making in Latina/o New York
Taught by: Sebastian Perez

LATS 252 / AMST 252 Puerto Rico and Its Diaspora
Taught by: Mérida Rúa

LATS 286 / HIST 286(F) Conquests and (In)migrations: Latina/o History, 1848 to the Present
Taught by: Carmen Whalen

LATS 312 / AMST 312 / ENVI 313 Chicago
Taught by: Mérida Rúa

LATS 313 / AMST 313 / WGSS 313 / AFR 326(S) Gender, Race, and the Power of Personal Aesthetics
Taught by: Maria Elena Cepeda

LATS 327 / REL 314 / AMST 327 / AFR 357 Racial and Religious Mixture
Taught by: Jacqueline Hidalgo

LATS 338 / WGSS 338 / AMST 339 Latina/o/x Musical Cultures: Sounding Out Gender, Race, and Sexuality
Taught by: Maria Elena Cepeda

LATS 346 / AMST 346(F) Latinas/os and the Media: From Production to Consumption
Taught by: Maria Elena Cepeda

LATS 348 / AMST 348 / COMP 348 Graphic Narratives as Democratic Ideals
Taught by: Nelly Rosario

LATS 386 / HIST 386 / WGSS 386 Latinas in the Global Economy: Work, Migration, and Households
Taught by: Carmen Whalen

LATS 408 / AMST 408 Envisioning Urban Life: Objects, Subjects, and Everyday People
Taught by: Mérida Rúa

LATS 409 / WGSS 409 / AMST 411(S) Transnationalism and Difference: Comparative Perspectives
Taught by: Maria Elena Cepeda

LATS 471 / HIST 471 Comparative Latina/o Migrations
Taught by: Carmen Whalen

MUS 151(F) History of Jazz
Taught by: Kris Allen
PSCI 248 The USA in Comparative Perspective
Taught by: James Mahon

PSCI 349 Cuba and the United States
Taught by: James Mahon

PSYC 341 / WGSS 339 Stereotypes, Prejudice, and Discrimination
Taught by: Steven Fein

REL 237 / AFR 237 / AMST 237(S) Islam in the United States: From Black Muslims to the War on Terror
Taught by: Zaid Adhami

CRITICAL AND CULTURAL THEORY
Critical and cultural theory is for students who want their American Studies work to combine philosophy, aesthetics, and social thought. Its approach is methodological, conceptual, and problem-driven. Students combine courses in feminist theory, anti-imperial and postcolonial theory, literary theory, critical race theory, queer theory, psychoanalysis, Marxism, and other counter-traditions in political theory and philosophy.

Elective Courses

AFR 132 / AMST 132 / PSCI 132 Contemporary Africana Social and Political Philosophy
Taught by: Neil Roberts

AFR 299 / PSCI 233 / REL 261 Rastafari: Dread, Politics, Agency
Taught by: Neil Roberts

AFR 310 / AMST 310 / REL 310 / WGSS 310 Womanist/Black Feminist Thought
Taught by: Rhon Manigault-Bryant

AFR 360 / LEAD 360 / PHIL 360 / PSCI 370 The Political Thought of Frantz Fanon
Taught by: Neil Roberts

AMST 209 Introduction to Black, Brown, and Queer Theory
Taught by: Eli Nelson

AMST 219 / WGSS 217 / RUSS 218(S) Extreme Persuasions: The Far Right in the United States and Russia
Taught by: Alexandar Mihailovic

AMST 243 / AFR 243 Asian/American and Black Literary and Cultural Thought
Taught by: Dorothy Wang

AMST 260 / WGSS 262(F) Indigenous Feminisms
Taught by: Margaux L Kristiansson

AMST 353 / STS 353(S) Science Native to Turtle Island? The History of Native Science in North America
Taught by: TBA

AMST 359 / AFR 351 / ENGL 357(F, S) Spirits of Rebellion: The L.A. Rebellion Filmmakers
Taught by: Anthony Kim

AMST 382 / COMP 382 Transnational Asian/American Film and Video
Taught by: Anthony Kim

AMST 405(F) Critical Indigenous Theory
Taught by: Eli Nelson

ANSO 305(F) Social Theory
Taught by: Christina Simko

ANTH 328 Emotions and the Self
Taught by: Peter Just

COMP 340 / ENGL 363 Literature and Psychoanalysis
Taught by: Gail Newman
Catalog details
COMP 380 / ENGL 370(S) Literary and Critical Theory in the Twentieth Century
Taught by: Christopher Bolton

Catalog details
ENGL 113 / AMST 113 / WGSS 113 The Feminist Poetry Movement
Taught by: Bethany Hicok

Catalog details
ENGL 117 / COMP 117(S) Introduction to Cultural Theory
Taught by: Christian Thorne

Catalog details
ENGL 230 / COMP 240 Introduction to Literary Theory
Taught by: Christopher Pye

Catalog details
ENGL 302 / AMST 310 / WGSS 330(S) "A language to hear myself": Advanced Studies in Feminist Poetry and Poetics
Taught by: Bethany Hicok

Catalog details
ENGL 340 / AMST 340 / WGSS 340 / COMP 342 Elizabeth Bishop in the Americas
Taught by: Bethany Hicok

Catalog details
ENVI 217 / AMST 216 Landscape, Place and Power
Taught by: Nicolas Howe

Catalog details
ENVI 348 / AMST 347 Beyond Cli-Fi: Climate Change Histories & the Arts of Resilience
Taught by: April Merleaux

Catalog details
INTR 320 / LEAD 319 / PSCI 376(F) Angela Davis: Political Theory, Activism, and Alliances
Taught by: Joy James

Catalog details
INTR 322 / PSCI 313 / AFR 322 / AMST 322 Race, Culture, Incarceration
Taught by: TBA

Catalog details
INTR 343 T / AFR 343 / AMST 343 / WGSS 343 Representations of Racial-Sexual Violence from Enslavement to Emancipation
Taught by: TBA

Catalog details
LATS 338 / WGSS 338 / AMST 339 Latina/o/x Musical Cultures: Sounding Out Gender, Race, and Sexuality
Taught by: Maria Elena Cepeda

Catalog details
PHIL 228 / STS 228 / WGSS 228 Feminist Bioethics
Taught by: Julie Pedroni

Catalog details
PHIL 327 T / WGSS 327 Foucault on Power and Knowledge
Taught by: Jana Sawicki

Catalog details
PHIL 379 / AMST 379 American Pragmatism
Taught by: Steven Gerrard

Catalog details
POEC 250 / PSCI 238 / ECON 299(F) Economic Liberalism and Its Critics
Taught by: Jon Bakija, James Mahon

Catalog details
PSCI 235 / ENVI 235 Survival and Resistance: Environmental Political Theory
Taught by: TBA

Catalog details
PSCI 273 / ENVI 273 / STS 273 Politics without Humans?
Taught by: Laura Ephraim

Catalog details
PSCI 312 T / LEAD 312(S) American Political Thought
Taught by: Justin Crowe

Catalog details
PSCI 330 / GBST 330(S) American Political Thought in Hemispheric Context
Taught by: Arturo Chang

Catalog details
WGSS 101(F, S) Introduction to Women's, Gender & Sexuality Studies
Taught by: Greta Snyder, Emily Mitchell-Eaton, Alison Case, Kelly I Chung

Catalog details
WGSS 202(F, S) Foundations in Sexuality Studies
Taught by: Kelly I Chung, Gregory Mitchell
SPACE AND PLACE
This route focuses on the human landscape and the built environment. Courses listed below variously undertake the reading of geographical regions, patterns of habitation, imagined spaces, property relations and/or artifacts.

Elective Courses
AFR 211 / AMST 211 / ENVI 211 / SOC 211 Race and the Environment
Taught by: James Manigault-Bryant

AFR 317 / AMST 317 / DANC 317 / ENGL 317 / THEA 317 / COMP 319 Black Migrations: African American Performance at Home and Abroad
Taught by: Rashida Braggs

AMST 200(F, S) Ethnographic Directions
Taught by: Jan Padios

AMST 335 / ARTH 335(S) Uncovering Williams
Taught by: Dorothy Wang, Kevin Murphy

AMST 264 / AMST 264 American Art and Architecture, 1600 to Present
Taught by: Michael Lewis

ARTH 405 Seminar in Architectural Criticism
Taught by: Michael Lewis

ARTH 462 / AMST 462 / LATS 462 / ARTH 562(F) Art of California: Pacific Standard Time
Taught by: C. Ondine Chavoya

ART 501 / LEAD 301 / ARTH 303(S) Museums: History and Practice
Taught by: Michael Conforti

ECON 228 T / ENVI 228 Water as a Scarce Resource
Taught by: Ralph Bradburd

ECON 383(S) Cities, Regions and the Economy
Taught by: Stephen Sheppard

ENGL 312 / ENVI 315 Ecocriticism
Taught by: Jessica Fisher

ENGL 378 / ENVI 378 Nature/Writing
Taught by: David Smith

ENVI 101(F) Nature and Society: An Introduction to Environmental Studies
Taught by: Nicolas Howe, April Merleaux

ENVI 110 T The Anthropocene: Nature and Culture in the Human Age
Taught by: Nicolas Howe

ENVI 217 / AMST 216 Landscape, Place and Power
Taught by: Nicolas Howe

ENVI 283 / PSCI 283 Dirty Politics: Regulating Hazardous Chemicals and Wastes
Taught by: Pia Kohler

ENVI 291 / REL 291 / SOC 291 Religion and the American Environmental Imagination
Taught by: Nicolas Howe

ENVI 302 / AMST 302(F) Environmental Planning Workshop: Community-Based Experience
Taught by: Sarah Gardner

ENVI 307 / PSCI 317(F) Environmental Law
Taught by: David Cassuto

GEOS 305 / ENVI 205 Geomorphology
Taught by: José Constantine
Catalog details
HIST 372 The North American West: Histories and Meanings

Taught by: Karen Merrill
Catalog details
HIST 379 / AFR 379 / WGSS 379(S) Black Women in the United States

Taught by: Gretchen Long
Catalog details
HIST 380(F) Comparative American Immigration History

Taught by: Scott Wong
Catalog details
HIST 478 / AMST 478 / ENVI 478 Cold War Landscapes

Taught by: Karen Merrill
Catalog details
HIST 491 T / AMST 490 / ENVI 491(F) The Suburbs

Taught by: TBA
Catalog details
INTR 322 / PSCI 313 / AFR 322 / AMST 322 Race, Culture, Incarceration

Taught by: TBA
Catalog details
LATS 220 / AMST 221 / ENVI 221 Introduction to Urban Studies: Shaping and Living the City

Taught by: Mérida Rúa
Catalog details
LATS 246 / AMST 246 Aesthetics and Place-making in Latina/o New York

Taught by: Sebastian Perez
Catalog details
LATS 252 / AMST 252 Puerto Rico and its Diaspora

Taught by: Mérida Rúa
Catalog details
LATS 312 / AMST 312 / ENVI 313 Chicago

Taught by: Mérida Rúa
Catalog details
LATS 358 / ARTH 358 Latinx Installation and Site-Specific Art

Taught by: C. Ondine Chavoya
Catalog details
LATS 408 / AMST 408 Envisioning Urban Life: Objects, Subjects, and Everyday People

Taught by: Mérida Rúa
Catalog details
MAST 352 / HIST 352 American Maritime History

Taught by: Alicia Maggard
Catalog details
PSCI 349 T Cuba and the United States

Taught by: James Mahon
Catalog details
PSCI 410 Senior Seminar in American Politics: The Politics of Belonging

Taught by: TBA
Catalog details
PSYC 346 / ENVI 346 Environmental Psychology

Taught by: TBA
Catalog details
SOC 216 The City

Taught by: Marketa Rulikova
Catalog details
THEA 330 / COMP 330 / AMST 331 New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City

Taught by: Deborah Brothers
Catalog details

AMST 101 (F)(S) America: The Nation and Its Discontents (DPE)

American Studies is a capacious, interdisciplinary, and extraordinarily varied field encompassing ethnic studies, women and gender studies, political science, media studies, history, anthropology, literature, ethnography, and more. "America" as a term is itself contentious. Is America transnational and transhistorical? Does America mean the United States? Is it a settler colonial empire? A symbol of liberal democracy? Who or what is American and who or what makes America? In asking and answering these questions, American Studies scholars value scholarship and teaching rooted in
praxis, political relevance, intersectionality, and solidarity. In this course, we will anchor the dizzying array of methods and questions surrounding who, what, where, when (and why) is America(n) by focusing on the very real ways these subjects are embodied -- in environments, practices and artifacts, and in the bodies of people who labor under, are colonized and oppressed by, who resist, refuse, reform, and reimagine "America." The goal of this course is to explore the myriad and contradictory ways in which America has been made and unmade, training students in primary source analysis, including political manifestos, autobiographies, historical and archival materials, legal documents, ethnography, art, literature, music, and film.

**Class Format:** This course will be taught remotely, with a combination of synchronous and asynchronous meetings, assignments, short lectures, and opportunities for engagement (e.g. Zoom, Glow, Panopto & Loom). In the time slots assigned to this course, there will be a single, collective meeting every week, as well as weekly meetings of small groups in which readings are further discussed.

**Requirements/Evaluation:** Evaluation will be based on class participation, weekly reading questions (via Glow quiz), and series of written assignments (three 3-page papers; and one 5- to 7-page paper).

**Prerequisites:** none

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

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

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement in its constant interrogation of historical patterns of unequal access to power, wealth, citizenship, and education in the U.S., and in its recognition and analysis of forms of resistance to and corrections of such inequities.

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**AMST 105  (S)  American Girlhoods  (DPE) (WS)**

**Cross-listings:** AMST 105  WGSS 105  ENGL 105

**Secondary Cross-listing**

The image of the girl has captivated North American writers, commentators, artists, and creators of popular culture for at least the last two centuries. What metaphors, styles of writing, ideas of "manners and morals" does literature about girls explore? What larger cultural and aesthetic concerns are girls made to represent? And how is girlhood articulated alongside and/or intertwined with other identities and identifications, such as race, ethnicity, class, and sexuality? These are some of the issues we will explore in this course.

**Requirements/Evaluation:** at least 20 pages of writing; short, more informal writing assignments; GLOW posts; class participation

**Prerequisites:** none

**Enrollment Limit:** 19

**Expected Class Size:** 19

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

**Distributions:** (D1) (DPE) (WS)

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

AMST 105 (D1) WGSS 105 (D1) ENGL 105 (D1)

**Writing Skills Notes:** Students do at least 20 pages of writing (4-5 papers) and are required to revise several papers. We also devote significant class time to talking about successful academic writing. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course considers the construction of girhood in the United States along the axes of race, gender, sexuality, class and more, and the literary history of who, in various moments in America, has even been allowed to claim the privileges of and/or be burdened with the idea of being a girl. It examines how girhood is represented in relation to (in)equity and power and what kinds of literary and cultural forms writers utilize to illuminate these differences.
AMST 113 (F) The Feminist Poetry Movement (DPE) (WS)

Cross-listings: WGSS 113 ENGL 113 AMST 113

Secondary Cross-listing

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

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

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

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first years

Expected Class Size: 19

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

Distributions: (D1) (DPE) (WS)

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

WGSS 113 (D1) ENGL 113 (D1) AMST 113 (D1)

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, three four-to-five-page graded papers, one creative assignment, and a final digital research project (10-page equivalent; peer reviewed). Students receive critical feedback on written assignments a week prior to due date through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next assignment.

Difference, Power, and Equity Notes: The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

AMST 114 (S) Of Caravans and Narcos: U.S. Media Narratives about Central and South America (DPE)

Cross-listings: LATS 114 AMST 114

Secondary Cross-listing

What do contemporary U.S. media discourses about Central and South America reveal about relationships of power in the Americas? How does the systematic analysis of visual, textual, and sonic media discourse enhance our comprehension of broader social dynamics? How do South and Central Americans in the diaspora actively counter dominant media narratives about their communities? And what does it mean to center the unique histories, cultures, and political contexts of diasporic Central and South Americans within Latina/o/x Studies? Drawing from a wide range of scholarly materials and media platforms, this interdisciplinary course assumes a transnational approach to these issues, with an emphasis on how to conduct effective discourse analysis of everyday media texts. Above all, we will highlight the ways in which ethno-racial identity, gender, sexuality, class, and nation intersect to inform mainstream U.S. media narratives and our understandings of past and present modes of representation.
Class Format: discussion

Requirements/Evaluation: two short (5- to 7-page) essays; one class presentation; final take-home examination (5-7 pages)

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: LATS concentrators by seniority; AMST majors by seniority

Expected Class Size: 12

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

Distributions: (D2) (DPE)

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

LATS 114 (D2) AMST 114 (D2)

Difference, Power, and Equity Notes: This course encourages students to develop critical thinking skills regarding the intersection of categories of difference (including ethno-racial identity, gender, sexuality, class, and nation) employing a variety of scholarly materials and every day media texts. Students will be encouraged to consider past and current relationships of power across the Americas with an eye towards how attitudes towards Central and South Americans shape representations of these communities in the Global North.

Not offered current academic year

AMST 125  (F)(S) Introduction to Asian American and Pacific Islander Studies  (DPE)

This course covers topics and approaches salient to contemporary Asian American and Pacific Islander (AAPI) Studies as an interdisciplinary field of scholarship and activism. Drawing on primary source documents, scholarship, visual media, and creative work, we will look at cross-racial solidarity and organizing, anti-Asian exclusion and xenophobia, war and refugee communities, public and mental health, and immigration histories and experiences. We will ground our inquiry in the social movements from which the field emerged in the late-1960s and 1970s, then move on to address foundational terms for Asian American and Pacific Islander scholars, such as race, citizenship, queerness, empire, transnationalism, and Indigeneity. Throughout the course we will stay attentive to overlapping histories between AAPI and Native, Indigenous, Black, and Latinx people and communities. Students will also have a number of opportunities to practice analytic writing, do creative work, engage in personal reflection, and participate in community building.

Class Format: This course will be conducted remotely. International students should contact the professor by email if interested.

Requirements/Evaluation: Weekly: an average of 50 pages of reading and/or watch a documentary film; view a pre-recorded mini-lecture made by the professor; submit 200-300-word responses to readings and a 75-100-word discussion question; participate in synchronous class discussions or synchronous small-group discussions with the professor. Three free passes on these assignments. 3x per semester: 3-page writing or creative assignments, including letter writing, interviewing a classmate, analyzing a passage from a historical document, or close reading a scene from a film or story. Final: Each student will participate in a class-wide final project.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: If over enrolled: first-year students, AMST majors, or graduating students without prior experience with the topic

Expected Class Size: 12

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course defines "Asian," "Asian American," and "Pacific Islander" as categories of social difference created through historical conditions (e.g. migration, imperialism) that change over time. These terms also refer to forms of personhood with racial, national, and ethnic meaning determined by unequal distribution of power and resources. Students in the course are asked to understand, engage, and articulate these differences, historical, and social process.

Fall 2020

SEM Section: R1  TF 1:30 pm - 2:45 pm  Jan  Padios

Spring 2021

SEM Section: R1  TF 1:30 pm - 2:45 pm  Jan  Padios
AMST 128  (S)  Reading Asian American Literature
Cross-listings:  COMP 128  ENGL 128  AMST 128

**Primary Cross-listing**

Though the category and term "Asian American" came about as a result of political struggle in the 1960s, what we now call Asian American writing in English began in the nineteenth century and has played a significant role in every American literary "movement" from Modernism, realism, protest literature to various avant-gardes, the graphic novel, and digital poetries. This course closely reads a sampling of texts in a variety of genres and styles-produced by writers from various Asian American ethnic groups-from the late nineteenth century to the present and contextualizes them historically, both domestically and globally. We will examine the material, cultural, political, and psychic intersections of larger structural forces with individual writers and texts. Along the way, we will interrogate the notion of "Asian American"--its contradictions, heterogeneous nature, and our assumptions--and its relation to the idea of "American." Some questions we will ask: "Why have Asian Americans and Asian American writers and writing so often been viewed as 'foreign' or 'alien' to the American body politic and the English-language literary tradition?" "How might Asian American writing be linked to other English-language texts in the Asian diaspora?"

**Requirements/Evaluation:** six 2-3 pp. papers, participation (attendance, discussion, GLOW posts), and a final project (the final project is 7-9 pages: either a creative project or an analytical paper)

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** prospective AMST or ENGL majors

**Expected Class Size:** 15

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

**Distributions:** (D2)

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

COMP 128 (D2) ENGL 128 (D1) AMST 128 (D2)

Not offered current academic year

AMST 132  (F)  Contemporary Africana Social and Political Philosophy
Cross-listings:  AMST 132  AFR 132  PSCI 132

**Secondary Cross-listing**

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

**Requirements/Evaluation:** attendance and participation, two 5- to 7-page essays, and one 10-page final paper

**Prerequisites:** none; open to all

**Enrollment Limit:** 15

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

**Expected Class Size:** 12

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

**Distributions:** (D2)

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

AMST 132 (D2) AFR 132 (D2) PSCI 132 (D2)

Not offered current academic year

AMST 142  (F)  AlterNatives: Indigenous Futurism and Science Fiction  (DPE)
Cross-listings:  AMST 142  STS 142

**Primary Cross-listing**
Indigenous people occupy a paradoxical position in time. On one hand, as survivors of genocide and occupation, they are already post-apocalyptic, occupying what many Indigenous thinkers argue is "our ancestor's dystopia." On the other hand, Indigenous people are relegated to the past in settler and colonial discourses, which, in relying heavily on notions of contact, authenticity, and vanishing, preclude Indigenous peoples from not only futurity, but from modernity and associated visions of science and technology too. This tutorial explores how Native science fiction imagines and enacts futurity from this paradoxical Indigenous temporality. Looking across numerous national and transnational Indigenous contexts, in addition to different kinds of media, including short stories, novels, visual art, video games, films, and online platforms like second life, this tutorial foregrounds the ways in which science fiction functions as a mode of Indigenous theory, knowledge production, and claiming of not only the future but of the past and present, as well. Pairing media readings with works in science fiction and Indigenous studies, we will explore the role of indigeneity in the founding and tropes of European and settler science fiction, Native "slipstream" and eco SF, post-post-apocalyptic thinking, space travel and frontiers, Native pessimism, and Indigenous technologies and epistemologies cast into the future. We will pay careful attention to the political stakes of these narratives and expression for Indigenous sovereignty and self-determination.

Requirements/Evaluation: attendance and participation, weekly 2- to 4-page written responses to class readings, short fiction prompts, and your partner’s writing

Prerequisites: permission of instructor

Enrollment Limit: 10

Enrollment Preferences: American Studies majors and Science and Technology Studies concentrators

Expected Class Size: 10

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

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 142 (D2) STS 142 (D2)

Difference, Power, and Equity Notes: This course will underscore the ways in which structures like race, gender, sexuality, and colonialism are deeply imbedded in every form of cultural production, and will highlight how imagining the future otherwise has real impact and import in the lives and political existence colonized people.

Not offered current academic year

AMST 146 (F) Introduction to Native American and Indigenous Studies (DPE)

What does it mean to be a citizen of an Indigenous nation? Why are there laws against selling inauthentic Native American art? Who is two spirit and what obligations and politics does that position and identity entail? Where do we locate tradition and Indigenous peoples in time? In this course, we will address these questions and more, surveying indigeneity as it is constructed and expressed in historical narratives, activism and education, governance and identity, art and literature, science and religion, and gender and sexuality. Knowledge of the Indigenous is a foundational element of the United States. From missionaries documenting Indigenous languages, to sports mascots, DNA testing, and even to New Age spirit quests and sweat lodges, the coherence and legitimacy of this settler colonial empire has demanded expertise in and the appropriation of Indigenous bodies, knowledges, and cultures as a means of continually displacing and erasing them. And yet, that is not the only way to produce knowledge of, by, and with Indigenous people. Indigenous Studies provides a variant way of thinking and learning about indigeneity. The imperative of Indigenous Studies is to understand Indigenous peoples on their own terms and the world on those same terms. In this course we will explore not only questions related to Native America today, but also the various reasons and implications for why we study it.

Class Format: This course will be taught remotely. Class sessions will include asynchronous lectures and Zoom-based discussion sections. Additionally, we will interact through online message boards and group film screenings.

Requirements/Evaluation: attendance and class participation, three 3- to 5-page essays, and one in-class presentation

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: American Studies majors or first- and second-year students

Expected Class Size: 19

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course addresses the dynamics of power inherent in studying Indigenous people in the academy, and will provide students the vocabulary and framework necessary to interrogate how settler colonialism and Indigenous survivance intersects with questions
of race, gender, sexuality, and the construction of difference.

Fall 2020
SEM Section: R1    MR 3:15 pm - 4:30 pm    Eli Nelson

AMST 157  (S)  1960s and U.S. History   (WS)
Cross-listings:  HIST 157   AMST 157
Secondary Cross-listing
This 100-level seminar will introduce students to the craft of history through the study of the 1960s, an important decade in American history (indeed, the world). In the U.S., this decade was marked by the on-going war in Vietnam, the struggle against racial inequality and racist oppression, changes in attitudes toward sex and sexuality, music, the role of youth culture, advances in technology, the rise of new expressions of American conservatism, and other tumultuous transformations in politics, culture, and the economy.
Requirements/Evaluation:  two 3-- to 5--page papers based on readings; a 5-- to 7-page oral history project; research precis, annotated bibliography; final 10--page research paper; class participation
Prerequisites:  first-years
Enrollment Limit:  19
Enrollment Preferences:  first-years
Expected Class Size:  15
Grading:  no pass/fail option,   no fifth course option
Distributions:  (D2)  (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
HIST 157 (D2)   AMST 157 (D2)
Writing Skills Notes: Precis and annotated bibliography will receive critical feedback from professor and peers, and dedicated time in class to discuss assignments and traits of effective history writing. On all papers students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.
Not offered current academic year

AMST 167  (S)  Let Freedom Ring? African Americans and Emancipation   (WS)
Cross-listings:  AFR 167   HIST 167   AMST 167
Secondary Cross-listing
This course will examine African Americans' transition from slavery to freedom. In the years that encompassed the Civil War and immediately after, most African Americans changed from being legal property, able to be bought, sold, mortgaged, rented out, and leveraged into U.S. citizens, with the Constitutional right to male suffrage. This course examines this transition. How did it come about? To what extent were African Americans able to exercise their rights that the constitution guaranteed? How did Emancipation shape African American family relations, culture and demography? This is a research seminar. We will examine work of historians and discuss the contradictions and nuances of emancipation. Readings will include monographs, scholarly articles and heavy dose of primary sources, as many as possible written by African Americans themselves. Assignments include an original research paper on an aspect of Emancipation. We will devote considerable time throughout the semester to finding primary and secondary sources and on the writing process.
Requirements/Evaluation:  research paper, short writing assignments, class participation
Prerequisites:  first-years and sophomores
Enrollment Limit:  19
Enrollment Preferences:  first-years, and then sophomores who have not previously taken a 100-level seminar
Expected Class Size:  19
Grading:  yes pass/fail option,   yes fifth course option
Distributions:  (D2)  (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
AFR 167 (D2) HIST 167 (D2) AMST 167 (D2)

Writing Skills Notes: Students will work throughout the semester on research paper that concerns Emancipation in the US. Students will turn in segments of this paper in separate assignments. During the final weeks of the course students will stitch these components together. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Spring 2021
SEM Section: R1 TR 9:45 am - 11:00 am Gretchen Long

AMST 200 (F)(S) Ethnographic Directions (DPE)
This course introduces students to the practice and politics of ethnography, broadly defined as the study and representation of people, culture, and society. We begin the semester by looking at the history of ethnographic methodologies in anthropology and sociology, and examining how ethnography can be decolonized. We then read several examples of ethnographic research related to marginalized or minority groups in the U.S. -- such as undocumented migrants from Latin America, formerly unsheltered Black girls, or Diné fighting resource extraction on the reservation -- along with articles that illuminate issues of power, observation, consent, and representation in ethnographic research. Through readings, discussion, and engagement in ethnographic exercises, students will gain familiarity with the different phases or components of conducting ethnographic research, while also considering different styles of ethnographic production, including creative work. While this course is designed to look specifically at ethnographic directions that intersect with the interdisciplinary field of American Studies, it is open to any student interested in exploring many of the pressing social issues of our time (such as mass incarceration, refugee resettlement, and drug addiction); committed to thinking critically about how to study these problems; and creating communities of care and solidarity for fighting, and quite possibly, solving them.

Class Format: This course will be conducted remotely. International students should contact the professor by email if interested.

Requirements/Evaluation: Weekly: Average 50 pages of reading; submit 200-300-word responses to readings and a 75-100-word discussion question; participate in synchronous class discussions. Three free passes given on these assignments. Three times per semester: Short ethnographic research assignments, such as conducting (socially distant) observation or an interview; coding a transcript; or writing a mini-research proposal. Final: 1) a 5-page scholarly book review of one single-authored ethnographic work. OR 2) a 5-page scholarly blog post about a particular issue in ethnography.

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: Enrollment preferences if over enrolled: AMST majors, students seeking methods courses

Expected Class Size: 12

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course covers a range of ethnographic studies of people and cultures around the world, with particular attention to scholarship in which power relations and structural analysis are central. Students are asked to discover how scholars use ethnographic methods to account for differences within and between communities.

Fall 2020
SEM Section: R1 TR 6:45 pm - 8:00 pm Jan Padios

Spring 2021
SEM Section: R1 TR 6:45 pm - 8:00 pm Jan Padios

AMST 201 (S) Cold War Intellectuals: Civil Rights, Writers and the CIA (DPE)

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

Secondary Cross-listing
This tutorial focuses on US-based views of the Cold War. It examines how intelligence agencies and intellectuals, as well as government officials, viewed civil rights, human rights, and US hegemony. Readings include: Williams J. Maxwell (F. B. Eyes: How J. Edgar Hoover's Ghostreaders Framed African American Literature); James Baldwin (The Fire Next Time); Ralph Ellison (The Collected Essays of Ralph Ellison); Report to the President by the Commission on CIA Activities Within the United States (1975, VP Nelson Rockefeller, chair); Hugh Wilford (The Mighty Wurlitzer: How the CIA Played America); Hannah Arendt (The Origins of Totalitarianism; On Violence; “Reflections on Little Rock”); Frances Stonor Saunders (Who Paid the
Piper? The CIA and the Cultural Cold War. Students alternate weekly between 5-page primary and 2-page secondary papers on assigned readings.

Requirements/Evaluation: Attend all classes; submit completed papers 24 hours before seminar meets.
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: Juniors and Seniors.
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 224 (D2) PSCI 221 (D2) AMST 201 (D2) LEAD 220 (D2) INTR 220 (D2)

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

Spring 2021
TUT Section: RT1  TBA   Joy A. James

AMST 202  (F)(S) Introduction to Racial Capitalism  (DPE)  (WS)
Cross-listings: AMST 202  AFR 209

The historical relationship between race and capitalism is one of the most enduring debates in U.S. historiography, shaping modes of inquiry and analysis across history, law, economics, sociology, anthropology, and other fields. This course seeks to introduce students to the concept of "racial capitalism"--which rejects treatments of race (and racism) as external to the so-called real workings of capitalism--as a way to understand this relationship and as an activist hermeneutic through which to identify and respond to the conditions that American Studies must reckon with. Students will gain familiarity with the global history of racial capitalism and the power of the concept itself through secondary sources and a wide range of primary sources, and through engaged discussion and short essays. Throughout the course, we will pay special attention to the cultural politics, political geographies, and historical development of racial capitalism, thus attending to how the social relations of racial capitalism have been known, lived, and resisted across time and space. The course is organized around three key themes: the land question; race, capitalism, and nation; and the banalities of racial capitalism. Across these themes, the course will address such issues and topics as North American settler colonialism, circum-Caribbean plantation slavery and "Coolie" labor, mass incarceration, the subprime mortgage crisis, and the War on Terror. The course will do so through and against a history of racial capitalism that privileges the U.S. nation-state in particular. By the end of this course, students should be able to: detail and analyze the historical development of and resistance to racial capitalism, doing so in relation to the global itineraries of racial slavery, settler colonialism, imperialism, and white supremacy; trace the history of the concept of racial capitalism itself; and identify how the concept continues to shape the field of American Studies.

Requirements/Evaluation: Evaluation will be based on the following requirements: Class Participation: 25%; Weekly Responses (350-500 words): 25%; Essay 1--First submission (5 pgs): 10%; Essay--Revision (5 pgs): 10%; Essay 2 (5 pgs): 15%; Essay 3 (5 pgs): 15%. Class will meet twice per week. Tu. meetings will be asynchronous and Th. meetings will be synchronous. Asynchronous components of the course include pre-recorded lectures, discussion boards, and other exercises that promote as much connection as possible within the constraints of remote education. Toward this end, synchronous meetings will center engaged discussion in small groups and as a class.
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: American Studies majors, students specializing in Native American and Indigenous Studies, Africana majors, History
majors

Expected Class Size: 12
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE) (WS)

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

AMST 202 (D2) AFR 209 (D2)

Writing Skills Notes: Emphasis on writing process and revision: Three thesis papers at 5 pages each (each receiving critical feedback from professor and peers); one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper.

Difference, Power, and Equity Notes: Throughout, the course addresses the issues of difference, power, and equity amongst groups and the nature of the theoretical tools or perspectives used to understand these issues. It does so familiarizing students with "racial capitalism" as both a way of understanding the historical relationship between race and capitalism, and as an activist hermeneutic to respond to the conditions that American Studies and other fields must reckon with in the present.

Fall 2020
SEM Section: R1 TR 9:45 am - 11:00 am Hossein Ayazi

Spring 2021
SEM Section: R1 TR 9:45 am - 11:00 am Hossein Ayazi

AMST 204 (F) Modern Rebels: Revolt, Resistance, Reconstruction and Revelation

Cross-listings: AMST 204 DANC 205

Secondary Cross-listing

"Dance is the fist with which I fight the sickening ignorance of prejudice." -Pearl Primus Early 20th century modern dance exemplified embodied rebellion. The body as a tool for expression, social critique and resistance evolved radically, as the work of modern dance artists in the U.S. exposed and dismantled restrictive aspects of the racial and social dynamics of the 20th century, especially for women and people of color. We will examine particular artists' voices that arose with new aesthetic and thematic concerns in the struggle for artistic freedom and social justice, while examining why some, and not others, had opportunities to advance their art. We will investigate key artists and works in the historic canon in order to understand the ways in which bodies rebel, overtly and covertly, to guide us in the power and importance of embodied resistance. Virtual class visits with artists active in the reconstruction and performance of works of protest such as Talley Beatty's Mourne's Bench, Jane Dudley's Time is Money and Harmonica Breakdown, Martha Graham's Chronicle and Deep Song, Pearl Primus' Strange Fruit and Hard Time Blues, Sophie Maslow's Dustbowl Ballads, and Anna Sokolow's Slaughter of the Innocents and Rooms will enhance our dialogue. We will also connect these historic pieces to the work of current artists such as Dr. Shamell Bell and Akram Khan. We will learn to "read" dance as a language and to develop a critical framework by examining, for example, how we define bodily innovation, what a work reflects about its time, its creator, and the place of dance in society, how the body is constructed/deconstructed in the work, spiritual practice in relation to dance-making, the social identity of the creator and the performers, and the role of music/sound/text in relation to movement expression. We will periodically practice movement ideas in workshops designed for any student; no previous dance experience is expected or required. The class will collaboratively develop final project(s) on our chosen themes, using movement, sound, and research to develop our own call(s) to action. These will be activated in spaces both physical and virtual.

Class Format: Hybrid

Requirements/Evaluation: Students are expected to complete course readings and viewings in order to actively participate in discussions, generate periodic short written responses, and develop and present a final project.

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Preference given via lottery if over-enrolled

Expected Class Size: 12
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 205 (S) Chicana/o/x Film and Video

Cross-listings: AMST 205  WGSS 203  LATS 203  ARTH 203

Secondary Cross-listing

Hollywood cinema has long been fascinated with the border between the United States and Mexico. This course will examine representations of the U.S.-Mexico border, Mexican Americans, and Chicanxs in both Hollywood film and independent media. We will consider how positions on nationalism, race, gender, identity, migration, and history are represented and negotiated through film. We will begin by analyzing Hollywood "border" and gang films before approaching Chicana/o/x-produced features, independent narratives, and experimental work. This course will explore issues of film and ideology, genre and representation, nationalist resistance and feminist critiques, queer theory and the performative aspects of identity. Through a focus on Chicana/o/x representation, the course explores a wide spectrum of film history (from the silent era to the present) and considers numerous genres.

Class Format: Remote. Discussion-oriented lecture class. The course will feature synchronous online class meetings. In addition to class meetings and readings, students will be expected to watch 3-5 hours of film per week on GLOW or in the library.

Requirements/Evaluation: one short paper, mid-term exam, final exam and take home essays

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: Art majors; LATS concentrators

Expected Class Size: 14

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

Distributions: (D2)

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

AMST 205 (D2) WGSS 203 (D2) LATS 203 (D2) ARTH 203 (D1)

Spring 2021

LEC Section: R1  MW 11:45 am - 1:00 pm  C. Ondine Chavoya

AMST 208 (F) Time and Blackness

Cross-listings: AFR 208  REL 262  AMST 208

Secondary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: concentrators in Africana Studies, majors in Religious Studies, and majors in American Studies
Expected Class Size: 10

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

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 208 (D2) REL 262 (D2) AMST 208 (D2)

Not offered current academic year

AMST 209 (F) Introduction to Black, Brown, and Queer Theory (DPE)
Have you ever tried to relate your experiences, rooted in your own complex identities, history, and social networks, to those of others you perceive as different and perhaps allied, but found you lacked some fundamental vocabulary? This is a common problem, even for critical theorists who take as their object of study political, affective, and epistemological structures of difference and power. Critical race, postcolonial, Indigenous, and queer theories have often centered the relationship between the normative and non-normative, between straight and queer, colonizer and colonized, and white and black. Connections between the differently non-normative can sometimes be pushed to the periphery. But what if we were to center that periphery? What views of complex power structures and new avenues of thought and solidarity would arise if we took as our starting point the social and theoretical interconnectedness and overlap of black, brown, and queer folks? This course will serve as an introduction to critical race, postcolonial, Indigenous, and queer theories as conceptually and phenomenologically interlocking and allied fields. By reading with theorists in all these traditions and at their intersections, we will explore how blackness, indigeneity, and brownness are constructed and function in the context of colonialism and settler colonialism, how differently racialized bodies are sexed and sexualized, and how queerness as method can speak across these issues. No background in critical theory is required for this course. We will focus on how to read and discuss theory, and how to think holistically about the structures that work to keep us divided.

Requirements/Evaluation: attendance and class participation, two 4-page reflection papers, and a final creative project (TBD with instructor) or take-home exam

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: American Studies majors

Expected Class Size: 12

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course introduces students to theories of difference and power, such as critical race, postcolonial, Indigenous, and queer theories. The aim of the course is to establish the skills and frameworks needed to think about how these categories and theories interact, overlap, and constitute one another.

Not offered current academic year

AMST 211 (F) Race and the Environment
Cross-listings: AMST 211 ENVI 211 AFR 211 SOC 211

Secondary Cross-listing
In contemporary societies, race remains an enduring impediment to the achievement of equality. Generally understood as a socially meaningful way of classifying human bodies hierarchically, race manifests itself in a number of arenas, including personal experience, economic production and distribution, and political organization. In this course, we will explore how race emerges in local and global environmental issues, like pollution and climate change. We will begin with a review of some of the landmark texts in Environmental Studies that address “environmental racism,” like Robert Bullard’s Dumping in Dixie and David Pellow’s Garbage Wars. We will examine how and to what extent polluting facilities like landfills, oil refineries, and sewage treatment plants are disproportionately located in communities of color; we will also pay attention to how specific corporations create the underlying rationale for plotting industrial sites. After outlining some of the core issues raised in this scholarship, we will turn to cultural productions—like literature, film, and music—to understand how people of color respond to environmental injustice and imagine the natural world.

Class Format: discussion

Requirements/Evaluation: class participation, 2-3 short papers (5-7 pages), and a self-scheduled final

Prerequisites: none

Enrollment Limit: 20
AMST 212 Moving While Black

Opening your apartment door, driving down the highway, taking a knee, raising a fist, sitting at the lunch counter then or sitting in a café now, these movements have historically and presently prompted fear at a minimum and in the most grave cases death for black people. Whether in the U.S. or globally, moving in the world as a black person often means being perceived as different, foreign and threatening. Crawling, dancing, running and boxing, these movements have countered fear and articulated the beauty, pride, creativity and political resistance of black people. In both cases, black movement matters and means much. While many consider movement to be just organized dance moves, this course expands students’ definitions of black movement and teaches them to analyze multiple perceptions, uses, and reactions to it. “Moving while Black” offers examples of physical movement in improvised and practiced performance, quotidian movement, geographical movement across national borders and symbolic, politicized gestures. Students will investigate black movement via interdisciplinary sources that reflect various time periods and locations. Students may analyze such texts as Jacob Lawrence’s visual art in The Migration Series, the movement of the rumba dance form between Cuba and the Democratic Republic of Congo, the Alvin Alley American Dance Theater’s “Revelations,” William Pope.L’s choreographed crawls, the 1995 World Rugby Cup in South Africa, and the 2018 case of a Kansas resident arrested while moving into his own home. Additionally, this course features an important practice element, in which students experiment with in-class movement exercises and workshops, engage with dance archives at Jacob's Pillow, interview participants of Kusika, and create and perform their own choreographies. While no previous experience in performance is required, curiosity and openness to learning through one's own body movement is expected.

Class Format: classes will rotate throughout the semester between seminar discussions in the classroom and performance exercises in the studio

Requirements/Evaluation: multiple reading/viewing responses in a movement journal, an essay closely analyzing movement; a presentation, and multiple movement-based performances including a final project with outside research and a proposal

Prerequisites: none

Enrollment Limit: 14

Expected Class Size: 10

Grading: (D2)

Not offered current academic year

AMST 213 Asian American Identities in Motion (DPE)

Cross-listings: GBST 214 ASST 214 THEA 216 AMST 213 DANC 216

Secondary Cross-listing

The course aims to explore dance and movement-based performances as mediums through which identities in Asian and Asian-American (including South-Asian) communities are cultivated, expressed, and contested. It will orient students towards "reading" and analyzing live and mediated performances within historical, social, and political frameworks. Students will explore how socio-historical contexts influence the processes through which dance performances are invested with particular sets of meanings, and how artists use performance to reinforce or resist stereotypical representations. Core readings will be drawn from Dance, Performance, Asian, and Asian American Studies, and will engage with issues such as nation formation, race and ethnicity, appropriation, tradition and innovation among other topics. This is primarily a discussion-based seminar course, and might also include film screenings, discussion with guest artists and scholars, and opportunities for creative projects. No previous dance experience is required.

Class Format: This course will be taught in a virtual format and will be remote.

Requirements/Evaluation: reading responses, essays, in-class writing assignments, class participation, and group presentations.

Prerequisites: none

Enrollment Limit: 15
Enrollment Preferences:  first years and sophomores

Expected Class Size:  15

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

Distributions:  (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
GBST 214 (D2) ASST 214 (D1) THEA 216 (D1) AMST 213 (D2) DANC 216 (D1)

Difference, Power, and Equity Notes: This course introduces students to the role of performance in nation formation in Asia and the history of Asian-Americans in the US through analysis of dance performances and practices. Student will explore how race was central to the formation of Asian and the American nation, and how social and legal discriminatory practices against minorities influenced popular culture. The assigned material provide examples of how artists address these inequalities and differences in social power.

Spring 2021

SEM Section: R1    MR 3:15 pm - 4:30 pm     Munjulika Tarah

AMST 214  (F)  Performance Ethnography  (DPE)

Cross-listings:  GBST 215  DANC 214  ANTH 215  AMST 214  THEA 215

Secondary Cross-listing

The course aims to explore the theory, practice, and ethics of ethnographic research with a focus on dance, movement, and performance. Traditionally considered to be a method of research in anthropology, ethnography is the descriptive and analytical study of a particular community through fieldwork, where the researcher immerses herself in the culture of the people that she researches. In this course students will be introduced to (i) critical theory that grounds ethnography as a research methodology, (ii) readings in ethnographic studies of dance and performance practices from different parts of the world, and (ii) field research in the local community for their own ethnographic projects. This is primarily a discussion-based seminar course and may include fieldwork, attendance at live performances, film screenings, workshop with guest artists etc. No previous dance or performance experience is assumed or required.

Class Format:  community-based field work

Requirements/Evaluation:  class participation, reading responses, fieldwork and field notes, short papers, and final essay

Prerequisites:  none

Enrollment Limit:  15

Expected Class Size:  10

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

Distributions:  (D1)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
GBST 215 (D2) DANC 214 (D1) ANTH 215 (D2) AMST 214 (D1) THEA 215 (D1)

Difference, Power, and Equity Notes: This course focuses on ethnographic research with an emphasis on the ethics of doing ethnography in field sites and making performances based on that research. In fieldwork and performance work, there is a difference in social, cultural, and political (broadly conceived) power between researcher and interlocutors. In the course, students' critical analytical skills are developed for them to be self-reflective about these power differentials and to address issues of social inequality.

Not offered current academic year

AMST 216  (F)  Landscape, Place and Power

Cross-listings:  AMST 216  ENVI 217

Secondary Cross-listing

How does culture shape the way we imagine, use, and experience the physical environment, and how does the physical environment shape culture in turn? What can landscapes tell us about the values, beliefs, and ideas of the people who make them? What is the relationship between place and social power? This course will explore the various ways in which scholars from a broad range of disciplines have sought to answer these questions by incorporating insights from social theory and cultural criticism. Focusing on studies of place and landscape in the Americas from the time of European colonization to the present, it will examine key works from fields such as cultural geography, environmental history, ecocriticism, environmental
philosophy, and anthropology, and it will survey the major methodological and theoretical commitments that unite these fields.

Requirements/Evaluation: three 5- to 7-page essays; several shorter writing assignments

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 19

Expected Class Size: 15

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

Distributions: (D2)

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

AMST 216 (D2) ENVI 217 (D2)

Not offered current academic year

AMST 218 (S) Gender and Sexuality in the Neo-slave Narrative  (DPE) (WS)

Cross-listings: AMST 218  ENGL 218  AFR 218  WGSS 218

Secondary Cross-listing

Hortense Spillers has noted that ex-slave Harriet Jacobs, "between the lines of her narrative, demarcates a sexuality that is neuterbound" and we live with the aftermath of her observation. "Ungendering," one of the transformations undergone by bodies subjected to the Middle Passage, is one of the keywords that forms the foundation for a conversation about slavery, blackness, gender, sexuality, and archive. Throughout this course we will wrestle with the questions: How does the designation "slave" rupture, reify, or expand our understandings of sexuality and gender? What conditions have necessitated the neo-slave narrative form? Texts include: slave narratives and neo-slave narratives in the forms of novels, visual art, and film. Course texts include: Octavia E. Butler's Kindred, Jewelle Gomez's Gilda Stories, Glenn Ligon's "Runaways", and Jordan Peele's Get Out. Critical theories of blackness, gender, and sexuality are also central texts in this course including that by Darieck Scott, Saidiya Hartman, Hortense Spillers, Matt Richardson, and others. Given that neo-slave narratives intervene in the sexual and gendered silences of slave narratives and the power relations that produced them, students who are hesitant to study sexual violence might consider taking another course.

Requirements/Evaluation: mandatory participation in discussion, four papers including one critical revision (total 20 pages), keyword glossary

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

Enrollment Limit: 19

Enrollment Preferences: sophomores

Expected Class Size: 19

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

Distributions: (D1)  (DPE)  (WS)

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

AMST 218 (D2) ENGL 218 (D1) AFR 218 (D1) WGSS 218 (D2)

Writing Skills Notes: Three thesis papers at 5 pages each (each receiving critical feedback from professor); one thesis paper revision with critical feedback from professor and peers including one letter of revision explaining the student's revision process; one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course examines the work of black writers and artists engaged with the archival silences imposed by the power dynamics of racial hierarchy which constrained the birth of African American literature (the slave narrative). In particular, we examine the meaningful/wilful/censorial omissions that shape the treatment of gender and sexuality in these texts including and especially the silences around sexual abuse and sexual assault practiced by beneficiaries of white supremacy.

Not offered current academic year

AMST 219 (S) Extreme Persuasions: The Far Right in the United States and Russia  (DPE) (WS)

Cross-listings: AMST 219  RUSS 218  WGSS 217

Primary Cross-listing

The purpose of this course is to explore the unexpected recent confluence of the American and Russian far-right movements, among advocates for authoritarianism in both countries who have traditionally understood the ‘other’ superpower to be an implacable enemy. How have nationalist
movements in the United States come to see the Russian Federation as a vanguard for 'whiteness' and traditional masculinity in European identity, overturning the perception of Russia as a racial Other that was prevalent among American conservatives during the Cold War? What are the affinities between the imperial and openly patriarchal aspirations of Putinism and the goals of American religious Reconstructionism, with its interpretation of the Confederacy as a God-given model for racial separatism and gender complementarianism? We will discuss repressive historical legacies and homophobia in both countries, devoting particular attention to debates about protest art and the removal of monuments, and to movements that situate themselves in opposition to neoliberal forms of ethno-nationalism.

Requirements/Evaluation: On average, there will be 100 pages of reading per week. Over the course of the semester, students will be required to view three films, which will be discussed in class. Class participation counts for 25% of the course grade; each of the first three response papers, 15%; the term paper, 25%; the in-class presentation of the term paper, 5%.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: Majors and concentrators in AMST, Russian, and Women's and Gender Studies.

Expected Class Size: 19

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

Distributions: (D2) (DPE) (WS)

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

AMST 219 (D2) RUSS 218 (D1) WGSS 217 (D2)

Writing Skills Notes: The written work is comprised of three response papers (5-7 pages each), a rough draft of the term paper (8-10 pages) that will be ungraded but extensively commented upon, and the term paper itself (10-15 pages). Each student to discuss their writing strategies prior to the deadlines for the essay assignments. For the essays, students may choose from among a range of prompts, or design a topic of their own.

Difference, Power, and Equity Notes: Students will use the assigned readings as points of departure for analyzing and responding to traditionalist configurations of gender and ethno-nationalism in the United States and the Russian Federation. Particular attention will be devoted to the proliferation of different conceptions of power and privilege in both countries, and to ways in which a parsing of them may facilitate an engagement with the arguments of far right movements while retaining the concept of social justice.
AMST 221 (F) Introduction to Urban Studies: Shaping and Living the City

Cross-listings: AMST 221 ENVI 221 LATS 220

Secondary Cross-listing

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

Class Format: discussion

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

Prerequisites: none

Enrollment Limit: 20

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

Expected Class Size: 20

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

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 221 (D2) ENVI 221 (D2) LATS 220 (D2)

Not offered current academic year

AMST 223 (F) Eating Empire: Asian/Pacific Islander/American Foodways and Culture (DPE)

"War is probably the single most powerful instrument of dietary change in human experience." --Sidney Mintz. Cans of spam, bars of chocolate, and bubbling pots of military stew. A motley mix of sucrose, sodium, monosodium glutamate, and spices; often overprocessed, constantly repackaged, sometimes illicitly exchanged, and daily consumed. In this course, we will take an interdisciplinary approach to exploring the historical processes, social practices, and cultural politics of food in the age of U.S. empire, mapping out reverse pathways from our palates, plates, counters, and kitchens towards the lands and seas that connect the Americas, the Pacific Islands, and Asia in the 20th and 21st centuries. We will examine food through a range of contexts and case studies, including but not limited to scholarship, (auto)ethnography, literature, film, television, advertising, social media, and blogs. We will ask: how is food entangled within histories and patterns of war, imperialism, settler colonialism, capitalism, diaspora, and migration? What does food tell us about our attachments, investments, and (dis)taste for narratives around democracy and multiculturalism, authenticity and appropriation, gentrification and privilege, "tradition" and change? Finally, how can food help us reimagine the social and political dimensions of the places we live in and nourish pathways to decolonial futures and possibilities? This will be primarily a discussion-based seminar although a minimal amount of cooking may also be required.

Requirements/Evaluation: participation (attendance, discussion, posts), reading responses, short video, fieldwork, final analytical paper/project

Prerequisites: AMST 101

Enrollment Limit: 15

Enrollment Preferences: American Studies majors

Expected Class Size: 15

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: Analyzes the dynamics of power and privilege in the U.S. from a national and transnational context, examines the perspectives of socially marginalized groups, and fosters an understanding of the beliefs, experiences, and cultures of these groups.

Not offered current academic year

AMST 224 (S) U.S. Latinx Religions
Cross-listings: REL 224 AMST 224 LATS 224

Secondary Cross-listing

In this course, we will engage aspects of Latinx religious experiences, practices, and expressions in the United States of America. Given the plurality of Latinx communities and religious lives in the U.S.A., we can only consider select contexts that help us understand the challenges of studying and defining the "religious" and "hybridity" in Latinx contexts. We will survey certain selected religious traditions and practices --such as popular Catholic devotion to Guadalupe, crypto-Judaism, curanderismo, Latinx Muslims, and Santería--by focusing on particular moments of religious expression as elucidated in specific historiographies, ethnographies, art, literature, and film.

Class Format: discussion

Requirements/Evaluation: class participation, short writing exercises, a 3-page essay, a 5-page essay, and an 8-12-page final review essay/project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: LATS concentrators and AMST and REL majors

Expected Class Size: 15

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

Distributions: (D2)

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

REL 224 (D2) AMST 224 (D2) LATS 224 (D2)

Not offered current academic year

AMST 225  Black Outside the U.S.

This course explores multiple ways Black identity evolves, adapts and is experienced differently depending on location. Students analyze Black experience in the U.S., France and Senegal through a range of texts from books and social media to music and film. One key aspect of the course is a study abroad trip to Senegal, which increases cultural awareness through experiential learning. This combination of textual learning with experiential knowledge exemplifies how language, religion, gender, geography, and performance shape one's racial identity. In the first section of the course, students investigate Black experience in the U.S., focusing on such topics as the one-drop rule, racial profiling and where mixed people fit within Black/White tensions. The second section highlights the politics of language in France. Students explore how words like "Black," "noir" and "race" have strong political connotations in France and spur both resistance to and alliance with Black American civil rights history. In the third part of the course, students visit Dakar, Senegal, and analyze Blackness through their own observations and encounters. Their trip insights jumpstart the final focus of the course on Senegal. Students investigate the influence of French colonialism on Black identity in Senegal, which makes the two geographical experiences of Blackness very different but still forever linked.

Class Format: seminar, the course includes a required spring break trip to Dakar, Senegal, which is no additional cost to students

Requirements/Evaluation: evaluation will be based on class participation, short weekly reading responses, two 4-5 page papers, a presentation based on the spring break trip, and a final presentation including a short 2-page report

Prerequisites: none

Enrollment Limit: 8

Enrollment Preferences: students who have taken other AFR courses, Francophone speakers and students

Expected Class Size: 8

Grading: 

Distributions: (D2)

Not offered current academic year

AMST 226  Gender and the Dancing Body  (DPE)

Cross-listings: WGSS 226 THEA 226 AMST 226 DANC 226

Secondary Cross-listing

This course posits that the dancing body is a particularly rich site for examining the history of gender and sexuality in America and beyond. The aim of the course is to explore ideas related to gender and sexuality as prescribed by dominant cultural, social, and religious institutions, and how dance has been used to challenge those normative ideologies. We will examine a wide range of dance genres, from stage performances to popular forms to
dance on television, with particular attention to the intersections of race and class with gender. This is primarily a discussion-based seminar course and will also include film screenings, discussions with guest artists, and opportunities for creative projects. No previous dance experience required.

**Class Format:** This course will be taught in a virtual format and will be remote.

**Requirements/Evaluation:** class participation, reading responses, essays, in-class writing assignments, and group presentations

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** first years and sophomores

**Expected Class Size:** 10-15

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

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

**Difference, Power, and Equity Notes:** In the course, students will explore the concept of gender as a social construction and how the body's historical associations to markers of gender and sexuality lead to differences in socio-political power. The assigned texts and viewings provide examples of how bodies and their movements make meaning in a network of power relationships, and how artists use dance to address social inequalities such as sexism, racism, and transmisogyny, to imagine a more just world.

**Spring 2021**

**SEM Section:** R1  TF 3:15 pm - 4:30 pm  Munjulika Tarah

**AMST 228 (F) Revolt and Revelation in 20th-Century Americas**

**Cross-listings:** AFR 228  AMST 228  REL 223  LATS 228

**Secondary Cross-listing**

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

**Requirements/Evaluation:** participation, short writing exercises, a 5- to 6-page take-home midterm essay, and an 8- to 12-page final review essay

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** majors and concentrators

**Expected Class Size:** 12

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

**Distributions:** (D2)

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

AFR 228 (D2) AMST 228 (D2) REL 223 (D2) LATS 228 (D2)

**Not offered current academic year**

**AMST 230 (S) Contemporary American Fiction**

**Cross-listings:** AMST 230  ENGL 229

**Secondary Cross-listing**

In this course we will read and analyze a selection of fiction written between 1945 and the present, with an emphasis on proving (in the sense of
testing) the three terms in the course title. Could John Cheever's "The Enormous Radio" really be contemporary? Is James Baldwin's Giovanni's Room American in the same way as Alice Munro's Dear Life? And is Michelle Tea's Black Wave fiction or something else? Along the way, we'll also ask: What forms and themes define contemporary American fiction? And why should we invest in defining the "contemporary" period at all? Other authors we will study may include: Raymond Carver, Thomas Pynchon, Toni Morrison, Renata Adler, Margaret Atwood, Lydia Davis, Chang Rae Lee, Jennifer Egan, and Colson Whitehead.

Requirements/Evaluation: four papers totaling about 20 pages; participation in class discussions

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

Enrollment Limit: 19

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

Expected Class Size: 19

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

Distributions: (D1)

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

AMST 230 (D2) ENGL 229 (D1)

Not offered current academic year

AMST 232 Bewilderment: Contemporary U.S. Poetry and the Ethics of Unknowing (DPE) (WS)

"I perceive I have not really understood any thing, not a single object, and that no man ever can," wrote Walt Whitman in a great poem of 1860. "Tell all the truth, but tell it slant," answered Emily Dickinson a few years later, as if suggesting a strategy for how to write one's way into Whitman's radical uncertainty. These articulations of knowing and unknowing, of telling and untelling, continue to thread their way into U.S. poetry today. This course will explore bewilderment as both a poetic strategy and an ethical position. How do error, randomness, contradiction, obliquity, and dissociation serve the poem and the poet? How do such strategies counter ideas of literary mastery, heroism, virtuosity, privilege and celebrity? What are the political possibilities of such counter stances, especially as embodied and expressed by poets who speak from outside the stronghold of the white male establishment? We will primarily read from recently published work in the U.S., but will also be interested to track the literary traditions that have shaped how contemporary poets think and write. Authors read may include: Wanda Coleman, Eileen Myles, Anne Carson, Layli Long Soldier, Vanessa Angelica Villarreal, Fanny Howe, Terrance Hayes, Jennifer Chang, Tiana Clark, Brenda Hillman, Jane Wong, Tommy Pico, Paisley Rekdahl, Brian Teare, Diana Khoi Nguyen, and C. D. Wright.

Requirements/Evaluation: Classroom participation in discussion, several papers of graduated lengths and complexity (for a total of 20 pages of writing).

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

Enrollment Limit: 19

Enrollment Preferences: potential sophomore English majors have first choice, then prospective or current American Studies majors

Expected Class Size: 19

Grading:

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Gateway courses in English traditionally emphasize writing skills, and this course is no exception. Attention will paid to drafts and revisions of essays.

Difference, Power, and Equity Notes: The vast majority of works read are authored by poets outside the white male straight cisgender establishment. More importantly, we will constantly engage the question of how poetry may serve the needs of equity and inclusion in the U.S. contemporary literary marketplace.

Not offered current academic year

AMST 236 (S) Making Things Visible: Adventures in Documentary Work

Cross-listings: SOC 236 AMST 236 ARTH 237 ENGL 237

Secondary Cross-listing

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

Requirements/Evaluation: full participation in discussions, weekly photographic assignments, a research journal, field materials, and an independent final project; in addition to substantial readings, students should be prepared to spend a significant time out of the classroom doing field work

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 12

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

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
SOC 236 (D2) AMST 236 (D2) ARTH 237 (D1) ENGL 237 (D2)

Not offered current academic year

AMST 237  (S)  Islam in the United States: From Black Muslims to the War on Terror

Cross-listings: REL 237  AMST 237  AFR 237

Secondary Cross-listing

Malcolm X is likely the most prominent and influential Muslim figure in the history of the United States. His story represents two fundamental themes in the history of Islam in America: conflict between Muslims over what is "authentic" or "orthodox" Islam; and the ways that American history, politics, and culture determine the contours of "American Islam". This course will explore these two themes through an array of topics in the history of American Islam. In so doing, we will examine the complex relation between religion, politics, and culture in the United States. Beginning with the story of Malcolm X, the Nation of Islam, and other African-American Muslim movements, we will try to understand: What made Islam so appealing to millions of African-Americans throughout the 20th century? And were these genuinely "religious" and "Islamic" movements, or just racial/political "black nationalist" movements in the guise of religion? What counts as legitimately "Islamic", and who gets to decide? We will then move into the latter half of the 20th century and the post-9/11 debates over authentic Islam. What happened to American Muslim communities and organizations after the waves of post-1965 immigration from Muslim countries? How have debates about Muslim identity shifted over time, from being configured in terms of black separatism, to transnational/diasporic identity, to the attempts at articulating an indigenous "American-Muslim" identity? How have national narratives around 9/11 and the "War on Terror" impacted these debates over identity and "true Islam"? And how have these debates intersected with gender, racial, and ethnic politics? Throughout the course, we will be studying historical and anthropological material, autobiographies, novels, documentaries, films, and social media. The course fosters critical thinking about diversity by challenging assumptions of who Muslims are, what being American means, and what Islam is. It also focuses on the complex interaction of different dimensions of diversity, from religion to race, ethnicity, nationality, culture, gender, language, and age.

Requirements/Evaluation: in-class participation and presentations; 3 short essays; final project

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 12

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

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 237 (D2) AMST 237 (D2) AFR 237 (D2)

Spring 2021
AMST 238 (F) Zen and the Art of American Literature

Cross-listings: ENGL 239 REL 228 AMST 238

Secondary Cross-listing

Just one hundred years ago, few Americans knew the first thing about Buddhism. But in 2020, who hasn't heard of (or even tried) mindfulness or meditation? Buddhist ideas and practices now seem ubiquitous, available even in the form of smartphone apps like Headspace and Ten Percent Happier. In this class, we'll explore how Buddhism came to be the profoundly important cultural force in American life that it is today. We'll read a variety of Buddhist-influenced literary texts, from the Beat poetry of the 1950s to contemporary novels like Ruth Ozeki's *A Tale for the Time Being*. And we'll range far beyond the world of literature into other cultural domains in which Buddhism has had a deep impact, like environmentalism, psychotherapy, and Western attitudes towards death and dying. We'll also give special attention to the role that Buddhism is playing in the struggle for racial justice (from bell hooks to Black Lives Matter). And we'll engage in an experiential investigation of the benefits of incorporating contemplative practices like mindfulness into higher education: students will learn a variety of meditation techniques, and we'll spend time each week practicing and reflecting upon those practices. Students will be expected to maintain a daily meditation practice outside of class (10-15 minutes a day), with the help of one of those newfangled meditation apps no less! No prior experience with meditation is necessary. Just an open mind. (For detailed information about the format of this hybrid course, please visit: www.tinyurl.com/Engl239info)

Class Format: This is a hybrid course. The class will be divided into small discussion groups of 6-7 students (two of the groups will be in-person; one of them remote). In a typical week, the whole class will meet together once on Zoom for 45-60 minutes and each discussion group will meet once for 60 minutes (either in-person or remote). For more info about the class format, please visit: www.tinyurl.com/Engl239info (students who are interested in this course should visit this URL).

Requirements/Evaluation: Regular attendance will be strictly required; weekly Glow posts; and a final critical or creative project (like an 8-10 page essay, podcast episode, or zine).

Prerequisites: none

Enrollment Limit: 21

Enrollment Preferences: preference will go to juniors and seniors; students who pre-register should email brhie@williams.edu an explanation of why they want to take this course, which will be used to decide enrollment. The class For more info: www.tinyurl.com/Engl239info

Expected Class Size: 21

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

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 239 (D1) REL 228 (D2) AMST 238 (D2)

Fall 2020

AMST 239 (S) Asian/Pacific Islander/American Documentary Cinemas (DPE)

In Asian America Through The Lens, film scholar Jun Xing contends, "documentaries have been, and remain, the predominant genre of Asian American cinema" (1998). In this course, we will launch an investigation into this statement and examine a selection of A/P/A documentaries ranging from independent and experimental film, public access television, and digital and social media, 1960s--present. We will ask: (1) how did A/P/A documentary develop as a tradition and practice in relation to mainstream media industries?, (2) how has documentary been mobilized to critique, demystify, and/or disrupt dominant scripts like Orientalism, the Yellow Peril, and the Model Minority Myth?, and (3) how do documentary makers formally negotiate the generic impulse for the "real" and "authentic" against the burden of A/P/A representation? While neither chronological nor all-encompassing in its capacity, we will do our best to situate the historical and material conditions that form and inform the works and contextualize their visual aesthetic practices and tactics of representation. We will also pay particular attention to untangling the intersectional and multidimensional categories of race/ethnicity, gender, sexuality, class, and ability that emerge from the sociohistorical processes of war, immigration, nationalism, colonialism and settler colonialism, state violence, and social movements. Finally, we will meet and engage with current artists, filmmakers, and organizers in order to gain insight into development, production, distribution, and reception.

Requirements/Evaluation: weekly reading responses, a midterm paper, final creative project and paper
**Difference, Power, and Equity Notes:** Analyzes the dynamics of power and privilege in the U.S. from a national and transnational context, examines the perspectives of socially marginalized groups, and fosters an understanding of the beliefs, experiences, and cultures of these groups.

Not offered current academic year

**AMST 240 (F) Latina/o Language Politics: Hybrid Voices**

**Cross-listings:** AMST 240 COMP 210 LATS 240

**Secondary Cross-listing**

In this course we will focus on issues of language and identity in the contemporary cultural production and lived experience of various Latina/o/x communities. As such, how are cultural values and material conditions expressed through Latina/o/x language and literature? How does Latina/o/x identity challenge traditional notions of the relationship between language, culture, and nation? In what ways might Latina/o/x literary and linguistic practices serve as tools for social change? Departing from an overview of common linguistic ideologies, we will examine code-switching, bilingual education, recent linguistic legislation, and the English Only movement. Throughout the course we will survey texts culled from a variety of literary genres as well, including autobiography, novels, and poetry. Both directly and/or indirectly, these texts address Latina/o/x language politics, as well as the broader themes of power, community, ethno-racial identity, gender, sexuality, class, and hybridity.

**Requirements/Evaluation:** participation, two essays, final take-home examination

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Latina/o Studies concentrators, American Studies majors, Comparative Literature majors by seniority

**Expected Class Size:** 12

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

**Distributions:** (D2)

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

AMST 240 (D2) COMP 210 (D2) LATS 240 (D2)

Not offered current academic year

**AMST 241 (S) Performing Masculinity in Global Popular Culture (DPE)**

**Cross-listings:** WGSS 240 THEA 241 SOC 240 AMST 241 LATS 241

**Secondary Cross-listing**

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

**Requirements/Evaluation:** masculinity journal, mid-term essay exam, visual rhetorical analyses of pop culture images

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** a short statement of interest will be solicited
Expected Class Size: 14

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

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 240 (D2) THEA 241 (D1) SOC 240 (D2) AMST 241 (D2) LATS 241 (D2)

Difference, Power, and Equity Notes: This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

Spring 2021

SEM Section: R1  MW 6:45 pm - 8:00 pm  Gregory C. Mitchell

AMST 242 (S) Americans Abroad  (DPE)

Cross-listings: COMP 242  ENGL 250  AMST 242

Secondary Cross-listing

This course will explore some of the many incarnations of American experiences abroad between the end of the 19th century and the present day. Materials will be drawn from novels, short stories, films, and nonfiction about Americans in Europe in times of war and peace. We will compare and contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans to Europe? What is the difference between a tourist, an expat, and an émigré? What are the profound, and often comic, gaps between the traveler's expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? Authors may include: Edith Wharton, Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner. Additional reading will be drawn from historical and critical works. All readings will be in English. This comparative course is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts. Many of the authors chose, or were forced to, leave oppressive situations in the United States where their futures were limited due to factors related to politics, gender, race or class (and combinations thereof). We will study their dislocation, and freedom, and struggles to reshape their concept of “home” into something that reflected their individual identity, and not one imposed by any national culture--American or foreign.

Requirements/Evaluation: each student will give an in-class presentation and complete 3 writing assignments totaling 20 pages; one of these writing assignments will be a personal travel narrative based on the student's own experiences

Prerequisites: any literature course at Williams or permission of instructor

Enrollment Limit: 18

Expected Class Size: 18

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

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
COMP 242 (D1) ENGL 250 (D1) AMST 242 (D1)

Difference, Power, and Equity Notes: We will read and analyze primary materials and literature that reflect on Americans who chose, or were forced to, reinvent themselves abroad to escape oppressive situations in the United States related to politics, gender, class, race, or political views. The socio-historical context of each writer will be crucial to understanding their situations. Students will write critical papers, and their own narrative in which they reflect on a situation of personal dislocation, either while traveling, or at home.

Not offered current academic year

AMST 243 (S) Asian/American and Black Literary and Cultural Thought

Cross-listings: AMST 243  AFR 243

Primary Cross-listing

One durable legacy of white settler colonialism has been to its divide-and-conquer management of minority populations--an amazingly effective strategy still widely practiced in a variety of forms today. While Asian Americans have been deemed "model minorities" in contrast to "unmodel"
minorities--namely, African Americans--and racial minorities have been pitted against one another in the oppression Olympics and on the issue of affirmative action, there has, in fact, been a long history of political, literary, and cultural thought that have joined blacks and Asian/Asian Americans, from W.E.B. Du Bois to current ideas about digital possibilities (and constraints). In this course we will examine the theory, political writings, art, music and literature that sprang from and attended the early Marxist-Communist fight for universal brotherhood; movements against colonialism, capitalism, and the Vietnam War; Yellow Power and Black Power; and topics such as black and Asian diasporas, Afro-futurism, multiculturalism, "Afro-pessimism", racial melancholia, and digital futurities.

**Requirements/Evaluation:** one shorter paper (4-6 pages), midterm; final paper/project (10-12 pages), response papers and/or posts on GLOW; participation (class discussion and attendance)

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** American Studies majors, sophomores

**Expected Class Size:** 15

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

**Distributions:** (D2)

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

AMST 243 (D2) AFR 243 (D2)

Not offered current academic year

**AMST 244 (S) What They Saw in America**

**Cross-listings:** SOC 244 HIST 366 AMST 244

**Secondary Cross-listing**

This course traces the travels and writings of four important observers of the United States: Alexis de Tocqueville, Max Weber, G.K. Chesterton, and Sayyid Qutb. The course will consider their respective journeys: Where did they go? With whom did they talk? What did they see? The historical scope and varying national origins of the observers provide a unique and useful outsider’s view of America--one that sheds light on persisting qualities of American national character and gives insight into the nature and substance of international attitudes toward the United States over time. The course will analyze the common themes found in the visitors’ respective writings about America and will pay particular attention to their insights on religion, democracy, agrarianism, capitalism, and race.

**Requirements/Evaluation:** A midterm examination, two short essays, and a final paper.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Priority given to Sociology, History, Anthropology, and American Studies majors.

**Expected Class Size:** 15

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

**Distributions:** (D2)

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

SOC 244 (D2) HIST 366 (D2) AMST 244 (D2)

Spring 2021

SEM Section: H1  TR 11:30 am - 12:45 pm  James L. Nolan

**AMST 245 (F) Race, Power, & Food History** (DPE)

**Cross-listings:** HIST 265 ENVI 246 AMST 245

**Secondary Cross-listing**

Have you ever wondered why Spam is so popular in Hawaii and why Thai food is available all across the United States? Are you curious why black-eyed peas and collards are considered "soul food"? In this course, we will answer these questions by digging in to the histories of global environmental transformation through colonialism, slavery, and international migration. We will consider the production and consumption of food as a
locus of power over the last 300 years. Beginning with the rise of the Atlantic slave trade and continuing through the 20th century, we trace the global movement of plants, foods, flavors, workers, businesses, and agricultural knowledge. Major units include rice production by enslaved people in the Americas; Asian American food histories during the Cold War; and fat studies critiques of obesity discourse. We will discuss food justice, food sovereignty, and contemporary movements for food sustainability in the context of these histories and our contemporary world. Readings are interdisciplinary, but our emphasis will be on historical analyses of race, labor, environment, health, and gender.

Class Format: Fall 2020 only: The course will be taught in a hybrid format that accommodates students on campus and those learning remotely. Depending on enrollment, some break-out discussions may need to be scheduled outside of the allotted time block (as would be the case in a tutorial). Discussion will be supplemented with a mix of synchronous and asynchronous online activities.

Requirements/Evaluation: two to three papers on assigned topics (4-6 pages); one longer final paper (8-10 pages); participation in discussion and online activities

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators; American Studies majors; Public Health concentrators; history majors

Expected Class Size: 12

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

Distributions: (D2) (DPE)

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

HIST 265 (D2) ENVI 246 (D2) AMST 245 (D2)

Difference, Power, and Equity Notes: This course considers the production and consumption of food as a locus of power over the last 300 years, and contextualizes current movements for food justice and sovereignty in light of those histories. Students will have opportunities to reflect on questions of power, privilege, and racism in contemporary food movements. Our final unit focuses on challenges to critical food studies from fat liberation and body positivity

Fall 2020

SEM Section: R1    WF 1:30 pm - 2:45 pm     April Merleaux

AMST 246 (S) Aesthetics and Place-making in Latina/o New York

Cross-listings: AMST 246 LATS 246

Secondary Cross-listing

New York City has long served as a nexus of Latina/o migration and settlement since the late nineteenth century. From the New York sound of Afro-Cuban and Puerto Rican salsa to the poetics of slam poetry forged in the Nuyorican Poets Cafe, New York’s Latinas/os have defined and developed numerous forms of Latina/o popular expression. This course examines the aesthetic foundations of Latina/o New York, remaining attentive to the numerous diasporas that have migrated to and made the city their home. Student will engage with a multiplicity of popular cultural genres including memoirs, literature, poetry, sound, visual art, and photography in the context of the history of the city while focusing on key themes of racial formation, the politics of space and place, and the labor of culture.

Class Format: discussion

Requirements/Evaluation: attendance and class participation, short writing exercises, 4- to 5-page midterm paper close-reading a text, and a 10- to 15-page final paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: LATS concentrators and AMST majors

Expected Class Size: 15

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

Distributions: (D2)

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

AMST 246 (D2) LATS 246 (D2)

Not offered current academic year
AMST 248 (F) Black Women in African American Literature and Culture

Cross-listings: AMST 248 ENGL 248 WGSS 258

Secondary Cross-listing

This course surveys constructions of black womanhood from the nineteenth century to the present through readings of texts by and about black women. In this course, students will trace how black womanhood became central to uplift ideology and the making and sustaining of black communities in the post-Reconstruction, Harlem Renaissance, and Black Power eras. We will read works across a broad historical spectrum to identify the ways different writers wrestle with race and gender using literary tropes, such as the "tragic mulatto," in different social contexts. We will also engage a range of forms, including an essay (Patricia Hill Collins's "Mammies, Matriarchs, and Other Controlling Images"), a choreopoem (Ntozake Shange's For Colored Girls Who Have Considered Suicide when the Rainbow is Enuf), and socio-political propaganda (the "Black is Beautiful" movement). This course will end with a consideration of the way writer and producer Issa Rae engages with contemporary ideologies of black womanhood in the HBO series Insecure.

Requirements/Evaluation: active class participation, four short papers totaling about 20 pages; final project on the hashtag #blackgirlmagic

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

Enrollment Limit: 19

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

Expected Class Size: 19

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

Distributions: (D1)

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

AMST 248 (D2) ENGL 248 (D1) WGSS 258 (D1)

Not offered current academic year

AMST 249 (F) Asian American Performance: Activism and Aesthetics (DPE)

Cross-listings: GBST 246 THEA 246 AMST 249

Secondary Cross-listing

This seminar will explore contemporary Asian American plays, stand-up comedy, performance art, and spoken word with an eye to how artists do politics through their cultural labor. We will begin with a brief survey of images from popular media to identify legacies of Orientalism. From here we will move towards examining the ways in which Asian American artists from various eras subvert stereotypes and pursue projects of social justice. In watching performances and reading scripts, essays, and interviews, we will attend to narratives, acting methods, theatrical design, spectatorship, and the political economy of cultural production that shapes how Asian American artists make and show work. In addition, we will explore how artists stake political claims in the public sphere through teaching and community organizing.

Requirements/Evaluation: two 5-page critical essays, reading responses, class presentations, and active discussion participation

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: sophomores and juniors

Expected Class Size: 15

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

Distributions: (D1) (DPE)

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

GBST 246 (D1) THEA 246 (D1) AMST 249 (D2)

Difference, Power, and Equity Notes: Course fosters critical engagement with artistic practices that seek to address the concerns of populations in the US who have historically had unequal access to resources and audiences for representing themselves and their political concerns. Students will ask questions about how Asian American artists address legacies of Orientalism, as well as how they facilitate community engagement and approach projects of social justice.

Not offered current academic year
AMST 251  North American Histories to 1865  (DPE)

This course surveys North American histories from ancient Indigenous pasts to the U.S. Civil War. Beginning with the diverse Native societies that have long lived and interacted in specific Indigenous homelands, it then traces Indigenous encounters with a range of expansionist European colonial projects, and the dynamic, contested quality of these relationships and resistances. The course delves into the origins, evolution, and violences of the transatlantic slave trade, and the ways that peoples of African descent created new lives and identities in the Caribbean and North America. The transformations of the seventeenth and eighteen centuries are examined in detail, including political, economic, cultural, and religious transformations and upheavals that fostered new senses of individual and collective identities. Connecting the pivotal Seven Years War and American Revolution, the course traces out the legacies of these contestations for multiple empires, nations, and communities. The last section of the course examines the antebellum era, multiple struggles for rights, land, and autonomy, and the coming of the U.S. Civil War as well as its ongoing legacies. The course introduces students to a wide range of historical methodologies and critical approaches to the past, and moves from large-scale vantages to on-the-ground accounts of how specific people experienced historical changes. The course conveys a sense of how key debates and struggles from the past have shaped North American presents and futures, and how scholars and communities have grappled with these topics. It also provides opportunities for engaging original archival and material culture collections at Williams College.

Class Format: lecture/discussion

Requirements/Evaluation: class participation, short writing assignments, reading responses, final essay

Prerequisites: none; open to all

Enrollment Limit: 30

Enrollment Preferences: first- and second-year students

Expected Class Size: 15-20

Grading:

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course deeply engages a multiplicity of communities' experiences in North America over many millennia, including Native American/Indigenous people and sovereign nations, and African diasporic populations and transatlantic networks. It introduces students to a wide range of critical approaches, methodologies, and historiographies, including decolonizing and indigenizing techniques. It emphasizes the inherent and long-term diversity, plurality, and contestation of North American histories.

Not offered current academic year

AMST 252  (S)  Puerto Rico and its Diaspora

Cross-listings: AMST 252  LATS 252

Secondary Cross-listing

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

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

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

Prerequisites: students should have some fluency with the Spanish language
Enrollment Limit: 8

Enrollment Preferences: should be first- and second-years, students considering an American Studies major or Latina/o Studies concentration; AMST majors and LATS concentrators.

Expected Class Size: 8

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

Distributions: (D2)

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

AMST 252 (D2) LATS 252 (D2)

Not offered current academic year

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

Cross-listings: HIST 254 AMST 254 LEAD 254

Secondary Cross-listing

This course surveys Native American/Indigenous North American histories from creation through the U.S. Civil War, tracing the complex ways that tribal nations and communities have shaped North America. It also introduces foundational methodologies in Native American and Indigenous Studies and strategies for pursuing decolonizing scholarship and action. Beginning with the diverse Indigenous societies that inhabited the Americas millennia before Columbus’s arrival, it discusses the cultural complexity of Native peoples, nations, and worldviews rooted in particular ecosystems and homelands, as well as accounts of beginnings and migrations. It addresses how Native peoples confronted grievous epidemics resulting from the “Columbian Exchange,” and contended with Euro-colonial projects of “discovery” and colonization. Indigenous nations’ multifaceted efforts to maintain sovereignty and lands through eras of pervasive violence and removal are discussed, as well as the important yet under-recognized ways that Native communities negotiated the tumultuous era and conflicting allegiances of the Civil War. The course centers on Indigenous actors-intellectuals, diplomats, legal strategists, knowledge keepers, spiritual leaders, artists, and others-and consistently connects historical events with present-day debates over land, historical memory, education, and activism. Additionally, it provides an opportunity to engage with original materials pertaining to Native histories in the Williams College Archives/Special Collections and Art Museum. While the scope of the course is continental and transoceanic, it devotes significant attention to the Native Northeast and the particular Indigenous homelands in which Williams College is located.

Class Format: Remote class. Class will blend short pre-recorded lectures with weekly Zoom discussion sections/seminar format, plus time for virtual one-on-one conversations with the instructor.

Requirements/Evaluation: active participation in class discussion, several short essays based on readings and discussion topics, (virtual) museum/archives exercise, final essay

Prerequisites: none

Enrollment Limit: 15

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

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

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

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

Fall 2020

SEM Section: R1 TR 9:45 am - 11:00 am Christine DeLucia

AMST 256 (F) Social Justice Traditions: 1960s to #Black Lives Matter (DPE)

Cross-listings: AFR 257 AMST 256 HIST 256
We live in a time of renewed social justice activism, as people from all walks of life confront economic inequality, police violence, discrimination against transgender individuals, and other forms of oppression. This course is designed to clarify where recent initiatives like Black Lives Matter and Occupy Wall Street came from, and to evaluate how they might shape American life in the near future. Movements have histories, as today's activists draw on the "freedom dreams," tactics, and styles of rhetoric crafted by their predecessors, while making use of new technologies, such as Twitter, and evolving understandings of "justice." Taking a historical approach, we will begin by studying the civil rights, Black Power, anti-war, counter-culture, and feminist initiatives of the 1960s. We will then explore how progressive and radical activists adjusted their theories and strategies as the country became more conservative in the 1970s and 1980s. Making use of movement documents, documentary films, and scholarly accounts, we will study the development of LGBTQ, ecological, and economic justice initiatives up to the present day. Throughout, we will seek to understand how movements in the United States are shaped by global events and how activists balance their political work with other desires and commitments.

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

**Prerequisites:** none

**Enrollment Limit:** 35

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

**Expected Class Size:** 25

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

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

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

AFR 257 (D2) AMST 256 (D2) HIST 256 (D2)

**Difference, Power, and Equity Notes:** The class focuses on struggles for rights, recognition, and redistribution of resources of people of color, women, LGBTQ folks, the working poor, and immigrants. We focus on the tension between groups asserting they are the "same" as others in society, and hence deserving of equal rights, and the celebration of difference as a means of asserting pride and building solidarity. We discuss how movements borrow and adapt tactics, slogans, and ideas of justice from other movements.

Not offered current academic year

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

**Cross-listings:** AMST 259 HIST 259 ENVI 259

**Secondary Cross-listing**

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

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

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

**Enrollment Limit:** 19

**Enrollment Preferences:** Environmental Studies concentrators

**Expected Class Size:** 15

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

**Distributions:** (D2) (WS)

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

AMST 259 (D2) HIST 259 (D2) ENVI 259 (D2)

**Writing Skills Notes:** Six response papers for which the instructor will provide consistent feedback on writing skills as well as content. Sequenced writing workshops that lead toward a final research paper.

Not offered current academic year
AMST 260 (F) Indigenous Feminisms (DPE)
Cross-listings: AMST 260 WGSS 262

Primary Cross-listing

Indigenous women, Two Spirit and trans people have always stood on the frontlines of decolonization struggles in the Americas, from treaty negotiations to self defense against settler invasion, to the Standing Rock Sioux struggle against the Dakota Access Pipeline, to creating independent databases and mutual support networks amongst the loved ones of Missing and Murdered Indigenous Women, Girls, Trans and Two Spirit people. This course maps out some of the intellectual and political interventions of Indigenous feminists in analyzing and struggling against genocide, heteropatriarchy, conquest and racial capitalism in settler states like the US and Canada. This course will focus on how Indigenous women, Two Spirit and trans people have analyzed and struggled against the imposition of colonial constructs of gender and sexuality that mark Indigenous lives and lands as sites of extraction. It will examine how carceral regimes of control produced by the intertwined histories of conquest and Transatlantic slavery have been imposed upon Indigenous lives through the child protection system and the prison industrial complex. Students will be invited to consider how Indigenous feminist practices ‘make a future’ (Brant 1981) against and beyond the settler state. This course aims to familiarize students with historical and contemporary Indigenous feminist works, as well as provide an overview of Indigenous feminist political formations, poetry, fiction, and making practices. Pedagogically, this course will also facilitate the development and sharpening of skills in social analysis, writing and argumentation.

Class Format: Hybrid online/in-person

Requirements/Evaluation: Three one page reading responses, 30%; One two-page critical peer response 10%; One Final paper, 50%; Course participation and attendance 10%

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: American Studies majors or potential majors have first preference, WGSS majors have next priority.

Expected Class Size: 19

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

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 260 (D2) WGSS 262 (D2)

Difference, Power, and Equity Notes: This course has as its core mission -- both in subject matter and in pedagogical approaches -- the exploration of difference, power and equity.

Fall 2020

SEM Section: H1 TF 3:15 pm - 4:30 pm Margaux L Kristjansson

AMST 264 (F) American Art and Architecture, 1600 to Present
Cross-listings: AMST 264 ARTH 264

Secondary Cross-listing

American art is often looked at as a provincial version of the real thing--i.e., European art--and found wanting. This course examines American architecture, painting, and sculpture on its own terms, in the light of the social, ideological and economic forces that shaped it. Special attention will be paid to such themes as the Puritan legacy and attitudes toward art; the making of art in a commercial society; and the tension between the ideal and the real in American works of art.

Requirements/Evaluation: 15-page research paper (divided into an annotated bibliography, first draft and revised draft); weekly study questions on the readings; final 15-minute oral exam

Enrollment Limit: 60

Expected Class Size: 60

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

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 264 (D1) ARTH 264 (D1)
AMST 265 (S)  Pop Art  (WS)  
Cross-listings:  AMST 265  ARTH 265  
Secondary Cross-listing

The use of commercial and mass media imagery in art became recognized as an international phenomenon in the early 1960s. Items such as comic strips, advertising, movie stills, television programs, soup cans, “superstars,” and a variety of other accessible and commonplace objects inspired the subject matter, form, and technique. This course will critically examine the history and legacy of Pop Art by focusing on its social and aesthetic contexts. An important component of the course involves developing skills in analyzing visual images, comparing them with other forms, and relating them to their historical context.

Requirements/Evaluation:  one final research paper (15 pages) written in stages over the semester including revisions; bibliographic research, writing exercises, and oral presentations  
Prerequisites:  none  
Enrollment Limit:  18  
Enrollment Preferences:  Art majors  
Expected Class Size:  18  
Grading:  yes pass/fail option,  no fifth course option  
Distributions:  (D1)  (WS)  
This course is cross-listed and the prefixes carry the following divisional credit:  
AMST 265 (D1)  ARTH 265 (D1)  
Writing Skills Notes:  There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

AMST 266 (S)  Being American, Being Muslim: American Muslim Literature in the 21st century  (DPE)  
Cross-listings:  COMP 228  AMST 266  ENGL 268  REL 266  
Secondary Cross-listing

Islam and Muslims in the United States are the subject of extensive public scrutiny and media coverage in broader public discourses. It is less common, however, to hear Muslims’ own voices speak about their lives, experiences, beliefs, and commitments. This course will take a literary approach to exploring American Muslims’ own narratives about themselves. We will address questions such as: How have American Muslims understood their identity in the wake of 9/11? What are the pressures and demands of American national belonging and cultural citizenship that Muslims must navigate? How are race, gender, ethnic heritage, and immigration definitive of Muslim experiences and self-understandings? What are the competing claims and contestations about authentic expressions of Islam? How are Muslims approaching the tensions between communal belonging and individuality? We will be engaging such questions primarily through an analysis of popular memoirs, autobiographies, novels, and short stories, but will also explore some plays, films, poetry, and comedy.

Requirements/Evaluation:  regular reading responses, two short essays (3-4 pages), final presentation, and final paper (7-8 pages)  
Prerequisites:  none  
Enrollment Limit:  none  
Enrollment Preferences:  none  
Expected Class Size:  20  
Grading:  no pass/fail option,  yes fifth course option  
Distributions:  (D2)  (DPE)  
This course is cross-listed and the prefixes carry the following divisional credit:  
COMP 228 (D1)  AMST 266 (D2)  ENGL 268 (D1)  REL 266 (D2)  
Difference, Power, and Equity Notes:  This course will explore the intersections of power in American Muslim life, such as: Muslims as a religious minority in the context of the War on Terror; racial and ethnic differences in Muslim communities; immigration and national belonging; competing
AMST 267 (F) The Roaring Twenties and the Rough Thirties

Cross-listings: AMST 267 HIST 266

Secondary Cross-listing

This course will probe the domestic history of the U.S. from 1919 to 1939 and the cultural, economic, political, and social changes accompanying America's evolution into a modern society. Themes include: developments in work, leisure, and consumption; impact of depression on the organization of the public and private sectors; persistence of traditional values such as individualism and the success ethos in shaping responses to change; and the evolving diversity of America and the American experience.

Class Format: This course will be taught remotely and will feature both asynchronous and synchronous instruction. Virtual course meetings will revolve around synchronous discussion and remote learners will be expected to attend class regularly and participate actively in each session held via Zoom (or a similar platform).

Requirements/Evaluation: Students will be graded on class participation and will have two take-home essay examinations (a midterm and a final, each 6-8 pages). In addition, students will write two short response papers and will complete an interpretative essay (5-7 pages) focused on art from the WPA Federal Art Project.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: HIST and AMST majors as well as students with demonstrated interest in the material

Expected Class Size: 15

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

Distributions: (D2)

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

AMST 267 (D2) HIST 266 (D2)

Fall 2020

SEM Section: R1 MW 10:00 am - 11:15 am Tyran K. Steward

AMST 272 (S) American Postmodern Fiction

Cross-listings: AMST 272 ENGL 272

Secondary Cross-listing

American fiction took a turn at World War II; the simplest way to name the turn is from modernism to postmodernism. The most obvious mark of postmodern narration is its self-consciousness: postmodern books tend to be about themselves, even when they are most historical or realistic. Already a paradox emerges: why would World War II make narratives more self-reflexive? The first book in the course, and the best for approaching this paradox, is Heller's *Catch-22*. It also serves as a good introduction to the unlikely merging in American fiction of high European post-structuralist postmodernism and low American punk postmodernism. Subsequent books in the course will probably include Pynchon's *The Crying of Lot 49*, Morrison's *Beloved*, DeLillo's *White Noise*, Carver's *What We Talk About When We Talk About Love*, Diaz's *The Brief Wondrous Life Of Oscar Wao*, and Whitehead's *The Underground Railroad*.

Requirements/Evaluation: three papers of increasing length and weight, contributions to class discussion

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

Enrollment Limit: 25

Enrollment Preferences: first-year students who have placed out of 100-level English and sophomores considering the major; then Junior and Senior English majors

Expected Class Size: 25

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

Distributions: (D1)
Not offered current academic year

AMST 275 (F) American Drama: Hidden Knowledge

Cross-listings: THEA 275 AMST 275 ENGL 224

Secondary Cross-listing

The Buddha is said to have identified three things that cannot stay hidden: the sun, the moon, and the truth. What's the secret? Who is lying? Who is breaking the rules? American drama abounds with hidden knowledge and false representations. (This is not surprising: theatre is always on some level a deceptive practice, a place where one person pretends to be another, and where what is spoken is always open to skeptical scrutiny. We might say theatre is always lying as much as lying is always theatre.) This tutorial course will examine what lies hidden in American plays from the late nineteenth century to the early twenty-first. Beginning with excerpted critical and historical writings on secrecy and lying (The Adventures of Pinocchio, Machiavelli's The Prince, Thomas Carlson's Lying and Deception: Theory and Practice, among others), we will proceed to a set of American plays from across a wide spectrum of playwrights, including Eugene O'Neill, Edward Albee, Sarah Ruhl, Arthur Miller, Amy Herzog, Susan Glaspell, Sophie Treadwell, Annie Baker, and others. Student papers will explore how hidden knowledge structures dramatic action, how different characters create and respond to untruths, and what we can learn in particular from American drama about a national relationship to honesty and its opposites. For Fall 2020, the tutorial will be conducted primarily online. Depending on enrollments, we may divide into groups with three students, instead of the traditional two-student tutorial format.

Requirements/Evaluation: weekly papers/response papers; weekly meeting with instructor and tutorial partner

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Theatre and English majors

Expected Class Size: 10

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

Distributions: (D2)

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

THEA 275 (D1) AMST 275 (D2) ENGL 224 (D1)

Fall 2020

TUT Section: RT1 TBA Robert E. Baker-White

AMST 276 (S) Southern Literary Aesthetics (DPE) (WS)

Cross-listings: ENGL 275 AFR 275 AMST 276

Secondary Cross-listing

Hip-Hop artists signify as "the dirty South" the distinct sounds, rhythms, landscapes, gestures, desires as well as frustrations of Black residents living in the southernmost regions of the U.S. American continent. In this course, students will examine what the South means to American concepts and how the South is used to make meaning in literature, music, art, digital archives, and film. We will give particular attention to how representations of the South are informed by region, gender, sexuality, and class. At the end of the course, students will be able to identify Black southern aesthetics across various genres and mediums with attention to historical and regional specificity despite the opacity of these categories. Potential artists include Jean Toomer, Alice Walker, Ernest Gaines, William Faulkner, Jesmyn Ward, Zora Neale Hurston, Natasha Trethewey, E. Patrick Johnson, Trudier Harris, Kiese Laymon, Julie Dash, Spike Lee, Askia Muhammad Touré, Alexis Pauline Gumbs, Alison Janae Hamilton, Outkast, DJ Khalid, Beyoncé Knowles, and Solange Knowles.

Requirements/Evaluation: four or five writing assignments that total about 20 pages; discussion facilitation

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

Enrollment Limit: 19

Enrollment Preferences: first-years and sophomores
Expected Class Size: 19
Grading: no pass/fail option, no fifth course option
Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 275 (D1) AFR 275 (D1) AMST 276 (D2)

Writing Skills Notes: Students will develop a writing practice through short in-class assignments that culminate in four or five formal submissions. Students will receive group as well as one-on-one feedback on useful writing principles. Feedback will focus on structure, style, argumentation, and audience.

Difference, Power, and Equity Notes: Students will analyze the “shaping of social differences, dynamics of unequal power, and processes of change” in the South. Students will discover how region impacts race, gender, sexuality, and class.

Not offered current academic year

AMST 283  (F)  Black Queer Looks: Race, Gender and Sexuality in Contemporary African-American Film
Cross-listings: WGSS 283  AMST 283  ENGL 286  AFR 283

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

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

Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: Women's, Gender and Sexuality Studies majors, then Africana Studies concentrators
Expected Class Size: 20
Grading: no pass/fail option, yes fifth course option
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 283 (D2) AMST 283 (D2) ENGL 286 (D2) AFR 283 (D2)

Not offered current academic year

AMST 284  (S)  Introduction to Asian American History  (DPE)
Cross-listings: HIST 284  ASST 284  AMST 284

Secondary Cross-listing
This course covers the immigration of Asian to the U.S. from the 1850s to the present and the lives of both immigrants and their descendants. Possible topics are the Chinese Exclusion Act, the incarceration of Japanese Americans during WWII and the arrival of Vietnamese to the U.S. after the war in Viet Nam.

Class Format: discussion

Requirements/Evaluation: a series of short essays and a final oral history/family history

Prerequisites: none
Enrollment Limit: 40
Expected Class Size: 25
Difference, Power, and Equity Notes: This course will focus on the legal barriers to Asian American immigration and citizenship that reveal the racial, class, gender, and religious biases against people from that part of the world. By examining these issues, we will see an unequal balance of power as well as the various ways Asian immigrants resisted American immigration laws and would eventually build communities in many parts of the US.

Not offered current academic year

AMST 300  (F)  Re/Generations I: Memory Against Forgetting and the Global American Empire  (DPE)

Cross-listings:  COMP 357  ENGL 300  AMST 300

Primary Cross-listing
This is a two-part junior seminar in which we take an expansive approach to memoir as a form, genre, and practice, with specific attention given to texts reckoning with the traumas, transgressions, and transformations of what we understand as "America" and its many discontents. As such, the courses are remote and may be taken in sequence or autonomously. In this first part, we focus on authors charting the lives and afterlives of chattel slavery, settler colonialism, genocide, war, and the expansion of the global American empire, from the 19th through 20th centuries. How do these authors remediate the critical illegibility of personhood and place, community and nation? What myths must be dispelled and/or rewritten? What structural elements are deployed to tackle the obstacles of hegemonic power and historical amnesia, and how do these authors re/generate "what remains of lost histories and histories of loss" (Eng and Kazanjian)? Texts to be considered may include: Narrative of the Life of Frederick Douglass, an American Slave; Hawaii’s Story by Hawaii’s Queen (Lili’oukalani); Notes of a Native Son (James Baldwin); Borderlands/La Frontera (Gloria Anzaldúa); Dictee (Theresa Hak Kyung Cha).

Class Format: Remote

Requirements/Evaluation: weekly reading responses, midtern and final papers

Prerequisites: American Studies 101 and/or 301, previous coursework in race, ethnicity, and diaspora, junior or senior standing, or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: American Studies majors

Expected Class Size: 12

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

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
COMP 357 (D1) ENGL 300 (D1) AMST 300 (D2)

Difference, Power, and Equity Notes: Analyzes the dynamics of power and privilege in the U.S. from a national and transnational context, examines the perspectives of socially marginalized groups, and fosters an understanding of the beliefs, experiences, and cultural productions of these groups.

Fall 2020

AMST 301  (S)  Theories and Methods in American Studies (Junior Seminar)

This course aims to provide a “how to” of American Studies from an integrative, multiracial, and socio-cultural perspective. Taking American culture as a site for testing classic and contemporary theories about how cultures work, the Junior Seminar in American Studies serves as an introduction to resources and techniques for interdisciplinary research. Students will be exposed to and experiment with a wide range of current theoretical and methodological approaches employed in American Studies and contributing disciplinary fields, and in the process gain a working competence in all four tracks of the major (Space and Place; Comparative Studies in Race, Ethnicity and Diaspora; Arts in Context; and Critical and Cultural Theory).

The goal of the course is not only for students to develop knowledge of main currents in the field of American Studies but also to become practitioners through a series of assignments that will permit students to exercise their newfound skills. Students will thus, for instance, develop rhetorical analyses,
gather ethnographic data, and “read” assorted spaces and buildings, as the class explores such problems or topics as national narratives, ethnoracial formations, the American prison system, and the circulation of commodities.

Class Format: discussion

Requirements/Evaluation: Class participation; short writing assignments (3 to 5 pages in length) and a final paper or multimedia project: total of 20 pp; one oral presentation.

Prerequisites: AMST 101/201 Intro to American Studies, junior or senior standing, or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: juniors majoring in American Studies

Expected Class Size: 12

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

Unit Notes: required of junior majors

Distributions: (D2)

Spring 2021

SEM Section: R1  MW 6:45 pm - 8:00 pm  Eli Nelson

AMST 302  (F)  Environmental Planning Workshop: Community-Based Experience

Cross-listings: AMST 302  ENVI 302

Secondary Cross-listing

This interdisciplinary, experiential workshop introduces students to the field of planning through hands-on community projects. Environmental Planning includes a range of disciplines pertaining to the natural and built landscape such as city planning, housing, transportation, energy, open space and recreation, municipal services, ecological design, landscape architecture, neighborhood design, and community development, to list a few. This year, the focus will be on issues currently at the forefront of the field: planning for public health and pandemics, racist planning legacies and anti-racist approaches, poverty and affordable housing, climate resilience planning, alternative transportation and transit, and agriculture and food systems. The class is organized into two parts. Part 1 involves reading and discussion of the planning literature: history, theory, policy, ethics, legal framework, and case studies. Labs include GIS mapping, hands-on planning exercises and project development. Part 2 involves project work: tackling an current planning problem in your home community. The class culminates in a public presentation.

Class Format: Classes will be remote; some lab sessions will be in-person (held outside) for those on campus and others will be remote; there will be some in-person small group meetings held outside for those on campus. Scheduled class time and lab times will include small group discussion and collaborative group work and individual project work.

Requirements/Evaluation: Response papers (about four 1-page papers), planning exercises, class discussion, reports submitted in segments (total about 30 pp), collaborative small group work, class presentations frequently during semester, final class presentations over zoom.

Prerequisites: ENVI 101; open to seniors only

Enrollment Limit: 16

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 16

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

Unit Notes: Required course for Environmental Studies major and concentration

Distributions: (D2)

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

AMST 302 (D2) ENVI 302 (D2)

Fall 2020
AMST 303  (S) Feminist Disability Studies: Bodyminds in Place and Space  (DPE)

Cross-listings:  WGSS 309  AMST 303

Secondary Cross-listing

In this course we will engage anti-racist feminist theory, disability (or ‘crip’) theory, and human geography to think critically about disability. We will draw on critical geographies of disability to understand the built environment and institutional design; geographic scales of the body and the bodymind; spaces of the home and institutions; and im/mobility and spatial access. We will also consider how disability is shaped by (and shapes) practices of care and mutual aid; experiences of embodiment and impairment; and structures of vulnerability and agency. The course will trace, historically, how ableism has been produced through slavery, colonization, surveillance, and incarceration as well as through movements like eugenics and white liberal feminism. The course will also analyze disability’s construction through medicalized notions of wellness, illness, pathology, and cure. Throughout the course, we will consider disability as intersecting with gender, race and ethnicity, queerness, trans*ness, fatness, class, nationality, and citizenship. Most centrally, we will ask: What is the spatiality of dis/ability, and how can space be occupied and reappropriated for radically inclusive uses? How can we understand both normality and deviance as socially constructed concepts that nonetheless have real, and uneven, implications for people’s lives?

Class Format:  This class will be taught online only.

Requirements/Evaluation:  Student participation; two short (2-pg) reflection papers; two longer (4-5-pg) papers; and a final (12-15 pg) research paper

Prerequisites:  None

Enrollment Limit:  15

Enrollment Preferences:  WGSS and AMST majors; permission of instructor

Expected Class Size:  15

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

Distributions:  (D2)  (DPE)

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

WGSS 309  (D2) AMST 303  (D2)

Difference, Power, and Equity Notes:  This course satisfies the DPE requirement because it examines the political, social, and ideological constructions and theorizations of difference, power, and equity. The course explores the ways in which disability is mutually constructed with other axes of identity and difference, and how different groups of people have defined (and redefined) disability to meet various political aims.

Spring 2021

SEM Section:  R1  MW 10:00 am - 11:15 am  Emily  Mitchell-Eaton

AMST 305  The Gay Menagerie: Gay Male Subcultures  (DPE)

Bears. Cubs. Otters. Pups. Twinks. Radical Fairies. Leathermen. Mollies. Drag queens. Dandies. Sisters of Perpetual Indulgence. Gay men, including gay trans men, have organized themselves into various subcultures within their community for centuries. This seminar is devoted to exploring these subcultures in (a mostly US-context) in greater detail using ethnographic texts, anthropological studies, historical accounts (including oral histories), and media. Topics include cruising and flagging, the anthropological significance of gay bars, histories of bath house culture, rural vs urban queer experiences, the ball scene, drag, diva worship, the reclamation of “fabulousness and faggotry,” the leadership roles of trans women and effeminate gay men in activist movements, gay gentrification, the growth of gay consumerism/ gay tourism/homonationalism, hierarchies of masculinity in the gay community (i.e., masc for masc culture), HIV/AIDS and the politics of PrEP, chemsex, the role of racialized dating “preferences,” genealogies of BDSM and leather culture, sexual health and discourses of “risk,” the politics of barebacking and other sexual practices, queering consent, and the effects of hookup apps on gay culture. In addition to lectures, and discussions, there will also be some low-key performance-studies based exercises in queer praxis (e.g., drag workshops, mock debates, animal improvisation, role playing, etc.)

Class Format:  There will be some minor performance elements such as workshops during class.
**Requirements/Evaluation:** quizzes, journaling assignment, short diva report, 10 page research paper on a gay subcultural group

**Prerequisites:** None; WGSS 202 (Foundations in Sexuality Studies) will be helpful but is not required

**Enrollment Limit:** 12

**Enrollment Preferences:** WGSS majors; in the event of over-enrollment there statements of interest will be solicited

**Expected Class Size:** 12

**Grading:**

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

**Difference, Power, and Equity Notes:** This course examines how marginalized communities respond to their oppression through creative forms. It takes as central to its curriculum the role of sexual diversity and the relationship of the gay community to power through the central idiom of "difference."

Not offered current academic year

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**AMST 307 (F) Experimental African American Poetry**

**Cross-listings:** AMST 307, ENGL 327, AFR 301

**Primary Cross-listing**

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

**Requirements/Evaluation:** two papers (6-8 pages and 8-10 pages), short response papers, oral presentation, and class participation

**Prerequisites:** none, though at least one previous literature course preferred

**Enrollment Limit:** 15

**Enrollment Preferences:** American Studies majors

**Expected Class Size:** 15

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

**Distributions:** (D2)

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

AMST 307 (D2) ENGL 327 (D1) AFR 301 (D2)

Not offered current academic year

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**AMST 308 (F) Thinking Diaspora: The Black Atlantic and Beyond**

**Cross-listings:** WGSS 308, COMP 300, AMST 308, ENGL 309

**Secondary Cross-listing**

Water imagery has been central to black diasporic culture since its beginnings in the Middle Passage—suggesting imprisonment, isolation, escape, ancestral communion, and death, for example. This course wrestles with the significance of water in diasporic literature—how it endures, how it has diminished, how it slips away from us. Black diaspora theory was revolutionized by Paul Gilroy's *The Black Atlantic*, which urged us to consider more deeply the role of the ship, the routes, and the roots entailed in the formation of diasporic consciousness. This course aims to expand students' theoretical skills as we discuss cornerstone and cutting edge texts of diaspora theory, with an emphasis on theories that work with the relationship to water, such as those by Jacqueline Nassy Brown, Omise'eke Tinsley, and Vanessa Agard-Jones. Primary texts will include *The Big Sea* by Langston Hughes, *Sugar and Slate* by Charlotte Williams, Barry Jenkins' *Moonlight*, and more.

**Requirements/Evaluation:** weekly reading responses, presentations, one 10-page paper, engaged feedback process, and thoughtful class participation

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

**Enrollment Limit:** 25
AMST 309 (F) Womanist/Black Feminist Thought

Cross-listings: WGSS 310 AFR 310 AMST 309 REL 310

Secondary Cross-listing

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

Class Format: discussion

Requirements/Evaluation: class participation, three short response papers, and the completion of an original research paper or project

Prerequisites: none

Enrollment Limit: 25

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

Expected Class Size: 20

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

Distributions: (D2)

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

WGSS 310 (D2) AFR 310 (D2) AMST 309 (D2) REL 310 (D2)

Not offered current academic year

AMST 310 (S) "A language to hear myself": Advanced Studies in Feminist Poetry and Poetics (DPE) (WS)

Cross-listings: AMST 310 ENGL 302 WGSS 330

Secondary Cross-listing

The title of this course comes from Adrienne Rich's 1969 poem "Tear Gas," grounding our study in 1960s, 70s, and 80s feminist activist poetry but also in our current moment to answer a fundamental question: what can poetry do for us? In this period, feminist activist poets were at the center of a revolutionary social justice movement that changed the world. Feminist presses published much of the new poetry. This course focuses on the theory and practice of feminist poetry and print culture during this period, and how feminist experiments in language changed how we understand American poetry. We focus on the theoretical writings and poetry chapbooks of a diverse group of poets who powered the movement, including Audre Lorde, Mitsuye Yamada, Nelly Wong, Robin Morgan, June Jordan, Joy Harjo, Gloria Anzaldúa, Sonia Sanchez, Adrienne Rich, Judy Grahn, and Pat Parker. We also read the work of some later feminist theorists, such as Judith Butler, as we analyze the kinds of performances that brought together feminist poetry and political activism. We spend some time in the archives, analyzing documents from the period, including original publications of poetry chapbooks often published by the period's many feminist presses and consider how such attention allows us to construct alternative narratives for feminism and American poetry. Writing at the intersections of race, class, gender, and sexuality, and of multiple social justice movements (Civil Rights, anti-Vietnam War, LGBTQ activism, and Black Power), these poets gave us a new language to "hear," not only ourselves, but the experience and pain of others, and, in so doing, they moved personal experience into public discourse around issues of inequality and human flourishing in a democratic society.

Class Format: I anticipate that this class will be a hybrid course for students who are both remote and in-person, with a mix of synchronous and asynchronous elements.
Requirements/Evaluation: two short analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), short presentation, longer final researched paper (10-12 pages)

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

Enrollment Limit: 16

Enrollment Preferences: English, Women's, Gender, and Sexuality Studies, American Studies majors

Expected Class Size: 16

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

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 310 (D2) ENGL 302 (D1) WGSS 330 (D2)

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, critical summaries of feminist criticism, two four-to-five-page graded papers, one creative assignment, a longer, final researched paper (10-12 pages), written in stages over a period of several weeks with feedback at each stage. Critical feedback on written assignments a week prior to due date through conferences and Google Docs and on graded assignments within one week.

Difference, Power, and Equity Notes: The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the feminist movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the period.

Spring 2021

SEM Section: H1 TF 1:30 pm - 2:45 pm Bethany Hicok

AMST 311 Four Poets: Gwendolyn Brooks, Frank O'Hara, Sylvia Plath, and Amiri Baraka

The study of literature often relies on seemingly "objective" labels to sort and group writers. These four major American poets from the last century were often segregated into different categories: Gwendolyn Brooks (1917-2000) and Amiri Baraka (1934-2014) clumped together as black poets; Sylvia Plath (1932-1963) labelled a "Confessional Poet" and/or taught as a female poet but not a "white poet"; Frank O'Hara (1926-1966), designated a "New York School" poet but not a "white poet" or "male poet." In looking closely at the poetry of these four writers, whose work is usually not taught side by side, we will ask questions about the assumptions implicit in the concepts and categories of American (and English-language) poetics and how literary history usually gets written. For example, who is the presumed "universal" poetic speaker? Who is the assumed reader? Do our attitudes about raced and gendered bodies influence how we read raced and gendered poets? Is a queer poet read with the same particularity as a black poet?

Requirements/Evaluation: Two short papers (4-5 pp.) = 25%; One final paper (8-10 pp.) = 50%; Two short response papers = 15%; Participation = 10%

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: AMST majors

Expected Class Size: 15

Grading:

Distributions: (D2)

Not offered current academic year

AMST 312 (S) Chicago

Cross-listings: LATS 312 ENVI 313 AMST 312

Secondary Cross-listing

"The city of big shoulders has plenty of room for diversity," reads the official visitor's website for the City of Chicago. Focusing on this claim, this course asks students to think critically about what kind room has been made for diversity—social, spatial, and ideological. Additionally we examine the ways in which diverse social actors have shouldered their way into the imagined and physical landscape of the city. Working with ethnography, history,
literature, critical essays, and popular culture, we will explore the material and discursive constructions of Chi-Town and urban life among its residents. Appreciating these constructions we also consider how Chicago has served as a key site for understandings of urbanity within a broader national and global context.

**Class Format:** discussion

**Requirements/Evaluation:** attendance and class participation, group presentations and discussions, 5 critical briefs (2-pages) and a book review essay (15 pages)

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** American Studies majors, Latina/o Studies concentrators and students who have taken LATS 220/AMST 221/ENVI 221

**Expected Class Size:** 15

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

**Distributions:** (D2)

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

LATS 312 (D2) ENVI 313 (D2) AMST 312 (D2)

**Not offered current academic year**

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**AMST 313 (S) Gender, Race, and the Power of Personal Aesthetics**

**Cross-listings:** WGSS 313  AFR 326  AMST 313  LATS 313

**Secondary Cross-listing**

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

**Class Format:** This remotely taught, synchronous course follows a discussion format.

**Requirements/Evaluation:** participation, one student-led discussion period, two written essays of 5-7 pages, final oral exam.

**Prerequisites:** LATS 105, AMST 201, AFR 200, WGSS 101 or permission of instructor; first year students are not permitted to take this course.

**Enrollment Limit:** 12

**Enrollment Preferences:** Latina/o Studies concentrators, American Studies majors, Africana Studies majors, and Women's, Gender and Sexuality Studies majors by seniority. If the class is overenrolled students may be asked to submit a brief writing sample.

**Expected Class Size:** 12

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

**Distributions:** (D2)

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

WGSS 313 (D2) AFR 326 (D2) AMST 313 (D2) LATS 313 (D2)

Spring 2021

**SEM Section: R1** MW 10:00 am - 11:15 am  María Elena Cepeda

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

**Cross-listings:** AFR 315  STS 315  SCST 315  AMST 315

**Secondary Cross-listing**

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

Requirements/Evaluation: participation and attendance, creation and maintenance of a personal blog, structural analyses for film, and design of an
original multimedia project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Africana Studies concentrators

Expected Class Size: 15

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

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 315 (D2) STS 315 (D2) SCST 315 (D2) AMST 315 (D2)

Not offered current academic year

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

Cross-listings: AFR 317 COMP 319 AMST 317 DANC 317 ENGL 317 THEA 317

Secondary Cross-listing

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

Class Format: discussion

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

Prerequisites: none; open to all

Enrollment Limit: 15

Expected Class Size: 10

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

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 317 (D2) COMP 319 (D2) AMST 317 (D2) DANC 317 (D2) ENGL 317 (D2) THEA 317 (D1)

Not offered current academic year

AMST 322 (S) Race, Culture, Incarceration

Cross-listings: AMST 322 INTR 322 AFR 322 PSCI 313

Secondary Cross-listing

This course explores racially-fashioned policing and incarceration from the Reconstruction era convict prison lease system to contemporary mass
incarceration and "stop and frisk" policies of urban areas in the United States. Also explored will be political imprisonment in the United States.

Requirements/Evaluation: brief analytical papers and group presentations.
AMST 323  (S)  Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora

Cross-listings:  ENGL 356  AFR 323  AMST 323  ARTH 223  COMP 322

Secondary Cross-listing

This course explores how the graphic novel has been an effective, provocative and at times controversial medium for representing racialized histories. Drawing on graphic novels such as the late Congressman John Lewis' *March* and Ebony Flowers' *Hot Comb*, this course illustrates and critiques multiple ways the graphic novel comingles word and image to create more sensorial access into ethnic traumas, challenges and interventions in critical moments of resistance throughout history. Students will practice analyzing graphic novels with the help of critical essays, reviews and film; the chosen texts will center on Africana cultures, prompting students to consider how the graphic novel may act as a useful alternate history for marginalized peoples. During the course, students will build comic creation and analysis skills through short exercises, eventually building up to the final project of a graphic short story that illustrates historical and/or autobiographical narratives. No art experience is required, only an openness to expanding one's visual awareness and composition skills. This course is often taught in collaboration with the Williams College Museum of Art's Object Lab program, which allows the class to have its own space and art objects that are directly related to the course topic. Although it is a remote course this year, this class may still feature Object Lab participation, film screenings, and collaborations with guest speakers.

Class Format: This is a remote class that will primarily feature synchronous sessions with some asynchronous sessions.

Requirements/Evaluation: class participation, written responses, student-led facilitation, one 3-page graphic analysis, one 6- to 8-page essay, and a final project (producing a graphic short story)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: If the enrollment limit is exceeded, preference will be given to Africana Studies concentrators or students who have taken AFR 200, the department's introductory course.

Expected Class Size: 20

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

Unit Notes: this course is part of the Gaudino Danger Initiative

Distributions: (D2)

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

ENGL 356 (D1) AFR 323 (D2) AMST 323 (D2) ARTH 223 (D1) COMP 322 (D1)

Spring 2021

SEM Section: R1   MW 11:45 am - 1:00 pm   Rashida K. Braggs

AMST 324  (S)  Indigenous Women's History  (DPE) (WS)

Cross-listings:  WGSS 324  AMST 324  HIST 362

Primary Cross-listing

What would it mean to locate indigenous women and their stories at the heart of American history? This advanced junior seminar course answers this question by centering the lives of indigenous women from the pre-colonial period through the present. We will discuss both the historical importance of these women's lives, as well as the methodological and ethical concerns that arise through the historiographic recovery of their stories. We analyze both canonical figures--such as La Malinche, Pocahontas, and Sakakawea--as well as lesser known historical actors, political leaders, writers, and artists.
Requirements/Evaluation: engaged class participation, weekly reading responses, extended research project (2-page proposal, 5-page annotated bibliography, 15-page final paper and presentation)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: American Studies, History, and Women's Studies, Gender and Sexuality majors

Expected Class Size: 10

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

Distributions: (D2) (DPE) (WS)

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

WGSS 324 (D2) AMST 324 (D2) HIST 362 (D2)

Writing Skills Notes: With substantial focus on students' development of independent research papers, this course satisfies the Writing Skills requirement.

Difference, Power, and Equity Notes: We examine the lives of indigenous women in the Americas across a span of more than 500 years, asking how and why we come to know these stories through archival records, oral histories, popular culture, and autobiographies. By analyzing the interwoven forces of gender, indigeneity, race, and colonization through both primary documents and secondary scholarship, we will work together to cultivate skills of critical inquiry and better understand the role of power in shaping historical narratives.

Not offered current academic year

AMST 326  (F) Feminist and Queer Performance at the Limit of Action  (DPE)

Cross-listings: AMST 326  THEA 322  WGSS 321  AFR 328

Secondary Cross-listing

What counts as feminist and queer activism? This course challenges what we dominantly understand as activism—key to the emergence of ethnic studies and feminist and queer theory. Moving away from political actions centered in these fields, such as strikes, protests, and boycotts, this course will turn to visual and performance art works by artists of color, who consider other forms of action that are not overtly visible, resistant, oppositional, agentive, militant, loud, liberatory, and documentable. Each week, we will examine a performance at the limit of action, including silence, sexual abjection, concealment, melancholia, and waiting, alongside issues related to race, gender, sexuality, labor, and migration among others. How might we approach and reconcile with performances that once again reify notions of racialized and gendered bodies as apolitical, passive, submissive, and compliant? Drawing on scholarship within black and women of color feminist criticism, queer of color critique, critical ethnic studies, and performance studies, this course will attune students to the role of aesthetics to interrogate and expand what we typically conceive of as activism, resistance, power, and survival from racialized, feminized, and queer positions.

Requirements/Evaluation: In-class discussion, short weekly reading posts, class presentation, final paper/project

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: WGSS majors and students with experience in American Studies or performance studies coursework

Expected Class Size: 12

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

Distributions: (D2) (DPE)

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

AMST 326 (D2) THEA 322 (D1) WGSS 321 (D2) AFR 328 (D2)

Difference, Power, and Equity Notes: This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of activism is valued over other forms.

Fall 2020

SEM Section: R1  MR 1:30 pm - 2:45 pm  Kelly I Chung
AMST 327 (S) Racial and Religious Mixture (DPE)
Cross-listings: REL 314 AFR 357 LATS 327 AMST 327

Secondary Cross-listing

The very term "mixture" implies that two or more distinct substances have been brought together. Distinctions of race and religion are social fictions; yet, the lived ramifications of these social fictions involve tense struggles over the boundaries of racial and religious communities. These boundaries are not just ideas but also practices. In the history of the Americas, mixed racial and religious identities and experiences have more often been the result of violent clashes than romantic encounters. Still, the romanticization of the New World as a geography that makes such mixtures possible reaches back to the earliest days of Spanish conquest in the Americas. This course critically reconsidering varying ways that racial and religious mixtures have been imagined, defined, challenged, negotiated, and survived under imaginative and legal rubrics of mestizaje, creolization, transculturation, passing, syncretism, religious hybridity, and mixed race studies.

Class Format: mostly discussion

Requirements/Evaluation: participation, short writing exercises, a 3-page first essay, a 5- to 8-page second essay, and a 10- to 14-page final paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: seniors, concentrators, majors, those with prior relevant coursework

Expected Class Size: 10

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

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 314 (D2) AFR 357 (D2) LATS 327 (D2) AMST 327 (D2)

Difference, Power, and Equity Notes: Focusing on how different peoples have critically theorized and made meaning about and out of racial and religious differences and interconnections, this Difference, Power, and Equity course investigates the ways that knowledge about mixture and difference--and their roles in hierarchical distributions of social and political power--have been critically constructed and transformed.

Not offered current academic year

AMST 329 (F) Marxist Feminisms: Race, Performance, and Labor (DPE)
Cross-listings: THEA 323 WGSS 323 AFR 329 AMST 329

Secondary Cross-listing

Who is considered the dominant subject of labor? This course offers an overview of queer, women of color feminist, decolonial, and black and critical ethnic studies critiques of orthodox Marxism. Starting with core texts from the Marxist tradition, we will explore a range of social positions and forms of labor that complicate Marx's emphasis on the white male industrial worker. Each unit, we will study key scholarship that centers reproduction, slavery, care and domestic work, indentured servitude, sex work, and low wage flexible labor, to name a few, alongside queer and feminist modes of performance that respond to and/or provide strategies to live and survive under racial capitalism. We will discuss seminal works by theorists, including Karl Marx, Luce Irigaray, Cedric Robinson, Jennifer Morgan, Hortense Spillers, Lisa Lowe, Gayatri Chakravorty Spivak, Dorothy Roberts, Angela Davis, José Esteban Muñoz, and Leo Bersani, in tandem with performances, such as paintings, performance art, poetry, protests, photography, prints, music, and sculptures. This course will equip students with a critical understanding of the ways racial capitalism has centrally relied upon the mass capture and recruitment of racialized and gendered labor in and beyond the U.S. and how, through performance, life under these conditions have been reimagined.

Requirements/Evaluation: In-class discussion, short weekly reading posts, class presentation, final paper

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: WGSS majors and students with experience in American Studies or performance studies coursework

Expected Class Size: 12

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

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
THEA 323 (D1) WGSS 323 (D2) AFR 329 (D2) AMST 329 (D2)
Difference, Power, and Equity Notes: This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of labor is valued over other forms.

Fall 2020
SEM Section: R1  TF 1:30 pm - 2:45 pm  Kelly I Chung

AMST 330  (Anti-)Imperialism, Race, and the Archive  (DPE)  (WS)
What is U.S. imperialism? How are the social relations of racial capitalism important to U.S. imperialism? How have anti-imperial, anti-racist, and anti-capitalist struggles taken shape within, against, and beyond the U.S. nation-state, and how have these struggles shaped the U.S. nation-state itself? Finally, what kind of anti-imperial activist hermeneutics does American Studies offer and how can they be strengthened to reckon with the specific conditions of the U.S. imperial present? Anchored in these questions, this course seeks to introduce students to the history of U.S. imperialism. It does so beyond the traditional understanding of empire as a one-way agglomerating imposition of power in distant areas, and instead accounts for the co-constitution of reigning state-capitalist orders and global processes of spatial and social differentiation. Following such an approach to the history of U.S. imperialism, this course is organized around four time periods: 1770s to 1890s; 1890s to 1930s; 1930s to 1980s; and 1980s to the present. Across each period, we will attend to processes of U.S. imperial expansion, capital accumulation, and racial domination, and resistance to these processes. We will do so using secondary sources and a wide range of primary sources, including published fiction, legal documents, newspaper articles, speeches, films, and photos. By the end of this course, students should be able to detail a genealogy of the U.S. imperial present that accounts for: the significance of imperial and inter-imperial relations in the formation of U.S. national culture, institutions, and public areas such as law and public policy; how U.S. territorial colonialization has underpinned the development of U.S. imperial infrastructure, the imperial state form, and imperial culture; and how U.S. territorial and extraterritorial sovereignty exist in perpetual reaction to the primary claims of Indigenous peoples and other threats to reigning state-capitalist orders.

Requirements/Evaluation: Evaluation will be based on the following assessments: Class Participation: 25%; Weekly Response (350-500 words): 25%; Essay 1--First submission (5 pgs.): 10%; Essay 1--Revision (5 pgs.): 10%; Essay 2 (5 pgs.): 15%; Essay 3 (5 pgs.): 15%

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: American Studies majors, students specializing in Native American and Indigenous Studies, Africana majors, History majors,

Expected Class Size: 15

Grading:

Distributions:  (D2)  (DPE)  (WS)

Writing Skills Notes: Emphasis on writing process and revision: Three thesis papers at 5 pages each (each receiving critical feedback from professor and peers); one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper.

Difference, Power, and Equity Notes: Throughout, the course addresses the issues of difference, power, and equity amongst groups and the nature of the theoretical tools or perspectives used to understand these issues. It does so familiarizing students with "racial capitalism" as both a way of understanding the historical relationship between race and capitalism, and as an activist hermeneutic to respond to the conditions that American Studies and other fields must reckon with in the present.

Not offered current academic year

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

Cross-listings: AMST 331  THEA 330  COMP 330

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

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

Prerequisites: none

Enrollment Limit: 12

Expected Class Size: 10

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

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 331 (D1) THEA 330 (D1) COMP 330 (D1)

Not offered current academic year

AMST 333 (S) An American Family and "Reality" Television (WS)

Cross-listings: ARTH 310 WGSS 312 AMST 333

Secondary Cross-listing

An American Family was a popular documentary series that featured the Loud family from Santa Barbara, California, whose everyday lives were broadcast on national television. The series generated an enormous amount of media attention, commentary, and controversy when it premiered on PBS in 1973. Today, it is regarded as the origin of so-called "Reality TV." In addition to challenging standard rules for television programming, the show challenged social conventions and asked viewers to think seriously about family relations, sexuality, domesticity, and the "American dream." Documenting the family's life over the course of eight months, the series chronicled the dissolution of the Louds' marriage and broadcast the "coming out" of eldest son Lance Loud, the first star of reality television. In this class, we will view the An American Family series in its entirety, research the program's historical reception, and analyze its influence on broadcast and film media, particularly on "reality" television. A final 14- to 18-page research paper will be prepared in stages, including a 6- to 8-page midterm essay that will be revised and expanded over the course of the semester.

Class Format: Remote seminar. The course will feature synchronous online class meetings.

Requirements/Evaluation: class presentations, research assignments and annotated bibliographies, and final 14- to 18-page research paper. Student presentations will be recorded offline and posted to GLOW.

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: junior Art majors, followed by senior majors

Expected Class Size: 12

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

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ARTH 310 (D1) WGSS 312 (D2) AMST 333 (D2)

Writing Skills Notes: There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Spring 2021

SEM Section: R1 MW 6:45 pm - 8:00 pm C. Ondine Chavoya

AMST 334 (S) Sexual Economies (DPE)

Cross-listings: ANTH 301 WGSS 301 AMST 334

Secondary Cross-listing

This course examines various forms of sexual labor around the world in order to better understand how gendered and sexual performances are used
in a variety of cultures and contexts for material benefit. Our topics include "traditional" forms of sex work such as street prostitution, pornography, and escorting as well as other forms of sexualized performances for benefit such as stripping or camming. We also discuss current issues and debates about discourses of "sex trafficking." Course readings come from a range of fields, but focus most heavily on anthropology, sociology, American studies, and gender studies. The readings for this class will frequently foreground the lived experiences of sex workers from a variety of nations, races, classes, religions, and backgrounds in order to explore the broader social implications of our subject matter. The format is largely discussion-based, with short lectures supplementing the reading with summaries of current scholarly and activist debates. We have a variety of guest speakers to share their diverse lived experiences related to this topic.

Requirements/Evaluation: midterm essay exam, short quizzes, participation, Marco Polo video chat posts
Prerequisites: none, though WGSS 101 and/or 202 may be helpful, but not required
Enrollment Limit: 14
Enrollment Preferences: based on statement of interest
Expected Class Size: 14
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ANTH 301 (D2) WGSS 301 (D2) AMST 334 (D2)

Difference, Power, and Equity Notes: We pay particular attention to the intersecting questions of race, sexuality, gender, and class as we explore the political economy of commercial sex. The course teaches students to examine the underlying political and economic structures that create systems of privilege and power, thereby complicating questions and assumptions about sexual consent, coercion, agency, and empowerment with particular attention to race and gender in comparative transnational contexts.

Spring 2021
SEM Section: R1   MW 8:30 pm - 9:45 pm   Gregory C. Mitchell

AMST 335  (S) Uncovering Williams
Cross-listings: AMST 335  ARTH 335

Primary Cross-listing

Sparked by current controversies around visual representations at Williams, this course—a joint effort of the Williams College Museum of Art and the American Studies Program—interrogates the history of the college and its relationship to land, people, architecture, and artifacts. Students in this course will examine the visual and material culture of Williams and the land it occupies to uncover how the long and complex history of the college reverberates in the spaces and places students, faculty, and staff traverse daily. We take seriously that objects and environments are not neutral nor are the atmospheres that they reflect and produce. Our interdisciplinary approach draws from the methods and theories of American studies, art history, material culture studies, critical race theory, gender studies, and eco-criticism. Topics of discussion may include: the foundation of the college and displacement of native populations; buildings, objects, and monuments linked to Williams’ evangelical history and the role of missionaries in American imperialism; the symbolic meaning of the varied architectural styles at the college; and the visibility/invisibility of the college's relationship to slavery and Abolitionism.

Requirements/Evaluation: participation (discussion, GLOW posts), 2-3 short papers, one 5- to 6-page midterm paper, and a 10- to 12-page final project (either a research paper or a substantial arts-type project) and bibliography
Prerequisites: sophomore standing or permission of the instructor
Enrollment Limit: 19
Enrollment Preferences: AMST majors
Expected Class Size: 19
Grading: no pass/fail option, yes fifth course option
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 335 (D2) ARTH 335 (D1)
AMST 337 (S) Queer in the City (DPE)

Cross-listings: AMST 337 AFR 337 WGSS 346

Secondary Cross-listing

In this course we will examine the various ways scholars and filmmakers have used ethnography as a critical tool for understanding the intersections of race, place, space, gender and sexuality. We will foreground studies that examine unfamiliar sites of Black struggle, resistance, and survival. We will examine Black gender variant and sexual minorities and how they produce, reproduce and struggle for spaces and places of desire, community, pleasure, love, and loss. We will explore these stories through primarily ethnographic modalities. We will discuss the political and ethical ramifications of these ethnographic narratives paying particular attention to the usefulness and limitations of both ‘Thin’ and ‘Thick’ descriptions. We will use ethnography to center debates regarding the politics of representation of racialized queer space, place, and people through both filmic and written accounts. All students will be asked to discover and develop their ethnographic voices through various critical, creative, experimental and performative assignments.

Requirements/Evaluation: facilitated class discussion; weekly critical response papers; creative projects

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: WGSS majors; students may be asked to write a short statement of interest in the event of over-enrollment

Expected Class Size: 20

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

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 337 (D2) AFR 337 (D2) WGSS 346 (D2)

Difference, Power, and Equity Notes: Course directly discusses structural oppression, forms of inequality, and social redress through the intersecting matrices of race, gender, sexuality and other ontological forms.

Not offered current academic year

AMST 338 (S) Literature of the American Renaissance

Cross-listings: COMP 337 ENGL 338 AMST 338

Secondary Cross-listing

The decades leading up to the Civil War have often been described as the "American Renaissance" because of the breathtaking explosion of literary achievements in that period (including Walden; Moby-Dick; The Scarlet Letter; Narrative of the Life of Frederick Douglass; and the groundbreaking poetry of Walt Whitman and Emily Dickinson). For the first time, American writers were broadly the equal or more of their European counterparts. We will explore the distinctive character of this achievement, paying close attention to the transformational power of language, and the promises it offered to refigure personal and political identity in a time when the American experiment approached the brink of collapse.

Class Format: discussion

Requirements/Evaluation: in addition to actively participating in class, students will be required to submit very short reading entries on Glow, and to write two comparative essays (of 8 and 12 pages).

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

Enrollment Limit: 25

Enrollment Preferences: English majors; American Studies majors; Comparative Literature majors

Expected Class Size: 20

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

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
COMP 337 (D1) ENGL 338 (D1) AMST 338 (D2)
AMST 339  (S)  Latina/o/x Musical Cultures: Sounding Out Gender, Race, and Sexuality  (WS)

Cross-listings: LATS 338  AMST 339  WGSS 338

Secondary Cross-listing
In this class we will investigate a wide variety of Latina/o/x popular musical forms, with particular attention to issues of gender, sexuality, and ethno-racial identity. Employing interdisciplinary materials and approaches, this course focuses on the sonic and visual analysis of contemporary Latina/o/x popular music and the identities of its producers, performers, and audiences. We will focus on the following questions, among others: How are hybrid Latina/o/x identities expressed through popular music and dance? In what ways do gender, sexuality, and ethno-racial identity inform the performance and interpretation of particular Latina/o musical forms? What unique role does sound play in our understanding of popular music and identity?

Requirements/Evaluation: class participation, one semester-long original research project conducted in stages

Prerequisites: prior courses in AMST, LATS, or WGSS; not open to first-year students

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators, Women’s, Gender, and Sexuality Studies majors, and American Studies majors by seniority

Expected Class Size: 12

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

Distributions:  (D2)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
LATS 338 (D2)  AMST 339 (D2)  WGSS 338 (D2)

Writing Skills Notes: Students are required to complete a semester-long research paper in steps, each of which is evaluated and completed again as needed. These include an abstract (1-2 pages), annotated bibliography (2-5 pages), outline (2-7 pages), rough draft (2 at 6-10 pages), peer editing exercise, and final draft (10-12 pages). The intention is that students learn practical skills related to effective writing and to encourage them to engage in writing in planned stages with consistent feedback.

AMST 340  (S)  Elizabeth Bishop in the Americas  (DPE)

Cross-listings: ENGL 340  AMST 340  WGSS 340  COMP 342

Secondary Cross-listing
Elizabeth Bishop has emerged as one of the most important poets of the 20th century. She is admired not only for her dazzling mastery of the craft but also her adventurous life as a world traveler. Her more than two decades living in Brazil and translating the culture and literature of that country for a North American audience, for instance, make her life and work a rich focal point for cross-cultural study. At the center of the course will be Bishop's stunning meditations on childhood, memory, travel, lesbian sexuality, gender identity, ecology, and race and class in the U.S. and Brazil. We will look at how Bishop intertwines personal and global historical encounters in order to raise serious ethical questions about our shared history of conquest and sense of place in the Americas from the 16th century to the Cold War period of the twentieth. What is ultimately at stake in our claiming of a "home"? We also read a number of the writers in North and South America who were closely connected to Bishop, from Robert Lowell and Ernest Hemingway in North America, to Pablo Neruda and Clarice Lispector in South America. Ultimately, we study how craft, poetic process, and an ethical eye on the world can open up the study of poetry and poetics in the 21st century.

Class Format: three hours per week, in addition to small group discussion and archival research

Requirements/Evaluation: two short papers of 4-5 pages, one longer critical research paper of 10-12 pages, three to four discussion posts (300-500 words)

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

Enrollment Limit: 25

Enrollment Preferences: English, Comparative Literature, Women’s, Gender, and Sexuality Studies, American Studies majors

Expected Class Size: 15

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

Distributions:  (D1)  (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 340 (D1) AMST 340 (D2) WGSS 340 (D2) COMP 342 (D1)

**Difference, Power, and Equity Notes:** This course employs critical tools (case studies, translation theory, archival research, poetics, close reading, comparative approaches, postcolonial theory) to help students question and articulate the way that social injustice, such as racial inequality, poverty, and colonial conquest, shapes national and individual identities. Students will learn how to articulate how our aesthetic and cultural products also serve to shape these identities but also can challenge the dominant power structures.

*Not offered current academic year*

**AMST 343 (S) Representations of Racial-Sexual Violence from Enslavement to Emancipation**

**Cross-listings:** INTR 343 AFR 343 AMST 343 WGSS 343

**Secondary Cross-listing**

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

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

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

**Prerequisites:** none

**Enrollment Limit:** 10

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

**Expected Class Size:** 8

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

**Distributions:** (D2)

*Not offered current academic year*

**AMST 344 (F) Pacific-New England Material Histories (DPE)**

**Cross-listings:** ARTH 344 AMST 344

**Secondary Cross-listing**

This course looks at the indigenous, colonial, maritime, and missionary histories that connect New England to island nations in the Pacific in the eighteenth and nineteenth centuries. Rather than thinking of Hawai‘i and Massachusetts merely as opposite ends of United States colonial expansion, we will focus on the heterogenous cast of historical actors—from queens to whalers—who interacted in these places and generated new forms in architecture, painting, printmaking, the decorative arts, textiles, and publishing. Particular attention will be paid to the politics of Hawaiian visual culture and the histories of Williams alumni in Hawai‘i, but the readings, discussions, and student papers will not be limited exclusively to those subjects. Our time together will be split between lecture and class discussion, with some meetings devoted to archival research and object-based case studies in collections on campus. As a group, we will establish a corpus of objects and conceptual frameworks for analyzing what "Pacific-New England" means and how that might challenge our existing assumptions about regional art histories. Finally, we will experiment as a class with the best ways to convey what we’ve learned through our collective inquiry—whether in different forms of writing or by workshopping more creative approaches.

**Requirements/Evaluation:** participation in discussion, two short papers, final research project, and presentation; note: one required field trip, scheduled in consultation with the students

**Prerequisites:** none

**Enrollment Limit:** 12

**Expected Class Size:** 8

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

**Distributions:** (D1) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 344 (D1) AMST 344 (D2)

Difference, Power, and Equity Notes: This course traces the ways that systemic biases regarding race, religion, gender, and class impacted and continue to affect relations of power, wealth, and ultimately sovereignty in the United States and in Hawai'i.

Not offered current academic year

AMST 346  (F)  Latinas/os and the Media: From Production to Consumption
Cross-listings:  LATS 346  AMST 346
Secondary Cross-listing

This interdisciplinary course focuses on the areas of Latina/o media production, policy, content, and consumption in an attempt to answer the following questions, among others: How do Latinas/os construct identity (and have their identities constructed for them) through the media? How can we best understand the complex relationship between consumer, producer, and media text? How are Latina/o stereotypes constructed and circulated in mass media? Where do issues of Latina/o consumer agency come into play? In what ways does popular media impact our understanding of ethno-racial identities, gender, sexuality, class, language, and nation?

Requirements/Evaluation: student participation, one 2- to 3-page close reading exercise, and an original 10- to 12 page research paper conducted in stages

Prerequisites:  LATS 105 or permission of the instructor; no first-year students are permitted to take this course

Enrollment Limit:  12

Enrollment Preferences:  Latina/o Studies concentrators or American Studies majors by seniority

Expected Class Size:  12

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

Distributions:  (D2)

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

LATS 346 (D2) AMST 346 (D2)

Fall 2020

SEM Section:  R1  MR 1:30 pm - 2:45 pm  Maria Elena Cepeda

AMST 347  (S)  Beyond Cli-Fi: Climate Change Histories & the Arts of Resilience  (DPE)
Cross-listings:  AMST 347  ENVI 348
Secondary Cross-listing

This interdisciplinary environmental humanities seminar begins with the premise that our present climate crisis is a political project of globalization propelled by capitalism and its cultural logic. Causes and consequences of climate change can only be understood by examining the historical trajectories of carbon-based economic, political, and cultural systems since the 19th century. We trace the intellectual genealogy of modern climate science, consider the politics of indigenous knowledge as related to extractivism, and examine literary and artistic engagements with the natural world. We pay particular attention to the narrative strategies that scientists and policymakers use to talk about climate, and we develop creative critiques of the dominant discourses. We use historical and cultural analysis to study social movement strategy and tactics among advocates for climate mitigation, adaptation, and resilience. We begin and end with creative responses to climate crisis, always asking: How can we move beyond dystopia and defeatism? How might history inform social movements for climate resilience? How can the arts, theater, and literary production articulate a new politics of survival? What narrative forms enable and inspire climate action?

Requirements/Evaluation:  one short creative writing assignment; several short critical papers (3-4 pages); final essay (10-15 pages)

Prerequisites:  ENVI 101 or instructor permission

Enrollment Limit:  none

Enrollment Preferences:  ENVI or AMST majors or concentrators; people with demonstrated interest in the course topics

Expected Class Size:  15

Grading:  no pass/fail option,  no fifth course option
Distributions: (D2) (DPE)

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

AMST 347 (D2) ENVI 348 (D2)

Difference, Power, and Equity Notes: This course considers the historical differences in economic, political, and cultural power which have shaped our present climate crisis. We consider both who drives environmental change and who experiences it first hand. We consider in particular how differences of class, race, and gender shape capacities for resilience and resistance and we examine social movement strategy, with particular attention to Indigenous and POC social movement thinkers and leaders.

Not offered current academic year

AMST 348 (F) Graphic Narratives as Democratic Ideals

Cross-listings: COMP 348 AMST 348 LATS 348

Secondary Cross-listing

This course examines the graphic narrative in terms of how each author/illustrator employs narrative elements (plotting, structure, characterization, text, and visuals) to express social realities within the context of democratic ideals. The primary focus will be on texts that explore themes of democracy and Latinidades. We will also discuss the "graphic activism" of artists like Sharon Lee De La Cruz of Digital Citizens Lab, a design collective with a focus on civic technology. Throughout the course, students will have the opportunity to create their own graphic narratives, either digitally or in print. Possible guest speaker: comic book artist Ivan Vélez (Planet Bronx, 2015 Creative Capital Award in Visual Arts).

Class Format: workshop

Requirements/Evaluation: attendance and class participation, short writing exercises, 4-5 page midterm paper (close-reading a text), 10-15 page final creative paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: LATS concentrators

Expected Class Size: 15

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

Distributions: (D2)

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

COMP 348 (D2) AMST 348 (D2) LATS 348 (D2)

Not offered current academic year

AMST 350 (S) Black Masculinities (DPE)

Cross-listings: AMST 350 ENGL 375 AFR 331 WGSS 318

Secondary Cross-listing

In this seminar, we will study the evolution of Black masculinities through cultural, social, and political movements from 20th century to the present. This course engages Black feminist thought, Black masculinities studies, queer theory and performance studies. We will examine the relationship and constitutive nature of masculinity and femininity. By examining representations and presentations of Black masculinities, we will pursue questions such as: How is blackness always already gendered? How is gender always already racialized? What are the effects of these gendering and racializing practices on Black bodies, spaces, and places? How has dominant society attempted to define Black masculinity? In what ways have Black people undermined these narratives and redefined themselves? How do racial stereotypes about Black men’s sexuality inform representations of Black masculinities? What is the future of Black Gender? We will trouble the relationship between manhood and masculinity by examining the ways in which masculinity can move across various kinds of bodies. In addition to reading critical and creative texts, we will view films and engage other kinds of media. Students will be responsible for 2 short papers and a final project.

Requirements/Evaluation: students will be responsible for 2 short papers and a final project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: WGSS Majors will get preference, then Juniors and Seniors
Expected Class Size: 14
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 350 (D2) ENGL 375 (D1) AFR 331 (D2) WGSS 318 (D2)

Difference, Power, and Equity Notes: This course engages content and materials that explore various forms of difference, power, and equity, along with facilitating the development of skills that will help students address the implications of said forms. This course considers current examples and historical examples of Black masculinity. This course fosters difficult conversations about how difference works and has worked, how identities and power relationships have been grounded in lived experience.

Not offered current academic year

AMST 351 Queer Tongues & Lavender Linguistics (DPE)
This course in linguistics provides an introduction to linguistic anthropology, sociolinguistics, and folklore studies using topics and approaches related to gender and sexuality. It is a methods course based in empirical research principles, but a basic familiarity with the broad strokes of queer/feminist theory may be helpful. One goal of the class will be learning to read and write in IPA (International Phonetic Alphabet) and how to construct and use IPA "change charts." We then build on this as we turn to sociolinguistics as students will learn how to do Discourse Analysis and Conversation Analysis, using WGSS-oriented topics (e.g., upspeak, vocal fry, so-called "gay voice," the gendered nature of turn-taking and interrupting.) We then turn to an extended unit on queer folklore and folklife, learning how anthropologists and folklorists use motif type indexes (e.g., Propp Functions, Thompson Type Index, etc) to study oral narratives and how feminist/queer theorists can use these to analyze gender in folk/fairytales and other stories. We also read several linguistic anthropologists' ethnographies of queer communities' language practices in global context. The semester concludes with a unit on LGBT slang, argots, and profanity.

Requirements/Evaluation: IPA Quizzes (reading/writing), Conversation Analysis/Turntaking Transcription Assignment, Urban Legends Tale Type Analysis, Short Analytical Paper on Feminist/Queer Folk Figures

Prerequisites: None; prior coursework in WGSS may be helpful, but is not required
Enrollment Limit: 12
Enrollment Preferences: WGSS majors; short statements of interest will be solicited in the event of overenrollment
Expected Class Size: 12
Grading:
Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course examines the centrality of power in communication as broken down along axes such as sex, gender, and sexuality. It deliberately takes a canonical field (i.e., linguistic anthropology) that often neglected the gendered nature of communication and puts these questions at the center of the curriculum. Assignments are structured in such a way as to build awareness of the role of gender and sexuality within human interactions and how sociolinguistics reveal power imbalances.

Not offered current academic year

AMST 353 Is Science Native to Turtle Island? The History of Native Science in North America (DPE)
Cross-listings: STS 353 AMST 353

Primary Cross-listing
Settler sciences and technologies deployed by Europeans colonizing Turtle Island (what settlers called North America) were introduced as weapons of Indigenous termination. From medical violation, to anthropological theft, and industrial pollution, settler technoscience objectified and appropriated Indigenous people and lands, and attempted to displace Indigenous knowledge in the pursuit of settler supremacy. Indigenous bodies were cast as victims, objects and sometimes the tools of this project. And yet, as tools and objects, Indigenous peoples took up settler technoscience in a multitude of ways that failed (both purposefully and not) to adhere to the colonizing mission, incorporating Indigenous knowledges and orientations, subverting settler science as a source of authority, and positioning science as a site of Indigenous sovereignty. The practice of taking up science as a tool of decolonization has become explicit in recent decades as expressly Native sciences now shape tribal funding, college education, and negotiations with international governing bodies. This course will trace the history of Native science across different nations and disciplines from the antebellum period when settler sciences were taking shape in civilian institutions to the present when Native science is professionalizing and being codified. We will read primary sources and scientific treatises by Indigenous leaders, activists, and scientists alongside secondary sources in Indigenous science and
technology studies (STS), history, and postcolonial and queer theory.

Requirements/Evaluation: attendance and class participation, two 4-page research papers, and a final creative project (TBD with instructor) or 8- to 10-page paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: American Studies majors and Science and Technology Studies concentrators

Expected Class Size: 13

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

Distributions: (D2) (DPE)

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

STS 353 (D2) AMST 353 (D2)

Difference, Power, and Equity Notes: This course will explore how settler sciences have been used as a technology of difference making, dispossession, and genocide in United States history. It will also provide students a theoretical toolkit and historical perspective by which they can grapple with the fact that power structures like settler technoscience can be a source of both colonization and liberation.

Not offered current academic year

AMST 355 (F) Creating Whiteness: Racial Taxonomies in 'American' Art, 1650-1900

Cross-listings: AMST 355 ARTH 515

Secondary Cross-listing

“What is race?” “How is a race created?” “What are the racial histories and subsequent political implications of ‘American’ art?” These are the central questions of our exploration. Drawing on two centuries of making in the Americas—from 17th century casta paintings of New Spain to the pictorialist photographs of Fred Holland Day—the object-based seminar for graduate students (and undergraduates with instructor’s approval) draws upon area collections (including WCMA and The Clark Art Institute) to make the argument that racial ideologies have always been sutured to definitions of an American canon. Our approach is the case study: devoting one or two class meetings to the exploration of eight specific moments/artists in order to engage with the intersectional ideologies of personal and collective identity, e.g., self and the Divine; portraiture and the nation, armed conflict, and the constructed mutabilities of gender and sexuality. Additional artists and topics include: the Stuart family’s images of George Washington and Thomas Jefferson; advances in photographic technology vis-à-vis the amputated bodies of Civil War veterans; gender fluidity in John Singer Sargent; and the equation of homoeroticism and black bodies in pictorialism. Designed to provide breadth and specific moments of depth, we will be covering processes of making across multiple mediums and time periods. An elementary reading knowledge of French, Latin, Portuguese, and/or Spanish will not go amiss.

Requirements/Evaluation: research paper, presentations

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: second-year graduate students, then first-year graduate students, then advanced undergraduate students

Expected Class Size: 12

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

Distributions: (D1)

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

AMST 355 (D1) ARTH 515 (D1)

Not offered current academic year

AMST 356 (S) Settler Colonialism, Care, Kinship and Social Reproduction (DPE) (WS)

Cross-listings: AFR 359 AMST 356

Primary Cross-listing

AMST 356 Settler Colonialism, Care, Kinship and Social Reproduction Contemporary understandings of family, kinship and care were shaped through the invasion of the Indigenous Americas and Transatlantic slavery. Indigenous nations came to be understood by anthropologists and settler states as governed by a logic of kinship, and this understanding was weaponized by the US and Canada to target Indigenous governance for elimination. At the
same time, dominant kinship narratives were defined by the property claims made upon Black lives under settler law and by the state-enforced maternal inheritance of racialized bondage. This course will analyze kinship and care as both mechanisms of state control of Indigenous and Black lives and lands, and as sites of insurgency against colonial states. We will analyze how Canada and the U.S. have deployed Child Protective Services, reproductive regulation, Boarding Schools, plantation economies, land dispossession, and the prison industrial complex to target Indigenous, Black, Brown, working class and trans/queer support systems. Applying methodologies and theoretical interventions in Indigenous studies, Black studies and critical political economy to primary texts to US and Canadian law, autobiography, and anthropology, our focus will move from 17th and 18th century British colonial law to autobiographical accounts of slavery and emancipation, to Canada's 19th century Indian Act, to mid-20th century social scientific debates on Black and Indigenous families. We will end by thinking about insurgent practices of organizing care and kinship outside and against the confines of whiteness, capital and the state. The pedagogical aims of the course are to illustrate how kinship narratives anchor settler colonial nationhood and property regimes, and to facilitate the development of skills in writing and independent research, primary source analysis, and critical analysis of law, anthropology, and policy.

Requirements/Evaluation: Class Participation and three critical response papers at three to five pages each (each receiving critical feedback from professor); one response paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process. One final paper (15-20 pages) and one roundtable presentation based on the final paper.

Prerequisites: Prerequisites: one or more of the following courses: AMST 146, Introduction to Indigenous Studies or AFR 200, Introduction to Africana Studies; HIST 254 / AMST 254(F), Sovereignty, Resistance, and Resilience: Native American Histories to 1865 or AMST 204:

Enrollment Limit: 19
Enrollment Preferences: AMST majors have first priority, AFRICANA majors have second priority.

Expected Class Size: 19

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

Unit Notes: This course satisfies EITHER the Space and Place elective OR the Comparative Studies in Race, Ethnicity and Diaspora elective

Distributions: (D2) (DPE) (WS)

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

AFR 359 (D2) AMST 356 (D2)

Writing Skills Notes: Explanation: Three critical response papers at three to five pages each (each receiving critical feedback from professor); one response paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process. One final paper (15-20 pages) and one roundtable presentation based on the final paper.

Difference, Power, and Equity Notes: This course focuses upon the operations of difference, power and equity in settler colonial governance in the Americas, particularly in terms of how the legal and extralegal regulation of family, kinship and care are sites where racial, colonial, ethnic, gender and sexual difference are produced and reproduced. It aims to provide students with critical tools to become responsible agents of change, by informing them of the ways that concerns for social equity in the field of kinship and family

Spring 2021

SEM Section: R1 WF 1:30 pm - 2:45 pm Margaux L Kristjansson

AMST 357 (S) Re/Generations II: Contemporary Experiments in Memory, Trauma, and Self (DPE)

This is a two-part junior seminar in which we take an expansive approach to memoir as a form, genre, and practice, with specific attention given to texts reckoning with the traumas, transgressions, and transformations of what we understand as "America" and its many discontents. As such, the courses are remote and may be taken in sequence or autonomously. In this second part, we convene on a selection from our historical present and explore how categories of identity and experience, memory and history are being constructed and deconstructed, reimagined and remade anew. We will ask: how do these authors narrate the overlapping cycles of loss, pain, grief, survival, resilience, and resistance in the face of historical violence? What possibilities for (individual and collective) healing can exist in and beyond the world as we know it? What does it even mean to have or to not have, to find, to lose, to have stolen, to dissolve, and/or to recover a self in a besieged American present-future tense? Texts to be considered may include: How to Write an Autobiographical Novel (Alexander Chee); When They Call You A Terrorist: A Black Lives Matter Memoir (Patrisse Khan-Cullors and asha bandele); Heart Berries (Terese Marie Mailhot); Know My Name (Chanel Miller); On Earth We're Briefly Gorgeous (Ocean Vuong).

Class Format: Remote

Requirements/Evaluation: weekly reading responses, midterm and final papers

Prerequisites: American Studies 101 and/or 301, previous coursework in race, ethnicity, and diaspora, junior or senior standing, or permission of
**AMST 359 (F)(S) Spirits of Rebellion: The L.A. Rebellion Filmmakers (DPE)**

**Cross-listings:** ENGL 357  AFR 351  AMST 359

**Primary Cross-listing**

When Beyoncé unveiled the *Lemonade* visual album in 2016, her production captured the artistic spirit and gave new life to an earlier work: Julie Dash's *Daughters of the Dust* (1991), a luminous film about three generations of the Gullah people and the first motion picture by a Black woman to obtain wide theatrical release in the United States. Many, however, are unaware of the decades-long cinematic movement to which Dash belongs. In this course, we will devote our critical inquiry to the creative output of the L.A. Rebellion, a group of Black cinematic artists trained at the UCLA Film and Television School between the 1960s and 1990s. Our visual journey will take us through a diverse set of filmmakers like Charles Burnett, Ben Caldwell, Barbara McCullough, Julie Dash, Zeinabu irene Davis, Haile Gerima, Alile Sharon Larkin, Billy Woodberry, among many, many others, and how they sought to not only redefine the Black image on-screen but also reimagine the infinite possibilities of Blackness. We will pay close attention to the heterogeneity of genres, styles, and techniques that they put into practice from narrative to neorealism to documentary to avant-garde/experimental to African and African American musical and storytelling traditions. We will explore the various social and political issues that were represented by their films including: racial and class oppression, Black feminisms, Black Power, Afrocentrism, anti-colonialism and decolonization, police brutality and mass incarceration, radical social movements and coalition building, and the importance of community-based art and film practices. Finally, we will touch upon some of the recent works that have been inspired by the L.A. Rebellion, including the aforementioned *Lemonade* and Barry Jenkins’ *Moonlight* (2016). Our viewership will be supplemented with readings in Black social and cultural criticism.

**Requirements/Evaluation:** weekly online journal responses (1-2 pages); midterm essay (5-7 pages); final project

**Prerequisites:** AMST 101 and/or 301, critical studies in race and ethnicity or cultural studies, or permission of the instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** American Studies majors

**Expected Class Size:** 12

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

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

**Difference, Power, and Equity Notes:** This course contributes to the Difference, Power, and Equity designation by examining the social, political, cultural, and historical forces that contribute to Black cinematic representation.
Early Americans inhabited an interconnected world through which people, beliefs, and objects circulated. This course explores the "Atlantic World" as both a place and a concept: an ocean surrounded by diverse communities and empires, and an imagined space of shared or competing affiliations. Moving from the tenth century to the nineteenth, it examines ecological, cultural, political, economic, intellectual, and religious exchanges among Native Americans, Europeans and colonizers, and Africans and African Americans. It introduces both conceptual dimensions of this Atlantic paradigm and case studies that investigate its human subtleties, with the goal of examining early American history through a transnational lens. The course will take up the stories of Wabanaki mariners and Norse/Viking expansionists; Pocahontas, a trio of Inuit people, and myriad other Indigenous travelers to Europe; West African survivors of the Middle Passage and their enslaved descendants who pushed for survival and recognition of their humanity overseas; New England religious dissidents, intellectuals, and profiteers from Caribbean slavery; Touissant L'Ouverture and the reverberations of the Haitian Revolution; and whaling ship crews who pursued cetaceans ever farther out at sea, among other topics. The course also delves into new methodologies for telling histories that have been unevenly presented or seemingly silenced in traditional documentary archives, probing ways that oral traditions, songs, archaeology, material culture, and other forms of expression and representation can help recast the nature and meanings of these connected spaces and histories. Additionally, it provides an opportunity to engage with original materials pertaining to Atlantic World histories in the Williams College Archives/Special Collections and Art Museum.

Class Format: will alternate with seminar-type discussion of readings

Requirements/Evaluation: active participation in class discussion, several short essays based on readings and discussion topics, museum/archives exercise, final essay

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: sophomore, junior, and senior History majors

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

HIST 361 (D2) AMST 360 (D2)

Difference, Power, and Equity Notes: This course examines the formation, expression, and articulation of racial, ethnic, cultural, and other forms of difference in the historical Atlantic World, and the ways that peoples of Indigenous and African descent engaged with and challenged European colonization. It devotes substantial time to critical methodologies that re-center voices oftentimes treated as "silenced" or "absent" in older literatures, and helps students build fluencies in recovering and analyzing these lives.

Not offered current academic year

AMST 368 (F) Framing American Slavery (DPE)

Cross-listings: AFR 363 AMST 368 HIST 368

Secondary Cross-listing

Readings in American Slavery  This course will delve into how and what historians have written about US slavery for the last century or so. Rather than marching through time, like we might in a survey course, we'll explore the nooks and crannies of slavery's history. We'll consider gender and sexuality, labor and capitalism, regional difference, maritime culture, and every day life. We'll compare histories produced well before the Civil Rights Movement to books written afterward. We'll consider the obstacles and challenges Black scholars faced in the academy and consider the significance of their work. Finally, we'll examine slavery's role in today's world, beginning with the institution's relationship with American universities and continuing on to the recent protests against monuments and statues.

Requirements/Evaluation: Four written essays/reviews, final paper. Students must also complete reading and contribute to class discussions.

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: Priority given to History, American Studies, and Africana Studies concentrators/ majors.

Expected Class Size: 10

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

Distributions: (D2) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
AFR 363 (D2) AMST 368 (D2) HIST 368 (D2)

Difference, Power, and Equity Notes: This course will explicitly examine how power worked and changed during the centuries of legal slavery in the United States. Since lawmakers joined power and violence to definitions of whiteness and blackness, we will study how these definitions emerged and changed over time. Students will address issues of violence, legal and extra legal means of continuing slavery through changing political and economic conditions. Additionally, the course will consider the racial barriers in the academy.

Fall 2020
SEM Section: R1    TR 9:45 am - 11:00 am     Gretchen Long

AMST 376 (F) Landscapes in American Literature

Cross-listings: ENGL 376 STS 377 AMST 376

Secondary Cross-listing
This course examines representations of American landscapes in selected texts from the British colonial era to the present. Critical approaches will include narrative theory, formalism, eco-criticism, and science and technology studies. The central questions are: (1) How do authors adapt narrative and poetic forms to the representation of particular landscapes? (2) How do literary landscape representations change when new technologies arise for traversing and transforming them? (3) What effects can literary landscapes have on the landscapes we live in? Landscapes include settlements, cities, wildernesses, “frontiers,” suburbia, and infrastructural scenes. Relevant technologies include the postal service, the railroad, the telegraph and telephone, the automobile, commercial aviation, and Skype. Texts may include: letters of Columbus, American Indian creation stories, early American religious texts, captivity narratives, slave narratives, and poems, short stories, and novels from the 17th to the 21st centuries, as different from one another as Dickinson’s “Nature-sometimes sears a Sapling-” and Annie Proulx’s *Brokeback Mountain*.

Requirements/Evaluation: discussion participation; five brief response papers (~2 pages); a mid-semester essay (~5 pages); a final essay (12- to 15-pages)

Prerequisites: none
Enrollment Limit: 15
Expected Class Size: 12
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 376 (D1) STS 377 (D2) AMST 376 (D1)

Not offered current academic year

AMST 379 (F) American Pragmatism

Cross-listings: PHIL 379 AMST 379

Secondary Cross-listing
Along with jazz, pragmatism stands as the greatest uniquely American contribution to world culture. As the music wails in the background, we will study the classic pragmatists: William James, C. S. Peirce, and John Dewey. We will continue with the contemporary inheritors of the tradition: Cornel West, Richard Rorty, and Hilary Putnam. Although it has influenced both analytic and continental philosophy, pragmatism is a powerful third philosophical movement. Always asking what practical difference would it make, our authors investigate the central questions and disputes of philosophy, from epistemology and metaphysics to ethics and religion. Rather than seeing philosophy as an esoteric discipline, the pragmatic philosophers (with the possible exception of Peirce) see philosophy as integral to our culture and see themselves as public intellectuals.

Requirements/Evaluation: final paper, several short assignments
Prerequisites: at least two PHIL courses
Enrollment Limit: 25
Enrollment Preferences: Philosophy and American Studies majors, then seniors and juniors of any major
Expected Class Size: 12-15
AMST 380 (F) Freedom Dreams, Afro-Futures & Visionary Fictions

Cross-listings: AFR 380 SCST 380 WGSS 380 AMST 380 ENGL 381 STS 380

Secondary Cross-listing

In this course we will examine the various ways Black scholars, artists, & writers use science fiction and visionary fiction to imagine freedom and new world orders. We will focus on the role of history, particularly slavery, in the Black radical imagination. “Freedom” is the keyword throughout the course. We will grapple with the various and sometimes conflicting meanings and uses of freedom as it relates to blackness, gender, sexuality, class and ability. We will explore multiple forms of scholarship and cultural productions, including film, music, novels, short-stories, art, poetry, and other academic texts. All students will be asked to discover and develop their writerly voices through various critical, creative, experimental and performative assignments.

Requirements/Evaluation: active participation, completion of various short assignments, one 5-page paper and one 7- to 10-page final paper

Prerequisites: none

Enrollment Limit: 20

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

Expected Class Size: 20

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

Distributions: (D2)

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

AFR 380 (D2) SCST 380 (D2) WGSS 380 (D2) AMST 380 (D2) ENGL 381 (D1) STS 380 (D2)

Not offered current academic year

AMST 381 (S) The Legal History of Asian America (DPE)

Cross-listings: HIST 381 AMST 381

Secondary Cross-listing

This course will focus on how certain legal structures have shaped the Asian American experience. We will examine the impact of the laws that are part of the anti-Chinese movement, the Chinese Exclusion Act, the incarceration of Japanese Americans during WWII, school desegregation, citizenship cases, and other legal decisions that have influenced the development of Asian American history.

Requirements/Evaluation: two 2- to 3-page response papers, two-5- to 7-page essays, one final paper of 15 pages

Prerequisites: none, open to all students

Enrollment Limit: 25

Expected Class Size: 20

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

Distributions: (D2) (DPE)

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

HIST 381 (D2) AMST 381 (D2)

Difference, Power, and Equity Notes: This class will cover immigration law, civil rights law, and gender relations, all under the umbrella of legal decisions which determined the racial, class, and gender makeup of the Asian American population from the late-1800s to the present.

Not offered current academic year

AMST 382 (S) Transnational Asian/American Film and Video
Cross-listings: AMST 382  COMP 382

Primary Cross-listing

In this course, we will examine transnational Asian/American film and video through the frameworks of film and visual studies, cultural studies, and critical media literacy. We will traverse communal, national, and transnational lines with a heterogeneity of forms and genres, including narrative, documentary, experimental, short film, music video, public access television, and YouTube. We will attend to multiple modes of critical analysis: (1) the conditions of power and visibility being mediated by sites of representation, (2) the networks and platforms helping to make these sites possible, and (3) the materials, meanings, and acts being generated by them. We will also interrogate: How are Asian, American, and/or Asian American representation being produced, performed, embodied, circulated, and consumed? What are the social, political, economic, and cultural forces at play in a given historical context? What artistic and political strategies are at play in the complex nexus of producers, directors, actors, distributors, and viewers? And what are the possibilities, limits, and stakes for different strategies of invention and intervention, activism and resistance? We will consider films from the United States as well as the inter-Asian context. Students will produce a creative media project at the end of the semester.

Requirements/Evaluation: attendance and participation; weekly online journal entries (1-2 pages); midterm paper (5-7 pages); final creative project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: American Studies majors

Expected Class Size: 19

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

Distributions: (D2)

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

AMST 382 (D2) COMP 382 (D1)

Not offered current academic year

AMST 384  (F) Selected Topics in Asian American Studies  (DPE)

Cross-listings: ASST 384  AMST 384  HIST 384

Secondary Cross-listing

Assuming some previous knowledge of Asian American history, this course will examine a number of specific topics in Asian American Studies. Using historical sources, monographs, graphic memoirs, novels, and films, potential topics include Asians of mixed race, Orientalism, adoption, food culture, the "model minority," legal studies, Asian Americans and the environment, and the impact of war on Asian American history.

Requirements/Evaluation: papers

Prerequisites: none; open to all

Enrollment Limit: 25

Enrollment Preferences: seniors first, then anyone

Expected Class Size: 20

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

Distributions: (D2) (DPE)

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

ASST 384 (D2) AMST 384 (D2) HIST 384 (D2)

Difference, Power, and Equity Notes: This class is focused on race, immigration, gender relations, and labor issues; all of which can be seen through the lens of power dynamics and inequality.

Not offered current academic year

AMST 397  (F) Independent Study: American Studies

American Studies independent study

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

Distributions: (D2)
AMST 398 (S) Independent Study: American Studies

American Studies independent study

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

Distributions: (D2)

Spring 2021

IND Section: R1 TBA Dorothy J. Wang

AMST 403 (S) New Asian American, African American, Native American, and Latina/o Writing

Cross-listings: AMST 403 LATS 403 AFR 333

Primary Cross-listing

The most exciting and forward-thinking writing in the English language today is being done by formally experimental writers of color. Their texts push the boundaries of aesthetic form while simultaneously engaging questions of culture, politics, and history. This course argues not only for the centrality of minority experimental work to English literature but a fundamental rethinking of English literary studies so as to confront the field's imbedded assumptions about race, a legacy of British colonialism, and to make the idea of the aesthetic more open to ideas generated in critical race studies, diaspora studies, American studies, and those fields that grapple more directly with history and politics. In the critical realms of English, work by minority writers is often relegated to its own segregated spaces, categorized by ethnic identity, or tokenized as "add-ons" to more "central" or "fundamental" categories of literature (such as Modernism, poetics, the avant-garde). Recent work by Asian American, African American, Native American and Latino/a writers challenges our assumptions and preconceptions about ethnic literature, American literature, English literature, formal experimentation, genre categorization, and so on. This writing forces us to examine our received notions about literature, literary methodologies, and race. Close reading need not be opposed to critical analyses of ideologies. Formal experimentation need not be opposed to racial identity nor should it be divorced from history and politics, even, or especially, a radical politics.

Requirements/Evaluation: one shorter paper (7-8 pp.), one final paper or creative project (10-12 pp.), two short response papers, a presentation, and participation

Prerequisites: none but those with some previous experience with literature and/or literary analysis might be helpful

Enrollment Limit: 15

Enrollment Preferences: American Studies majors

Expected Class Size: 15

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

Distributions: (D2)

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

AMST 403 (D2) LATS 403 (D2) AFR 333 (D2)

Not offered current academic year

AMST 404 New Works in Asian American & Pacific Islander Studies (DPE)

In this seminar, we will consider new and/or newly intensifying debates and conversations in Asian American and Pacific Islander Studies. Topics may include white settler colonialism; indigeneity, the Pacific, and the transpacific; refugee experiences; political participation, conservativism, and religion; affirmative action; sexual violence; mental health; and comparative and relational racialization. We will also consider some new works of Asian American film and literature, and the criticism it generates. In addition to reading very recent scholarship on these topics in the field, we will also look at related media coverage, policy proposals, law, and/or activism. Students will therefore not only gain an understanding of the field's recent concerns but also become familiar with the broader political, social, and cultural contexts from which they emerge. Course material will focus on scholarship and issues that critically engage race, gender, sexuality, indigeneity, and/or disability as key terms. Students will be asked to develop a final project or paper based on one of the topics covered in the course.

Requirements/Evaluation: Participation, weekly bibliographic annotations, one 3-5 page paper, one final presentation (8-10 page paper plus in-class
Prerequisites: Permission of Instructor/AMST recommended
Enrollment Limit: 12
Enrollment Preferences: American Studies majors, Seniors, Juniors
Expected Class Size: 12
Grading:

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course is organized around Asian American and Pacific Islander (AAPI) scholarship that foregrounds systems of power and hierarchies of identity. Students will consider how AAPI experiences throughout the history of the U.S. are shaped by uneven and often unjust processes, such as war or economic liberalism, and aspects of identity, such as race, indigeneity, gender/sexuality, class, and religion.

Not offered current academic year

AMST 405 (F) Critical Indigenous Theory (DPE)

Intellectual decolonization is not a bounded project. On one hand, it demands a vocabulary of difference and refusal that rejects colonial theories and epistemologies. On the other, it demands that we interrogate our own intellectual and cultural traditions and trauma. Critical Indigenous theory is a tool in those projects, as it offers a corrective and an opening up of both dominant critical theory traditions that violently erase Indigenous bodies and political realities and of Indigenous theory that can essentialize difference and replicate oppressive dynamics in our communities. Critical Indigenous theory seeks to understand the structures and relations of power in settler colonialism, nested sovereignty, and culturally specific Indigenous philosophical traditions, like Indigenous studies more broadly, but also questions the key concepts that define Indigenous studies: tradition, sovereignty, authenticity, identity, race, gender, and sexuality. In this course, we will read major works in critical Indigenous theory that address indigeneity as it relates to race, postcolonial theory, feminist and two-spirit critique, alternative political engagement with the settler colonial state, and questions of "colonial unknowing." We will work on cultivating the reading practices needed to parse dense theoretical texts, and over the course of the semester you will develop a research project on a topic of your choosing that will allow you to take critical Indigenous theories and employ them as analytic tools and lenses.

Class Format: This course will be taught remotely. Class sessions will include Zoom based seminar meetings during the designated course times, as well as asynchronous peer-editing and collaboration on final papers.

Requirements/Evaluation: attendance and participation, one discussion prospectus, and a 20-page research paper
Prerequisites: junior or senior status and some background in American Studies, Native American Studies, or Critical Theory or permission of the instructor
Enrollment Limit: 10
Enrollment Preferences: American Studies majors
Expected Class Size: 10
Grading: yes pass/fail option, no fifth course option
Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: Students will be invited to think deeply about the intersections of race, gender, colonialism, sexuality, and epistemology, and develop skills necessary to identify the theoretical basis of decolonial activism.

Fall 2020
SEM Section: R1 MW 6:45 pm - 8:00 pm Eli Nelson

AMST 408 (F) Envisioning Urban Life: Objects, Subjects, and Everyday People

Cross-listings: LATS 408 AMST 408
Secondary Cross-listing

What is the relationship between real life in urban communities and the multiple ways in which they are imagined? What does it mean to be "urban," to live in an "urban community," or to be the product of an "urban environment"? Who do we think the people are who populate these spaces? This course takes a critical look at specific populations, periods, and problems that have come to dominate and characterize our conceptions of the quality,
form, and function of U.S. urban life. A few of the topics we may cover include historical accounts of the varied ways in which poverty and "urban culture" have been studied; race, class, and housing; the spatial practices of urban youth and the urban elderly; and gendered perspectives on social mobility and community activism. Finally, this course will explore how diverse social actors negotiate responses to their socio-spatial and economic circumstances, and, in the process, help envision and create different dimensions of the urban experience.

Requirements/Evaluation: class participation, a short essay, a series of writing exercises, and a semester-long final project

Prerequisites: prior courses in AMST, LATS, or permission of instructor; not open to first year students

Enrollment Limit: 14

Enrollment Preferences: senior Latina/o Studies concentrators and senior American Studies majors

Expected Class Size: 14

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

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
LATS 408 (D2) AMST 408 (D2)

Not offered current academic year

AMST 411 (S) Transnationalism and Difference: Comparative Perspectives

Cross-listings: LATS 409 WGSS 409 AMST 411

Secondary Cross-listing

In the age of satellite television, e-mail, and mobile applications such as WhatsApp and Skype, transnational living has rapidly emerged as the norm as opposed to the exception. However, what does it really mean to "be transnational"? How are the lived experiences of transnational individuals and communities shaped by categories of difference such as gender, ethno-racial identity, sexuality, and class? What impacts do the growing number of transnational citizens and residents in the U.S. have on our understanding of "American" identity in the local, national, and global contexts? In this interdisciplinary seminar we will analyze recent theories regarding the origins and impacts of transnationalism. Particular attention will be paid throughout the semester to the intersections of gender, ethno-racial identity, sexuality, and class in connection with everyday transnational dynamics. The broad range of case studies examined includes Central American, Colombia, the Dominican Republic, Haiti, Indonesia, Jamaica, Mexico, the Middle East, and Peru.

Class Format: This remotely taught, synchronous course will follow a discussion format.

Requirements/Evaluation: student participation, an original 12-15 page semester-long research paper conducted in stages, and peer editing

Prerequisites: LATS 105, WGSS 101 or AMST 201; junior or senior standing

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators, Women's, Gender, and Sexuality Studies majors, and American Studies majors by seniority. If the course is overenrolled students may be asked to submit a brief writing sample.

Expected Class Size: 10

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

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
LATS 409 (D2) WGSS 409 (D2) AMST 411 (D2)

Spring 2021

SEM Section: R1 MR 1:30 pm - 2:45 pm Maria Elena Cepeda

AMST 430 (F)(S) Race, Identity, Nature (DPE) (WS)

Cross-listings: ENVI 430 AFR 390 AMST 430

Primary Cross-listing

From 18th-century claims that climate determined character to the 21st-century proliferation of DNA tests underwriting claims to Indigenous ancestry, race, colonialism, identity, and "nature" operate as interconnected terrains of power. Anchored in the contexts of U.S. colonialisations, racialization, and
accumulation, this course aims to expose students to the cultural politics of "nature" as a way of "doing" American Studies. Specifically, this course investigates formations of and struggles against U.S. colonialisms, racialization, and accumulation via the many symbolic and material iterations, negotiations, and contestations of the contingent relations between and among human and non-human natures. Organized around a significant research paper and weekly written responses, this course ultimately aims to foster students' critical writing, reading, analytical thinking, and comparative inquiry skills across such contexts and sites of contestation, and across texts of different genres and media. We will work with a wide range of primary sources, including published fiction and poetry, legal documents, newspaper articles, speeches, recorded songs, and films, photos, paintings and other visual culture. By the end of this course, students should be able to describe the historical foundations of dominant ideas, attitudes, and practices toward non-human natures, as well as analyze how ideas of "nature" mediate the ways in which colonial, racial, gender, and sexual categories and structures inform and are (re)produced by U.S. institutions and in public areas such as the law, public policy, and property. Finally, students should be able to interpret how racialized and colonized peoples' visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation.

Class Format: This course is designated as remote. However, international students who want to take this course but need it to be designated as a hybrid course in order to do so may instead register for an independent study with Prof. Ayazi. As a hybrid course, this independent study will have the same requirements as the listed course, with the exception of a limited number of face-to-face meetings in Williamstown or Boston. Please contact Prof. Ayazi at ha5@williams.edu to discuss such an arrangement.

Requirements/Evaluation: Evaluation will be based upon the following: Class Participation: 25%; Weekly Responses (350-500 words): 25%; Final Research Essay: 50%, broken down by Research Proposal (2-3 pgs, 10%), Peer Review and Feedback (2 pgs, 10%), Presentation (10%); Essay (15 pgs): 20%. Class will meet twice per week. Tu. meetings will be synchronous and Th. meetings will be asynchronous. Asynchronous components of the course include pre-recorded lectures, discussion boards, and other exercises that promote as much connection as possible within the constraints of remote education. Toward this end, synchronous meetings will center engaged discussion.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: American Studies majors will be given preference; secondary preference given to students specializing in Native American and Indigenous Studies, as well as Africana and Environmental Studies majors.

Expected Class Size: 12

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

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 430 (D2) AFR 390 (D2) AMST 430 (D2)

Writing Skills Notes: Emphasis on revision and writing process includes: One thesis paper at 15 pages (receiving critical feedback from professor and peers); one thesis paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process; one research proposal (including thesis outline and annotated bibliography of primary texts) with critical feedback from professor; student presentations and roundtable discussion based on the final paper.

Difference, Power, and Equity Notes: By the end of this course, students should be able to interpret how racialized and colonized peoples' visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation. In order to addresses such issues of difference, power, and equity, this course provides students with the necessary th

Fall 2020
SEM Section: R1 TR 11:30 am - 12:45 pm Hossein Ayazi

Spring 2021
SEM Section: R1 TR 11:30 am - 12:45 pm Hossein Ayazi

AMST 455 (S) The Afterlives of Objects: Telling American Histories through Material Culture and Museums (DPE)

Cross-listings: HIST 455 AMST 455

Secondary Cross-listing

Material culture studies examine relationships between people and objects. Tangible artifacts like furniture, clothing, ceramics, tools, and buildings
give insight into communities' identities, aspirations, and struggles. This course approaches American histories through objects, and considers how interdisciplinary methodologies can reveal alternative understandings of the past. The course traces changing theories and practices of preservation, curation, and display; shifting conceptions of "heritage" among diverse peoples; and ethical challenges posed by Native American and African American items held in museums, particularly in relation to repatriation considerations. The course involves a staged set of class visits to work with collections at the Williams College Archives/Special Collections and Art Museum as well as local/regional repositories and historic sites. While the scope of the course is continental and at times transoceanic, it includes substantial focus on the Northeast/New England and the material assemblages and landscapes that shape western Massachusetts. Students will build familiarity with appropriate techniques for handling objects, cultivate skills for developing and carrying out an original research project, and explore diverse modes of analysis and expression for telling the stories of objects and their associated communities.

**Requirements/Evaluation:** active participation in class discussion and museum visits, in-class presentation about one week's readings, research project prospectus, research project

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** junior and senior History and American Studies majors

**Expected Class Size:** 15

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

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

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

HIST 455 (D2) AMST 455 (D2)

**Difference, Power, and Equity Notes:** This course examines diverse historical experiences of North American peoples, including Native Americans and African Americans, in conjunction with responses to Euro-American settler colonialism. It introduces students to foundational methodologies in object studies including decolonizing approaches, and explores key debates about possession, interpretation, and repatriation of objects to descendant communities, such as the Native American Graves Protection and Repatriation Act (NAGPRA).

*Not offered current academic year*

**AMST 462 (F) Art of California: Pacific Standard Time** (DPE) (WS)

**Cross-listings:** ARTH 462 AMST 462 ARTH 562 LATS 462

**Secondary Cross-listing**

In this course, we will study the visual arts and culture of California after 1960 and consider the region's place in modern art history. We will focus on a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time. Diverse in scope, these shows explored important developments in postwar art in California, including feminist art, African American assemblage, Chicano collectives, Modernist architecture, craft, and queer activism. In this seminar, we will pursue research projects directly related to the art exhibitions we study, and examine southern California conceptualism, photography, performance, painting, sculpture (including assemblage and installation), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions, while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history.

**Requirements/Evaluation:** Several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages written in stages over the course of the semester. The course will feature synchronous online class meetings with some small discussion groups. Student presentations will be recorded offline and posted to GLOW.

**Prerequisites:** ARTH 102 - Grad Art exempt from ARTH 102 prerequisite

**Enrollment Limit:** 12

**Enrollment Preferences:** senior Art major and senior Latina/o Studies concentrators

**Expected Class Size:** 12

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

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

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

ARTH 462 (D1) AMST 462 (D2) ARTH 562 (D1) LATS 462 (D2)

**Writing Skills Notes:** There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for
improvement.

**Difference, Power, and Equity Notes:** Course themes of art and activism, borders and diaspora, globalism and modernism in the visual arts and how they intersect with the exploration of difference, power, and equity and the various ways that artists have produced works and developed practices that critically probe this intersection. Through discussion, presentations, and writing assignments students will develop skills in analyzing artworks and exhibitions that respond to and/or document social inequality and social injustice.

**Fall 2020**

**SEM Section: R1**    MW 6:45 pm - 8:00 pm    C. Ondine Chavoya

**AMST 468 (F) Race, Empire, and the Birth of the American Century (DPE)**

**Cross-listings:** HIST 468 AMST 468

**Secondary Cross-listing**
This course examines the birth of the "American Century" by studying the extension of Manifest Destiny to the Pacific, especially the American occupation of Hawaii and the Philippines.

**Requirements/Evaluation:** a series of weekly papers and a final research paper

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** must be a History or American Studies major

**Expected Class Size:** 15-19

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

**Unit Notes:** History department senior seminar

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

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

HIST 468 (D2) AMST 468 (D2)

**Difference, Power, and Equity Notes:** The course will cover the unequal power relations between Anglo Americans and Native Americans, Hawaiians, and Filipinos, as evidenced in the American occupation of land within our shores and the colonization of two island nations in the Pacific. We will study how the American presence in these areas affected how the original inhabitants were perceived and represented by Americans as witnessed in their presence at the Worlds Fairs of 1893 and 1904.

**Not offered current academic year**

**AMST 478 (S) Cold War Landscapes**

**Cross-listings:** AMST 478 HIST 478 ENVI 478

**Secondary Cross-listing**
The Cold War between the United States and the Soviet Union set in motion dramatic changes to the natural and built environments of many nations between 1945 and 1991. Nuclear test and missile launch sites, naval installations, military production operations, and border securitizations are just a few of the most obvious ways in which the stand-off between the two countries altered rural and urban landscapes around the world. But one can also see the Cold War as setting in motion less immediately direct but nonetheless profound changes to the way that many people saw and planned for the environments around them, as evidenced, for instance, by the rise of the American suburb, the reconstruction of postwar Europe, and agricultural and industrial initiatives in many developing nations. We will begin this seminar by exploring several distinct "Cold War landscapes" in the United States, then move on to examining others in Europe and the Soviet Union. We will spend the final weeks of the semester discussing examples from other parts of the world. Our approach to our topics will be interdisciplinary throughout the semester, and students are welcome to write their research papers on any geographical area of the world.

**Requirements/Evaluation:** class participation, weekly critical writing, and a final 20- to 25-page research paper

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** History, Environmental Studies majors if over-enrolled

**Expected Class Size:** 10
AMST 488  (F)  Fictions of African American History  (DPE) (WS)

Cross-listings:  HIST 488  AMST 488

Secondary Cross-listing
This course examines African American fiction, largely from the late 19th and very early 20th century. These Black authors, none of them professional historians, try to bring African American History to light in an era before this history was taken seriously by the white academy. Many of the authors we examine were activists and journalists who set their novels and short stories during Slavery and Emancipation. We will consider inherently radical act of reading and writing in a society where black literacy was illegal until after the Civil War. Alongside the fiction we will read modern historiography of the era. We will also delve into some of slave narratives published after Emancipation. Readings will include works by Booker T. Washington, James Weldon Johnson, Charles Chesnutt, Paul Laurence Dunbar, and Sutton Griggs. This is a tutorial and will be taught online.

Requirements/Evaluation: Every week a student will write either an essay or a critique. For the final assignment students may either write a review of 2-3 works of historiography OR substantially revise an essay or critique they did during the semester.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: History, Africana, and American Studies Majors will have preference. As well as students who have never taken a tutorial.

Expected Class Size: 10

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

Distributions: (D2)  (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 488 (D2) AMST 488 (D2)

Writing Skills Notes: Students will write every week (essays and critiques) and receive feedback from their partners and from the professors. The final assignment of the semester is major revision of a one essay or critique. Students will receive feedback on their paper's organization and argument as well as points of style. Since we will be reading both fiction and historiography, we will discuss as a group the different challenges each form poses to essay writing.

Difference, Power, and Equity Notes: African Americans writing during this time lived under the laws and customs of Jim Crow and White Supremacy. Lacking political power, they turned to the power of the written word. We will evaluate the way writing and fiction helped ameliorate (or not) the racial power structures.

Fall 2020
TUT Section: RT1  
TBA  
Gretchen Long

AMST 490  (F)  The Suburbs

Cross-listings: AMST 490  ENVI 491  HIST 491

Secondary Cross-listing
The suburbs transformed the United States. At the broadest level, they profoundly altered spatial residential geography (especially in terms of race), consumer expectations and behavior, governmental policies, cultural norms and assumptions, societal connections, and Americans’ relationship to nature. More specifically, the different waves of post-World War II suburban development have both reflected large-scale shifts in how power and money have operated in the American political economy; and set in motion deep-seated changes in electoral politics, in Americans’ understandings of how their income should be used, and in how the built landscape should be re-imagined. This tutorial will explore the rich historical literature that has emerged over the last twenty years to provide students with a history of the suburbs, to see the suburbs as more than simply collections of houses that drew individual homeowners who wanted to leave urban areas. We will focus most of our attention on the period from 1945 through the 1980s. Some of the questions we will consider will include: how did the first wave of suburban development bring together postwar racial and Cold War ideologies?
Is it possible, as one historian has argued, that suburbs actually created the environmental movement of the 1960s? And how have historians understood the role that suburbs played in America's conservative political turn, leading to the election of Ronald Reagan?

**Class Format:** Remote for fall 2020. As in a regular semester, I'll work with enrolled students to set up a schedule for our tutorial meetings, which will occur online. At a couple junctures during the semester, we will also try to meet online as a whole class, as well as have a few small group discussions.

**Requirements/Evaluation:** typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay on the assigned readings; on alternate weeks, students will write a 2-page critique. During two of the weeks of the semester (around the middle of the semester and at the end), all students will write papers that explore a common question or theme.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** History majors and students with previous coursework in History

**Expected Class Size:** 10

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

**Distributions:** (D2)

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

AMST 490 (D2) ENVI 491 (D2) HIST 491 (D2)

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**AMST 491 (F) Senior Honors Project: American Studies**

This seminar is the first half of a year-long seminar that is required of AMST seniors who have been approved to write an honors thesis (critical-analytical, research-focused, creative, performative, or hybrid). Students will share work, critique each other's proposals and drafts, and support each other in the process of producing a thesis project. Although each student's major work for the year will be focusing on a specific topic with an advisor, the instructor of the honors seminar will offer helpful guidance on more general concerns such as conceptual approaches, research methodologies, creative exploration, the honing of arguments, writing issues, and other theoretical and practical questions. Satisfactory completion of the course will be required for students to continue on in the honors program.

**Requirements/Evaluation:** Satisfactory completion of the course will be required for students to continue on in the honors program.

**Prerequisites:** AMST seniors who have been approved to write an honors thesis (critical-analytical, research-focused, creative, performative, or hybrid).

**Enrollment Limit:** 10

**Enrollment Preferences:** AMST Seniors

**Expected Class Size:** 5

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

**Distributions:** (D2)

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**AMST 492 (S) Senior Honors Project: American Studies**

This seminar is the second half of a year-long seminar that is required of AMST seniors who have been approved to write an honors thesis (critical-analytical, research-focused, creative, performative, or hybrid). Students will share work, critique each other's proposals and drafts, and support each other in the process of producing a thesis project. Although each student's major work for the year will be focusing on a specific topic with an advisor, the instructor of the honors seminar will offer guidance on more general concerns such as conceptual approaches, research methodologies, creative exploration, the honing of arguments, writing issues, and other theoretical and practical questions. Guest speakers may also be invited to talk to the class.

**Requirements/Evaluation:** Attendance, participation, timely progress on the thesis project
Prerequisites: Senior AMST majors who have been approved to write an honors thesis
Enrollment Limit: 15

Enrollment Preferences: This course is limited to senior AMST majors who have been approved to write an honors thesis.
Expected Class Size: 5
Grading: no pass/fail option, no fifth course option
Distributions: (D2)

Spring 2021
SEM Section: R1 TBA Dorothy J. Wang

Winter Study --------------------------------------------------------------

AMST 30 (W) Senior Honors: American Studies
To be taken by students registered for American Studies 491 or 492.
Class Format: independent study
Grading: pass/fail only
Not offered current academic year

AMST 99 (W) Independent Study: American Studies
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.
Class Format: independent study
Grading: pass/fail only
Not offered current academic year
ANTHROPOLOGY AND SOCIOLOGY (Div II)

Chair: Professor James Nolan

- Zaid Adhami, Assistant Professor of Religion and Faculty Affiliate in Anthropology & Sociology; affiliated with: Anthropology and Sociology; on leave Fall 2020
- Nicholas Carr, Visiting Professor of Sociology
- David B. Edwards, James N. Lambert ’39 Professor of Anthropology
- Antonia E. Foias, Professor of Anthropology
- Kim Gutschow, Lecturer in Religion and Anthropology/Sociology; affiliated with: Anthropology and Sociology
- Nicolas C. Howe, Director of CES and the Environmental Studies Program, Associate Professor of Environmental Studies and Faculty Affiliate in Anthropology and Sociology; affiliated with: Anthropology and Sociology
- Peter Just, Professor of Anthropology; on leave Fall 2020
- Lisa A. Koryushkina, Visiting Assistant Professor of Sociology
- Joel Lee, Assistant Professor of Anthropology
- James A. Manigault-Bryant, Professor of Africana Studies and Faculty Affiliate in Anthropology and Sociology and Religion; affiliated with: Religion Department, Anthropology and Sociology; on leave 2020-2021
- Gregory C. Mitchell, Chair and Associate Professor of Women’s, Gender and Sexuality Studies and Faculty Affiliate in Anthropology/Sociology, Chair of Women’s, Gender, and Sexuality Studies; affiliated with: Anthropology and Sociology
- James L. Nolan, Chair and Washington Gladden 1859 Professor of Sociology
- Olga Shevchenko, Professor of Sociology; on leave Spring 2021
- Christina E. Simko, Assistant Professor of Sociology
- Ben Snyder, Assistant Professor of Sociology

The disciplines of anthropology and sociology aim to teach students how to enter into the social/cultural worlds of others, how to grasp those worlds from the viewpoints of their inhabitants, and how to articulate those denizens’ habits of mind, worldviews, and values to broader audiences. Anthropology critically analyzes social forms and practices in all their local and global diversity, illuminating the cultural grounding of the ideologies, narratives, and structures in which we are all implicated. Archaeology extends this analysis to social formations of the historical and prehistorical past. Sociology studies the nature and trajectories of modernity, examining the intricacies of industrial and post-industrial societies and the dilemmas that confront individuals in modern social systems. These disciplines introduce students to classical and contemporary theories that illuminate the contours and contradictions of social experience. The Anthropology & Sociology program promotes a critical engagement with these theories while at the same time bringing evidence and case studies into conversation with theory.

The Department emphasizes qualitative fieldwork in its many forms. We teach students how to formulate, frame, and address intellectual problems. We also teach students the empirical methods widely used in anthropology, sociology, and other related disciplines, including, but not limited to ethnography, participant observation, interviewing, discourse and visual analysis, archival research, oral history, and archaeological methods.

Because the program emphasizes critical thinking skills to assess social claims made by others, and the application of anthropological and sociological skills to present day concerns, undergraduate training in Anthropology or Sociology has proven invaluable to majors pursuing a range of careers, including public policy, diplomacy, international development, marketing, social media development, K-12 education, journalism, medicine, and law.

MAJORS

The department offers separate majors in both Anthropology and Sociology, with a broad and diverse array of courses in both disciplines. The department is committed, however, to the unity of the social sciences. To this end, Anthropology and Sociology offer joint core courses in methodology and theory, as well as several elective courses in common. All joint courses are designated “ANSO.”

Requirements

For the degree in Anthropology or Sociology, students must complete a minimum of nine courses as outlined below:
Core Courses

Majors in both disciplines must take a sequence of four core courses. Three of these are joint (ANSO) courses. The sequences are:

**Anthropology**

ANTH 101 How to Be Human

**Sociology**

SOC 101 Invitation to Sociology

**Joint Courses**

ANSO 205 Ways of Knowing
ANSO 305 Social Theory
ANSO 402 Senior Seminar

Elective Courses

Majors in Anthropology or Sociology must take five elective courses from the course listings of their respective disciplines or from the joint ANSO listings. Two of the courses chosen are normally at the 300 level or above. In close consultation with their departmental advisors, students may take some selected courses from other disciplines to fulfill major requirements in either Anthropology or Sociology.

Majors in each wing of the department are allowed to count up to two courses in the other wing towards fulfillment of their major requirements.

**STATISTICS AND DATA ANALYSIS**

In addition to the nine total courses required for the major, it is recommended that Anthropology and Sociology majors take Statistics 101 or a comparable course in statistics and data analysis.

**AREA STUDIES CONCENTRATION**

Students who wish to combine a major in Anthropology or Sociology with an Area Studies concentration are encouraged to do so. Courses taken to satisfy an Area Studies requirement may be counted toward the major with prior approval of a student’s departmental advisor. The only exception to this rule is the Area Studies senior seminar, which cannot ordinarily be counted toward the Anthropology or Sociology degree.

**LANGUAGE STUDY, STUDY ABROAD, AND WINTER STUDY**

Departmental advisors will help interested students integrate a major with study abroad, foreign language study, or field research during the winter study period. The department encourages Williams students to take advantage of established foreign study programs in Egypt, Japan, India, Hong Kong, and other countries. Because some foreign study programs do not offer courses that can be counted toward the Anthropology or Sociology degrees, however, sophomores planning to study abroad in junior year must consult with the departmental advisor before declaring a major.

**FAQ**

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

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

Yes. In some cases, provisional approval can be granted (students should be sure to contact the department for details). We welcome discussions of curricular plans for those major who travel abroad in their junior year. However, typically, students don’t have access to all the salient information until AFTER they have taken the course.

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

Course title and description, and complete syllabus including readings/assignments. The syllabus and readings/assignment information is required in cases when the course title and description are not sufficient to ascertain whether a course should count towards the major. We also request information on course hours.

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

Yes. We credit two, and in special cases three courses.

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

Yes. The expectation is for an intellectually rigorous semester-long course with a paper/exam component.

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

Yes. ANSO 205, ANSO 305 and ANSO 402 are almost always taken in the department.

**Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)**
Yes. ANSO 305 is offered in the fall and ANSO 205 and ANSO 402 only in the spring. We advise our majors to be aware if they plan to spend all or part of their junior year abroad.

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

In one case, a student had assumed that he could take the equivalent of ANSO 205 abroad, and was disappointed to discover that was not the case. He ended up taking ANSO 205 his senior year.

THE DEGREE WITH HONORS IN ANTHROPOLOGY OR SOCIOLOGY

Honors and highest honors are normally awarded for the completion of a year-long research project that has resulted in an original thesis of high quality. Students wishing to write an honors thesis should engage a member of the department faculty as a Thesis Advisor as soon as possible and must submit a proposal for the thesis for department approval no later than the end of spring reading period of the junior year. If the proposal is approved, they will be permitted to register for Anthropology and Sociology 493-W31-494, during which they will write and defend a thesis. If their overall work in the major continues to be of high quality and the thesis is deemed of a similar quality, they may be awarded honors or highest honors in Anthropology or Sociology.

ANSO 205 (S) Ways of Knowing

An applied exploration of how one makes sense of the social world through fieldwork. Some of the key questions of the course are: What are the philosophical and epistemological underpinnings of social inquiry? How does one frame intellectual problems and go about collecting, sifting, and assessing field materials? How do qualitative and quantitative approaches to social inquiry differ? How are they similar? What is the importance of history to sociological and anthropological research? How do social researchers use archival and other documentary materials to interpret society? What is the relationship between empirical data and the generation of social theory? What are the typical ethical dilemmas of fieldwork and of other kinds of social research? How do researchers’ personal biographies and values shape their work? We will approach these problems both abstractly and concretely, through readings in epistemology as well as a series of case studies, drawing upon the field experiences of departmental faculty and guest speakers from both inside and outside the academy. The course will also feature hands-on training in field methods, in which students design and undertake their own pilot field projects.

Class Format: This class will be taught remotely with both synchronous and asynchronous components. Students must attend two synchronous video meetings per week. The asynchronous portion will involve semi-weekly postings on the assigned readings using the Perusall app along with weekly video lectures.

Requirements/Evaluation: full-participation in the seminar, an independent ethnographic project, several short written assignments, and a final research essay/proposal (roughly 30 pages of writing in total).

Prerequisites: ANTH 101 or SOC 101 or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 16

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

Distributions: (D2)

Spring 2021

SEM Section: R1  WF 1:30 pm - 2:45 pm   Ben Snyder

ANSO 305 (F) Social Theory

An introduction to social theory in anthropology and sociology, with strong emphasis on enduring themes that cut across disciplinary divides. What is modern about modern social theory? How do social thinkers construe “society” and “culture,” and have these constructions withstood challenges over time? What role does human agency play in the unfolding of social life, and where does that sense of agency come from in the first place? What are the forces that animate social interaction on the level of individuals, social groups and complex units like nation-states? What are the possibilities and limits of systematic approaches to the study of human social experience? The course emphasizes major differences between interpretive frameworks as well as the common elements that contribute to a deeper understanding of the social world.
Class Format: This course will be taught in a hybrid format. We will meet primarily in person, with a synchronous remote option during the scheduled class period. Some sessions may be held fully online to facilitate small group work.

Requirements/Evaluation: full participation in the seminar, weekly contributions to annotating course readings, and three papers

Prerequisites: ANTH 101 or SOC 101 or ANSO 205 or permission of the instructor

Enrollment Limit: 19

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

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

Unit Notes: AMST Critical and Cultural Theory Electives

Distributions: (D2)

Fall 2020

SEM Section: H1   MR 1:30 pm - 2:45 pm   Christina E. Simko

ANSO 402 (S) Senior Seminar

This capstone seminar combines intensive discussion and individual research. Half of the course will be dedicated to the discussion of current debates central to the concerns of both anthropology and sociology, such as the ethics of conducting fieldwork, humanitarianism and relief, global public health, poverty and the city, and environmental conservation. Among the topics discussed, the ethical dilemmas of conducting ethnography will be a common theme. The second half of the course will be devoted to independent individual original projects which should have a major ethnographic component. At the end of the course, students will present their projects to the seminar.

Requirements/Evaluation: full participation, major research project and paper (30 pages), class presentation; weekly short responses

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

Enrollment Limit: none

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 12

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

Distributions: (D2)

Spring 2021

SEM Section: H1   TF 3:15 pm - 4:30 pm   Antonia E. Foias

Winter Study --------------------------------------------------------------

ANSO 99 (W) Independent Study: Anthropology & Sociology

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

Class Format: independent study

Grading: pass/fail only

Not offered current academic year
ANTHROPOLOGY AND SOCIOLOGY (Div II)

ANTHROPOLOGY
Chair: Professor James Nolan

- Zaid Adhami, Assistant Professor of Religion and Faculty Affiliate in Anthropology & Sociology; affiliated with: Anthropology and Sociology; on leave Fall 2020
- Nicholas Carr, Visiting Professor of Sociology
- David B. Edwards, James N. Lambert ’39 Professor of Anthropology
- Antonia E. Foias, Professor of Anthropology
- Kim Gutschow, Lecturer in Religion and Anthropology/Sociology; affiliated with: Anthropology and Sociology
- Nicolas C. Howe, Director of CES and the Environmental Studies Program, Associate Professor of Environmental Studies and Faculty Affiliate in Anthropology and Sociology; affiliated with: Anthropology and Sociology
- Peter Just, Professor of Anthropology; on leave Fall 2020
- Lisa A. Koryushkina, Visiting Assistant Professor of Sociology
- Joel Lee, Assistant Professor of Anthropology
- James A. Manigault-Bryant, Professor of Africana Studies and Faculty Affiliate in Anthropology and Sociology and Religion; affiliated with: Religion Department, Anthropology and Sociology; on leave 2020-2021
- Gregory C. Mitchell, Chair and Associate Professor of Women’s, Gender and Sexuality Studies and Faculty Affiliate in Anthropology/Sociology, Chair of Women’s, Gender, and Sexuality Studies; affiliated with: Anthropology and Sociology
- James L. Nolan, Chair and Washington Gladden 1859 Professor of Sociology
- Olga Shevchenko, Professor of Sociology; on leave Spring 2021
- Christina E. Simko, Assistant Professor of Sociology
- Ben Snyder, Assistant Professor of Sociology

The disciplines of anthropology and sociology aim to teach students how to enter into the social/cultural worlds of others, how to grasp those worlds from the viewpoints of their inhabitants, and how to articulate those denizens’ habits of mind, worldviews, and values to broader audiences.

**Anthropology** critically analyzes social forms and practices in all their local and global diversity, illuminating the cultural grounding of the ideologies, narratives, and structures in which we are all implicated. **Archaeology** extends this analysis to social formations of the historical and prehistorical past. **Sociology** studies the nature and trajectories of modernity, examining the intricacies of industrial and post-industrial societies and the dilemmas that confront individuals in modern social systems. These disciplines introduce students to classical and contemporary theories that illuminate the contours and contradictions of social experience. The Anthropology & Sociology program promotes a critical engagement with these theories while at the same time bringing evidence and case studies into conversation with theory.

The Department emphasizes qualitative fieldwork in its many forms. We teach students how to formulate, frame, and address intellectual problems. We also teach students the empirical methods widely used in anthropology, sociology, and other related disciplines, including, but not limited to ethnography, participant observation, interviewing, discourse and visual analysis, archival research, oral history, and archaeological methods.

Because the program emphasizes critical thinking skills to assess social claims made by others, and the application of anthropological and sociological skills to present day concerns, undergraduate training in Anthropology or Sociology has proven invaluable to majors pursuing a range of careers, including public policy, diplomacy, international development, marketing, social media development, K-12 education, journalism, medicine, and law.

**MAJORS**

The department offers separate majors in both Anthropology and Sociology, with a broad and diverse array of courses in both disciplines. The department is committed, however, to the unity of the social sciences. To this end, Anthropology and Sociology offer joint core courses in methodology and theory, as well as several elective courses in common. All joint courses are designated “ANSO.”
Requirements
For the degree in Anthropology or Sociology, students must complete a minimum of nine courses as outlined below:

Core Courses
Majors in both disciplines must take a sequence of four core courses. Three of these are joint (ANSO) courses. The sequences are:

**Anthropology**
ANTH 101 How to Be Human

**Sociology**
SOC 101 Invitation to Sociology

**Joint Courses**
ANSO 205 Ways of Knowing
ANSO 305 Social Theory
ANSO 402 Senior Seminar

Elective Courses
Majors in Anthropology or Sociology must take five elective courses from the course listings of their respective disciplines or from the joint ANSO listings. Two of the courses chosen are normally at the 300 level or above. In close consultation with their departmental advisors, students may take some selected courses from other disciplines to fulfill major requirements in either Anthropology or Sociology.

Majors in each wing of the department are allowed to count up to two courses in the other wing towards fulfillment of their major requirements.

STATISTICS AND DATA ANALYSIS
In addition to the nine total courses required for the major, it is recommended that Anthropology and Sociology majors take Statistics 101 or a comparable course in statistics and data analysis.

AREA STUDIES CONCENTRATION
Students who wish to combine a major in Anthropology or Sociology with an Area Studies concentration are encouraged to do so. Courses taken to satisfy an Area Studies requirement may be counted toward the major with prior approval of a student's departmental advisor. The only exception to this rule is the Area Studies senior seminar, which cannot ordinarily be counted toward the Anthropology or Sociology degree.

LANGUAGE STUDY, STUDY ABROAD, AND WINTER STUDY
Departmental advisors will help interested students integrate a major with study abroad, foreign language study, or field research during the winter study period. The department encourages Williams students to take advantage of established foreign study programs in Egypt, Japan, India, Hong Kong, and other countries. Because some foreign study programs do not offer courses that can be counted toward the Anthropology or Sociology degrees, however, sophomores planning to study abroad in junior year must consult with the departmental advisor before declaring a major.

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

Can your department or program typically pre-approve courses for major/concentration credit?
Yes. In some cases, provisional approval can be granted (students should be sure to contact the department for details). We welcome discussions of curricular plans for those major who travel abroad in their junior year. However, typically, students don't have access to all the salient information until AFTER they have taken the course.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?
Course title and description, and complete syllabus including readings/assignments. The syllabus and readings/assignment information is required in cases when the course title and description are not sufficient to ascertain whether a course should count towards the major. We also request information on course hours.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?
Yes. We credit two, and in special cases three courses.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?
Yes. The expectation is for an intellectually rigorous semester-long course with a paper/exam component.

Are there specific major requirements that cannot be fulfilled while on study away?
Yes. ANSO 205, ANSO 305 and ANSO 402 are almost always taken in the department.
Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. ANSO 305 is offered in the fall and ANSO 205 and ANSO 402 only in the spring. We advise our majors to be aware if they plan to spend all or part of their junior year abroad.

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

In one case, a student had assumed that he could take the equivalent of ANSO 205 abroad, and was disappointed to discover that was not the case. He ended up taking ANSO 205 his senior year.

THE DEGREE WITH HONORS IN ANTHROPOLOGY OR SOCIOLOGY

Honors and highest honors are normally awarded for the completion of a year-long research project that has resulted in an original thesis of high quality. Students wishing to write an honors thesis should engage a member of the department faculty as a Thesis Advisor as soon as possible and must submit a proposal for the thesis for department approval no later than the end of spring reading period of the junior year. If the proposal is approved, they will be permitted to register for Anthropology and Sociology 493-W31-494, during which they will write and defend a thesis. If their overall work in the major continues to be of high quality and the thesis is deemed of a similar quality, they may be awarded honors or highest honors in Anthropology or Sociology.

ANTH 101  (F)(S)  How To Be Human  (DPE)

Is there such a thing as "human nature"? This course is an introduction to cultural anthropology (also known as social or socio-cultural anthropology), the study of human society in all its profound variety. Through deep, sustained, systematic participation in and observation of a particular social context, anthropologists seek to comprehend and illuminate the human condition. Anthropologists’ insights into the ways in which human institutions—language, economy, religion, social stratification, law, sexuality, art, the state, and many more—are culturally constructed and reproduced have transformed the way the world is understood. Puncturing ethnocentrism, anthropology's attentiveness to the ideas and practices of cultures in every part of the globe vastly enriches the archive of human answers to human problems. The distinctive methods of the discipline enable anthropologists to discover patterns and phenomena not discernible in other modes of enquiry. With such findings anthropologists are able to make critical interventions in public discourse and to demonstrate how deeply we are all shaped by cultural forces.

Class Format: Hybridity is a beautiful and productive thing. In Fall 2020 we will have regular in-class lecture-and-discussion sessions once a week with virtual learners projected into the classroom and fully participant. The second meeting of the week will be a combination of ethnographic film viewings, synchronous and asynchronous group exercises and group presentations.

Requirements/Evaluation: weekly posts in response to readings, two group presentations, several short writing exercises, final exam

Prerequisites: first-year students and sophomores

Enrollment Limit:  25

Enrollment Preferences: first-year students; sophomores may enroll if there is room

Expected Class Size:  20

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

Distributions:  (D2)  (DPE)

Difference, Power, and Equity Notes: The course is an introduction to cultural anthropology and deals extensively with race, ethnicity, religion, gender, etc., as cultural constructs creating social difference, hierarchies of power, and the creation of inequities in communities and societies. Readings in ethnography, social theory, and sociology are designed to give students a deeper appreciation of all these issues.

Fall 2020

LEC Section: H1    TR 11:30 am - 12:45 pm     Joel Lee

Spring 2021

LEC Section: H1    MWF 11:45 am - 1:00 pm     David B. Edwards

ANTH 103  (F)  Pyramids, Bones, and Sherds: What is Archaeology?
Anthropology examines not only living societies, but also prehistoric cultures whose remains are found worldwide. This course will present how archaeology reconstructs the various aspects of human society from the physical record of prehistory. How do we study the subsistence and settlement patterns, the political and social organization, and the economy and ideology of prehistoric societies who have left behind mute material records? The objective of anthropological archaeology is to bring to life these prehistoric cultures through archaeological analysis. The different goals, approaches and methodologies of modern archaeology will be discussed theoretically and then applied to case studies.

**Class Format:** In the Fall 2020, the course will have a hybrid format. In person and remote students will attend lectures or class discussions during the regular twice-a-week schedule, with an additional synchronous session for remote students to address questions. If remote students cannot attend additional Q&A session, open office hours will also be available.

**Requirements/Evaluation:** class presentations, two 12-15pp analytical papers, midterm and final exams

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** First and second year students.

**Expected Class Size:** 19

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

**Distributions:** (D2)

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Living in a time of political and social turmoil, Confucius told his followers: “When the realm has the Way, show yourself; when it lacks the way, hide.” Reclusion here is a moral choice, justified by the ethical decline of the state. But it could also be a mortal necessity in a period in which government service was a distinctly hazardous pursuit. In other contexts becoming a hermit could instead be figured as aesthetic stance meant to preserve one’s artistic integrity against the dominant claims of society. This course looks at the literature of reclusion-living a life of seclusion from society-in a range of different cultures and periods, from ancient China to contemporary America. With sources that include poems, essays, novels, and films, we will investigate a set of issues surrounding radical seclusion. What different forms does reclusion take? Can one be a hermit without being completely separated from society? What is the relationship between hermits and the state-to what extent does one depend on the other? What are the philosophical and moral implications of eremitism? Is separating oneself from human society an inherently immoral act? What is the relationship between reclusion and technology in the contemporary world? What is the nature of solitude and can it be experienced in a group (for example, in contemporary “intentional communities”)? While most of our work will focus on textual analysis, there will be an experiential component to the course as well. Each student will design and implement their own experiment in (short-term) eremitism.

**Class Format:** experiential component

**Requirements/Evaluation:** tutorial papers, responses, and an individual project

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students, Chinese majors, Religion majors, Anthropology majors

**Expected Class Size:** 10

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

**Distributions:** (D1) (DPE) (WS)

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

ANTH 134 (D1) CHIN 134 (D1) COMP 134 (D1) REL 134 (D2)

**Writing Skills Notes:** Students will write a 5- to 7-page paper every other week for a total of five papers. On weeks in which they are not writing, they will critique their partner's paper. Papers will receive substantial writing-based feedback from both the instructor and partner.

**Difference, Power, and Equity Notes:** This course provides students with the opportunity to analyze the shaping of social differences and dynamics of unequal power. Acts of reclusion are often ways that individuals can challenge the dominance of the state and other structures of authority.
indirectly. Modes of reclusion can differ substantially depending on the social standing of the recluse. These are issues that we will examine in the course.

Not offered current academic year

ANTH 138 (F) Spectacular Sex  (DPE) (WS)
Cross-listings:  WGSS 138  ANTH 138

Secondary Cross-listing
From Beyoncé's Coachella performance to Donald Trump's social media antics, spectacles captivate us. Spectacles may be live shows, media events, or even everyday performances ranging from interactive advertisements to viral video sensations. But what are the uses of spectacle? Why are some compelling while others fall flat? How do spectacles control society or maintain social norms? And, importantly for our purposes, how does spectacle shape gender in society? Or from another angle, how does sexuality infuse spectacle? This tutorial introduces students to theories of spectacle ranging from the ancient Greeks to Marxist-inspired thinkers in the 20th century. In particular, we will examine how feminist thinkers have contributed to this literature and how theories of spectacle relate to questions of gender and sexuality. Our weekly readings focus on pairings of theoretical readings with writing on popular cultural examples and case studies. Some possible topics include sporting events, charity ad campaigns, music videos, political events, and social media.

Requirements/Evaluation:  weekly response papers; students will also select past papers to develop and rewrite as more formal essays
Prerequisites:  none
Enrollment Limit:  10
Enrollment Preferences:  first- and second-year students; a statement of interest will be solicited from pre-registrants
Expected Class Size:  10
Grading:  no pass/fail option,  no fifth course option
Distributions:  (D2)  (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 138 (D2) ANTH 138 (D2)

Writing Skills Notes:  This course requires significant attention to the craft of writing. Essential to this craft is the process of editing and rewriting materials with feedback from peers and professors. Students are expected to focus on improving analytical skills, critical thinking, and argumentation through attention to the writing process. They are also expected to give meaningful critical feedback on the writing of their peers. Students will select past response papers for development and rewriting. 

Difference, Power, and Equity Notes:  This course deals substantively with questions about privilege and power as they interact along the intersections of race, gender, sexuality, class, ability, and other axes of difference.

Fall 2020
TUT Section: RT1  TBA  Gregory C. Mitchell

ANTH 208 (S) The U.S. and Afghanistan: A Post-Mortem  (DPE)
Cross-listings:  GBST 208  ANTH 208  ASST 208  PSCI 220

Primary Cross-listing
The United States attacked and defeated the Afghan Taliban regime over in the course of a few short weeks in 2001. Within a few years, the finality of that victory was brought into question as the Taliban regrouped and eventually reasserted itself as a formidable guerrilla army that the U.S. military could not easily defeat. At the same time that it was facing a more difficult military challenge than anticipated, the United States got bogged down in the process of nation-building, as well as efforts at social reform. This course examines the history of American involvement in Afghanistan, beginning with the Cold War when the U.S. used Afghanistan as a test case for new models of political modernization and economic development. We will go on to discuss the U.S. support for Islamist political parties during the Soviet occupation of Afghanistan in the 1980s and the consequent rise of the Taliban, and the role of Afghanistan in the September 11th attacks and the "War on Terror" that followed. The course will conclude with a consideration of the impact and legacy of the two decades of nation-building and social reform carried out by the United States since 9/11.

Requirements/Evaluation:  grading will be determined by class participation, two short essays, and a 15-page research paper
Prerequisites:  none
Enrollment Limit: 25

Enrollment Preferences: Anthropology and Sociology majors, Global Studies concentrators, Political Science and Asian Studies majors will get preference

Expected Class Size: 15-20

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

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
GBST 208 (D2) ANTH 208 (D2) ASST 208 (D2) PSCI 220 (D2)

Difference, Power, and Equity Notes: Among the topics relevant to power and difference to be considered in this course are the American support and later disavowal of Islamist political parties to advance US geopolitical goals, public relations efforts "to save Afghan women" after 9/11, and the uses and misuses of American military, economic, and political power to build a western-style democratic government and bring western-oriented social reforms to a society radically different from U.S. society.

Spring 2021

SEM Section: R1 WF 1:30 pm - 2:45 pm David B. Edwards

ANTH 212 (F) Foundations of China

Cross-listings: HIST 214 CHIN 214 ANTH 212 GBST 212 REL 218

Secondary Cross-listing

This course examines the foundational period of Chinese civilization, from the earliest evidence of human activity in the geographical region we now call China, through the end of the Han dynasty in the early third-century CE. This is the period that saw the creation and spread of the Chinese script (a writing system that would be the dominant one in East Asia for thousands of years), the teachings of Confucius (whose ideas continue to play a role in the lives of billions of people today), the construction of the Great Wall (which is not, as it turns out, visible from space), and the creation of the imperial bureaucratic system (that was, in essence, the progenitor of the modern bureaucratic state). We will proceed chronologically but focus on a set of thematic topics, including language and writing, religion and philosophy, art and architecture, politics and economics, and science and technology. While this course is entitled "Foundations of China," we will take a critical perspective on narratives, both Chinese and Western, that see Chinese history as an unbroken history of a single "civilization."

Requirements/Evaluation: short writing assignments (approximately 750 words each), quizzes, a mid-term, and a final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: Chinese majors, History majors, Religion majors, and Anthropology majors

Expected Class Size: 25

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

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 214 (D1) CHIN 214 (D1) ANTH 212 (D2) GBST 212 (D1) REL 218 (D1)

Not offered current academic year

ANTH 214 (F) The Rise and Fall of Civilizations

Cross-listings: ANTH 214 ENVI 224

Primary Cross-listing

Over the centuries, philosophers and historians have asked how societies evolved from simple hunter-gatherer bands to complex urban civilizations. Human prehistory and history have shown the repeated cycles of the rise, expansion and collapse of early civilizations in both the Old and New World. What do the similarities and differences in the development of these first civilizations tell us about the nature of societal change, civilization and the state, and human society itself? The course will examine these issues through an introductory survey of the earliest civilizations in Mesopotamia, Egypt, India, Mesoamerica and South America. Classical and modern theories on the nature, origin, and development of the state will be reviewed in light of the archaeological evidence.
Class Format: Class discussion and debates will complement lecture with powerpoint presentation. In the Fall 2020, the course will have a hybrid format. In person and remote students will attend lectures or class discussions during the regular twice-a-week schedule, with an additional synchronous session for remote students to address questions. If remote students cannot attend additional Q&A session, open office hours will also be available.

Requirements/Evaluation: midterm, final exam, 15pp analytical paper, two quizzes

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: First and second years.

Expected Class Size: 19

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

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
ANTH 214 (D2) ENVI 224 (D2)

Fall 2020
LEC Section: H1    TF 3:15 pm - 4:30 pm    Antonia E. Foias

ANTH 215  (F) Performance Ethnography  (DPE)
Cross-listings: GBST 215  DANC 214  ANTH 215  AMST 214  THEA 215

Secondary Cross-listing

The course aims to explore the theory, practice, and ethics of ethnographic research with a focus on dance, movement, and performance. Traditionally considered to be a method of research in anthropology, ethnography is the descriptive and analytical study of a particular community through fieldwork, where the researcher immerses herself in the culture of the people that she researches. In this course students will be introduced to (i) critical theory that grounds ethnography as a research methodology, (ii) readings in ethnographic studies of dance and performance practices from different parts of the world, and (iii) field research in the local community for their own ethnographic projects. This is primarily a discussion-based seminar course and may include fieldwork, attendance at live performances, film screenings, workshop with guest artists etc. No previous dance or performance experience is assumed or required.

Class Format: community-based field work

Requirements/Evaluation: class participation, reading responses, fieldwork and field notes, short papers, and final essay

Prerequisites: none

Enrollment Limit: 15

Expected Class Size: 10

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

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
GBST 215 (D2) DANC 214 (D1) ANTH 215 (D2) AMST 214 (D1) THEA 215 (D1)

Difference, Power, and Equity Notes: This course focuses on ethnographic research with an emphasis on the ethics of doing ethnography in field sites and making performances based on that research. In fieldwork and performance work, there is a difference in social, cultural, and political (broadly conceived) power between researcher and interlocutors. In the course, students’ critical analytical skills are developed for them to be self-reflective about these power differentials and to address issues of social inequality.

Not offered current academic year

ANTH 216  (S) Urbanism in the Ancient World
Cross-listings: ANTH 216  GBST 216

Primary Cross-listing
This is a course on cities in the ancient world, which will examine four major ancient urban centers (Nineveh and Nimrud, Iraq; Teotihuacan, Mexico; and Angkor, Cambodia) and end with a sustained, in-depth exploration of urbanism in prehispanic Maya civilization. As more and more people move into cities across the world, human societies are becoming forever transformed. This transformation into an urban globalized world has ancient roots at the beginning of the first civilizations in Euroasia and the Americas. We will delve into the nature of the urban transformation by first exploring sociological and anthropological definitions of urbanism, and recent studies of modern urbanism. We will look at Nineveh, Nimrud, Teotihuacan, and Angkor to consider how ancient urbanism was distinct from modern cities, while at the same time, ancient urbanites had to deal with similar issues as residents of modern cities. We will then examine in more depth the cities of prehispanic Maya civilization, answering such questions as: how different were Maya cities from other premodern ones? Is there one type of Maya city or many? How different was life in Maya cities from life in Maya villages? What were the power structures of Maya cities? How common were immigrants and slaves in these ancient cities?

Requirements/Evaluation: 5-page papers every other week, oral responses on alternate weeks; tutorial attendance is required

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: sophomores; or majors in Anthropology or Sociology

Expected Class Size: 10

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

Distributions: (D2)

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

ANTH 216 (D2) GBST 216 (D2)

ANTH 219 (S) The Art and Archeology of Maya Civilization

Cross-listings: ANTH 219 ARTH 209

Primary Cross-listing

The ancient Maya civilization was one of the most sophisticated and complex cultures of prehispanic Central America. Its complex calendrics, astronomy, mathematics, art and hieroglyphic writing system are celebrated worldwide. The course will examine the trajectory and nature of ancient Maya civilization from the combined perspectives of archaeology and art history. The origins and evolution of the Maya states during the Preclassic period (1000 B.C.-A.D. 250) will be explored through the rich archaeological remains and Preclassic art styles. The Classic Maya civilization (A.D. 250-1000) will then be presented through a detailed survey of the archaeology, art and hieroglyphic texts of this period. Finally, the collapse of Classic Maya civilization and its transformation and endurance during the Postclassic period and under early Spanish rule (A.D. 1000-1600) will be critically evaluated through a review of the archaeological, iconographic, and ethnohistorical evidence.

Class Format: lecture/discussion

Requirements/Evaluation: midterm and final exams, hieroglyphic project, 15pp research paper

Prerequisites: none, but an introductory ARTH or ANTH course recommended

Enrollment Limit: none

Enrollment Preferences: Anthropology/Sociology and Art History majors

Expected Class Size: 16

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

Distributions: (D2)

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

ANTH 219 (D2) ARTH 209 (D1)

Spring 2021

LEC Section: H1   TF 1:30 pm - 2:45 pm   Antonia E. Foias

ANTH 222 (F) Heroes, Saints and Celebrity

Cross-listings: REL 273 ANTH 222
Primary Cross-listing

This course examines the ways in which cultures select, ritually celebrate, institutionally harness, and ultimately devour people designated as 'extraordinary'. We will begin by considering cultural archetypes and theories of the hero and how heroism has been understood in different eras and cultural contexts. Using Weber's theory of charisma as a foundation, we will look at a number of specific case studies to evaluate the relationship between individual creativity and action and the demands of social conformity and control. Finally, we will examine how charisma is commoditized in the form of the celebrity in contemporary American culture.

Requirements/Evaluation: class participation, two short response papers, research paper, final exam
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Anthropology and Sociology majors
Expected Class Size: 19
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
REL 273 (D2) ANTH 222 (D2)
Not offered current academic year

ANTH 223 (S) Ethnic Minorities in China: Past and Present (DPE)
Cross-listings: ANTH 223 CHIN 223

Secondary Cross-listing

According to the most recent census conducted in China in 2010, of the 1.3 billion population of China, more than 110 million (8.49%) were ethnic minorities (shaoshu minzu). Most of the minority groups reside in autonomous regions and districts, which constitute 64% of China's total acreage. This course introduces students to the multiethnic aspect of China's past and present. We will ask the central question of "what is minzu" and address various topics such as the minority-group identification project; the definition of minzu (translated as "ethnic group," "nationality," or "race" by different scholars); the intersections between language, religion, tourism, diaspora and ethnicity; historical sino-centric views about "foreigners" and "barbarians" as well as the roles that "barbarians" have played in China's long history. We will examine how social differences and hierarchy are constructed and discuss how power plays in the shaping of "ethnicity." A multidisciplinary approach will be adopted for the course, taking in sources from anthropology, history, literature, ethnic studies, and cultural studies. Throughout the course, the pedagogical techniques of "intercultural dialogue" will be adopted to encourage students to discuss their own ethnic experiences and compare ethnic minority issues in China with similar issues in the United States. Students are also encouraged to come up with real-world solutions and strategies to deal with issues of racism, bias, and discrimination.

Class Format: The course will be offered remotely and adopt a learner-centered, quasi-tutorial format. Every week students will view recorded lectures and participate in an online discussion forum asynchronously. In addition, students will be placed into smaller groups and meet with the instructor once a week for synchronous discussions.

Requirements/Evaluation: class attendance, weekly quizzes, active participation in both the online discussion forum and in-class meetings, two short (5-page) response papers, and one final research paper (10-12 pages).
Prerequisites: none, open to all students; no knowledge of Chinese language required
Enrollment Limit: 15
Enrollment Preferences: current and prospective majors in the Department of Asian Studies, then to first-years
Expected Class Size: 15
Grading: no pass/fail option, yes fifth course option
Materials/Lab Fee: books and reading packet
Distributions: (D2) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
ANTH 223 (D2) CHIN 223 (D2)

Difference, Power, and Equity Notes: We explore the interactions between "power" and "ethnicity," "center" and "periphery" in the Chinese context and compare them with students’ own experiences. Students are required to write one short response paper on their personal encounter with the
concept of "race" or "ethnicity." For the final research paper, students are required to identify one problem among all the ethnic minority issues in the Chinese context and write a policy recommendation to make real-world changes.

Spring 2021

SEM Section: R1  TF 1:30 pm - 2:45 pm  Li Yu

ANTH 225 (F) Ways of Seeing

This course examines the potential of images for revealing aspects of cultural normally obscured by the written word and for transmitting different, sometimes undervalued insights and knowledge of the social world. The central focus of this course is documentary film, and we will consider both the theory and practice of the documentary in the United States and abroad as it has evolved over time and as it is evident in contemporary filmmaking. In the course of the semester, we will examine some of the ways in which filmmakers, and ethnographic filmmakers in particular, have approached the task of documenting and understanding different aspects of social reality. Among the questions that we will consider are the following: What is the relationship between written texts and images? What is it that documentary films "document?" What is the relationship between images and stories, and should the techniques used in fiction films to construct voice, point of view, identification, narrative sequence, etc. apply as well in the creation of nonfiction films? What is the role of film in anthropology, and how does ethnographic filmmaking relate to anthropology and to the broader documentary film tradition? In the last part of the course, we will consider the proliferation of cell phone videos and platforms such as Youtube and Instagram and their significance for the documentary film genre more generally.

Class Format: The class will be taught remotely and will include pre-recorded lectures, conversations with filmmakers and producers, and weekly online discussions

Requirements/Evaluation: Weekly response/critiques of assigned films, a longer written paper (10-12 pages) or video essay of comparable scope

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Anthropology/Sociology majors, open to first-year students

Expected Class Size: 12

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

Distributions: (D2)

Fall 2020

SEM Section: R1  MWF 10:40 am - 11:30 am  David B. Edwards

ANTH 226 (F) Spiritual But Not Religious

Cross-listings: REL 226 ANTH 226

Secondary Cross-listing

Today, more than one in five people in the United States identify as "none" when asked about their religious affiliation. Yet that does not mean that religious sentiment or spirituality is on the decline. On the contrary, talk of "spirituality" is more pervasive than ever in popular discourse. Increasingly Americans claim that they are "spiritual but not religious" or that they prefer "individual religion" over "organized religion." This course seeks to understand and investigate this phenomenon. What is the lived experience of being "spiritual but not religious"? What counts as spirituality? Is there a meaningful distinction between spirituality and religion? What does this distinction assume about the nature of organized religion? What is the history that led us to this ideology of individualized spirituality? And what are the social and political implications of this trend? We will explore these questions and study this phenomenon through an engagement with ethnography (the qualitative research method generally described as "participant-observation"). Over the course of the semester, students will be expected to conduct an ethnographic research project within local communities in Williams College and Williamstown. Alongside our central readings on spirituality, we will also be studying some background in the theory and practice of this methodology. Throughout the semester, students will work together on developing the practical skills necessary to conduct an ethnographic project, and will be gradually executing their own individual projects. This will include: designing a feasible project and research question, selecting research sites and interlocutors, taking field-notes and conducting interviews, and finally analyzing data and writing an ethnographic essay.

Requirements/Evaluation: regular reading responses; semester-long research project with frequent small assignments building up to the final product (15- to 20-page paper)
ANTH 227 (F) Language and Society: What Does Your Speech Say About You?

Cross-listings: ANTH 227, ARAB 227

Secondary Cross-listing

Sociolinguistics is the study of how aspects of society influence the way language is used by the society members. In this course, we will examine the inter-relationships between the way language is used in various social contexts affecting that usage. How and why do languages change? How does language reflect a person's identity? How does language intersect with power relations among individuals within a society? Does language vary according to gender? How are language varieties formed, and what determines their status within speech communities? How and why do speakers code-switch among different varieties? These are some key questions that we will examine in this class, drawing on readings that focus on different languages.

Requirements/Evaluation: active class participation, response essays, assignments, article presentation, variation paper, final exam

ANTH 228 (F) Jihad

Most studies of the global jihad movement focus on ideology, operations, and strategy. Numerous studies have also focused on the individual psychology of those who join jihad groups. Often ignored are the cultural dimensions of Islamic jihad. This course examines both the "global" culture of jihad--those cultural elements of the movement that are common across national and linguistic borders--and the particular ways in which jihadi groups reflect and respond to the local cultures in which they operate. Among the topics to be considered are the ways in which jihad adherents use ritual, poetry, graphic imagery, dress and grooming codes, music, film, social media, dream interpretation, and mythology to fix their place in the world and advance their political and social agendas. The course will also examine the role of violence in creating a distinctive and exclusionary social milieu within jihad groups and in defining the relationship between these groups and the societies that surround and, in some cases, support them. Of particular interest for the course will be the ways in which cultural elements of jihadi groups and the jihadi "lifestyle" are mobilized to attract new recruits to the jihad movement.

Requirements/Evaluation: class participation, four short and informal blog posts (1-page each), two longer response papers (2- to 3-pages each), one research paper (12- to 15-pages)

ANTH 229 (F) Introduction to Islamic Studies

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

REL 226 (D2) ANTH 226 (D2)

Not offered current academic year
ANTH 230  Musical Ethnography
Music provides a constant accompaniment to most of our lives, from mundane activities to personal or collective moments of celebration and grief. Often, we experience music's impact on us without fully considering how it shapes our ideas and experiences. Drawing on ethnomusicology, anthropology, and related fields, this course explores how music can illuminate people's practices of being-in-the-world. Musical ethnography describes both the means by which scholars pursue this line of questioning, and also the written work that results from such an investigation. This course features a hands-on approach to musical ethnography. Students will each conduct ethnographic fieldwork in a musical community within Williamstown and the surrounding area. Coursework will survey approaches to methodology (modes and degrees of researcher involvement, practical skills related to documentation), issues of ethics, and social and musical analysis.

Class Format: lecture/discussion
Requirements/Evaluation: class participation, small assignments (four 1-2 page assignments), interview transcript with commentary, reading response, final project and presentation
Prerequisites: some musical training/experience necessary, see instructor for more information
Enrollment Limit: 10
Enrollment Preferences: Seniors, music and anthropology/sociology majors
Expected Class Size: 6
Grading:
Unit Notes: MUS World Music/Ethnomusicology
Distributions: (D1)
Not offered current academic year

ANTH 232  (S) Town and Gown: Investigating the Relationship of College and Community
Team-taught by an anthropologist and a journalist, this course investigates the relationship between Williams College and the surrounding communities of Northern Berkshire County via ethnographic/journalistic research conducted by students. The course will look at several case studies centered on "town-gown" relations in different eras and locations in order to contextualize and provide comparative material for understanding the relationship of Williams to its neighboring communities. Among the topics to be considered and possibly investigated will be the social and economic effects of colleges on local communities, the role of alcohol and athletics in town/gown relations, and how the increasing corporatization of academic institutions has changed the nature of town-gown interactions and the place and role of institutions of higher education in their communities. The focus of the course will be on student research, and a large percentage of class time will be devoted to learning the basic techniques of ethnographic and journalistic research, including interviewing, oral historical research, survey research, and participant-observation. Each student will conduct a major research project of their own devising, which will culminate in an investigative report and a public presentation.

Requirements/Evaluation: class participation, research exercises, major ethnographic research paper
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: Anthropology and Sociology majors
Expected Class Size: 15
Grading: no pass/fail option, no fifth course option
Distributions: (D2)
Not offered current academic year

ANTH 233  (S) Spiritual Crossroads: Religious Life in Southeast Asia
Cross-listings: ANTH 233  ASST 233  REL 253
Primary Cross-listing
No region of the world presents a richer tapestry of religious beliefs, practices, and institutions than Southeast Asia. Buddhism, Hinduism, Christianity and Islam are all to be found and all of them interpenetrate and contend with each other and with a deep undergirding of animism, shamanism, and
mystical folk belief systems. This course will survey these religious traditions through time and space, looking in particular at the growing tension between religion and the state as fundamentalism and religious militancy have spread into the region in recent times. All of Southeast Asia will be covered, but particular attention will be devoted to Indonesia, where religious blending and the growth of new fundamentalism are both especially marked.

Requirements/Evaluation: midterm, short essays, term paper
Prerequisites: none; open to non-majors
Enrollment Limit: 19
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
ANTH 233 (D2) ASST 233 (D2) REL 253 (D2)
Not offered current academic year

ANTH 235  (F)  Refugees and Migrants
An overflow of refugees to the EU and alarmist electoral campaign rhetoric in the U.S. have intensified the issue of international migration around the world. Right- and left-wing politicians and their constituents, human rights activists and state officials, journalists and NGOs discuss, argue, and mull over causes and consequences of population change, strategies of migration management, and predicaments of social integration. In this course, we will examine the emerging conditions of international migration. Specifically, we will focus on how contemporary welfare and labor regimes, claims on citizenship rights, immigration rules, public deliberations, and interethnic and racial experience shape the movements of people and affect their lives by controlling their bodies, subjectivities, social networks, health, and labor. We will draw on domestic and international case studies as we examine a controversy surrounding the Arizona immigration law, DACA debates, challenges of a migration crisis in EU, rural-to-urban migration in India, and a complexity of refugee flows in the Caucasus and the Middle East. We will briefly engage with the subtleties of migration estimation, such as the politics of population censuses, and will analyze consequences of immigration on host populations.

Requirements/Evaluation: one midterm, two short policy memos, one research paper
Prerequisites: none
Enrollment Limit: none
Enrollment Preferences: seniors and juniors
Expected Class Size: 20
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
Not offered current academic year

ANTH 240  (S)  Work as a Cultural System  (DPE)
"You know my reputation," sang Billy Joe Shaver, "I am everything I do." In many ways we are homo faber, the species that makes its world and we are defined by what we make, by the work we do. This course will undertake a broad survey of work as cultural systems across time and space. How do societies define work, how do they organize it? Who controls the processes of work, who controls the product of work? When is work an act of pure creation and when is it stultifying labor? How is work enabled and how is it compensated? What defines the difference between work and leisure and how are they valued? How does control over access to work, the organization of work, and the appropriation of its products determine difference, power, and equity in a society? These questions will guide an examination of work drawing on works of philosophy, history, ethnography, literature, and film examining people at work ranging from hunter-gatherers to tin miners, from slaves to corporate managers, from merchant mariners in the age of sail to physicians struggling to adapt to computerized medical records.

Requirements/Evaluation: students will compose several response papers, a take-home midterm exam and a final research paper of 15-20 pages
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Anthropology and Sociology majors
Expected Class Size: 15
Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: Access to work, control over the work process, control over the fruits of labor, and compensation for work, are a principal means for creating and maintaining social difference, power, and equity. It is impossible to seriously study the nature of work without discussing these topics. By placing the universal experience of work in a broad spatial and temporal context students will discover an enhanced analytical ability to critically understand their own experiences of work and those of others.

Not offered current academic year

ANTH 242 (S) The Country and the City in the Classical World

Cross-listings: ENVI 242 ANTH 242 CLAS 242

Secondary Cross-listing

A growing urban-rural divide is defining political discourse around the world. The interrelation and tension between "city" and "countryside" are not new, however, but date back to the time when cities first began. How do cities occupy and transform, interact with and displace rural landscapes? What are the values, stereotypes, and ideals—as well as artistic, literary, and architectural forms—associated with the city and the countryside? What role does one play in the political, social, and economic life of the other? With a focus on ancient Greece and, especially, Rome, this course will combine archaeological evidence and contemporary scholarship with primary sources ranging from Hesiod, Theocritus, Vergil, and Propertius to Cato the Elder, Varro, Vitruvius, and Pliny the Elder, to examine an array of topics including land surveying and colonization; agrarian legislation; the urban food supply; rustic religion in the city; urban parks and gardens; and the concept of the pastoral. Together, we will explore the city and the countryside—not just as places, but also as states of mind. All readings are in translation.

Requirements/Evaluation: informed participation, two short papers (2-5 pages), final paper (8-10 pages)

Prerequisites: none, although prior knowledge of the ancient world will be useful

Enrollment Limit: 19

Enrollment Preferences: declared and intending majors in Classics and Environmental Studies

Expected Class Size: 20

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

Distributions: (D1)

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

ENVI 242 (D1) ANTH 242 (D1) CLAS 242 (D1)

Not offered current academic year

ANTH 243 (S) Reimagining Rivers

Cross-listings: ENVI 243 ANTH 243

Secondary Cross-listing

Rivers are the circulatory systems of civilization, yet for much of modern history they have been treated as little more than sewers, roads, and sources of power. Today they are in crisis. Rivers and the people who rely on them face a multitude of problems, including climate change, pollution, unsustainable agriculture, and ill-conceived dams. These problems will threaten human rights, public health, political stability, and ecological resilience far into the future unless we learn to manage rivers more justly and sustainably. Can we reimagine rivers before it is too late? This course will pursue this question by examining the social, cultural, and political dimensions of conflict over rivers in the twentieth and twenty-first centuries. Drawing on scholarship from a wide range of social science and humanities disciplines and focusing on case studies in Asia, Africa, Europe, and the Americas, it will explore a diverse array of sources: film, fiction, ethnography, history, journalism, and more.

Class Format: This class will be taught in a modified tutorial format, with five groups of three students, each of which will meet for one 75-minute session per week. Sessions will be held in-person and remotely.

Requirements/Evaluation: Each week, each student will either write a 4-5-page essay on assigned readings or write a 2-page critique of a partner's paper.

Prerequisites: Environmental Studies 101

Enrollment Limit: 15

Enrollment Preferences: Environmental Studies majors and concentrators
Expected Class Size: 15
Grading: yes pass/fail option, no fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 243 (D2) ANTH 243 (D2)

Spring 2021
TUT Section: HT1 TBA Nicolas C. Howe

ANTH 246 (S) India's Identities: Nation, Community, & Individual (DPE) (WS)
Cross-listings: ASST 246 REL 246 ANTH 246 WGSS 246

Secondary Cross-listing
This tutorial considers India's legacy as a booming Asian democracy that is built upon deep and enduring divisions. Why is India's growing population so often described in terms of multiple identities or fragmenting oppositions— including religion, gender, caste, and class? What are the historic roots and recollections of key moments of structural violence in modern Indian history that produce ongoing social conflict as well as social fluidity? We pay particular attention to key historic moments such as Partition, and key communal riots in Gujarat, Hyderabad, and Delhi as well as regions of India such as Jammu & Kashmir in order to understand the struggle for individual subjectivity and identity within a landscape of stark social hierarchies. We will cover climate emergencies, resource scarcities, and ongoing struggles for power and status across very different parts of India. Our readings include ethnographic, sociological, historical analyses as well as fiction, oral history, and popular media sources that attempt to portray India's diverse and fragmented society.

Class Format: meetings weekly, weekly writing, and discussion
Requirements/Evaluation: weekly writing assignments and tutorial attendance every week
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: majors in Anthropology and Sociology, Religion, Asian Studies, or Women's, Gender & Sexuality Studies
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
ASST 246 (D2) REL 246 (D2) ANTH 246 (D2) WGSS 246 (D2)

Writing Skills Notes: Weekly writing, writing chats, intensive feedback on writing grammar, style, argument every week.

Difference, Power, and Equity Notes: This course fulfills the Difference, Power, and Equity by theorizing the ways that social power and equity have been and continue to be a source of struggle and division within Indian society. It analyzes the ways that communities have used religion, gender, ethnicity, and caste to struggle for power and status within Indian society.

Not offered current academic year

ANTH 249 (S) The Sacred in South Asia
Cross-listings: ANTH 249 ASST 242 REL 149

Primary Cross-listing
Is religious identity necessarily singular and unambiguous? The jinn - Islamic spirits born of fire - are sought out for their healing and other powers not only by Muslims in India, but by Hindus, Christians and Sikhs, as well. In parts of Bengal statues of the Hindu goddess Durga are traditionally sculpted by Muslim artisans. Buddhist pilgrimage sites in Sri Lanka contain tombs of Muslim Sufi saints and shrines of Hindu deities. South Asia - where a fifth of humanity lives - provides some of the most striking examples of pluralism and religiously composite culture in our contemporary world. Yet at the same time, strident religious majoritarianism has been a defining feature of the politics of India, Pakistan and Sri Lanka for decades, and haunts Nepal and Bangladesh as well. Are these two modes of religious being - pluralistic and composite on the one hand, singular and majoritarian on the other - reflective of two different conceptions of selfhood? What if we turn from questions of community and identity to questions of unseen power and the sacred? This course is an exploration of lived religion in South Asia. It is simultaneously a study of popular Hinduism, Buddhism and Islam and an
introduction to the anthropology of religion. Centered on in-depth studies of popular sites of 'syncretic' ritual practice (shared across religious
difference) as well as studies of mass mobilizations that seek to align the religious community with the nation, we approach from multiple angles what
the sacred might mean in modernity.

Requirements/Evaluation: weekly (1 page) posts on readings, two short (5 page) papers, and one (12-14 page) final research paper.
Prerequisites: Interest in the topic!

Enrollment Limit: 13
Enrollment Preferences: Students in all fields of study are most welcome; if overenrolled, priority will be given to majors in Anthropology, Sociology,
Religion and Asian Studies.

Expected Class Size: 13
Grading: no pass/fail option, no fifth course option
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
ANTH 249 (D2) ASST 242 (D2) REL 149 (D2)

Spring 2021
LEC Section: H1    MW 10:00 am - 11:15 am    Joel Lee

ANTH 255  (S)  Buddhism: Ideas and Practices
Cross-listings: ANTH 255 REL 255 ASST 255
Secondary Cross-listing
This course introduces students to Buddhism by examining its ideas and practices as they have taken place in actual social contexts rather than as
disembodied textual objects. After examining the main ideas and narratives of the tradition, we turn our attention to Thailand where we examine how
these ideas and narratives have shaped a whole range of practices, from meditation to shamanistic rituals. We then consider the transformations that
Buddhism is undergoing in contemporary society, examining the rise of meditation movement, the changing role of monks and laity, the resurgence of
the nun order, the rise of Buddhist social activism and the development of new Buddhist social philosophies. We ask questions such as: How can
Buddhism adapt to a modern global consumerist society? What are the transformations involved in this process and the role that Buddhism can play in
such a global society? Should Buddhists take advantage of the opportunities of this new global culture or should they adopt a critical stance toward its
consumerist values?

Class Format: discussion
Requirements/Evaluation: full attendance and active participation; two essays
Prerequisites: none
Enrollment Limit: 25
Expected Class Size: 25
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
ANTH 255 (D2) REL 255 (D2) ASST 255 (D2)

Not offered current academic year

ANTH 256  (F)  Buddhism, Sex, & Gender: #MeToo Then and Now  (DPE)
Cross-listings: ANTH 256 WGSS 256 REL 256 ASST 256
Secondary Cross-listing
This course considers the feminist voices that have been part and parcel of Buddhist practices, texts, and institutions for most of its 2500-year history.
We will conduct a historical genealogy of Buddhist voices that illustrate the fluid and disruptive role of sex, gender, caste, and class in relation to
individual behavior and social relations. How did the Buddha's inner revolution produce a set of practices that both reject and reinforce existing
binaries and social hierarchies of sex and gender, and with what effects? We will trace a feminist voice that decries harassment, assault, and systemic
sexism within Buddhist communities from the first female disciples (Theri) of the Buddha to the current #MeToo era of embattled toxic masculinity.
Along the way, we explore a literary canon that contains misogyny and 'she devils' alongside a rich tapestry of female divinities, transgender fluidity, and female liberation. We pursue and intersectional analysis of Buddhist traditions and texts by considering the multiple forms of social hierarchy--gender, sexuality, race, and class--that Buddhism has attempted to transcend. We begin by considering three women in the Buddha's life--his mother (Maya), his stepmother/aunt (Gotami), and his wife (Yashodhara)--as well as the tales of the first enlightened Buddhist women whose topics include prostitution, patriarchy, sexism, and pathetic husbands, as well as their own decaying bodies and beauty. Our next theme is the myriad ways that gender is both produced and deconstructed in Buddhist discourses on enlightenment and the human body. Our final theme considers a range of monastic memoirs, including a Buddhist black nun who left Harvard to take ordination in Thailand, and a Dutchman who studied Zen Japan. We close by examining the current debates in the U.S. and Asia that seek to combat systemic racism, sexism, and casteism in Buddhist traditions.

Requirements/Evaluation: class discussion, reading responses (3-4 pages), writing chat, final research paper (12 pages)

Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences:  Anthropology, Religion, Asian Studies, Women's, Gender and Sexuality majors
Expected Class Size: 15
Grading: no pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ANTH 256 (D2)  WGSS 256 (D2)  REL 256 (D2)  ASST 256 (D2)

Difference, Power, and Equity Notes: The course fulfills DPE because it seeks to theorize the role of difference (gender, sex, class, and race) and intersectionality within Buddhist texts, practices, and institutions. It considers how Buddhist practices and institutions both deconstruct and reproduce social inequality.
Not offered current academic year

ANTH 262 (S) Language and Power
"A language is a dialect with an army." This (originally Yiddish) aphorism points to ways in which language, often imagined to be a neutral or apolitical medium of communication, proves in practice to be a social domain fully implicated in the operations of power. How do we create community - and social exclusion - by the way that we talk? What role does speech play in the accumulation of cultural capital? How are racism and colonialism sustained or subverted by language practices, and how can speech transform the world? This introduction to linguistic anthropology draws together classic works of linguistic and semiotic theory with studies of the politics of actual speech grounded in rich and particular cultural and historical contexts, from witchcraft accusations in rural France to the partition of Hindi and Urdu in colonial South Asia. Students will gain familiarity with key concepts (speech acts, performatives, code-switching, language ideology), themes and debates in the social scientific study of language. Assignments include regular postings of 1-page critical response papers and an ethnographic project analyzing a series of speech events in our local community.

Requirements/Evaluation: Regular postings of critical response papers and an ethnographic final project.

Prerequisites: None.
Enrollment Limit: 20
Enrollment Preferences: Students in all fields of study are most welcome. If overenrolled, priority will be given to Anthropology or Sociology majors or final-year students.
Expected Class Size: 20
Grading: no pass/fail option, no fifth course option
Distributions: (D2)

Spring 2021
LEC Section: H1  TR 9:45 am - 11:00 am  Joel Lee

ANTH 269 (F) Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience (DPE) (WS)
Cross-listings: REL 269  STS 269  ASST 269  ANTH 269

Primary Cross-listing
This course offers a social analysis and condensed genealogy of mindfulness from its roots as a Buddhist meditation practice through its modern application as a tool to improve our awareness of the related processes of mind, behavior, and emotions. We consider how mindfulness relates to Buddhist discourses and practices, and to the rapid rise of fields like contemplative neuroscience, affective neuroscience, and integrative neurobiology. How and why has the research on mindfulness and other applied meditative practices exploded since 2000? How has this research helped us understand and explain the intersection of mind, emotion, behavior, and human development? We critically examine the models of the mind developed by clinical and evolutionary psychologists and researchers in fields such as affective neuroscience to better understand the applications of mindfulness in the US today. Specifically, we consider how mindfulness and other forms of meditation are being used to improve the training of health care providers and educators, while augmenting and deepening the quality of their engagement with patients, students, and others they serve. We examine and train in a variety of meditation practices including mindfulness and forest bathing, while unpacking the subjective experience of our minds and emotions first-hand. Students will be asked to engage in mindfulness practices the entire semester.

**Class Format:** Offered in a hybrid format, but students are encouraged to attend in person if they can. Studies will be grouped in pairs or threesomes, that will meet in-person or remotely. Please email me (Kgutsch@williams.edu) to indicate whether you intend to take this class in-person or remotely.

**Requirements/Evaluation:** weekly tutorial papers and discussion

**Prerequisites:** A prior class or some experience with meditation is recommended

**Enrollment Limit:** 10

**Enrollment Preferences:** ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

**Expected Class Size:** 10

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

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

**This course is cross-listed and the prefixes carry the following divisional credit:**
REL 269 (D2) STS 269 (D2) ASST 269 (D2) ANTH 269 (D2)

**Writing Skills Notes:** This class will involve weekly tutorial essays of 1200 or 600 words, written feedback on every essay, and a mid-semester ‘writing chat’ with the instructor.

**Difference, Power, and Equity Notes:** This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can alleviate pervasive and population-wide health issues in the US including rising rates of anxiety, depression, and other mental health issues that are exacerbated by stress related to social inequality and structural violence. It also explores the ways that mindfulness has been marketed as an elite and non-inclusive practice within the US.

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**Anth 281 (S) The Seeds of Divinity: Exploring Precolumbian Art & Civilization in a Museum Exhibit**

**Cross-listings:** ARTH 281 ANTH 281 REL 280

**Primary Cross-listing**
For all ancient civilizations, the gods were a powerful force, affecting all aspects of human lives and dominating ancient art. This course will explore concepts of divinity in five civilizations in Precolumbian Central America: Aztec, Maya, Zapotec, Teotihuacan, and Nayarit. The course examines how the broad concept of divinity is materialized in everyday life. We will query how the human body is used as the prism through which concepts about humanity, the human soul and the supernatural are perceived and depicted in the art of these civilizations. This is a project based course, and each student will study one or more art objects from these five civilizations, and consider how these objects could be presented in a museum exhibit.

**Requirements/Evaluation:** active class participation; three short papers; 15-page research paper and presentation

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** ANTH, SOC and ARTH majors

**Expected Class Size:** 12

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

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**
ANTH 287 (S) Propaganda

We live in the age of mass persuasion. From commercial ads to political campaigns, from mass media “news”-both fake and real-to large scale movements for social change, we are constantly bombarded by powerful messages that aim to capture, hold, and impact our attention and direct our actions. Drawing on symbolic socio-linguistic analysis, we will examine the institutional and technical apparatus of modern propaganda and will discuss the role of intellectuals, “attention merchants,” and receptive audiences in creating the propaganda machine. We will pay special attention to campaigns that aim to overthrow social structures, or to ensure their maintenance and functioning. We will engage with explicit messages received via propagandistic media and implicit directives that aim to silence, obfuscate, and erase. Theoretical discussions will be complemented with intense, in-depth investigations of case studies of persuasive techniques in the Nazi Ministry of Propaganda, Cold war culture wars, Middle Eastern and Post-Soviet regimes, U.S. and Russian electoral and political campaigns. As we explore the overwhelming diversity of persuasive techniques of contemporary propaganda apparatus, we will turn our attention to various ways through which it impacts and molds our individual selves: from organizing dreams and desires to shaping autobiographies. We will conclude the course by creating our own examples of persuasive mass communication.

Requirements/Evaluation:  one midterm, one group research project, three short papers
Prerequisites:  none
Enrollment Limit:  none
Enrollment Preferences:  none
Expected Class Size:  25
Grading:  yes pass/fail option, yes fifth course option
Distributions:  (D2)

ANTH 297 (F) Theorizing Magic

Cross-listings:  REL 297  COMP 289  ANTH 297

Secondary Cross-listing

This is a course about magic. It is not about stage magic, sleight of hand, or the art of pulling rabbits out of hats. You will learn no card tricks. But instead we will learn about those people who believed in the reality of certain powers; from the ability to summon good or evil spirits, transform base metals into gold, predict the future, or manipulate matter by thought alone. The problem of how to theorize magic has long been a cause of concern for the natural and social sciences. Many a sociologist and anthropologist has imagined that belief in magic should have vanished with modernity (despite much evidence to the contrary). Meanwhile, philosophers of science have been long fascinated with the demarcation problem-figuring out grounds by which to distinguish legitimate sciences (like astronomy) from their magical or pseudoscientific cousins (like astrology). We will trace these discussions and problematize them by looking at the beliefs of self-defined witches and magicians. This should put us in a position to interrogate the construction of concepts of magic, science, and religion and show how the boundaries between these categories emerged historically. Topics to be discussed will include: the rationality of magic, the fine lines separating magic, science and religion, the persecution of witches, and the role notions of magic and superstition played in European modernization and colonization projects. The tutorial sessions will be customized to student interests, but texts will likely include selections from primary works in translation, such as Cornelius Agrippa’s *Occult Philosophy*, Giordano Bruno's *On Magic*, Aleister Crowley’s *Magick Liber ABA*, as well as selections from secondary literature, perhaps including Marcel Mauss, *A General Theory of Magic*, Max Weber, “Science as Vocation,” Tanya Luhrmann, *Persuasions of the Witches’ Craft*, Thomas Kuhn, *The Structure of Scientific Revolutions*, Larry Laudan, “The Demise of the Demarcation Problem,” E.E. Evans-Pritchard, *Witchcraft and Oracles*, and *Magic among the Azande*, and/or Kelly Hayes, *Holy Harlots: Femininity, Sexuality and Black Magic in Brazil*.

Requirements/Evaluation:  weekly writing assignments and tutorial attendance every week
Prerequisites:  none
Enrollment Limit:  10
Enrollment Preferences:  potential Religion or Comparative Literature majors
Expected Class Size:  10
Grading:  no pass/fail option, no fifth course option
This course is cross-listed and the prefixes carry the following divisional credit:

REL 297 (D2) COMP 289 (D1) ANTH 297 (D2)

Not offered current academic year

ANTH 299 (F) Ritual, Power and Transgression

Cross-listings: REL 274 ANTH 299

Primary Cross-listing

The focus of this course is on the role of ritual in harnessing political power. In the first part of the semester, we examine some of the ways in which different cultures manufacture social order and political power through categories of inclusion and exclusion, clean and dirty, proper and improper, and licit and illicit. We will be particularly attuned to the ways in which these categories are performed through and maintained by rituals and how bodies are deployed in ritual spaces as instruments of persuasion and control. We will also look in depth at a variety of ritual forms, including scapegoating and sacrifice, and how they serve as engines of political control and protest, and we will examine the uses of dead bodies and memorials as vehicles for gaining and maintaining political power and the destruction and desecration of bodies and memorials as a form of political protest and dissent. Throughout the semester, we will be relating theoretical texts and historical cases to current political struggles in this country and abroad.

Class Format: The class will be taught remotely.

Requirements/Evaluation: class participation, biweekly responses to instructor prompts, three short (500 words) response papers, and one 10- to 12-page (2000-2400 words) research paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: ANSO and REL majors, open to first-years

Expected Class Size: 12

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

Distributions: (D2)

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

REL 274 (D2) ANTH 299 (D2)

Fall 2020

SEM Section: R1 MWF 12:00 pm - 12:50 pm David B. Edwards

ANTH 301 (S) Sexual Economies (DPE)

Cross-listings: ANTH 301 WGS 301 AMST 334

Secondary Cross-listing

This course examines various forms of sexual labor around the world in order to better understand how gendered and sexual performances are used in a variety of cultures and contexts for material benefit. Our topics include "traditional" forms of sex work such as street prostitution, pornography, and escorting as well as other forms of sexualized performances for benefit such as stripping or camming. We also discuss current issues and debates about discourses of "sex trafficking." Course readings come from a range of fields, but focus most heavily on anthropology, sociology, American studies, and gender studies. The readings for this class will frequently foreground the lived experiences of sex workers from a variety of nations, races, classes, religions, and backgrounds in order to explore the broader social implications of our subject matter. The format is largely discussion-based, with short lectures supplementing the reading with summaries of current scholarly and activist debates. We have a variety of guest speakers to share their diverse lived experiences related to this topic.

Requirements/Evaluation: midterm essay exam, short quizzes, participation, Marco Polo video chat posts

Prerequisites: none, though WGSS 101 and/or 202 may be helpful, but not required

Enrollment Limit: 14

Enrollment Preferences: based on statement of interest

Expected Class Size: 14
Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ANTH 301 (D2) WGSS 301 (D2) AMST 334 (D2)

Difference, Power, and Equity Notes: We pay particular attention to the intersecting questions of race, sexuality, gender, and class as we explore the political economy of commercial sex. The course teaches students to examine the underlying political and economic structures that create systems of privilege and power, thereby complicating questions and assumptions about sexual consent, coercion, agency, and empowerment with particular attention to race and gender in comparative transnational contexts.

Spring 2021
SEM Section: R1 MW 8:30 pm - 9:45 pm Gregory C. Mitchell

ANTH 305 The Gay Menagerie: Gay Male Subcultures (DPE)
Bears. Cubs. Otters. Pups. Twinks. Radical Fairies. Leathermen. Mollies. Drag queens. Dandies. Sisters of Perpetual Indulgence. Gay men, including gay trans men, have organized themselves into various subcultures within their community for centuries. This seminar is devoted to exploring these subcultures in a mostly US-context in greater detail using ethnographic texts, anthropological studies, historical accounts (including oral histories), and media. Topics include cruising and flagging, the anthropological significance of gay bars, histories of bath house culture, rural vs urban queer experiences, the ball scene, drag, diva worship, the reclamation of “fabulousness and faggotry,” the leadership roles of trans women and effeminate gay men in activist movements, gay gentrification, the growth of gay consumerism/ gay tourism/homonationalism, hierarchies of masculinity in the gay community (i.e., masc for masc culture), HIV/AIDS and the politics of PrEP, chemsex, the role of racialized dating “preferences,” genealogies of BDSM and leather culture, sexual health and discourses of “risk,” the politics of barebacking and other sexual practices, queering consent, and the effects of hookup apps on gay culture. In addition to lectures, and discussions, there will also be some low-key performance-studies based exercises in queer praxis (e.g., drag workshops, mock debates, animal improvisation, role playing, etc.)

Class Format: There will be some minor performance elements such as workshops during class.

Requirements/Evaluation: Quizzes, journaling assignment, short diva report, 10 page research paper on a gay subcultural group

Prerequisites: None; WGSS 202 (Foundations in Sexuality Studies) will be helpful but is not required

Enrollment Limit: 12

Enrollment Preferences: WGSS majors; in the event of over-enrollment there statements of interest will be solicited

Expected Class Size: 12

Grading:

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course examines the how marginalized communities respond to their oppression through creative forms. It takes as central to its curriculum the role of sexual diversity and the relationship of the gay community to power through the central idiom of “difference.”

Not offered current academic year

ANTH 311 (S) Islam and the Critical Study of Secularism (DPE)

Cross-listings: ANTH 311 REL 311

Secondary Cross-listing
Since the Iranian Revolution of 1979, successive Islamist movements have sought to transform Muslim states along religious lines. In Euro-American discourses on political Islam, such blatant disregard for the separation of religion and state is often seen as a tragic failure of secularization. Islam, in other words, is understood as a religion out of place in the modern world. While the global resurgence of religion in the face of much scientific and material progress has tempered scholarly enthusiasm for the secularization thesis, contemporary Islamic religiosity is increasingly viewed as an aberration from the regular course of history. Moreover, as scholars rewrite the script of secularization by unearthing modern secularism's European-Christian heritage, they unwittingly bolster a narrative of civilizational difference between Islam and the secular West. Our understanding of Islam is thus inextricably tied to its oppositional framing as the other of secularism. In this course, we will critically assess Euro-centric representations of Islam as created through canonical and critical discourses on secularism. Rather than assuming a natural opposition between Islam and secularism, we will examine the various modalities of power, institutional formations, habits of thinking, normative presuppositions, and cultural and visceral
sensibilities that configure their agonistic relationship. This examination amounts to deconstructing the very category of the secular in its cognitive and sensory dimensions. To accomplish this task, we will rely on the work of Talal Asad and his interlocutors in Religious Studies, Anthropology, Continental Philosophy, Postcolonial Studies, and Comparative Literature. The course content is divided into 2 modules. Module A: "Theorizations" will examine Euro-centric theories of secularism and problematize their portrayals of Islam as an intrinsically asecular religion. In Module B: "Secularism Beyond Europe," we will read postcolonial critiques of secularization and examine its alternative trajectories in non-European contexts. Crucially, we will shift from a conventional emphasis on the state by comparing Islamic and secular disciplines of subject formation. By the end of the course, students will be able to appreciate how secular legal, political, and cultural institutions have re-defined religion in the modern world. Further, they will be able to discern the ways in which contemporary Islamic movements are both responses to and manifestations of a global secular condition.

Class Format: This course will be conducted online in its entirety and will rely on a combination of synchronous and asynchronous modes of learning. The synchronous component will consist of weekly class meetings via Zoom. A discussion leader will be assigned once a week to present on the week's readings and lead class discussion. The asynchronous component will consist of weekly reading responses (500 words each), 2 essays (1,000 words each), and a final paper (2,500 words).

Requirements/Evaluation: Weekly Reading Responses (500 words each): 30%; 2 Essays (1,000 words each): 20%; Attendance and Class Participation: 10%; Term Paper (10 double-spaced pages/2,500 words): 40%. Note: Out of the 13 weekly reading responses, you can choose to skip a maximum of 3

Prerequisites: None.

Enrollment Limit: 19

Enrollment Preferences: Juniors and seniors.

Expected Class Size: 19

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

Distributions: (D2) (DPE)

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

ANTH 311 (D2) REL 311 (D2)

Difference, Power, and Equity Notes: This course will sensitize students to the intractable difficulties of securing religious freedom, diversity, and tolerance under secular law. Students will gain a nuanced historical understanding of the role of Islam as a political force in postcolonial Muslim societies and its implications for religious minorities. Notably, they will understand how religiously motivated forms of violence and oppression are often deeply imbricated with secular power and institutions.

Spring 2021

SEM Section: R1 TR 6:45 pm - 8:00 pm Sohaib I. Khan

ANTH 322 (F) Waste and Value

Cross-listings: ENVI 322 GBST 322 ANTH 322

Primary Cross-listing

What is trash and what is treasure? In what ways does value depend upon and necessitate waste, and how is the dialectic between the two inflected by culture? When we 'throw away' things at Williams College, where exactly do they go, and who handles them 'down the line'? What are the local and global economies of waste in which we are all embedded and how are they structured by class, race, caste, gender and nation? In this seminar we critically examine the production of waste - both as material and as category - and its role in the production of value, meaning, hierarchy and the environment. Readings include ethnographic accounts of sanitation labor and social hierarchy; studies of the political and environmental consequences of systems of waste management in the colonial period and the present; and theoretical inquiries into the relation between filth and culture, including work by Mary Douglas, Dipesh Chakrabarty and Karl Marx. Geographically the foci are South Asia, Japan, and the United States. There is also a fieldwork component to the course. In (safe, socially distant) fieldtrips we follow the waste streams flowing out of Williams - to an incinerator, a sewage treatment plant, recycling and composting facilities and other sites - and students individually explore the everyday social life of waste in our communities.

Class Format: Hybridity is a beautiful and productive thing. Each week we will meet once for in-person seminar-style classes, virtual learners projected into the room with us. The other meeting each week will be either a fieldtrip (carefully designed with precautions, and with an individually-tailored alternative for virtual learners) or a synchronous virtual meeting with a guest speaker.

Requirements/Evaluation: regular posting of critical response papers, field notes on waste streams, research-based final paper
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: majors in ANSO, ENVI, ASST
Expected Class Size: 12
Grading: yes pass/fail option, no fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 322 (D2) GBST 322 (D2) ANTH 322 (D2)

Fall 2020
SEM Section: H1 MR 3:15 pm - 4:30 pm Joel Lee

ANTH 323 (F) Democracy and Citizenship in the Age of Multiculturalism (DPE)
Democracy (and its particular implementation in the United States) is regularly taken as an unconditional ideal for the rest of the world. In this class, we will analyze democracy as a culturally and historically specific form of social relations and meanings. We will carefully examine a broad range of phenomena that pertain to democracy—for instance, cultural notions of participation in public life in Post-Socialist Germany or categorization of citizens in contemporary India, attachment to homeland among migrant workers in Russia or transnational rhetoric of Chinese bloggers. By so doing, we will study local meanings, circulating discourses, multiple contestations, and changing forms of power in regimes that are heralded as democratic. Our focus on citizenship (broadly defined)—i.e., a recognized right to be different while being accepted as a part of a national community—will bring to light complex issues in the relationship between the state and its subjects. We will discuss how men and women, the abled and the disabled, the migrants and the natives identify with their statuses and define their place in state structures. Anthropological studies of citizenship and diversity of forms of belonging and identification in democratic states will enable us to understand cleavages of power inequality and conceptual predicaments of social fairness in the contemporary world. Ethnographic studies from around the world will be used to provide specific examples of the ability and failure of democratic regimes to govern their varied populations.

Requirements/Evaluation: one long research paper, three book reports, and seminar discussions
Prerequisites: ANTH 101 or SOC 101 or by permission of the instructor
Enrollment Limit: none
Enrollment Preferences: juniors and seniors
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: Through an in-depth examination of case-studies of citizen exclusion and inclusion around the world, the course will foster students' critical engagement with a concept of democracy. Special attention will be paid to a differential access to power on a basis of gender, disability, migration status, and ideological constructions of difference.

Not offered current academic year

ANTH 328 (F) Emotions and the Self
Everyone everywhere experiences emotions, and everyone everywhere is faced with the task of conceptualizing a self-hood and its place in the social world. This course analyzes a variety of recent attempts in the social sciences to come to grips with topics that have long been avoided: the nature of the interior experience and an epistemological framework for its cross-cultural comparison. Exploring the borderlands between anthropology, sociology, and psychology, we will bring the tools of ethnographic analysis to bear on central pan-human concepts: emotions and the self. By examining these phenomena as they occur in other cultures, we will be better placed to apprehend and challenge the implicit (and often unconsciously held) assumptions about emotions and the self in our own culture, both in daily life and in academic psychological theory. What are emotions? Are they things—neuro-physiological states—or ideas—sociocultural constructions? How are they to be described; compared? What is the self? How are selves constructed and constituted? How do various cultures respond to categories of emotion and self, and how can we develop a sense of the relationship between self and emotion?

Requirements/Evaluation: typical for that of a tutorial
ANTH 330  (F)  The Documentary Project: Ethnography and the Visual Narrative

The goals of ethnography and documentary work overlap. Both strive to communicate a compelling sense of people's lives, and to connect them to broader struggles and issues faced by others. Further, ethnography as a method emphasizes a close and sustained interaction, or "engagement" between the practitioner and her subjects. In this class, students will have the opportunity to practice both engagement and compelling presentation, by working throughout the semester on planning and executing a documentary project. The course will emphasize the use of visual narratives accompanied by text and audio drawn from interviews. Students will practice different types of documentation, and consider techniques for approaching, imaging and interviewing subjects. The practical aspects of developing a project, gaining access, working in unfamiliar environments and editing both visual and audio material will be reviewed. Conceptual topics will include myths about "truth" and "objectivity" in visual media, tensions between the goals of the documentarian and her responsibilities to her subjects, and differences between the documentary and ethnographic point of view. Acceptance into the class requires technical competence in photography or videography (as evidenced by prior coursework or portfolio), and a demonstrated ability to work independently and to commit to a long-term project. Participants should expect to spend significant time working off campus.

Requirements/Evaluation:  develop and execute a semester length documentary project under instructor guidance; produce and edit weekly visual and audio content; participate in class critiques

Prerequisites:  SOC 236 or permission of instructor

ANTH 334  (S)  Imagining Joseph

Beloved son, rival brother, faithful servant, dreamer, seer, object of desire, lover, husband, bureaucrat, Joseph is one of the most fully-limned and compelling figures in the Jewish, Christian, and Muslim scriptural traditions. The story of Joseph unfolds over fourteen chapters in the Hebrew Bible, and is the subject of the fourth longest sura in the Qur'an. Through millennia, the story of Joseph has inspired a wealth of interpretations, commentary, apocrypha, re-tellings, and back-story, including an apocryphal book of scripture about Joseph and his wife, Asenath, Sufi poetry about Joseph and Zuleikha (Potiphar's wife), a trilogy by the 20th century German novelist Thomas Mann, a musical by Andrew Lloyd Weber, and many expressions in Western visual art. The course will explore these various expressions, looking to them for the ways in which Joseph has captured the imaginations of peoples and cultures across time and space. The course will be organized as a collaborative seminar in which the class will read the foundational scriptures together, followed by thematic discussions to which students will contribute insights from their own readings of particular peripheral texts. Students will learn the pleasures of close and intense exegetical reading in approaching the Hebrew Bible and Qur'an, as well as the more expansive pleasures of linking post-scriptural expressions together.

Requirements/Evaluation:  3- to 5-page weekly response papers; 15-page final paper; class participation

Prerequisites:  none

Enrollment Limit:  12

Enrollment Preferences:  based on responses to a questionnaire

Expected Class Size:  10
Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 334 (D2) JWST 334 (D2) COMP 334 (D1) ANTH 334 (D2)

Not offered current academic year

ANTH 337  (S)  Race, Sex & Gender in Brazil  (DPE)

Cross-listings: ANTH 337  WGSS 337

Secondary Cross-listing
The course introduces students to anthropological literature of Brazil as well as Brazilian novels and films. Its focus is on understanding the history and contemporary culture of Brazil through attention to racial justice, including the country's unique history and legacies of slavery in comparative context. It also examines questions of gender, including the history of feminism in Brazil and current debates related women's equality such as Brazil's abortion laws, domestic violence, sexual tourism, and job opportunities for women. Lastly, we also examine LGBT history in Brazil and dive into writing about queer culture there. NOTE: The seminar will include a mandatory spring break trip to Rio de Janeiro, during which time students will visit important historical sites, museums, and relevant cultural attractions. They will also meet collectively with faculty members from several universities and NGOs to learn about the research and projects our Brazilian hosts are engaged in. Students also have their own individual exploratory research projects there related to social justice, which are integral to the seminar. These form the basis of their final research paper. Students should also be aware of the physical demands of the trip, which include extensive walking, some hiking, and exposure to summer heat and the elements in the Atlantic Rainforest. Thanks to the Global Initiatives Venture Fund, the cost of the trip is covered for all students enrolled.

Requirements/Evaluation: research paper and its various components, participation
Prerequisites: none
Enrollment Limit: 7

Expected Class Size: 7
Grading: no pass/fail option, no fifth course option
Materials/Lab Fee: the cost of the spring break trip is included (i.e., airfare, most meals, lodging, etc.), but costs related to incidental expenses (e.g., souvenirs, drinks), passports, vaccinations, etc. are not and will vary by student

Distributions: (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ANTH 337 (D2) WGSS 337 (D2)

Difference, Power, and Equity Notes: This is a class about social justice movements and racial/gender/sexual diversity. It includes experiential learning devoted to these issues and engages questions related to the origins of inequality and prejudice in Brazil.

Not offered current academic year

ANTH 350  Queer Tongues & Lavender Linguistics  (DPE)

This course in linguistics provides an introduction to linguistic anthropology, sociolinguistics, and folklore studies using topics and approaches related to gender and sexuality. It is a methods course based in empirical research principles, but a basic familiarity with the broad strokes of queer/feminist theory may be helpful. One goal of the class will be learning to read and write in IPA (International Phonetic Alphabet) and how to construct and use IPA "change charts." We then build on this as we turn to sociolinguistics as students will learn how to do Discourse Analysis and Conversation Analysis, using WGSS-oriented topics (e.g., upspeak, vocal fry, so-called "gay voice," the gendered nature of turn-taking and interrupting.) We then turn to an extended unit on queer folklore and folklife, learning how anthropologists and folklorists use motif type indexes (e.g., Propp Functions, Thompson Type Index, etc) to study oral narratives and how feminist/queer theorists can use these to analyze gender in folk/fairytale and other stories. We also read several linguistic anthropologists' ethnographies of queer communities' language practices in global context. The semester concludes with a unit on LGBT slang, argots, and profanity.

Requirements/Evaluation: IPA Quizzes (reading/writing), Conversation Analysis/Turntaking Transcription Assignment, Urban Legends Tale Type Analysis, Short Analytical Paper on Feminist/Queer Folk Figures
Prerequisites: None; prior coursework in WGSS may be helpful, but is not required
Enrollment Limit: 12

Enrollment Preferences: WGSS majors; short statements of interest will be solicited in the event of overenrollment

Expected Class Size: 12

Grading:

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course examines the centrality of power in communication as broken down along axes such as sex, gender, and sexuality. It deliberately takes a canonical field (i.e., linguistic anthropology) that often neglected the gendered nature of communication and puts these questions at the center of the curriculum. Assignments are structured in such a way as to build awareness of the role of gender and sexuality within human interactions and how sociolinguistics reveal power imbalances.

Not offered current academic year

ANTH 371 (F) Medicine and Campus Health in Disruptive Times (DPE)

Cross-listings: STS 370  WGSS 371  ANTH 371

Primary Cross-listing

This class uses the methods and theories of critical medical anthropology and medical sociology to help students design and pursue innovative ethnographic projects that explore campus health or community health. Students will use an array of ethnographic techniques such as observant participation, interviewing, focus groups, and qualitative surveys to explore our campus community comprised of students, faculty, and/or staff, that build on weekly discussions, feedback, and design exercises. We situate our campus health projects within the wider context of how power and intersectionality inflect and structure health and well-being locally and globally. Our case studies explore how structural racism shapes medical education, pediatric care, and maternity care in the US, how the spread of US psychiatry inflects the landscape of global mental health, and how queer activism responded to the HIV/AIDS crisis. We consider how disruptive moments like COVID-19 or HIV/AIDS can serve as focal moments in social history that reveal underlying inequalities of health outcomes and access. We attend to the parallel roles of narrative in medicine and ethnography, as we contrast the discourse of providers & patients as well as researchers & interlocutors. Throughout our goal is to better understand the strengths and limits of ethnographic inquiry while exploring the challenges of collaborative and participatory research within communities always already structured by power, privilege, and engaged practices.

Class Format: Offered in hybrid format, yet students are encouraged to attend in person if they can. Students will be grouped into in-person or remote sections and can be reassigned during the semester if they request or require it for health reasons. Students should complete all assignments, weekly exercises, and attendance in class discussion. Please email me (Kgutschow@williams.edu) to indicate whether you plan to attend in person or remotely.

Requirements/Evaluation: Three written fieldnotes, weekly attendance and other writing exercises, midterm and final presentations on fieldwork projects

Prerequisites: none, but a class in Anthropology, Sociology, Science & Technology Studies, or other social science is recommended

Enrollment Limit: 20

Enrollment Preferences: Majors in Anthropology, Sociology, Women’s, Gender and Sexuality Studies; Concentrators in Public Health, Science and Technology Studies

Expected Class Size: 20

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

Distributions: (D2) (DPE)

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

STS 370 (D2) WGSS 371 (D2) ANTH 371 (D2)

Difference, Power, and Equity Notes: This class examines the intersection of race, gender, class, and sexuality in structuring health outcomes, well-being, and access to health resources. It theorizes the ways that intersectionality shapes health of individuals and societies, including patient/provider encounters and efforts to ‘improve’ community health within contexts of social inequality and social suffering.

Fall 2020

SEM Section: H1    WF 1:30 pm - 2:45 pm     Kim Gutschow

ANTH 397 (F) Independent Study: Anthropology
Anthropology independent study.

**Grading:** yes pass/fail option, yes fifth course option
**Distributions:** (D2)

Fall 2020

IND Section: H1    TBA     James L. Nolan

**ANTH 398 (S) Independent Study: Anthropology**
Anthropology independent study.

**Grading:** yes pass/fail option, yes fifth course option
**Distributions:** (D2)

Spring 2021

IND Section: H1    TBA     James L. Nolan

**ANTH 412 (S) Graphic Sex: Queer Ethnographic Writing**

**Cross-listings:** ANTH 412  WGSS 412

**Secondary Cross-listing**

This seminar examines recent and canonical work in queer anthropology, exploring how different cultures construct sexual and gender identities and subjectivities, and what happens when dominant paradigms such as the Euro-American LGBT model become enmeshed in globalization, late capitalism, and consumerism. We begin with a series of case studies highlighting alternative gender and sexual formations in various cultures around the world, emphasizing how these seemingly "authentic" local categories are themselves the products of historical shifts, colonial relations, and political economy. We also examine how these categories overlap, conflict with, subvert, or syncretize with the increasingly global category of "gay." In addition to reading queer ethnographies, we will also learn the methods required for doing ethnography ourselves, including interviewing techniques, participant observation, writing thick description, data analysis, and editing.

**Requirements/Evaluation:** ethnographic writing assignments (e.g., interviews, field notes, essays, etc.)

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Women's, Gender and Sexuality Studies majors and others with substantial background in Women's, Gender and Sexuality Studies or Anthropology and Sociology Studies; statements of interest will be solicited

**Expected Class Size:** 15

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

**Unit Notes:** WGSS junior/senior seminar

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**
ANTH 412 (D2)  WGSS 412 (D2)

**Not offered current academic year**

**ANTH 493 (F) Senior Thesis: Anthropology**

Anthropology senior thesis; this is part of a full-year thesis (493-494).

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

**Distributions:** (D2)

Fall 2020

HON Section: H1    TBA     James L. Nolan
ANTH 494 (S) Senior Thesis: Anthropology
Anthropology senior thesis; this is part of a full-year thesis (493-494).
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

Spring 2021
HON Section: H1 TBA James L. Nolan

Winter Study -----------------------------------------------------------------------------

ANTH 31 (W) Senior Thesis: Anthropology
To be taken by students registered for Anthropology 493-494.
Class Format: thesis
Grading: pass/fail only
Not offered current academic year

ANTH 99 (W) Independent Study: Anthropology
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.
Class Format: independent study
Grading: pass/fail only
Not offered current academic year
ANTHROPOLOGY AND SOCIOLOGY (Div II)

SOCILOGY

Chair: Professor James Nolan

- Zaid Adhami, Assistant Professor of Religion and Faculty Affiliate in Anthropology & Sociology; affiliated with: Anthropology and Sociology; on leave Fall 2020
- Nicholas Carr, Visiting Professor of Sociology
- David B. Edwards, James N. Lambert ’39 Professor of Anthropology
- Antonia E. Foias, Professor of Anthropology
- Kim Gutschow, Lecturer in Religion and Anthropology/Sociology; affiliated with: Anthropology and Sociology
- Nicolas C. Howe, Director of CES and the Environmental Studies Program, Associate Professor of Environmental Studies and Faculty Affiliate in Anthropology and Sociology; affiliated with: Anthropology and Sociology
- Peter Just, Professor of Anthropology; on leave Fall 2020
- Lisa A. Koryushkina, Visiting Assistant Professor of Sociology
- Joel Lee, Assistant Professor of Anthropology
- James A. Manigault-Bryant, Professor of Africana Studies and Faculty Affiliate in Anthropology and Sociology and Religion; affiliated with: Religion Department, Anthropology and Sociology; on leave 2020-2021
- Gregory C. Mitchell, Chair and Associate Professor of Women's, Gender and Sexuality Studies and Faculty Affiliate in Anthropology/Sociology, Chair of Women's, Gender, and Sexuality Studies; affiliated with: Anthropology and Sociology
- James L. Nolan, Chair and Washington Gladden 1859 Professor of Sociology
- Olga Shevchenko, Professor of Sociology; on leave Spring 2021
- Christina E. Simko, Assistant Professor of Sociology
- Ben Snyder, Assistant Professor of Sociology

The disciplines of anthropology and sociology aim to teach students how to enter into the social/cultural worlds of others, how to grasp those worlds from the viewpoints of their inhabitants, and how to articulate those denizens’ habits of mind, worldviews, and values to broader audiences.

Anthropology critically analyzes social forms and practices in all their local and global diversity, illuminating the cultural grounding of the ideologies, narratives, and structures in which we are all implicated. Archaeology extends this analysis to social formations of the historical and prehistorical past. Sociology studies the nature and trajectories of modernity, examining the intricacies of industrial and post-industrial societies and the dilemmas that confront individuals in modern social systems. These disciplines introduce students to classical and contemporary theories that illuminate the contours and contradictions of social experience. The Anthropology & Sociology program promotes a critical engagement with these theories while at the same time bringing evidence and case studies into conversation with theory.

The Department emphasizes qualitative fieldwork in its many forms. We teach students how to formulate, frame, and address intellectual problems. We also teach students the empirical methods widely used in anthropology, sociology, and other related disciplines, including, but not limited to ethnography, participant observation, interviewing, discourse and visual analysis, archival research, oral history, and archaeological methods.

Because the program emphasizes critical thinking skills to assess social claims made by others, and the application of anthropological and sociological skills to present day concerns, undergraduate training in Anthropology or Sociology has proven invaluable to majors pursuing a range of careers, including public policy, diplomacy, international development, marketing, social media development, K-12 education, journalism, medicine, and law.

MAJORS

The department offers separate majors in both Anthropology and Sociology, with a broad and diverse array of courses in both disciplines. The department is committed, however, to the unity of the social sciences. To this end, Anthropology and Sociology offer joint core courses in methodology and theory, as well as several elective courses in common. All joint courses are designated “ANSO.”

Requirements
For the degree in Anthropology or Sociology, students must complete a minimum of nine courses as outlined below:

Core Courses
Majors in both disciplines must take a sequence of four core courses. Three of these are joint (ANSO) courses. The sequences are:

**Anthropology**
ANTH 101 How to Be Human

**Sociology**
SOC 101 Invitation to Sociology

**Joint Courses**
ANSO 205 Ways of Knowing
ANSO 305 Social Theory
ANSO 402 Senior Seminar

Elective Courses
Majors in Anthropology or Sociology must take five elective courses from the course listings of their respective disciplines or from the joint ANSO listings. Two of the courses chosen are normally at the 300 level or above. In close consultation with their departmental advisors, students may take some selected courses from other disciplines to fulfill major requirements in either Anthropology or Sociology.

Majors in each wing of the department are allowed to count up to two courses in the other wing towards fulfillment of their major requirements.

**STATISTICS AND DATA ANALYSIS**
In addition to the nine total courses required for the major, it is recommended that Anthropology and Sociology majors take Statistics 101 or a comparable course in statistics and data analysis.

**AREA STUDIES CONCENTRATION**
Students who wish to combine a major in Anthropology or Sociology with an Area Studies concentration are encouraged to do so. Courses taken to satisfy an Area Studies requirement may be counted toward the major with prior approval of a student’s departmental advisor. The only exception to this rule is the Area Studies senior seminar, which cannot ordinarily be counted toward the Anthropology or Sociology degree.

**LANGUAGE STUDY, STUDY ABROAD, AND WINTER STUDY**
Departmental advisors will help interested students integrate a major with study abroad, foreign language study, or field research during the winter study period. The department encourages Williams students to take advantage of established foreign study programs in Egypt, Japan, India, Hong Kong, and other countries. Because some foreign study programs do not offer courses that can be counted toward the Anthropology or Sociology degrees, however, sophomores planning to study abroad in junior year must consult with the departmental advisor before declaring a major.

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

**Can your department or program typically pre-approve courses for major/concentration credit?**
Yes. In some cases, provisional approval can be granted (students should be sure to contact the department for details). We welcome discussions of curricular plans for those major who travel abroad in their junior year. However, typically, students don't have access to all the salient information until AFTER they have taken the course.

**What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?**
Course title and description, and complete syllabus including readings/assignments. The syllabus and readings/assignment information is required in cases when the course title and description are not sufficient to ascertain whether a course should count towards the major. We also request information on course hours.

**Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?**
Yes. We credit two, and in special cases three courses.

**Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?**
Yes. The expectation is for an intellectually rigorous semester-long course with a paper/exam component.

**Are there specific major requirements that cannot be fulfilled while on study away?**
Yes. ANSO 205, ANSO 305 and ANSO 402 are almost always taken in the department.
Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. ANSO 305 is offered in the fall and ANSO 205 and ANSO 402 only in the spring. We advise our majors to be aware if they plan to spend all or part of their junior year abroad.

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

In one case, a student had assumed that he could take the equivalent of ANSO 205 abroad, and was disappointed to discover that was not the case. He ended up taking ANSO 205 his senior year.

THE DEGREE WITH HONORS IN ANTHROPOLOGY OR SOCIOLOGY

Honors and highest honors are normally awarded for the completion of a year-long research project that has resulted in an original thesis of high quality. Students wishing to write an honors thesis should engage a member of the department faculty as a Thesis Advisor as soon as possible and must submit a proposal for the thesis for department approval no later than the end of spring reading period of the junior year. If the proposal is approved, they will be permitted to register for Anthropology and Sociology 493-W31-494, during which they will write and defend a thesis. If their overall work in the major continues to be of high quality and the thesis is deemed of a similar quality, they may be awarded honors or highest honors in Anthropology or Sociology.

SOC 101  (F)(S)  Invitation to Sociology

This course provides students with an introduction to sociological analysis and an overview of sociology as a discipline. We will focus on the relationship of individuals to the social world and become acquainted with systematic institutional analysis. Students will explore the intersection of biography, history, culture, and social structure as seen in the work of classical and contemporary social thinkers, including Marx, Durkheim, Weber, Simmel, and Goffman. Special consideration will be given to the social and cultural problems of capitalism, rationality and irrationality in modern institutions and organizations, the psychological dilemmas facing the individual in modern society, and the problem of social order and conflict. Please note that the class will be taught in two sections: one meeting on campus, the other meeting remotely via Zoom. Make sure to register for the correct one!

Class Format: This class is a combination of lecture and discussion, and it is offered in two sections. The section listed as 01, with Prof. Simko, will adhere to the traditional format as far as possible, meeting predominantly on campus. The section listed as R2, with Prof. Koryushkina, will meet remotely. It will feature a combination of synchronous lectures and discussions via Zoom, and some measure of asynchronous work. Both sections will engage the same key questions, albeit through different means.

Requirements/Evaluation: several short papers, a group presentation, and a final

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: first-year students and sophomores

Expected Class Size: 20

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

Distributions: (D2)

Fall 2020
LEC Section: 01    TR 9:45 am - 11:00 am    Olga Shevchenko
LEC Section: R2    TR 11:30 am - 12:45 pm    Olga Shevchenko

Spring 2021
LEC Section: 01    TR 9:45 am - 11:00 am    Christina E. Simko
LEC Section: R2    TR 11:30 am - 12:45 pm    Lisa A. Koryushkina

SOC 210  (S)  Networks of Power: Technology in Human Affairs

Cross-listings: STS 210  SOC 210
Do we control our technologies, or do our technologies control us? This course will explore different philosophies of technological progress, particularly the constructivist and determinist theories, by examining major technological systems that shaped modern society, such as the telegraph system, the electric grid, radio and television broadcasting, and the internet. Each of these innovations entailed the construction of a complex network designed to serve a mix of public and business interests, and each resulted in wide-ranging and often unforeseen changes to people's lives. Guided by pertinent readings in the history and philosophy of technology, we will look critically at the forms and consequences of technological change, seeking answers to a series of complex and important questions: Is the course of technological progress an inevitable byproduct of scientific and engineering advances, or is it contingent on social and political circumstances and choices? Does technological change reinforce the social and political status quo or challenge it? Are technological and social progress synonymous, or is there a tension between the two? One of the goals of the course will be to provide students with a more informed and critical perspective on the technological upheavals that continue to shape society today.

Class Format: hybrid

Requirements/Evaluation: attendance and participation, team assignments, two in-class exams, one 15-page seminar paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

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

Distributions: (D2)

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

STS 210 (D2) SOC 210 (D2)

Spring 2021

SEM Section: H1  WF 10:00 am - 11:15 am  Nicholas Carr

SOC 211 (F) Race and the Environment

Cross-listings: AMST 211  ENVI 211  AFR 211  SOC 211

Secondary Cross-listing

In contemporary societies, race remains an enduring impediment to the achievement of equality. Generally understood as a socially meaningful way of classifying human bodies hierarchically, race manifests itself in a number of arenas, including personal experience, economic production and distribution, and political organization. In this course, we will explore how race emerges in local and global environmental issues, like pollution and climate change. We will begin with a review of some of the landmark texts in Environmental Studies that address “environmental racism,” like Robert Bullard’s *Dumping in Dixie* and David Pellow’s *Garbage Wars*. We will examine how and to what extent polluting facilities like landfills, oil refineries, and sewage treatment plants are disproportionately located in communities of color; we will also pay attention to how specific corporations create the underlying rationale for plotting industrial sites. After outlining some of the core issues raised in this scholarship, we will turn to cultural productions—like literature, film, and music—to understand how people of color respond to environmental injustice and imagine the natural world.

Class Format: discussion

Requirements/Evaluation: class participation, 2-3 short papers (5-7 pages), and a self-scheduled final

Prerequisites: none

Enrollment Limit: 20

Expected Class Size: 20

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

Distributions: (D2)

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

AMST 211 (D2) ENVI 211 (D2) AFR 211 (D2) SOC 211 (D2)

Not offered current academic year

SOC 212 (S) Understanding Social Media
Over just the last twenty years—beginning with Friendster and MySpace and continuing through Facebook and Twitter, Snapchat and Instagram—the rise of social media has had a profound influence on the way we live. It has given a new rhythm to our daily routines, shaped the way we inform ourselves and converse with others, and transformed media and entertainment, politics and public discourse, and many other aspects of culture. This seminar course will undertake a broad and critical examination of social media, looking at it from historical, economic, legal, social, and phenomenological perspectives. The topics addressed will include social media's effects on self-image and self-formation, its influence on protest movements and political campaigns, its use as a conduit for news and propaganda, and the way commercial interests and technical characteristics have shaped its design and use. Through pertinent readings and lively discussions, and drawing on students' own experiences with social media, the course will illuminate social media's benefits and drawbacks while providing a foundation for thinking about possible legal, regulatory, and personal responses to this far-reaching and still unfolding social phenomenon.

Class Format: hybrid

Requirements/Evaluation: attendance and participation, team assignments, two 5-page writing assignments, final exam

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

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

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
STS 214 (D2) SOC 212 (D2)

Spring 2021

SEM Section: H1  MW 11:45 am - 1:00 pm  Nicholas  Carr

SOC 216  (F) The City

Modern humans have moved to the city, a site with concentrated powers of various kinds, this move has effected irreversible change in human life. We will examine these forces through readings in urban theories as well as ethnographic studies. We will address themes such as the organization of urban life, the political economy of cities, housing and homelessness, and urban planning. The city is also the chief site of cultural production and meaning, and our scope of interest will range from studying subcultures, to reading graffiti, to analyzing monuments. Bearing in mind the inexorable social change of past decades, we will reconsider some classical thought on urban life in the context of postmodern discourse, conceptualize the post-industrial and global city, and conclude with an examination of the problems faced by cities in developing countries. This course is designed to provide students with a comprehensive introduction to urban studies. Students will become familiarized with both classical and modern urban theories, and in reading ethnographies they will have an opportunity to understand some fundamental methodological approaches to the study of the city.

Requirements/Evaluation: response papers, mid term exam and final research paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

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

Distributions: (D2)

Not offered current academic year

SOC 218  (S) Law and Modern Society

This class is designed to introduce students to the field of law and society. The course begins with an overview of the various theoretical perspectives on the subject, including Durkheimian, Marxist, Foucauldian, and Weberian analyses of law and society; as well as the work of those following in the
different theoretical schools established by these scholars. Informed by the theoretical overview, the next part of the course considers empirical research in selected areas of law, including tort law, criminal trial procedures, abortion and divorce law, "community justice," and the adjudication of drug offenses. Recognizing that understandings of our own legal practices are enlightened through comparisons to other legal systems, the second half of the course is primarily historical/comparative in focus. In this section, through an exploration of several case studies, American legal processes and habits are compared with related legal practices in such places as England, Scotland, Ireland, Australia, Germany, Norway, and Canada.

Class Format: discussion
Requirements/Evaluation: a short paper and midterm and final exams
Prerequisites: none
Enrollment Limit: 35
Expected Class Size: 35
Grading: no pass/fail option, yes fifth course option
Distributions: (D2)
Not offered current academic year

SOC 221  (F)  Money and Intimacy
Can money buy love and care? The course will consider this taboo question from a sociological perspective. We will look into how relevant this question has been over the course of history, what forces have contributed to the shift in thinking about it, and, most importantly, how sociological research helps us understand its current ramifications. We will discuss a wide range of aspects of family life: the relationship between arranged marriage and romantic relationship, the role of inheritance in family and social life, the distribution of resources in the context of modern family forms (most notably remarriages), and the outsourcing of care for dependents. Intimacy bears different value and content in these changing contexts. The course will further look into the changing character of new economy where "people's skills" are ever more required from employees (emotional labor) and where intimacy, care, and/or sex constitute purchasable commodities. A reflection on the growth of new technologies will complicate some of the discussed concepts and notions, but throughout a common denominator of our discussion will be the role of social inequality.

Class Format: This lecture/seminar course will be taught remotely.
Requirements/Evaluation: classroom participation and a final research paper
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: Anthropology and Sociology majors
Expected Class Size: 12
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

Fall 2020
SEM Section: R1    TF 1:30 pm - 2:45 pm     Marketa  Rulikova

SOC 228  (F)  The Panopticon: Surveillance, Power, and Inequality  (DPE)
Cross-listings: STS 229  SOC 228
Primary Cross-listing
Surveillance is built into the very fabric of modern life. From CCTV cameras, to supermarket loyalty cards, to the massive gathering of personal data on social media sites, people participate in today's "surveillance societies" just by doing everyday activities. This course uses the metaphor of the "Panopticon" as a doorway to engagement with traditional and new forms of surveillance. First described by philosopher and social theorist Jeremy Bentham, the Panopticon is a physical structure that enables one observer to see all inhabitants without those inhabitants knowing when they are being observed. In *Discipline and Punish*, Michel Foucault famously expanded thinking on the Panopticon as a metaphor for the "disciplinary" power that lies at the heart of inequality in modern society. Since Bentham and Foucault's time, however, surveillance technologies have changed significantly. To what extent does the concept of the Panopticon give us purchase on today's surveillance societies? How does watching people with new digital and algorithmic surveillance technologies shape the exercise of power and, in turn, (re)produce forms of inequality? Can privacy, convenience, and safety ever be truly balanced? Topics include: the historical origins and expansion of surveillance in modern societies, the emerging
total surveillance state in Baltimore City, and whether social media is turning us all into self-surveillance addicts.

**Class Format:** This class will be taught online only with both synchronous and asynchronous components. Students will be asked to attend one synchronous video meeting per week. The asynchronous portion will involve discussion of readings and video lectures.

**Requirements/Evaluation:** participation, reading responses, midterm essay, final paper

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** Anthropology and Sociology majors

**Expected Class Size:** 16

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

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

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

STS 229 (D2) SOC 228 (D2)

**Difference, Power, and Equity Notes:** This course explores how power is distributed unequally through the mechanism of surveillance technologies, particularly in regard to racial and class differences. Among other topics, it will consider the concrete case of surveillance in Baltimore City and the question of if and when surveillance is appropriate there, given the city’s ongoing crisis of citizen and police violence. Students will discuss police surveillance in a context shaped by racial segregation and class inequality.

**Fall 2020**

SEM Section: R1  MW 10:00 am - 11:15 am  Ben Snyder

**SOC 230 (S) Memory and Forgetting** (DPE)

On the surface, remembering generally confronts us as a deeply personal act. What is more private than nostalgic reverie or the secrets of a dark and painful past? Yet even "individual" memories take shape through social frameworks, and we also remember "collectively" through shared myths, narratives, traditions, and the like. This course will explore the social dimensions of memory and remembering as well as their inevitable counterpart—forgetting. How do social frameworks inform our individual understandings of the past and shape our sense of selfhood? How and why are figures from the past cast as heroes or villains? How do collectivities celebrate past glories, and how do they deal with shameful or embarrassing episodes? How do economic and political power relations shape struggles over the past? In an increasingly global society, can we speak of "cosmopolitan" or "transcultural" forms of memory? Topics will include autobiographical memory and self-identity; memorials, museums, and monuments; reputations, commemorations, and collective trauma; silence, denial, and forgetting; and transitional justice, official apologies, and reparations.

**Class Format:** For spring 2021, we will adopt a hybrid approach. Students studying on campus will adhere to the traditional format as far as possible, meeting for in-person seminars during the class block. Students studying remotely will cover the same material in a slightly different format, meeting for one synchronous discussion per week and maintaining asynchronous discussion threads using Slack.

**Requirements/Evaluation:** thoughtful and consistent class participation; an autobiographical essay (4-5 pages); a position paper (4-5 pages); and a research paper (8-10 pages) with class presentation

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** if overenrolled, students will be asked to submit a short statement of interest

**Expected Class Size:** 14

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

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

**Difference, Power, and Equity Notes:** This course pays particular attention to how power and inequality shape narratives about the past. We will examine and compare several efforts to transform national memories, such as the Equal Justice Initiative memorial in the United States and the Truth and Reconciliation Commission in South Africa. In doing so, we will also consider the role of memory and memorialization in broader processes of social change.

**Spring 2021**
SOC 234 (S) How Emotions Work
What could be more personal and unique than one's own emotions? Over the last century, sociologists, anthropologists, historians, and social psychologists have challenged this taken for granted view of emotion, revealing just how much context, institutional structures, and history shape feeling. Emotion does not just emerge from an individual's brain and body; it is also a product of intersubjective dynamics outside the individual. In this deeply interdisciplinary course, students explore how societies shape emotion. Beginning with psychological research on the brain/body connection, we build a capacious model for how social context, norms, and institutions interact with individual psychology to produce both conscious and unconscious forms of feeling. As the course progresses, we zoom further out from the individual level and unpack emotional dynamics at the national, cross-cultural, and civilizational levels. Along the way, we take a deeper look at specific emotions, including love, shame, sympathy, sadness, and happiness. The course concludes by focusing on a pressing social problem—the seemingly global crisis of mental illness on college and university campuses. What is causing this crisis? What can we do to address this issue right here in our community?

Requirements/Evaluation: participation, two short essays, midterm essay, emotion map activity, open space meeting, final paper
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: Anthropology and Sociology majors
Expected Class Size: 20
Grading: no pass/fail option, no fifth course option
Distributions: (D2)
Not offered current academic year

SOC 236 (S) Making Things Visible: Adventures in Documentary Work
Cross-listings: SOC 236 AMST 236 ARTH 237 ENGL 237
Primary Cross-listing
Photography, like ethnography, is an art of looking carefully and taking notice. This course will explore the overlaps between documentary photography and field methods of social science, concentrating particularly on the genre in which the two intersect: the photo essay. The students will learn methods of visual narrative and storytelling, using techniques of interviewing, still photography, and video. Concurrently, we will explore a number of examples of investigative work that blend word and image. We will ask questions about the changing practices and expectations associated with the documentarian's role, and the evolving media in which such work can be presented. Lastly, we will discuss ethical questions that haunt documentary work, including issues of responsibility and politics of representation, as well as the perennial question of whether "objective representation" is even possible or desirable. Experience in photography and/or video is not required, but students will be expected to master basic technical skills in image acquisition and audio editing taught in a separate lab section. Students should also be prepared to interact extensively with people in the community and spend a significant time off campus doing fieldwork.

Requirements/Evaluation: full participation in discussions, weekly photographic assignments, a research journal, field materials, and an independent final project; in addition to substantial readings, students should be prepared to spend a significant time out of the classroom doing field work
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: Anthropology and Sociology majors
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
SOC 236 (D2) AMST 236 (D2) ARTH 237 (D1) ENGL 237 (D2)
Not offered current academic year

SOC 240 (S) Performing Masculinity in Global Popular Culture (DPE)
Cross-listings: WGSS 240 THEA 241 SOC 240 AMST 241 LATS 241
Secondary Cross-listing
This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

Requirements/Evaluation: masculinity journal, mid-term essay exam, visual rhetorical analyses of pop culture images
Prerequisites: none
Enrollment Limit: 14
Enrollment Preferences: a short statement of interest will be solicited
Expected Class Size: 14
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 240 (D2) THEA 241 (D1) SOC 240 (D2) AMST 241 (D2) LATS 241 (D2)

Difference, Power, and Equity Notes: This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

Spring 2021
SEM Section: R1    MW 6:45 pm - 8:00 pm     Gregory C. Mitchell

SOC 241 (S) Meritocracy
Cross-listings: PSCI 241 SOC 241

Secondary Cross-listing
Although fewer than 1% of Americans have a degree from the country’s top 30 colleges and universities, 39% of Fortune 500 CEOs, 41% of federal judges, 44% of the writing and editorial staff at the New York Times, 64% of Davos attendees, and 100% of Supreme Court justices do. Is this a positive sign that the United States is governed by its most talented and capable members who have risen through hard work and equal opportunity? Or a negative one pointing to the power of a corrupt and self-selecting elite? This course explores the theme of meritocracy--rule by the intelligent--in comparative perspective. We will look at both old and new arguments regarding the proper role and definition of merit in political society as well as take the measure of meritocracy in present-day Singapore, France, and the United States. The course concludes with a focus on the current debate over American meritocracy and inequality.

Class Format: Remote
Requirements/Evaluation: two short papers, one long paper, take-home final exam, discussion questions, class participation
Prerequisites: none
Enrollment Limit: 16
Enrollment Preferences: Political Science and Sociology majors, first-years and sophomores intending a Political Science or Sociology major
Expected Class Size: 16
Grading: no pass/fail option, no fifth course option
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
PSCI 241 (D2) SOC 241 (D2)

Spring 2021
SOC 244 (S) What They Saw in America

Cross-listings: SOC 244 HIST 366 AMST 244

Primary Cross-listing

This course traces the travels and writings of four important observers of the United States: Alexis de Tocqueville, Max Weber, G.K. Chesterton, and Sayyid Qutb. The course will consider their respective journeys: Where did they go? With whom did they talk? What did they see? The historical scope and varying national origins of the observers provide a unique and useful outsider's view of America--one that sheds light on persisting qualities of American national character and gives insight into the nature and substance of international attitudes toward the United States over time. The course will analyze the common themes found in the visitors’ respective writings about America and will pay particular attention to their insights on religion, democracy, agrarianism, capitalism, and race.

Requirements/Evaluation: A midterm examination, two short essays, and a final paper.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Priority given to Sociology, History, Anthropology, and American Studies majors.

Expected Class Size: 15

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

Distributions: (D2)

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

SOC 244 (D2) HIST 366 (D2) AMST 244 (D2)

Spring 2021

SOC 248 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WS)

Cross-listings: SOC 248 GBST 247 RUSS 248

Primary Cross-listing

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the Russia-Ukraine conflict or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Bulgaria, Poland, Latvia and Ukraine. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

Class Format: The course will meet remotely for the most part, although in-person meetings with the appropriate precautions may be arranged at the tutorial partners’ and instructor's discretion.

Requirements/Evaluation: 5-page paper every other week, written comments on the partner's paper in alternate weeks

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Anthropology, Sociology, and Russian majors

Expected Class Size: 10

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

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
Writing Skills Notes: This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written feedback from both the instructor and the tutorial partner, and are workshopped during the tutorial meetings.

Difference, Power, and Equity Notes: Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. We will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

Fall 2020
TUT Section: RT1    TBA     Olga Shevchenko

SOC 264  (S) Transnational Activism: Practice, Problems, Ethics  (DPE)
Cross-listings: SOC 264  WGSS 263
Secondary Cross-listing

The world's got problems. These problems don't respect national boundaries. This class looks at how activists have engaged across borders and with transnational institutions in order to address transnational problems like class inequality, sexism, homophobia, climate change, and more. It asks: what are the different forms that transnational activism takes and how have transnational activists have advanced their goals? Why and how have transnational activists' efforts have failed? What are the practical and ethical difficulties associated with transnational activism? What does ethical transnational activism look like, and can it also be effective? While focusing especially on the role of transnational activism in combating sex and gender-based inequities, we will also engage with activism that targets the other axes of oppression with which sex and gender-based oppressions are inextricably entwined.

Requirements/Evaluation: class attendance/participation; critical profile of transnational activist; essay or project proposal, final essay or project
Prerequisites: none
Enrollment Limit: none
Enrollment Preferences: Women's, Gender, and Sexuality Studies majors and Sociology majors
Expected Class Size: 15
Grading: no pass/fail option, no fifth course option
Distributions: (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
SOC 264 (D2) WGSS 263 (D2)

Difference, Power, and Equity Notes: This course centers activism organized around various axes of difference, enabling students to learn about how various groups are defining and pursuing equity. It requires students to explicitly engage the question of ethical intervention in political movements, stressing attentiveness to the dynamics of privilege and marginalization internal to movements.

Not offered current academic year

SOC 291  (S) Religion and the American Environmental Imagination
Cross-listings: SOC 291  REL 291  ENVI 291
Secondary Cross-listing

This course examines the relationship between religious and environmental thought in modern America. Exploring a broad range of practices and beliefs, we will examine the religious (and anti-religious) roots of contemporary environmental discourse. Rather than survey the environmental teachings of organized religious groups, our focus throughout will be on ambiguous, eclectic, and fascinating traditions of "eco-spirituality" and popular "nature religion." Where do these traditions come from? What is their relationship to science, to secularism, to politics, and to the search for environmental justice? Starting with the Transcendentalist movement of the 19th century, we will trace a roughly chronological line to the present, taking long detours into several modern religious trends and movements, including the revitalization and contestation of Native American religions, Wicca and neo-pagan ecofeminism, and evangelical Creation Care. Focusing on the writings of activists and radicals from a variety of religious backgrounds, our overarching question throughout the semester is one of the most critical we face in modern environmental thought: what is the relationship between spirituality and the just, sustainable society?

Requirements/Evaluation: a 15- to 18-page research paper and several shorter writing assignments
Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 12

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

Distributions: (D2)

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

SOC 291 (D2) REL 291 (D2) ENVI 291 (D2)

Not offered current academic year

SOC 301 (F) Social Construction (DPE)

Cross-listings: COMP 315 WGSS 302 REL 301 SOC 301 STS 301 SCST 301

Secondary Cross-listing

"Social construction" can often seem like the great collegial insight. By now, you've all heard that categories such as race, gender, and sexuality are in some sense not part of nature, but instead are created and maintained socially or culturally. The idea of social construction has been vital to critical race theory and queer theory, and, in this course, we will push ourselves into philosophy of science to see whether or not these same insights apply to everything. If we know that "Whiteness," "heterosexuality," and "masculinity," for instance, are all socially constructed, we will ask if the same is true of "electrons," "money," "the solar system," and "climate change." Can it be that all of our reality is socially constructed? Or does social construction have limits? If so, what are they? We will also ask more fundamental questions, such as: What does it mean to say something is socially constructed? How does social construction relate to claims that an aspect of the world is "real" or "not real?" Is social construction a theory about language, power, culture, societies, human perceptions, or the limits of science? What kind of political, ethical, ontological, or epistemological work do theories of social construction do? We will begin with different accounts of the social construction of race, gender, and sexuality. In the second part of the course, we will dig deeper into philosophical debates about social construction as such. Then we will explore constructionism about natural science. In the last part of the course, we will change gears and explore look at cutting-edge work in the theory of social science aimed at explaining the construction and ontology of social worlds. The class will culminate in a project in which students will put their social construction theories into practice.

Requirements/Evaluation: regular attendance and participation, short weekly reflection papers, a 10-page research paper, and final project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Religion majors, then majors from cross-listed departments

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

COMP 315 (D2) WGSS 302 (D2) REL 301 (D2) SOC 301 (D2) STS 301 (D2) SCST 301 (D2)

Difference, Power, and Equity Notes: Central to REL 301 will be an analysis of the social construction of race, gender, and sexuality. It will show how power and difference are tied up in their construction and maintenance of these categories. Students will be taught how to critically analyze race, gender, and sexuality as well as social construction as such. Students will also learn sophisticated tools for studying systems of social power and difference.

Not offered current academic year

SOC 303 (S) Cultures of Climate Change

Cross-listings: SOC 303 ENVI 303

Secondary Cross-listing

This course asks why people think and talk about climate change in such very different ways. Climate change is a physical phenomenon that can be observed, quantified, and measured. But it is also an idea, and as such it is subject to the vagaries of cultural interpretation. Despite scientific agreement about its existence and its causes, many people do not see climate change as a serious problem, or as a problem at all. Many others see it as the most serious problem our species has ever faced. What are the sources of this disparity? Why can't we agree about climate change? How does
something as complex and confusing as climate change become a "problem" in the first place? This course will explore a broad array of factors, from religion to race, class to colonialism. It will focus especially closely on the communication of scientific knowledge, risk perception, and environmental ethics, and it will apply a range of theories from the social sciences and humanities to a set of concrete case studies.

Requirements/Evaluation: a 15- to 18-page research paper and several shorter writing assignments
Prerequisites: ENVI 101 or permission of instructor
Enrollment Limit: 19
Enrollment Preferences: Environmental Studies majors and concentrators first; Anthropology and Sociology majors second
Expected Class Size: 19
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
SOC 303 (D2) ENVI 303 (D2)
SOC 308 (S) What is Power?
Cross-listings: REL 308 STS 308 SOC 308 PSCI 306
Secondary Cross-listing
What is power? Despite the importance of notions of power across the social sciences, there is a broad lack of consensus. Is power essentially domination or resistance? Is it freedom, empowerment, privilege, or oppression? Are there forms of unequal social power which are morally neutral or even good? Is power the kind of thing held by individuals, races, genders, classes, discourses, causal mechanisms, institutions, or social structures? What is the connection between social and physical power? Does power obey laws? How does power relate to technology? Or knowledge? Or agency? Or ideology? This course begins with the observation that power is often described as a causal relation--an individual's power is supposed to equal their capacity to produce a change in someone else's behavior. This suggests that the better we can understand the nature of cause and effect, the better we can understand power. Fortunately, in recent decades philosophers have made significant progress in theorizing causation. Hence, this seminar will put two very different bodies of theory in conversation: critical theory about power and philosophy of science about cause and effect.

Class Format: Remote
Requirements/Evaluation: critical annotations for every class, midterm review essay (4-6 pages), final essay (10-12 pages)
Prerequisites: None.
Enrollment Limit: 10
Enrollment Preferences: Religion majors, STS concentrators,
Expected Class Size: 10
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
REL 308 (D2) STS 308 (D2) SOC 308 (D2) PSCI 306 (D2)

Spring 2021
SEM Section: R1 MR 3:15 pm - 4:30 pm Jason Josephson Storm

SOC 314 (F) The Social Ecology of Racial and Gender Inequity (DPE)
Cross-listings: SOC 314 WGSS 314
Why the political furor over monuments? What would a feminist city look like? Does racial justice require integration? This course trains your focus on space and place, asking you to take a socioecological perspective on race, gender, and other axes of privilege and marginalization. In it, we examine how ideas about race, gender and more shape space as well as how the design of space reinforces social constructs and power relations. After examining specific regions (the city, the suburb, the country) and their relation to one another, we examine specific sites (public transport, public toilets, libraries, houses). The course enables students to better understand the tenacity of inequity by drawing attention to its spatial dimension while at the same time introducing students to -- and providing students tools to engage in -- spatial interventions designed to disrupt vicious social-spatial cycles.

Requirements/Evaluation: attendance, class facilitation, problem identification report, two presentations, reflection
Prerequisites: WGSS/SOC Majors
Enrollment Limit: none
Enrollment Preferences: Women’s, Gender, and Sexuality Studies majors
Expected Class Size: 19
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
SOC 314 (D2) WGSS 314 (D2)

Difference, Power, and Equity Notes: This course introduces students to a socioecological approach, giving them a lens which can help them understand how important axes of difference--race and gender--are socially constructed as well as the stubborn persistence of racial and gender power differentials. Students in this course will be required to apply this lens to their own experience, as well as to discuss difficult questions about different obstacles and potential paths to greater equity in social relations.

Not offered current academic year

SOC 315 (F) Culture, Consumption and Modernity
How do lifestyles, fashions and trends appear and evolve? Are we authors of our own taste? What structures our choices of goods and activities? What is it that gives meaning to objects and makes them desirable? Are there non-consumer societies in the modern world? How has globalization changed the ways people consume in different parts of the globe? This course will explore consumption and consumer practices as products of modernity and will analyze the political, cultural and social agendas that have transformed consumption over time. Politics of consumption (the way in which seemingly free and independent consumption choices aggregate into the existing system of global capitalism) will be treated alongside its symbolic element: the role of consumer practices in creating and articulating identities, building relationships and creating solidarities. We will look at fashion, advertising, arts and shopping in places as varied as nineteenth-century France, socialist Russia, and in contemporary United States, tracing both the mechanisms that structure patterns of consumption, and the consequences that these patterns have for the larger social order.

Requirements/Evaluation: full participation, ten journal entries and a 15-page term paper that will go through a draft and revision stage
Prerequisites: none; open to first year students
Enrollment Limit: 19
Enrollment Preferences: Anthropology and Sociology majors
Expected Class Size: 15
Grading: yes pass/fail option, no fifth course option
Distributions: (D2)

Not offered current academic year

SOC 324 (S) Memory and Identity (DPE)
Our sense of self is inextricably tied to our understanding of our past, both as individuals and as members of society. This sense of origins, however, is far from natural; it itself has its origins in the debates and politics of the time, and evolves under an array of influences. This course analyzes discourses of collective and individual identity and the mechanisms involved in the formulation of the individuals’ sense of their place in the world. Topics include: media of memory, politics of commemoration, nostalgia and selective forgetting, narratives of trauma and of a “golden age,” the invention of tradition, and battles over remembrance and heritage, such as the struggles over the proper way to face the difficult past around the world,
with a particular emphasis on the United States and on the memory wars in the post-Soviet space.

**Requirements/Evaluation:** extensive class participation, several short papers, and a final research project with class presentation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Anthropology and Sociology majors

**Expected Class Size:** 15

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

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

**Difference, Power, and Equity Notes:** This course fulfills the DPE requirement because it explores the diversity of the ways in which communities imagine and engage with their past, and puts struggles over memory in the context of groups’ struggles for power and visibility.

Not offered current academic year

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**SOC 326 (S) Being Mortal**

One of the defining features of the human condition is our awareness of our own mortality. How do we cope with this awareness? How does it influence our social institutions? We will begin by exploring how social theorists such as Emile Durkheim, Max Weber, Ernest Becker, and Peter Berger grappled with mortality and its significance for human social life. We will then turn to the social institutions that structure our confrontation with mortality today. How, why, and with what consequences has death been "sequestered" in modern Western societies and set aside from the social world of the living? What rites and rituals remain for coping with death and dying, and how do our cultural assumptions influence the experiences of grief, loss, and mourning? How does modern medicine—which is oriented toward cure but must ultimately confront the inescapable realities of aging and death—deal with mortality? How have hospice, palliative care, and debates over physician-assisted suicide changed the landscape in recent years? How do societies cope with collective losses in the aftermath of wars, disasters, and atrocities? Our focus will be on the United States, but we will also consider cross-cultural comparisons.

**Requirements/Evaluation:** three 6- to 7-page papers; an in-class presentation; thoughtful and consistent participation in class discussion

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Sociology and Anthropology majors

**Expected Class Size:** 15

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

**Distributions:** (D2)

Not offered current academic year

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**SOC 329 (F) Work and Future of Capitalism**

What does it mean to work? How does capitalism shape the way we work? What might work look like in the future? In this three-part course, students engage with global capitalism’s past, present, and future, asking analytic and normative questions about work and the trajectory of capitalism. The first part of the course examines the historical origins of capitalism and leading theories about what capitalism is and how it stratifies the world into racialized social classes. A central theme in part one will be how capitalist labor relations shape meaning and subjectivity, particularly the experience of dignity. In part two, we examine recent and emerging trends in capitalist labor, such as the death of the career, the rise of the "gig" economy, platform capitalism, and even the seemingly inevitable end of work itself as entire occupations become automated by machine learning. A key question will be how these transformations exacerbate and/or alleviate longstanding inequalities from capitalism’s 19th century past. The course concludes by asking students to imagine what work might look like in the next century. Should we continue to work at all? What kinds of social activity should we value, and how would we go about taming, eroding, or even smashing capitalism to allow them to flourish?

**Class Format:** This class will be taught online only with both synchronous and asynchronous components. Students will be asked to attend one synchronous video meeting per week. The asynchronous portion will involve discussion of readings and video lectures.

**Requirements/Evaluation:** participation, reading responses, midterm paper, final paper

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** Anthropology and Sociology majors
SOC 338 (F) Transhumanism: Religion, Technoscience, Obsolescence

Cross-listings: HSCI 338  SOC 338  STS 338  REL 338

Primary Cross-listing
This interdisciplinary seminar invites students to pursue sociohistorical analysis and sustained critical discussion of the transhumanist movement and its overriding aims: the augmentation, transformation, and eventual transcendence of human biological constitution; the realization, through speculative technoscientific means, of an enhanced or even "postbiological existence"--a "posthuman condition." "Humanity 2.0." Through close readings of primary historical documents, transhumanist texts, scholarship on transhumanism, works of science-fiction film, literature, and popular culture, we will position the movement as an empirical conduit through which to explore the sociohistorical conditions under which transhumanist ideas and practices have emerged, circulated, and taken up residence. To that end, we will consider the ties of transhumanism to eugenics and massive investments in pharmaceuticals, anti-aging medicine, and so-called "GNR" technologies (i.e. genetics, nanotechnology, and artificial intelligence and robotics); the movement's affinities with neoliberalism and what some have pointed to as transhumanism's racialized subtext of whiteness. We will furthermore devote considerable attention to the technological singularity, the figure of the cyborg, mind-uploading, space colonization, and cryonic suspension, all of which, like transhumanism broadly, suggest that science and technology have in some sense come to operate as powerful channeling agents for the very sorts of beliefs, practices, and forms of association that theorists of secularization expected modernity to displace. Lastly, throughout the course of the seminar we will take transhumanism as a provocation to think broadly and seriously about religion, technology, embodiment, and ways of being human.

Class Format: Remote
Requirements/Evaluation: informal weekly writing, two short review essays, and one 15-page seminar paper
Prerequisites: Prior coursework in sociology-anthropology, history, religion, or science and technology studies.
Enrollment Limit: 14
Enrollment Preferences: Anthropology and Sociology majors and Science and Technology Studies concentrators
Expected Class Size: 14
Grading: yes pass/fail option, no fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
HSCI 338 (D2) SOC 338 (D2) STS 338 (D2) REL 338 (D2)

SOC 362 (F) Stories We Tell

Cross-listings: COMP 362  SOC 362

Primary Cross-listing
From The Moth to StoryCorps to Williams College's own Storytime, stories are ubiquitous in contemporary society. Indeed, sociologists have argued that social life is itself "storied"--that we locate ourselves within familiar narrative structures, using them to "construct" identities and "tell" our lives. Stories, in this view, are not only the stuff of literature, but also the very fabric of social life: the foundation for individual and collective identities. This course grapples with the role of stories and storytelling in modern social life. What role do stories play in constituting personal identity? What cultural templates structure the stories we tell? Why are memoirs so popular, and how can we explain the more recent resurgence of interest in oral forms of storytelling? What role does storytelling play in politics and social movements? Specific topics will include confessional culture, podcasts, memoir, politics, and social change. Along the way, we will pay explicit attention to medium, and consider how sociologists might learn from journalists,
documentarians, and memoirists to convey stories from their own research.

Class Format: This course will be taught in a hybrid format. We will meet primarily in person, with a synchronous remote option during the scheduled class period. Some sessions may be held fully online to facilitate small group work.

Requirements/Evaluation: two 4- to 5-page papers; weekly contributions to annotating course readings; thoughtful and consistent participation in class discussion; and a major final project (either a 10- to 12-page analytical paper or an equivalent writing project presented as a podcast)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: if overenrolled, students will be asked to submit a short statement of interest

Expected Class Size: 20

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

Distributions: (D2)

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

COMP 362 (D1) SOC 362 (D2)

Fall 2020

SEM Section: H1 TR 9:45 am - 11:00 am Christina E. Simko

SOC 363 (F) Cold War Technocultures

Cross-listings: SCST 401 STS 402 SOC 363

Primary Cross-listing

In this seminar students will pursue sociohistorical analyses of Cold War American culture(s) by attending to key points of intersection between politics, aesthetics, and major technoscientific developments during this period. Part I will focus principally on the emergence of the computer and its role in shaping American infrastructure and styles of thought aimed at Soviet "containment." We will trace the historical threads connecting MIT's "Whirlwind" computer project and the SAGE continental air defense system; nuclear wargaming at the RAND Corporation and the aesthetics of "thinking the unthinkable"; the science of cybernetics and the prospect of automation; and ultimately the role of computation, intermedia, and systems logic in perpetrating the atrocities of the Vietnam War. Part II will take up the Cold War space race--from Luna 2, Sputnik I, and Yuri Gagarin to Projects Mercury, Gemini, and the Apollo moon landing. Within this context we will also consider the Club of Rome's Limits to Growth report; plans backed by NASA for the industrialization and colonization of outer space; and the place of science-fiction as a Cold War aesthetic (print, televisual, cinematic). Part III, finally, will explore key moments of conflict, resistance, appropriation, and unintended consequences of Cold War technoscientific developments, among them antipsychiatry and environmentalism; Project Cybersyn, an infrastructural casualty of the U.S./CIA-backed Chilean coup of 1973; the New Left, the American counterculture, new social movements, and the countercultural roots of new media and neoliberalism.

Requirements/Evaluation: two 5-page book review essays, weekly 1-page papers, midterm essay exam, final essay exam

Prerequisites: STS 101 or instructor consent; prior coursework in Anthropology and Sociology and/or History

Enrollment Limit: 15

Enrollment Preferences: Anthropology and Sociology majors, Science and Technology Studies concentrators

Expected Class Size: 15

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

Distributions: (D2)

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

SCST 401 (D2) STS 402 (D2) SOC 363 (D2)

Not offered current academic year

SOC 368 (F) Technology and Modern Society

Cross-listings: ENVI 368 SOC 368

Primary Cross-listing

With widespread use of new social media, controversial developments in such bio-technical practices as the cloning of mammals, rapid advances in
various forms of telecommunication, and the increasing sophistication of technological weaponry in the military, the triumph of technology remains a defining feature of modern life. For the most part, modern humans remain unflinchingly confident in the possibilities technology holds for continuing to improve the human condition. Indisputably, technology has benefited human life in innumerable ways. However, as with other features of modernity, technology has also had significant, albeit largely unanticipated, social consequences. Working within a sociological paradigm, this course will focus on the less often examined latent functions of technology in modern society. It will consider, for example, the social effects of technology on community life, on privacy, and on how people learn, think, understand the world, communicate, and organize themselves. The course will also examine the effects of technology on medicine, education, criminal law, and agriculture and will consider such counter-cultural reactions to technology as the Luddite movement in early nineteenth century England, Amish agrarian practices, and the CSA (community supported agriculture) movement.

Requirements/Evaluation: two short papers, a midterm exam, and a final exam
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: Anthropology and Sociology majors
Expected Class Size: 20
Grading: no pass/fail option, yes fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 368 (D2) SOC 368 (D2)
Not offered current academic year

SOC 372 (S) Time and Temporality
Duration, rhythm, speed, pace, trajectory, sequence, articulation, busyness, boredom, flow–time is one of the most fundamental categories of our experience of reality. Since the founding of the discipline, sociologists have been interested in how time, while seemingly given and natural, is deeply influenced by history and society. This two-part course will introduce students to the sociological analysis of time and temporality. In part one, students will explore the emergence of the so-called “modern western temporal order”–the sense of time that many people take for granted as the way things are. We will excavate the historical roots of schedules, clocks, calendars, and time zones; examine how capitalism and colonial conquest disseminated particular notions of time around the globe; and discuss leading theories of how constructions of time change through history and vary among communities. In part two, we will focus on one of the most frequently lamented and celebrated qualities of modern temporality: acceleration. Is the world speeding up? Why do so many people feel always pressed for time? What are the promises and limits of speed, acceleration, and ceaseless change for building a robust democratic society?

Requirements/Evaluation: participation, time diary analysis (3-5 pages), final paper (10-12 pages)
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: Anthropology and Sociology majors
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
Not offered current academic year

SOC 386 (F) Going Nuclear: American Culture in the Atomic Age
Cross-listings: HIST 387 SOC 386
Primary Cross-listing
This course will examine the historical development and use of the nuclear bomb. Among other features of the early atomic age, the course will look at the Manhattan Project, the delivery of the bombs for combat, and the destructive effects of the bomb's initial use in Hiroshima and Nagasaki and ongoing testing in the Marshall Islands. The class will investigate the role of the nuclear arms race in the Cold War, the consequences of nuclear production on specific communities, and the implications of the atomic age on our critical understanding of technological innovation more generally. We will also consider the saliency of competing narratives interpreting America's decision (and continuing policies) to build, use, and stockpile nuclear weapons. Employing both sociological and historical perspectives, we will explore the interactions between science, politics, and culture in the nuclear age.
**Class Format:** This will be a hybrid class. The class will meet in person with a synchronous remote option during the scheduled class period.

**Requirements/Evaluation:** a midterm, a final exam, and a 10- to 12-page research paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Preference given to sociology and history majors.

**Expected Class Size:** 20

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

**Distributions:** (D2)

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

HIST 387 (D2) SOC 386 (D2)

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**Fall 2020**

**LEC Section:** H1  MW 10:00 am - 11:15 am   James L. Nolan

**SOC 397 (F) Independent Study: Sociology**
Sociology independent study.

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

**Distributions:** (D2)

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**Fall 2020**

**IND Section:** H1  TBA  James L. Nolan

**SOC 398 (S) Independent Study: Sociology**
Sociology independent study.

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

**Distributions:** (D2)

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**Spring 2021**

**IND Section:** H1  TBA  James L. Nolan

**SOC 493 (F) Senior Thesis: Sociology**
Sociology senior thesis; this is part of a full-year thesis (493-494).

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

**Distributions:** (D2)

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**Fall 2020**

**HON Section:** H1  TBA  James L. Nolan

**SOC 494 (S) Senior Thesis: Sociology**
Sociology senior thesis; this is part of a full-year thesis (493-494).

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

**Distributions:** (D2)
Winter Study

SOC 31 (W) Senior Thesis: Sociology
To be taken by students registered for Sociology 493-494.
Class Format: independent study
Grading: pass/fail only
Not offered current academic year

SOC 99 (W) Independent Study: Sociology
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.
Class Format: independent study
Grading: pass/fail only
Not offered current academic year
ARABIC STUDIES
(Div I, with some exceptions as noted in course descriptions)

Chair: Professor Magnus Bernhardsson

- Magnús T. Bernhardsson, Chair of Arabic Studies, Brown Professor of History and Faculty Affiliate in Leadership Studies and Religion; affiliated with: Leadership Studies Program, Arabic Studies Department, Religion Department
- Brahim El Guabli, Assistant Professor of Arabic Studies
- Amal Eqeiq, Assistant Professor of Comparative Literature; affiliated with: Comparative Literature Program; on leave Fall 2020
- Lama Nassif, Assistant Professor of Comparative Literature; affiliated with: Comparative Literature Program

Middle Eastern and Maghrebi Studies is a vibrant, growing, and important field in the United States and around the world. Students wishing to enter this rich and varied discipline can begin with a major in Arabic Studies at Williams. The major is designed to give students a foundation in the Arabic language and to provide the opportunity for interdisciplinary and multidisciplinary study of Arab, Islamic, North African and Middle Eastern literatures, art, film, history, religion and politics.

THE MAJOR IN ARABIC STUDIES

Students wishing to major in Arabic Studies must complete ten courses, including the following six courses:

ARAB 101-102 Elementary Arabic
ARAB 201 Intermediate Arabic I
ARAB 202 Intermediate Arabic II
ARAB 301 Advanced Arabic I
ARAB 302 Advanced Arabic II

Students must also take at least one 400-level ARAB course, in addition to three other courses in Arabic and Middle Eastern Studies in Arabic Studies or affiliated units. At least one of these courses should be from the arenas of language and the arts (Div I) and at least one from politics, religion, economics, history, etc. (Div II). Students should consult with the Department to confirm that electives are authorized.

Students who place into more advanced language courses may substitute additional courses, adding up to a total of at least nine courses.

Up to four courses from approved study abroad programs may be counted toward the major.

THE CERTIFICATE IN ARABIC

The Certificate in Arabic demonstrates that a student has acquired a working foundation in the language. The sequence of eight language and culture courses is designed to supplement a student’s major at Williams by enabling the student to expand their knowledge in a related field.

Required Courses

ARAB 101
ARAB 102
ARAB 201
ARAB 202
ARAB 301
ARAB 302

At least one elective course, either in Arabic literature, arts, or culture, or in Arabic history, religion, politics, economics, etc.

Students must earn a cumulative grade average of B or higher in the sequence of seven courses.

Students who enter Williams with previous training in Arabic may be exempted from up to two of the required seven courses. Thus, in order to earn a certificate, a student must take no fewer than five courses (including three language courses) after enrolling at Williams.

THE DEGREE WITH HONORS IN ARABIC STUDIES

Prerequisites
Honors candidates in Arabic are required to have maintained a GPA of 3.5 in the major to qualify for submitting a thesis proposal. In addition, candidates must demonstrate a strong interest in a specific topic for which an appropriate faculty advisor will be available in the senior year.

**Timing**

Students wishing to pursue a thesis in Arabic are strongly urged to secure an advisor by the end of the week after Spring Break in their junior year. By May 15th of their junior year, candidates must submit to the Program Advisory Committee a one- to two-page proposal and a preliminary bibliography. The Advisory Committee will inform candidates by June 1 whether they may proceed with the thesis and advise them about any changes that should be made in the focus or scope of the project. The summer before the senior year will be spent compiling a more detailed bibliography and preparing for the process of writing the thesis.

In their senior year, candidates will devote two semesters and the winter study period to their theses (ARAB 493-W31-ARAB 494). By the end of the Fall semester, students will normally have undertaken substantial research and produced the draft of at least the first half of the project. At this point students should also have a clear sense of the work remaining for completion of the thesis. In the course of the Fall semester, students will also have chosen and met with a second reader for the project, who will provide additional guidance and read the final thesis. By the end of Winter Study, students should have completed a draft of the entire project. At that time, the Comparative Literature Advisory Committee, together with the advisor, will determine whether the project may continue as an Honors Thesis, or whether its first portions (ARAB 493-W) will be graded as Independent Studies.

The second semester of independent thesis work will be spent revising as necessary. The completed thesis in its final form will be due one week before the last day of classes. At the end of the Spring term, the student will make a public presentation of the final project, to which members of the Advisory Committee will be specially invited.

**Characteristics of the Thesis, Evaluation, and Major Credit**

The topic of the thesis must have to do with some aspect of Arabic language, culture, history, politics, etc. and will be worked out between the thesis writer and her/his advisor. It is also possible to write a thesis that consists of an original translation of a significant text or texts; in this case, a theoretical apparatus must accompany the translation. The complete thesis must be at least 50 and at most 75 pages in length, excluding the bibliography.

The advisor will assign the grades for the thesis courses (ARAB 493-W-494); the Advisory Committee will determine whether a candidate will receive Honors, Highest Honors, or no honors.

For students who pursue an honors thesis, the total number of courses required for the major-including the thesis course (ARAB 493-W-494)-is 10, i.e., one of the thesis courses may substitute for one elective.

**STUDY ABROAD**

**FAQ**

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

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

Yes, in many cases, though students should be sure to contact the department.

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

Course title and description, and complete syllabus including readings/assignments. We may need specific information (assigned readings) to determine whether the course counts for Div I or II major credit.

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

Yes, four.

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

No.

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

No. Students can receive credit toward the major's language requirements from for-credit summer language programs like Middlebury, etc. These count toward the 4-course maximum.

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

Yes. Make sure you have the needed number of Div I and Div II courses for the major. Know the difference.
Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:

It has happened, but we try to be as flexible as possible.

ARAB 101 (F) Elementary Arabic
This is the first course in the year-long Beginning Arabic sequence. It will help you establish a foundation of communicative competence and understanding of the Arabic language and culture. The course adopts an integrated-skills approach with a focus on “formal Arabic” (or so-called Modern Standard Arabic), the language of formal writing and speech in Arab countries, while simultaneously familiarizing you with one variety of spoken Arabic. The course focuses on day-to-day situations and familiar topics.

Class Format: In Fall 2020, this course will be remote with some aspects of in-person training when applicable.

Requirements/Evaluation: tests, daily homework, active class participation, a skit, a culture portfolio, and engagement in a variety of co-curricular activities

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: students considering a major in Arabic Studies

Expected Class Size: 12

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

Unit Notes: students registered for ARAB 101 and 102 are required to attend and pass the sustaining program during the Winter Study period; credit is granted only if both semesters (ARAB 101 and 102) are taken

Distributions: (D1)

Fall 2020

SEM Section: R1 TR 11:30 am - 12:45 pm MF 11:45 am - 1:00 pm  Lama  Nassif

ARAB 102 (S) Elementary Arabic
This is the second semester of the Beginning Arabic sequence. This course will continue building the listening, speaking, reading and writing skills students acquired in Arabic 101. Arabic 102 will also develop your competence in Modern Standard Arabic (MSA) primarily. The students will be equipped with the vocabulary, reading facility, grammatical skills as well as the cultural competence they need to navigate familiar topics and simple communication situation in MSA. Students will expand the range of topics, grammar, tenses, and pronouns they use to express themselves both orally and in writing in MSA. This second semester will allow students to listen (to), speak, read, and write about a variety of topics that are geared toward consolidating and enriching their prior acquisitions in Arabic.

Class Format: five hours a week

Requirements/Evaluation: weekly quizzes, daily homework, in-class participation, skits, presentations, recordings, and assiduous participation in cultural events organized by the department in Arabic (Arabic table; movie nights etc)

Prerequisites: ARAB 101

Enrollment Limit: 12

Enrollment Preferences: In the event the course is over-enrolled, priority will be given to students majoring or intending to major in Arabic Studies.

Expected Class Size: 12

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

Unit Notes: students registered for ARAB 101 and 102 are required to attend and pass the sustaining program during the winter study period; credit is granted only if both semesters (ARAB 101 and 102) are taken.

Distributions: (D1)

Spring 2021
ARAB 109 (S) The Iranian Revolution (DPE) (WS)

Cross-listings: ARAB 109 HIST 109

Secondary Cross-listing

The Iranian Revolution was a major turning point in world history that resulted in the establishment of the Islamic Republic of Iran. This tutorial will evaluate the causes and impact of the revolution and how this seminal event continues to have widespread repercussions around the globe. The first weeks will explore the history of pre-revolutionary Iran with special attention to religious and intellectual trends such as the ideas of Ayatollah Ruhollah Khomeini, Jalal al-e Ahmad, and Ali Shariati. We will then evaluate the revolution itself including the US hostage crisis, the downfall of the Shah Muhammad Reza Pahlavi Shah, and how Khomeini’s vision of society became paramount. Finally, we will explore the aftermath of the revolution including Iran’s geopolitics, the nature of the theocratic system in Iran as well as how the revolution impacted every day lives of Iranians in Iran and abroad particularly how they reflect on the revolution in memoirs, films, and literature.

Class Format: Hybrid

Requirements/Evaluation: Weekly meetings. Weekly papers - either a 5 page primary paper or a 2-3 page response paper.

Prerequisites: No prerequisites.

Enrollment Limit: 10

Enrollment Preferences: First Years and Sophomores.

Expected Class Size: 10

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

Distributions: (D2) (DPE) (WS)

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

ARAB 109 (D2) HIST 109 (D2)

Writing Skills Notes: As a tutorial, students are expected to regularly write analytical and critical papers on the readings. They will receive regular and consistent feedback from the instructor and their partner and will be given the opportunity to re-write some of their assignments.

Difference, Power, and Equity Notes: The Iranian Revolution, like other major social movements, offered a compelling critique of the status quo and promised a more just society that would be more equitable for all Iranians. The tutorial will consider the relationship between the rhetoric of the Revolution and the lived reality, especially how this seminal event impacted the lives ordinary Iranians. Was the Revolution simply a change in the composition of the political elite or did it yield new realities and more access for Iranians

Spring 2021

TUT Section: HT1 TBA Magnús T. Bernhardsson

ARAB 111 (F) Movers and Shakers in the Middle East

Cross-listings: ARAB 111 HIST 111 LEAD 150

Secondary Cross-listing

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

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

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

Enrollment Limit: 19

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

Expected Class Size: 15-19

Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

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

Not offered current academic year

ARAB 201 (F) Intermediate Arabic I (DPE) (WS)
This course will build on the students’ acquisitions in Arabic 102 to consolidate their learning of the Modern Standard Arabic and one variety of spoken Arabic. In addition to expanding students’ vocabulary and enhancing their communication skills, the course will deepen their knowledge and use of grammar in both speaking and writing. Upon successful completion of this course, students will be able to hold conversations in Arabic with some fluency on a variety of topics while developing cultural appreciation of Arabic-speaking countries.

Class Format: Three 75-minute sessions. The class will be taught remotely synchronously three times a week, with asynchronous online material.
Requirements/Evaluation: quizzes, tests, homework, and active class participation
Prerequisites: ARAB 102 or placement test
Enrollment Limit: 12
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Distributions: (D1) (DPE) (WS)
Writing Skills Notes: This course involves a great deal of writing, ranging from vocabulary and grammar-focused exercises to written assignments about a variety of topics. Students will receive extensive and timely feedback on this written work.
Difference, Power, and Equity Notes: Any language is the locus of issues of difference, power, and equity. Students will learn about gender and pronouns. They will wonder why Arabic does not have a gender neutral pronoun. Students will understand how Arabic acts as a dominant language in places minority languages in the Middle East and North Africa. Students will emerge from the course with a critical understanding of Arabic language's politics.

Fall 2020
SEM Section: R1 MWF 10:00 am - 11:15 am Radwa M. El Barouni

ARAB 202 (S) Intermediate Arabic II
As a continuation of ARAB 201, this course will expose students to Modern Standard Arabic and one variety of spoken Arabic while increasing their cultural literacy in Arab civilization. Our main textbook will be Al-Kitaab fii Ta'allum al-'Arabiyya Part II but outside materials from diverse media such as television and newspapers will also be included. Class will be conducted in Arabic.

Class Format: class meets four hours a week in two 75-minute sessions and one 50-minute session. An additional conversation session is required.
Requirements/Evaluation: active participation, daily homework, writing portfolio, oral components, quizzes, midterm exam, and final exam
Prerequisites: ARAB 201 or placement test
Enrollment Limit: none
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D1)

Spring 2021
LEC Section: R1 MWF 11:45 am - 1:00 pm Lama Nassif

ARAB 207 (F) The Modern Middle East (DPE)
**Cross-listings:** HIST 207  JWST 217  REL 239  GBST 101  LEAD 207  ARAB 207

**Secondary Cross-listing**

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

**Requirements/Evaluation:** participation, two short papers, quizzes, midterm, and final exam

**Prerequisites:** none

**Enrollment Limit:** 40

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

**Expected Class Size:** 30-40

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

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

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

HIST 207 (D2)  JWST 217 (D2)  REL 239 (D2)  GBST 101 (D2)  LEAD 207 (D2)  ARAB 207 (D2)

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

**Not offered current academic year**

ARAB 209 (S) Saharan Imaginations (DPE) (WS)

**Cross-listings:** ARAB 209 ENVI 208 COMP 234

**Primary Cross-listing**

Literary representations of the Sahara challenge facile assumptions about this undertheorized place. Approached mainly through the prism of adventure and exploitation, the desert is portrayed as a dead space. However, literature and film furnish a unique opportunity to engage critically with the ways Maghrebi and Middle Eastern culture production represents deserts and raises issues of fundamental importance to these societies. This course offers students the opportunity to engage in close readings of novels and film through the theme of the Sahara and Saharan space. Reading through the politics of human mobility and life in the desert will help students to understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the Saharan sub-genre of African and Middle Eastern literatures. Whether grappling with transcontinental issues of climate change, cannibalization of biodiversity or overexploitation of natural resources, desert-focused cultural production invites us to think critically about the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature. Deconstructing reductive Saharanisms, students will see the desert for what it is, rather than what it is portrayed to be or stand for.

**Class Format:** hybrid

**Requirements/Evaluation:** active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** Students are admitted into the course on a first-come-first-serve basis. If the course is over-enrolled, preference will be given to Arabic Studies and Comparative Literature majors and certificates.

**Expected Class Size:** 14

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

**Distributions:** (D1) (DPE) (WS)

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

ARAB 209 (D1) ENVI 208 (D1) COMP 234 (D1)

**Writing Skills Notes:** Students will receive constant and extensive feedback on their written work. Students will write regular weekly responses on Glow, a reflection statement, two 5pp. papers for midterms, and one 10pp. final paper.
Difference, Power, and Equity Notes: Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.

Spring 2021
SEM Section: H1    MW 10:00 am - 11:15 am    Brahim El Guabli

ARAB 211  (S) Understanding 9/11 and the War in Iraq  (DPE)
Cross-listings:  HIST 211    ARAB 211
Secondary Cross-listing
What were some of the causes of 9/11/2001 and what were some of the consequences? Why and how did the United States invade Iraq in 2003 and what impact did the subsequent occupation of that country have on the rest of the Middle East? In this course on recent political and cultural international history, that will also consider this history in film and popular culture, the monumental ramifications of the "War on Terror" will be considered and how this framework has shaped the 21st century. In the first part of the course, US-Middle Eastern relations will be explored and the eventual emergence of al-Qaeda in the late 1990s. Then the terrorist attacks on American soil on 9/11 will be studied and the ensuing wars on Afghanistan and Iraq. Particular attention will be on the prelude to the Iraq War, especially how that war was justified and rationalized, and the eventual occupation of Iraq. The myriad Iraqi responses will be studied along with American military experience. Finally, the course will evaluate the significance of the first decade of the 21st century and how these events continue to reverberate today.

Requirements/Evaluation: short online writings and papers and a final project
Prerequisites: none
Enrollment Limit: 40
Enrollment Preferences: History and Arabic Studies majors
Expected Class Size: 25
Grading: yes pass/fail option, no fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 211 (D2) ARAB 211 (D2)

Difference, Power, and Equity Notes: This course will consider power and difference in a number of ways. First, it will evaluate how the US government used its political power to convince the public to support a military operation under questionable premises. Second, it will critically assess the "War on Terror" and who has benefited from it. Third, it will examine how the American military occupied Iraq and the ways in which Iraqis tried to resist the American designs on their country.

Not offered current academic year

ARAB 212  (S) Distant Encounters: East Meets West in the Art of the European Middle Ages  (WS)
Cross-listings:  ARTH 212    REL 210    ARAB 212
Secondary Cross-listing
In this tutorial, students will investigate the rich artistic consequences -- in architecture, manuscript illumination, mosaic, sculpture, panel painting, fresco, metalwork, and other minor arts -- of European contact with the Eastern Mediterranean between approximately 300 and 1450 CE. From the beginnings of Christianity, pilgrims from Europe made the long journey to sacred sites in the Holy Land (extending across parts of present-day Egypt, Israel, Syria, and Turkey). When these sites became less accessible with the spread of Islam in the seventh century, Europeans sought to recreate the sites at home. Later, from 1095 onward, Christian Europeans attempted to reclaim and hold the Holy Land from non-Christians by force, through an ill-fated series of five major and several lesser "crusades." Over the centuries, before, during, and after the Crusades, exposure to the peoples, ideas, and cultures of the Eastern Mediterranean also came through trade and through the travel and settlement of non-Europeans in Europe itself, particularly in Spain, Sicily, and Venice. Together, through open discussion, we will explore artistic production within each of these different cross-cultural contexts of East-West encounter. In the process, we will reflect on how art could function as a conduit for the exchange of ideas in the Middle Ages, and how it could be used both to negotiate and to intensify cultural difference.

Requirements/Evaluation: participation in discussion; five 5-7-page tutorial papers (one of which will be revised as a final writing assignment); five
1-2-page response papers

Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: First- and second-year students, but open to all
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ARTH 212 (D1) REL 210 (D1) ARAB 212 (D1)

Writing Skills Notes: In this tutorial, students will develop skills of critical reading and focus on how to craft clear and persuasive arguments of their own. To help them achieve these goals, they will receive timely comments on their written work, especially the five 5-7-page papers they will submit, with suggestions for improvement.

Not offered current academic year

ARAB 215 (S) The Veil: History and Interpretations (DPE) (WS)

Cross-listings: HIST 110 WGSS 110 ARAB 215

Secondary Cross-listing

This tutorial will consider the history and the changing meanings of the veil (hijab) and its many manifestations (e.g. burqa, chador, niqab), starting with the earliest religious traditions and the status of women in Islamic law. We will then proceed to examine imperialist and orientalist representations of gender in the Middle East, the rise of Islamic feminism and finally consider the emergence and return of the veil in recent years in the Middle East, North America, Asia and Europe.

Requirements/Evaluation: each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper; by semester's end each student will have written a minimum of 40 pages
Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor
Enrollment Limit: 10
Enrollment Preferences: first-years, and then sophomores who have not previously taken a 100-level seminar and those with demonstrated interest in the Middle East
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 110 (D2) WGSS 110 (D2) ARAB 215 (D2)

Writing Skills Notes: Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This tutorial considers the veil in many different cultural contexts and time periods and how it has multiple and complex meanings. What does the veil mean and how do people interpret it? Is it empowering or is it subjugation?

Not offered current academic year

ARAB 222 (S) Photography in/of the Middle East (DPE)

Cross-listings: ARTH 222 ARAB 222

Secondary Cross-listing

Photography has been globally disseminated and locally inflected since its invention. In the Middle East, the powers and pleasures of the medium have been valued by colonial forces, indigenous populations, photojournalists and artists; the resulting images merit aesthetic and art historical appreciation even as they grant visual access to the social and political dynamics operative in diverse cultural contexts. We will explore photographic practices in various zones of the Middle East--e.g., the Holy Land, Turkey, Egypt and the Persian sphere--by attending to individual photographers and case studies. This tightly focused approach will support, in turn, a consideration of the agency and power of images more generally--what work do photographs do? Who resists and who benefits? The goal will be to appreciate diverse styles and perspectives that underlie renderings of the Middle
East.

Class Format: discussion

Requirements/Evaluation: midterm, Glow posts, term project

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15-20

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

Distributions: (D1) (DPE)

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

ARTH 222 (D1) ARAB 222 (D1)

Difference, Power, and Equity Notes: Photographs are tricky. Whose experiences and values do they really represent--those who are depicted? Those who wield the camera? Or, those who view images that are so easily reproduced and widely shared? How does identity figure? Religious conviction? Political affiliation? And how are these variables encoded in the material evidence? Appreciating the myriad powers of images requires multiple skills--from close-looking to interdisciplinary analysis--useful in contemporary visual culture.

Not offered current academic year

ARAB 227  (F)  Language and Society: What Does Your Speech Say About You?

Cross-listings: ANTH 227  ARAB 227

Primary Cross-listing

Sociolinguistics is the study of how aspects of society influence the way language is used by the society members. In this course, we will examine the inter-relationships between the way language is used in various social contexts affecting that usage. How and why do languages change? How does language reflect a person's identity? How does language intersect with power relations among individuals within a society? Does language vary according to gender? How are language varieties formed, and what determines their status within speech communities? How and why do speakers code-switch among different varieties? These are some key questions that we will examine in this class, drawing on readings that focus on different languages.

Requirements/Evaluation: active class participation, response essays, assignments, article presentation, variation paper, final exam

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: seniors, students who need to fulfill Arabic major or Anthropology major requirements, students interested in linguistics

Expected Class Size: 20

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

Distributions: (D1)

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

ANTH 227 (D2) ARAB 227 (D1)

Not offered current academic year

ARAB 234  (F)  What is Islam?  (DPE)

Cross-listings: ARAB 234  REL 234  GBST 234  HIST 208

Secondary Cross-listing

This course introduces students to Islam as a varied and contested historical tradition. The course will trace the historical development of Islam, focusing on religious and intellectual thought, political developments, and the practices and lived lives of Muslims. We will begin with situating the rise of Islam within the context of late antiquity, followed by an examination of the life of Muhammad, and the rise of Muslim empires. These developments will form the framework through which we investigate the theological, philosophical, legal, mystical, and literary writings of Muslims from the classical to the early modern periods of Islamic history. The main aim of the course is to develop a framework for understanding the historical developments through which Muslims have constructed ideas about normativity, authority, and orthodoxy in debates around Islam. Sources will include pre-modern
historical and religious texts (in translation).

Requirements/Evaluation: reading responses, two essays, final exam

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Religion majors (or those considering Religion as a major), then Arabic Studies and History majors

Expected Class Size: 20

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

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ARAB 234 (D2) REL 234 (D2) GBST 234 (D2) HIST 208 (D2)

Difference, Power, and Equity Notes: This course looks role of power, in particular imperial and colonial power in the construction of religion. To that end, the course will explore how the rise of Muslim empires shaped the construction of pre-modern Islam and subsequently the role of European colonialism in shaping the emergence of modern Islam. This course will teach students critical tools in postcolonial theory about the relationship between power and the production of knowledge and the agency of the colonized.

Not offered current academic year

ARAB 236 (S) Reading the Qur'an

Cross-listings: ARAB 236 REL 236 COMP 213 GBST 236

Secondary Cross-listing

In the nearly 1500 years of Islamic history, the Qur'an has been a central source of spiritual insight, ethical and legal guidance, sacred stories, and theological principles. Considered the divine word of God, the Qur'an is central to devotional life. This course will explore the Qur'an as a text that is always in a state of production. We will focus significantly on close readings of the text of the Qur'an, in addition to pre-modern and modern Qur'anic exegesis. The course will begin with a historical account of the revelation and collection of the Qur'an, placing the form and content of the text in the context of 7th century Arab society and the life of the Prophet. We will then study Qur'anic commentaries to discuss how Muslims have drawn theological, legal, philosophical, and mystical meaning from the Qur'an. We will pose some of the following questions: What do the different exegetical methods tell us about the intertextual nature of the Qur'an? How have these shifting notions affected the meaning made from Qur'anic verses and passages? What role do interpretive communities play in determining what the Qur'an says? Lastly, through an exploration of the art of Qur'an recitation, calligraphy, and Qur'an manuscripts, we will explore the ways in which the Qur'an is also an object of devotion in Muslim life.

Requirements/Evaluation: class participation, weekly reading responses, 3- to 4-page midterm paper, and a final project with a media component and a 4- to 6-page analytical essay

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Religion and Arabic Studies majors

Expected Class Size: 19

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

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
ARAB 236 (D2) REL 236 (D2) COMP 213 (D1) GBST 236 (D2)

Spring 2021

SEM Section: R1 MW 10:00 am - 11:15 am Saadia Yacoob

ARAB 242 (S) Women, Gender, and Sexuality in Islam (DPE)

Cross-listings: REL 242 WGSS 242 ARAB 242

Secondary Cross-listing

The figure of the Muslim woman is an object of intense scrutiny in Western society. Claims that Muslim women are oppressed and the incompatibility
of Islam and feminism abound. This course will consider women and gender roles in the Islamic tradition and how Muslim women have interpreted and negotiated these discourses. We will explore questions of masculinity, femininity, and sexuality across various historical periods as well as through contemporary Muslim feminist scholarship and literature (including film and novels). We will begin with insights into the politics of representing Muslim women, exploring how Muslim women are depicted in popular culture and media and ask the crucial question: do Muslim women need saving? We will then explore: how Muslim women have claimed religious authority through scriptural interpretation; how they have negotiated their position in Islamic law both historically and in contemporary Muslim societies; and the lives of pious women in Sufism—the mystical tradition of Islam. We will conclude with Muslim feminist scholarship and recent works on Islamic masculinities. Throughout the course, emphasis will be placed on the diversity of interpretations in Islam around women, gender, and sexuality and on Muslim women's own articulations about their religious identity and experiences. Some of the topics covered in this course include: marriage and divorce, slavery, modesty and veiling, and homosexuality.

Requirements/Evaluation: weekly discussion post, midterm essay, and final paper (6-8 pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Religion, Women’s, Gender and Sexuality Studies and Arabic majors

Expected Class Size: 14

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

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 242 (D2) WGSS 242 (D2) ARAB 242 (D2)

Difference, Power, and Equity Notes: This course explores the relationship between gender, authority, and civilizational discourse. To that end, the course will explore: 1) how assumptions about gender shaped the legal and Quranic exegetical tradition and Muslim feminist critiques. 2) The construction of the oppressed Muslim woman in justifying military invasion and nationalistic rhetoric. This course will introduce students to critical tools in decolonial feminism and the relationship between gender and power.

Spring 2021

SEM Section: R1 TR 9:45 am - 11:00 am Saadia Yacoob

ARAB 243 (F) Islamic Law: Past and Present

Cross-listings: ARAB 243 WGSS 243 REL 243 HIST 302

Secondary Cross-listing

From fear of the Shari'a to its implementation in so-called "Islamic countries," Islamic law is perhaps best associated with draconian punishments and the oppression of women. Islamic law is ever present in our public discourse today and yet little is known about it. This course is designed to give students a foundation in the substantive teachings of Islamic law. Islamic law stretches back over 1400 years and is grounded in the Quran, the life example of the Prophet Muhammad, and juridical discourse. Teetering between legal and ethical discourse, the Shari'a moves between what we normally consider law as well as ethics and etiquette. The course will explore four key aspects of the law: its historical development, its ethical and legal content, the law in practice, and the transformation of Islamic law through colonialism and into the contemporary. Specific areas we will cover include: ritual piety, family and personal status law, criminal law, and dietary rules.

Requirements/Evaluation: weekly responses, four 2- to 3-page essays

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: majors

Expected Class Size: 10

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

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
ARAB 243 (D2) WGSS 243 (D2) REL 243 (D2) HIST 302 (D2)

Not offered current academic year
ARAB 249 (F) Trauma and Memory in Maghrebi and Middle Eastern Literatures (DPE) (WS)

Cross-listings: ARAB 249 COMP 249

Primary Cross-listing

Arabic literature produced in the Maghreb and the Middle East has always engaged with the socio-political concerns of different Arab societies. Whether caused by the colonial state(s) or by post-independence leadership, trauma has been a central theme in Maghrebi and Middle Eastern literature for a long time. Using a combination of memoirs, films, and fictional works, this course aims to raise students’ critical awareness and aesthetic appreciation of literary representations of the multiple traumas inflicted on people and societies in the Maghreb and the Middle East. The different novels and films assigned in this course will be read against seminal literature on memory and trauma studies to answer the following questions: how does Arabic literature remember? In what ways does Arabic literature engage with the past sequelae of colonialism, dictatorship, war, and displacement? How do Arabic novelists and memoirists dialogue with memory and trauma theory even though Arabic scholarship has given short shift to trauma and memory ethics and aesthetics? What events or experiences are pivotal to collective and individual traumas represented in Maghrebi and Middle Eastern literature(s)?

Requirements/Evaluation: regular posts on Glow, two five-page papers, one ten-page final paper, one presentation, and participation in class

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies majors and certificate students

Expected Class Size: 19

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

Distributions: (D1) (DPE) (WS)

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

ARAB 249 (D1) COMP 249 (D1)

Writing Skills Notes: Students in the course will write: 1) 400-word weekly, focused responses on Glow; 2) a book review (600 words); 3) two five-page papers as mid-terms; 4) one ten-page paper as a final paper for the course. Students are required to present an outline of their papers before submitting a draft paper. Students will receive detailed and consistent feedback on the writing. Students are required to incorporate the feedback to improve their drafts before they become final.

Difference, Power, and Equity Notes: Students in this course will learn how to identify and analyze gender, class, and power-related aspects of traumatic memory. The different readings assigned in this course will help students develop critical skills to examine how various forms of power and social inequality play out in memories of war, political detention, forcible disappearance, and social ostracism in the Maghreb and the Middle East.

Not offered current academic year

ARAB 257 (F) Iran, Islam, and the Last Great Revolution

Cross-listings: ARAB 257 PSCI 257

Secondary Cross-listing

The title and inspiration for this course comes from Robin Wright's book The Last Great Revolution. Wright argues that the 1979 Revolution in Iran completes the promise of the Modern Era, "launched in the West" but "adopted by or adapted to all other parts of the world." The overthrow of 2500 years of monarchy "paved the way for using Islam to push for empowerment." It is this empowerment, of nations and of ordinary individuals, that stands as the signal quality of modernity. The notion that post revolutionary Iran offers an alternative path to modernity is hardly conventional wisdom in the United States or Europe, where images of men draped in religious passion and women in forbidding black chadors are as common as the belief that the 1979 Revolution set Iran spinning back thirteen centuries in time. If westerners do not view Iran as entirely anti-modern, then at best they see it as a country filled with "paradoxes" and "puzzles," one in which indie rock bands play underground, figuratively and literally beneath the feet of retrograde religious fanatics, or unveiled women attend all-night parties only to slip back into proper hejab the next morning. The class will ask you to consider why these assumptions exist, whether they are the symptoms of a western civilization "clashing” with the east, and if they are exclusive to the United States or Europe. Does there also exist an "orientalism in reverse,” a negative gaze of Iranians towards the west and towards their fellow, "backwards” citizens?

Requirements/Evaluation: first short essay, 5 pages (15%); second short essay, 5 pages (15%); research paper, 15-20 pages (30%); participation, including blogs, presentation, and precis (40%)

Prerequisites: none

Enrollment Limit: 15
Enrollment Preferences: Political Science majors
Expected Class Size: 15
Grading: no pass/fail option, no fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
ARAB 257 (D1) PSCI 257 (D2)
Not offered current academic year

ARAB 259 (S) Bilad al-Sudan and Beyond: Arts of the Afro-Islamic World
Cross-listings: ARAB 259 AFR 259 ARTH 259
Secondary Cross-listing
From the Swahili stone houses of East Africa to the massive earth and timber mosques of the Sahel, the story of Islam in Africa is one of cultural and spiritual hybridity expressed through material form. In this course, students will explore how artistic forms and traditions in Africa have functioned as vehicles of access and integration for Islam, enabling it to assimilate itself with numerous African contexts towards becoming the dominant religious force on the continent. In addition, students will investigate how the forms, functions, and meanings of Afro-Islamic objects across the continent reflect not just one African Islam, but many different iterations, each shaped by the specific frameworks of its cultural context. The contemporary component of the course will examine how modernity in the form of globalization, technology, and Westernization has affected Afro-Islamic artistic traditions, and how these shifts reflect larger evolutions within understandings of Islam in Africa in the contemporary period.
Requirements/Evaluation: three reading response papers (2 pages each), class journal, a mid-term exam, and a final exam
Prerequisites: none, although an introductory course in art history or Islamic studies would be useful
Enrollment Limit: 25
Enrollment Preferences: students who have declared a major in Art History or Africana Studies
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
ARAB 259 (D1) AFR 259 (D1) ARTH 259 (D1)
Not offered current academic year

ARAB 301 (F) Advanced Arabic 1 (WS)
A continuation of Intermediate Arabic, ARAB 301 aims to expand students' listening, reading, writing, and speaking skills in Arabic. The course will also stimulate students' intellectual curiosity about the Arabic-speaking regions and enhance their intercultural competence. Using Al-Kitaab as well as a variety of authentic written and audiovisual materials, the course will advance their proficiency in Modern Standard Arabic and one variety of Colloquial Arabic. The course will also encourage students to engage critically with a wide variety of topics in Arabic language as they enrich their knowledge of the different aspects of Arabic language and culture. Students at this stage will also be assisted to generate more complex written and oral assignments.
Requirements/Evaluation: active class participation, daily assignments, writing portfolio, presentations, quizzes, midterm exam, final exam
Prerequisites: ARAB 202
Enrollment Limit: 12
Enrollment Preferences: Arabic majors
Expected Class Size: 8
Grading: no pass/fail option, no fifth course option
Distributions: (D1) (WS)
Writing Skills Notes: Students will be writing multiple drafts in Arabic; the weekly written work expected from students is 800 words in Arabic language, students will also be doing translations from Arabic into English or vice-versa; and all written work from students will evaluated, and students will receive feedback to rework it. Students will receive detailed and consistent feedback about their writing in Arabic language.
ARAB 302 (S) Advanced Arabic 2 (DPE) (WS)
A continuation of Advanced Arabic 1, ARAB 302 aims to reinforce students' listening, reading, writing, and speaking skills in Arabic through a deeper engagement with authentic materials in Modern Standard Arabic. Built around a plethora of texts and audiovisual materials, the course seeks to assist students to develop their language and critical thinking skills in Arabic. Situated at the intersection of language learning and content teaching, this course will prepare students for more scholarly engagement with and in MSA in the fourth year. Like ARAB 301, the course will be conducted entirely in Arabic.

Class Format: course offered remotely
Requirements/Evaluation: quizzes, exams, presentations, papers, midterm examinations, and projects
Prerequisites: ARAB 301 or equivalent
Enrollment Limit: 19
Enrollment Preferences: Arabic Studies, or students who completed ARAB 301
Expected Class Size: 6
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1) (DPE) (WS)

Writing Skills Notes: In addition to the weekly writing assignments of 400-word essays, students will produce four portfolios that will involve a careful process of revisions. Each portfolio will include a series of critical reflections on graphic novels and visual storytelling in Arabic. The portfolio will be based on rigorous research in Arabic resources, summary and essays that can range to 800 words.

Difference, Power, and Equity Notes: As a content course, ARAB 302 will focus on graphic novels, graffiti and caricature in contemporary Arab visual culture. Most of the texts assigned will address the particularity of political language involved in this form and its popularity among Arab youth (and adults) as a cultural expression of dissent. The selected texts will also expose students to stories about class struggle, gender inequality, the social struggles of immigrants and refugees.

Spring 2021
LEC Section: R1 TR 11:30 am - 12:45 pm M 11:45 am - 1:00 pm Amal Eqeiq

ARAB 307 (F) To Die For? Nationalism in the Middle East (DPE)
Cross-listings: HIST 307 ARAB 307

Secondary Cross-listing
In 1932, or twelve years into his rule and twelve years after the establishment of Iraq, King Faysal I lamented that there were "no Iraqi people but only unimaginable masses of human beings, devoid of any patriotic idea, imbued with religious traditions and absurdities, connected by no common tie."
This course will consider how true the King’s statement still holds by evaluating the various attempts at state and nation building in the modern Middle East. Some of the more prominent questions that this course will examine include: What is a nation? What are essential characteristics of a nation? Who are a people? Why are people ready to die for the nation? And who is included and excluded in the nationalist narrative? After assessing some of the more influential theories of nationalism, we will explore the historical experience of nationalism and national identity in Egypt, Israel, Turkey, Iran, and Iraq. What has been at the basis of nationhood? How did European concepts of nation translate into the Middle Eastern context? What was the role of religion in these modern societies? How did traditional notions of gender affect conceptions of citizenship? We will also explore some of the unresolved issues facing the various nations of the Middle East, such as unfulfilled nationalist aspirations, disputes over land and borders, and challenges to sovereignty.

Class Format: A hybrid course for students who are both on campus and remote. Depending on the number of students, the course will primarily be taught seminar style on campus following appropriate social distancing guidelines or in the tutorial format with a mix of on campus and remote groups. Some class meetings may be remote and asynchronous but this will mostly be a synchronous campus class.

Requirements/Evaluation: There will be several options to fulfill the requirements of this course including a weekly journal, oral exam or a final research paper (12-15 pages).
Prerequisites: None.
Enrollment Limit: 15
Enrollment Preferences: History and Arabic Studies majors, seniors, and students with a demonstrated interest in the Middle East.

Expected Class Size: 8-10

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

Distributions: (D2) (DPE)

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

HIST 307 (D2) ARAB 307 (D2)

Difference, Power, and Equity Notes: This course examines the power of the state to decide who is included and not included in the nationalist narrative. How does it seek to promote unity and how does it explain differences within and outside of society? Though nationalism can be a very powerful unifying factor, this course will also consider examples where nationalism has the opposite effect.

Fall 2020

SEM Section: H1 MWF 11:45 am - 1:00 pm Magnús T. Bernhardsson

ARAB 308 (S) The Nile (DPE)

Cross-listings: HIST 308 ARAB 308

Secondary Cross-listing

For millennia, the Nile River has sustained civilizations in eastern and northern Africa. It is the only reason that Egyptians have been able to live in the Sahara Desert. It was at the banks of this river that some of the most significant human structures were built and some of the most beautiful artworks conceived. The Nile provided the silt and hence the alluvial soils on which all the great Egyptian empires were founded. Yet now in the 21st century, the Nile River is at a historical turning point. The water level and quality is dwindling while at the same time the number of people who rely on the river is ever increasing. This course will consider the history of the Nile and the peoples and cultures it has sustained. After a brief overview of the role of the river in ancient Egypt, we will explore the modern political and cultural history of the Nile. Who lives along this river and what kind of cultures have developed in the Nile valley? We will evaluate the numerous attempts to manage and control the Nile and the continuous efforts to utilize the river for human development such as agriculture and the tourism industry. At the end of the semester we will consider the relationship of the mega city Cairo with the Nile and whether the tensions among Nile riparian states will lead to “water wars” in East Africa and the Middle East.

Requirements/Evaluation: short papers and final project/paper

Prerequisites: none, though background in Middle East history is preferable

Enrollment Limit: 19

Enrollment Preferences: History and Arabic Studies majors

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

HIST 308 (D2) ARAB 308 (D2)

Difference, Power, and Equity Notes: The course fulfills the DPE requirement because it evaluates the differing experiences of the Nile among different cultural groups. It will evaluate how the central government is constantly trying to change how people use their water and therefore over-determine how people interact with their natural environment.

Not offered current academic year

ARAB 323 (F) Born to be Wild: Rethinking Animals in Pre-modern and Modern Texts (DPE)

Cross-listings: COMP 323 ARAB 323 ENVI 321

Primary Cross-listing

In the past few months, images of dolphins appearing in the Venetian canals, and wild animals roaming eerie looking post-apocalyptic deserted streets have gone viral. The majority of these images have proven to be fake, however their popularity was witness to people's hope that we can "reset" the environment and a yearning to reframe animals' positionality vis-à-vis their habitats and humans. Using critical lenses from ecocriticism and animal studies, we will be exploring texts from non-Western traditions in which animals figure strongly from pre-modern times to the age of the Anthropocene. The focus will be on Arabic, Persian and Turkish texts all in translation. The course will be traversing several genres and texts from Pre-Islamic poetry,
the Quran, the 10th century Ikhwan as-Safa’s epistle *The Case of Animals versus Man Before the King of the Jinn*, the fables of *Kalila and Dimna*, Farid ed-Din ‘Attar’s *Conference of Birds*, travelogues, paintings, contemporary film till we reach recent fiction with cyborgs and drones. Throughout the course, we will be examining themes such as diverse conceptualizations of what it means to be an "animal", what constitutes’ animal agency and animal subjectivity irrespective of humans and their often utilitarian lens. We will do this by investigating how animals through these texts have been represented, imagined and reconfigured whether allegorically or otherwise as communities and in relation to humans and the environment and the implications of that. Finally, we will explore what a poetics of animal studies in these cultural and literary traditions could look like. The course will consist of multiple forms of evaluation like participation, Glow posts, essays, experiential reflections and creative tasks.

**Class Format:** This class will be offered remotely synchronously twice a week (75 minutes each session), in addition to prerecorded asynchronous material at times.

**Requirements/Evaluation:** The course will consist of multiple forms of evaluation like participation, Glow posts, essays, experiential reflections and creative tasks.

**Prerequisites:** None

**Enrollment Limit:** 12

**Expected Class Size:** 10

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

**Distributions:** (D1) (DPE)

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

COMP 323 (D1) ARAB 323 (D1) ENVI 321 (D1)

**Difference, Power, and Equity Notes:** This course deals with different literary traditions and their aesthetics. The approach is both synchronic and diachronic by looking at texts and their texts from different time periods and at different genres. The course will be examining what it means to be an "animal" vis-a-vis human beings and their environment and animal agency in these literary traditions as opposed to the often utilitarian lens that animals have often been viewed through.

Fall 2020

SEM Section: R1 MW 11:45 am - 1:00 pm Radwa M. El Barouni

**ARAB 329 (S) Against the Grain: The Counternarratives of Historical Fiction in the Arab World** (DPE) (WS)

**Cross-listings:** ARAB 329 HIST 303

**Primary Cross-listing**

In 2011, a few months after the large scale protests in Egypt that led to Mubarak’s forced abdication of power, a story circulated in social media that was then picked up by traditional media about the fabrication of a key image that goes back to the 1973 war. Every October on the annual anniversary of the war, pictures reappeared in the media, commemorating the event. A widespread one was one of Mubarak, then a major general in the army and commander of the air force, standing right next to al-Sadat looking lost in thought, while everyone else is focused on al-Sadat as he explains routes and war plans on the maps in front of them. The image had been photoshopped. Sa’d al-Shathl’ who was chief of staff during the 1973 war was “airbrushed out of history” to be replaced by Mubarak in the photo, allowing for an altered historical narrative about each man’s respective role and importance. Because of such incidents, the difficulty or impossibility of accessing “official” archives and the control of historical narratives by the state, historical fiction as a genre is of added significance in the Arab world. In this course, we will be examining eight works of Arabic historical fiction in translation, transregionally from the late nineteenth century to the present, with a focus more on the last few decades. Historical fiction will be examined both as *epistêmê* and as *technê* to explore its associated aesthetics and incorporation of different archives, documents and forms. We will be exploring the possibility of considering historical fiction as an alternative archive that opens up new definitions and forms of experiences, community and subjectivity instead of the traditional narrative of the nation-state. Alongside the novels that will vary from a whodunnit in contemporary Lebanon (*The Mehlis Report* by Rabee Jaber) to a work that is about the fall of Granada in 15th century Spain (*Granada* by Radwa Ashour), we will be reading theoretical texts alongside the novels.

**Requirements/Evaluation:** participation and engagement with material in class: 30%; four 5 page papers: 20%; presentations/debates: 15%; mid-term term project: 15%; end of term paper: 20%

**Prerequisites:** statement of interest

**Enrollment Limit:** 19
Enrollment Preferences: Arabic Studies majors and certificate students

Expected Class Size: 15

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

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ARAB 329 (D1) HIST 303 (D2)

Writing Skills Notes: Four 5-page papers long papers evenly spaced through the semester, a mid-term project and a research paper 10 pages long.

Difference, Power, and Equity Notes: The course aims to engage with how historical narratives have traditionally privileged those who have power, and thus see literary texts as an alternative archive that allows for counter narratives that show an array of experiences and redefinition of subjectivity and community outside of the traditional paradigm of the nation state and which allows the dismantling of the monolithic presentation of historical narratives in and of the Arab world.

Not offered current academic year

ARAB 331 (F) Popular Culture in the Arab World: Youth, Populism, and Politics (DPE)

Cross-listings: ARAB 331 COMP 332

Primary Cross-listing

Since the uprisings in the Arab world in 2011 and the counter-revolutions that followed, much attention has been paid to the significant role of the "popular" in creating social and political transformations. The voice of the youth and "the street," in particular, emerged as massive sources and sites for political mobilization. But, are these categories identical? Does youth culture equal popular culture? This survey course is designed to provide students with an introduction to the different layers that constitute popular culture in the Arab world since the decolonization of Arab states in the 1950s. Questions that we will ask include: What constitutes "popular culture" in the Arab world? How is it different than folk culture, mass culture, or "high" culture? Who are the key players in the creation and dissemination of "popular" culture? Besides globalization, for example, what other social, political and economic dynamics engulf the definition of the "popular"? What are modes of self-fashioning and representation of Arab identity that characterize this culture? To answer these questions we will examine original sources (with English translation) that include a graphic novel, political cartoon and graffiti, documentaries, TV shows, soap operas, video clips, music, comedy, blogs, news and social media. A selection of essays from anthropology, Arab culture studies, political science, journalism, and online videos will be used to provide historical and critical context for the material discussed in class.

Requirements/Evaluation: active class participation, two shorter papers (3-4 pages), two film reviews and critical reflections (1-page), a performance, and a longer final paper (7-10 pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students majoring in or considering a major in Arabic Studies

Expected Class Size: 19

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

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ARAB 331 (D1) COMP 332 (D1)

Difference, Power, and Equity Notes: As the course description explains, this course engages the concept of the popular through a critical examination of difference, power, and equality in the context of national revolt against colonialism, dictatorship, and socioeconomic injustice in the Arab world since the 1950s. The content will focus on addressing how voices from the margins, particularly the youth, the urban poor, and women, articulated a political language of popular resistance against the dual hegemony of state and colony.

Not offered current academic year

ARAB 332 (F) Islam and Feminism

Cross-listings: WGSS 334 REL 332 ARAB 332

Secondary Cross-listing

This course examines the relationship between feminism and Islam, focusing particularly on Islamic feminist scholarship. We will take a genealogical
approach to our study of Islamic feminism tracing the different discourses that have informed and shaped the field. The first part of the course will begin with a critical examination of orientalist and colonial representations of Muslim women as oppressed and in need of liberation. We will then explore Muslim responses so such critiques that were entwined with nationalist and independence movements. This historical backdrop is critical to understanding why the question of women and their rights and roles become crucial to Muslim self-understanding and Islamic reform. The second part of the course will focus on major intellectuals and thinkers who have influenced Islamic feminism. Finally, the last part of our course will explore the breadth of Islamic feminist literature, covering the following themes: 1) feminist readings of scripture; 2) feminist critiques of Islamic law; and 3) feminist theology.

Requirements/Evaluation: weekly responses, four 2- to 3-page essays
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: Religion, Arabic Studies, Women's, Gender and Sexuality Studies, History majors
Expected Class Size: 10
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 334 (D2) REL 332 (D2) ARAB 332 (D2)

ARAB 346 (S) Revolutions and Counter-Revolutions: Narratives from the Arab World, Latin America and the Caribbean (DPE)
Cross-listings: ARAB 346 COMP 346

Secondary Cross-listing
This course offers a South-South comparative reading of revolutions and counter-revolutions in the second half of the 20th century in the Arab World, Latin America and the Caribbean. Throughout we will read novels and watch films that focus on histories of social movements, post-independence revolutions, indigenous autonomies, dictatorship, and counter-revolutions with the aim to investigate narratives of people power vs. absolute power, insurgency vs. neocolonialism, utopias and dystopias. A comparative and critical reading of these texts will introduce you to the complex histories of national liberation, state terrorism and democratic imagination in two geographies in the Global South that share similar struggles against Euro-American imperialism. These texts will also familiarize you with an alternative, yet foundational, canon of Arabic, Latin American and Caribbean literatures and cinema, particularly from the post-Sixties generation in the Arab world and the post-Boom Latin American generation. Although this course is conceptualized as a South-South comparative reading of revolution and counter-revolution, it does not adhere to strict geographical parallels between the Arab World, Latin America and the Caribbean. It is mapped, however, according to major critical questions and thematic tropes that inform this topic. For example, how do contemporary Iraqi and Chilean writers and filmmakers write an aesthetic of evil in narratives that investigate the legacy of prolonged dictatorship? How do national novels in Mexico and Palestine depict parallel movements of indigenous resistance and anti-capitalist struggles? What motifs of dystopia are illustrated in narratives about post-revolution civil wars in Argentina and Syria? What histories of popular nationalism and socialism are revealed in feminist memoirs from Egypt and Cuba from the 1960s and 1970s?

Requirements/Evaluation: active class participation, two short papers (3-4 pages), two film reviews (1-page), two critical reflections (1-page), a performance, and a final paper (7-10 pages)
Prerequisites: none
Enrollment Limit: 19
Expected Class Size: 19
Grading: no pass/fail option, yes fifth course option
Distributions: (D1) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
ARAB 346 (D1) COMP 346 (D1)

Difference, Power, and Equity Notes: This course will explore difference, power, and equality through a comparative reading of narratives of dissent and revolt. The novels examines the effects of class, race, ethnicity, gender and sexuality on social and economic inequalities that ultimately have mobilized revolutions in the Arab world, Latin America, and the Caribbean since the 1960s. Reading narratives of socialist revolutions from the Global South, students will hone skills to address global injustices and neoliberalism.

Not offered current academic year
Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israelite Universelle’s schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews’ departure from their ancestral lands left a socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, ethnographies, historiographical works, and anthropological texts alongside documentaries films, the students will understand how literature and film have become a locus in which amnesia about Arab/Berber Jews is actively contested by recreating a bygone world. Resisting both conflict and nostalgia as the primary determinants of Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

Class Format: The course will be offered both in-person and remotely. Students enrolled remotely are required to watch the recorded videos of the in-person sessions in order to stay abreast of the discussions that take place in the classroom and enrich their engagement with the materials assigned in the course.

Requirements/Evaluation: 400-word weekly, focused responses on Glow; a book review (600 words); two five-page papers as mid-terms; one ten-page final paper; one presentation.

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students interested in critical and comparative literary, religious or historical studies.

Expected Class Size: 19

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

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 268 (D2) ARAB 363 (D1) COMP 363 (D1) JWST 268 (D2)

Writing Skills Notes: Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on each written work to improve students' writing skills. Students are required to incorporate the feedback to improve their drafts before they become final. Students will receive detailed and consistent feedback about their writing in Arabic language. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Students in this course will understand the historical process that lead to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.

Fall 2020

SEM Section: H1  MW 10:00 am - 11:15 am  Brahim El Guabli

ARAB 368  (F)  Arab Women Writers: Remapping Urban Narratives

Cross-listings: COMP 368  ARAB 368  WGSS 368

Primary Cross-listing

In "The Lover of Blue Writing above the Sea," (1995) a poem written to console a lover after the death of his beloved, Syrian poet, Ghada al-Samman, pens: "If you are sad and burn the edge of my book/i shall come to you/like the genie in my grandmother’s Damascene stories..." As these lines imply, the fantastic grandmother's Damascene stories have the power to equally amend broken hearts and restore memories of loss. In this course, we will adopt "the grandmother's Damascene stories" as a conceptual metaphor that guides our line inquiry into the intersection of Arab women’s narrative and the city. We will read novels and short stories by Arab women writers about cities and capitals in the Arab world and the diaspora. The goal of this course is not only to familiarize students with prominent Arab women novelists, such as Hoda Barakat, Radwa Ashur, Liana Badr, Raja’a Alem, Alia
Mamdouh, and Ahlam Mosteghanemi, among others, but also to introduce them to the literary and visual cartography of Beirut, Granada (via Cairo), Ramallah, Mecca, Baghdad, and Constantine, respectively. We will also read short stories about other cities in the world, such as New York, Paris, London, Buenos Aires and Tokyo among other world metropolises. Questions we will address include: How does the city appear as a protagonist? How do Arab women novelists represent nationhood, modernity, memory, love, war, sexuality and religion, among other themes, in their construction of urban narratives? How do these narratives map an Arab feminist metropolis? How do Arab women writers represent cities beyond the Arab world? To answer these questions, we will also look at Arab women's blogs and watch films that focus on the city as a site for spatial articulation of national histories, popular revolutions, and feminist public spheres.

Requirements/Evaluation: active class participation, several short response papers, three short papers (3-5 pages), a final performance project, and a final paper (7-10 pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies majors and Comparative Literature majors

Expected Class Size: 15

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

Distributions: (D1)

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

COMP 368 (D1) ARAB 368 (D1) WGSS 368 (D2)

Not offered current academic year

ARAB 369  (S)  Indigenous Narratives: From the Fourth World to the Global South  (DPE) (WS)

Cross-listings: GBST 369  HIST 306  COMP 369  ARAB 369

Secondary Cross-listing

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Tashelhiyt Berber tales in Morocco, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

Class Format: Course will be offered remotely.

Requirements/Evaluation: active class participation, several short response assignments (3-4 pages), two film reviews (1 page), a performance project, and a final paper (7- to 10 -pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

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

Distributions: (D1) (DPE) (WS)

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

GBST 369 (D2) HIST 306 (D2) COMP 369 (D1) ARAB 369 (D1)

Writing Skills Notes: This course will enable students to write weekly while engaging with various forms of writing skills: articulating arguments in short response papers (3-4 pages each), developing visual criticism through writing two film reviews, (1 page each), journaling through writing a personal reflections on a performance project, and honing research language in producing a final paper of 7-10 pages. Instructor’s feedback and peer
review sessions will include review of drafts and argumentative structures.

**Difference, Power, and Equity Notes:** At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.

Spring 2021
SEM Section: R1  MR 1:30 pm - 2:45 pm  Amal Eqeiq

**ARAB 397  (S)  Independent Study: Arabic**

Arabic Studies independent study.

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

**Distributions:**  (D1)

Not offered current academic year

**ARAB 401  (F)(S)  Topics in Advanced Arabic: Contemporary Arab Cinema  (DPE)  (WS)**

The Arab world is a fascinating region with rich traditions and vibrant societies. Through an exploration of contemporary Arab cinema, this course will introduce you to issues in modern Arab societies that represent the diversity of the region as well as the shared concerns and challenges. We will analyze select movies and texts, exploring how Arab filmmakers represent social, political, and economic change and realities in their societies. Some topics include nationalism and national identity, gender identities, civil wars, religion, social justice, and the recent revolts. The course will be conducted in Arabic, and we will employ linguistic and paralinguistic analyses of the movies as a means to explore modern Arab thought and cultures.

**Class Format:** The course will be offered remotely (Final course format to be determined closer to the semester)

**Requirements/Evaluation:** class participation, daily writing and reflections, quizzes, blogs, leading a movie discussion, and a final project.

**Prerequisites:** ARAB 302 or equivalent.

**Enrollment Limit:** 19

**Enrollment Preferences:** if the course is overenrolled, preference will be given to Arabic majors.

**Expected Class Size:** 5-7

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

**Distributions:**  (D1)  (DPE)  (WS)

**Writing Skills Notes:** Students will engage in daily writing and reflections involving prose responses to discussion prompts, movies, YouTube videos, articles, and quiz prompts. The students will also write blogs, a minimum of one speech, and a 5-7 pp. final research paper. The instructor will give daily feedback on students’ writing as well as training in writing skills to advance their writing abilities.

**Difference, Power, and Equity Notes:** The students will engage in an exploration of social, political, and economic realities in Arab societies. They will examine similarities and differences across a variety of contexts involving differential power dynamics, biases, and gender roles. They will reflect on issues of power based on internal and external factors in these societies as positioned in a region torn by political, social, and religious conflicts.

Fall 2020
SEM Section: H1  MW 1:30 pm - 2:45 pm  Brahim El Guabli

Spring 2021
SEM Section: R1  MW 1:30 pm - 2:45 pm  Lama Nassif

**ARAB 408  (F)  Appropriating History. Who Owns the Past?  (DPE)  (WS)**

**Cross-listings:**  HIST 489  ARAB 408

**Secondary Cross-listing**

Who owns the past? How have modern states appropriated history? The political use of history is a critical ingredient in any nationalist discourse. In such narratives, the selective utilization of archaeology and ancient history often serves important functions in articulating a conscious and deliberate
national history. Thus, in nationalist renderings, archaeological sites and artifacts are not merely relics of the past; they can also be potent and conspicuous symbols of national identity for the modern nation-state. In the Middle East, with its rich archaeological heritage, the relationship among politics, nationalism, and archeology has been particularly strong and interesting. This tutorial addresses the powerful nexus between history and nationalism with a special emphasis on the Middle East. It will explore the battle over who controls history and the "stuff" of history such as antiquities, land, heritage sites, and museum exhibitions and how that control has expressed itself in several Middle Eastern countries, including Iraq, Israel, Turkey, Egypt, Lebanon, and Iran. Furthermore, it will discuss how archaeology entered the political discourse, the ethics of repatriation and appropriation, and archaeology's role in contested terrains and political disputes.

Class Format: This tutorial can be taken entirely Remote. On campus students may request in-person tutorial sessions, pending the agreement of other students and the availability of appropriate rooms.

Requirements/Evaluation: Format: tutorial. Requirements: 5-7 page essays or 2-3 response papers due each week

Prerequisites: None, though a demonstrated interest in the Middle East is important.

Enrollment Limit: 10

Enrollment Preferences: Seniors and to History and Arabic Studies majors.

Expected Class Size: 8

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

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 489 (D2) ARAB 408 (D2)

Writing Skills Notes: As a tutorial, students will receive extensive feedback on their writing each week both from the professor and their partner. Further, students will be given the opportunity to rewrite two of their papers in light of the criticism that they receive during the semester.

Difference, Power, and Equity Notes: This is a tutorial on a particular form of power, namely how the powerful seek to control the past. The ultimate question that this tutorial seeks to answer is: who owns the past? Which history is emphasized and which histories are overlooked? How do modern nation states in different Middle Eastern states cherry-pick the past in order to maintain and develop a national narrative that is suitable to the political and economic powers often at the expense of religious or linguistic minorities.

Fall 2020
TUT Section: RT1 TBA Magnús T. Bernhardsson

ARAB 409 (F) Crescent, Cross, and Star. Religion and Politics in the Middle East

Cross-listings: GBST 409 ARAB 409 HIST 409

Secondary Cross-listing

Is religion the most powerful force in the Middle East? Is religion becoming more prominent in the political sphere and what impact will that have on religious minorities and the status of women in the Middle East? Using a case study and historical approach, this course will consider the development of religiously inspired political ideologies in the Middle East in the 19th and 20th century. We will explore the experience of Iran, Turkey, Israel, Egypt, Saudi Arabia, Lebanon and Jordan and evaluate role of religious actors, institutions, and ideologies in constructing national identities, policymaking, state-building, regime change, conflict, and war.

Requirements/Evaluation: class participation and a 25-page research paper

Prerequisites: none; preference will be given to History, Jewish Studies and Arabic Studies Majors and to those who have taken History 207

Enrollment Limit: 19

Enrollment Preferences: History majors

Expected Class Size: 12

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

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
GBST 409 (D2) ARAB 409 (D2) HIST 409 (D2)

Not offered current academic year
ARAB 411  (F)  Happy Holidays! A Comparative History of Commemorations and Festivals

Cross-listings:  REL 321  HIST 411  ARAB 411

Secondary Cross-listing

What do our holidays tell us about ourselves and our societies? This seminar in religious, political and cultural history is in two parts. In the first half, we will explore the major holidays and festivals that emerged in the Middle East among the three monotheistic religions (Judaism, Christianity, and Islam). It will examine how certain events became ritualized and then spread to different parts of the globe and were adapted to specific cultural situations. We will consider the role of myth and commemoration and how various religious holidays are celebrated in different ways around the world. The second part of the seminar focuses on secular holidays with particular attention to the Modern Middle East. Which events are commemorated and how and what are the political implications of these celebrations?

Requirements/Evaluation:  several short response papers and a 20- to 25-page final paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: seniors, especially History and Arabic Studies majors

Expected Class Size: 12

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

Distributions: (D2)

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

REL 321 (D2) HIST 411 (D2) ARAB 411 (D2)

Not offered current academic year

ARAB 412  Advanced Readings in Contemporary Arabic Literature

This course, taught in Arabic, aims at providing students with a deeper understanding of contemporary Arab literature. By navigating different literary moments, foci and genres, the course will offer a panoramic view of the contemporary literary map of the region. While the course will focus on some mainstream writers such as the Egyptian Naguib Mahfouz and the Sudanese Tayyib Salih, it will also feature stateless and non-canonical writers such as Alaa Al-Sarky and young poets using ‘amiyya’ or colloquial Arabic as their main tool of expression. We will read short stories, excerpts from novels, literary critiques, interviews with authors, examples of classical and lyrical poetry, as well as watch a number of movies based on literary adaptations. Through examining representative literary texts from various parts of the Arab region, students will not only broaden their awareness of the socio-political and cultural dynamics emanating from these works, but will also improve their linguistic and stylistic knowledge of Arabic at more sophisticated levels.

Requirements/Evaluation: active participation in class, reading responses, presentations, blogs, quizzes, final paper

Prerequisites: ARAB 302 or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: Arabic Studies majors and certificate students

Expected Class Size: 10

Grading:

Distributions: (D1)

Not offered current academic year

ARAB 415  (S)  Examining the Arab Cultural Landscape: What does Arabic Media Actually Say  (DPE) (WS)

How does Arabic media represent the Arab landscape? This course will examine Arabic media as a window to the understanding of modern Arab though and culture. It will discuss how issues of political, historical, social, and economic significance in the Arab world are discussed, debated, and analyzed. Some issues include political and social freedoms, inter-Arab relations, national identity, recent revolts, gender identities, the Arabic language in a changing world, and technology in the age of globalization. The course will explore these issues as represented in the language of print, internet, television, movies, and social media, and we will employ linguistic and paralinguistic analysis of these resources.

Class Format: This course will involve two 75-minute sessions in addition to a weekly discussion session with the TA.

Requirements/Evaluation: active participation in class, daily assignments, blogs, quizzes, presentation, final project

Prerequisites: ARAB 302
ARAB 416  (S)  Arabic Short Stories: Societies, Cultural narratives & Literary aesthetics

In this course we will explore the literary languages of Arabic and as well as various political and socio-economic issues via a selection of short stories that hail from geographically diverse authors. Being attentive to detailed readings of the text, their context, and the environment within which the author composed the text in question, we will weave our way through these short stories, developing the four language skills in addition to cultural competency. Although the course will avoid the monolithic approach of reading these stories as a social document that is a reflection or mirror of their societies, and will be equally concerned with the aesthetics of the Arabic literary narratives, the socio-economic and political issues discussed in the stories will be of relevance to the broader realms of Middle Eastern studies writ large. Tradition vs. modernity, the individual in opposition to the state, and gender issues are just some of the themes that will be discussed. In addition to the short stories provided, the class will engage in complimentary activities and material, like links to open source online videos and articles to expand on our knowledge of specific Arabic cultural and sociological phenomena. In addition to enhancing students' listening, speaking, reading and writing skills, close, critical attention will be paid to deepening students' cultural competence.

Students are expected to give three presentations through the course of the semester, write weekly response papers in Arabic, participate in a collective project, and produce a final paper about a topic of their choosing in consultation with the instructor.

Requirements/Evaluation:  active participation, three presentations, collaborative project, final paper

Prerequisites:  ARAB 302 or permission of the Instructor

Enrollment Limit:  12

ARAB 420  (F)  Current Events from the Maghreb and the Middle East

Students in this course will engage with authentic materials from Arabic media, covering the Maghreb and the Middle East. Using original content from newspapers, magazines, websites, TV channels, podcasts, and specialized news outlets, the course will take students from intermediate high to advanced high level. Through their active engagement with the course materials, students will acquire a very diverse vocabulary, strengthen their mastery of Arabic grammar, and perform advanced linguistic skills in Modern Standard Arabic (MSA). Moreover, students in this course will be able to produce substantial narratives about complicated and abstract topics, argue for or against an idea, and discuss a variety of topics in MSA. In addition to enhancing students' listening, speaking, reading and writing skills, close, critical attention will be paid to deepening students' cultural competence.

Students are expected to give three presentations through the course of the semester, write weekly response papers in Arabic, participate in a collective project, and produce a final paper about a topic of their choosing in consultation with the instructor.

Requirements/Evaluation:  active participation, three presentations, collaborative project, final paper

Prerequisites:  ARAB 302 or permission of the Instructor

Enrollment Limit:  15
Enrollment Preferences: Arabic Studies majors and certificate students
Expected Class Size: 8
Grading: no pass/fail option, no fifth course option
Distributions: (D1)
Not offered current academic year

ARAB 427  Revolutions & Revolutionaries in the Arab World's Modern History  (DPE) (WS)
What is the difference between a [Thawrah] (revolution), an ['Inqil'b Sha'ab'] (popular led-coup) and an ['Intif''ah] (uprising)? Was the 2011 "Arab Spring" the first time that people in the Arab world had revolted against their governments? Were the 1977 bread "riots" in Egypt an ['Intif''ah] or revolution that was quelled promptly? How does the 1958 coup in Iraq compare to the coup there five years later in 1963 or other coups across the Arab world? What were the role of the Amazigh in North Africa in rebelling against colonialism? In this course, we will be looking transnationally at the different revolutions, uprisings and coups that have taken place in the Arab world in its modern history. Through a variety of medium, the course will explore the socio-political and economic factors that resulted in these instances in history and the effects thereof. We will also be looking at the cultural production that flourished after revolutions, coups and uprisings from the blatantly propagandist to the nuanced and subversive! The course will be entirely in Arabic and aims to take participants from intermediate high to the advanced-mid/high level according to ACTFL standards. The course will be engaging with and developing, on a weekly basis all five language skills: reading, writing, listening, speaking and cultural proficiency and will focus on the language functions that are required at this level. This writing intensive course will consist of multiple forms of evaluation such as participation, debates, presentations, a mid-term video project and an end of year writing project.

Class Format: flipped classroom

Requirements/Evaluation: writing assignments, participation, debates, presentations, a mid-term video project, and an end of year writing project
Prerequisites: having done three years of Arabic language and preferably time abroad
Enrollment Limit: 10
Enrollment Preferences: seniors

ARAB 480  (F) Interpretations of the Israeli Palestinian Conflict  (DPE)

Cross-listings: ARAB 480  GBST 480  JWST 480  HIST 480

Secondary Cross-listing
This tutorial addresses the powerful, competing, and bitterly contested historical narratives that underpin the Israeli-Palestinian conflict. Both Israelis and Palestinians appeal to history to legitimize their territorial claims and to justify contemporary action. Special attention will be paid to the interpretations of key historical moments, especially the 1948 and 1967 wars, and on the contrasting views of some of the core issues of the conflict (Jerusalem, refugees, settlements, terrorism).

Requirements/Evaluation: 5- to 7-page essays or 2-page critiques due each week and a final report (3-4 pages) at the end of the semester
Prerequisites: none, though some academic experience with Middle East materials is preferred
Enrollment Limit: 10
Enrollment Preferences: History majors and Arabic Studies majors and Jewish Studies concentrators

ARAB 480  (F) Interpretations of the Israeli Palestinian Conflict  (DPE)

Cross-listings: ARAB 480  GBST 480  JWST 480  HIST 480

Secondary Cross-listing
This tutorial addresses the powerful, competing, and bitterly contested historical narratives that underpin the Israeli-Palestinian conflict. Both Israelis and Palestinians appeal to history to legitimize their territorial claims and to justify contemporary action. Special attention will be paid to the interpretations of key historical moments, especially the 1948 and 1967 wars, and on the contrasting views of some of the core issues of the conflict (Jerusalem, refugees, settlements, terrorism).

Requirements/Evaluation: 5- to 7-page essays or 2-page critiques due each week and a final report (3-4 pages) at the end of the semester
Prerequisites: none, though some academic experience with Middle East materials is preferred
Enrollment Limit: 10
Enrollment Preferences: History majors and Arabic Studies majors and Jewish Studies concentrators

ARAB 480  (F) Interpretations of the Israeli Palestinian Conflict  (DPE)

Cross-listings: ARAB 480  GBST 480  JWST 480  HIST 480
This course is cross-listed and the prefixes carry the following divisional credit:
ARAB 480 (D2) GBST 480 (D2) JWST 480 (D2) HIST 480 (D2)

**Difference, Power, and Equity Notes:** This course challenges students to engage with difference and power in the Israeli Palestinian conflict though the reading of historical works that have different political motivations. Students will develop tools to comprehend the complexities of perspectives in Israel and Palestine. Students will gain a better understanding of nationalism, state power, inequality, victimhood, desperation, corruption, and injustice and gain tools to seek equitable solutions to the conflict in the future.

Not offered current academic year

**ARAB 493 (F) Senior Thesis: Arabic Studies**
Arabic Studies senior thesis; this is part of a full-year thesis (493-494).

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

**Distributions:** (D1)

Fall 2020
HON Section: H1 TBA Magnús T. Bernhardsson

**ARAB 494 (S) Senior Thesis: Arabic Studies**
Arabic Studies senior thesis; this is part of a full-year thesis (493-494).

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

**Distributions:** (D1)

Spring 2021
HON Section: H1 TBA Magnús T. Bernhardsson

**ARAB 498 (F)(S) Independent Study: Arabic**
Arabic Independent Study. Topic and methodology will be determined by instructor and student.

**Requirements/Evaluation:** depends of topic and methodology but could include a translation, a 25 page paper, or a short story

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

**Distributions:** (D1)

Fall 2020
IND Section: H1 TBA Magnús T. Bernhardsson

Spring 2021
IND Section: H1 TBA Magnús T. Bernhardsson

**Winter Study**

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**ARAB 31 (W) Senior Thesis: Arabic Studies**
Arabic Studies senior thesis.

**Class Format:** thesis

**Grading:** pass/fail only

Not offered current academic year

**ARAB 88 (W) Arabic Sustaining Program**
Students registered for ARAB 101-102 are required to attend and pass the Arabic Sustaining Program. However, students are also required to register for a regular Winter Study course. Once the regular Winter Study registration process is complete, the Registrar's Office will automatically enroll you in the Sustaining Program. Check your class schedule to confirm enrollment.

Grading: pass/fail option only

Not offered current academic year

**ARAB 99 (W) Independent Study: Arabic**

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

Class Format: independent study

Grading: pass/fail only

Not offered current academic year
ART (Div I)
ART HISTORY

Co-Chairs: Professors Elizabeth McGowan and Amy Podmore

- Cecilia Aldarondo, Assistant Professor of Art
- Laylah Ali, Francis Christopher Oakley Third Century Professor of Art; on leave 2020-2021
- Michelle M. Apotsos, Associate Professor of Art
- Ben Benedict, Senior Lecturer
- Mari Rodriguez Binnie, Assistant Professor of Art; on leave 2020-2021
- William B. Binnie, Visiting Lecturer in Art
- Johanna Breiding, Assistant Professor of Art
- C. Ondine Chavoya, Professor of Art; affiliated with: Latina/o Studies Program
- Michael Conforti, Lecturer in the Graduate Program in Art History; affiliated with: Art Department
- Holly Edwards, Senior Lecturer in Art
- Michael A. Glier, Alexander Falck Class of 1899 Professor of Art
- Marc Gottlieb, Halvorsen Director of the Graduate Program in Art History; affiliated with: Art Department
- Guy M. Hedreen, Amos Lawrence Professor of Art
- Catherine N. Howe, Lecturer in Art
- Frank Jackson, Visiting Assistant Professor of Art
- Michael J. Lewis, Faison-Pierson-Stoddard Professor of Art History; on leave Fall 2020
- Peter D. Low, Professor of Art
- Elizabeth P. McGowan, Art Dept Co-Chair & Chair of Art History, Robert Sterling Clark Professor of Art
- Murad K. Mumtaz, Assistant Professor of Art
- Amy D. Podmore, Art Dept Co-Chair & Chair of Studio Art, J. Kirk T. Varnedoe 1967 Professor of Art
- Kailani Polzak, Assistant Professor of Art; on leave 2020-2021
- Sarah Rara, Assistant Professor of Art
- Pallavi Sen, Assistant Professor of Art
- Stefanie Solum, Professor of Art
- Carolyn J. Wargula, Visiting Assistant Professor of Art
- Stephanie J Williams, Arthur Levitt, Jr. ’52 Artist-in-Residence

The Department offers students different paths to explore the vital connection between visuality and creativity. With courses of study in the History of Art and the Practice of Studio Art (or a combination of History and Studio), the Major is designed to train students to develop the technical, conceptual, critical, and historical tools they need to engage the visual world.

ADVISING

Majors are expected to discuss their choice of courses and path through the major with their advisor or another professor in the department. Official departmental advisors for each route through the major (listed here below) are available to field general questions concerning curriculum, requirements, and planning to study away.

Art History Faculty Advisor: Guy Hedreen
Art Studio Faculty Advisor: Amy Podmore
ART HISTORY

The history of art is different from other historical disciplines in that it is founded on direct visual confrontation with objects that are both concretely present and yet documents of the past. We emphasize analysis of images, objects, and built environments as the basis for critical thought and visual literacy. In addition to formal and iconographic analysis, we use the work of other disciplines to understand visual images, such as social history, perceptual psychology, engineering, psychoanalysis, cultural studies, and archaeology. Because of its concentration on visual experience, the Art History major increases one’s ability to observe and to use those observations as analytical tools for understanding history and culture.

Major Requirements

The Art History major requires a minimum of nine courses:

Any three of the following six courses: ARTH 101, ARTH 102, ARTH 103, ARTH 104, ARTH 105 and ARTH 106

Any ARTS (studio) course.

Any two courses in Art History concerned with the following: one course in art history concerned with a period prior to 1800 and one course in art history concerned with post 1800.

ARTH 301 Methods of Art History

One 400-level Seminar or 500-level Graduate Seminar (in addition this course may be used to satisfy the pre-1800 or post-1800 requirement).

One additional course, at any level.

The faculty encourages students to construct a major with historical depth and cultural breadth. The numbered sequence of courses is intended to develop knowledge and skills appropriate to students’ level of experience, ultimately supporting original, independent work at the 400-level.

100-LEVEL COURSES require no experience in the subject. They are introductions to the field that develop students’ skills in visual analysis, interpretation, and written expression and argumentation.

200-LEVEL COURSES are introductions to specific fields within art history, but normally open to students with no experience in art history. Often, there is a significant lecture component to the courses.

300-LEVEL COURSES focus more closely on specific art-historical problems, or present material in a tutorial format. The goal of these courses is to build skills needed for independent research and sustained analytical writing. Generally, there is a higher expectation of student participation or initiative, and longer and/or more frequent writing assignments. In the 300 level, students learn to work with and evaluate different types of sources, research tools, historical perspectives, and methodological approaches.

400-LEVEL COURSES are intensive discussion-oriented seminars that emphasize critical analysis and build toward student-initiated, independent work (oral presentations and sustained, analytical research papers). Advanced majors who have taken ARTH 301 are encouraged to work at the 400 or 500 level, and papers produced in these courses are normally the basis for the senior thesis.

HISTORY AND STUDIO

This route offers students the opportunity to propose a course of study that investigates a particular medium or a particular issue bridging both wings of the department. Examples of past History and Studio projects include topics related to architecture, curating, and performance, but are not limited to these.

In many cases, it is better to choose an Art History or Studio Art route, taking additional courses in the other wing, as desired. The History and Studio route is offered as a third option and requires approval.

The application for the History and Studio route must include both a written statement and a list of proposed courses. It must be approved by an advisor from both Art History and Studio Art and be submitted to the department’s administrative assistant before registering for the major.

History and Studio students whose projects have a Studio emphasis have the opportunity to take the Senior Tutorial (ArtS 418) with permission of the instructor and to participate in the senior Studio exhibition. Those seniors with a History emphasis can apply to write a thesis and, if accepted, will be admitted to the required Winter Study and Senior Thesis Seminar (ArtH 494) which culminate in a thesis and thesis presentation. Or, a student may propose a senior independent study.

Major Requirements

The History and Studio major requires a minimum of nine courses:

Any TWO of the following six courses: ARTH 101, 102, 103, or 104, 105 or 106

ARTS 100-level course

ARTS 200-level course
THE DEGREE WITH HONORS IN ART

Students who wish to become candidates for the degree with honors must show prior evidence of superior performance in the major as well as research capabilities to carry out the proposed project.

Art History

To graduate with honors in art history, students are to enroll in the Senior Thesis Seminar (ARTH 494) during the Spring semester of their senior year, where they will develop an original research paper (completed in a prior course, a travel research project, or an independent study). To be admitted to the seminar, students must submit their original research paper to the Art Department's Administrative Assistant in Lawrence no later than the end of the reading period of the Fall semester. The paper must be properly formatted and include both illustrations and bibliography. It must additionally include a thesis project proposal of 500-700 words.

Students must also secure an academic advisor for their project and complete the advising Agreement Form (available from the Art Department’s Administrative Assistant) by the end of the reading period of the Fall semester. This form serves to verify: a) your advisor’s support of your project, and b) your advisor’s approval of your plans for Winter Study. Students should plan to dedicate Winter Study to work on their thesis project and, to this end, they should enroll in ARTH 31 immediately after (but not before) notification of admission into ARTH 494. (To avoid problems should they not be admitted to ARTH 494, students should pre-register in another Winter Study course). Because faculty are not usually available during this period, it is very important for students to plan, together with their advisors, a work schedule for Winter Study with concrete goals. Admission to the Senior Thesis Seminar will be determined by the instructor of the seminar, in consultation with the Art Department faculty. The important criteria for admission are: 1) the quality, originality, and potential of the research paper on which the thesis project will be based; 2) the availability of a suitable advisor for the project, and the commitment of that advisor to supervise the work during the Spring term; 3) strong past performance in the art history route to the Major; 4) completion of ARTH 301 by the time of the application (exceptions to this rule must be granted beforehand by the chair of the Department).

In early January, the instructor will notify students of their admission to the Thesis Seminar. Since enrollment is by invitation only, students should pre-register for four classes in the Spring semester. If invited to join the seminar, students should then drop one of those courses and add the Thesis Seminar during drop-add period. The Thesis Seminar is to be taken in addition to the nine required courses for the art history route to the Major. Once in the seminar, students will revise, refine, and expand on previous research and produce a paper of approximately 25 pages. At the end of the semester, they will present a shortened version of the paper to the faculty and public at the Williams College Museum of Art.

Students who have identified a thesis topic and secured an advisor may apply early (in the Spring semester of their junior year) in order to pursue—in relation to their thesis project—summer research opportunities and/or a faculty-sponsored independent study in the following Fall semester. The procedure and criteria for students applying early are the same as those outlined above. (That is, students applying early would likewise take the Winter Study and Spring courses). Materials for early application (the same as outlined above) would be due by 5:00 pm on the Thursday preceding Spring Break.

History and Studio

The route to honors is a combination of the art studio and art history routes to honors. At the beginning of senior year, a candidate for honors in History and Studio makes a proposal to two faculty members, one faculty advisor from each wing of the department. If both advisors agree to supervise the project, the candidate enrolls in an independent study and works through the Fall semester and Winter Study. The progress of the project is assessed by both advisors at the end of Winter Study; if the project is not well enough developed, the advisors may end it at that time. If the project is allowed to move forward, the student enrolls either in Senior Seminar (ARTS 418, for which they will need permission of the instructor), if the project is primarily a matter of making art, or in an Honors Independent Study, if it is primarily a writing project. The final project is submitted to the two advisors, who will determine whether or not it will receive honors.

STUDY ABROAD

The Art Department encourages students to travel during Winter Study, and to study abroad for a semester during the junior year. Students planning on studying abroad must: consult a departmental advisor, leave a copy of their Study Away Petition on file in the Department, and consider the required junior seminars (ARTH 301 and ARTS 319) that prepare students for the independent research and/or independent artistic production which is the focus of the senior year.
Art History

Art History majors must take ARTH 301 in their junior year unless they are planning to study abroad for a full year or unless there is only one section of 301 offered; in that case, they may take the required class in their senior year (and should consider taking the course as a second-semester sophomore). The Department does not pre-approve courses for the art history major, but will offer provisional credit for courses that appear to satisfy requirements for the major. Art history majors may satisfy no more than 3 requirements abroad (the ARTS requirement may be satisfied abroad only if the student is away for the full academic year. Student may not receive credit for 400-level work while abroad). Art history students should be aware that in many programs course selection is limited and is not known before one commits to the program. It may happen that none of the art history courses offered during the semester abroad satisfy distribution requirements for the major.

History and Studio

History and Studio majors must plan accordingly for their elected junior seminar. For art history courses taken abroad, history and Studio majors can seek provisional credit for courses that appear to satisfy requirements for the major. No provisional credit is possible for studio courses; students must submit their portfolios for review, and will receive credit only if the work completed abroad is deemed roughly equivalent in quality and quantity to coursework at the College (students should contact the Departmental advisor in studio for the portfolio review, and digital photographs are fine in the case that original work is not available). No more than 2 major requirements may be satisfied per semester while abroad (one in studio, one in history), with no more than 3 courses total. History and Studio majors cannot satisfy ARTS 319 or any 400-level courses abroad.

ARTH 101  (F)  Introduction to European Art Before 1700

Cross-listings:  ARTH 101  REL 105

Primary Cross-listing

A team-taught introduction to the art and architecture of Europe from the ancient Mediterranean to Baroque Italy. This course celebrates the glory of works of art as physical objects, to be viewed and contemplated, to be sure, but also often to be worshiped, worn, touched (even licked), held, exhibited, bought and sold, passed through or around, and lived in. To help students begin to appreciate how these works of art might have been understood by those who originally made and used them, the course sets its objects of study within a number of revealing historical contexts, from the social and the political to the philosophical and the art historical. To give students time with works of art, our discussion-centered conferences use the wealth of art resources in Williamstown: the Clark Art Institute, the buildings and sculpture of the Williams College Campus, and the Williams College Museum of Art.

Class Format:  This course has 2 components: lectures and conferences. The lectures will be twice weekly, asynchronous, and recorded. Conferences are once per week and synchronous (these small discussions of 5 students each will be taught in person for students in residence, and via Zoom for students enrolled remotely).

Requirements/Evaluation:  Three shorter essays, quizzes, engaged participation in conference sections

Prerequisites:  none

Enrollment Limit:  30

Enrollment Preferences:  none

Expected Class Size:  30

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

Distributions:  (D1)

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

ARTH 101 (D1) REL 105 (D2)

Fall 2020

CON Section: 02  T 9:45 am - 11:00 am  Peter D. Low
CON Section: 03  T 11:30 am - 12:45 pm  Stefanie Solum
CON Section: 05  R 9:45 am - 11:00 am  Stefanie Solum
CON Section: 06  R 11:30 am - 12:45 pm  Peter D. Low
LEC Section: H1  MW 12:00 pm - 12:50 pm  Peter D. Low,  Stefanie Solum
CON Section: R4  T 1:30 pm - 2:45 pm  Stefanie Solum
ARTH 102  (S)  Art and Architecture from the Age of Enlightenment to the Present
A semester-long, team-taught introduction to European and American art & architecture from approximately 1600 to the present. Students will learn how to analyze art made for the widest variety of purposes, from inspiration and contemplation to commemoration and condemnation. We will look at some of this era’s most deeply moving art, including works by Rembrandt and Maya Lin, Bernini and Frank Lloyd Wright, Van Gogh and Kehinde Wiley. To the extent that we are able, we will also spend time with original works and familiarize ourselves with the wealth of resources in Williamstown: the Williams College Museum of Art, the Clark Art Institute, and the Chapin Rare Book Library.

Class Format: discussion
Requirements/Evaluation: quizzes, midterm, two papers and a final exam
Prerequisites: none
Enrollment Limit: 30
Enrollment Preferences: art history majors
Expected Class Size: 30
Grading: yes pass/fail option, no fifth course option
Distributions: (D1)

Spring 2021
CON Section: 02  T 9:45 am - 11:00 am
CON Section: 03  T 11:30 am - 12:45 pm
CON Section: 05  R 9:45 am - 11:00 am
CON Section: 06  R 11:30 am - 12:45 pm
LEC Section: R1  MWF 12:00 pm - 12:50 pm  Michael J. Lewis, Catherine N. Howe
CON Section: R4  T 1:30 pm - 2:45 pm
CON Section: R7  R 1:30 pm - 2:45 pm

ARTH 103  (F)  East Asian Art  (DPE)
Cross-listings: ASST 103  ARTH 103

Primary Cross-listing
This course is an introduction to the history of East Asian art from prehistory to the present with particular emphasis on China, Korea, and Japan. Through four thematic units (memorialization, religion, nature, and identity), we look at artworks in their original contexts and consider how cross-cultural exchanges stimulated new interpretations across time and space. We examine a broad range of objects including ritual bronze vessels, Buddhist temples, landscape paintings, woodblock prints, and installations. We also discuss these artworks in relation to other forms of creative expression such as ritual practice, performance, and literature. How is East Asia defined geographically and culturally? How did the exchange in ideas, trade, and travel impact the formation of East Asian art? How do artworks and artifacts help us understand East Asia's past? These fundamental questions guide our discussion. Through this course, students learn to think critically about shared and diverse human experiences across cultures and historical periods. Students also reflect on historiographical issues surrounding East Asian art and analyze why certain types of artworks were historically underrepresented in museum spaces and academic scholarship. To contribute to public knowledge, students will also develop and edit a Wikipedia page on an artwork or artist of their choice. Visits to the Williams College Museum of Art and Special Collections also form an integral part of the course.

Class Format: Some classes may be conducted at WCMA; course content will be delivered asynchronously; interactive activities will take place in synchronous sessions
Requirements/Evaluation: Class participation, open-book midterm and final exam, 4 object or reading response papers (2-3 pages in length), key work presentation (5-7 minutes long), Wikipedia page editing project and presentation (5-7 minutes long)
Prerequisites: none
Enrollment Limit: 30
**Enrollment Preferences:** Open to all students regardless of major

**Expected Class Size:** 30

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

**Distributions:** (D1) (DPE)

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

ARS 103 (D1) ARTH 103 (D1)

**Difference, Power, and Equity Notes:** This course fulfills the Difference, Power, and Equity requirement by investigating the ways that migration and cross-cultural exchange shaped artistic developments in East Asia. Students will reflect on the cultural production of diverse peoples and traditions within this geographical region and confront the ways in which historical legacies of imperialism and colonialism continue to shape international relations.

Fall 2020

LEC Section: H1 WF 1:30 pm - 2:45 pm Carolyn J. Wargula

**ARTH 104 (F) Materials, Meanings, and Messages in the Arts of Africa (DPE)**

**Cross-listings:** ARTH 104 AFR 105

**Primary Cross-listing**

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

**Requirements/Evaluation:** weekly WCMA object lab reports, weekly reading discussion GLOW posts, bi-monthly quizzes (7 total), two reading response papers (3 pages each)

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** Art History and African Studies majors

**Expected Class Size:** 40

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

**Distributions:** (D1) (DPE)

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

ARTH 104 (D1) AFR 105 (D2)

**Difference, Power, and Equity Notes:** This course fulfills DPE requirements through its exploration of the differences between concepts of art in African and Western traditions, and how this difference has formed the foundation for hierarchies of power within the art world that have long disenfranchised and disempowered artists from the continent. This course highlights this historical platform in order to renovate established biases and assumptions about these objects that position them as 'primitive' or 'exotic' constructs.

Not offered current academic year

**ARTH 105 (S) Arts of South Asia (DPE)**

**Cross-listings:** ASST 107 ARTH 105

**Primary Cross-listing**

South Asia, which includes the modern-day nations of Afghanistan, Pakistan, India, Bangladesh, Sri Lanka, Nepal, Bhutan and Maldives, is often compared to the European continent. Regional societies in the Indian "subcontinent" are as distinct from each other as those of Italy, Germany and France. Similarly, they also differ in their language, dress, diet, rituals and politics. However, parallel to the wealth of diversity, South Asia also demonstrates a rich history of interconnectedness. This complex web of culture, language, religion and politics is best manifested in the arts of the
region. How does visual culture reflect regional variations? How does a survey of artistic style and iconography help uncover networks of exchange across South Asia? What role did the arts play in the expression of religious traditions such as Buddhism, Hinduism, Jainism and Islam? With these questions in mind, this course is designed as a survey of the arts of South Asia starting with the height of the Indus Valley Civilization in 2600 BCE and ending in 1857 CE, a date that marks the cessation of independent rule in South Asia. Using the study of architecture, painting, sculpture and textiles, students will learn how to make stylistic and iconographic analyses, while also improving their art historical writing and analytic skills.

**Requirements/Evaluation:** Weekly reading discussion GLOW posts. Two short quizzes. Mid-term. Final exam

**Prerequisites:** none, open to all students

**Enrollment Limit:** 25

**Enrollment Preferences:** First years, sophomores and juniors

**Expected Class Size:** 20

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

**Distributions:** (D1) (DPE)

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

ASST 107 (D1) ARTH 105 (D1)

**Difference, Power, and Equity Notes:** In addition to a survey, the course also highlights the conceptual differences between the arts of South Asia and Western constructs of art and culture. The survey will analyze how South Asian art was codified and examined during the colonial and post-colonial periods, and how that understanding has come to define the field over the last century. The course will encourage students to challenge longstanding biases and assumptions when studying these artworks.

Spring 2021

LEC Section: R1    MW 10:00 am - 11:15 am    Murad K. Mumtaz

**ARTH 106 (S) An Invitation to World Architecture**  (DPE)

What is architecture? Built form? Object? Space? How do we think about architecture as we move around, within, and through it? What can architecture tell us not only about material, design, and engineering, but also about the individuals, groups, and communities who make it? These inquiries provide the starting points for thinking about what architecture means as concept, space, and practice, and how it affects the ways in which human beings experience the world. As the primary mode through which we organize our lived reality, architecture not only channels human behavior into specific repertoires of action and reaction but also symbolizes beliefs, value systems, and ideas about the self, gender, nation, race/ethnicity, community, life, death, and the transcendent. Such themes, thus, constitute the critical lenses that students will use over the course of the semester to unpack how structural form has and continues to define the human condition in the broadest sense. Drawing from a variety of texts and examples that emphasize the diversity and complexity of architectonic traditions around the world, this course will analyze how individuals have employed architectural strategies to solve the problems of living within diverse contexts and how such spaces not only provide meaning in everyday life but also actively and dynamically order the world as space, object, environment, text, process, and symbol.

**Class Format:** Remote

**Requirements/Evaluation:** weekly discussion question submissions on GLOW, weekly written responses to class prompts, 1 individual presentation per student, group class projects

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** First / second years and senior art majors who need a 100-level course to fulfill their major requirements

**Expected Class Size:** 15

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

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** This course fulfills DPE requirements in two ways. First, it unsettles established presuppositions, biases, and predispositions that have positioned the "West" as "best" in canons of architectural history. Secondly, it explores how architecture - past and present - communicates, supports, and/or resists hierarchies of power and socio-political influence in society by acting as modes of propaganda, tools of imperialism, sites of resistance, and/or spaces of affirmation.
**ARTH 203  (S)  Chicana/o/x Film and Video**

**Cross-listings:** AMST 205  WGSS 203  LATS 203  ARTH 203

**Secondary Cross-listing**

Hollywood cinema has long been fascinated with the border between the United States and Mexico. This course will examine representations of the U.S.-Mexico border, Mexican Americans, and Chicanxs in both Hollywood film and independent media. We will consider how positions on nationalism, race, gender, identity, migration, and history are represented and negotiated through film. We will begin by analyzing Hollywood "border" and gang films before approaching Chicana/o/x-produced features, independent narratives, and experimental work. This course will explore issues of film and ideology, genre and representation, nationalist resistance and feminist critiques, queer theory and the performative aspects of identity. Through a focus on Chicana/o/x representation, the course explores a wide spectrum of film history (from the silent era to the present) and considers numerous genres.

**Class Format:** Remote. Discussion-oriented lecture class. The course will feature synchronous online class meetings. In addition to class meetings and readings, students will be expected to watch 3-5 hours of film per week on GLOW or in the library.

**Requirements/Evaluation:** one short paper, mid-term exam, final exam and take home essays

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** Art majors; LATS concentrators

**Expected Class Size:** 14

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

**Distributions:** (D1)

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

AMST 205 (D2) WGSS 203 (D2) LATS 203 (D2) ARTH 203 (D1)

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**ARTH 204  (F)  Historical Research in Dance and Performance Studies**

**Cross-listings:** ARTH 204  DANC 103

**Secondary Cross-listing**

This course is an introduction to the historical context of dance forms prevalent in the US and analysis of movement-based performances. While readings and viewings will focus on the socio-historical background of dance genres practiced at Williams and beyond, an important element of the course will be the practice of documenting, interpreting, and writing about performances as historical and cultural mediums. The course will enable students interested in dance, theatrical and visual arts (including advertising and marketing) to hone their skills in the practice of analyzing still and moving images, while also offering students of history and art history the opportunity to develop competency in historical research. This is primarily a discussion-based seminar course. Learning objectives: to understand the social and political contexts for various performance genres; to explore interdisciplinary and embodied modes of engaging with movement; to develop the ability to document, analyze, and write about dance as a historical and cultural text.

**Class Format:** This class will be held remotely and will include a combination of tutorial-like small group meetings, periodic synchronous sessions, and asynchronous work such as Glow posts or recorded lectures.

**Requirements/Evaluation:** short weekly assignments, two 5-7 page essays, two group presentations.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** first-years and sophomores

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option
This course introduces students to Buddhist art and architecture in Japan from its introduction in the sixth century through the present. We focus on the ways different communities—of the imperial court, immigrant artists, monks, women, and commoners—employed and venerated Buddhist images for political legitimacy, personal salvation, and worldly benefit. This course also examines how Japanese Buddhist imagery became aestheticized in the early twentieth century and appropriated later in modern and contemporary visual cultures. Some of the topics to be discussed include the reception of continental styles of Buddhist bronze sculpture, the relationship between mandalas and rituals, the role of women in developing Buddhist embroideries, and the Western reappraisal of Zen arts. Students will develop familiarity with the concepts and ideas underlying the production of Buddhist images and will gain foundational skills in analyzing the visual, material, and iconographic qualities of Japanese Buddhist art. For the final project, students will design a digital exhibition focused around one of the topics of the course.

Requirements/Evaluation: Class participation, 4 reading and object response papers (2-3 pages), and digital exhibition project (8-10-page proposal written in stages over the semester including a 10-minute presentation)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: First- and second-year students, but open to all

Expected Class Size: 20

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

Distributions: (D1)

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

ASST 205 (D1) REL 213 (D2) ARTH 205 (D1)

Spring 2021

LEC Section: H1 WF 1:30 pm - 2:45 pm Carolyn J. Wargula

This tutorial provides a focused study of the politics / poetics of visualization and identification associated with film and cinema about Africa from past to present. From colonial-era propaganda newsreels about Africa’s ‘fighting men’ to contemporary white-savior narratives that exploit current socio-political ruptures on the continent for epic effect, films about Africa produced by a primarily Western cinematic regime have proven themselves to be highly effective apparatuses for framing “Africa” as a concept to be summoned time and time again to tell different stories for different audiences, and in doing so privilege particular viewpoints and imaginaries. This tutorial will provide a space for robust discussion and debate about the various representative tropes, conceptualizations, and visualizations that have been used to shape the contours of “Africa” as understood by a primarily Western audience from past to present, and how these same tropes in many ways have come to define the nature of the relationship between film / cinema and the continent over the history of their engagement. In doing so, it will also address how strategic displays and narratives deployed by cinematic productions often support specific power dynamics that locate an idea of “Africa” within paradigms of specific cultural and political understanding. In zeroing in on how such films promote targeted realities for people and places within the continent, this tutorial will address how “Africa” in Western film and cinematic traditions is positioned within a particular framework of understanding that is more often than not irrevocably tethered to a Western imaginary.
Class Format: This tutorial will be predominantly remote, with student pairs meeting with the instructor on a weekly basis via Google hangouts. There may be options for in-person events as the semester progresses, but this is to be determined.

Requirements/Evaluation: targeted bi-monthly writing assignments (5-7 pages in length) and bi-monthly peer response papers (2 pages in length)

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Art History majors and seniors

Expected Class Size: 10

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

Distributions: (D1) (DPE) (WS)

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

ARTH 207 (D1) AFR 207 (D2)

Writing Skills Notes: This course fulfills Writing Skills requirements through its focus on the development of writing proficiency in terms of writing mechanics, syntax, and organization. It is also designed to help students craft a general approach to formulating a well-articulated, compelling argument. Students will receive extensive feedback on bi-monthly writing assignments from both the instructor and their peers as well as a comprehensive mid-semester critique from the instructor.

Difference, Power, and Equity Notes: This course fulfills DPE requirements through its exploration of issues of 'authentic' representation as they have been applied to representations of "Africa" displayed within the contexts of Western film and cinema. Through discussions of cultural capital and the politics of representation, students analyze how a general African 'identity' has been dictated by Western film culture and how this hegemony is currently being disrupted by an emergent generation of African artists and filmmakers.

Fall 2020

TUT Section: RT1 TBA Michelle M. Apotsos

ARTH 209 (S) The Art and Archeology of Maya Civilization

Cross-listings: ANTH 219 ARTH 209

Secondary Cross-listing

The ancient Maya civilization was one of the most sophisticated and complex cultures of prehispanic Central America. Its complex calendrics, astronomy, mathematics, art and hieroglyphic writing system are celebrated worldwide. The course will examine the trajectory and nature of ancient Maya civilization from the combined perspectives of archaeology and art history. The origins and evolution of the Maya states during the Preclassic period (1000 B.C. - A.D. 250) will be explored through the rich archaeological remains and Preclassic art styles. The Classic Maya civilization (A.D. 250-1000) will then be presented through a detailed survey of the archaeology, art and hieroglyphic texts of this period. Finally, the collapse of Classic Maya civilization and its transformation and endurance during the Postclassic period and under early Spanish rule (A.D. 1000-1600) will be critically evaluated through a review of the archaeological, iconographic, and ethnohistorical evidence.

Class Format: lecture/discussion

Requirements/Evaluation: midterm and final exams, hieroglyphic project, 15pp research paper

Prerequisites: none, but an introductory ARTH or ANTH course recommended

Enrollment Limit: none

Enrollment Preferences: Anthropology/Sociology and Art History majors

Expected Class Size: 16

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

Distributions: (D1)

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

ANTH 219 (D2) ARTH 209 (D1)

Spring 2021

LEC Section: H1 TF 1:30 pm - 2:45 pm Antonia E. Foias
This course introduces students to the breadth and richness of the visual arts in Latin American and U.S. Latina/o art. The course begins in the late 19th and early 20th centuries, when artists and writers first began formulating the notion of an art “native” to Latin America, and continues through the ever-expanding cultural expressions developed throughout the 20th and 21st centuries. Through a contextual approach, we will pay particular attention to Latin American artists' shifting relationships to race, class, and gender issues, their affiliations with political and revolutionary ideals, and their critical stance vis-à-vis the European avant-gardes. Similarly, we will analyze the emergence and development of Latina/o artistic practices in the postwar U.S., tracing these artists' own exploration of race, class, and gender dynamics. This class introduces Latin American and Latina/o artistic practices and scholarship to enable students to develop a critical understanding of the historical specificity of diverse movements, their relation to canonical definitions of modern and contemporary art, and their relevance to issues of colonialism, nationalism, revolutionary politics, and globalization. We will consider a vast array of genres--from painting and sculpture to printmaking, photography, conceptual, installation, and performance art--and will draw from artist statements, manifestos, and secondary interpretive texts to consider both the impetus behind these dynamic artworks and their lasting legacies.

**Requirements/Evaluation:** midterm exam and non-cumulative final exam, weekly short reading responses, attendance, and active participation

**Prerequisites:** none

**Enrollment Limit:** 30

**Expected Class Size:** 25

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

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** This course fulfills DPE requirements through historical, visual, and thematic analyses that explore the cultural biases and geopolitical forces that have restricted the exposure of Latin American and Latina/o art in the canon of Western art history. The course also centers on contextualizing Latin American and Latina/o artistic practices and analyzing them in relation to race, gender, and class dynamics, and to issues of colonialism, nationalism, revolutionary politics, and globalization.

*Not offered current academic year*

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**ARTH 211 (F) Art and Experience in Ancient Rome**

**Cross-listings:** ARTH 210 ARTH 211 CLAS 210

**Secondary Cross-listing**

To see and be seen--it could be argued that this was the very definition of Roman culture. Much like today, spectacle and the dissemination of images lay at the heart of political and social life. The visual arts were crucial both to how the Romans rehearsed their identity and goals as a community, and to how individual Romans communicated their achievements and values. In this course, lectures on the art and architecture of ancient Rome (ca. 300 B.C.-A.D. 400) will provide the backdrop for an investigation into the role visual culture played in the lives of all Romans, including slaves and former slaves, women and children. Special topics will include the funeral and funerary portraiture; the military triumph and monuments of victory; the house as a site of memory; the use of images on coins; participation in religious celebrations; displays of war booty and prisoners of war; experience and audience at the racetrack and in the amphitheater; the spectacle of food and dining; and the Roman street as both contested space and a place for art. Readings will include a combination of primary and secondary sources. All readings are in translation.

**Requirements/Evaluation:** attendance and preparation, a mid-term, a final, and a medium-length paper

**Prerequisites:** none

**Enrollment Limit:** none

**Expected Class Size:** 15

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

**Distributions:** (D1)

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

ARTH 210 (D1) ARTH 211 (D1) CLAS 210 (D1)

*Not offered current academic year*
ARTH 212  (S)  Distant Encounters: East Meets West in the Art of the European Middle Ages  (WS)

Cross-listings:  ARTH 212  REL 210  ARAB 212

Primary Cross-listing

In this tutorial, students will investigate the rich artistic consequences -- in architecture, manuscript illumination, mosaic, sculpture, panel painting, fresco, metalwork, and other minor arts -- of European contact with the Eastern Mediterranean between approximately 300 and 1450 CE. From the beginnings of Christianity, pilgrims from Europe made the long journey to sacred sites in the Holy Land (extending across parts of present-day Egypt, Israel, Syria, and Turkey). When these sites became less accessible with the spread of Islam in the seventh century, Europeans sought to recreate the sites at home. Later, from 1095 onward, Christian Europeans attempted to reclaim and hold the Holy Land from non-Christians by force, through an ill-fated series of five major and several lesser "crusades." Over the centuries, before, during, and after the Crusades, exposure to the peoples, ideas, and cultures of the Eastern Mediterranean also came through trade and through the travel and settlement of non-Europeans in Europe itself, particularly in Spain, Sicily, and Venice. Together, through open discussion, we will explore artistic production within each of these different cross-cultural contexts of East-West encounter. In the process, we will reflect on how art could function as a conduit for the exchange of ideas in the Middle Ages, and how it could be used both to negotiate and to intensify cultural difference.

Requirements/Evaluation: participation in discussion; five 5-7-page tutorial papers (one of which will be revised as a final writing assignment); five 1-2-page response papers

Prerequisites: none

Enrollment Limit:  10

Enrollment Preferences: First- and second-year students, but open to all

Expected Class Size: 10

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

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ARTH 212 (D1) REL 210 (D1) ARAB 212 (D1)

Writing Skills Notes: In this tutorial, students will develop skills of critical reading and focus on how to craft clear and persuasive arguments of their own. To help them achieve these goals, they will receive timely comments on their written work, especially the five 5-7-page papers they will submit, with suggestions for improvement.

Not offered current academic year

ARTH 213  (S)  The Human Figure in the Ancient Mediterranean

Cross-listings:  ARTH 213  CLAS 213

Primary Cross-listing

From the earliest representations in the third millennium BCE until the end of the Roman period in the fifth century CE the human body remained the foremost choice of subject for artists, patrons, critics, and the public in the ancient Mediterranean world. This course will consider cultural ideas about the body in antiquity, and trace their repercussions in the modern era. Over the course of the semester we will concentrate on 12 case studies, each representing a specific concept from an area of the Mediterranean. Topics include the "shining bodies" of bare-chested potentates in Egypt and the ancient Near East, statues that give the dead voice, the perfection and humanity of the bodies of the gods, ancient Greek science and the nude goddess, the pathos of Hellenistic athletes, and the interpretative challenge of the ambiguous and sensuous marble forms of the Barberini Faun or the Sleeping Hermaphrodite, both found in Roman contexts. We'll consider the cross-influences of ideas about gender, class, race and the body coded in public and private art. Reading material will include ancient literature in translation as well as contemporary critical essays. Evaluation will be based on participation in discussion and group presentations, in-class writing assignments, short response papers, and a final 8-page research paper. Engaged library research of original paper topics will be supported throughout the semester.

Requirements/Evaluation: participation in discussion and group presentations, in-class writing assignments, short response papers, a final 8-page research paper.

Prerequisites: none

Enrollment Limit:  19

Enrollment Preferences: open to any student, majors and non-majors, with interests in the ancient world; no experience with art history required; first-years and sophomores are encouraged

Expected Class Size: 12
This course provides students with the chance to investigate in-depth three of the most astonishing works of art created during the entire Middle Ages: the Bayeux Tapestry (c.1077-1082), the Cappella Palatina (c.1130s-1166), and the Psalter of Christina of Markyate (1120s-1160s). Created within a hundred years of each other all within territories controlled by the Normans—a warrior dynasty that settled in northern France in the 10th century and then expanded north into England and south into Italy in the 11th and 12th centuries—each of these works is unprecedentedly ambitious in scale, dazzling in its material properties, and survives in its original wholeness, a rarity in the medieval world. Despite these similarities, however, each work is very different from the other two and so sheds light on very different aspects of Norman experience, across Europe. The Bayeux Tapestry, likely made by female embroiderers for a baronial hall, is a giant textile (over 70 meters long) that in gruesome and fascinating detail tells the story of the Norman invasion of England by William the Conqueror in 1066. The Cappella Palatina in Palermo, in turn, commissioned by King Roger II, is a royal chapel covered in sumptuous mosaics that reveals through its decoration and ritual the dynamic interaction of Islamic, Byzantine, and Latin Christian traditions in the multicultural Norman kingdom of Sicily in the 12th century. And the Psalter of Christina of Markyate, a large prayerbook made for the use of a female recluse in southern England, contains 40 full-page paintings and 215 decorated initials, a vast and inventive program of imagery that through its creative profundity helped reshape private devotional art and culture for centuries to come. Through their variety, then, these three objects—an embroidery, a building, and a book—give students insight into the rich array of concerns and aspirations, from the political to the spiritual and from the public to the private, that gave substance and meaning to 11th- and 12th-century European life, for women as well as men. What is more, these three remarkable works of art have been the focus of much interesting scholarship in recent years, so an exploration of some of that literature provides a compelling introduction to the discipline of art history itself, past and present.

Requirements/Evaluation: Participation in discussion; five 5-7-page tutorial papers; five 1-2-page response papers.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: First years and sophomores, but open to all.

Expected Class Size: 10

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

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 284 (D2) WGSS 284 (D2) ARTH 218 (D1)

Writing Skills Notes: In this tutorial, students will develop skills of critical reading and focus on how to craft clear and persuasive arguments of their own. To help them achieve these goals, they will receive timely comments on their written work, especially the five 5-7-page papers they will submit, with suggestions for improvement.

Spring 2021
TUT Section: RT1 TBA Peter D. Low

ARTH 220 (F) Sacred Spaces of Islam

A clean place oriented towards Mecca is enough for daily prayer, but the communal practices of Islam are myriad and they often transpire in more formal architectural settings. These structures range from traditional columned halls of brick and timber to modernist ensembles of reinforced concrete and plate glass; monuments may be open to the elements, flat-roofed or domed; surfaces may be enhanced with carved marble, inlaid wood, glazed tile and other beautifying elements.

Class Format: discussion
**Requirements/Evaluation:** midterm, final, term project

**Prerequisites:** none

**Enrollment Limit:** 19

**Expected Class Size:** 19

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

**Distributions:** (D1)

Not offered current academic year

**ARTH 221 (F) History of Photography**

**Cross-listings:** ARTH 221 STS 221

**Primary Cross-listing**

This lecture course will examine the history of photography from its beginnings in the 1830s to the present, from the first grainy black and white images to the work of contemporary artists using cutting-edge photographic technologies. We will examine photographs used for documentary, scientific, and aesthetic purposes, and we will trace the medium’s emergence and acceptance as a fine art. We will also explore photography’s physical and conceptual characteristics as a medium, paying particular attention to its uniquely intimate and frequently contested relationship to “the real.” By the end of the course, students will have a broad understanding of photography as a unique medium within the history of art and knowledge of the theoretical frameworks that developed alongside that history.

**Requirements/Evaluation:** three to four short papers, quizzes, online presentations.

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** art history majors

**Expected Class Size:** 14

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

**Distributions:** (D1)

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

ARTH 221 (D1) STS 221 (D2)

Fall 2020

LEC Section: R1  MWF 11:45 am - 1:00 pm  Catherine N. Howe

**ARTH 222 (S) Photography in/of the Middle East  (DPE)**

**Cross-listings:** ARTH 222 ARAB 222

**Primary Cross-listing**

Photography has been globally disseminated and locally inflected since its invention. In the Middle East, the powers and pleasures of the medium have been valued by colonial forces, indigenous populations, photojournalists and artists; the resulting images merit aesthetic and art historical appreciation even as they grant visual access to the social and political dynamics operative in diverse cultural contexts. We will explore photographic practices in various zones of the Middle East--e.g., the Holy Land, Turkey, Egypt and the Persian sphere--by attending to individual photographers and case studies. This tightly focused approach will support, in turn, a consideration of the agency and power of images more generally--what work do photographs do? Who resists and who benefits? The goal will be to appreciate diverse styles and perspectives that underlie renderings of the Middle East.

**Class Format:** discussion

**Requirements/Evaluation:** midterm, Glow posts, term project

**Prerequisites:** none

**Enrollment Limit:** none

**Enrollment Preferences:** none

**Expected Class Size:** 15-20
**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

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

ARTH 222 (D1) ARAB 222 (D1)

**Difference, Power, and Equity Notes:** Photographs are tricky. Whose experiences and values do they really represent—those who are depicted? Those who wield the camera? Or, those who view images that are so easily reproduced and widely shared? How does identity figure? Religious conviction? Political affiliation? And how are these variables encoded in the material evidence? Appreciating the myriad powers of images requires multiple skills—from close-looking to interdisciplinary analysis—useful in contemporary visual culture.

**Not offered current academic year**

**ARTH 223 (S) Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora**

**Cross-listings:** ENGL 356 AFR 323 AMST 323 ARTH 223 COMP 322

**Secondary Cross-listing**

This course explores how the graphic novel has been an effective, provocative and at times controversial medium for representing racialized histories. Drawing on graphic novels such as the late Congressman John Lewis' *March* and Ebony Flowers' *Hot Comb*, this course illustrates and critiques multiple ways the graphic novel commingles word and image to create more sensorial access into ethnic traumas, challenges and interventions in critical moments of resistance throughout history. Students will practice analyzing graphic novels with the help of critical essays, reviews and film; the chosen texts will center on Africana cultures, prompting students to consider how the graphic novel may act as a useful alternate history for marginalized peoples. During the course, students will build comic creation and analysis skills through short exercises, eventually building up to the final project of a graphic short story that illustrates historical and/or autobiographical narratives. No art experience is required, only an openness to expanding one's visual awareness and composition skills. This course is often taught in collaboration with the Williams College Museum of Art's Object Lab program, which allows the class to have its own space and art objects that are directly related to the course topic. Although it is a remote course this year, this class may still feature Object Lab participation, film screenings, and collaborations with guest speakers.

**Class Format:** This is a remote class that will primarily feature synchronous sessions with some asynchronous sessions.

**Requirements/Evaluation:** class participation, written responses, student-led facilitation, one 3-page graphic analysis, one 6- to 8-page essay, and a final project (producing a graphic short story)

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** If the enrollment limit is exceeded, preference will be given to Africana Studies concentrators or students who have taken AFR 200, the department's introductory course.

**Expected Class Size:** 20

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

**Unit Notes:** this course is part of the Gaudino Danger Initiative

**Distributions:** (D1)

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

ENGL 356 (D1) AFR 323 (D2) AMST 323 (D2) ARTH 223 (D1) COMP 322 (D1)

Spring 2021

SEM Section: R1 MW 11:45 am - 1:00 pm Rashida K. Braggs

**ARTH 228 (S) Velázquez, Goya, and Picasso**

**Cross-listings:** ARTH 228 RLSP 228

**Secondary Cross-listing**

This course will provide an introduction to three major Spanish painters—Velázquez, Goya, and Picasso—who lived and worked, respectively, in the 17th, 18th, 19th and 20th centuries. Though these painters are world famous, they are rarely studied comparatively, and in the context of their Spanish artistic roots. The syllabus will cover the historical and social contexts in which they started working, and how they followed, and departed from, artistic conventions of the time. Through specific paintings, we will consider the historical evolution of the artists' relationship to their patrons and subjects,
from the elite status of Velázquez within the royal court, to Goya's dramatic rise with the reigns of Charles III, and Charles IV, and his subsequent exile to France. Picasso was free of royal patronage and also lived in France, yet despite this freedom he remained deeply connected to the themes and concerns of his Spanish artistic predecessors. In addition to key paintings including Velázquez's "Las Meninas" and other royal portraits, Goya's "Maja Desnuda" and his series "The Disasters of War," Picasso's "Guernica," and his own 20th century reinterpretation of "Las Meninas," we will focus on the artists' shared subjects of portraits and war, and consider the following issues: How does the role of the Spanish artist change over the periods covered? How did the artist exercise his freedom whilst under the scrutiny of the court and the Catholic Church? How were these painters' lives and work shaped by key historical events such as the Inquisition, Napoleon's invasion of Spain, or the Spanish Civil War? How does the work of art evolve in its role from private royal commission to public display in museums open to all? We will read short literary pieces from each period, primary materials such as letters and other documents, and historical and critical works. All readings will be in English. Knowledge of Spanish is encouraged, but not required.

**Requirements/Evaluation:** 3- to 5-page weekly assignment

**Prerequisites:** none

**Enrollment Limit:** 10

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

**Expected Class Size:** 10

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

**Distributions:** (D1)

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

ARTH 228 (D1) RLSP 228 (D1)

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**ARTH 230 (F) From Alexander to Cleopatra: Remodeling the Mediterranean World**

**Cross-listings:** CLAS 230  ARTH 230

**Secondary Cross-listing**

The period between Alexander the Great (323 B.C.) and Cleopatra (30 B.C.), like our own, was characterized by internationalism, migration, wide-ranging cultural values and religious practices, and ethnically diverse urban populations. Large numbers of non-Greeks came under the control of newly established Hellenistic kingdoms, while in the west Rome's emergence as a superpower offered both new opportunity and danger. The Hellenistic world was a place of vibrant change in the spheres of art, architecture, urban planning, and public spectacle. In this course, we will consider the art and archaeology of this period in their political, social, and religious contexts, focusing on the visual language of power and royalty; developments in painting, sculpture, mosaics, and monumental architecture; interactions between Greeks and non-Greeks; and the impact of Greek culture in Rome.

**Requirements/Evaluation:** class participation, quizzes, midterm, final exam, and one medium-length paper

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** students with an interest in the ancient Mediterranean world and in the history of western art and architecture

**Expected Class Size:** 35

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

**Distributions:** (D1)

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

CLAS 230 (D1) ARTH 230 (D1)

Not offered current academic year

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**ARTH 231 (S) Art, Life, and Death: Locating Women in Italian Renaissance Art (WS)**

**Cross-listings:** ARTH 231  WGSS 231

**Primary Cross-listing**
Renaissance art is the stuff of blockbuster museum exhibitions, mass tourist pilgrimage, and record auction prices. From our modern vantage point, the cultural accomplishment of the 15th and 16th centuries in Italy clearly has the ability to astound. Calling to mind the inimitable imagination of Botticelli, the scientific genius of Leonardo, or the superhuman creativity of Michelangelo brings into focus an inspiring narrative of individual accomplishment, innovation, and progress (ideals we easily understand and may well share). This is an important story we still tell of human achievement. This tutorial explores a critical question: where are the women in this narrative? Women were not typically artists, so how might we bring their roles, force, and power into focus? To do this, we will turn away from the grand historical narrative we so easily recognize and enter a more foreign world: a realm of everyday experience in which art—never created for its own sake—was powerful, and mattered to people. Art shaped realities and mediated the fundamental questions of life and death, from power, sexuality, love, desire, and self-definition, to mortality and communion with divinity. When we approach Renaissance art on its own terms, our picture expands to include women, their lives, and what they themselves wanted to see. In addition to secondary scholarship, we will pay close attention to primary sources (including images themselves), giving students ample change to forge original arguments: one of the central goals of the tutorial.

Class Format: some tutorial meetings will be conducted at local museums

Requirements/Evaluation: engaged reading and conversation; five 5-page tutorial papers (with revisions to one of these as final project); five 1- to 2-page responses to partner's tutorial papers

Prerequisites: first-year and sophomore students (this class is open to students with no experience in art history)

Enrollment Limit: 10

Enrollment Preferences: a statement of interest will be requested in the event the course is over-enrolled

Expected Class Size: 10

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

Distributions: (D1) (WS)

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

ARTH 231 (D1) WGSS 231 (D1)

Writing Skills Notes: This course's fundamental goal is to support opportunity and skills to construct compelling and original written arguments. Tutorial partners will share standards and guidelines for strong writing with instructor: common concepts and language for critique, discussion, and applause. We will consider the power of argument inextricable from the quality of writing, and thus address writing issues, strategies, and successes in a deep way, organically and consistently, in every tutorial meeting.

Not offered current academic year

ARTH 232 (S) Renaissance Rome: Renovating the Eternal City

George Eliot called Rome "the city of visible history," a place with the power to bring "the past of a whole hemisphere" right before our eyes. The magnetic visual power of Rome did not just occur naturally, however; it is a product of a bold urban project first envisioned by Renaissance popes and brought into being by the artists and architects they hired. During the fifteenth and sixteenth centuries, Rome was transformed from a shrinking and neglected medieval town into a thriving center of artistic energy and invention. Beginning with the papacy's return to the city in 1417, we will focus on the historical, ideological, and artistic forces behind this period of renovation and restoration that reshaped the urban and artistic fabric of the city. We will study the particularly Roman foundations for the period known as the High Renaissance, then, approaching art historical touchstones by Michelangelo, Raphael, and Bramante as works grounded in a uniquely Roman sense of time and historical destiny. We will conclude with a selective look at Baroque works by Caravaggio, Bernini and Borromini, examining their their powerful innovations and effects as a continuation of the Renaissance renovation of the eternal city.

Class Format: discussion

Requirements/Evaluation: ungraded mapping assignments and short written assignments, 7- to 10-page research paper, midterm and final examinations

Prerequisites: none; open to Art majors as well as non-majors

Enrollment Limit: 30

Expected Class Size: 30

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

Distributions: (D1)

Not offered current academic year
ARTH 233 (S) Italian Renaissance Art

A survey of Italian art from Giotto to Michelangelo. This course will follow a chronological framework, giving students a grounding in the development of Italian art over the course of the 14th-16th centuries, but will also take a thematic approach that will allow us to delve into important art historical issues. Some, such as historical consciousness and the relationship to the past, or the reinvention of the idea of the artist and of art itself, will be important as we construct a critical understanding of the idea of “renaissance,” or “rebirth,” long central to the identity of the period. Others, such as gender, patronage, power, naturalism, and the materiality of objects, will bring us deep into the worlds in which these dazzling and still powerful works of art were originally created and experienced.

Class Format: The format of this hybrid course will depend upon student enrollment, but the goal is to have a robust in-person component. Class time will be a combination of lecture segments and seminar discussions, with a mid-semester interlude of tutorial-style meetings.

Requirements/Evaluation: 2 Quizzes, 2 Essays, Final Take-Home Exam

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: ARTH majors and students interested in the ARTH major

Expected Class Size: 12

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

Distributions: (D1)

Spring 2021

SEM Section: H1 TF 1:30 pm - 2:45 pm Stefanie Solum

ARTH 237 (S) Making Things Visible: Adventures in Documentary Work

Cross-listings: SOC 236 AMST 236 ARTH 237 ENGL 237

Secondary Cross-listing

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

Requirements/Evaluation: full participation in discussions, weekly photographic assignments, a research journal, field materials, and an independent final project; in addition to substantial readings, students should be prepared to spend a significant time out of the classroom doing field work

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 12

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

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
SOC 236 (D2) AMST 236 (D2) ARTH 237 (D1) ENGL 237 (D2)

Not offered current academic year

ARTH 238 (S) Greek Art and the Gods
Cross-listings: ARTH 238  REL 216  CLAS 248

Primary Cross-listing

In the *Iliad*, when the god Apollo is visualized, it is as a man, angry in his heart, coming down from the peaks of Olympos, bow and quiver on his shoulders, the arrows clanging as the god moves, "like the coming of night," to bring dogs, horses, and men to their deaths. By the end of the Classical period, one statue of the archer god depicted him as a boy teasing a lizard. In this course, we will examine the development of the images the Greek gods and goddesses, from their superhuman engagement in the heroic world of epic, to their sometimes sublime artistic presence, complex religious function, and transformation into metaphors in aesthetic and philosophical thought. The course will cover the basic stylistic, iconographical, narrative, and ritual aspects of the gods and goddesses in ancient Greek culture. The course will address in detail influential artistic monuments, literary forms, and social phenomena, including the sculptures of Olympia and the Parthenon; divine corporeality in poetry; the theology of mortal-immortal relations; the cultural functions of visual representations of gods, and the continued interest in the gods long after the end of antiquity. Readings assignments will include selections from Homer, Hesiod, Sappho, Aischylos, Euripides, Plato, Walter Burkert, Jean-Pierre Vernant, Nikolaus Himmelmann, Erika Simon, and Friedrich Nietzsche.

Class Format: discussion

Requirements/Evaluation: short writing assignments, midterm exam, final exam, final paper

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: preference will be given to pre-registered Art-History majors needing to fulfill the pre-1800 requirement; otherwise, the course is open to any interested student

Expected Class Size: 30

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

Distributions: (D1)

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

ARTH 238 (D1) REL 216 (D1) CLAS 248 (D1)

Not offered current academic year

ARTH 239 (F) Social Media in the Nineteenth Century: Prints and Pictorial Persuasion (WS)

This tutorial surveys the public lives of printed pictures in Europe between 1789 and 1914. Though the history of print extends well beyond these chronological limits, the so-called "long nineteenth century" witnessed the invention of new printmaking technologies. Larger audiences could now stay abreast of the period's revolutions, wars, and breakthroughs both in science and in fashion. Designed for students who have no prior experience studying art history, the course will begin with an overview of printmaking techniques before moving on to focused case studies that include pornographic political engravings made during the French Revolution, etchings created by the Spanish artist Francisco de Goya, and the manipulation of self and space made possible by early photography. We will analyze how these works were produced in multiples, circulated by publishers and dealers, and consumed by viewers across Europe. Readings in cultural theory, intellectual history, the history of technology, and art history will help students develop their own interdisciplinary approach to the print. Together we will ask: what makes this medium social? How is cultural critique made visible? What can print cultures teach us about today's practices of engaging with images digitally?

Requirements/Evaluation: alternating weekly essays (4-5 pages) and responses (2 pages) as well as discussion; three group meetings in WCMA, the Clark, and Chapin Library

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first- and second-year students

Expected Class Size: 6

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

Distributions: (D1) (WS)

Writing Skills Notes: In this course, students will write a minimum of 20 pages broken up over several shorter analytical essays. Moreover, they will also write brief responses to their partners' essays in which they consider the craft of writing and composition. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Not offered current academic year
ARTH 240 (F) Histories, Communities, and Collections
What can the College's collections of documents, artifacts, art objects, natural history specimens, and rare books—whether housed in the Special Collections of the Library, Archives, or at the Williams College Museum of Art (WCMA)—teach us about our institutional past? How do we put that past into dialogue with our present? Planned specifically to engage with the WCMA’s The Field is the World, an exhibition that investigates two invisible histories contained within collections here on campus, this course will approach the questions of histories, communities, and collections in two ways. First, in lectures we will survey the history of collecting in Europe and the United States from the eighteenth century up to critical reinterpretations by contemporary artists and consider how collecting was often tied to other endeavors like establishing national institutions, researching human variety, representing colonial expansion, or documenting missionary efforts. Second, in interactive sessions we will meet with curators, librarians, and guest speakers to look at objects first hand and to discuss the relationship between collecting and scholarship. Over the course of the semester we will examine the historical models of knowledge production and audience engendered by collections and their display. Moreover, we will work together to formulate new models of interpretation that address overlooked histories and engage with the current interests of our campus community.

Class Format: two 75-minute meetings per week; one in lecture format, the other in discussion format
Requirements/Evaluation: participation in interactive sessions, weekly written responses, one 3- to 4-page essay, one 8- to 10-page final project (proposal for an exhibition or a recontextualization)
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: for interactive sessions at WCMA and the Library space will be limited
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D1)
Not offered current academic year

ARTH 241 (F) Impressionism, Post-Impressionism, and Modernity
In 1874, an art critic mockingly termed Claude Monet’s painting of a sunrise over the sea “impressionist [...] more unfinished than wallpaper in an embryonic state.” With this phrase, he gave a name to a new style of painting that profoundly shaped the late nineteenth and early twentieth-century avant-garde movements in Europe and beyond. Beginning with the invention of photography in the early nineteenth century and ending with the advent of cinema, abstraction, and mechanized warfare in the first decades of the twentieth, this course will trace the origins and afterlives of “Impressionism” in art and cultural history. Many of the artists who continue to draw the largest crowds in museums around the world today—among them Manet and Monet, Degas and Seurat, Van Gogh and Rodin, Klimt and Picasso—fall within our period of study and will be subjects of our examination. Designed for students who have no prior experience studying art history, the course will prioritize methods of close looking and formal analysis. (If social distancing protocols allow, the course will include optional study visits to examine first-hand examples of paintings, sculptures, decorative arts, and printmaking at the Clark Art Institute and Manton Study Center for Works on Paper and Williams College Museum of Art). At the same time, the questions and methods at the core of our inquiry will be fundamentally interdisciplinary, and will engage students all across the humanities and sciences (major scientific figures such as the inventor Thomas Edison and the evolutionary biologist Charles Darwin will figure prominently in our narrative). Readings will emphasize close engagement with primary sources drawn from multiple disciplines: writings by artists and art critics from the period, as well as scientists, philosophers, psychologists, political theorists, and poets. We will approach “Impressionism” and “Post-Impressionism” as episodes in the cultural history of Europe that are uniquely revealing of a historical experience we still acutely feel today, which was called, for the first time in the nineteenth-century, “modernity.”

Class Format: lectures posted to Glow, and discussion sections via ZOOM, with optional in-person study visits to local museum collections
Requirements/Evaluation: weekly discussion question, 1 visual analysis essay (4pp), take-home midterm, take-home final, research paper (8pp)
Prerequisites: None
Enrollment Limit: 30
Enrollment Preferences: Art-history majors, then art-studio and history and studio majors, then any interested student.
Expected Class Size: 30
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)
Fall 2020
ARTh 243 (F) Chemical Intimacies (DPE)

Cross-listings: ARTH 243 ENGL 243 SCST 233 WGSS 233 STS 233

Secondary Cross-listing

This is a research seminar that understands human-chemical entanglement in relationship to environment, sexuality, geography, ecology, and capacity. It doubles as a research class in which students choose a project of chemical intimacy to investigate as their own through the course of the semester. In the first half, we will together read and discuss forms of human-chemical entanglement, whether a matter of industrial pollution, pharmaceutical use, habitual intoxication, gendered self-care or enhancement, or built environment; the goal is to achieve a broad sensibility for the concept as well as a familiarity with thinking biochemically and biopolitically about living bodies, while consistently registering questions of race, gender, class, sexuality, disability, and more. In the second half, each participant will choose and research a historically and geographically specific scenario of chemical entanglement, while 1) considering the political, legal, cultural, and labor contexts of the case; 2) exploring relationships between "actual" and "represented" (protest slogans or visual productions in the case of environmental justice activism, for example); 3) examining other research questions germane to their site of interest and their chosen discipline of study. We will take one field trip to a local site.

Requirements/Evaluation: individual research project

Prerequisites: none

Enrollment Limit: 10

Expected Class Size: 10

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

Distributions: (D2) (DPE)

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

ARTH 243 (D2) ENGL 243 (D1) SCST 233 (D2) WGSS 233 (D2) STS 233 (D2)

Difference, Power, and Equity Notes: The course gives special attention to forms of human-chemical entanglement that are related to environmental justice (pollution), and gender, racial, sexual, indigenous, and disability politics.

Not offered current academic year

ARTh 244 (S) City, Anti-City, and Utopia: Town Planning from 1500 to 1800

The Italian Renaissance gave us our modern conception of the ideal city, whose geometrically regular form was both symbol and instrument of a perfectly ordered society. This alluring notion has preoccupied artists and theorists from Michelangelo and Thomas More to Albrecht Dürer and Christopher Wren; it achieved tangible form in such new capitals as St. Petersburg and Washington, D.C. But the West has remained characteristically ambivalent about the city, especially in the United States, an ambivalence reflected in persistent attempts to decentralize the city (Frank Lloyd Wright), to beautify it (the City Beautiful Movement), reshape it (Urban Renewal) or abandon it (suburbanization). This course looks at the roots of those movements, and the development of urban and anti-urban thought from the Renaissance to the Industrial Revolution. Topics include Renaissance fortification design, the colonial cities of the New World, the picturesquely landscaped English garden, and the separatist societies that sought to create communal utopias in the wilderness.

Requirements/Evaluation: one paper (10-20 pages) and a simple design project, weekly study questions and a final exam (weighted respectively at 30, 20, 20, and 30% of the grade)

Prerequisites: none

Enrollment Limit: 45

Expected Class Size: 30

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

Distributions: (D1)

Not offered current academic year

ARTh 246 (F) Do You See What I See?! Museum Culture (DPE)
We are all entangled in global visual culture, an endless stream of images, information, and experiences. However, how we make meaning of it depends on so many variables—who we are, where we are, and what we view and value. It also depends on what tools we bring to bear, especially in such challenging times! A critical question is how “art” figures and what agency it wields among people. By extension, what role do museums play in the education of individuals and the formation of communities? This class is an opportunity to explore these issues with particular reference to our own institution (Williams College Museum of Art or WCMA) and the objects enshrined therein. We will consider how the collection has grown and changed over time, and compare that trajectory with those of other museums to broaden our inquiry. How, for example, are local and/or globalizing agendas manifest in exhibitions and acquisitions? And how does the heritage industry factor in transnational museum culture? Along the way, we will consider diverse materials—from oil painting to wooden sculpture, numismatics to manuscripts, photography to performance—and how different cultures might be presented, distorted and even erased in gallery installations and public spaces. A primary focus will be the role of curators—what do they do and how does their work help to shape the world we occupy? This will be a hands-on class beginning with the following question: What have YOU curated lately?

Class Format: Class will be synchronous and remote. We will use Power Point and Zoom to support discussion about visual materials.

Requirements/Evaluation: Mandatory class attendance and substantive participation, weekly Glow Posts, curatorial term project.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Sophomores and majors.

Expected Class Size: 12

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

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: We will cover museums in diverse cultures, serving differences of power and communities of difference. The geographic spread will encompass the "Orient", Europe and America.

Fall 2020

SEM Section: R1 TF 1:30 pm - 2:45 pm Holly Edwards

ARTH 248 (S) War, Revolt, and Revolution in Art 1750-1850

This lecture course will focus on the dynamics of art, culture, and experience in Europe from the later eighteenth century to the middle of the nineteenth century. Spanning the global conflict of the Seven Years War, French Revolution of 1789, Haitian Revolution, Napoleonic occupations, and the Revolutions of 1848, this period of dramatic artistic, social, and political change gave rise to new conceptions of subjectivity, freedom, as expressed in the visual arts. How did art, new practices of art-making, and new modes of aesthetic experience convey and embody these crises, at once at the intimate level of individual experience and across transformations wrought by war and empire? We will examine the work of major artists in depth, particularly as that work helps constitute new accounts of the individual subject, the citizen, the migrations of populations, the spectacle of punishment, and other great alterations in the public sphere. Additionally, we will discuss the ways in which these histories have been addressed in art-historical writing and in museum practice.

Class Format: A third of our class time will be devoted to discussion. This course will also require students to visit WCMA, Special Collections, and the Clark.

Requirements/Evaluation: Attendance, participation, two essays (4-5 pages double spaced), midterm examination, final examination.

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: sophomores and juniors

Expected Class Size: 15

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

Distributions: (D1)

Spring 2021

LEC Section: R1 TR 8:30 am - 9:45 am Marc Gotlieb
**ARTH 249 (S) Introduction to Visual Cultures of Contact** (DPE)

This introductory lecture course will survey the visual and material products of European contact with Asia, Oceania, Africa, and the Americas between 1500 and 1900. This period witnessed the establishment and loss of Spanish, English, and French colonies, a proliferation of exploratory voyages, and the abolition of the transatlantic slave trade. Some of our objects of study will be European in origin from well-known artists including Rubens, Velasquez, Reynolds, and Gauguin. In many cases we will be asking questions about circulation—whether we are looking at Tupi featherwork from Brazil brought to Europe, Flemish prints adapted by artists in Central and South America, or tattoos on the bodies of people traveling to and from Tahiti. Against the backdrop of these context-specific case studies, students will be asked to consider contact, colonialism, exchange, and appropriation more conceptually.

**Requirements/Evaluation:** midterm exam, final exam, five 1-page assignments, research paper (7-9 pages)

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Art majors

**Expected Class Size:** 10

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

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** This course fulfills the DPE requirement in its investigation of the constructions of difference precipitated by intercultural contact and in its discussion of critical readings that will help students analyze the histories of difference and power. Students will not only learn about the past, but also work together to come up with methodological approaches that speak to the continuing effects of these histories.

*Not offered current academic year*

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**ARTH 259 (S) Bilad al-Sudan and Beyond: Arts of the Afro-Islamic World**

**Cross-listings:** ARAB 259 AFR 259 ARTH 259

**Primary Cross-listing**

From the Swahili stone houses of East Africa to the massive earth and timber mosques of the Sahel, the story of Islam in Africa is one of cultural and spiritual hybridity expressed through material form. In this course, students will explore how artistic forms and traditions in Africa have functioned as vehicles of access and integration for Islam, enabling it to assimilate itself with numerous African contexts towards becoming the dominant religious force on the continent. In addition, students will investigate how the forms, functions, and meanings of Afro-Islamic objects across the continent reflect not just one African Islam, but many different iterations, each shaped by the specific frameworks of its cultural context. The contemporary component of the course will examine how modernity in the form of globalization, technology, and Westernization has affected Afro-Islamic artistic traditions, and how these shifts reflect larger evolutions within understandings of Islam in Africa in the contemporary period.

**Requirements/Evaluation:** three reading response papers (2 pages each), class journal, a mid-term exam, and a final exam

**Prerequisites:** none, although an introductory course in art history or Islamic studies would be useful

**Enrollment Limit:** 25

**Enrollment Preferences:** students who have declared a major in Art History or Africana Studies

**Expected Class Size:** 15

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

**Distributions:** (D1)

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

ARAB 259 (D1) AFR 259 (D1) ARTH 259 (D1)

*Not offered current academic year*

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**ARTH 262 (S) Modern Architecture**

A century ago, the Modern Movement promised the most sweeping cultural transformation since the Renaissance. Architecture was only one lobe of a comprehensive movement that embraced literature and painting, music and theater, all aspiring to the same radical emancipation from traditional form and structures of authority. What happened? How and why did modern architecture abandon its utopian vision. Students will explored the major developments in Western architecture from 1900 to the present, and become familiar with its major figures: Wright, Gropius, Mies van der Rohe, Le Corbusier, Aalto, Kahn, Venturi, Gehry, Koolhaas, and Hadid. Students will learn a variety of skills: design a 1000-square foot vacation house; present
to the class an analysis of a building; and organize a small exhibition of architectural treatises in the Chapin Library.

**Requirements/Evaluation:** two hour tests and a design project including drawings and a written statement

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** juniors and sophomores

**Expected Class Size:** 30

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

**Distributions:** (D1)

Not offered current academic year

**ARTH 264 (F) American Art and Architecture, 1600 to Present**

**Cross-listings:** AMST 264 ARTH 264

**Primary Cross-listing**

American art is often looked at as a provincial version of the real thing--i.e., European art--and found wanting. This course examines American architecture, painting, and sculpture on its own terms, in the light of the social, ideological and economic forces that shaped it. Special attention will be paid to such themes as the Puritan legacy and attitudes toward art; the making of art in a commercial society; and the tension between the ideal and the real in American works of art.

**Requirements/Evaluation:** 15-page research paper (divided into an annotated bibliography, first draft and revised draft); weekly study questions on the readings; final 15-minute oral exam

**Enrollment Limit:** 60

**Expected Class Size:** 60

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

**Distributions:** (D1)

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

AMST 264 (D1) ARTH 264 (D1)

Not offered current academic year

**ARTH 265 (S) Pop Art (WS)**

**Cross-listings:** AMST 265 ARTH 265

**Primary Cross-listing**

The use of commercial and mass media imagery in art became recognized as an international phenomenon in the early 1960s. Items such as comic strips, advertising, movie stills, television programs, soup cans, "superstars," and a variety of other accessible and commonplace objects inspired the subject matter, form, and technique. This course will critically examine the history and legacy of Pop Art by focusing on its social and aesthetic contexts. An important component of the course involves developing skills in analyzing visual images, comparing them with other forms, and relating them to their historical context.

**Requirements/Evaluation:** one final research paper (15 pages) written in stages over the semester including revisions; bibliographic research, writing exercises, and oral presentations

**Prerequisites:** none

**Enrollment Limit:** 18

**Enrollment Preferences:** Art majors

**Expected Class Size:** 18

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

**Distributions:** (D1) (WS)

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

AMST 265 (D1) ARTH 265 (D1)

**Writing Skills Notes:** There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a
process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Not offered current academic year

**ARTH 272 (F) Art of the Noble Path: Buddhist Material Culture Across Asia**

**Cross-listings:** REL 272 ARTH 272 ASST 272

**Primary Cross-listing**

Buddhism has spread throughout Asia and beyond since its emergence in India in the 5th century BCE, providing a shared philosophical and cosmological framework for diverse cultures. Artistic expression, regional politics and cultural landscapes have been shaped by its remarkable influence. With patrons ranging from powerful monarchs and monks to merchants and tradespeople, Buddhist art has historically reflected the religion's social inclusivity. This course will survey the architecture, painting and material culture of Buddhism in Asia, tracing its influence in diverse media, from rock-cut architecture to Zen painting. A close reading of primary texts, such as architectural inscriptions in India, manuscripts from Tibet, and travelogues of Chinese pilgrims, will provide greater context for the artworks.

**Requirements/Evaluation:** 3 ten-minute quizzes, weekly Glow responses, a midterm, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Art History majors, Asian Studies majors, Religious Studies majors, Art Studio majors

**Expected Class Size:** 10

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

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 272 (D2) ARTH 272 (D1) ASST 272 (D1)

Fall 2020

LEC Section: R1    MW 10:00 am - 11:15 am    Murad K. Mumtaz

**ARTH 273 (S) The Arts of the Book in Asia**

**Cross-listings:** ARTH 273 ASST 273

**Primary Cross-listing**

From palm leaf manuscripts to scrolls to Islamic codices, books have long served as vehicles of religious, cultural and artistic exchange in Asia. Owing both to their portability and status as finely crafted art objects, books have transmitted ideas across the continent, spreading courtly styles of painting from China to India, esoteric Buddhist teachings from Kashmir to Tibet and Mongolia, as well as the Quranic arts of calligraphy and illumination from Islamic South Asia to Southeast Asia. This course will survey the interwoven history of book arts as it developed and disseminated across different regions of Asia. The course will also introduce students to the major art forms of the book, such as painting, calligraphy and illumination. The aim of the survey is to understand the book as object while also investigating its content and its larger cultural significance. A number of class meetings will take place in the Williams College Museum of Art where students will have the opportunity to study original artworks from the collection.

**Requirements/Evaluation:** 2 quizzes, 2 short response papers, a final project/paper based on museum objects, 1-hour in-class final exam

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** preference will be given to Art Majors, and then to students of any major interested in art and culture of Asia

**Expected Class Size:** 20

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

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
ARTH 273 (D1) ASST 273 (D1)

Not offered current academic year
ARTH 281  (S)  The Seeds of Divinity: Exploring Pre Columbian Art & Civilization in a Museum Exhibit

Cross-listings:  ARTH 281  ANTH 281  REL 280

Secondary Cross-listing

For all ancient civilizations, the gods were a powerful force, affecting all aspects of human lives and dominating ancient art. This course will explore concepts of divinity in five civilizations in Pre Columbian Central America: Aztec, Maya, Zapotec, Teotihuacan, and Nayarit. The course examines how the broad concept of divinity is materialized in everyday life. We will query how the human body is used as the prism through which concepts about humanity, the human soul and the supernatural are perceived and depicted in the art of these civilizations. This is a project based course, and each student will study one or more art objects from these five civilizations, and consider how these objects could be presented in a museum exhibit.

Requirements/Evaluation:  active class participation; three short papers; 15-page research paper and presentation

Prerequisites:  none

Enrollment Limit:  20

Enrollment Preferences:  ANTH, SOC and ARTH majors

Expected Class Size:  12

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

Distributions:  (D2)

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

ARTH 281  (D2)  ANTH 281  (D2)  REL 280  (D2)

Not offered current academic year

ARTH 284  (F)  The Postwar Avant-Gardes

Artistic discourse in the Western hemisphere dramatically changed course in the wake of the Second World War. The mass trauma inflicted by the war prompted artists and critics throughout the region to reassess the role and potential of art in society. But the war’s displacement of communities also displaced the centers for artistic activity, and avant-garde practices soon expanded vigorously throughout the Americas. Through comparative studies, this course will analyze the artistic avant-gardes that emerged simultaneously in the United States and Latin America after 1945. We will place these myriad practices in dialogue, to elucidate the complexity, richness, and vitality of artistic practices in the postwar era.

Requirements/Evaluation:  midterm exam, final exam, one short 2-page writing assignment, one 6- to 8-page research paper

Prerequisites:  none

Enrollment Limit:  30

Enrollment Preferences:  none

Expected Class Size:  20

Grading:  no pass/fail option,  yes fifth course option

Distributions:  (D1)

Not offered current academic year

ARTH 286  (F)  Japanese Popular Visual Culture

Cross-listings:  COMP 186  ASST 186  ARTH 586  ARTH 286

Secondary Cross-listing

The phrase "Japanese popular culture" often calls to mind comics and animation, but Japan's earliest visual pop culture dates back to the 17th century and the development of arts like kabuki theater and woodblock prints that could be produced for a mass audience. This course traces Japanese popular culture through a range of visual media: kabuki and puppet theater, premodern and postmodern visual art (ukiyo-e, Superflat), classic film (Ozu, Mizoguchi, Kurosawa), manga/comics (Tezuka, Otomo, Hagio), and animation (Oshii, Miyazaki, Kon). The class will also study material examples of Japanese popular culture on display in the Repro Japan exhibition at the Williams College Museum of Art. We will develop visual reading skills to come up with original interpretations of these works, and compare different media to make them shed light on one another.

Class Format: discussion

Requirements/Evaluation:  attendance, participation, two 5-page papers, final exam
Prerequisites: none
Enrollment Limit: 35
Enrollment Preferences: students majoring or considering a major in a related discipline
Expected Class Size: 20
Grading: no pass/fail option, yes fifth course option
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
COMP 186 (D1) ASST 186 (D1) ARTH 586 (D1) ARTH 286 (D1)
Not offered current academic year

ARTH 301 (F) Methods of Art History (WS)
This course on the methods and historiography of art history offers art-history majors an overview of the discipline since the late 18th century. The course surveys influential definitions of the discipline, the evolving tasks it has set itself, and the methods it has developed for implementing and executing them. Works of art will inevitably enter into our discussions, but the main objects of study will be texts about art as well as texts about methods for an historical study of art. Topics include: style and periodization; iconography, narratology, and phenomenology; the social functions of images and the social history of art; the materiality of art; race, gender, and sexuality; the global scope of art and art history.

Class Format: In the fall of 2020, this course will be taught in a mixed, tutorial-and-discussion format. Students will meet in tutorial pairs to discuss their papers once per week, and will meet all together once per week to discuss the context and background of the assigned readings. Meetings of the entire class will be online and synchronous; meetings of individual tutorial groups will be either online or in person, depending on circumstances. Museum visits are possible depending on circumstances.
Requirements/Evaluation: six 1,000-word analytical essays plus one 2,000-word revision of an earlier paper. Participation in class discussion. Attendance.
Prerequisites: any prior ARTH course (one or more 100-level ARTH course[s] recommended) or permission of instructor
Enrollment Limit: 19
Enrollment Preferences: The course is limited to art-history majors (and required of them). If the course is over-enrolled, preference will be given to senior art-history majors, then juniors. Second-year students planning to major in art history can enroll with permission.
Expected Class Size: 19
Grading: no pass/fail option, no fifth course option
Unit Notes: Satisfies the ARTH 301 requirement for the art-history major. Will satisfy the methods/junior seminar requirement for the history/studio major, but students wishing to do so must have permission of instructor to enroll.
Distributions: (D1) (WS)
Writing Skills Notes: Students submit one 1,000-word essay every other week, for a total of six short essays. In addition, they revise one of the short papers into a 2,000 writing project at the end of term. The purpose of the essays is to analyze the arguments and rhetoric of influential art-historical scholarship and criticism. The subject of the course, then, is how to write as an art historian. We discuss not only the content of the essays we read and write but also the form, both in class and in office hours.

Fall 2020
SEM Section: R1 TR 11:30 am - 12:45 pm Guy M. Hedreen

ARTH 303 (S) Museums: History and Practice
Cross-listings: ARTH 303 LEAD 301 ARTH 501
Secondary Cross-listing
Art museums not only express the political, economic and cultural values of their period of formation, but the evolution of those values that have resulted in today's arts institutions. Looking at museums past and present internationally, the seminar will envision the future of museums as we recognize the programmatic trends developing in our own moment of civic and social unrest. The class will consider this future while examining existing governance and management policies and practices, the role of architecture and installation in interpretation and experience, guidelines in the accessioning and deaccessioning works of art, and issues in repatriation and restitution of cultural property. Surveying museums ranging in size and
type from the "encyclopedic" to newly established contemporary arts institutions and alternative spaces, we will investigate current trends in acquisition, exhibition, educational programming in light of the equity and social justice demands of our time. With our goal of imagining art museums in the future, class discussions will have a special focus on how museums might strive to balance their traditional scholarly and artistic responsibilities with their heightened civic and social roles, doing so while maintaining financial stability in the increasingly market-driven, metric-conscious, not-for-profit environment of our time.

**Requirements/Evaluation:** oral presentations and discussion in class and one seminar paper (with class presentation) at the end of the semester

**Prerequisites:** undergraduates should email michael.conforti@williams.edu to schedule a discussion before registering for the course

**Enrollment Limit:** 10

**Enrollment Preferences:** graduate students, then senior art history majors, then other undergraduates

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** satisfies the seminar requirement for the undergraduate Art History major

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 303 (D1) LEAD 301 (D2) ARTH 501 (D1)

Spring 2021

SEM Section: H1 T 1:10 pm - 3:50 pm Michael Conforti

**ARTH 305 (F) Queer Art, Queer Archives**

Focusing on a number of recent museum exhibitions dedicated to queer art and artists in the U.S. and abroad, this course critically examines the emergence of queer art histories. How are queer art histories being written and presented? And how is queer art being collected and preserved? We will explore these questions (and others) through the lens of the archive and the research and collecting practices associated with archives. As a class, we will critically examine the role, limits, and possibilities of archives in art historical research, curatorial practice, and museum exhibitions. Course readings will consider various historical, theoretical, and methodological approaches to the archive and curatorial practice. We will also consider artists’ archives and what has been described as an "archival impulse" in contemporary art. This course is being developed in conjunction with Williams College Museum of Art's presentation of the traveling exhibition Axis Mundo: Queer Networks in Chicano L.A., the first historical exhibition on queer Latinx art. Select assignments and student presentations will encourage first-hand experience with artworks in the exhibition.

**Requirements/Evaluation:** multiple short writing and bibliographic exercises; regular oral presentations; research paper (18-20 pages) written in stages and revised and expanded over the semester

**Prerequisites:** ARTH 102 or permission of instructor; GRADART exempt from ARTH 102 prerequisite

**Enrollment Limit:** none

**Enrollment Preferences:** senior majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Not offered current academic year

**ARTH 308 (S) African Art and the Western Museum (DPE) (WS)**

**Cross-listings:** AFR 369 ARTH 308

**Primary Cross-listing**

This tutorial provides a focused study of the issues associated with the exhibition of African objects within Western institutions from the formative period of the practice in the early 19th century to the modern era. Covering topics ranging from early collection and display methodologies to exhibition-based practice in the contemporary digital era, this tutorial will provide an opportunity for robust discussion about the interactions that have occurred between the arts of Africa and the Western museum over the lengthy history of their engagement. Students will investigate the nature of the cross-cultural dialogues taking place and the politics of display at work in regional museum spaces that display African art towards fleshing out how exhibitions function through the strategic organization and display of objects. In other words, students will explore how the dialogues created between
objects and individuals often speak to the voices and agendas that collide, collaborate, and even compete with each other within the environment of the museum.

**Requirements/Evaluation:** field trips to area museums, targeted writing assignments 5-7 pages in length, and peer response papers (two of each type per month)

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Art History and African Studies Majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 369 (D2) ARTH 308 (D1)

**Writing Skills Notes:** Targeted bi-monthly writing assignments (5-7 pages in length) and bi-monthly peer response papers (2 pages in length). Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Explores issues of 'authentic' representation as it applies to African artifacts displayed within the contexts of Western art museums. Through discussions of cultural capital, rights of seeing, and the politics of representation, students analyze how the meaning of African 'art' has been dictated by a Western museum culture and how one can disrupt this hegemony through strategic exhibition and display practices.

Not offered current academic year

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**ARTH 310 (S) An American Family and "Reality" Television (WS)**

**Cross-listings:** ARTH 310 WGSS 312 AMST 333

**Primary Cross-listing**

*An American Family* was a popular documentary series that featured the Loud family from Santa Barbara, California, whose everyday lives were broadcast on national television. The series generated an enormous amount of media attention, commentary, and controversy when it premiered on PBS in 1973. Today, it is regarded as the origin of so-called "Reality TV." In addition to challenging standard rules for television programming, the show challenged social conventions and asked viewers to think seriously about family relations, sexuality, domesticity, and the "American dream."

Documenting the family's life over the course of eight months, the series chronicled the dissolution of the Louds' marriage and broadcast the "coming out" of eldest son Lance Loud, the first star of reality television. In this class, we will view the *An American Family* series in its entirety, research the program's historical reception, and analyze its influence on broadcast and film media, particularly on "reality" television. A final 14- to 18-page research paper will be prepared in stages, including a 6- to 8-page midterm essay that will be revised and expanded over the course of the semester.

**Class Format:** Remote seminar. The course will feature synchronous online class meetings.

**Requirements/Evaluation:** class presentations, research assignments and annotated bibliographies, and final 14- to 18-page research paper. Student presentations will be recorded offline and posted to GLOW.

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** junior Art majors, followed by senior majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 310 (D1) WGSS 312 (D2) AMST 333 (D2)

**Writing Skills Notes:** There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

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Spring 2021
**ARTH 311 (S) Women and Art in East Asia (DPE)**

**Cross-listings:** ARTH 311 ASST 311

**Primary Cross-listing**

For over a thousand years, women in East Asia profoundly influenced the development of the visual arts, yet their formidable presence remains largely hidden. This seminar explores the critical roles women played as patrons, artists, and collectors of the arts in China, Korea, and Japan. We cover historical periods from the 10th century to the present day and discuss both traditional and nontraditional media including painting, sculpture, photography, embroidery, and even inks. Topics include didactic paintings for women in the Song court, calligraphy and painting as gendered modes of expression in Heian period Japan, the revival of Buddhist arts in Korea under the patronage of imperial women, and artworks by modern and contemporary artists that contest dominant representations of gender and sexuality. The course does not simply focus on artistic production, but also contextualizes these topics in light of emergent theorizations and readings on femininity, feminism, and the sexual politics of representation. Along with a final research paper, students will generate a substantial Wikipedia entry on a certain aspect of the course to promote the coverage of women and the arts online. No prior knowledge of Asian art history is required or assumed.

**Requirements/Evaluation:** Class participation, 4 object or reading response papers (2-3 pages), Wikipedia page editing project and presentation (5-7 minutes long), and 12-15-page final research paper (written in stages over the semester including a 15-minute presentation)

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Art History and Asian Studies majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 311 (D1) ASST 311 (D1)

**Difference, Power, and Equity Notes:** This course fulfills the Difference, Power, and Equity by exploring the construction of gender in relation to power. We discuss how Daoist, Confucian, Shinto, and Buddhist ideas historically shaped attitudes toward women and address the ways in which colonialism and Orientalism shaped understandings of gender differences and roles in East Asia. Students will be introduced to theoretical texts of feminism and postcolonialism and learn to identify key issues to the feminist art historical project

Spring 2021

**SEM Section: R1  MW 6:45 pm - 8:00 pm  C. Ondine Chavoya**

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**ARTH 314 (F) Emperors of Heaven and Earth: Mughal Power and Art in India, 1525-1707**

**Cross-listings:** HIST 314 ARTH 314 ASST 314

**Secondary Cross-listing**

The Mughal dynasty ruled over most of northern India from the 16th to the 19th centuries. The Mughal Empire was the grandest and longest to rule the Indian subcontinent--much larger than any European empire in the early modern world--and it continued to have a lasting impact on South Asia. Mughals established a centralized administration with a vast complex of personnel, money and information networks. Styling themselves as 'Emperors of Heaven and Earth', the Mughal kings were also globally viewed as political innovators and unprecedented patrons of art. Their visual practices were as much a part of their imperial ideologies as their administrative and military measures. This co-taught course combines the disciplines of Art History and History to explore the intricate workings of Mughal politics and ideologies. The first of its kind to bring an interdisciplinary approach to teaching South Asia at Williams, the course asks: How did the Mughals sustain their empire for three centuries? How did they use art and politics to rule over diverse and largely non-Muslim populations? How did these Muslim imperial patrons merge Persian and Central Asian cultural values with preexisting Indian forms of administrative and artistic expression? How does Mughal culture continue to shape the South Asian imagination today? Readings will include a variety of visual and literary texts. We will delve deep into the world of biographies, travel accounts, poetry, architecture and a plethora of artworks. Students will take a hands-on approach to Mughal painting through several visits to the WCMA and a dedicated Object Lab. The primary aim of this co-taught course is to introduce students to a multifaceted picture of one of the greatest empires in pre-colonial world history. Another goal is to
familiarize them with a wide range of visual and written primary sources and develop a vocabulary for 'reading' these.

Requirements/Evaluation: class participation and weekly responses to readings, 4-5 short papers and a final paper

Prerequisites: students who have previously taken HIST312 will not be permitted to take this course; no other prerequisites

Enrollment Limit: none

Enrollment Preferences: graduating seniors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 314 (D2) ARTH 314 (D2) ASST 314 (D2)

Not offered current academic year

ARTH 327 (F)  Acquiring Art: Selecting and Purchasing Objects For WCMA

Cross-listings: ARTH 527 ECON 227 ARTH 327

Primary Cross-listing

How do museums acquire art? Factors considered in selecting objects include: the museum's existing collection, its mission, the availability of suitable objects, evaluation of the art historical importance of potential purchases, and the available budget. How can objects be identified and obtained at the most reasonable cost? How do auctions work and what strategies are best for purchasing works at auction? Is it more economical to purchase art at auction or to work with dealers or (for contemporary works) directly with artists? Do museums consider value in the same way as private collectors? What role does an object's history and condition play in the evaluation process? In this course students will work as teams to identify and propose objects for addition to the collection of the Williams College Museum of Art (WCMA). A significant budget will be made available for the acquisition. We will discuss approaches for identification, acquisition and evaluation of objects. Student teams will be responsible for identifying a set of objects that would make appropriate additions to the WCMA collection, and a strategy for acquiring one or more of those objects. Working with the advice of WCMA curatorial staff, one or more of these objects will be acquired using the agreed strategy, and the object will become part of the WCMA permanent collection. Graduate students will participate in all aspects of the class but may be required to undertake different assignments.

Requirements/Evaluation: three papers of 10-15 pages each and class participation; student teams will make proposals for objects; each student will be required to submit three papers, dealing with the objects, the likely cost, and the best strategy

Prerequisites: ECON 110 or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: senior majors in Art History, Economics and Political Economy; graduate students will be admitted only by permission of instructors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 527 (D1) ECON 227 (D1) ARTH 327 (D1)

Not offered current academic year

ARTH 330 (S)  Michelangelo: Biography, Mythology, and the History of Art

One might argue that Michelangelo's enduring fame, and his preeminence in the European art historical canon, is as much a product of his artistic persona as his artistic achievement. Indeed, the classic image of the artist as a brooding, tortured genius of unstoppable creative force finds its roots in the Italian Renaissance, and specifically in the fascinating biography--and mythology--of Michelangelo. With a life and career more fully documented than those of any western artist to precede him, Michelangelo provides the foundations for a triangulation of person-persona-artistic production that has a modern ring. But what are the limits of our knowledge, and what are the boundaries of interpretation? And how might we approach the study of an artistic self when that self is, also, a work of art? In this course, students will become well-acquainted with the life and work of Michelangelo, giving critical attention to the connection between the artist and his work. We will investigate, in particular, the practice of interpreting his work according to his philosophical outlook, political convictions, religious beliefs, sexual desire, and more. While this course will bring us deep into the life and work of a
single artist, one of its goals is to generate ideas about the very act of biographically-based art historical interpretation. How can thinking carefully about Michelangelo reshape our own thinking about art historical practice?

**Requirements/Evaluation:** evaluation will be based on the quality and improvement of written work (5 weekly papers and 5 response papers, and a final written exercise addressing major themes of the tutorial), and oral dialogue

**Prerequisites:** one ARTH course of any level; open to sophomores, juniors, and seniors

**Enrollment Limit:** 10

**Enrollment Preferences:** none

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**Not offered current academic year**

**ARTH 331 (S) Michelangelo: Self and Sexuality (WS)**

**Cross-listings:** ARTH 331 WGSS 335

**Primary Cross-listing**

Who are artists? We each have different answers to this question, but our responses would probably share some common assumptions about human individuality and the centrality of the self to artistic creation. In this tutorial, we will take a critical lens to these ideas by studying the life, work, and passions of the Italian artist, Michelangelo Buonarroti (1475-1564). Michelangelo is a towering archetype of the autonomous artistic self: the distinctive personality who telegraphs individual beliefs, feelings, and desires through the creative act. His lifelong engagement with the physicality, beauty, and sensuality of the (male) human body has encouraged the connection between the man and his work on the most intimate levels of pleasure and desire. Ironically, Michelangelo would not have understood our modern conceptions of artistic selfhood or sexuality, but his own Renaissance moment was obsessed with questions surrounding the nature of human identity and subjectivity. His artistic practice--from painting to poetry--wrestles with them in countless, fascinating ways. Students’ writing and critical conversation will venture into the spaces between man and myth, selfhood and self-fashioning, artist and patron, past and present.

**Class Format:** Tutorial meetings will take place primarily on Zoom, with the hopeful possibility of some in-person meetings for students in residence on campus.

**Requirements/Evaluation:** Five 5-7 page essays, five 1-2 page responses to partner's essays, critical conversation

**Prerequisites:** Any ARTH course

**Enrollment Limit:** 10

**Enrollment Preferences:** ARTH majors and WGSS concentrators (or sophomores intending to pursue the ARTH major or WGSS concentration)

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)  (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 331 (D1) WGSS 335 (D2)

**Writing Skills Notes:** Tutorial

Spring 2021

TUT Section: HT1  TBA  Stefanie Solum

**ARTH 332 (F) Abstraction in Action: Global Modern and Contemporary Art (WS)**

Abstraction, be it gestural or geometrical, was a protagonist in the story of global modernisms and continues to be a powerful visual language in contemporary art. The term "abstraction" may first appear straightforward, but its associations are quite complex: in varying historical contexts, abstraction has signaled formalist rupture, cultural co-optation, revolutionary politics, as well as racial, feminist, and queer critique. This object-oriented course will delve deeply into non-representation in global modern and contemporary art; we will supplement our careful study of artworks with primary documents, as well as with canonical theoretical frameworks and the reassessments that have sought to complicate these. This seminar is organized into two weekly sessions--a lecture and a discussion--to introduce key concepts and issues and to allow for ample group dialogue on these. Ultimately,
the course seeks to revise and expand the cartographies and ontologies of abstraction in the 20th and 21st centuries. As such, it welcomes students with an interest in modern and contemporary art, yet does not require previous coursework in either.

Class Format: biweekly seminar, with one lecture session and one discussion session

Requirements/Evaluation: participation, weekly assignments, final 12- to 15-page paper written in stages throughout the semester

Prerequisites: must have previously taken one Art History course in any area

Enrollment Limit: 19

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Students will complete short written assignments and will prepare a final paper in three stages throughout the semester. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Not offered current academic year

ARTH 335  (S)  Uncovering Williams
Cross-listings: AMST 335  ARTH 335

Secondary Cross-listing
Sparked by current controversies around visual representations at Williams, this course--a joint effort of the Williams College Museum of Art and the American Studies Program--interrogates the history of the college and its relationship to land, people, architecture, and artifacts. Students in this course will examine the visual and material culture of Williams and the land it occupies to uncover how the long and complex history of the college reverberates in the spaces and places students, faculty, and staff traverse daily. We take seriously that objects and environments are not neutral nor are the atmospheres that they reflect and produce. Our interdisciplinary approach draws from the methods and theories of American studies, art history, material culture studies, critical race theory, gender studies, and eco-criticism. Topics of discussion may include: the foundation of the college and displacement of native populations; buildings, objects, and monuments linked to Williams’ evangelical history and the role of missionaries in American imperialism; the symbolic meaning of the varied architectural styles at the college; and the visibility/invvisbility of the college’s relationship to slavery and Abolitionism.

Requirements/Evaluation: participation (discussion, GLOW posts), 2-3 short papers, one 5- to 6-page midterm paper, and a 10- to 12-page final project (either a research paper or a substantial arts-type project) and bibliography

Prerequisites: sophomore standing or permission of the instructor

Enrollment Limit: 19

Enrollment Preferences: AMST majors

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 335 (D2) ARTH 335 (D1)

Spring 2021
SEM Section: R1  T 1:10 pm - 3:10 pm  Dorothy J. Wang,  Kevin M. Murphy

ARTH 337  (S)  Visual Politics
Cross-listings: PSCI 337  ARTH 337

Secondary Cross-listing
Even casual observers know that appearances matter politically and that the saturation of politics by visual technologies, media, and images has reached unprecedented levels. Yet the visual dimensions of political life are at best peripheral topics in contemporary political science and political theory. This seminar explores how our understanding of politics and political theory might change if visuality were made central to our inquiries. Treating the visual as a site of power and struggle, order and change, we will examine not only how political institutions and conflicts shape what images people see and how they make sense of them but also how the political field itself is visually constructed. Through these explorations, which
will consider a wide variety of visual artifacts and practices (from 17th century paintings to the optical systems of military drones and contemporary forms of surveillance), we will also take up fundamental theoretical questions about the place of the senses in political life. Readings may include excerpts from ancient and modern theorists, but our primary focus will be contemporary and will bring political theory into conversation with other fields, particularly art history and visual studies but also film and media studies, psychoanalysis, cognitive science, and STS. Possible authors include Arendt, Bal, Belting, Benjamin, Browne, Buck-Morss, Butler, Clark, Connolly, Crary, Deleuze, Fanon, Foucault, Freedberg, Garland-Thompson, Hobbes, Kittler, Machiavelli, Mercer, Mitchell, Mulvey, Plato, Rancière, Sartre, Virilio, Warburg, and Zeki.

Requirements/Evaluation: regular, engaged class participation, several Glow posts, and three 7- to 8-page papers

Prerequisites: at least one prior course in political theory, cultural theory, visual studies, or art history; or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Political Science and Art History majors (including students in the grad program); then qualified students from all disciplines welcome, space permitting

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
PSCI 337 (D2) ARTH 337 (D2)

Not offered current academic year

**ARTH 338 (S) The Romantic Revolution: Art and Experience in 19th-Century Europe**

This course explores major moments in nineteenth-century European painting and sculpture in relation to sweeping transformations across multiple dimensions of human experience, including aesthetics, philosophy, psychology, politics, and beyond. Key artists include Friedrich, Delacroix, Blake, Turner, Courbet, and many others. In each case we will interrogate their work across multiple art historical and intellectual perspectives, at once with a view to unveiling larger developments, but also to make the case for works of art as powerful bearers of meaning, and shapers of experience, in and of themselves. Assignments keyed to introducing students to a range of art historical methods and modes of argument and interpretation.

**Class Format:** combination lecture and discussion

**Requirements/Evaluation:** two research papers approximately 10 pages each; final exam; additional short reports

**Prerequisites:** none

**Enrollment Limit:** 25

**Expected Class Size:** 25

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

**ARTH 342 (S) Monuments and Miniatures: Architecture and Painting in India**

**Cross-listings:** ASST 342 ARTH 342

**Primary Cross-listing**

This tutorial is designed to provide an in-depth comparative study of two of the most important cultural expressions in the history of the Indian Subcontinent: Architecture and Painting. From sprawling pleasure gardens and palaces to iconic tomb complexes and temples, the built environment has served various cultural, religious and communal functions in India. Intimate in scale, and made primarily for an elite audience, miniature painting has also performed a key role in preserving and transmitting cultural values over time and space. Despite obvious differences in scale and scope, architectural monuments and miniature paintings produced for manuscripts and albums reflect similar creative impulses. They are also often linked through their relationship to text, and can be interpreted through contemporaneous literature. In the tutorial, students will be asked to make careful analyses of the iconography, symbolism and historical frameworks of monumental architecture and miniature painting in India. Original literature in translation and recent scholarly essays will help provide the framework for considering the artworks from the perspective of their patrons, creators and audiences. We will also consider the shifting roles and meanings of these artworks through the ages. For example, what was the original symbolism of the Taj Mahal, and how has it become a highly contested, political space in contemporary India? How did grand picture albums from the seventeenth century, made for some of the most powerful emperors in global history, function as tools for political self-fashioning? And what do their modern reception as part of Western museum collections tell us about the transformation of India during the British colonial period?
**Requirements/Evaluation:** bi-weekly writing assignments 5-7 pages in length, short peer response papers, field trips to local museums

**Prerequisites:** none, open to all students

**Enrollment Limit:** 10

**Expected Class Size:** 6

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 342 (D1) ARTH 342 (D1)

**Writing Skills Notes:** Bi-weekly 5-7 pages long papers. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Not offered current academic year

**ARTH 344 (F) Pacific-New England Material Histories (DPE)**

**Cross-listings:** ARTH 344 AMST 344

**Primary Cross-listing**

This course looks at the indigenous, colonial, maritime, and missionary histories that connect New England to island nations in the Pacific in the eighteenth and nineteenth centuries. Rather than thinking of Hawai‘i and Massachusetts merely as opposite ends of United States colonial expansion, we will focus on the heterogenous cast of historical actors-from queens to whalers-who interacted in these places and generated new forms in architecture, painting, printmaking, the decorative arts, textiles, and publishing. Particular attention will be paid to the politics of Hawaiian visual culture and the histories of Williams alumni in Hawai‘i, but the readings, discussions, and student papers will not be limited exclusively to those subjects. Our time together will be split between lecture and class discussion, with some meetings devoted to archival research and object-based case studies in collections on campus. As a group, we will establish a corpus of objects and conceptual frameworks for analyzing what “Pacific-New England” means and how that might challenge our existing assumptions about regional art histories. Finally, we will experiment as a class with the best ways to convey what we’ve learned through our collective inquiry—whether in different forms of writing or by workshops more creative approaches.

**Requirements/Evaluation:** participation in discussion, two short papers, final research project, and presentation; note: one required field trip, scheduled in consultation with the students

**Prerequisites:** none

**Enrollment Limit:** 12

**Expected Class Size:** 8

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 344 (D1) AMST 344 (D2)

**Difference, Power, and Equity Notes:** This course traces the ways that systemic biases regarding race, religion, gender, and class impacted and continue to affect relations of power, wealth, and ultimately sovereignty in the United States and in Hawai‘i.

Not offered current academic year

**ARTH 348 (S) Women, Men and Other Animals (DPE)**

**Cross-listings:** ARTH 348 STS 348 SCST 348 WGSS 348 ENGL 348

**Secondary Cross-listing**

In this seminar, we will together learn to be “animal critics.” We will explore ways in which human groups and interests, particularly in the United States, have both attached and divorced themselves from other animals, considering such axes as gender, race, ability, and sexuality as key definitional foils for human engagements with animality. What are the “uses” of “animals” for “us,” and precisely who is this “us”? How and when are some willing to see themselves as animal—indeed, under what political conditions do they embrace it? What is the history of unique, often asymmetric, interdependencies between human animals and nonhuman animals? How do actual lives of humans and non-human animals merge and clash with the rhetorics and visualities of human animality? We will examine both “everyday” animality and the forms of animality that stand out only today in
retrospect, in their exceptionality, or upon reflecting on structures of privilege. We will build a critical animal studies vocabulary from a range of readings in science, philosophy, art, feminism, indigenous studies, critical race, geography, fiction, film, rhetoric, history, activist movements, disability studies, postcolonial studies, and examine both visual and narrative cultural production.

Requirements/Evaluation: individual research project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Women's, Gender and Sexuality Studies majors, Art History majors, English majors, Environmental Studies majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 348 (D1) STS 348 (D2) SCST 348 (D2) WGSS 348 (D2) ENGL 348 (D1)

Difference, Power, and Equity Notes: Human/animal intersections are analysed with special attention to axes of gender, race, ability and sexuality.

Not offered current academic year

ARTH 358  (S)  Latinx Installation and Site-Specific Art

Cross-listings: LATS 358  ARTH 358

Secondary Cross-listing

This course will explore the various forms of installation and site-specific artworks created by Latinx artists for both museums and public space. We will examine the ways in which Latinx artists have used space as a material in the production of artworks and how this impacts the works’ meanings and the viewer's experience. Within the context of U.S. Latinx culture and history, we will connect notions of space with ideas about cultural citizenship, civil rights, and social justice. A variety of art forms will be studied, from traditional to experimental, including murals, sculpture, performance, video, and several multimedia, interactive, or participatory projects. While establishing a historical lineage and theoretical frameworks for analyzing this growing genre, we will pay particular attention to how these works engage urban space and often challenge the institutional assumptions of museums and curatorial practice. Likewise, we will examine the important debates associated with various public art and museum installation controversies.

Class Format: discussion

Requirements/Evaluation: two short papers, periodic research reports, final research paper, and presentation

Prerequisites: LATS 105 or ARTH 102 or permission of instructor; GRADART exempt from ARTH 102 prerequisite

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators and Art majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 358 (D2) ARTH 358 (D2)

Not offered current academic year

ARTH 363  Space into Place: Composing Modernity through Maps and Landscape Paintings, 1500-1900

Colonial expansion and growing trade networks created new needs for picturing the globe in early modern Europe. In other words, globalization required a world broken down into concrete units that could be known and recognized. The artistic and the cartographic were two fundamental modes of representing space. What we might learn by bringing landscape paintings and maps together in dialogue? What are the aesthetic expectations of each genre? How were subject, scale, perspective, and proportion determined and by whom? Moving beyond a binary opposition of science versus art, we will study conventions and changes in mapmaking and landscape painting from the sixteenth to nineteenth centuries to analyze shifting conceptions of national identity, modernity, and the relation of humans to nature. Course lectures and an interdisciplinary array of readings will provide historical and conceptual support for object-based discussions in the Williams College Museum of Art, the Chapin Rare Book Library, and at the Clark Art Institute.

Class Format: this course will meet twice per week, the first meeting will be in the format of a lecture, the second will be a seminar-style discussion
ARTH 367 (F) Documentary Fictions

Cross-listings: ARTH 367 ENGL 367

Secondary Cross-listing
The first movies excited viewers not by telling stories, but by reproducing the world: a dancer’s billowing skirts, the sight of Niagara Falls, the arrival of a train at the station—such vignettes felt viscerally real. Our fascination with documentaries derives, in large part, from the way seemingly transparent images are woven into narratives full of hidden assumptions. Every viewer of the Zapruder film sees the same thing: President Kennedy, struck by a bullet, lurches forward. But what that might mean—whether it points toward a lone gunman or a conspiracy, toward the Soviet Union or the CIA—still remains uncertain. We’ll explore the tensions between image and story, evidence and context, in films ranging from Fred Ott’s “Sneeze” (1894) to Josh Oppenheimer’s The Act of Killing (2012), concluding with a look at the effects of contemporary image technologies on our sense of personal and national identity. Readings for the course will be drawn from narrative theory, epistemology, and cultural theory, as framed by writers including Trinh Minh-ha, Christian Metz, and Bill Nichols.

Requirements/Evaluation: four written and multimedia exercises (1-2 pages each), two essays (six and twelve pages), and a willingness to experiment with formats

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor

Enrollment Limit: 25

Enrollment Preferences: English majors; Art and Comparative Literature majors; students with experience making video

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
ARTH 367 (D1) ENGL 367 (D1)

Not offered current academic year

ARTH 368 HIV + AIDS in Film and Video (DPE)

Spanning activist works, experimental film, Hollywood dramas and documentary, this course examines the role of moving images in reckoning with the global AIDS crisis, its aftermath, and its ongoing aftershocks. The AIDS crisis of the 1980s and 1990s was, in the words of Larry Kramer, a ‘plague’ of epic proportions, with an entire generation obliterated before it could reach maturity. And yet, the ‘plague’ years also spawned a remarkable amount of creative and activist image-making aimed at fighting, mourning, and grappling with AIDS. Now, we find ourselves in another pivotal moment: the past decade has yielded a new wave of artworks dedicated to memorializing the crisis, while for many communities, the crisis never ended. Together, we will ask difficult and probing questions about this phenomenon called the ‘AIDS epidemic,’ examining the role of art in frontline activism, the ethics of AIDS historiography, mainstream visions of the AIDS body, and the need for a diversity of AIDS narratives. This seminar-style course will combine weekly screenings with readings and intensive discussion.

Requirements/Evaluation: Discussion facilitation, attendance and participation, short response papers, long research paper

Prerequisites: ARTH 102 or permission of instructor; GRADART exempt from ARTH 102 prerequisite

Enrollment Limit: 12

Enrollment Preferences: senior majors

Expected Class Size: 12

Grading:
Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This is an intersectional course in LGBTQ+ art history, with an examination of the relationship between sexuality, gender, ethnicity and power within AIDS activism and the AIDS crisis.

Not offered current academic year

ARTH 379  (S)  Writing Art
Cross-listings: ENGL 379  ARTH 379
Secondary Cross-listing
This course is conceived primarily as an experiential adventure in creative forms of art writing. We'll read several recent examples of such work (from writers including John Ashbery, Roland Barthes, John Berger, Teju Cole, Jorie Graham, Robin Coste Lewis, Eileen Myles, Ali Smith, Roberto Tejada, and John Yau) to get a sense of the range of approaches, from the ekphrastic poem to the essay to the novel, alive today; and we will spend considerable time in local museums, engaging intimately with works of art through various writing prompts, as you create your own creative responses to visual art. Along the way, we will work to historicize and theorize the relation between the verbal and visual arts, and to ask what looking at art brings to creative writing, as well as the ways creative writing might extend or alter the work of art history.

Class Format: This will be a hybrid course. We will divide our time between seminar meetings, where we will discuss published texts; museum visits, where you'll engage directly with visual art; and small group meetings, where you'll get feedback on your evolving work.

Requirements/Evaluation: engaged participation; successful completion of assignments; demonstrated commitment and quality of the work, as evidenced by a final portfolio of revised writing.

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor.

Enrollment Limit: 12

Enrollment Preferences: Undergraduate majors in English or Art and graduate students in Art.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 379 (D1) ARTH 379 (D1)

Spring 2021
SEM Section: H1  MWF 11:45 am - 1:00 pm  Jessica M. Fisher

ARTH 400  (F)  Clark Visiting Professor Seminar: writing TO art
Cross-listings: ARTH 500  ARTH 400
Secondary Cross-listing
In this seminar, we will think about writing TO art and for it, rather than merely about it; but first, we will think about how we think. I intend that we read essays and stories that confront the ways in which we think. That might sound abstract, but in fact it is rather concrete: we bring to works of art our predilections or tastes, psychologies, politics, habits of mind, in short, our subjectivity. We are not blank slates, art is not, either. Art is layered with its own history, and histories, criticisms, reactions, rejections, movements. Art is not static. How do we writers move with art, confront our reactions, and ask why we have them. To me, one of the most important aspects in writing is judging one's own reactions, for instance, in the choice of words. To that end, that of confronting our thinking, we will read, among other things: Adorno's "Coming to Terms with the Past;" Joan Scott's "The Evidence of Experience;" Kafka's "Josephine the Mouse Singer and the Mouse People," and "The Hunger Artist;" Freud's "Notes on War and Death," and Craig Owens', "On Speaking to Others" and "Feminism and Post-Modernism." We will also read some of my anti-art art criticism, or what I call stories written in relationship to art. Some of these employ fictions, some not. We will read a few of my "Madame Realism" pieces, as well as essays on Warhol and some other contemporary artists. We will do some writing. We will visit with or be visited by critics and/or artists. We will look at art in galleries, and write about what we have seen.

Requirements/Evaluation: writing assignments, participation

Prerequisites: none
Enrollment Limit: 16
Enrollment Preferences: graduate students get preference; places for 8 undergraduate and 8 graduate students assured
Expected Class Size: 16
Grading: no pass/fail option, no fifth course option
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
ARTH 500 (D1) ARTH 400 (D1)
Not offered current academic year

ARTH 402 (S) Monuments and The Art of Memorial

The urge to commemorate is a timeless human impulse. Individuals, heroic acts, and historic events have been marked by mounds, architecture, images, words, and ephemera for over 5000 years. The value of the subject or focus of a commemoration changes over time. Entropy, iconoclasm, and vandalism have been seen as either positive or negative modes of destruction. Recent events have brought into high relief monuments long taken for granted as markers of the American urban landscape. Calls for the removal of monuments that have elevated individuals implicated in colonialism and racism have led to a powerful surge in alternative monument-making, and brought commemorative images back into public consciousness. Over the course of the seminar students will document and explore the concepts behind monuments and memorials in the Western tradition from their origins in the ancient Mediterranean (Mesopotamia, Egypt, Greece, Imperial Rome), and chart their reception, interpretation, destruction, and/or influence in later periods. We will also analyze the abstraction and inversion of monumental form seen in the counter monuments of the late twentieth century such as Maya Lin's Vietnam Veterans Memorial (1982) or Gunter Demnig's Stumbling Stones project (Stolpersteine, 1992-the present), the world's largest decentralized memorial for the victims of Nazi terror. Our consideration of historical monuments will be paired with ongoing contemporary discussions of action around the removal of memorials, and the call for creative alternatives. During the second half of the semester seminar participants will research a memorial trend or a specific monument, and investigate and parse its context and reception over time. A short presentation and a substantial paper, written in stages, will be the end result of the research project.

Class Format: Discussion oriented course. We will meet online but, when possible, we will meet outside.
Requirements/Evaluation: The requirements of the course include: attendance and participation in discussion; 3 short responses to readings or artworks related to discussions; a short (15 minute max) report on a research project; a 15-18 page paper on the research project, written in stages.
Prerequisites: None
Enrollment Limit: 10
Enrollment Preferences: Art History majors and grad students, then any interested student
Expected Class Size: 10
Grading: yes pass/fail option, no fifth course option
Unit Notes: This course will fulfill the seminar requirement for the major in Art History. It can also fulfill the pre-1800 requirement should you pursue a seminar project in that area.
Distributions: (D1)

Spring 2021
SEM Section: H1 TR 11:30 am - 12:45 pm Elizabeth P. McGowan

ARTH 403 (S) Clark Visiting Professor Seminar: Art and Law

Cross-listings: ARTH 503 ARTH 403
Secondary Cross-listing

In the 1960s, artists began to engage conspicuously with legal ideas, rituals, and documents. The law--a primary institution subject to intense moral and political scrutiny--was a widely recognized source of authority to audiences inside the art world and out. Artists frequently engaged with the law in ways that signaled a recuperation of the integrity that they believed had been compromised by the very institutions entrusted with establishing standards of just conduct. These artists sought to convey the social purpose of an artwork without overstating its political impact and without losing sight of how aesthetic decisions compel audiences to see their everyday world differently. Addressing the role that law plays in enabling artworks to function as social and political forces, this course explores the question of an "applied art history," namely, how art history might intervene or inflect
extra-artistic institutions such as the law. Topics to be considered include: artists' rights, human-animal relationships, globalism as extraterritoriality, what "agreement" means in concept and practice.

Requirements/Evaluation: research paper, class presentations

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: second-year graduate students, then first-year graduate students, then advanced undergraduate students; places for 8 undergraduate and 8 graduate students assured

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 503 (D1) ARTH 403 (D1)

Spring 2021

SEM Section: H1 R 1:00 pm - 3:00 pm Joan Kee

ARTH 404 (F) The Enemies of Impressionism, 1870-1900

This class explores European and international painting and sculpture of the last quarter of the nineteenth-century, particularly the work of artists once famous in their day but whose reputations collapsed with the rise of Impressionism and Modernism. Once dismissed as trivializing, sensationalizing, politically suspect, kitsch, and simply "bad"—much of this art has attracted new attention and enthusiasm in recent year. Focus on aesthetic theory, narrative, cinema, and — most of all — viewer experience. Artists include Gérôme, Bouguereau, Alma-Tadema, and many others.

Requirements/Evaluation: readings and research paper

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: none

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

ARTH 405 (F) Seminar in Architectural Criticism

How does one judge a building? According to its structural efficiency or its aesthetic qualities? Its social responsibility—or just its pizzazz? Depending on the building, and the critic, any of these questions might be pertinent, or impertinent. This seminar explores architectural criticism, that curious genre between literature and architecture, and looks at its history, nature and function. We will read and discuss classic reviews by historical and contemporary critics as John Ruskin, Mariana van Rensselaer, Lewis Mumford, Ada Louise Huxtable and Herbert Muschamp. Insights gained from these discussions will be applied by students to writing their own reviews, which will likewise be discussed in class. Early assignments will concentrate on mechanics: how to describe a building vividly and accurately, how to balance description and interpretation judiciously, how to compare. Subsequent ones will be more synthetic, encouraging students to write bold, lively and critical essays. The ultimate goal is to develop a distinctive and effective voice, and to gain a better understanding of the nature of criticism in general.

Requirements/Evaluation: students will write and revise six papers (5-7 pages) during the semester

Prerequisites: any 100 level ARTH course or permission of instructor

Enrollment Limit: 11

Enrollment Preferences: junior Art History majors

Expected Class Size: 11

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)
ARTh 407 (F) Materials and Material Culture along the Eastern Silk Road

The Silk Road, a network of land and sea trading routes stretching from the Mediterranean to East Asia, served as a conduit for dynamic interactions and cross-cultural exchanges in the era before globalization. As a great cultural highway, the Silk Road stimulated the movement of peoples, the trade of luxury goods, and the transmission of technologies, ideas, and artistic motifs. This seminar examines the materials and material things traveling along the Silk Road from the fall of the Han Dynasty to the rise of the Mongol Empire (ca. 300 too 1400 CE). We focus, in particular, on the movement and use of three key materials: silk, glass, and paper. Topics include the transmission of silk-weaving technologies between China and Central Asia, glass bead production on the Korean peninsula, and the role of Japan’s Shosoin Treasury in the construction of kingship. The emphasis will be on the material culture and sites from China, Korea, and Japan, with forays to India, Afghanistan, Turkey, and beyond. Students learn to critically analyze issues related to cultural interactions and gain familiarity with critical approaches to materiality and material culture studies. As a class, we will also develop a collaborative map as a resource to remember historical developments as well as key dates, objects, materials, and individuals in this course. Evaluation will be based on class participation, response papers, the collaborative mapping project, and a final paper. No prior knowledge of Asian art history is required or assumed.

Requirements/Evaluation: Class participation, group presentation, 4 object or reading response papers (2-3 pages), collaborative mapping project and presentation (5-7 minutes long), 12-15-page final research paper (written in stages over the semester including a 15-minute presentation)

Prerequisites: Any 100-level Art History course or permission of instructor

Enrollment Limit: 14

Enrollment Preferences: Art History majors

Expected Class Size: 14

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Fall 2020

SEM Section: H1  MR 1:30 pm - 2:45 pm  Carolyn J. Wargula

ARTh 408 (F) Modernism in Brazil (DPE)

Cross-listings: ARTH 408  COMP 408

Primary Cross-listing

"Modernism" in art: when we think about it, we may not readily think of Brazil. But Brazil was in fact a vibrant battleground of ideas around what it was to be innovative, modern, and avant-garde. Between 1920 and 1945, artists, poets, and critics in the metropolises of São Paulo and Rio de Janeiro actively debated on the creation, and potential, of a uniquely Brazilian modernist aesthetic that would stand on par with the European avant-gardes. But what did "Brazilianess" mean to these intellectuals? What role did gender and race relations--indigeneity in particular--play in the construction of this aesthetic? How did the necessities and demands of the national context shape these modernist practices? This seminar will take a deep dive in this fascinatingly contradictory moment in Brazil, a chapter that would become a fundamental reference to Brazilian artists in the 1960s and even to this day. In addition to detailed analyses of artworks, we will read manifestos, novels, and criticism from this period, and the most up to date secondary interpretive texts.

Requirements/Evaluation: participation, short presentations, four 2-page writing assignments, final 12-page research paper

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: none

Expected Class Size: 8

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 408 (D1) COMP 408 (D1)

Difference, Power, and Equity Notes: This course fulfills DPE requirements through textual, visual, and historical analyses that explore the cultural
biases and geopolitical forces that have restricted the exposure of Brazilian modernism in Western art history. The course also centers on contextualizing the artistic practices of Brazilian modernism and analyzing them in relation to race, gender, and class dynamics, and to issues of colonialism, nationalism, and revolutionary politics.

**ARTH 412 (S) The Politics of Aesthetics: Collaboration and Participation in Contemporary Art**

The social turn is a hallmark of contemporary art, as artists since the 1960s turned from the art object toward dynamic exchanges with the public, from sole author to collaborative engagement. This seminar provides a theoretical framework to historicize as well as to critically analyze the promise and pitfalls of collaborative works, of favoring active participants over passive spectators, and of the meteoric rise of what is now commonly known as “social practice” art. A wide range of case studies from around the world will also allow us to delve into the intersections and productive tensions between aesthetics and politics, or between art and life.

**Requirements/Evaluation:** discussion questions, weekly presentations on either a text or an artist, three response papers, final 12- to 15-page paper

**Prerequisites:** must have previously taken an Art History course

**Enrollment Limit:** 10

**Expected Class Size:** 7

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**ARTH 416 (S) Senior Seminar: The Art of Minor Resistance: Advanced Readings in Race, Gender, Performance**

**Cross-listings:** COMP 404 ARTH 416 THEA 416 WGSS 416

**Secondary Cross-listing**

This seminar will study stagings and aesthetic theories of dissent in feminist, queer, anti-colonial, and anti-racist performance. An attunement to performance and to the minor is also a turn toward minoritarian knowledges and lifeworlds. Of interest will be modes of sensing and relating that are not often legible as political--including aesthetics of opacity, quiet, disaffection, aloofness, and inscrutability--but could be understood as critiques of political recognition. Performance is a capacious rubric in this class that will include performance art, social media, photography, music videos, poetry, street protest, and everyday life. Students will learn to describe, interpret, and theorize performance through discussion, writing, and creative form.

**Requirements/Evaluation:** in-class discussion, partner presentation, weekly reading responses, final project

**Prerequisites:** WGSS 101

**Enrollment Limit:** 15

**Enrollment Preferences:** WGSS majors, students with previous performance studies coursework

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 404 (D2) ARTH 416 (D2) THEA 416 (D1) WGSS 416 (D2)

**ARTH 418 Gothic Wonder: Exploring the Medieval Cathedral Then and Now**

Through their enormous scale, through the gravity-defying complexity of their construction, and through the sumptuousness of their materials and decoration, Gothic cathedrals were built to amaze visitors--the medieval equivalent of the blockbuster movie, and then some. The goal was to activate and overwhelm all of the senses and thereby both to produce an experience of transcendence for the people entering and using the cathedral, and to capture their hearts. The widespread social media reaction of shock and dismay to the fire at Notre Dame in Paris last year suggests that this power of the medieval cathedral to captivate remains very much alive. But these cathedrals have also, over the centuries, embodied and perpetuated hierarchies of authority and privilege, and have consumed vast economic resources. As a result, they have often been centers of conflict--and this too remains true today, as the heated debate in France over the rebuilding of Notre Dame testifies. This seminar will investigate the multiplicity of realities
that make up the Gothic cathedral, from the Middle Ages to the present day. Together, we will look at a number of Europe's most renowned cathedrals, through time—in France (including Notre Dame in Paris), England, Italy, Germany, Spain, and elsewhere—and consider both how each building has changed over the centuries and how it has been differently interpreted. As this collective conversation is unfolding, students will also pursue individual research projects on a cathedral of their own choosing, the aim being similarly to examine one of these remarkable monuments over time and in its shifting contexts.

Requirements/Evaluation: Participation in class discussion; oral presentation; 15-20-page research paper.

Prerequisites: Permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Art majors, but open to all

Expected Class Size: 10

Grading:

Distributions: (D1)

Not offered current academic year

ARTH 420  (F)  Architecture and Sustainability in a Global World  (WS)

Cross-listings: ARTH 420  GBST 420  ENVI 420

Primary Cross-listing

What does it mean to create a sustainable built environment? What do such environments look like? Do they look the same for different people across different times and spaces? This course takes these questions as starting points in exploring the concept of architectural sustainability, defined as "minimizing the negative impact of built form on the surrounding landscape," and how this concept can be interpreted not only from an environmental point of view, but from cultural, political, and social perspectives as well. Over the course of the class, students will explore different conceptualizations of sustainability and how these conceptualizations take form in built environments in response to the cultural identities, political agendas, social norms, gender roles, and religious values circulating in society at any given moment. In recognizing the relationship between the way things are constructed (technique of assembly, technology, materials, process) and the deeper meanings behind the structural languages deployed, students will come to understand sustainability as a fundamentally context-specific ideal, and its manifestation within the architectural environment as a mode of producing dialogues about the anticipated futures of both cultural and architectural worlds.

Class Format: This course will be taught in a hybrid mode, with both online (lecture) and in-person (discussion) elements.

Requirements/Evaluation: weekly reading discussion question posts on GLOW, leading class discussions, and a final project/paper (15-20 pages) with presentation

Prerequisites: none, although a course in art/architectural history or environmental studies would be advantageous

Enrollment Limit: 12

Enrollment Preferences: Art History majors, Environmental Studies majors, History and Studio majors

Expected Class Size: 12

Grading:  no pass/fail option,  no fifth course option

Distributions: (D1)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 420  (D1) GBST 420  (D2) ENVI 420  (D1)

Writing Skills Notes: This course develops writing proficiency using a series of sequenced assignments that culminate with the formation of a well-articulated, compelling final project. Students will receive extensive feedback on these assignments via a progression-oriented evaluative system that involves both instructor and peer feedback, and will take part in a writing seminar towards gaining the necessary tools for drafting work, formulating ideas, organizing sections, and crafting an abstract.

Fall 2020

SEM Section: R1  TR 9:45 am - 11:00 am  Michelle M. Apotsos

ARTH 421  (S)  Picturing God in the Middle Ages

Cross-listings:  REL 421  ARTH 421
Primary Cross-listing

How did medieval Europeans imagine their God and how did they give what they imagined pictorial form? How were these pictures used, both in public and in private life, and why? Paying particular attention to the function and experience of medieval works of art, this seminar will examine the evolution of images of God, in both the Eastern and Western halves of Europe, and the problems these images often generated. Through readings and class discussion, the course will investigate, among other specific topics: the varied attitudes toward the representability of God in Judaism, Islam, and Christianity; the impact of the Roman cult of the emperor and of images of the dead on the earliest portraits of Christ; the cult of the icon, concerns over idolatry, and the destruction of images; ideas about spiritual versus physical vision and their influence on the making and viewing of pictures; the relationship of sacred images to relics, the Eucharist, and other aspects of Christian ritual; and the pictorial exploration of both the torture and sexuality of Christ. Students will also pursue an individual research project, in which they will examine in greater depth a specific depiction of divinity of their choosing, in light of what we have considered together in the seminar.

Class Format: Class will meet online at first but may shift to in-person if circumstances allow

Requirements/Evaluation: class participation, oral presentation, one short paper (2-3 pages), final research paper (15-20 pages)

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Preference given to Art majors and seniors.

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 421 (D2) ARTH 421 (D1)

Spring 2021

SEM Section: H1    F 1:30 pm - 4:00 pm     Peter D. Low

ARTH 422  (S)  Art, Architecture, and Poetry: Islamic Devotional Culture in South Asia

Cross-listings: COMP 422  ARTH 422  REL 422

Primary Cross-listing

How have scholars interpreted and classified terms such as "Islamic art" and "Muslim culture," and how have these classifications affected the interpretation of the arts in South Asia? There are different points of view regarding what constitutes as "Islamic" art and culture. Is an imperial wine cup with "God is Great" inscribed on it an "Islamic" object? How is an erotic epic narrating the romance of a Hindu prince understood as embodying the principles of Muslim devotion? This interdisciplinary seminar, focusing on South Asian Muslim devotional culture as articulated through the material culture, the arts of the book, architecture, and poetry, will navigate these questions from two perspectives. The first is to understand how Muslim devotional cultural expression in South Asia circumscribes and interprets itself. The second viewpoint is that of scholarship and the various interpretive voices that have framed the field over the last century.

Requirements/Evaluation: class participation, 2-page response papers on class readings, leading class discussion, final 15-20-page research paper

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Art Majors, and then to students of any major interested in art and culture of Islam

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
COMP 422 (D1) ARTH 422 (D1) REL 422 (D2)

Not offered current academic year

ARTH 424  (S)  Heaven's Gate:The Romanesque Sculpted Portal and the Creation of Sacred Space Through Art
During the course of the eleventh century, the designers of European churches fashioned a new architectural language that we now label "Romanesque." One of the most innovative and dramatic aspects of this new language was its assimilation of monumental sculpture, absent in Europe since the fifth century. The focus of attention in this regard was the portal, which marked the threshold between the profane realm of the outside world and the sacred space of the church. Often characterized as the "marquee of the Middle Ages," the Romanesque sculpted portal, with its startling juxtaposition of the spiritual and the physical, of ecstatic visions of the heavenly realm and writhing, biting monsters, constitutes one of the true high-points of creativity in medieval art. Through the lens of modern scholarship, this seminar will investigate the antecedents and origins of the Romanesque sculpted portal and examine in detail its most renowned manifestations. Emphasis will be placed on understanding these often complex sculptural schemes within their original functional and material contexts, especially in terms of how they helped to create the sacred space of the church behind. Students will then have the opportunity to develop their own research projects, informed by what we have learned in the seminar, but focused on an example of sacred threshold art of their own choosing.

Requirements/Evaluation: class discussion/participation, oral presentation, and a 15- to 20-page research paper

Prerequisites: permission of instructor

Enrollment Limit: 14

Enrollment Preferences: Art majors and graduate students

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 523 (D1) ARTH 424 (D1)

Not offered current academic year

ARTH 430 (F) Aesthetics and Human Variety: European Representations of Oceania

Using European representations of the inhabitants of Oceania as the primary materials of our investigation, this seminar will explore the connections to be made among theories of beauty, practices of art making, and the construction of race as a scientific concept in the second half of the eighteenth century and the beginning of the nineteenth century. In Europe, this was a period that gave rise to aesthetics as a branch of philosophy, to several theories of the origins of human difference, to debates over the abolition of slavery, and to no fewer than fifteen expeditions to the Pacific Ocean. This course will investigate the crucial role that pictures played in all of these developments. Though students will not be required to write their research papers on pictures of Oceania, they should consider the central questions of the course: What purposes do the various conceptions of race serve? What are the aesthetic assumptions made by theorists of race? How do models of making art influence European ideas about foreigners? How do the pictures of foreign peoples impact the construction of race?

Requirements/Evaluation: class discussion, weekly reading responses, an oral presentation, and a 15- to 20-page research paper

Prerequisites: none

Enrollment Limit: 15

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

ARTH 434 (S) Renaissance Time

Time defines the Renaissance, whether framed as the "rebirth" of the past or the foundation of the present. Either way, past historians molded this period with time as their medium, fixing the Renaissance at the dynamic center of history. Flowing from historiographic foundations, this course will follow diverse art historical streams of Renaissance time to the present. How do Renaissance images play along by pointing to times outside of their frames? What are the implications for the historical worlds-the contexts-we build around objects in order to understand them? How do we navigate the role our own perspectives, interests, and desires play in the form we give to the past? How has time shaped the historic hegemonies of geographic place, and how might we re-deploy temporal strategies to dislodge them? This is a Renaissance course that explores topics fundamental to the
broader history of art, and one that ranges widely in focus from the theoretical to the concrete. We will base our discussions both on class readings and on object-based assignments in local museums designed to explore the living relationships we forge with the art of cultures long since gone. Accordingly, students will spend (lots of) time with Renaissance works at the Clark Art Institute, and work with/at WCMA to shape new narratives that bridge past and present while honoring them both.

**Class Format:** component of museum-based coursework

** Requirements/Evaluation:** class discussions and written preparation (students have a range of choices); two brief essays based on museum assignments (one with wall label); and a 10- to 15-page research paper

**Prerequisites:** one 100-level Art History course and any other Art History course, or permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** Art History and History majors and graduate students in the History of Art

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

**ARTH 435 (F) The Medieval Object**

**Cross-listings:** ARTH 535  ARTH 435

**Primary Cross-listing**

After years of focusing on theory, scholars of medieval art have returned to an examination of physical objects. Distinctly strange and even monstrous, such small material things as reliquaries, liturgical vessels, game pieces, and textiles transgress the traditional categories of art, some made from precious materials and others of such base substances as bones and dirt. Even books were treated as tangible things, not only to be read as texts, but also to be looked at, paraded, and displayed with the Eucharist. Collected in church treasuries during the Middle Ages, exchanged, and reconfigured, medieval objects served simultaneously as earthly assets and spiritual investments. The seminar will focus on the making, function, and collecting of medieval objects. Each student will participate in weekly discussions stimulated by the instructor's presentations and selected readings. Students will also conduct research on an object available for study, will present an analysis of it for discussion by the class, and submit a 15- to 20-page term paper taking into account any comments and criticisms.

**Class Format:** three hours per week

**Requirements/Evaluation:** class participation, oral presentation, 15- to 20-page research paper

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** Art majors and Art History graduate students; 16 (8 undergrad, 8 graduate)

**Expected Class Size:** 14

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 535 (D1) ARTH 435 (D1)

Not offered current academic year

**ARTH 436 (S) Demigods: Nature, social theory, and visual imagination in art and literature, ancient to modern**

**Cross-listings:** ENVI 436  ARTH 436  CLAS 436

**Primary Cross-listing**

Horse-men, cat-women, goat-men, tree-women, man-bulls, fish-girls, snake-people--cross-species compound creatures are everywhere in ancient Greek and Roman art, poetry, and culture. The conceptual or cognitive value of those "demigods" has changed over time. In art, demigods have frequently been reduced to the status of decoration, and in literature, they have become generic markers of fantasy. But they are hardly without meaning. Embodied in satyrs, centaurs, nymphs, and other demigods is a vision of an alternative evolutionary and cultural history. In it, humans and animals live together. The distinction between nature and culture is not meaningful. Male and female are equal. The industrial revolution never happens. This course traces the history of demigods from its origins in ancient Greek art and poetry until today. We pay special attention to three
points: the relationship between mythology of demigods and ancient political theory about primitive life; evolving conceptions of nature, the origin of species, and the environment; and the capacity of the visual arts to create mythology that has a limited literary counterpart. The first half of the course examines the origins and character of the demigods, in works of ancient art, e.g. the François vase and the Parthenon, as well as ancient texts, including Hesiod's Theogony and Ovid's Metamorphoses. We examine relevant cultural practices, intellectual history, and conceptions of nature, in texts such as Euripides' Bacchae, Plato's Phaidros, and Lucretius' De rerum natura. We will consider in detail ancient theories of the origins of species as well as the relationship between nature and human culture. The second half of the course investigates the post-classical survival of demigods. We consider the "rediscovery" of demigods in the work of Renaissance artists such as Botticelli, Michelangelo, Dürer, and Titian, and the rediscovery of ancient materialist theories of nature and culture. We consider in detail the important role played by demigods in the formation of Modernism in art and literature. Key texts include Schiller, "Naive and sentimental poetry," Nietzsche, Birth of Tragedy, Mallarmé, "L'Apres midi d'une faun," Aby Warburg's cultural-historical texts, and Stoppard's Arcadia. Problems include the relationship between nymphs and prostitutes in Manet, and the meaning of fauns and the Minotaur in Picasso. We conclude with demigods in popular culture such as the Narnia chronicles or Hunger Games.

Class Format: Lecture and discussion. When possible, we will meet outdoors in person; when that is not possible, we will meet online.

Requirements/Evaluation: The requirements of the course include: attendance and participation in discussion; preparing summaries/analyses of reading assignments for discussions; one presentation on a research project, and one 20-page paper on the research project.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: art history majors, graduate students in art history, classics majors, then any interested student

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Unit Notes: This course will satisfy the seminar requirement in art history.

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 436 (D1) ARTH 436 (D1) CLAS 436 (D1)

Spring 2021

SEM Section: H1 MR 1:30 pm - 2:45 pm Guy M. Hedreen

ARTh 438 (S) Ambrotypes to Instagram: Photography and the Human Portrait

"A portrait! What could be more simple and more complex, more obvious and more profound?" exclaimed the nineteenth-century poet and critic Charles Baudelaire. With the invention of photography in the first half of the nineteenth century and with the digital revolution of the twentieth, portraiture arguably became more simple and more complex, more obvious and more profound. In this seminar, we will explore this complicated and fascinating history. Photographic portraits are fine art and vernacular culture. They serve private and public functions. They help to fashion the self and construct group identity. They disguise and disclose the truth. In the classroom, galleries, and archives, we will investigate the problems of likeness and semblance, veracity and credibility. We will delve into the conflict between representations of individuals and representations of types, and we will attend to the complicated, sometimes fraught, relationship between photographer and subject, even when they are one and the same.

Requirements/Evaluation: class participation, short essays, individual presentations, and a final research paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Art History majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

ARTh 440 (F) Contemporary Exhibitions: Los Angeles and Latin America (DPE)

Cross-listings: LATS 440 ARTH 440

Primary Cross-listing
This seminar examines connections between Latinx and Latin American art through a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time: LA/LA that opened in 2017. While the chronological span for the overall project reaches from Pre-Colombian art to present, we will focus on modern and contemporary art after the 1960s and consider key themes of art and activism, borders and diaspora, globalism and modernism, and popular culture and science fiction in the visual arts. Diverse in scope, these shows explored important developments in the arts of the Americas from the late-20th and 21st centuries, including, abstraction, Chicano muralism, Conceptual art, craft, feminist art, Kinetic art, Modernist design and architecture, social practice, and queer activism. Students will pursue individual research projects directly related to the art exhibitions we study, and examine photography, performance, painting, sculpture (including installation and participatory art), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history.

Requirements/Evaluation: several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages
Prerequisites: ARTH 102 (graduate students are exempt from the prerequisite)
Enrollment Limit: 15
Enrollment Preferences: senior Art majors and senior Latina/o Studies concentrators
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
LATS 440 (D2) ARTH 440 (D1)

Difference, Power, and Equity Notes: Course themes of art and activism, borders and diaspora, globalism and modernism in the visual arts and how they intersect with the exploration of difference, power, and equity and the various ways that artists have produced works and developed practices that critically probe this intersection. Through discussion, presentations, and writing assignments students will develop skills in analyzing artworks and exhibitions that respond to and/or document social inequality and social injustice.

Not offered current academic year

ARTH 442  (F)  Richardson, Sullivan, Wright: The Roots of American Modernism
Should a building express the facts of its program and materials--directly and without sentimentality? Or should a building be a physical manifestation of the personality and ego of its creator? These demands--one of radical objectivity, and one of radical subjectivity--seem to be mutually exclusive, yet together they form the basis for modern architecture at the start of the 20th century. The architectural lineage of Louis Sullivan, H. H. Richardson, and Frank Lloyd Wright is distinguished by the high degree of tension between the competing demands of factuality and selfhood. This seminar explores the theoretical roots of their architecture, its philosophical sources in transcendentalism, Unitarianism, German romanticism; and treating such aspects as decorative arts, architectural education and theory, and architectural autobiography.

Requirements/Evaluation: one hour presentation, 20-page paper
Prerequisites: any 100-level ARTH course or consent of instructor
Enrollment Limit: 11
Enrollment Preferences: senior Art majors and graduate students
Expected Class Size: 9
Grading: no pass/fail option, yes fifth course option
Distributions: (D1)

Not offered current academic year

ARTH 462  (F)  Art of California: Pacific Standard Time  (DPE) (WS)
Cross-listings: ARTH 462  AMST 462  ARTH 562  LATS 462
Primary Cross-listing
In this course, we will study the visual arts and culture of California after 1960 and consider the region's place in modern art history. We will focus on a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time. Diverse in scope, these shows explored important developments in postwar art in California, including feminist art, African American assemblage, Chicano collectives, Modernist architecture, craft, and
queer activism. In this seminar, we will pursue research projects directly related to the art exhibitions we study, and examine southern California conceptualism, photography, performance, painting, sculpture (including assemblage and installation), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions, while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history.

Requirements/Evaluation: Several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages written in stages over the course of the semester. The course will feature synchronous online class meetings with some small discussion groups. Student presentations will be recorded offline and posted to GLOW.

Prerequisites: ARTH 102 - Grad Art exempt from ARTH 102 prerequisite

Enrollment Limit: 12

Enrollment Preferences: senior Art major and senior Latina/o Studies concentrators

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ARTH 462 (D1) AMST 462 (D2) ARTH 562 (D1) LATS 462 (D2)

Writing Skills Notes: There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Course themes of art and activism, borders and diaspora, globalism and modernism in the visual arts and how they intersect with the exploration of difference, power, and equity and the various ways that artists have produced works and developed practices that critically probe this intersection. Through discussion, presentations, and writing assignments students will develop skills in analyzing artworks and exhibitions that respond to and/or document social inequality and social injustice.

Fall 2020

SEM Section: R1  MW 6:45 pm - 8:00 pm  C. Ondine Chavoya

ARTH 466 (S) Hellenistic Art and the Beginning of Art History

Cross-listings: ARTH 466 CLAS 466

Primary Cross-listing

The Hellenistic Period (323-31 BCE) saw the small city-states of the Greek peninsula replaced by far flung kingdoms as important centers of power and culture. In the wake of Alexander the Great's extension of the borders of the classical world all the way to the banks of the Indus River, increased trade, and the movement of individuals between Greece, Egypt, and the Near and Middle East encouraged innovations in philosophy, medicine, religion, literature and art. In fact, a revolution in artistic ideas and forms centered on the social and ethnic diversity of human experience. Royal patrons, and wealthy private citizens including an increasing number of women, commissioned artworks for cities, sanctuaries, tombs, palaces, and estates on a scale rarely seen before. And with the rise of Rome, plundered artworks of earlier periods soon became the desired objects of wealthy collectors, contributing to a mashup of stylistic influence. In this course we'll look closely at influential works of art in bronze, marble, fresco, and mosaic, where artists push the limits of their media in order to express emotional states ranging from pathos to ecstasy, from the mental exhaustion of a defeated athlete, to the cool restraint of a powerful ruler. We'll attempt to understand the conceptual and cultural forces that encouraged artistic innovations of the fourth century BCE through first century CE. We'll also look for the influences of Hellenistic art on artists and writers from the Renaissance to the present day. Reading material includes ancient literature in translation, recent surveys of Hellenistic art, and recent critical essays.

Requirements/Evaluation: Students are responsible, in groups of 2 or 3, for leading discussions based on selected readings. A 5-page midterm paper, and two oral reports –one 6 minutes in length, the other 15-20 minutes in length-- will help form the basis for a 15-18 page research paper on a specific artwork or concept in Hellenistic art, or the adaptation of Hellenistic artworks or themes in later periods, that will be due at the end of the semester. A museum visit may be possible, depending on circumstances.

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Art majors, and then to students of any major interested in art and thought in the ancient Mediterranean world, with
Expected Class Size: 10
Grading: yes pass/fail option, no fifth course option
Unit Notes: ARTH Seminar Requirement
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
ARTH 466 (D1) CLAS 466 (D1)
Not offered current academic year

ARTH 468 (S) Practicum in Curating: Visual Art for a Garden
Cross-listings: WGSS 468 ARTH 468
Primary Cross-listing
This course aims to develop the wide range of skills needed to realize an art exhibition in a botanical garden (specifically Marie Selby Botanical Gardens in Sarasota where the instructor is Curator at Large. The course responds to her charge to exhibit artists with 100% name recognition for the first five years of Selby’s new “Living Museum” initiative which puts works of art in dialogue with botanicals. In the wake of shows devoted to Marc Chagall (2017), Andy Warhol (2018) and Paul Gauguin (forthcoming, 2019), each student will research and choose a non-male and/or non-white artist of some renown and construct an exhibition of works that might be possible to borrow. Course work includes 1) research on the artist and the concept, the focal works of art, auxiliary objects that do not require climate control (e.g. photographs and other works on paper), social history and other methodological frameworks 2) writing requests e.g., loans, rights; and 3) preparations for several of the following: press release, wall texts, wall labels, audio guide, and programming for the exhibition. The final project includes a 10-page synthetic research paper, written for a general audience, about the artist and their use of flowers as well as the projected installation of the climate-controlled gallery. Students may have the opportunity to participate in a WSP in situ in which they will experience all sectors of the museum, glass house, and gardens.

Class Format: this is a practicum so while it meets 3 hours/week as a seminar does, it is hands on in a different way (e.g., co-peer and one-on-one reviewing by me in class)
Requirements/Evaluation: in-class presentations of research (weekly or bi-weekly), a substantive annotated bibliography, several short writing assignments (e.g. letters, queries, reviews), reading and critiques of others' work, in-class presentation of two drafts of the final paper and installation
Prerequisites: at least one 100-level course in ARTH
Enrollment Limit: 10
Enrollment Preferences: junior and senior art majors, especially those who have had either methods or a senior seminar and/or those with strong research, writing, and design skills
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Materials/Lab Fee: field trip expenses that may not be funded by the department (not to exceed $100)
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 468 (D1) ARTH 468 (D1)
Not offered current academic year

ARTH 472 (F) Timelines
Art is really time-consuming--to make, to view, to use, to understand. We enshrine it, excavate it, curate it, deploy it and sometimes we deliberately destroy it. We are always telling stories about the stuff. We seem to think that we control these many fabled things, though they meddle endlessly in the spaces between self and other, human and divine. Great art can be inspiring, enabling people to transcend time, or it can be traumatizing, making time stop altogether. Or both! To explore such powers, we will begin in the 19th century, when commonplace notions of past and present wobbled seriously with the invention of photography and the avid pursuit of archaeology. Thereafter, we will operate across time and space, with particular reference to the Middle East, where art has figured in many religions and also many conflicts. There will be no single story-line, but rather a series of case studies and hands-on projects; we will consider materials ranging from iconic paintings and sacred spaces to calendar art and photojournalism. Along the way, creativity and iconoclasm will be recurring themes. Choose this class if you are curious about the agency and power
that art wields in our lives.

Class Format: will include making, breaking, and writing as well as discussion of assigned readings

Requirements/Evaluation: regular attendance and active class participation, Glow Posts, term project

Prerequisites: one studio or art history class

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

ARTH 474 (S) Brazilian Art in the 20th Century: Aesthetics, Internationalism, Utopia

In 1924 the modernist poet Oswald de Andrade radically called for Brazilians to engage in cultural "anthropophagy"—to cannibalize from European modernist ideas and synthesize these with local aesthetic and cultural values. Toward the mid-20th century, the narrative of Brazilian art was marked by the desire on part of artists and intellectuals to problematize its place in Latin America, and vis-à-vis the European avant-gardes. They did so with a strong utopian perspective, developing aesthetic strategies to confront and transcend Brazil's underdevelopment. Yet ideas around nationalism, internationalism, and utopia shifted dramatically when a military dictatorship came to power between 1964 and 1985. How did artists and intellectuals rethink the role of aesthetics in such critical sociopolitical conditions? How did these terms shift again after Brazil returned to democracy, and soon aggressively entered an increasingly globalized economic system? Our seminar will delve into these complex relationships for a comprehensive understanding of the development of modern and contemporary Brazilian art. This is a Writing Intensive course, and there are no prerequisites to enroll.

Requirements/Evaluation: weekly presentations, two review exercises, four 5-page papers

Prerequisites: none

Enrollment Limit: 15

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

ARTH 494 (S) Thesis Seminar

To graduate with honors in art history, students are to enroll in the Senior Honors Seminar during the Spring semester of their senior year, where they will develop an original research paper based on prior research. Under the guidance of the instructor, students will present and defend their own work in both written and oral form, as well as respond to, and critique, the work of their peers. As students work toward transforming their existing paper into an honors’ thesis, they will also be trained in skills necessary to analyze an argument effectively, and strategies of constructive critique.

Requirements/Evaluation: once in the seminar, students will revise, refine and expand on previous research and produce a paper of approximately 25 pages and present a shortened version of the paper to the faculty and public at the Williams College Museum of Art

Prerequisites: for requirements of entry into the course, please see "The Degree with Honors in Art, Art History"

Enrollment Limit: 8

Enrollment Preferences: permission of instructor required

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Unit Notes: does not satisfy the Art History seminar requirement

Distributions: (D1)
ARTh 497 (F) Independent Study: Art History

Art History independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2020
IND Section: H1    TBA     Elizabeth P. McGowan

ARTh 498 (S) Independent Study: Art History

Art History independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2021
IND Section: H1    TBA     Elizabeth P. McGowan

ARTh 500 (F) Clark Visiting Professor Seminar: writing TO art

Cross-listings: ARTH 500 ARTH 400

Primary Cross-listing

In this seminar, we will think about writing TO art and for it, rather than merely about it; but first, we will think about how we think. I intend that we read essays and stories that confront the ways in which we think. That might sound abstract, but in fact it is rather concrete: we bring to works of art our predilections or tastes, psychologies, politics, habits of mind, in short, our subjectivity. We are not blank slates, art is not, either. Art is layered with its own history, and histories, criticisms, reactions, rejections, movements. Art is not static. How do we writers move with art, confront our reactions, and ask why we have them. To me, one of the most important aspects in writing is judging one’s own reactions, for instance, in the choice of words. To that end, that of confronting our thinking, we will read, among other things: Adorno’s “Coming to Terms with the Past;” Joan Scott’s “The Evidence of Experience;” Kafka’s “Josephine the Mouse Singer and the Mouse People,” and “The Hunger Artist;” Freud’s “Notes on War and Death,” and Craig Owens’, “On Speaking to Others” and “Feminism and Post-Modernism.” We will also read some of my anti-art art criticism, or what I call stories written in relationship to art. Some of these employ fictions, some not. We will read a few of my “Madame Realism” pieces, as well as essays on Warhol and some other contemporary artists. We will do some writing. We will visit with or be visited by critics and/or artists. We will look at art in galleries, and write about what we have seen.

Requirements/Evaluation: writing assignments, participation

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: graduate students get preference; places for 8 undergraduate and 8 graduate students assured

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 500 (D1) ARTH 400 (D1)

Not offered current academic year

ARTh 501 (S) Museums: History and Practice

Cross-listings: ARTH 303 LEAD 301 ARTH 501

Primary Cross-listing

Art museums not only express the political, economic and cultural values of their period of formation, but the evolution of those values that have
resulted in today's arts institutions. Looking at museums past and present internationally, the seminar will envision the future of museums as we recognize the programmatic trends developing in our own moment of civic and social unrest. The class will consider this future while examining existing governance and management policies and practices, the role of architecture and installation in interpretation and experience, guidelines in the accessioning and deaccessioning works of art, and issues in repatriation and restitution of cultural property. Surveying museums ranging in size and type from the "encyclopedic" to newly established contemporary arts institutions and alternative spaces, we will investigate current trends in acquisition, exhibition, educational programming in light of the equity and social justice demands of our time. With our goal of imagining art museums in the future, class discussions will have a special focus on how museums might strive to balance their traditional scholarly and artistic responsibilities with their heightened civic and social roles, doing so while maintaining financial stability in the increasingly market-driven, metric-conscious, not-for-profit environment of our time.

Requirements/Evaluation: oral presentations and discussion in class and one seminar paper (with class presentation) at the end of the semester

Prerequisites: undergraduates should email michael.conforti@williams.edu to schedule a discussion before registering for the course

Enrollment Limit: 10

Enrollment Preferences: graduate students, then senior art history majors, then other undergraduates

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: satisfies the seminar requirement for the undergraduate Art History major

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 303 (D1) LEAD 301 (D2) ARTH 501 (D1)

Spring 2021

SEM Section: H1  T 1:10 pm - 3:50 pm  Michael Conforti

ARTH 503  (S) Clark Visiting Professor Seminar: Art and Law

Cross-listings: ARTH 503  ARTH 403

Primary Cross-listing

In the 1960s, artists began to engage conspicuously with legal ideas, rituals, and documents. The law—a primary institution subject to intense moral and political scrutiny—was a widely recognized source of authority to audiences inside the art world and out. Artists frequently engaged with the law in ways that signaled a recuperation of the integrity that they believed had been compromised by the very institutions entrusted with establishing standards of just conduct. These artists sought to convey the social purpose of an artwork without overstating its political impact and without losing sight of how aesthetic decisions compel audiences to see their everyday world differently. Addressing the role that law plays in enabling artworks to function as social and political forces, this course explores the question of an "applied art history," namely, how art history might intervene or inflect extra-artistic institutions such as the law. Topics to be considered include: artists' rights, human-animal relationships, globalism as extraterritoriality, what "agreement" means in concept and practice.

Requirements/Evaluation: research paper, class presentations

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: second-year graduate students, then first-year graduate students, then advanced undergraduate students; places for 8 undergraduate and 8 graduate students assured

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 503 (D1) ARTH 403 (D1)

Spring 2021

SEM Section: H1  R 1:00 pm - 3:00 pm  Joan Kee
ARTH 504 (F) Proseminar in Research and Method

In this graduate Proseminar on Research and Method, we will read a number of texts that form the foundation of art history as a discipline, including the writings of Plato, Panofsky, Lessing, Heidegger, Wölflin, and Barthes (among others). We will study these works against the grain, considering how art history is currently transforming under the fields of ecology, disability studies, queer theory, and radical black feminism. Students will work closely with the collections of the Clark to theorize how absences are integral to institutional histories, and we will think about how we can, as historians, responsibly address voices that have been removed from the canons of art history. This course considers not only central writings of art historical methodology but also the limits for decolonizing art history and the museum, as we will examine how the formation of the discipline depended upon absenting critical perspectives and voices.

Class Format: in-person seminar with option to attend remotely, remote learning after Thanksgiving

Requirements/Evaluation: class participation, writing assignments

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: limited to and required of first-year students in the Graduate Program in the History of Art

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2020

SEM Section: R1 T 10:30 am - 12:30 pm Caroline O. Fowler

ARTH 506 (S) Expository Writing Workshop

This writing seminar for graduate students in Art History will afford intensive full group discussions of writing skills and substantial one-on-one writing consultations (to be held on Google Meet). Group discussions will center on three kinds of texts: Writing about writing, published writing in the discipline of Art History, and student writing in progress. In six such discussions we will improve our vocabulary and method for discussing writing; we will learn to build better and more sophisticated sentences, paragraphs, and arguments; and we will practice anticipatory reading and writing in order to strengthen our control of both voice and structure. Each discussion will be supported with both exempla and exercises, and our watchword in all cases will be "revision." In one-on-one consultations (3-4 per person), I will offer tailored critique of each student's work, setting aside time as needed to troubleshoot sentences, paragraphs, or arguments together.

Requirements/Evaluation: class participation, participation in consultation meetings, writing assignments,

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: limited to and required of first-year students in the Graduate Program in the History of Art

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2021

SEM Section: R1 W 10:30 am - 12:30 pm Ezra D. Feldman

ARTH 507 (S) Object Workshop

Meeting for six sessions over the semester, this workshop is designed to introduce first-year graduate students to technical, material, and connoisseurial perspectives relevant to the study and analysis of art objects. We will draw on local collections and expertise for our case studies.

Requirements/Evaluation: participation

Prerequisites: none

Enrollment Limit: none
Enrollment Preferences: limited to and required of first-year students in the Graduate Program in the History of Art

Grading: pass/fail option only

Distributions: (D1)

Not offered current academic year

ARTH 508 (S) Art and Conservation: An Inquiry into History, Methods, and Materials

This course is designed to acquaint students with observation and examination techniques for works of art, artifacts, and decorative arts objects; give them an understanding of the history of artist materials and methods; and familiarize them with the ethics and procedures of conservation. This is not a conservation training course but is structured to provide a broader awareness for those who are planning careers involving work with cultural objects. Sessions will be held at the Williamstown Art Conservation Center, Williams College, the Clark Art Institute, and the Governor Nelson A. Rockefeller Empire State Plaza Art Collection in Albany. Examination questions may be formulated from exhibitions at these locations. Six exams will be given. Exam scores will be weighed in proportion to the number of sessions covered by the exam (e.g., the paintings exam, derived from six sessions of the course, will count as 25% of the final grade).

Class Format: slide presentations, lectures, gallery talks, hands-on opportunities, technical examinations, and group discussions

Requirements/Evaluation: attendance is required at all sessions; the course grade is based on exams given throughout the semester; there is no final exam

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Graduate Program students, then students in art history or studio art

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

ARTH 509 (S) Graduate Symposium

This course is designed to assist qualified fourth-semester graduate students in preparing a scholarly paper to be presented at the annual Graduate Symposium. Working closely with a student and faculty ad hoc advisory committee, each student will prepare a twenty-minute presentation based on the Qualifying Paper. Special emphasis is placed on the development of effective oral presentation skills.

Class Format: symposium

Requirements/Evaluation: each student will present three practice runs and a final oral presentation at the symposium

Prerequisites: successful completion and acceptance of the Qualifying Paper

Grading: pass/fail option only

Unit Notes: limited to and required of second-year students in the Graduate Program in the History of Art

Distributions: (D1)

Not offered current academic year

ARTH 510 (F) Approaches to Drawing from Connoisseurship to Conceptualism

This course will consider the art of drawing as a pedagogical tool and cultural practice from the sixteenth to the twentieth century. Creative and commercial forces over four centuries have fostered different types of and reasons for production: presentation drawings in sixteenth century Italy, an increased market for drawings in seventeenth century Holland, a fashion for powdery pastels in eighteenth century France, and the critical promotion of drawing as a form of autographic thinking in the nineteenth century. Drawing has enjoyed a resurgence in the last fifty years as Minimalism and Conceptualism have the pushed the medium’s boundaries. Equal consideration will be given to the history of collecting and to materials from the invention of the Conté crayon to the deteriorating effects of acidic paper. The seminar will coincide with a major loan exhibition at the Clark of over one hundred drawings from the Renaissance through contemporary: Drawing in Depth: Master Drawings from the Thaw Collection. The class will be held in the Manton Study Center for Works on Paper and the Clark galleries with visits to the Williams College Museum of Art.

Requirements/Evaluation: involved class participation, several short presentations, one short paper, and a final paper approximately 20 pages

Prerequisites: none
Enrollment Limit: 14
Enrollment Preferences: Graduate Program students and then to senior Art History majors
Expected Class Size: 8
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)

Not offered current academic year

ARTH 512 (F) Why Look at Animals? Some Contemporary Positions
This seminar, named for a 1977 essay by the art critic John Berger, considers a recent tendency in contemporary art to see nonhuman animals less as objects for human delectation-to be owned, eaten, or symbolized with-than as subjects, endowed with specific forms of intelligence, agency, and/or cross-species kinship. We will take as case studies the work of artists such as Francis Alÿs, Xu Bing, Sue Coe, Coco Fusco, Pierre Huyghe, Jochen Lempert, Chris Marker, and Lin May Saeed, among others. Readings will come in part from the rapidly growing, multidisciplinary field of animal studies. In the process, we will consider concepts such as animacy; animal ethics; animalization; the anthropocene; biopolitics; and posthumanism. This seminar anticipates two exhibitions concerning animals at the Clark in Summer 2020.
Requirements/Evaluation: active class participation, presentations, writing assignments
Prerequisites: none

Enrollment Limit: 14
Enrollment Preferences: MA students, then advanced Art History undergraduates
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Distributions: (D1)

Not offered current academic year

ARTH 515 (F) Creating Whiteness: Racial Taxonomies in 'American' Art, 1650-1900
Cross-listings: AMST 355 ARTH 515
Primary Cross-listing
"What is race?" "How is a race created?" "What are the racial histories and subsequent political implications of 'American' art?" These are the central questions of our exploration. Drawing on two centuries of making in the Americas—from 17th century casta paintings of New Spain to the pictorialist photographs of Fred Holland Day—this object-based seminar for graduate students (and undergraduates with instructor's approval) draws upon area collections (including WCMA and The Clark Art Institute) to make the argument that racial ideologies have always been sutured to definitions of an American canon. Our approach is the case study: devoting one or two class meetings to the exploration of eight specific moments/artists in order to engage with the intersectional ideologies of personal and collective identity, e.g., self and the Divine; portraiture and the nation, armed conflict, and the constructed mutabilities of gender and sexuality. Additional artists and topics include: the Stuart family's images of George Washington and Thomas Jefferson; advances in photographic technology vis-a-vis the amputated bodies of Civil War veterans; gender fluidity in John Singer Sargent; and the equation of homoeroticism and black bodies in pictorialism. Designed to provide breadth and specific moments of depth, we will be covering processes of making across multiple mediums and time periods. An elementary reading knowledge of French, Latin, Portuguese, and/or Spanish will not go amiss.
Requirements/Evaluation: research paper, presentations
Prerequisites: none
Enrollment Limit: 16
Enrollment Preferences: second-year graduate students, then first-year graduate students, then advanced undergraduate students
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 355 (D1) ARTH 515 (D1)

Not offered current academic year
Why do buildings need words, or do they? For most of the world and most of history, buildings are made without the benefit of formal architectural thought. But at various times, ideas about the aesthetics of buildings, their cultural and philosophical meaning, and their underlying principles, have been matters of great public interest. And architectural theory—in the form of treatises, manifestos, and critical reviews—has exercised an enormous effect on building. This theory can be prescriptive, presenting categorical rules for making good buildings; it can be descriptive, looking at how buildings perform in the real world; and it can be radical, seeking to change the essence and definition of architecture. Theory seemed very important to architects twenty years ago, but no longer. Why is that? We will investigate. Students will give short presentations on key theorists, such as Vitruvius, Alberti, Palladio, Laugier, Boullée, A. W. N. Pugin, Viollet-le-Duc, Gottfried Semper, Le Corbusier, and Robert Venturi. The semester will conclude with a 15- to 20-page seminar paper, based on comments and discussion following a classroom presentation.

Requirements/Evaluation: class participation, writing assignments
Prerequisites: none
Enrollment Limit: none
Enrollment Preferences: MA students, then advanced undergraduates
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Distributions: (D1)

Not offered current academic year
since the fifth century. The focus of attention in this regard was the portal, which marked the threshold between the profane realm of the outside world and the sacred space of the church. Often characterized as the "marquee of the Middle Ages," the Romanesque sculpted portal, with its startling juxtaposition of the spiritual and the physical, of ecstatic visions of the heavenly realm and writhing, biting monsters, constitutes one of the true high-points of creativity in medieval art. Through the lens of modern scholarship, this seminar will investigate the antecedents and origins of the Romanesque sculpted portal and examine in detail its most renowned manifestations. Emphasis will be placed on understanding these often complex sculptural schemes within their original functional and material contexts, especially in terms of how they helped to create the sacred space of the church behind. Students will then have the opportunity to develop their own research projects, informed by what we have learned in the seminar, but focused on an example of sacred threshold art of their own choosing.

Requirements/Evaluation: class discussion/participation, oral presentation, and a 15- to 20-page research paper

Prerequisites: permission of instructor

Enrollment Limit: 14

Enrollment Preferences: Art majors and graduate students

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 523 (D1) ARTH 424 (D1)

Not offered current academic year

ARTH 524  (F)  The Watchful Object

What is implied by an object that "watches"? Is it sentient? Animate? Through what apparatus does it gain the power to perceive and in turn generate some type of action? Watchful objects--sometimes known problematically as 'fetishes,' 'idols,' and 'totems'--have existed in numerous material cultures in Africa over time and have often been saddled with titles and labels that largely reflect colonial-era notions of primitivism linked with non-Western objects, spaces, and peoples. Even today, many of these objects are still inappropriately connected to systems of the occult rather than being recognized as crucial cogs in the socio-political, cultural, and spiritual mechanics of lived experience on the continent both past and in some cases present. The purpose of this seminar, thus, is to unpack the multiple identities that these objects have experienced as a way of understanding 1.) the circumstances and situations that catalyzed their production; and 2.) how their various material and metaphorical components function as power-producing elements that enable these forms to become 'watchful' presences in society that operate in accordance with their 'observations' of the human condition. This course will also address how the psychological agency of many of these material traditions has prompted their inclusion and absorption within contemporary artistic practices as well, often in the form of productions and performances that provoke unsettling and often transformative experiences in viewers.

Requirements/Evaluation: in-class presentations, class discussion, and a final research project

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: second-year graduate students, then first-year graduate students, then advanced undergraduate students

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

ARTH 527  (F)  Acquiring Art: Selecting and Purchasing Objects For WCMA

Cross-listings: ARTH 527  ECON 227  ARTH 327

Secondary Cross-listing

How do museums acquire art? Factors considered in selecting objects include: the museum's existing collection, its mission, the availability of suitable objects, evaluation of the art historical importance of potential purchases, and the available budget. How can objects be identified and obtained at the most reasonable cost? How do auctions work and what strategies are best for purchasing works at auction? Is it more economical to purchase art at auction or to work with dealers or (for contemporary works) directly with artists? Do museums consider value in the same way as private collectors? What role does an object's history and condition play in the evaluation process? In this course students will work as teams to identify and propose
objects for addition to the collection of the Williams College Museum of Art (WCMA). A significant budget will be made available for the acquisition. We will discuss approaches for identification, acquisition and evaluation of objects. Student teams will be responsible for identifying a set of objects that would make appropriate additions to the WCMA collection, and a strategy for acquiring one or more of those objects. Working with the advice of WCMA curatorial staff, one or more of these objects will be acquired using the agreed strategy, and the object will become part of the WCMA permanent collection. Graduate students will participate in all aspects of the class but may be required to undertake different assignments.

Requirements/Evaluation: three papers of 10-15 pages each and class participation; student teams will make proposals for objects; each student will be required to submit three papers, dealing with the objects, the likely cost, and the best strategy

Prerequisites: ECON 110 or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: senior majors in Art History, Economics and Political Economy; graduate students will be admitted only by permission of instructors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 527 (D1) ECON 227 (D1) ARTH 327 (D1)

Not offered current academic year

ARTH 530  (S)  Demigods: Nature, Social Theory, and Visual Imagination in Art and Literature, Ancient to Modern

Cross-listings:  ARTH 530  CLAS 236

Primary Cross-listing

Embodyed in satyrs, centaurs, nymphs, and other demigods is a vision of an alternative evolutionary and cultural history. In it, humans and animals live together. The distinction between nature and culture is not meaningful. Male and female are equal. The industrial revolution never happens. This course traces the history of demigods from its origins in ancient Greek art and poetry until today. We pay special attention to three points: the relationship between mythology of demigods and ancient political theory about primitive life; evolving conceptions of the environment, and the capacity of the visual arts to create mythology that has a limited literary counterpart. The first half of the course examines the origins and character of the demigods, in works of ancient art, e.g. the François vase and the Parthenon, as well as ancient texts, including Hesiod's Theogony and Ovid's Metamorphoses. We examine relevant cultural practices, intellectual history, and conceptions of nature, in texts such as Euripides and Lucretius. The second half of the course investigates the post-classical survival of demigods. We consider the "rediscovery" of demigods in the work of Renaissance artists such as Botticelli, Michelangelo, Dürer, and Titian. We consider in detail the important role played by demigods in the formation of Modernism in art and literature. Key texts include Schiller, "Naive and sentimental poetry," Nietzsche, Birth of Tragedy, Mallermé, "L'Apres midi d'une faun,"Aby Warburg, and Stoppard's Arcadia. Problems include the relationship between nymphs and prostitutes in Manet, and the meaning of fauns and the Minotaur in Picasso. We conclude with demigods in popular culture such as the Narnia chronicles or Hunger Games.

Requirements/Evaluation: attendance, participation in discussion, one short presentation on a demigod in ancient art, one longer presentation on demigods in early modern, modern, or contemporary art, and a 20-page research paper

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: first year graduate students, then second year graduate students; undergraduates by permission only

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 530 (D1) CLAS 236 (D1)

Not offered current academic year

ARTH 535  (F)  The Medieval Object

Cross-listings:  ARTH 535  ARTH 435
After years of focusing on theory, scholars of medieval art have returned to an examination of physical objects. Distinctly strange and even monstrous, such small material things as reliquaries, liturgical vessels, game pieces, and textiles transgress the traditional categories of art, some made from precious materials and others of such base substances as bones and dirt. Even books were treated as tangible things, not only to be read as texts, but also to be looked at, paraded, and displayed with the Eucharist. Collected in church treasuries during the Middle Ages, exchanged, and reconfigured, medieval objects served simultaneously as earthly assets and spiritual investments. The seminar will focus on the making, function, and collecting of medieval objects. Each student will participate in weekly discussions stimulated by the instructor's presentations and selected readings. Students will also conduct research on an object available for study, will present an analysis of it for discussion by the class, and submit a 15- to 20-page term paper taking into account any comments and criticisms.

Class Format: three hours per week
Requirements/Evaluation: class participation, oral presentation, 15- to 20-page research paper
Prerequisites: none
Enrollment Limit: 16
Enrollment Preferences: Art majors and Art History graduate students; 16 (8 undergrad, 8 graduate)
Expected Class Size: 14
Grading: no pass/fail option, yes fifth course option
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
ARTH 535 (D1) ARTH 435 (D1)
Not offered current academic year

ARTH 536 (S) Charles and Maurice Prendergast in WCMA Collections
This seminar will investigate the careers of Maurice and Charles Prendergast, who occupy curious positions in American art. Students will work closely with the art and archival collections of the Prendergasts at WCMA, which is the largest repository of their work in the world. Maurice's Post-Impressionism placed him at the forefront of American modernism in the first decades of the twentieth century, culminating with his inclusion in the infamous Armory Show of 1913. Charles, a leading frame maker before adapting techniques of his craft to create incised panels, intersects with the Arts & Crafts Movement, Symbolism, and vernacular material culture. While the brothers are firmly canonical, they are often regarded as isolated from major formal and iconographic concerns of their peers. Scholarship, much of it produced at WCMA, has often focused on their subject matter. Participants in this class will consider new material and theoretical approaches to the brothers' work that may (or may not) prove productive in resituating their place in American art.

Requirements/Evaluation: class participation and writing assignments
Prerequisites: none
Enrollment Limit: none
Enrollment Preferences: MA students, then advanced art history undergraduates
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Distributions: (D1)
Not offered current academic year

ARTH 537 (F) HIV + AIDS in Film and Video (DPE) (WS)
Spanning activist works, experimental film, Hollywood dramas and documentary, this course examines the role of moving images in the global AIDS crisis, its aftermath, and its ongoing aftershocks. The AIDS crisis of the 1980s and 1990s was, in the words of Larry Kramer, a 'plague' of epic proportions, with an entire generation obliterated before it could reach maturity. And yet, the plague years also spawned a remarkable amount of creative and activist image-making aimed at fighting, mourning, and grappling with AIDS. Now, we find ourselves in another pivotal moment: while the past decade has provoked a new wave of AIDS historiography, the COVID-19 pandemic has caused AIDS to reverberate with even greater force. Together, we will ask difficult and probing questions about this phenomenon called the 'AIDS epidemic,' examining the role of art in frontline activism, the ethics of AIDS historiography, mainstream visions of the AIDS body, and the need for a diversity of AIDS narratives. This seminar-style course will combine weekly screenings with readings, short writing assignments, student-led discussion, and a final research project of the student's design.
in order to facilitate robust discussions and maximize student and faculty safety, the majority of this course will occur online. It will contain some in-person experiences when possible.

**Class Format:** This course will be largely conducted online, in order to facilitate robust discussions and maximize student and faculty safety. It will contain some in-person experiences when possible.

**Requirements/Evaluation:** Students will be evaluated according to the following criteria: weekly attendance, readings and participation in seminar discussion; leading class discussion once during the semester; 3 short response papers; one paper of 20+ pages of original student research.

**Prerequisites:** MA student, Art History or Studio Art major, or instructor permission

**Enrollment Limit:** 10

**Enrollment Preferences:** MA students first, followed by Art History and Studio Art majors

**Expected Class Size:** 10

**Grading:** Yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Students will be required to conduct regular writing assignments which will culminate in a graduate-level research paper.

**Difference, Power, and Equity Notes:** This course explores an epidemic that had devastating effects on LGBTQ+ people, and has disproportionately affected communities of color. Questions of difference, power, and equity are absolutely central to the course.

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**ARTH 538 (F) Realms of Earth and Sky: Indian Painting, ca. 600-1857 (WS)**

On the basis of technique, Indian painting forms a continuum from the beginning of the first millennium down to the mid-nineteenth century: an outline in ink filled with flat, opaque colors which are burnished between each layer to give them opacity. In its media, its subject matter, regional variation, range of patronage, and artistic virtuosity, it displays startling diversity. From the northern Himalayan hills to Mysore in the south, artists, often working in family workshops for royalty, priests and wealthy merchants, have adorned caves and temples, illustrated books, and created lavish albums with themes ranging from the sacred to the secular. The study of Indian painting itself is a vast, evolving body of literature that continues to oscillate between discussions of artistic style and a concentration on content and context. The aim of this seminar is twofold: to outline the development of Indian painting historically; and to understand the political, social and religious circumstances that produced some of the greatest masterworks in Indian art. How was Indian painting used? Who were the patrons? How does the art form reflect the particular cultural values of its time? As an analytic framework, the seminar will consider Indian miniature painting both in light of primary literary sources as well as through current scholarship.

**Requirements/Evaluation:** Class participation. Short weekly responses. Final 15- to 20-page paper to be developed with the instructor throughout the semester.

**Prerequisites:** none, open to all students

**Enrollment Limit:** 19

**Enrollment Preferences:** graduate students, undergraduate art majors

**Expected Class Size:** 8

**Grading:** No pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Students will submit short written assignments weekly. They will also be required to submit a final paper which they will develop throughout the semester. Students will receive comments and suggestions from the instructor on their writing skills.

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**ARTH 540 (F) In Vinculus Invictus: Portraits in Prison**

Among all the portraits produced during the modern period, some have been painted or, more recently, photographed in prison. Portraits in prison exist at a crossroad of politics, law, and identity; they offer a great opportunity to think about art and society. Artists themselves have made self-portraits during their own imprisonments, or sometimes a portrait of one of their fellow prisoners. More often it was the prisoners or their relatives...
who commissioned an artistic record of their detention. The idea of commemorating such a moment, or to evoke it as a claim to fame, seems surprising at best, outrageous and provocative at worst. But there has been, since the 16th century, an enduring tradition of portraiture in prison with its masterpieces and its pantheon, a tradition that fits into the wider pictorial attention to the prison itself. With the French Revolution, the nature of prison changed. It became a tragic symbol of political "debates." Within a few years, a terrifying series of portraits appeared that would nurture Western political thought and visual culture until now. Since the 18th century, these portraits have become more concerned with ideas that stretch beyond the individual and into the realm of social justice, mass incarceration, and the prison-industrialization complex.

Requirements/Evaluation: oral and written assignments
Prerequisites: none
Enrollment Limit: 16
Enrollment Preferences: graduate students, then upper level undergraduate Art History majors
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Distributions: (D1)

Not offered current academic year

ARTH 541  (F)  Aesthetics After Evolutionary Biology: Darwin, Nietzsche, Freud
This interdisciplinary seminar examines the rise of evolutionary biology, a new explanatory paradigm that solidified in Europe in the middle of the nineteenth century, and its ramifications in art and aesthetic theory in the late nineteenth and early twentieth centuries. We will consider how natural histories of creation, and corresponding reclassifications of the human as a species category, went hand in hand with a reconceptualization of the aesthetic faculties, and the processes of art's production and reception. A core component of this seminar will be the close study of key texts by Charles Darwin, and two thinkers who were among the most radical in extending his key insights into the domain of aesthetic theory--the psychoanalyst Sigmund Freud, and the philosopher Friedrich Nietzsche. These primary texts will provide points of departure for studying the work of a number of innovative practitioners working across a range of media, among them the composer Richard Wagner, the Neo-Impressionist painter Georges Seurat, the architect Adolf Loos, the choreographer Vaslav Nijinsky, and the art historian Aby Warburg. Methodologically a major aim of this seminar is to think together critically about the nature of art's relations to other domains of cultural production such as science or philosophy, and to interrogate what it means, both practically and epistemologically, to pursue "interdisciplinarity" as a strategy for art history.

Requirements/Evaluation: seminar presentations, research paper
Prerequisites: none
Enrollment Limit: 16
Enrollment Preferences: graduate students, then advanced undergraduate students
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Distributions: (D1)

Not offered current academic year

ARTH 542  (F)  Insubordinate Bodies: The Body in Conceptual Art in Latin America, 1960-1980
The use of the body-be it the artist's or those of willing and unwilling participants-is among art's most significant developments internationally since the 1960s. In Latin America between the 1960s and 1980s, activating the body not only was a strong conceptual strategy to escape object-based practices; it was also a potent way for artists to disobey and confront forms of violence and control exerted by repressive regimes. But the body too was a forceful medium by which artists could subvert heteronormative frameworks, through the visualization and performance of feminist critiques and queer identities. This seminar will explore the role of the body in Latin American conceptual art through localized case studies, elucidating the body's particular strength as a vehicle for political and institutional critique, as well as its potential to unlock alternate narratives of conceptual practices in the region.

Requirements/Evaluation: active participation and weekly assignments, leading class discussion, three short responses, and final research paper
Prerequisites: none
Enrollment Limit: 12
Expected Class Size: 10
ARTH 543  (F)  Color, High and Low

Why should color in prints be controversial? For most of the nineteenth century—even as technical advances encouraged a flowering of color in woodcut, intaglio, and especially lithographic production—entrenched voices in the art establishment continued to insist on printmaking as an art of black and white. Drawing upon a wide variety of examples from the Clark’s collection, this course will explore the range of associations that attached to color prints, along a broad spectrum from highbrow preciousness and subtlety to lowbrow commercialism and bad taste. Color lithography was a particular lightning rod for controversy: although chromatic experiments in this medium enabled striking aesthetic innovations, the extreme complexity of the process also meant that the designer of a print became farther and farther removed from its actual production. This was just as true for the delicate and exquisite suites produced in limited editions by Pierre Bonnard, Edouard Vuillard, and Maurice Denis as it was for the large-scale, brightly-colored lithographic posters of Jules Chéret and Henri de Toulouse-Lautrec, used to advertise popular urban entertainments. Alongside the close examination of original works of art, a set of critical and theoretical readings will help us navigate the paradoxes of printed color. Apart from the standard requirements, including a research paper and class presentation, students will have an option to participate in a summer 2020 exhibition based on the course findings. This course will take place in the Manton Study Center for Works on Paper at the Clark.

Requirements/Evaluation:  class participation and writing assignments

Prerequisites:  none

Enrollment Limit:  none

Enrollment Preferences:  MA students, then advanced Art History undergraduates

Expected Class Size:  12

Grading:  no pass/fail option,  no fifth course option

Distributions:  (D1)

Not offered current academic year

ARTH 544  (S)  Women Artists in Paris, 1850-1900

In this seminar, we will examine the historically undervalued contributions of women in the art of the later nineteenth century. During this period, leading artists from around the world, including many women, were drawn to the academies, museums, salons, and studios of Paris. While women were largely excluded from formal training, many nonetheless navigated the complex systems of artistic production. We will focus on this multinational group of talented women (including Marie Bashkirtseff, Rosa Bonheur, Anna Ancher, Mary Cassatt), and we will assess their work against contemporary sociopolitical thought and aesthetic theories. Readings will draw upon early critical reviews of public exhibitions, biographical materials, studies of pedagogical and institutional practices, and social histories of art. In and through these materials, we will explore the marginalizing narrative that was created for women artists in Paris, and, most importantly, we will reconstruct an alternative history through our discussions and class presentations.

Requirements/Evaluation:  seminar presentations and research paper

Prerequisites:  none

Enrollment Limit:  14

Enrollment Preferences:  preference given to graduate students and then to senior Art History majors

Expected Class Size:  14

Grading:  no pass/fail option,  no fifth course option

Distributions:  (D1)

Not offered current academic year

ARTH 545  Architectural Theory in Crisis

Why do buildings need words, or do they? For most of the world and most of history, buildings are made without the benefit of formal architectural thought. But at various times, ideas about the aesthetics of buildings, their cultural and philosophical meaning, and their underlying principles, have been matters of great public interest. And architectural theory—in the form of treatises, manifestos, and critical reviews—has exercised an enormous
effect on building. This theory can be prescriptive, presenting categorical rules for making good buildings; it can be descriptive, looking at how buildings perform in the real world; and it can be radical, seeking to change the essence and definition of architecture. Theory seemed very important to architects twenty years ago, but that is not the case today. Why? We will investigate. Students will give short presentations on key theorists, such as Vitruvius, Alberti, Palladio, Laugier, Boulée, A. W. N. Pugin, Viollet-le-Duc, Gottfried Semper, Le Corbusier, and Robert Venturi. The semester will conclude with a 20-page seminar paper, based on comments and discussion following a classroom presentation.

Class Format: presentations

Requirements/Evaluation: several short presentations and a final 30-minute presentation, to be followed by a 20-page paper

Prerequisites: permission of instructor

Enrollment Limit: 11

Enrollment Preferences: Graduate students

Expected Class Size: 10

Grading:

Distributions: (D1)

Not offered current academic year

ARTH 546  (F)  Texere: The Material Philosophy of Print and Textile, ca. 1500-1900

It is a commonplace in the literature on textiles that the words for both text and textile derive from the Latin texere: to weave. As this etymological root indicates, the action of making cloth provides the metaphorical structure by which we conceive of language from the threading of thought to the weaving of prose and poetry. In the recent theoretical writings of Tim Ingold, among others, the processes of weaving-textility-offer a model against which to conceive of the dominant hylomorphic conception of matter and form as a process of imprint. Instead, textiles illustrate a world that is created through forces in motion, never imprinting, but moving against and within one another. This seminar will use these questions as the starting point to examine the interaction between printed matter (embodying a hylomorphic process) and textile (a material challenge to hylomorphism). The Clark Art Library contains a preeminent collection of textile material, and this seminar will dive into the Mary Ann Beinecke collection to examine histories of gender and labor, figuration and ornament, mobility and place, and finally, form and matter. The case studies will range from sixteenth-century needlepoint model books to twentieth-century kimono design.

Requirements/Evaluation: class participation, writing assignments

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: MA students, then advanced Art History major undergraduates

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

ARTH 547  (F)  The Studio, The Bedroom, & the Tomb: Artists and Artistic Biographies in the 19th Century&Beyond

How was the vocation of the artist thematized in the European cultural imagination in the Romantic age and its aftermath? Even more, how did artists themselves articulate, experience, and reproduce that sense of vocation?—What were its mythologies and poetics, at once as they were circulated in visual culture, but also as they were lived, experienced, and reproduced by artists themselves? We will explore such question across three historically, psychologically, and tropologically configured "sites": the artist’s studio, the artist’s desire, and the artist’s death. Readings by Freud, Balzac, Kris and Kurtz, along with scholarship largely centered on the visual arts of the 18th and 19th centuries. With instructor permission, students may undertake research projects in any field of the history of art.

Class Format: in person class with remote learning option, switch to all remote learning after thanksgiving

Requirements/Evaluation: presentations, research paper

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: graduate students, then advanced Art History major undergrads

Expected Class Size: 12
ARTH 548 (S) Landscape, Theory, Ideology

To use the term "landscape" is to imply and assume a subject position. Unlike the categories of "nature," "wilderness," "vista," or "ecology," a landscape is something invented and experienced (or observed, or represented, or cultivated) solely by human agents. The term "landscape" is variously deployed in the service of a range of political and philosophical positions. This seminar explores "landscape" as a fruitful agitation in critical theory and aesthetic discourse over the past thirty years. The course will interact with the artists and photographic works on view in the exhibition, Landmarks, a 150-year survey of landscape photography in WCMA's collection. We will examine i) how landscape as medium and as genre moves from literature to painting to photography; ii) how to read and employ contemporary theory in the service of artwork from bygone eras; and iii) we will ask who exercises the agency and privilege to name, to invent, to denote a space or a view as worthy of sight.

Requirements/Evaluation: class participation, writing assignments

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: MA students, then advanced art history undergraduates

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

ARTH 549 (F) Art, Biology, Beauty

This interdisciplinary seminar is offered in conjunction with the upcoming RAP Colloquium scheduled for March 2020, "Beauty, Sexuality, Selection: Darwinian Revolutions in Aesthetics." (Seminar participants will be expected to attend.) Our theme will be Charles Darwin's controversial theory of "sexual selection" as both a historical idea of aesthetic response and beauty, and as a theoretical concept that is back in play in current evolutionary thinking. Readings will be drawn from ancient philosophy, current science, art history, the history of science, and other fields, to engage the following questions: how did the existence of difference in the organic world—gender difference broadly but also more specifically racial difference in the human species—motivate Darwin's theory of an "aesthetic evolution" driven by animal and human perception of visual beauty? How did philosophical aesthetics contribute to Darwin's biological theory of beauty, and how did Darwin's biological theory of beauty unsettle the discipline of philosophical aesthetics? In which ways did the arts and visual cultures of Europe and elsewhere shape Darwin's aesthetic assumptions? How did, and how does, the concept of sexual selection destabilize the concept of "art" as a human cultural activity? How might "sexual selection" complicate historical and current delineations drawn between nature and culture, between the innate and the arbitrary?

Requirements/Evaluation: seminar participation, presentations, research paper

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: MA students, then advanced Art History major undergraduates

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

ARTH 550 (S) The History, Theory, and Problem of Connoisseurship

The museum and market have long relied upon the "talent" of a chosen few "connoisseurs," whose abilities (i.e. "the expert eye")-shrouded in mythology and vaguery-have profoundly influenced the interpretation of objects. This seminar will interrogate the problematic construct of connoisseurship in the market (Duveen), in the museum (Pope-Hennessy), and in the academy (Berenson). Through readings about the history and
theory of the practice from the sixteenth century to the modern day, we will reassess the meaning, and validity, of connoisseurship in visual culture. And, through conversations about authorship, working methods, and artistic intent, we will question what we learn from close looking. This seminar will include case studies using objects in the Clark's permanent collection, focusing on in-depth discussions of materials, techniques, attribution, quality, and the burgeoning field of conservation science. Students will be asked to conduct their own rigorous object-based research.

Requirements/Evaluation: class participation, writing assignments

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: MA students, then advanced art history major undergraduates

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

ARTH 562  (F)  Art of California: Pacific Standard Time  (DPE) (WS)

Cross-listings: ARTH 462  AMST 462  ARTH 562  LATS 462

Secondary Cross-listing

In this course, we will study the visual arts and culture of California after 1960 and consider the region's place in modern art history. We will focus on a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time. Diverse in scope, these shows explored important developments in postwar art in California, including feminist art, African American assemblage, Chicano collectives, Modernist architecture, craft, and queer activism. In this seminar, we will pursue research projects directly related to the art exhibitions we study, and examine southern California conceptualism, photography, performance, painting, sculpture (including assemblage and installation), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions, while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history.

Requirements/Evaluation: Several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages written in stages over the course of the semester. The course will feature synchronous online class meetings with some small discussion groups. Student presentations will be recorded offline and posted to GLOW.

Prerequisites: ARTH 102 - Grad Art exempt from ARTH 102 prerequisite

Enrollment Limit: 12

Enrollment Preferences: senior Art major and senior Latina/o Studies concentrators

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)  (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 462 (D1) AMST 462 (D2) ARTH 562 (D1) LATS 462 (D2)

Writing Skills Notes: There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Course themes of art and activism, borders and diaspora, globalism and modernism in the visual arts and how they intersect with the exploration of difference, power, and equity and the various ways that artists have produced works and developed practices that critically probe this intersection. Through discussion, presentations, and writing assignments students will develop skills in analyzing artworks and exhibitions that respond to and/or document social inequality and social injustice.

Fall 2020

SEM Section: R1   MW 6:45 pm - 8:00 pm   C. Ondine Chavoya

ARTH 563  (F)(S)  Contemporary Curatorial Workshop

Bi-weekly workshop for graduate students working on contemporary art and curatorial projects. Under the direction of the chair, students will present
on-going curatorial projects, undertake studio and site visits, host local and visiting curators for presentations, and explore key topics in modern and contemporary art and curatorial practice.

Class Format: workshop, meets all year
Requirements/Evaluation: no requirements except participation and attendance
Prerequisites: graduate art students
Enrollment Limit: 25
Enrollment Preferences: only open to graduate students
Expected Class Size: 25
Grading: pass/fail option only
Distributions: (D1)

Fall 2020
SEM Section: H1 M 4:00 pm - 6:00 pm Victoria Brooks

Spring 2021
SEM Section: H1 M 4:00 pm - 6:00 pm Victoria Brooks

ARTH 570  (S) Image-making, Orientalism and Visual Culture
Images enjoy extraordinary power in the spaces between self and other, human and divine. They play myriad roles--witness, surrogate, instigator, supplicant--and travel freely across political, religious and cultural boundaries. They are also subject to reproduction, alteration and destruction as disparate visual cultures interact and globalizing processes ensue. This course will focus on various regions--e.g. United States, France, Turkey, and the Perso-Islamic sphere--and the images that factor in the intervening spaces, from 1800 to the present. We will begin with the theme of self-fashioning and the peculiar nature of portraiture. Thereafter, the entanglement of religious beliefs and visual traditions will broaden our inquiry, leading us to contested dynamics like iconoclasm and aniconism, and reductionist types like veiled women and pious men. Along the way, proliferating and palimpsestic forms of Orientalism will oblige us to consider the very concept of global visual culture. Students will submit weekly GLOW posts to foster class discussion and undertake a major research project over the course of the semester.

Class Format: Remote synchronous
Requirements/Evaluation: Class participation, weekly oral presentations, 15-20 page term research project.
Prerequisites: None
Enrollment Limit: 12
Enrollment Preferences: Graduate students
Expected Class Size: 8
Grading: no pass/fail option, no fifth course option
Distributions: (D1)

Spring 2021
SEM Section: R1 W 1:00 pm - 3:00 pm Holly Edwards

ARTH 575  (F) Regression as Modern Fantasy: Archaism, Primitivism, Prehistory
This course analyzes the implications of European modernity's engagement with cultural artifacts it wanted to classify beneath the prefix "pre." We take as our object an aesthetic strategy employed with increasing frequency by modern artists in Europe after 1800: the self-conscious mobilization of visual forms thought to telegraph priority to later advancements, whether historically or developmentally. Our inquiry, beginning with the German Nazarenes and extending into the early twentieth century around the moment of WW1, foregrounds such strategies as key to grasping new notions of temporality and geography that emerged in European modernity. We will inquire into the historical and intellectual contexts that sustained chronological and cultural primitivisms, including the history of colonialism, discoveries of Paleolithic cave art, and the emergence of the modern disciplines of archeology, anthropology, ethnography, child psychology, and psychoanalysis. Alongside close visual scrutiny of some of modernism's most canonical and problematic objects, including key works by Picasso and Gauguin, we will examine the literature that proliferated in this period devoted to the art of peoples deemed "primitive," including the Greeks in the pre-classical period, non-Western peoples, and children.
ARTh 576 (S) Paper, Process, Practice

Works on paper, particularly multiples, confound many of the received ideas around artistic invention and originality. This course will address the varied functions of printmaking in Europe over four centuries (1500-1900), giving special attention to the following questions: What is the relationship between prints and other artistic media? How do the material constraints involved in printmaking lead to a particular set of practices, and how in turn do those marry with technological advances to produce new aesthetic possibilities? To what extent did Old Masters such as Dürer and Rembrandt define the terms for later printmakers, and how did their example enable and/or discourage innovation in printed subject matter and style? What was the role of prints in creating both new forums for public discourse and new collecting publics? Arranged thematically rather than chronologically, this course will cover a wide array of printmakers and types of printed media.

Requirements/Evaluation: class participation, class presentation, research paper
Prerequisites: none
Enrollment Limit: 16
Enrollment Preferences: Art history MA students, then advanced undergraduates
Expected Class Size: 16
Grading: pass/fail option only
Distributions: (D1)

Spring 2021
SEM Section: H1  M 10:30 am - 12:30 pm  Anne R. Leonard

ARTh 577 Questions for Global Art History: A Workshop

Art history’s so-called “global turn” has been underway for over twenty years, but it would be difficult to say that it has yielded a consistent set of methodological approaches. When we consider a project global in scope does that mean simply thinking beyond national or regional designations? Are we looking for expansive networks of materials and makers? Evidence of intercultural exchange? In this seminar, we will begin by looking at several recent approaches to defining global art history and consider terms like contact, exchange, appropriation, transculturation, and cosmopolitanism. We will discuss the spatial vocabulary of oceans and borderlands and the dynamics of power engendered by colonialism, imperialism, and racialization. Thereafter, our weekly case studies will come from the students’ research projects. Though students are not expected to begin the seminar with an argument for their final paper, they should arrive with a topic in mind that pertains to a “global” art history subject in the period between 1500 and 1900 CE. In consultation with the professor, each student will then select readings to discuss with the group so we can work together to come up with questions and approaches that are commensurate to the topic. Our course may end in affirming the heterogeneity of global methods, deciding that this is a benefit rather than deficit. The collective aim is to understand, problematize, and reformulate the approaches available to us so that we can better address the topics that interest us as a group.

Requirements/Evaluation: Students are required to participate in discussion every week, lead one week of discussion, give a brief paper presentation, and submit a 20-page final essay.
Prerequisites: none
Enrollment Limit: 16
Enrollment Preferences: Graduate students, then advanced undergraduate students with permission of the professor.
Expected Class Size: 10
ARTH 582  (F)  On Race, Art, and Property
In her seminal article "Whiteness as Property," critical race theorist and professor Cheryl Harris contends that the legal system in the United States "has come to embody and legitimize benefits that accrue to citizens who are white." The legacy of our legal system, which has dehumanized people by rendering them as property and legalized the theft of land by colonizers from Native Americans, is not confined to the past, but has shaped our world and thrives within our present moment. How has this legacy and Harris' theory been explored in contemporary art? How might it allow us to revisit artworks and practices by canonical artists from alternative perspectives? This course aims to study aspects of this complicated history through a broad range of texts from legal and literary theory to art history to Black and Native American studies to more immediately authored texts published on social media platforms. Students are encouraged to think dexterously as we study works by Gordon Matta-Clark, Michael Heizer, Sondra Perry, Cameron Rowland, and Cauleen Smith--among others.

Requirements/Evaluation: presentations, writing assignments
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: If over-enrolled, by application
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Distributions: (D1)

Fall 2020
SEM Section: H1  T 1:30 pm - 3:30 pm  Meg Onli

ARTH 583  (F)  Graphic Content: Typography and the Book between Art and Design
This seminar considers the entangled histories of fine art and graphic design by focusing on creative practices surrounding the letterform and the book form from 1900 to the present. We will study historical avant-garde movements active in publishing and making-public; the development of the graphic design discipline, in print and on screen; and logocentric artistic tendencies from concrete poetry and pop art to conceptualism and artists' books. We will also consider diverse literary practices, graphic visualization, and political agitation. The seminar will make use of the Clark library's outstanding collection of artists' books and the holdings of the Chapin library at Williams. We will welcome several guests, including art historians, artist-designers, designer-artists, editors, publishers, and bookmakers.

Class Format: in person seminar with remote option, remote learning after thanksgiving
Requirements/Evaluation: class participation, class presentation, research paper/project
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: Art History MA students, then advanced undergraduates. Course will be by application if overenrolled.
Expected Class Size: 10
Grading: pass/fail option only
Distributions: (D1)

Fall 2020
SEM Section: R1  W 1:30 pm - 3:30 pm  Robert Wiesenberger

ARTH 586  (F)  Japanese Popular Visual Culture
Cross-listings: COMP 186  ASST 186  ARTH 586  ARTH 286
Secondary Cross-listing
The phrase "Japanese popular culture" often calls to mind comics and animation, but Japan's earliest visual pop culture dates back to the 17th century and the development of arts like kabuki theater and woodblock prints that could be produced for a mass audience. This course traces Japanese popular culture through a range of visual media: kabuki and puppet theater, premodern and postmodern visual art (ukiyo-e, Superflat), classic film (Ozu, Mizoguchi, Kurosawa), manga/comics (Tezuka, Otomo, Hagio), and animation (Oshii, Miyazaki, Kon). The class will also study material examples of Japanese popular culture on display in the Repro Japan exhibition at the Williams College Museum of Art. We will develop visual reading skills to come up with original interpretations of these works, and compare different media to make them shed light on one another.

**Class Format:** discussion

**Requirements/Evaluation:** attendance, participation, two 5-page papers, final exam

**Prerequisites:** none

**Enrollment Limit:** 35

**Enrollment Preferences:** students majoring or considering a major in a related discipline

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

- COMP 186 (D1)
- ASST 186 (D1)
- ARTH 586 (D1)
- ARTH 286 (D1)

*Not offered current academic year*

**ARTH 587 (S) Crash! The Car Accident as Myth and Metaphor in American Art and Visual Culture**

A year after MoMA elevated machinery to high art in 1934, Grant Wood painted Death on The Ridge Road (Williams College Museum of Art), a depiction of the deadly side of the streamlined modern machines that Alfred Barr might have presented at MoMA. A generation later, Andy Warhol's Death and Disasters series multiplied gruesome images of crushed cars and bodies to numbing effect. During the ensuing years, both Jackson Pollock and David Smith (among others) became traffic fatalities. Roughly bookended by the Great Depression and the 1960s, but also considering works of art and visual materials before and after those parameters, this seminar will explore the stakes of car crash imagery for American artists and culture. Readings may include topics in trauma studies, automotive technology, physics, posthumanism, law, and object oriented ontology as well as grounding participants in American art and history of the middle third of the twentieth century. Participants in the course will also have the opportunity to help shape the content, themes, and narrative of an exhibition on car accidents in American art being organized by WCMA.

**Requirements/Evaluation:** oral presentations and written assignments

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** graduate students, then advanced undergraduate Art History majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

*Not offered current academic year*

**ARTH 594 (S) Traveling Seminar: Slavery and the Dutch Golden Age**

This course takes as its starting point the exhibition at the Rijksmuseum opening in September 2019: Slavery, an exhibition. With this installation, the curators of the Rijksmuseum seek to correct dominant narratives of seventeenth and eighteenth-century Dutch history, which have absent the role of slavery in determining the economic, social, and visual history of the Netherlands. With a Travel Grant awarded by the College Art Association, the students in this seminar will travel to the Netherlands to visit this exhibition and other relevant cultural institutions in order to examine the possibilities and limits for 'decolonizing' the museum. This course will study how slavery is imbricated within the mythic construction of a 'Dutch Golden Age' while also examining what happens when the history of enslaved peoples becomes translated into the space of a museum and exhibition. We will consider a revisionist history of Dutch artistic production, accounting for slavery in determining the Dutch economy and visual production while also asking what happens when slavery becomes narrated in the space of one of the nation's history museums. We will read contemporary black feminist theory such as Sylvia Wynter, Saidiya Hartman, Hortense Spillers, and Christina Sharpe as a means to struggle with how the space of the exhibition chooses to activate and write those missing histories, and we will examine if it is even possible to responsibly tell the story of slavery over two centuries when the majority of the subjects have been completely defaced, removed, and excised from the historical record, and their voices are often the ones still

*The phrase "Japanese popular culture" often calls to mind comics and animation, but Japan's earliest visual pop culture dates back to the 17th century and the development of arts like kabuki theater and woodblock prints that could be produced for a mass audience. This course traces Japanese popular culture through a range of visual media: kabuki and puppet theater, premodern and postmodern visual art (ukiyo-e, Superflat), classic film (Ozu, Mizoguchi, Kurosawa), manga/comics (Tezuka, Otomo, Hagio), and animation (Oshii, Miyazaki, Kon). The class will also study material examples of Japanese popular culture on display in the Repro Japan exhibition at the Williams College Museum of Art. We will develop visual reading skills to come up with original interpretations of these works, and compare different media to make them shed light on one another.**
absent. In the words of Saidiya Hartman, we will ask: "Is it possible to construct a story from the 'locus of impossible speech' or resurrect lives from the ruins?"

Requirements/Evaluation: participation in class travel, class participation and presentation, research paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: MA art history students, by application if overenrolled

Expected Class Size: 12

Grading: pass/fail option only

Distributions: (D1)

Spring 2021

SEM Section: H1   T 10:30 am - 12:30 pm   Caroline O. Fowler

ARTH 595 (F) Private Tutorial

Students may petition to take a private tutorial by arrangement with the instructor and with permission of the Graduate Program Director.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

ARTH 596 (S) Private Tutorial

Students may petition to take a private tutorial by arrangement with the instructor and with permission of the Graduate Program Director.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

ARTH 597 (F) Undergraduate Lecture Course Taken for Graduate Credit

Undergraduate Lecture Course Taken for Graduate Credit

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

ARTH 598 (S) Undergraduate Lecture Course Taken for Graduate Credit

Undergraduate Lecture Course Taken for Graduate Credit

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

Winter Study ---------------------------------------------------------------

ARTH 31 (W) Senior Thesis: Art History

To be taken by students registered for ArtH 494. For requirements of entry into the course, please see "The Degree with Honors in Art, Art History" in the catalogue or on the Art Department's webpage.

Class Format: independent study

Enrollment Limit: 8
**Enrollment Preferences:** students need permission of the department to register for this course

**Grading:** pass/fail only

Not offered current academic year

**ARTH 33 (W) Honors Independent Study: Art History**
To be taken by candidates for honors by the independent study route.

**Class Format:** independent study

**Grading:** pass/fail only

Not offered current academic year

**ARTH 99 (W) Independent Study: Art History**
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** Independent study

**Grading:** pass/fail only

Not offered current academic year
ART (Div I)  
ART STUDIO  
Co-Chairs: Professors Elizabeth McGowan and Amy Podmore

- Cecilia Aldarondo, Assistant Professor of Art
- Laylah Ali, Francis Christopher Oakley Third Century Professor of Art; on leave 2020-2021
- Michelle M. Apotsos, Associate Professor of Art
- Ben Benedict, Senior Lecturer
- Mari Rodriguez Binnie, Assistant Professor of Art; on leave 2020-2021
- William B. Binnie, Visiting Lecturer in Art
- Johanna Breiding, Assistant Professor of Art
- C. Ondine Chavoya, Professor of Art; affiliated with: Latina/o Studies Program
- Michael Conforti, Lecturer in the Graduate Program in Art History; affiliated with: Art Department
- Holly Edwards, Senior Lecturer in Art
- Michael A. Glier, Alexander Falck Class of 1899 Professor of Art
- Marc Gotlieb, Halvorsen Director of the Graduate Program in Art History; affiliated with: Art Department
- Guy M. Hedreen, Amos Lawrence Professor of Art
- Catherine N. Howe, Lecturer in Art
- Frank Jackson, Visiting Assistant Professor of Art
- Michael J. Lewis, Faison-Pierson-Stoddard Professor of Art History; on leave Fall 2020
- Peter D. Low, Professor of Art
- Elizabeth P. McGowan, Art Dept Co-Chair & Chair of Art History, Robert Sterling Clark Professor of Art
- Murad K. Mumtaz, Assistant Professor of Art
- Amy D. Podmore, Art Dept Co-Chair & Chair of Studio Art, J. Kirk T. Varnedoe 1967 Professor of Art
- Kailani Polzak, Assistant Professor of Art; on leave 2020-2021
- Sarah Rara, Assistant Professor of Art
- Pallavi Sen, Assistant Professor of Art
- Stefanie Solum, Professor of Art
- Carolyn J. Wargula, Visiting Assistant Professor of Art
- Stephanie J Williams, Arthur Levitt, Jr. ’52 Artist-in-Residence

The Department offers students different paths to explore the vital connection between visuality and creativity. With courses of study in the History of Art and the Practice of Studio Art (or a combination of History and Studio), the Major is designed to train students to develop the technical, conceptual, critical, and historical tools they need to engage the visual world.

ADVISING

Majors are expected to discuss their choice of courses and path through the major with their advisor or another professor in the department. Official departmental advisors for each route through the major (listed here below) are available to field general questions concerning curriculum, requirements, and planning to study away.

Art History Faculty Advisor: Guy Hedreen
Art Studio Faculty Advisor: Amy Podmore
ART STUDIO

The Studio division of the art major has been structured to develop students’ perceptions and imaginations as they investigate a variety of visual media and to foster the development of a critical understanding of making art to support creative interests.

Major Requirements

The Studio Art major requires a minimum of nine courses:

- ARTS 100 Drawing I
- One art history course (preferably taken by the end of the junior year)
- A combination of at least three 100 and 200-level courses in three different media (ARTS 100 and tutorials do not satisfy this requirement)
- ARTS 319 Junior Seminar
- One 300-level ARTS course
- One elected ARTS course
- ARTS 418 Senior Seminar

The numbered sequence of courses in the Studio Art major is intended to develop knowledge and skills appropriate to students’ levels of experience, ultimately supporting original, independent work at the 400-level. ARTS 100 is an introduction to the principles of drawing and design, which are the foundation of visual expression. An art history course not only increases visual knowledge of other periods and cultures, but also provides exposure to the methods of visual analysis. 100 and 200-level ARTS courses introduce the relation between form and content and serve as introductions to a variety of media including architecture, painting, performance, photography, printmaking, sculpture, and video. 300-level courses place greater emphasis on the application of visual skills to thematic concerns, and to the development of the student’s individual vision. The capstone to the major, ARTS 418, provides a comprehensive, professional exhibition experience. Students not only define, research, and create an original body of work, but are also engaged in all aspects of producing an exhibition at the Williams College Museum of Art.

The faculty encourages students to begin exploring studio art in the first year so that they can fully explore a variety of media in preparation for independent work in the junior and senior year. A successful route through the major might look like this:

First year: two classes at the 100 and/or 200 level in different media and an art history class. We encourage students to explore media with which they are unfamiliar, as doing so provides a good base and allows for more flexibility later on. While there is only one art history class required for the major, we encourage students to take advantage of the rich art history offerings throughout their four years of study.

Second year: at least two 100 and/or 200 level courses.

Third year: Junior seminar, a 200- or 300-level course and a possible second art history class.

Fourth year: one 300-level course, ARTS 418, and other courses chosen to support your individual interests.

HISTORY AND STUDIO

This route offers students the opportunity to propose a course of study that investigates a particular medium or a particular issue bridging both wings of the department. Examples of past History and Studio projects include topics related to architecture, curating, and performance, but are not limited to these.

In many cases, it is better to choose an Art History or Studio Art route, taking additional courses in the other wing, as desired. The History and Studio route is offered as a third option and requires approval.

The application for the History and Studio route must include both a written statement and a list of proposed courses. It must be approved by an advisor from both Art History and Studio Art and be submitted to the department’s administrative assistant before registering for the major.

History and Studio students whose projects have a Studio emphasis have the opportunity to take the Senior Tutorial (ArtS 418) with permission of the instructor and to participate in the senior Studio exhibition. Those seniors with a History emphasis can apply to write a thesis and, if accepted, will be admitted to the required Winter Study and Senior Thesis Seminar (ArTH 494) which culminate in a thesis and thesis presentation. Or, a student may propose a senior independent study.

Major Requirements

The History and Studio major requires a minimum of nine courses:

- Any TWO of the following four courses: ARTH 101, 102, 103, or 104
- ARTS 100-level course
ARTS 200-level course
ARTH 301 Methods OR ARTS 319 Junior Seminar
ARTH 400-level OR 500-level course
ARTS 300-level course OR ARTS 418 Senior Seminar (with permission) OR ARTH 494 (with permission)
ARTH elective
ARTS elective

One advisor from Art History and one from Studio Art must sign off each semester before a student may register for classes.

THE DEGREE WITH HONORS IN ART

Students who wish to become candidates for the degree with honors must show prior evidence of superior performance in the major as well as research capabilities to carry out the proposed project.

Art Studio

Studio art concentrators who wish to be candidates for honors are required to take an extra studio course, of their choosing, for a total of ten courses. One of the ten courses must be the 400-level Senior Seminar (ARTS 418). Students must also take the Honors Independent Study course (ARTS 31) during Winter Study of their senior year. Studio faculty will provide feedback on the progress of the honors project at the beginning of the Spring semester.

Honors candidates enrolled in the Senior Seminar must demonstrate prior experience in the media chosen for the honors work. This proof may consist of one or more 200-level courses in the medium, course work at the 300 level, and/or a portfolio demonstrating the student’s proficiency in the media chosen for the honors project. This work must be presented to the instructor of the Senior Tutorial at the start of the Spring semester. At the end of the Spring semester of senior year, honors candidates will orally defend their work in the senior exhibition at WCMA. The entire studio faculty will attend each defense. Based on the work and the oral defense, the studio faculty (as a whole) will designate honors, high honors or no honors.

History and Studio

The History and Studio route to honors is an integral combination of Studio Art and Art History. Fall semester of senior year, a candidate for honors in History and Studio makes a project proposal to two faculty members, one from each wing of the department. If both advisors agree to supervise the project, the candidate enrolls in either the Studio or the History required Winter Study course or an independent Winter Study. At the end of Winter Study the progress of the project is assessed by the advisors. In the spring semester, the student enrolls either in the Senior Seminar (ARTS 418 with the permission of the instructor), or in the Senior Thesis Seminar (ARTH 494 with the permission of the instructor), or in an Honors Independent Study. If the project is exhibited in the senior Studio exhibition it is judged by the art faculty, (including the two advisors for the project), along with the other exhibiting honors candidates.

Otherwise, the final project is submitted to the two faculty advisors and, in the case of History, also to the instructor of the Senior Thesis Seminar, who will determine whether or not it will receive honors.

STUDY ABROAD

The Art Department encourages students to travel during Winter Study, and to study abroad for a semester during the junior year. Students planning on studying abroad must: consult a departmental advisor, leave a copy of their Study Away Petition on file in the Department, and consider the required junior seminars (ARTH 301 and ARTS 319) that prepare students for the independent research and/or independent artistic production which is the focus of the senior year.

Art Studio

Studio Art Majors must take the required Junior Seminar (ARTS 319) in the fall semester of their junior year, unless they are planning to study abroad for a full year, or unless they have permission of the chair of the department (in these cases, they may take the required class in their sophomore or senior year). The Department does not grant pre-approval or provisional credit for study abroad courses; studio majors must submit their portfolios for review, and will receive credit only if the work completed abroad is deemed roughly equivalent in quality and quantity to coursework at the College (students should contact the Departmental advisor in studio for the portfolio review, and digital photographs are fine in the case that original work is not available). No more than 1 requirement for the major can be taken per semester abroad (2 if one of the courses is in art history). Courses must be in fine arts fields to qualify for major credit. ARTS 319 and ARTS 418 cannot be fulfilled abroad.

History and Studio

History and Studio majors must plan accordingly for their elected junior seminar. For art history courses taken abroad, history and studio majors can seek provisional credit for courses that appear to satisfy requirements for the major. No provisional credit is possible for studio courses; students must submit their portfolios for review, and will receive credit only if the work completed abroad is deemed roughly equivalent in quality and quantity to coursework at the College (students should contact the Departmental advisor in studio for the portfolio review, and digital photographs are fine in the case that original work is not available). No more than 2 major requirements may be satisfied per semester while abroad (one in studio, one in history),
ARTS 100  (F)(S) Drawing I

The goal of the course is to provide training in basic two dimensional design concepts like composition, value, space, proportion and line as well as a critical perspective on drawing in the 21st C. Observational drawing skills will be taught asynchronously in short daily lessons within six, week-long segments. Assignments with roots in 20th C Avant-garde and 21st C global practice will be interspersed within these skill-building lessons to provide students with a critical contrast to traditional approaches to drawing and opportunities for individual expression. Since this class will be taught remotely, we will meet online as a class for slide talks and discussion, as well as in small groups of 3 or 4 for critique. So that students may work in a domestic setting, the size of the assignments are modest and the materials like pencil, brush pen, and colored paper are clean. In order to submit assignments, students will need access to a digital camera, such as a cell phone.

Class Format: This is a remote class with 6 weeks of short, daily, asynchronous demonstrations and assignments, which can be completed in approximately 60 - 90 minutes a day. Interspersed between these 6 weekly units, students will be given a single assignment to be completed over the course of the week. The class will meet twice a week, once as a full class for slide talks and discussion and again in small groups for critique.

Requirements/Evaluation: successful application of new skills, development of concept, participation in class, effort, timeliness and attendance

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: art majors, first years, sophomores, juniors, seniors

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: $200 -$300. Materials will be shipped directly to students.

Distributions: (D1)

Fall 2020
STU Section: R1  MWF 11:45 am - 1:00 pm  Michael A. Glier

Spring 2021
STU Section: R1  MWF 11:45 am - 1:00 pm  Michael A. Glier

ARTS 100  (S) Drawing I

Drawing can provide a vehicle for encountering and interpreting your experiences. This course will heighten your awareness of the visual world, teach basic drawing skills, and demonstrate how drawing operates as a form of visual exchange. A variety of materials will be covered as you explore the 2-dimensional concepts of line, form, proportion, gesture, spatial depth, and value. Towards the latter part of the semester, more emphasis will be placed on the use of drawing as idea, and you will have the opportunity to express yourself through the visual language of drawing.

Requirements/Evaluation: the quality and quantity of work produced, depth and quality of investigative process, participation in critiques, and attendance

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: Art Majors (declared); students who have previously enrolled but have been dropped from the course, first-year and sophomore students

Expected Class Size: 18

Grading: no pass/fail option, yes fifth course option

Materials/Lab Fee: TBD lab fee charged to term bill

Distributions: (D1)

Not offered current academic year
ARTS 100 (S) Drawing I
This course is designed to introduce the fundamentals of drawing. A significant portion of class time will be devoted to learning some of the basics of drawing, such as line, gesture, composition, and value. Acquiring technical skill is an important goal of this class, and intensive weekly assignments are a significant part of that process.

Requirements/Evaluation: quality of work produced as well as successful completion of all assignments and attendance
Prerequisites: none
Enrollment Limit: 18
Expected Class Size: 18
Grading: no pass/fail option, no fifth course option
Materials/Lab Fee: TBD lab fee charged to term bill
Distributions: (D1)

Not offered current academic year

ARTS 100 (F)(S) Drawing I
This course is designed to introduce students to perceptual, experiential and analytical moments associated with the language of drawing, and to do so in ways that offer the opportunity to see the world with greater clarity, and with a broader understanding of art and the visual language. This course provides technical skills associated with observational drawing, experiential moments with a variety of materials, and the opportunity for self expression and the communication of ideas. Each studio class blends drawing practices and exercises designed to further one's understanding of the language of drawing, and more broadly, offers a foundation for further study in the visual arts.

Requirements/Evaluation: individual critiques, a mid-term critique, a final portfolio submission, attendance, effort and participation
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: Art Majors (declared); students who have previously enrolled but have been dropped from the course, first-year and sophomore students
Expected Class Size: 10
Grading: no pass/fail option, yes fifth course option
Materials/Lab Fee: $200-$300 lab fee charged to term bill
Distributions: (D1)

Spring 2021
STU Section: H2  TR 8:00 pm - 9:15 pm  Frank Jackson

ARTS 100 (F)(S) Drawing I
This course is designed to introduce students to the basic elements of drawing. The first half of the course will expose students to formal and fundamental aspects of the visual language through observational drawing exercises. Working from the still life, landscape, and human form, concepts and skills related to line, space, form, and perspective will be introduced. Students will work with a wide variety of materials and will gain facility in media such as charcoal, graphite, collage, watercolor and ink. As the term progresses, assignments and exercises will become more complex and students will explore more conceptual ideas in drawing related to material specificity, research, experimentation, and working from the imagination. The class will conclude with a publication of a zine. The theme or topic of the publication will be determined by the dynamic of the class and the students’ curiosities and concerns. Through lectures, assigned readings, screenings, and visits to the WCMA, this course hopes to expand what it means to draw and to become aware of how drawing appears in the practices of other artists as well the world outside of art contexts.

Class Format: The class will meet in-person twice weekly. Depending on the class size we may break into smaller independent lab groups / discussion groups.

Requirements/Evaluation: quality of work produced, depth and quality of investigative process, participation in critique and discussion, class citizenship, attendance
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences:  current and prospective art majors

Expected Class Size:  10

Grading:  yes pass/fail option,  no fifth course option

Materials/Lab Fee:  $200-$300

Distributions:  (D1)

Fall 2020
STU Section: H2  MW 10:00 am - 11:15 am  William B. Binnie, Kenny Rivero

Spring 2021
STU Section: H3  MW 10:00 am - 11:15 am  William B. Binnie

ARTS 102  (F)  In the Room Together: An Introduction to Dance, Theatre, and Live Performance

Cross-listings:  ARTS 102  DANC 102  THEA 102

Secondary Cross-listing
This course offers an introduction to the time-based art of performance, focusing on the embodied and social act of collaboration. Students will explore through a rotating studio and seminar-based format methods for creating and approaching art across a range of time-based media (dance, theatre, performance art, social media, spoken-word poetry), providing a foundation for the expression of ideas through performance. Over the term, students will develop, workshop and perform site-specific pieces, culminating in a final public presentation to the community. Through independent research projects, writing and class discussion, students will study makers whose work unsettles the boundaries of dance, theatre, and performance, such as: Anne Bogart, Bill T. Jones, Pina Bausch, Meredith Monk, Lin Manuel-Miranda, E. Patrick Johnson, Young Jean Lee, and Beyoncé. Evaluation will be based on an assessment of the student's work, participation, commitment, practice, curiosity, creativity, and collaboration with peers. Students will be required to attend '62 Center Series programming as may be required to attend other performance events as well. This course is open to students at all levels of experience and is a gateway and requirement to the major in Theatre.

Requirements/Evaluation:  assignments will include writing reflections, showings of works in progress, oral presentations, a final performance, and a 5- to 7-page curatorial paper

Prerequisites:  none

Enrollment Limit:  18

Enrollment Preferences:  students considering the major or already majoring in Theatre

Expected Class Size:  18

Grading:  yes pass/fail option,  yes fifth course option

Unit Notes:  this course serves as the gateway to the major in Theatre and is a prerequisite for several courses in the Theatre major

Distributions:  (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
ARTS 102 (D1) DANC 102 (D1) THEA 102 (D1)

Not offered current academic year

ARTS 105  (S)  Video Essay

This introductory studio course engages the genre of video essay. Situated at the intersection of video art and documentary film practices, video essay explores the interval between politics and aesthetics, fiction and non-fiction, in an attempt to create a personal language with which to describe the tension between social, political, and personal realities. Students gain hands-on video production experience with editing, cinematography, and sound design grounded in the editorial and rhetorical strategies of video essay which articulate a language of relationships: between sound and image, artist and subject, fact and feeling, memory and language. Self-referential and reflexive, video essay operates in a space of inquiry between poetry, philosophy, autobiography, politics, and cultural studies. The course examines how video essay moves across disciplines, reflecting ethical and aesthetic strategies developed within documentary film, journalism, auto-ethnography, auto-fiction, media theory, performance, and the history of video art itself, in pursuit of a renewed relationship to processes of observation, memory, and recognition. Assignments emphasize the creation and presentation of an original body of video work for critique, alongside research, writing, and discussion of theoretical texts and artworks, including the work of Chris Marker, Hito Steyerl, Trinh T. Minh-ha, Harun Farocki, Agnès Varda, among others.
Class Format: hybrid format: a mix of in person and remote meetings with additional asynchronous lectures, technical lessons, and screenings to supplement our course work. We will aim to keep class meetings small, and depending on the class size we may break into smaller independent lab groups / discussion groups.

Requirements/Evaluation: Quality of work produced, depth and quality of investigative process, participation in critique and discussion, class citizenship, attendance

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: art majors

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Materials/Lab Fee: $150 lab fee charged to term bill

Distributions: (D1)

Spring 2021

STU Section: H1 W 12:00 pm - 2:45 pm Sarah Rara

ARTS 110 Digital Photography, Identity and Place

This remote introductory level course offers an in-depth exploration of digital photography. Emphasis is placed on the camera's relationship to the body and constructions of identity. Students will develop a fundamental control of photographic techniques through various exercises, experimentation, field, at home and/or studio experience. Students will learn how to use DSLR cameras and introductory level Photoshop editing techniques to create a personal body of work that examines the medium's role in representing various identities. Additionally, visiting artist lecture presentations and thorough critique will foster theoretical and visual literacy for the analysis of works. How is photography implicated in the construction and performance of identity? How does it complicate national, cultural, gender, race and sexual identity.

Class Format: This class will take place over Zoom

Requirements/Evaluation: Students must budget roughly ten hours per week outside of class for photographing and editing; Students must complete all projects on time. Students will create a photographic body of work with accompanying artist statement. Students must be active participants during class discussion and critiques.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Art majors who have not yet taken an introductory photography class

Expected Class Size: 12

Grading:

Materials/Lab Fee: $250 standard lab fee charged to term bill

Distributions: (D1)

Not offered current academic year

ARTS 111 (F) Introduction to Video Art

This introductory-level course offers an expansive definition of video art, exploring the complex interrelations between video and other disciplines within contemporary art. Video art's inherent heterogeneity is examined as a vital part of the medium's identity and as a radical mechanism for cultural discourse. Coursework includes lectures, readings, discussions, hands-on tutorials, production assignments, and active participation in dialog/critique. Camera, sound, lighting, and editing techniques are taught alongside key theoretical, historical, and aesthetic approaches to video art. Experimentation and interdisciplinary approaches are encouraged in considering how video art hybridizes with other media, ingests emerging technologies, and develops new distribution models.

Class Format: We will adhere to a hybrid format: a mix of in person and remote meetings with additional asynchronous lectures, technical lessons, and screenings to supplement our course work. We will aim to keep class meetings small, and depending on the class size we may break into smaller independent lab groups / discussion groups.

Requirements/Evaluation: quality of work produced, depth and quality of investigative process, participation in critique and discussion, class
citizenship, attendance

Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: current and prospective art majors
Expected Class Size: 10
Grading: yes pass/fail option, no fifth course option
Materials/Lab Fee: $230
Distributions: (D1)

Fall 2020
STU Section: H1  M 12:00 pm - 2:45 pm  Sarah Rara

ARTS 112  (S) Introduction to Documentary Filmmaking  (DPE)
In a 2010 article, *New York Times* film critic A. O. Scott described the field of contemporary documentary film as 'heterogeneous to the point of anarchy.' This course takes this heterogeneity to heart, acquainting students with a wide array of creative approaches and key debates in documentary film. In addition to a historical, ethical and critical foundation in the field of documentary, students will acquire a basic grounding in the fundamentals of video production, including cinematography, sound and editing. Course requirements include class attendance and regular critiques, weekly film screenings and readings outside class, 2-3 minor filmmaking exercises, and major assignments in the form of 3-4 short nonfiction video projects.

Requirements/Evaluation: timely and committed completion of assignments, attendance and participation
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: majors have priority
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Materials/Lab Fee: $150
Distributions: (D1)  (DPE)

Difference, Power, and Equity Notes: The practice of documentary film is centrally bound to ethics--who and how we represent onscreen. Historically, documentary has tended to gaze on marginalized communities in problematic ways; this course will make issues of power, race, class and representation central to the production of documentary media.

Spring 2021
STU Section: R1  M 1:30 pm - 4:30 pm  Cecilia Aldarondo

ARTS 114  (F) Art into Activism
This introductory studio art class will examine how art has been and can be engaged with activist and political causes. Can art be created from social or political ideas? Is all political art merely propaganda? What makes a work “political”? What does artistic work that is topical, informed, and critical look like? In addition to looking at various works by contemporary artists and used in political movements, we will be working on weekly assignments that will introduce students to 2-D image making, video, and performance. This class is a hands-on studio class which will require hours outside the class working on projects.

Requirements/Evaluation: projects, assignments, class participation, attendance
Prerequisites: none
Enrollment Limit: 14
Enrollment Preferences: first-years and sophomores
Expected Class Size: 14
Grading: no pass/fail option, no fifth course option
Distributions: (D1)
ARTS 115 (F) Sculpture: Poetry with Objects

Sculpture employs the body and has the power to communicate via the physical world in powerful ways. ARTS 115 will offer instruction in how form and meaning can be created through the use of objects. Similar to poetry, where a particular word carries a specific history, meaning, and power, objects also contain complex associations. Through the process of alteration, transformation, and manipulation, sculpture reveals the narrative power of form and materials. This course will provide a historical framework for how sculpture—particularly contemporary works—have expressed ideas, while also providing instruction on techniques and methods used to build, dismantle, rearrange, combine and create art with objects as the inspiration. The ultimate goal will be to develop your individual voice and imagination, become familiar with processes and techniques, and to become fluent in generating meaning that is important to you. We will be integrating the study of a variety of artists whose work utilizes objects in their sculpture such as the work of: Jean Shin, Marcel Broodthaers, Dario Robletto, Doris Salcedo, Robert Gober, among others. This class is designed to be hybrid, with a combination of in-person and remote components. Approximately two thirds of the term will consist of weekly meetings between myself and a pair of students, however, periodically throughout the term, we will meet with the entire class for PowerPoint presentations, demonstrations, visiting artist talks and group critiques.

Class Format: Hybrid model with a portion of the class taught in person and a portion taught remotely. The aim is to have 50 percent of the class in person and 50 percent taught remotely, however this will depend upon how the semester and COVID evolves.

Requirements/Evaluation: Art is a visual language, which speaks to us through our sense of sight and implied touch; you will be evaluated first and foremost on your ability to speak powerfully in this language. Grading also takes into account: effort, attitude, creativity, studio responsibility and participation. Attendance and punctuality is expected for both in-person and remote portions of the course. If you miss more than one unexcused class your grade will automatically drop a letter grade. All work must be completed by the final critique.

Prerequisites: None.

Enrollment Limit: 10

Enrollment Preferences: Declared and perspective art majors have preference.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: There will be a lab fee to cover a material cost for the class. TBA

Distributions: (D1)

Fall 2020

TUT Section: HT1 W 1:30 pm - 3:40 pm Amy D. Podmore

ARTS 116 (F) Monotypes

Spontaneous and delightfully unpredictable, the monotype is a style of printmaking that creates exactly one image by applying ink onto a flat surface, and transferring it to paper using pressure - by hand or a through a printing press. It is neither drawing nor painting, it is both! In this class students will use the monotype to heighten their sensitivity to line, colour, tone, texture, transparency, pressure, ink viscosity, and overall composition. They will also explore techniques like tracing, stencilling, chine-collé, reductive + additive mark making, and hand rubbing, while acquainting themselves with the history of the medium -- its practitioners, and its scope. No prior experience in drawing or painting required, though it is quite welcome.

Requirements/Evaluation: quality of work, investment towards studio time, active presence in discussions and critique, attendance

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Arts majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year
ARTS 119  (S)  Miniature Stories
What is the American experience? What does an American look like? This course uses miniature set and puppet building techniques, using easily manipulated materials in order to tell stories about the American experience. Greer Lankton’s queer puppets and Charles Ledray’s intricate thrift store men’s suits use miniaturized scale as a vehicle to expand our understanding of the American experience through highly focused visuals. Students will explore how scale and point of view can be used to explore power dynamics, identity, and mythology. Students develop their own research methods based on short writing assignments, image and object collection, and material exploration.

Requirements/Evaluation: Students' production methods will incorporate scaled building techniques, introductory lighting, and staging processes towards the completion of a singular narrative work built in miniature. Students will also design and complete a shortlist, a collection of point-of-view stills that explore their chosen narrative in sequence. The course will culminate at an end of semester online exhibition of their work.

Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: Art majors
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Materials/Lab Fee: $75.00 lab fee
Distributions: (D1)

Spring 2021
STU Section: H1  R 9:45 am - 12:45 pm  Stephanie J Williams

ARTS 122  (F)(S)  Photography, Identity and the Absence of Representation
This remote introductory level course offers an in-depth exploration of the DSLR camera and image by utilizing photographic digital technology. Emphasis is placed on the camera’s relationship to the body, domestic space and constructions of identity. Students will develop a fundamental control of photographic processes through technical exercises and at-home/on-campus and online experimentations. Students will learn how to use DSLR cameras, editing techniques and photographic curation to create an online portfolio and exhibition reflecting on a personal body of work that examines the medium’s role in representing (or not representing) identities. Additionally, three photographers will be visiting our zoom classes to give virtual presentations on their individual processes and artistic works. There will be short weekly readings and in-depth critiques to foster theoretical and visual literacy for the analysis of works. How is photography implicated in the construction and performance of identity? How does it complicate national, cultural, gender, race and sexual identity?

Class Format: This class will be taught remotely. Students who are on campus will have access to the photography lab and facilities. Students will be allowed access to the facilities on a one-on-one basis with a supervisor.

Requirements/Evaluation: Students midterm and final critique of their body of work and accompanying artist statement
Prerequisites: none
Enrollment Limit: 14
Enrollment Preferences: Art majors who have not yet taken an introductory photography class
Expected Class Size: 12
Grading: yes pass/fail option, no fifth course option
Materials/Lab Fee: $250 standard lab fee charged to term bill
Distributions: (D1)

Fall 2020
STU Section: R1  M 6:45 pm - 9:45 pm  Johanna Breiding
Spring 2021
STU Section: R1  R 1:30 pm - 4:30 pm  Johanna Breiding

ARTS 123  (F)  Drawing Dreaming
Sometimes a drawing is a recreation of what is right in front of us, accepted and understood by us both. And sometimes a drawing is what we have never seen before/what doesn’t yet exist, but want very much to be real: a house, a garden, a truth, accountability for an injustice, a declaration, a dream, a scream, a monument (or its absence), a sculpture, an institution, a circumstance, a love, futures. In this class, we will use mark making as a tool for making such imaginings a little more solid, and clear. Each week we will look at artworks (or what could be perceived as that) that embody dreaming, envisioning, manifestation, and transformation, including but not limited to the spectacular public drawings now part of Richmond’s confederate monuments, Shaker gift drawings, house and garden plans, protest signs, commemorative murals and memorials, flags, emblems, dream entries and tarot decks. Every other week, our class will host visitors whose art+work+life has inspired this course, including artists, educators, and organisers. Though this isn’t a traditional drawing class, it will include introductions to various foundational techniques and tools, along with intensive drawing exercises before delving into self driven assignments.

Class Format: Classes will meet remotely, and if it is deemed safe, the drawing studio may be open for staggered drawing sessions in small groups. All students will be adequately trained in documenting their work for weekly reviews with the instructor.

Requirements/Evaluation: weekly assignments, mid-term project, final projects, attendance and participation, generous presence

Prerequisites: Previous drawing experience preferred and/or completion of Drawing 100.

Enrollment Limit: 17

Enrollment Preferences: Art/Art History majors

Expected Class Size: 17

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: $100

Distributions: (D1)

Fall 2020

STU Section: R1  TR 11:30 am - 12:45 pm  Pallavi Sen

ARTS 128 (S) Introductory Video

In this course we explore how the proliferation of video has transformed the way we relate our own image, and that of others. Video has become a platform for hypervisibility. In an era of selfies, live-streaming, state sanctioned violence (and its digital record), how might we use video as a tool of empathy and accountability? We will pursue answers to these questions through the act of making. In this introductory level course students will gain facility in Adobe Premiere and other post-production tools in the Adobe Creative Suite. Students will explore camera technique, lighting, and how to work with appropriated footage. We will look at early and contemporary video works in order to situate the work being made in class. Video Art will also be contextualized within vernacular applications of video. Through regular technical exercises, readings, and group critiques, students will learn how to use video as critical tool in their practice.

Requirements/Evaluation: evaluation will be based on discussion participation and the technical and conceptual strength of the projects, with consideration given to individual development

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: students majoring in Studio Arts

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: $150.00 fee charged to term bill

Distributions: (D1)

Not offered current academic year

ARTS 129 (S) Institutional Critique (DPE)

Cross-listings: THEA 129  ARTS 129

Primary Cross-listing

This introductory course will investigate the performance potential of the radical art making methodology known as Institutional Critique. Influenced by Situationalism, and the Fluxus movement, Institutional Critique emerged as a way for artists to respond to the art worlds elitism, monopoly on culture,
and dependency on Capitalism. Through collaborative performance based projects and readings students will explore the possibility of art to critically intervene in the hegemonic order and insight change within power relationships. We will also explore related movements such as Socially Engaged Practice, a term that describes art that is participatory and focuses as people as the medium. Artists covered will include: Thomas Hirshhorn, Tim Rollins, and Andrea Fraser. You do not need any prior experience just a willingness to use the power of voice and body.

Requirements/Evaluation: three collaborative projects, final independent project, readings, active participation, museum gallery visits, quality of work

Prerequisites: none

Enrollment Limit: 18

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: $125 lab fee

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
THEA 129 (D1) ARTS 129 (D1)

Difference, Power, and Equity Notes: Through a diverse selection of essays, visual art, and contact with prominent voices operating at the intersection of theory and practice students will examine how the concentration of power in the United States and Europe has contributed to inequities within educational, legislative and artistic institutions. Students will then transfer what they've learned to a research based visual practice that priorities social discourse.

Not offered current academic year

ARTS 130  (S)  Material Issues
What kind of maker should one be, after reading the latest climate report? The tendency to build, design, love, and collect objects - in our shelves and in our museums and in our landfills - is central to the human story. We have (serious) material issues! This class looks at individuals that hold ecology and what the environment asks of us close to their heart and their making, moving beyond ‘green’ as metaphor. We will study creative practices that work in partnership with land, with forests, agriculture, radically sustainable materials, food and food cultures. Through the semester, we will alter how we consume and what we consume, we will learn to repair, learn to divest, and learn how to make our own: Food! Clothes! Quilts! Containers! Pigments! _________! Our projects will be cross cultural, interdisciplinary, slow, working at the pace of seasons, working with what is already present in our homes, in our neighbourhoods. Through guided assignments and discussions, students will draft a personal and collective manifesto detailing their relationship to material and climate change, and develop a final project, in any format, that engages with it. We will work with our hands often, and well.

Requirements/Evaluation: active and thoughtful participation in class, sensitive and dedicated approach towards assignments

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Art majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

ARTS 132  (F)  Sculpture: The Human Form in Contemporary Art
The figure has an intrinsic relationship to us and our lives and has provided artists with creative challenges throughout time. This course uses the human form as the subject to introduce students to the three-dimensional world of sculpture. It combines the traditional study of figure modeling in clay, with a more contemporary approach to how the figure is used in art today. The first part of the semester has you working from observation while learning how to realistically construct the human figure in the third dimension. You will work in clay, gaining skills in modeling, anatomy, the study of proportion, gesture, texture, negative and positive space and balance and gravity. We begin aiming for realism and move towards abstraction. The second part of the term will provide the opportunity to explore a more open and contemporary approach to how sculpture utilizes the figure to express meaning, explore materials and employ form. You will be introduced to a variety of skills, materials and concepts as you learn to work in the round making a form interesting from all views. Ultimately you will begin to explore and develop the ability to communicate your ideas in a visual manner as well as comment on the human condition.
ARTS 200  (F)  Project: Costume-Design, Performance, and Beyond

Cross-listings: ARTS 200  THEA 305

Secondary Cross-listing
This course is an intensive study of costume design. Costume designers are always aware of the world around them. They look, listen, reflect, and record. They use inspiration, research, imagination, and innovation for their creations. They simultaneously observe the smallest detail while also picturing the larger world surrounding the pieces they develop. The course focuses on the designer's process, which entails in part: script analysis, collaboration, research, color theory, basic design principles, rendering techniques, fabric research, organizational skills, and presentation of designs.

Requirements/Evaluation: multiple design assignments including a detailed final design project, costume labs, image and research files, costume sketchbook, short papers, committed participation, and attendance; students are required to attend two to three Theatre department or approved performances during the semester; students will also be expected to partake in intelligent critiques of fellow classmates’ design work

Prerequisites: successful completion of any 200-level course in any of the fine or performing arts or permission of instructor

Enrollment Limit: 10
Enrollment Preferences: Theater and Art Studio, sophomores and juniors
Expected Class Size: 8
Grading: yes pass/fail option, yes fifth course option
Unit Notes: does not satisfy any requirements for the Art major
Materials/Lab Fee: $100 lab fee charged to term bill
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
ARTS 200 (D1) THEA 305 (D1)
Not offered current academic year

ARTS 201  (S)  Worldbuilding: Design for the Theater

Cross-listings: ARTS 201  THEA 201

Secondary Cross-listing
This course examines designers’ creative processes as they investigate a theatrical text and then dream-into-being the fictional worlds of a hypothetical production. Class will consist of several practical projects in multiple areas of design. We will practice a two-pronged technique in response to a text: developing a personal, intuitive creative response while simultaneously supporting all logistical requirements, resulting in an inventive yet dramaturgically sound design. Emphasis will be on folding this individual work process into a larger group collaboration by refining methods of communication, presentation, and group critique.

Requirements/Evaluation: Coursework is group class discussion and critiques, paired with several hands-on projects throughout the term.

Prerequisites: THEA 101 or permission of instructor

Enrollment Limit: 10
Enrollment Preferences:  Theatre majors

Expected Class Size:  8

Grading:     yes pass/fail option,     yes fifth course option

Unit Notes:  this course is a prerequisite for all upper-level design and directing courses; this course does not count toward the Art major

Materials/Lab Fee:  $125 for materials and copying charged to term bill

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
ARTS 201 (D1) THEA 201 (D1)

Spring 2021
STU Section: H1  MR 1:30 pm - 2:45 pm  Carolyn Mraz
LAB Section: H2  M 3:15 pm - 4:30 pm  Carolyn Mraz

ARTS 215  (F)  Sustainabuilding (verb)

Sustainability considerations figure prominently (and always have) in good building design.  This architectural design studio will include instruction, research, and reading about current design and energy strategies.  These lessons will be applied in two or more design problems.  Drawings and models will be critiqued in class reviews with outside critics.

Requirements/Evaluation:  quality of design and presentation

Prerequisites:  none but ARTS 220 and/or ENVI 108 are recommended; permission of instructor is required; preregistration does not guarantee admission to the course

Enrollment Limit:  15

Expected Class Size:  15

Grading:     yes pass/fail option,     yes fifth course option

Materials/Lab Fee:  TBD lab fee charged to term bill

Distributions: (D1)

Fall 2020
STU Section: H1  F 1:30 pm - 4:30 pm  Ben Benedict

ARTS 220  (S)  Architectural Design I

Instruction in design with an introduction to architectural theory. Five simple design problems will explore form and meaning in architecture. Each problem will require drawings/model and will be critiqued in a class review with outside critics.

Requirements/Evaluation:  quality of design, with improvement taken into account

Prerequisites:  ARTS 100; ARTH 101-102 strongly suggested; permission of instructor is required; registration does not guarantee admission to the course

Enrollment Limit:  15

Expected Class Size:  15

Grading:     yes pass/fail option,     yes fifth course option

Materials/Lab Fee:  TBD lab fee charged to term bill

Distributions: (D1)

Spring 2021
STU Section: H1  F 1:30 pm - 4:30 pm  Ben Benedict

ARTS 225  (S)  Video Ecologies
This studio course in video art investigates human connection with fraught landscapes and multi-species worlds, developing strategies by which our environment is witnessed, created, and negotiated through videographic acts. Video ecologies consider our environment as relational and invested with notions of identity. What can passionate immersion in our environment as apprehended through the senses (including and beyond vision) reveal about historical and lived experience, and the embodied effects of global capitalism? How might video serve to open up new understandings, relationships, entanglements, accountabilities? This course will critically examine socio-political and personal dimensions of ecology through readings and discussion engaging with environmentalism, intersectional feminism, queer theory, and postcolonialism. With in-depth instruction on technical and conceptual strategies used in video art, the emphasis of the course will be on the creation of an original body of work that includes several short video assignments and a substantial final video grounded in research on a specific ecological subject chosen by the student. In-class tutorials provide hands-on experience with lens-based production strategies in the context of historical and contemporary examples of video art that explore the land as a site for multiple temporalities, inter-species relationships, contamination, precarity, survival, and ruin.

**Class Format:** hybrid format: a mix of in person and remote meetings with additional asynchronous lectures, technical lessons, and screenings to supplement our course work. We will aim to keep class meetings small, and depending on the class size we may break into smaller independent lab groups / discussion groups.

**Requirements/Evaluation:** quality of work produced, depth and quality of investigative process, participation in critique and discussion, class citizenship, attendance

**Prerequisites:** 100 level video course or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Art, Film & Media Studies concentrators and students interested in film and media studies.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** $150 lab fee charged to term bill

**Distributions:** (D1)

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Spring 2021

STU Section: H1  M 12:00 pm - 2:45 pm  Sarah Rara

**ARTS 226 (S) Hyperobjects and the Mundane**

This remote class will use photography, the archive, the environment and the latest Do-It-Yourself trends to explore object-oriented ontology and the notion of "Hyperobjects," or objects that transcend the local by massively spanning time and space. This class will use DIY techniques and mundane objects and materials as a tool to build models, sculptures and installations that will later on be photographed in the "studio" and outdoors. Using science-fiction references and mythology we will attempt to document and/or create a space that is invisible or has not yet been experienced by the world. What does ecological philosophy/eco-feminism currently look like, and (how) will it translate after the end of the world through the remaining photographic image and media? This class will search for, invent, and document Hyperobjects - entities of vast temporal/spatial dimensions that defeat traditional ideas of what a thing, object or photograph is.

**Class Format:** This class will meet over Zoom and will include time in the outdoors.

**Requirements/Evaluation:** Students must budget roughly ten hours per week outside of class for photographing, editing and printing. Students must complete all projects on time. Students must think outside of the box and be ready to work collaboratively. Students must be active participants during class discussion and critiques.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Art majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Materials/Lab Fee:** $250 standard lab fee charged to term bill

**Distributions:** (D1)

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Spring 2021
ARTS 228 (F) The Art of Almost Nothing

In this studio tutorial class, students will create studio art projects by using materials that are mainly not bought but found, repurposed, and/or overlooked and ubiquitous. In this time of extreme material production and consumption, with a great deal being thrown out and unrecoverable, how can we make intentional, creative meaning from what is around us? This class is concerned with impacts on the environment but also with how consumer culture has wielded profound influence in the current production of studio art. How can we engage with our major concerns—esthetic, topical, critical—and use what is around us mindfully and creatively with desired impact? Some of the artists we will look at: William Pope L., Ana Mendieta, David Hammons, Tania Bruguera, and the Yes Men. This class is a hands-on studio class with weekly assignments.

Class Format: studio class, 3 hours per week

Requirements/Evaluation: projects, assignments, class participation, attendance

Prerequisites: one previous studio art class at Williams

Enrollment Limit: 14

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: TBD

Distributions: (D1)

Not offered current academic year

ARTS 230 (S) Drawing II

This intermediate drawing course focuses on technique, style and content. Class sessions will focus on representing the human figure in representational and abstract styles, including cubism and abstract expressionism. Homework projects will focus on developing individual concepts and personal expression. Exercises will include traditional materials on paper as well as non-traditional methods and exercises. The course culminates with an independent project of work in series.

Requirements/Evaluation: the quality of work produced, participation in class discussions and critiques, successful completion of all assignments and attendance

Prerequisites: ARTS 100

Enrollment Limit: 15

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: TBD lab fee charged to term bill

Distributions: (D1)

Not offered current academic year

ARTS 236 (F)(S) LINOCUT!

A subset of relief printmaking, linocuts are images made by carving the surface of soft linoleum blocks. Relying almost completely on our hands, we will learn to work with a variety of cutting tools, controlling their speed and pressure to create bold, clear imagery. The course will include introductions to various methods in lino printing including stencilling, collaging, reduction printing, while also familiarising students with the fundamentals of printmaking inks and papers—how to use them, choose them, modify them. The majority of the course will be taught remotely, and students will explore ways of making prints at home, using simple tabletop tools and a baren for hand-printing (instead of the press). If deemed safe, private printing sessions can be arranged for on-campus students a few times in the semester. Lectures will consider the history of the block print, its present day interdisciplinary potential, and virtual visits with contemporary practitioners. Students will work towards creating a diverse portfolio that demonstrates fluency across various techniques, using them individually or in combination.

Class Format: If the number of students is large, the printshop will not be open for extended work hours - for instance, to carve your block. If small, staggered and fixed private work hours will be assigned. If deemed safe, private printing sessions will be arranged for on campus students a few times in the semester.
ARTS 241 (F)(S)  Introduction to Acrylic Painting: Five Modern Painters

To learn the fundamentals of 2D design, as well as some of the concepts that inform modern painting, this class will engage the work of Jean-Michel Basquiat, Henri Matisse, Amy Sherald, Alma Thomas, and Stanley Whitney. All distinctly modern, the styles of these artists range from figurative to fully abstract. The class will spend two weeks on each artist, analyzing and copying a work in the first week and producing a visual response in the second. Students will meet twice a week online, once as a class for technical demonstration and slide presentations and again in small groups of 3 or 4 for reading discussion and critique. Some demonstrations and supporting materials will be available asynchronously. The goals of the class are to introduce students to basic painting skills like color mixing, brushwork, composition, and palette management, as well as concepts like color theory, modernism and self-expression in a cultural context. So that students may work in a domestic setting, the size of the assignments are modest and the materials like water-based acrylics, crayons, and paper are manageable. In order to post homework, students will need access to a digital camera.

Class Format: This is a remote class taught twice weekly, once as a class and again in small tutorial groups. Some technical demonstrations and research materials will be available asynchronously.

Requirements/Evaluation: Students will be evaluated on technical improvement, conceptual development, expressiveness and inventiveness. Class participation, timeliness and attendance will also be considered.

Prerequisites: ARTS 100. Students with significant experience with drawing or painting, but have not completed Arts 100, require permission of the instructor.

Enrollment Limit: 12

Enrollment Preferences: art majors, sophomores, juniors, seniors, first years

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: $350 - $500. Materials will be shipped directly to students.

Distributions: (D1)

Fall 2020
STU Section: R1  TR 9:45 am - 11:00 am  Michael A. Glier

Spring 2021
STU Section: R1  TR 9:45 am - 11:00 am  Michael A. Glier

ARTS 241 (S)  Introduction to Oil Painting

This course is designed to introduce the fundamentals of oil painting. A significant portion of class time will be devoted to learning some of the basics of painting, such as the manipulation of color, value, surface, and texture. We will learn how to prepare paper and canvas supports as well as exploring the properties of several mediums (what the paint is mixed with to allow for application and drying). This course is focused on giving students access to a range of introductory techniques that they can explore during the semester. We will also spend time looking at each other's work and giving feedback and suggestions as well as studying the work of established artists. Evaluation will be based on evidence of each student's progress, as shown by the weekly assignments; attendance and participation in class discussions.
ARTS 250  (S)  Devised Performance: The Art of Embodied Inquiry

Cross-listings:  THEA 350  ARTS 250

Secondary Cross-listing

This studio course offers students hands-on experience in devising new performance work as an ensemble. Looking to the work of practitioners and collectives like Jerzy Grotowski, El Teatro Campesino, Tectonic Theater Project, Pina Bausch, Belarus Free Theatre, Nrityagram, and SITI Company, we will challenge ourselves to really probe what live performance is capable of. How might we think of performance as a research methodology? As a lifestyle? As a form of political action? This class will function as a laboratory, forming its own unique structure for developing and realizing a live performance. The course provides an opportunity to navigate the complex dynamics present in collaborative creation. Guest classes with practitioners will offer a fuller range of skills for the student ensemble to utilize during the devising process. Work-in-progress presentations spaced regularly throughout the semester will allow the ensemble to receive feedback from small, invited audiences, as well as the opportunity to apply that critique to an ongoing creative process. At the end of the semester the accumulated work will have a public presentation in a workshop format.

Requirements/Evaluation:  participation, individual presentations, contribution to group work, self-evaluation; students will contribute to the creation and presentation, by the group as a whole, of a newly devised performance piece

Prerequisites:  none

Enrollment Limit:  14

Enrollment Preferences:  Theatre majors and Art majors

Expected Class Size:  10

Grading:  yes pass/fail option,  yes fifth course option

Distributions:  (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 350  (D1) ARTS 250  (D1)

Not offered current academic year

ARTS 251  (F)  The Personal Documentary  (DPE)

In this course, we will survey the terrain of personal documentary in all its complexity--its marginal roots, and its current mainstream appeal. Examining a wide array of formal approaches from diary films, to archival excavations, to first-person odysseys, we will ask: what does it mean to tell a story that is personal, vulnerable, ethical? How is the current watershed moment of COVID provoking us to re-imagine our ideas of self and community, private and public? How to avoid predictability and narcissism, and instead use self-reflection productively? How do race, sexuality, class and gender inflect personal filmmaking? Major assignments will include 3-4 short videos; supplementary assignments include a daily diary, weekly film screenings, and 1-2 readings per week. In order to comply with social distancing mandates, the majority of this course will occur online and production assignments will be designed to ensure maximum student safety. While students will have access to campus equipment and lab space, assignments will embrace the possibilities of at-home, DIY approaches to filmmaking.

Class Format:  In order to comply with social distancing mandates, the majority of this course will occur online and production assignments will be designed to ensure maximum student safety. While students will have access to campus equipment and lab space, assignments will embrace the possibilities of at-home, DIY approaches to filmmaking.

Requirements/Evaluation:  preparation and participation; 3-4 short videos; daily diary; weekly film screenings, 1-2 readings per week
Prerequisites: 100 level video course or permission of instructor
Enrollment Limit: 10
Enrollment Preferences: sophomores, juniors, majors
Expected Class Size: 10
Grading: yes pass/fail option, no fifth course option
Materials/Lab Fee: $230
Distributions: (D1) (DPE)
Difference, Power, and Equity Notes: This course will consider the role of race, gender and sexuality in representing personal experience onscreen.

Fall 2020
STU Section: R1    T 6:45 pm - 9:45 pm    Cecilia  Aldarondo

ARTS 260  (S)  Objects in Video, Video as Object
In a world where the screen is often taken for granted, how might we begin to dissect the ways video has transformed visual perception? This course will focus on video installation and how video is transformed by its physical context. We will examine how videos shift our relationship to objects in space. Students will experiment with lighting and set building, paying particular attention to how surfaces are transformed by the lens. We will also explore projection mapping, built installation, and the peculiarities of the screen. We will look at works by artists who have emphasized the physicality or immateriality of video through installation and web-based art. We will read a variety of texts, charting the shifting role video has played in contemporary society. Through weekly assignments and regular critiques, we will begin to unpack how the videos we make contact with daily can shift our relationship with our own bodies and our surrounding environment.
Requirements/Evaluation: discussion, participation, and the technical and conceptual strength of the projects, with consideration given to individual development
Prerequisites: 100 level video course
Enrollment Limit: 12
Enrollment Preferences: current and prospective Art majors
Expected Class Size: 12
Grading: yes pass/fail option, yes fifth course option
Materials/Lab Fee: $125
Distributions: (D1)
Not offered current academic year

ARTS 271  (F)  Sonic Art
Cross-listings: ARTS 271  MUS 271
Secondary Cross-listing
The course explores sound art through research and hands-on creative projects. Students will create original sound works, working collaboratively with partners from complementary disciplines. Precedents for sound installation, sonic pavilions, sound performance and artist-made instruments will be reviewed. Example works include texts on an ancient Greek Chythonic cult, instruments created by contemporary Brazilian transdisciplinary artists, the collaborative group Experiments in Art and Technology (E.A.T.) as well as works by artists showing at Mass MoCa and Documenta 14.
Requirements/Evaluation: presentation of students mini projects (20%), four artistic projects (20%)
Prerequisites: none
Enrollment Limit: 8
Enrollment Preferences: students with either Studio Art or Music experience
Expected Class Size: 8
Grading: no pass/fail option, yes fifth course option
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
ARTS 273 (F) Sound Art, Public Music

Cross-listings: MUS 175  ARTS 273

Secondary Cross-listing

Western music performance traditionally occurs within contained spaces in which performer and audience adhere to designated locations and follow tacit scripts: seats/stage; applause/bows, etc. In recent years, traditional boundaries and expectations of performance and reception have loosened, often moving into public spaces: from sound art installations to ambient music, from interactive sound sculpture to radio art to social media driven flash mobs. This course examines the work of pioneers in public music and sound art including Alvin Lucier, Bill Fontana, John Cage, Hildegard Westerkamp, Brian Eno and John Luther Adams, among others. The course will alternate between study and analysis of particular artistic strategies and the creation of sound art works inspired by ideas and creators we are studying.

Requirements/Evaluation: class participation, three short (2- to 4-page) essays, a response journal and the creation of four sound art works

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: juniors and seniors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Unit Notes: ARTS elective

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
MUS 175 (D1) ARTS 273 (D1)

Fall 2020

SEM Section: H1    MR 3:15 pm - 4:30 pm     Brad Wells

ARTS 275 (S) Sculpture

This course is an exploration of the media and processes of sculpture, with the ultimate goal being visual fluency and the successful expression of your ideas. The focus will be on the development of technical and analytical skills as they relate to the interplay of form, content, and materials. You will be introduced to a variety of techniques and processes associated with the making of sculpture, including, but not limited to, woodworking, welding and building forms out of cardboard. The field of sculpture has expanded to encompass wide-ranging approaches towards manipulating form and space, thus a wide variety of media exploration is encouraged.

Requirements/Evaluation: the quality of the work produced as well as participation in critiques, and attendance

Prerequisites: any ARTS 100-level course or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Art Majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: $185 lab fee charged to term bill

Distributions: (D1)

Not offered current academic year

ARTS 287 Design for Film & Television

The production designer is responsible for creating, controlling, and managing 'the look' of films and narrative television from page to screen. This hands-on course explores the processes of production design, art direction, and lighting direction processes as related to design for film and television.
From initial Production Design sketches and 'Feel-Boards' to accommodating desired cinematographic angles when designing a studio set, design for film requires a designer to shape an entire visual world while keeping in mind the story as a whole. The goal of this course is to provide an initial understanding of the Production Design process in practice through studio work and instruction.

Class Format: This class will be a combination of instruction and in class studio work.

Requirements/Evaluation: committed participation in class discussion and feedback; and the thoughtful, timely completion and presentation of multiple design projects of varying scales, focusing on scenic and lighting design, considered both individually and when working in tandem

Prerequisites: THEA 201, THEA 285, ARTS 100, or permission from instructor with equivalent experience

Enrollment Limit: 12

Enrollment Preferences: In instance of over-enrollment, preference will be given to Seniors, Juniors, & Sophomores in the Theatre Majors & Art Majors

Expected Class Size: 8

Grading:

Materials/Lab Fee: up to $125 for materials and copying charged to term bill

Distributions: (D1)

Not offered current academic year

ARTS 303  (F)  Public Address System: Art, Language, Action

This interdisciplinary tutorial engages the role of language in art, as students examine the role of text, speech, and gesture within their own work. The course engages the material and transformative effects of language in and alongside artworks, exploring the link between words and actions, the convergence of personal and political through speech and writing, and the role of the reader/viewer/receiver. Students articulate tactical strategies for deploying language within and alongside creative studio practices, through coursework that combines intensive studio work, writing, reading, and discussion. The tutorial format allows for a wide variety of media and approaches. Students will meet weekly with a peer and the professor to review work, as well as several sessions where the entire class will meet for presentation, critique, and discussion. The course demands significant outside studio time as well as maintaining a regular writing practice for the duration of the course. Emphasis is on the creation of an original body of artwork. Assignments include several independent studio projects (8 short assignments and 1 major final assignment) independent studio projects that engage language (text, speech, gesture) and weekly writing meditations (1-3 pages in length). Weekly writing meditations engage the text score, hybrid essay, film essay, memoir, and auto-fiction, paying close attention to repetition, difference, codes, and systems of signification. All coursework must be completed by the final tutorial meeting.

Class Format: Students will meet weekly with a peer and the professor to review work, as well as several sessions where the entire class will meet for presentation, critique, and discussion. Meetings will be in-person and/or remote, with some flexibility taking into account student preferences within the hybrid format.

Requirements/Evaluation: Quality of work produced, depth and quality of investigative process, participation in critique and discussion, class citizenship, attendance

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Art majors (juniors, seniors)

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: $230

Distributions: (D1)

Fall 2020

ARTS 307  (S)  The Body Reorganized

This tutorial course asks students to abstract and re-contextualize the body as a topic of conversation in order to expand our discussions about identity. We will discuss the work of artists in which the body remains conceptually central; such as Nick Cave, Saya Woolfalk, Sarah Lucas, Annette
Messager. Students will look to their own lived experiences and supporting communities, research historical precedence for contemporary perspectives on identity, and find, through written and collected research, additional cultural work centered within multi-layered and non-normative experiences. Students will react to readings, Christian Enzensberger's "Smut: An Anatomy of Dirt", Mary Douglas' "Purity and Danger", etc. Students will design their own methods of making with foundational introductions to flexible plane paired with movement-based workshops including stop motion animation shot with cell phones. Students will construct a structural and/or wearable work that references the body, its topographies, and potential for performance/pose. Research will culminate in an online exhibition documenting student projects through photographic stills and video.

Requirements/Evaluation: Students will construct a structural and/or wearable work that references the body, its topographies, and potential for performance/pose. Research will culminate in an online exhibition documenting student projects through photographic stills and video.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Open to all media but constructed around the theme of the body reorganized.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: $100.00 lab fee

Distributions: (D1)

Spring 2021

TUT Section: HT1  W 1:30 pm - 2:45 pm  Stephanie J Williams

ARTS 315 (F) Humor

In this tutorial, students will explore how humor has been used by artists to communicate ideas powerfully, while working to develop their own voice, ideas, and strengths, visually. Students will explore the nuances of humor as a way to effectively communicate ideas through a visual format. Humor will be used as a way to unpack themes around intimacy and estrangement, history and memory, activism and protest, storytelling, play and silliness. Students will explore how one's vulnerability in their work can become empowering. Being funny is not a prerequisite, nor the goal for this course, though it is absolutely welcome! The class will require good communication and will start with establishing a safe and trusting group dynamic that can encourage experimentation and risk taking. Through assigned readings, screenings, and visits to the WCMA students will explore themes of humor in painting, drawing, sculpture, installation, design, film, comedy performance and literature. This course is interdisciplinary and open to all media. Assignments in this course will be conceptually driven with formal restrictions depending on the students chosen medium. Students are expected to have a working knowledge of their medium prior to taking this course.

Class Format: The class will meet twice a week with one meeting in-person and the second meeting remote. Depending on the class size we may break into smaller independent lab groups / discussion groups.

Requirements/Evaluation: Quality of work produced, depth and quality of investigative process, participation in critique and discussion, class citizenship, attendance

Prerequisites: A previous course in the medium in which you plan to work. Students are expected to have a working knowledge of their medium prior to taking this course.

Enrollment Limit: 10

Enrollment Preferences: art majors or permission of instructor

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: Students will be responsible for purchasing their own materials.

Distributions: (D1)

Fall 2020

TUT Section: HT1  MR 3:15 pm - 4:30 pm  Amy D. Podmore,  Kenny Rivero

ARTS 319 (F) Junior Seminar

This remote Junior Seminar is an intensive online class designed to provide art majors the opportunity to strengthen their ability to communicate
clearly through the visual language by offering an overview of current themes and issues within the art world and beyond. The class is structured around everyday tangible spaces, including the home, backyard, and street, as well as imaginative and virtual experiments that are designed to help further each student's skillset, broaden their knowledge of contemporary art, and to offer critical and analytic experiences that deepen the student's understanding of the role of art in society. What is at stake and how does one create deeply personal/political work? Your voices are now more important than ever and this class is an integral stepping stone in accessing these voices through visual, written, and spoken language. Through various texts, screenings, in-depth critique, and visiting artist lectures, the Junior Seminar finds a balance between self-exploration and group dynamics, between solo and collaborative art practices, between reflection and expression, and between resistance and care.

**Class Format:** This class will be taught remotely. Students who are on campus will have access to studio space and facilities. There will be a strict system to allow for students on campus to work productively, while adhering to safety and health regulations.

**Requirements/Evaluation:** quality of work produced, participation in class discussions and critiques, successful completion of all assignments, and attendance

**Prerequisites:** three studio courses required for the major, or permission of instructor

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Studio Art and Art History and Practice majors are required to take this course in the junior year unless studying abroad during the fall semester

**Materials/Lab Fee:** TBD lab fee charged to term bill

**Distributions:** (D1)

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**ARTS 323 (F)  Colour Function**

This tutorial places colour as a central consideration in our object making. Experiments and discussions will include development of dyes and inks, foraging for colours, understanding palettes and their relationship to 'the tasteful' and 'the garish', 'beautiful' and 'the unpleasant', colour blocking, monochromes, culture and colour, and the relationship between a variety of pigments, their medium of suspension, and the material they stain or sit directly on top of, unstable. In this way, we will work with a large selection of media and the assignments will be both foundational and highly experimental; you are creating a hundred new colours within a strict grid--you are mixing two new colours through light and projection alone, with no guides. The course is open to anyone who has taken advanced classes in printmaking + drawing, sculpture, and photography.

**Class Format:** the class will meet in tutorial pairs once a week and collectively whenever there is a skill workshop

**Requirements/Evaluation:** weekly assignments and final project; participation, generosity towards studio and studio members; attendance

**Prerequisites:** any 200-level art studio class or submit a portfolio for consideration

**Enrollment Limit:** 10

**Expected Class Size:** 6

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**Not offered current academic year**

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**ARTS 329 (F)  Architectural Design II**

A continuation and expansion of ideas and skills learned in Architectural Design I. There will be four to six design projects requiring drawings and models, each of which will emphasize particular aspects of architectural theory and design. One project will be built full-scale by the students in the class.

**Class Format:** design studio, site visits, lectures, readings

**Requirements/Evaluation:** quality of designs during the term
ARTS 337  (S)  This Is An Experiment!
Keeping printmaking as our source and primary method, this class will use the possibilities within the discipline to create layered, expansive, and highly experimental surfaces. Students will work with a variety of printmaking techniques, and build on their existing knowledge of etching, relief, lithography, and screen printing. They will take risks with inks and their viscosity, the scale of their printing blocks, the temperamental nature of their material, the variety of methods on a single print, and consider outcomes that go beyond images on paper. Prior printmaking experience is strongly recommended. Students will be evaluated on their progress towards building a print based body of work.

Requirements/Evaluation: active and thoughtful participation, time and thought dedicated to their studio practice/project, completion of assignments
Prerequisites: any printmaking class
Enrollment Limit: 12
Enrollment Preferences: Art majors
Expected Class Size: 12
Grading: no pass/fail option, yes fifth course option
Distributions: (D1)
Not offered current academic year

ARTS 344  (S)  Taswirkhana: Technique and Practice of Indian Drawing and Painting  (DPE)
Cross-listings: ASST 344  ARTS 344

Primary Cross-listing
Small in scale but vast in its representation, the world of Indian painting is famous for its stylized naturalism and mastery of line. It is an artistic practice whose legacy stretches back to at least the first century CE. This studio course will introduce students to the technique and practice of traditional Indian drawing and painting. The course is designed as a workshop in which students will learn to use materials and techniques of this art form. By engaging with a non-western traditional practice, the aim of the course is to expose students to a pluralistic engagement with art making. Students will learn paper and pigment preparation, as well as the basics of traditional drawing and painting techniques. The class will learn from studying a selection of original masterworks of Indian art from the Williams College Museum of Art that will be displayed in the Object Lab. Working with original artworks will help students situate the hands-on study of Indian painting practice alongside exemplary historical examples.

Requirements/Evaluation: Class participation, discussions and critiques, successful completion of all assignments and attendance
Prerequisites: none, open to all students
Enrollment Limit: 10
Enrollment Preferences: Preference will be given to studio and art history majors
Expected Class Size: 8
Grading: no pass/fail option, no fifth course option
Distributions: (D1)  (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
ASST 344 (D1) ARTS 344 (D1)

Difference, Power, and Equity Notes: The course invites students to engage with a pluralistic studio practice that is in stark contrast to mainstream modern and contemporary art practices. The course will follow a traditional, Indian workshop-style format which has its own particular rules and unique visual vocabulary. From the material preparation of pigments, paper and brushes, to the techniques of drawing and painting, the course will introduce students to an alternative, non-Western, mode of art making.
ARTS 345 (S) Art in Times of Crisis  (DPE)

In an era of ever-increasing emergency, what is the role of art? Can poems save us? What media and forms of exhibition are best suited to respond to urgent crises? What creative methodologies might we develop in collaboration with one another, in the interest of building community as well as making great art? This course is an interdisciplinary, experimental intervention into our present era. In addition to producing multiple original artworks, we will do deep dives into 3 art activist case studies: Puerto Rico's current societal collapse, the HIV + AIDS movement, and global climate justice. Readings and artists will include Octavia Butler, Adrienne Marie-Brown, Rebecca Solnit, Raquel Salas-Rivera, Yarimar Bonilla, David Wojnarowicz, Douglas Crimp, and many others.

Requirements/Evaluation:  readings, screenings, attendance, participation, and committed completion of assignments
Prerequisites:  any 200-level art studio class or submit a portfolio for consideration
Enrollment Limit:  10
Expected Class Size:  10
Grading:  no pass/fail option, no fifth course option
Materials/Lab Fee:  $150
Distributions:  (D1) (DPE)

Difference, Power, and Equity Notes: This course examines crises which disproportionately impact communities of color and marginalized people. Race and class will be central areas of inquiry.

Spring 2021
STU Section: R1  T 1:30 pm - 4:30 pm  Cecilia Aldarondo

ARTS 369 (S) QUILTY!

A quilt is a glorious formation to be asleep under, and in this class we will spend the entire semester making a single wonderful one. A dynamic composition for the home! Students will learn how to collect and choose fabrics, cut them into bold lively shapes, and practice efficient ways of using a needle and thread to sew them together. By looking at quilting traditions internationally, both improvisational and hyper precise methods of construction will be adopted - the quilt is for everyone! Students will also learn basic embroidery and applique techniques to embellish the quilt top, and draw with thread as they bind and stuff the layers of their quilt with (local) wool.

Requirements/Evaluation:  a single quilted and bound queen sized quilt.
Prerequisites:  200 level studio art classes completed, and/or letter stating enthusiasm and investment in handwork and textiles, and/or previous sewing experience.
Enrollment Limit:  10
Expected Class Size:  10
Grading:  no pass/fail option, no fifth course option
Distributions:  (D1)

Spring 2021
STU Section: R1  T 9:45 am - 12:45 pm  Pallavi Sen

ARTS 385 (S) The Sculptural Costume and It’s Performance Potential

Cross-listings:  THEA 385  ARTS 385

Primary Cross-listing

A team-taught studio art / theatre course designed to explore the rich territory of the wearable sculpture and its generative role in art and performance.
From ritual costumes, to Carnival, to Dada performance, to Bauhaus dance, to Helio Oiticica's Parangole, and Nick Cave's sound-suits, there has been a rich tradition where sculpture and costumes merge. Students will study artists who have bridged distinctions between the theatrical costume and the sculptural object as well as produce hybrid objects that explore the range of possibilities within this collaborative practice. The students will produce object-costumes involving a wide variety of media, from recycled materials to new technologies, while striving to develop their individual artistic voices.

**Requirements/Evaluation:** the quality of work produced, the depth and quality of the content and process, participation in critiques, and attendance

**Prerequisites:** successful completion of any 200-level course in art studio or performing arts, or permission of the instructor

**Enrollment Limit:** 14

**Enrollment Preferences:** Art and Theater majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** $125

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 385 (D1) ARTS 385 (D1)

Not offered current academic year

**ARTS 396 WONDERFUL THINGS!**

A spinning top! A clock! A toy! A sundial, a deck of cards, a lantern, pompoms, building blocks that rise and topple, puppets, paper kites, paper planes, toy boats that float --play objects are born into the world over and over, transforming in colour and shape, yet holding onto an essential structure that give them their name and purpose. In this class, students will construct their own versions of (some of) these classic objects using humble and lovely materials: paper, glue, bamboo, cloth, light, wood, perhaps wind, string. Our guides will be existing histories of making, the wonderful image of disparate objects on a well made shelf, all the handmade objects we have loved, childhood toys, a desire to play still, and delight.

**Requirements/Evaluation:** weekly assignments, final project

**Prerequisites:** Drawing 100 and/or sculpture classes and/or portfolio of studio work

**Enrollment Limit:** 10

**Enrollment Preferences:** Studio art majors

**Expected Class Size:** 10

**Grading:**

**Distributions:** (D1)

Not offered current academic year

**ARTS 418 (S) Senior Seminar**

In this capstone class for studio art majors, students define, research, create and present an original body of work which will be exhibited. The emphasis will be on producing a strong and coherent body of artwork for their senior exhibition at the Williams College Museum of Art, (in person or virtual). Students will focus on strengthening ideas, developing formal skills and practicing critical analysis. They may work in any medium in which they have developed a high degree of proficiency. To prepare to partake in an exhibition on this level, students must learn to schedule and pace themselves, communicate, deal with spatial considerations beyond their studio, document their work effectively and work within firm deadlines. The nature of this course will have you working closely as a team, as well as individually, towards creating a strong and exciting student show this May at the Williams College Museum of Art (or via a virtual platform). The class will meet in large and small groups throughout the semester for critique and discussion and also have assigned readings, films, and/or lectures.

**Class Format:** intensive studio art class

**Requirements/Evaluation:** Art is a visual language, which speaks to us through our sense of sight and implied touch; you will be evaluated first and foremost on your ability to speak powerfully in this language. Evaluation also takes into account: effort, attitude, creativity, studio responsibility and participation. Attendance and punctuality is expected for both remote and in person portions of the course. If you miss more than one unexcused class your grade will automatically drop a letter grade. All work must be completed by the final critique.

**Prerequisites:** You must be a senior Art Studio major with all requirements fulfilled by the end of this term
Enrollment Limit: none

Enrollment Preferences: Studio Art major; permission of instructor is required for History and Practice majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: no lab fee, students are responsible for purchasing supplies

Distributions: (D1)

Spring 2021

STU Section: H1  MR 3:15 pm - 4:30 pm  Amy D. Podmore

**ARTS 497 (F) Independent Study: Art Studio**

With current staffing limitations, it is difficult for studio faculty to supervise more than a very few independent studies projects. We feel our curriculum includes rich and varied offerings and believe that the need for most independent work can be met through those regular offerings.

**Prerequisites:** no student will be accepted into an independent study project unless they have completed two 200-level ARTS courses and one 300-level ARTS tutorial; permission of instructor is required

**Grading:** yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2020

IND Section: H1  TBA  Amy D. Podmore

**ARTS 498 (S) Independent Study: Art Studio**

With current staffing limitations, it is difficult for studio faculty to supervise more than a very few independent studies projects. We feel our curriculum includes rich and varied offerings and believe that the need for most independent work can be met through those regular offerings.

**Prerequisites:** no student will be accepted into an independent study project unless they have completed two 200-level ARTS courses and one 300-level ARTS tutorial; permission of instructor is required

**Grading:** yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2021

IND Section: H1  TBA  Amy D. Podmore

Winter Study

**ARTS 31 (W) Senior Studio: Independent Project Art Studio**

Independent project to be taken by candidates for honors in Art Studio.

**Class Format:** Independent project

**Grading:** pass/fail only

Not offered current academic year

**ARTS 99 (W) Independent Study: Art Studio**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.
Class Format: independent study
Grading: pass/fail only
Not offered current academic year
MASTER OF ARTS IN ART HISTORY

Requirements

To qualify for the Master of Arts degree in art history, candidates complete a minimum of twelve courses for graduate credit plus two winter study periods, the latter comprising an international Study Trip in the first year (normally in January) (ARTH 51) and preparation of a Draft Qualifying Paper in the second (ARTH 52). Students must also demonstrate reading proficiency in two foreign languages, one of them German (for more specific information on the language requirements, see below, after the listing for ARTH 597/598). At the end of the second year, all students present a shortened version of the Qualifying Paper in the annual Graduate Symposium.

At least eight of the twelve courses must be graduate seminars. Included among them are four required of all students: ARTH 504, "Methods of Art History," to be taken during the first semester; ARTH 506, "Graduate Art History Writing Workshop" and ARTH 507, "Object Workshop," to be taken in the second; and ARTH 509, "Graduate Student Symposium," to be taken in the fourth.

Students must also fulfill a distribution requirement by undertaking coursework in three of six areas:

- East Asian, Indian, Islamic art
- Ancient Near Eastern, Egyptian, Greek, and Roman art
- Early Christian, Byzantine, and Western Medieval art to 1400
- Western art, 1400 to 1780
- Western art, 1780 to present
- Arts of Africa, Oceania, and the Americas (Pre-Hispanic or Native American cultures)

Students may petition the Director to apply a thematic or non-period specific course toward the distribution requirement by demonstrating substantial work in an appropriate area.

Undergraduate Courses and Private Tutorials

With permission from the Director and the individual instructors, students may take up to four undergraduate courses for graduate credit, with the understanding that research papers submitted in such courses meet a standard commensurate with those prepared for graduate seminars.

In addition to regularly offered seminars and classes, students may arrange up to two private tutorials (ARTH 595/596) by submitting petitions to the Director describing the substance of their projects, including bibliography, and the nature of the work they will submit for evaluation. The petitions must be co-signed in advance by both the students and their faculty supervisors.

Of the minimum requirement of twelve courses, the combined number of private tutorials and undergraduate courses applied to the degree may not exceed four.

The Qualifying Paper
The Qualifying Paper is normally a revision of a seminar or private tutorial paper produced in one of the previous three semesters, expanded and refined over the second Winter Study term and a portion of the fourth semester. Students submit the topic of the Qualifying Paper in writing to the Director by the final day of exams of their third semester. Before this, students must obtain their original faculty supervisor’s agreement to be engaged in the Qualifying Paper process.

On the first Friday of their fourth semester, students submit drafts of their Qualifying Paper, including illustrations, to three faculty readers (generally the original faculty supervisor, the Director, and the Post-Doctoral Teaching Fellow). Although a draft, this version of the paper should be brought to a high level of completion.

Early in the fourth semester, students and their readers meet together to discuss the drafts. Within six weeks of these discussions (at a date determined by the Director), students submit their Qualifying Papers. Qualifying Papers should not exceed 8,000 words, including footnotes and bibliography.

The Graduate Symposium

All second-year students speak in the Symposium, presenting 20-minute talks developed from their Qualifying Papers. Each student has an ad hoc committee to give advice in preparing these presentations (ad hoc committees comprise, but are not limited to, the Director, one additional faculty mentor, one first-year graduate student, and one second-year graduate student). Preparations include at least three practice sessions for each student. Speakers present the first and third of these run-throughs to the ad hoc committee, the second to the other second-year students in a workshop scheduled by the Director.

Grades and Academic Standing

The Program uses the following grading system:

- A+ = truly exceptional (4.33)
- A = outstanding (4.00)
- A- = excellent (3.67)
- B+ = good (3.33)
- B = satisfactory (3.00)
- B- = barely adequate (2.67)
- C = inadequate (0)
- E = failing (0)

Courses in which students receive a grade below B- do not receive graduate credit.

Letter grades are used in all seminars except ARTH 507, 509, and 563. These and the Winter Study courses (ARTH 51 and 52) are Pass/Fail. Grades in language courses are converted to Pass/Fail on the Williams transcript and are not calculated in the GPA. The Director reviews students’ records at the end of the first year; those with GPAs of 3.00 or lower may be asked to resign from the Program.

Course instructors set the deadlines for coursework. If students seek and receive extensions that result in semester grades of Incomplete, they must hand in their work by the instructor’s revised deadline, which will be no later than the second Monday of the next semester’s classes. Extensions beyond this date will be solely at the discretion of the Director (in consultation with the instructor).

Students who resign from the Program may, after a period of at least one year, petition to the Director for re-admission. Such a petition must include evidence that deficiencies have been remedied and that the student is capable of completing the course of study without further interruption.

The M.A. requirements are designed for completion in two consecutive academic years in residence. There is no credit for coursework done prior to matriculation in the Program. The Program is full-time, requires students to live in Williamstown or its vicinity, and does not normally admit students on a part-time basis.

Language Courses

The Graduate Program’s degree requirements include reading competence in two languages (other than English) of scholarly and academic relevance to the history of art. One of the two languages must be German. Many students select French as the second although, with permission of the Director, other languages may serve. The Program offers dedicated courses in reading French and German for art history. Other language classes at Williams are listed in the course catalog, although the coordination of undergraduate and graduate schedules can be challenging.

Incoming students’ language preparation is assessed through exams administered at the outset of the semester. In French and German, scores attained on SAT II reading examinations determine placement within the two-semester language course sequence.

French: If students attain a minimum score of 700 on the French placement exam, they are exempted from further coursework in that language.
With a score between 500 and 700, they are placed into the graduate course of readings in art history, French 512. With a score below 500, they enroll in the introductory course, French 511. In the case of a second language other than French, arrangements will be made on an individual basis.

German: With a score below 450, students enroll in the introductory course, German 515. Students who score between 450 and 500 are placed into German 516. With scores between 500 and 700, students enroll in the advanced reading course, German 513. Students attaining a minimum score of 700 on the German placement exam are exempted from further coursework in that language.

**ARTH 500  (F)  Clark Visiting Professor Seminar: writing TO art**

**Cross-listings:** ARTH 500  ARTH 400

**Primary Cross-listing**

In this seminar, we will think about writing TO art and for it, rather than merely about it; but first, we will think about how we think. I intend that we read essays and stories that confront the ways in which we think. That might sound abstract, but in fact it is rather concrete: we bring to works of art our predilections or tastes, psychologies, politics, habits of mind, in short, our subjectivity. We are not blank slates, art is not, either. Art is layered with its own history, and histories, criticisms, reactions, rejections, movements. Art is not static. How do we writers move with art, confront our reactions, and ask why we have them. To me, one of the most important aspects in writing is judging one's own reactions, for instance, in the choice of words. To that end, that of confronting our thinking, we will read, among other things: Adorno's "Coming to Terms with the Past;" Joan Scott's "The Evidence of Experience;" Kafka's "Josephine the Mouse Singer and the Mouse People;" and "The Hunger Artist;" Freud's "Notes on War and Death;" and Craig Owens', "On Speaking to Others" and "Feminism and Post-Modernism." We will also read some of my anti-art art criticism, or what I call stories written in relationship to art. Some of these employ fictions, some not. We will read a few of my "Madame Realism" pieces, as well as essays on Warhol and some other contemporary artists. We will do some writing. We will visit with or be visited by critics and/or artists. We will look at art in galleries, and write about what we have seen.

**Requirements/Evaluation:** writing assignments, participation

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** graduate students get preference; places for 8 undergraduate and 8 graduate students assured

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 500 (D1) ARTH 400 (D1)

Not offered current academic year

**ARTH 501  (S)  Museums: History and Practice**

**Cross-listings:** ARTH 303  LEAD 301  ARTH 501

**Primary Cross-listing**

Art museums not only express the political, economic and cultural values of their period of formation, but the evolution of those values that have resulted in today's arts institutions. Looking at museums past and present internationally, the seminar will envision the future of museums as we recognize the programmatic trends developing in our own moment of civic and social unrest. The class will consider this future while examining existing governance and management policies and practices, the role of architecture and installation in interpretation and experience, guidelines in the accessioning and deaccessioning works of art, and issues in repatriation and restitution of cultural property. Surveying museums ranging in size and type from the "encyclopedic" to newly established contemporary arts institutions and alternative spaces, we will investigate current trends in acquisition, exhibition, educational programming in light of the equity and social justice demands of our time. With our goal of imagining art museums in the future, class discussions will have a special focus on how museums might strive to balance their traditional scholarly and artistic responsibilities with their heightened civic and social roles, doing so while maintaining financial stability in the increasingly market-driven, metric-conscious, not-for-profit environment of our time.

**Requirements/Evaluation:** oral presentations and discussion in class and one seminar paper (with class presentation) at the end of the semester

**Prerequisites:** undergraduates should email michael.conforti@williams.edu to schedule a discussion before registering for the course
Enrollment Limit: 10

Enrollment Preferences: graduate students, then senior art history majors, then other undergraduates

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: satisfies the seminar requirement for the undergraduate Art History major

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
ARTH 303 (D1) LEAD 301 (D2) ARTH 501 (D1)

Spring 2021

SEM Section: H1  T 1:10 pm - 3:50 pm  Michael Conforti

ARTH 503  (S) Clark Visiting Professor Seminar: Art and Law

Cross-listings: ARTH 503 ARTH 403

Primary Cross-listing

In the 1960s, artists began to engage conspicuously with legal ideas, rituals, and documents. The law—a primary institution subject to intense moral and political scrutiny—was a widely recognized source of authority to audiences inside the art world and out. Artists frequently engaged with the law in ways that signaled a recuperation of the integrity that they believed had been compromised by the very institutions entrusted with establishing standards of just conduct. These artists sought to convey the social purpose of an artwork without overstating its political impact and without losing sight of how aesthetic decisions compel audiences to see their everyday world differently. Addressing the role that law plays in enabling artworks to function as social and political forces, this course explores the question of an "applied art history," namely, how art history might intervene or inflect extra-artistic institutions such as the law. Topics to be considered include: artists' rights, human-animal relationships, globalism as extraterritoriality, what "agreement" means in concept and practice.

Requirements/Evaluation: research paper, class presentations

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: second-year graduate students, then first-year graduate students, then advanced undergraduate students; places for 8 undergraduate and 8 graduate students assured

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
ARTH 503 (D1) ARTH 403 (D1)

Spring 2021

SEM Section: H1  R 1:00 pm - 3:00 pm  Joan Kee

ARTH 504  (F) Proseminar in Research and Method

In this graduate Proseminar on Research and Method, we will read a number of texts that form the foundation of art history as a discipline, including the writings of Plato, Panofsky, Lessing, Heidegger, Wölfflin, and Barthes (among others). We will study these works against the grain, considering how art history is currently transforming under the fields of ecology, disability studies, queer theory, and radical black feminism. Students will work closely with the collections of the Clark to theorize how absences are integral to institutional histories, and we will think about how we can, as historians, responsibly address voices that have been removed from the canons of art history. This course considers not only central writings of art historical methodology but also the limits for decolonizing art history and the museum, as we will examine how the formation of the discipline depended upon absenting critical perspectives and voices.

Class Format: in-person seminar with option to attend remotely, remote learning after Thanksgiving
ARTh 506 (S) Expository Writing Workshop

This writing seminar for graduate students in Art History will afford intensive full group discussions of writing skills and substantial one-on-one writing consultations (to be held on Google Meet). Group discussions will center on three kinds of texts: Writing about writing, published writing in the discipline of Art History, and student writing in progress. In six such discussions we will improve our vocabulary and method for discussing writing; we will learn to build better and more sophisticated sentences, paragraphs, and arguments; and we will practice anticipatory reading and writing in order to strengthen our control of both voice and structure. Each discussion will be supported with both exempla and exercises, and our watchword in all cases will be "revision." In one-on-one consultations (3-4 per person), I will offer tailored critique of each student's work, setting aside time as needed to troubleshoot sentences, paragraphs, or arguments together.

Requirements/Evaluation: class participation, participation in consultation meetings, writing assignments,
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: limited to and required of first-year students in the Graduate Program in the History of Art
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Distributions: (D1)

Spring 2021
SEM Section: R1  W 10:30 am - 12:30 pm  Ezra D. Feldman

ARTh 507 (S) Object Workshop

Meeting for six sessions over the semester, this workshop is designed to introduce first-year graduate students to technical, material, and connoisseurial perspectives relevant to the study and analysis of art objects. We will draw on local collections and expertise for our case studies.

Requirements/Evaluation: participation
Prerequisites: none
Enrollment Limit: none
Enrollment Preferences: limited to and required of first-year students in the Graduate Program in the History of Art
Grading: pass/fail option only
Distributions: (D1)

Not offered current academic year

ARTh 508 (S) Art and Conservation: An Inquiry into History, Methods, and Materials

This course is designed to acquaint students with observation and examination techniques for works of art, artifacts, and decorative arts objects; give them an understanding of the history of artist materials and methods; and familiarize them with the ethics and procedures of conservation. This is not a conservation training course but is structured to provide a broader awareness for those who are planning careers involving work with cultural objects. Sessions will be held at the Williamstown Art Conservation Center, Williams College, the Clark Art Institute, and the Governor Nelson A. Rockefeller
Empire State Plaza Art Collection in Albany. Examination questions may be formulated from exhibitions at these locations. Six exams will be given. Exam scores will be weighed in proportion to the number of sessions covered by the exam (e.g., the paintings exam, derived from six sessions of the course, will count as 25% of the final grade).

Class Format: slide presentations, lectures, gallery talks, hands-on opportunities, technical examinations, and group discussions

Requirements/Evaluation: attendance is required at all sessions; the course grade is based on exams given throughout the semester; there is no final exam

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Graduate Program students, then students in art history or studio art

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

ARTH 509 (S) Graduate Symposium

This course is designed to assist qualified fourth-semester graduate students in preparing a scholarly paper to be presented at the annual Graduate Symposium. Working closely with a student and faculty ad hoc advisory committee, each student will prepare a twenty-minute presentation based on the Qualifying Paper. Special emphasis is placed on the development of effective oral presentation skills.

Class Format: symposium

Requirements/Evaluation: each student will present three practice runs and a final oral presentation at the symposium

Prerequisites: successful completion and acceptance of the Qualifying Paper

Grading: pass/fail option only

Unit Notes: limited to and required of second-year students in the Graduate Program in the History of Art

Distributions: (D1)

Not offered current academic year

ARTH 510 (F) Approaches to Drawing from Connoisseurship to Conceptualism

This course will consider the art of drawing as a pedagogical tool and cultural practice from the sixteenth to the twentieth century. Creative and commercial forces over four centuries have fostered different types of and reasons for production: presentation drawings in sixteenth century Italy, an increased market for drawings in seventeenth century Holland, a fashion for powdery pastels in eighteenth century France, and the critical promotion of drawing as a form of autographic thinking in the nineteenth century. Drawing has enjoyed a resurgence in the last fifty years as Minimalism and Conceptualism have the pushed the medium's boundaries. Equal consideration will be given to the history of collecting and to materials from the invention of the Conté crayon to the deteriorating effects of acidic paper. The seminar will coincide with a major loan exhibition at the Clark of over one hundred drawings from the Renaissance through contemporary: Drawing in Depth: Master Drawings from the Thaw Collection. The class will be held in the Manton Study Center for Works on Paper and the Clark galleries with visits to the Williams College Museum of Art.

Requirements/Evaluation: involved class participation, several short presentations, one short paper, and a final paper approximately 20 pages

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Graduate Program students and then to senior Art History majors

Expected Class Size: 8

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

ARTH 512 (F) Why Look at Animals? Some Contemporary Positions

This seminar, named for a 1977 essay by the art critic John Berger, considers a recent tendency in contemporary art to see nonhuman animals less as
objects for human delectation—be owned, eaten, or symbolized with—than as subjects, endowed with specific forms of intelligence, agency, and/or cross-species kinship. We will take as case studies the work of artists such as Francis Alÿs, Xu Bing, Sue Coe, Coco Fusco, Pierre Huyghe, Jochen Lempert, Chris Marker, and Lin May Saeed, among others. Readings will come in part from the rapidly growing, multidisciplinary field of animal studies. In the process, we will consider concepts such as animacy; animal ethics; animalization; the anthropocene; biopolitics; and posthumanism. This seminar anticipates two exhibitions concerning animals at the Clark in Summer 2020.

Requirements/Evaluation: active class participation, presentations, writing assignments
Prerequisites: none
Enrollment Limit: 14
Enrollment Preferences: MA students, then advanced Art History undergraduates
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 355 (D1) ARTH 515 (D1)

Not offered current academic year
ARTH 521 (S) Islam and the Image in Indian Painting, c.1450-c.1750

This seminar will explore Indian painting made for Muslim patrons from the medieval period to the early modern era. The course considers how paintings produced for an elite Indo-Muslim audience can be situated within the frameworks of "Islamic art," a loaded historiographical term that has been questioned in recent times. The seminar will also address some of the major problems that continue to haunt Indian art scholarship. For most of its history, the academic study of Indian painting has seldom considered contemporaneous literary voices that shed light on the motivations behind artworks. Furthermore, the historiography, deeply entrenched in its colonial and orientalist roots, has largely isolated images from their supporting texts—a curious oversight in light of the fact that miniature painting is primarily an art of the book. These biases have affected the way museums have collected, displayed and interpreted miniature paintings. Western museums continue to place paintings made for books and albums in their "South Asian" collections while textual manuscripts and calligraphic specimens made for the same Muslim audiences—even at times bound in the same albums—are categorized as "Islamic art." What does this isolation of text from image imply about prevailing views of Islamic art? In order to understand the various intended functions of miniature painting and its possible role as an "Islamic" art, the seminar will explore ways to conceptually reintegrate images and texts belonging to key manuscripts and albums that were dispersed during the colonial and post-colonial periods. To better understand the cultural, historical and religious context surrounding artworks students will read primary literature ranging from autobiography to devotional poetry, often written by the very patrons and subjects of the paintings to be discussed.

ARTH 523 (S) Heaven's Gate: The Romanesque Sculpted Portal and the Creation of Sacred Space Through Art

Cross-listings: ARTH 523 ARTH 424

Secondary Cross-listing

During the course of the eleventh century, the designers of European churches fashioned a new architectural language that we now label "Romanesque." One of the most innovative and dramatic aspects of this new language was its assimilation of monumental sculpture, absent in Europe since the fifth century. The focus of attention in this regard was the portal, which marked the threshold between the profane realm of the outside world and the sacred space of the church. Often characterized as the "marquee of the Middle Ages," the Romanesque sculpted portal, with its startling juxtaposition of the spiritual and the physical, of ecstatic visions of the heavenly realm and writhing, biting monsters, constitutes one of the true high-points of creativity in medieval art. Through the lens of modern scholarship, this seminar will investigate the antecedents and origins of the Romanesque sculpted portal and examine in detail its most renowned manifestations. Emphasis will be placed on understanding these often complex sculptural schemes within their original functional and material contexts, especially in terms of how they helped to create the sacred space of the church behind. Students will then have the opportunity to develop their own research projects, informed by what we have learned in the seminar, but focused on an example of sacred threshold art of their own choosing.

Requirements/Evaluation: class discussion/participation, oral presentation, and a 15- to 20-page research paper

Prerequisites: permission of instructor
Enrollment Limit: 14
Enrollment Preferences: Art majors and graduate students
Expected Class Size: 8
Grading: no pass/fail option, no fifth course option
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
ARTH 523 (D1) ARTH 424 (D1)
Not offered current academic year

ARTH 524 (F) The Watchful Object

What is implied by an object that "watches"? Is it sentient? Animates? Through what apparatus does it gain the power to perceive and in turn generate some type of action? Watchful objects--sometimes known problematically as 'fetishes,' 'idols,' and 'totems'--have existed in numerous material cultures in Africa over time and have often been saddled with titles and labels that largely reflect colonial-era notions of primitivism linked with non-Western objects, spaces, and peoples. Even today, many of these objects are still inappropriately connected to systems of the occult rather than being recognized as crucial cogs in the socio-political, cultural, and spiritual mechanics of lived experience on the continent both past and in some cases present. The purpose of this seminar, thus, is to unpack the multiple identities that these objects have experienced as a way of understanding 1.) the circumstances and situations that catalyzed their production; and 2.) how their various material and metaphorical components function as power-producing elements that enable these forms to become 'watchful' presences in society that operate in accordance with their 'observations' of the human condition. This course will also address how the psychological agency of many of these material traditions has prompted their inclusion and absorption within contemporary artistic practices as well, often in the form of productions and performances that provoke unsettling and often transformative experiences in viewers.

Requirements/Evaluation: in-class presentations, class discussion, and a final research project
Prerequisites: none

Enrollment Limit: 16
Enrollment Preferences: second-year graduate students, then first-year graduate students, then advanced undergraduate students
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Distributions: (D1)
Not offered current academic year

ARTH 527 (F) Acquiring Art: Selecting and Purchasing Objects For WCMA

Cross-listings: ARTH 527  ECON 227  ARTH 327
Secondary Cross-listing

How do museums acquire art? Factors considered in selecting objects include: the museum's existing collection, its mission, the availability of suitable objects, evaluation of the art historical importance of potential purchases, and the available budget. How can objects be identified and obtained at the most reasonable cost? How do auctions work and what strategies are best for purchasing works at auction? Is it more economical to purchase art at auction or to work with dealers or (for contemporary works) directly with artists? Do museums consider value in the same way as private collectors?

What role does an object's history and condition play in the evaluation process? In this course students will work as teams to identify and propose objects for addition to the collection of the Williams College Museum of Art (WCMA). A significant budget will be made available for the acquisition. We will discuss approaches for identification, acquisition and evaluation of objects. Student teams will be responsible for identifying a set of objects that would make appropriate additions to the WCMA collection, and a strategy for acquiring one or more of those objects. Working with the advice of WCMA curatorial staff, one or more of these objects will be acquired using the agreed strategy, and the object will become part of the WCMA permanent collection. Graduate students will participate in all aspects of the class but may be required to undertake different assignments.

Requirements/Evaluation: three papers of 10-15 pages each and class participation; student teams will make proposals for objects; each student will be required to submit three papers, dealing with the objects, the likely cost, and the best strategy
Prerequisites: ECON 110 or permission of instructor

Enrollment Limit: 20
Enrollment Preferences: senior majors in Art History, Economics and Political Economy; graduate students will be admitted only by permission of instructors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
ARTH 527 (D1) ECON 227 (D1) ARTH 327 (D1)

Not offered current academic year

ARTH 530 (S) Demigods: Nature, Social Theory, and Visual Imagination in Art and Literature, Ancient to Modern

Cross-listings: ARTH 530 CLAS 236

Primary Cross-listing

Embodied in satyrs, centaurs, nymphs, and other demigods is a vision of an alternative evolutionary and cultural history. In it, humans and animals live together. The distinction between nature and culture is not meaningful. Male and female are equal. The industrial revolution never happens. This course traces the history of demigods from its origins in ancient Greek art and poetry until today. We pay special attention to three points: the relationship between mythology of demigods and ancient political theory about primitive life; evolving conceptions of the environment, and the capacity of the visual arts to create mythology that has a limited literary counterpart. The first half of the course examines the origins and character of the demigods, in works of ancient art, e.g. the François vase and the Parthenon, as well as ancient texts, including Hesiod's Theogony and Ovid's Metamorphoses. We examine relevant cultural practices, intellectual history, and conceptions of nature, in texts such as Euripides and Lucretius. The second half of the course investigates the post-classical survival of demigods. We consider the "rediscovery" of demigods in the work of Renaissance artists such as Botticelli, Michelangelo, Dürer, and Titian. We consider in detail the important role played by demigods in the formation of Modernism in art and literature. Key texts include Schiller, "Naive and sentimental poetry," Nietzsche, Birth of Tragedy, Mallermé, "L'Après midi d'une faun," Aby Warburg, and Stoppard's Arcadia. Problems include the relationship between nymphs and prostitutes in Manet, and the meaning of fauns and the Minotaur in Picasso. We conclude with demigods in popular culture such as the Narnia chronicles or Hunger Games.

Requirements/Evaluation: attendance, participation in discussion, one short presentation on a demigod in ancient art, one longer presentation on demigods in early modern, modern, or contemporary art, and a 20-page research paper

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: first year graduate students, then second year graduate students; undergraduates by permission only

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
ARTH 530 (D1) CLAS 236 (D1)

Not offered current academic year

ARTH 535 (F) The Medieval Object

Cross-listings: ARTH 535 ARTH 435

Secondary Cross-listing

After years of focusing on theory, scholars of medieval art have returned to an examination of physical objects. Distinctly strange and even monstrous, such small material things as reliquaries, liturgical vessels, game pieces, and textiles transgress the traditional categories of art, some made from precious materials and others of such base substances as bones and dirt. Even books were treated as tangible things, not only to be read as texts, but also to be looked at, paraded, and displayed with the Eucharist. Collected in church treasuries during the Middle Ages, exchanged, and reconfigured, medieval objects served simultaneously as earthly assets and spiritual investments. The seminar will focus on the making, function, and collecting of medieval objects. Each student will participate in weekly discussions stimulated by the instructor's presentations and selected readings. Students will also conduct research on an object available for study, will present an analysis of it for discussion by the class, and submit a 15- to 20-page term paper taking into account any comments and criticisms.
Class Format: three hours per week

Requirements/Evaluation: class participation, oral presentation, 15- to 20-page research paper

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: Art majors and Art History graduate students; 16 (8 undergrad, 8 graduate)

Expected Class Size: 14

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
ARTH 535 (D1) ARTH 435 (D1)

Not offered current academic year

ARTH 536 (S) Charles and Maurice Prendergast in WCMA Collections

This seminar will investigate the careers of Maurice and Charles Prendergast, who occupy curious positions in American art. Students will work closely with the art and archival collections of the Prendergasts at WCMA, which is the largest repository of their work in the world. Maurice's Post-Impressionism placed him at the forefront of American modernism in the first decades of the twentieth century, culminating with his inclusion in the infamous Armory Show of 1913. Charles, a leading frame maker before adapting techniques of his craft to create incised panels, intersects with the Arts & Crafts Movement, Symbolism, and vernacular material culture. While the brothers are firmly canonical, they are often regarded as isolated from major formal and iconographic concerns of their peers. Scholarship, much of it produced at WCMA, has often focused on their subject matter. Participants in this class will consider new material and theoretical approaches to the brothers' work that may (or may not) prove productive in restituting their place in American art.

Requirements/Evaluation: class participation and writing assignments

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: MA students, then advanced art history undergraduates

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

ARTH 537 (F) HIV + AIDS in Film and Video (DPE) (WS)

Spanning activist works, experimental film, Hollywood dramas and documentary, this course examines the role of moving images in the global AIDS crisis, its aftermath, and its ongoing aftershocks. The AIDS crisis of the 1980s and 1990s was, in the words of Larry Kramer, a 'plague' of epic proportions, with an entire generation obliterated before it could reach maturity. And yet, the plague years also spawned a remarkable amount of creative and activist image-making aimed at fighting, mourning, and grappling with AIDS. Now, we find ourselves in another pivotal moment: while the past decade has provoked a new wave of AIDS historiography, the COVID-19 pandemic has caused AIDS to reverberate with even greater force. Together, we will ask difficult and probing questions about this phenomenon called the 'AIDS epidemic,' examining the role of art in frontline activism, the ethics of AIDS historiography, mainstream visions of the AIDS body, and the need for a diversity of AIDS narratives. This seminar-style course will combine weekly screenings with readings, short writing assignments, student-led discussion, and a final research project of the student's design. In order to facilitate robust discussions and maximize student and faculty safety, the majority of this course will occur online. It will contain some in-person experiences when possible.

Class Format: This course will be largely conducted online, in order to facilitate robust discussions and maximize student and faculty safety. It will contain some in-person experiences when possible.

Requirements/Evaluation: Students will be evaluated according to the following criteria: weekly attendance, readings and participation in seminar discussion; leading class discussion once during the semester; 3 short response papers; one paper of 20+ pages of original student research.

Prerequisites: MA student, Art History or Studio Art major, or instructor permission

Enrollment Limit: 10
Enrollment Preferences: MA students first, followed by Art History and Studio Art majors

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will be required to conduct regular writing assignments which will culminate in a graduate-level research paper.

Difference, Power, and Equity Notes: This course explores an epidemic that had devastating effects on LGBTQ+ people, and has disproportionately affected communities of color. Questions of difference, power, and equity are absolutely central to the course.

Fall 2020

SEM Section: R1  M 1:30 pm - 3:30 pm  Cecilia Aldarondo

ARTH 538  (F)  Realms of Earth and Sky: Indian Painting, ca. 600-1857  (WS)
On the basis of technique, Indian painting forms a continuum from the beginning of the first millennium down to the mid-nineteenth century: an outline in ink filled with flat, opaque colors which are burnished between each layer to give them opacity. In its media, its subject matter, regional variation, range of patronage, and artistic virtuosity, it displays startling diversity. From the northern Himalayan hills to Mysore in the south, artists, often working in family workshops for royalty, priests and wealthy merchants, have adorned caves and temples, illustrated books, and created lavish albums with themes ranging from the sacred to the secular. The study of Indian painting itself is a vast, evolving body of literature that continues to oscillate between discussions of artistic style and a concentration on content and context. The aim of this seminar is twofold: to outline the development of Indian painting historically; and to understand the political, social and religious circumstances that produced some of the greatest masterworks in Indian art. How was Indian painting used? Who were the patrons? How does the art form reflect the particular cultural values of its time? As an analytic framework, the seminar will consider Indian miniature painting both in light of primary literary sources as well as through current scholarship.

Requirements/Evaluation: Class participation. Short weekly responses. Final 15- to 20-page paper to be developed with the instructor throughout the semester.

Prerequisites: none, open to all students

Enrollment Limit: 19

Enrollment Preferences: graduate students, undergraduate art majors

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Students will submit short written assignments weekly. They will also be required to submit a final paper which they will develop throughout the semester. Students will receive comments and suggestions from the instructor on their writing skills.

Fall 2020

SEM Section: H1  R 1:30 pm - 3:30 pm  Murad K. Mumtaz

ARTH 540  (F)  In Vinculus Invictus: Portraits in Prison
Among all the portraits produced during the modern period, some have been painted or, more recently, photographed in prison. Portraits in prison exist at a crossroad of politics, law, and identity; they offer a great opportunity to think about art and society. Artists themselves have made self-portraits during their own imprisonments, or sometimes a portrait of one of their fellow prisoners. More often it was the prisoners or their relatives who commissioned an artistic record of their detention. The idea of commemorating such a moment, or to evoke it as a claim to fame, seems surprising at best, outrageous and provocative at worst. But there has been, since the 16th century, an enduring tradition of portraiture in prison with its masterpieces and its pantheon, a tradition that fits into the wider pictorial attention to the prison itself. With the French Revolution, the nature of prison changed. It became a tragic symbol of political "debates." Within a few years, a terrifying series of portraits appeared that would nurture Western political thought and visual culture until now. Since the 18th century, these portraits have become more concerned with ideas that stretch beyond the individual and into the realm of social justice, mass incarceration, and the prison-industrialization complex.

Requirements/Evaluation: oral and written assignments

Prerequisites: none
Enrollment Limit: 16
Enrollment Preferences: graduate students, then upper level undergraduate Art History majors
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Distributions: (D1)

Not offered current academic year

ARTH 541 (F) Aesthetics After Evolutionary Biology: Darwin, Nietzsche, Freud

This interdisciplinary seminar examines the rise of evolutionary biology, a new explanatory paradigm that solidified in Europe in the middle of the nineteenth century, and its ramifications in art and aesthetic theory in the late nineteenth and early twentieth centuries. We will consider how natural histories of creation, and corresponding reclassifications of the human as a species category, went hand in hand with a reconceptualization of the aesthetic faculties, and the processes of art's production and reception. A core component of this seminar will be the close study of key texts by Charles Darwin, and two thinkers who were among the most radical in extending his key insights into the domain of aesthetic theory—the psychoanalyst Sigmund Freud, and the philosopher Friedrich Nietzsche. These primary texts will provide points of departure for studying the work of a number of innovative practitioners working across a range of media, among them the composer Richard Wagner, the Neo-Impressionist painter Georges Seurat, the architect Adolf Loos, the choreographer Vaslav Nijinsky, and the art historian Aby Warburg. Methodologically a major aim of this seminar is to think together critically about the nature of art's relations to other domains of cultural production such as science or philosophy, and to interrogate what it means, both practically and epistemologically, to pursue "interdisciplinarity" as a strategy for art history.

Requirements/Evaluation: seminar presentations, research paper
Prerequisites: none

Enrollment Limit: 16
Enrollment Preferences: graduate students, then advanced undergraduate students
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Distributions: (D1)

Not offered current academic year

ARTH 542 (F) Insubordinate Bodies: The Body in Conceptual Art in Latin America, 1960-1980

The use of the body—be it the artist’s or those of willing and unwilling participants—is among art’s most significant developments internationally since the 1960s. In Latin America between the 1960s and 1980s, activating the body not only was a strong conceptual strategy to escape object-based practices; it was also a potent way for artists to disobey and confront forms of violence and control exerted by repressive regimes. But the body too was a forceful medium by which artists could subvert heteronormative frameworks, through the visualization and performance of feminist critiques and queer identities. This seminar will explore the role of the body in Latin American conceptual art through localized case studies, elucidating the body’s particular strength as a vehicle for political and institutional critique, as well as its potential to unlock alternate narratives of conceptual practices in the region.

Requirements/Evaluation: active participation and weekly assignments, leading class discussion, three short responses, and final research paper
Prerequisites: none

Enrollment Limit: 12
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D1)

Not offered current academic year

ARTH 543 (F) Color, High and Low

Why should color in prints be controversial? For most of the nineteenth century—even as technical advances encouraged a flowering of color in woodcut, intaglio, and especially lithographic production—entrenched voices in the art establishment continued to insist on printmaking as an art of black and white. Drawing upon a wide variety of examples from the Clark’s collection, this course will explore the range of associations that attached to
color prints, along a broad spectrum from highbrow preciousness and subtlety to lowbrow commercialism and bad taste. Color lithography was a particular lightning rod for controversy: although chromatic experiments in this medium enabled striking aesthetic innovations, the extreme complexity of the process also meant that the designer of a print became farther and farther removed from its actual production. This was just as true for the delicate and exquisite suites produced in limited editions by Pierre Bonnard, Edouard Vuillard, and Maurice Denis as it was for the large-scale, brightly-colored lithographic posters of Jules Chéret and Henri de Toulouse-Lautrec, used to advertise popular urban entertainments. Alongside the close examination of original works of art, a set of critical and theoretical readings will help us navigate the paradoxes of printed color. Apart from the standard requirements, including a research paper and class presentation, students will have an option to participate in a summer 2020 exhibition based on the course findings. This course will take place in the Manton Study Center for Works on Paper at the Clark.

**Requirements/Evaluation:** class participation and writing assignments

**Prerequisites:** none

**Enrollment Limit:** none

**Enrollment Preferences:** MA students, then advanced Art History undergraduates

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Not offered current academic year

**ARTH 544** (S) **Women Artists in Paris, 1850-1900**

In this seminar, we will examine the historically undervalued contributions of women in the art of the later nineteenth century. During this period, leading artists from around the world, including many women, were drawn to the academies, museums, salons, and studios of Paris. While women were largely excluded from formal training, many nonetheless navigated the complex systems of artistic production. We will focus on this multinational group of talented women (including Marie Bashkirtseff, Rosa Bonheur, Anna Ancher, Mary Cassatt), and we will assess their work against contemporary sociopolitical thought and aesthetic theories. Readings will draw upon early critical reviews of public exhibitions, biographical materials, studies of pedagogical and institutional practices, and social histories of art. In and through these materials, we will explore the marginalizing narrative that was created for women artists in Paris, and, most importantly, we will reconstruct an alternative history through our discussions and class presentations.

**Requirements/Evaluation:** seminar presentations and research paper

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** preference given to graduate students and then to senior Art History majors

**Expected Class Size:** 14

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Not offered current academic year

**ARTH 545** **Architectural Theory in Crisis**

Why do buildings need words, or do they? For most of the world and most of history, buildings are made without the benefit of formal architectural thought. But at various times, ideas about the aesthetics of buildings, their cultural and philosophical meaning, and their underlying principles, have been matters of great public interest. And architectural theory—in the form of treatises, manifestos, and critical reviews—has exercised an enormous effect on building. This theory can be prescriptive, presenting categorical rules for making good buildings; it can be descriptive, looking at how buildings perform in the real world; and it can be radical, seeking to change the essence and definition of architecture. Theory seemed very important to architects twenty years ago, but that is not the case today. Why? We will investigate. Students will give short presentations on key theorists, such as Vitruvius, Alberti, Palladio, Laugier, Boulée, A. W. N. Pugin, Viollet-le-Duc, Gottfried Semper, Le Corbusier, and Robert Venturi. The semester will conclude with a 20-page seminar paper, based on comments and discussion following a classroom presentation.

**Class Format:** presentations

**Requirements/Evaluation:** several short presentations and a final 30-minute presentation, to be followed by a 20-page paper

**Prerequisites:** permission of instructor

**Enrollment Limit:** 11
Enrollment Preferences: Graduate students

Expected Class Size: 10

Grading:

Distributions: (D1)

Not offered current academic year

ARTH 546 (F) Texere: The Material Philosophy of Print and Textile, ca. 1500-1900

It is a commonplace in the literature on textiles that the words for both text and textile derive from the Latin texere: to weave. As this etymological root indicates, the action of making cloth provides the metaphorical structure by which we conceive of language from the threading of thought to the weaving of prose and poetry. In the recent theoretical writings of Tim Ingold, among others, the processes of weaving-textility-offer a model against which to conceive of the dominant hylomorphic conception of matter and form as a process of imprint. Instead, textiles illustrate a world that is created through forces in motion, never imprinting, but moving against and within one another. This seminar will use these questions as the starting point to examine the interaction between printed matter (embodying a hylomorphic process) and textile (a material challenge to hylomorphism). The Clark Art Library contains a preeminent collection of textile material, and this seminar will dive into the Mary Ann Beinecke collection to examine histories of gender and labor, figuration and ornament, mobility and place, and finally, form and matter. The case studies will range from sixteenth-century needlepoint model books to twentieth-century kimono design.

Requirements/Evaluation: class participation, writing assignments
Prerequisites: none
Enrollment Limit: none
Enrollment Preferences: MA students, then advanced Art History major undergraduates
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Distributions: (D1)

Not offered current academic year

ARTH 547 (F) The Studio, The Bedroom, & the Tomb: Artists and Artistic Biographies in the 19th Century&Beyond

How was the vocation of the artist thematized in the European cultural imagination in the Romantic age and its aftermath? Even more, how did artists themselves articulate, experience, and reproduce that sense of vocation?--What were its mythologies and poetics, at once as they were circulated in visual culture, but also as they were lived, experienced, and reproduced by artists themselves? We will explore such question across three historically, psychologically, and tropologically configured "sites": the artist's studio, the artist's desire, and the artist's death. Readings by Freud, Balzac, Kris and Kurtz, along with scholarship largely centered on the visual arts of the 18th and 19th centuries. With instructor permission, students may undertake research projects in any field of the history of art.

Class Format: in person class with remote learning option, switch to all remote learning after thanksgiving
Requirements/Evaluation: presentations, research paper
Prerequisites: none
Enrollment Limit: 16
Enrollment Preferences: graduate students, then advanced Art History major undergrads
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Distributions: (D1)

Fall 2020
SEM Section: H1 R 10:30 am - 12:30 pm Marc Gotlieb

ARTH 548 (S) Landscape, Theory, Ideology

To use the term "landscape" is to imply and assume a subject position. Unlike the categories of "nature," "wilderness," "vista," or "ecology," a
landscape is something invented and experienced (or observed, or represented, or cultivated) solely by human agents. The term "landscape" is variously deployed in the service of a range of political and philosophical positions. This seminar explores "landscape" as a fruitful agitation in critical theory and aesthetic discourse over the past thirty years. The course will interact with the artists and photographic works on view in the exhibition, Landmarks, a 150-year survey of landscape photography in WCMAs collection. We will examine i) how landscape as medium and as genre moves from literature to painting to photography; ii) how to read and employ contemporary theory in the service of artwork from bygone eras; and iii) we will ask who exercises the agency and privilege to name, to invent, to denote a space or a view as worthy of sight.

Requirements/Evaluation: class participation, writing assignments
Prerequisites: none
Enrollment Limit: 16
Enrollment Preferences: MA students, then advanced art history undergraduates
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Distributions: (D1)

Not offered current academic year

ARTH 549 (F) Art, Biology, Beauty
This interdisciplinary seminar is offered in conjunction with the upcoming RAP Colloquium scheduled for March 2020, "Beauty, Sexuality, Selection: Darwinian Revolutions in Aesthetics." (Seminar participants will be expected to attend.) Our theme will be Charles Darwin's controversial theory of "sexual selection" as both a historical idea of aesthetic response and beauty, and as a theoretical concept that is back in play in current evolutionary thinking. Readings will be drawn from ancient philosophy, current science, art history, the history of science, and other fields, to engage the following questions: how did the existence of difference in the organic world--gender difference broadly but also more specifically racial difference in the human species--motivate Darwin's theory of an "aesthetic evolution" driven by animal and human perception of visual beauty? How did philosophical aesthetics contribute to Darwin's biological theory of beauty, and how did Darwin's biological theory of beauty unsettle the discipline of philosophical aesthetics? In which ways did the arts and visual cultures of Europe and elsewhere shape Darwin's aesthetic assumptions? How did, and how does, the concept of sexual selection destabilize the concept of "art" as a human cultural activity? How might "sexual selection" complicate historical and current delineations drawn between nature and culture, between the innate and the arbitrary?

Requirements/Evaluation: seminar participation, presentations, research paper
Prerequisites: none
Enrollment Limit: none
Enrollment Preferences: MA students, then advanced Art History major undergraduates
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Distributions: (D1)

Not offered current academic year

ARTH 550 (S) The History, Theory, and Problem of Connoisseurship
The museum and market have long relied upon the "talent" of a chosen few "connoisseurs," whose abilities (i.e. "the expert eye")-shrouded in mythology and vagueness-have profoundly influenced the interpretation of objects. This seminar will interrogate the problematic construct of connoisseurship in the market (Duveen), in the museum (Pope-Hennessy), and in the academy (Berenson). Through readings about the history and theory of the practice from the sixteenth century to the modern day, we will reassess the meaning, and validity, of connoisseurship in visual culture. And, through conversations about authorship, working methods, and artistic intent, we will question what we learn from close looking. This seminar will include case studies using objects in the Clark's permanent collection, focusing on in-depth discussions of materials, techniques, attribution, quality, and the burgeoning field of conservation science. Students will be asked to conduct their own rigorous object-based research.

Requirements/Evaluation: class participation, writing assignments
Prerequisites: none
Enrollment Limit: none
Enrollment Preferences: MA students, then advanced art history major undergraduates
Not offered current academic year

ARTH 562  (F)  Art of California: Pacific Standard Time  (DPE) (WS)

Cross-listings: ARTH 462  AMST 462  ARTH 562  LATS 462

Secondary Cross-listing
In this course, we will study the visual arts and culture of California after 1960 and consider the region’s place in modern art history. We will focus on a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time. Diverse in scope, these shows explored important developments in postwar art in California, including feminist art, African American assemblage, Chicano collectives, Modernist architecture, craft, and queer activism. In this seminar, we will pursue research projects directly related to the art exhibitions we study, and examine southern California conceptualism, photography, performance, painting, sculpture (including assemblage and installation), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions, while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history.

Requirements/Evaluation: Several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages written in stages over the course of the semester. The course will feature synchronous online class meetings with some small discussion groups. Student presentations will be recorded offline and posted to GLOW.

Prerequisites: ARTH 102 - Grad Art exempt from ARTH 102 prerequisite

Enrollment Limit: 12

Enrollment Preferences: senior Art major and senior Latina/o Studies concentrators

ARTH 563  (F)(S)  Contemporary Curatorial Workshop

Bi-weekly workshop for graduate students working on contemporary art and curatorial projects. Under the direction of the chair, students will present on-going curatorial projects, undertake studio and site visits, host local and visiting curators for presentations, and explore key topics in modern and contemporary art and curatorial practice.

Class Format: workshop, meets all year

Requirements/Evaluation: no requirements except participation and attendance

Prerequisites: graduate art students

Enrollment Limit: 25

Enrollment Preferences: only open to graduate students

Expected Class Size: 25
ARTh 570  (S) Image-making, Orientalism and Visual Culture

Images enjoy extraordinary power in the spaces between self and other, human and divine. They play myriad roles--witness, surrogate, instigator, supplicant--and travel freely across political, religious and cultural boundaries. They are also subject to reproduction, alteration and destruction as disparate visual cultures interact and globalizing processes ensue. This course will focus on various regions--e.g. United States, France, Turkey, and the Perso-Islamic sphere--and the images that factor in the intervening spaces, from 1800 to the present. We will begin with the theme of self-fashioning and the peculiar nature of portraiture. Thereafter, the entanglement of religious beliefs and visual traditions will broaden our inquiry, leading us to contested dynamics like iconoclasm and aniconism, and reductionist types like veiled women and pious men. Along the way, proliferating and palimpsestic forms of Orientalism will oblige us to consider the very concept of global visual culture. Students will submit weekly GLOW posts to foster class discussion and undertake a major research project over the course of the semester.

Class Format: Remote synchronous
Requirements/Evaluation: Class participation, weekly oral presentations, 15-20 page term research project.
Prerequisites: None
Enrollment Limit: 12
Enrollment Preferences: Graduate students
Expected Class Size: 8
Grading: no pass/fail option, no fifth course option
Distributions: (D1)

Spring 2021
SEM Section: R1    W 1:00 pm - 3:00 pm     Holly  Edwards

ARTh 575  (F) Regression as Modern Fantasy: Archaism, Primitivism, Prehistory

This course analyzes the implications of European modernity’s engagement with cultural artifacts it wanted to classify beneath the prefix “pre.” We take as our object an aesthetic strategy employed with increasing frequency by modern artists in Europe after 1800: the self-conscious mobilization of visual forms thought to telegraph priority to later advancements, whether historically or developmentally. Our inquiry, beginning with the German Nazarenes and extending into the early twentieth century around the moment of WW1, foregrounds such strategies as key to grasping new notions of temporality and geography that emerged in European modernity. We will inquire into the historical and intellectual contexts that sustained chronological and cultural primitivisms, including the history of colonialism, discoveries of Paleolithic cave art, and the emergence of the modern disciplines of archeology, anthropology, ethnography, child psychology, and psychoanalysis. Alongside close visual scrutiny of some of modernism’s most canonical and problematic objects, including key works by Picasso and Gauguin, we will examine the literature that proliferated in this period devoted to the art of peoples deemed “primitive,” including the Greeks in the pre-classical period, non-Western peoples, and children.

Requirements/Evaluation: seminar presentations, research paper
Prerequisites: none
Enrollment Limit: 16
Enrollment Preferences: graduate students, then advanced undergraduate students
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Distributions: (D1)

Not offered current academic year
ARTH 576  (S)  Paper, Process, Practice

Works on paper, particularly multiples, confound many of the received ideas around artistic invention and originality. This course will address the varied functions of printmaking in Europe over four centuries (1500-1900), giving special attention to the following questions: What is the relationship between prints and other artistic media? How do the material constraints involved in printmaking lead to a particular set of practices, and how in turn do those marry with technological advances to produce new aesthetic possibilities? To what extent did Old Masters such as Dürer and Rembrandt define the terms for later printmakers, and how did their example enable and/or discourage innovation in printed subject matter and style? What was the role of prints in creating both new forums for public discourse and new collecting publics? Arranged thematically rather than chronologically, this course will cover a wide array of printmakers and types of printed media.

Requirements/Evaluation: class participation, class presentation, research paper
Prerequisites: none
Enrollment Limit: 16
Enrollment Preferences: Art history MA students, then advanced undergraduates
Expected Class Size: 16
Grading: pass/fail option only
Distributions: (D1)

Spring 2021
SEM Section: H1  M 10:30 am - 12:30 pm  Anne R. Leonard

ARTH 577  Questions for Global Art History: A Workshop

Art history’s so-called “global turn” has been underway for over twenty years, but it would be difficult to say that it has yielded a consistent set of methodological approaches. When we consider a project global in scope does that mean simply thinking beyond national or regional designations? Are we looking for expansive networks of materials and makers? Evidence of intercultural exchange? In this seminar, we will begin by looking at several recent approaches to defining global art history and consider terms like contact, exchange, appropriation, transculturation, and cosmopolitanism. We will discuss the spatial vocabulary of oceans and borderlands and the dynamics of power engendered by colonialism, imperialism, and racialization. Thereafter, our weekly case studies will come from the students’ research projects. Though students are not expected to begin the seminar with an argument for their final paper, they should arrive with a topic in mind that pertains to a “global” art history subject in the period between 1500 and 1900 CE. In consultation with the professor, each student will then select readings to discuss with the group so we can work together to come up with questions and approaches that are commensurate to the topic. Our course may end in affirming the heterogeneity of global methods, deciding that this is a benefit rather than deficit. The collective aim is to understand, problematize, and reformulate the approaches available to us so that we can better address the topics that interest us as a group.

Requirements/Evaluation: Students are required to participate in discussion every week, lead one week of discussion, give a brief paper presentation, and submit a 20-page final essay.
Prerequisites: none
Enrollment Limit: 16
Enrollment Preferences: Graduate students, then advanced undergraduate students with permission of the professor.
Expected Class Size: 10
Grading:
Distributions: (D1)
Not offered current academic year

ARTH 582  (F)  On Race, Art, and Property

In her seminal article "Whiteness as Property," critical race theorist and professor Cheryl Harris contends that the legal system in the United States "has come to embody and legitimize benefits that accrue to citizens who are white." The legacy of our legal system, which has dehumanized people by rendering them as property and legalized the theft of land by colonizers from Native Americans, is not confined to the past, but has shaped our world and thrives within our present moment. How has this legacy and Harris’ theory been explored in contemporary art? How might it allow us to revisit...
artworks and practices by canonical artists from alternative perspectives? This course aims to study aspects of this complicated history through a broad range of texts from legal and literary theory to art history to Black and Native American studies to more immediately authored texts published on social media platforms. Students are encouraged to think dexterously as we study works by Gordon Matta-Clark, Michael Heizer, Sondra Perry, Cameron Rowland, and Cauleen Smith—among others.

**Requirements/Evaluation:** presentations, writing assignments

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** If over-enrolled, by application

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

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**ARTH 583 (F) Graphic Content: Typography and the Book between Art and Design**

This seminar considers the entangled histories of fine art and graphic design by focusing on creative practices surrounding the letterform and the book form from 1900 to the present. We will study historical avant-garde movements active in publishing and making-public; the development of the graphic design discipline, in print and on screen; and logocentric artistic tendencies from concrete poetry and pop art to conceptualism and artists' books. We will also consider diverse literary practices, graphic visualization, and political agitation. The seminar will make use of the Clark library's outstanding collection of artists' books and the holdings of the Chapin library at Williams. We will welcome several guests, including art historians, artist-designers, designer-artists, editors, publishers, and bookmakers.

**Class Format:** in person seminar with remote option, remote learning after thanksgiving

**Requirements/Evaluation:** class participation, class presentation, research paper/project

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Art History MA students, then advanced undergraduates. Course will be by application if overenrolled.

**Expected Class Size:** 10

**Grading:** pass/fail option only

**Distributions:** (D1)

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**ARTH 586 (F) Japanese Popular Visual Culture**

**Cross-listings:** COMP 186  ASST 186  ARTH 586  ARTH 286

**Secondary Cross-listing**

The phrase "Japanese popular culture" often calls to mind comics and animation, but Japan's earliest visual pop culture dates back to the 17th century and the development of arts like kabuki theater and woodblock prints that could be produced for a mass audience. This course traces Japanese popular culture through a range of visual media: kabuki and puppet theater, premodern and postmodern visual art (ukiyo-e, Superflat), classic film (Ozu, Mizoguchi, Kurosawa), manga/comics (Tezuka, Otomo, Hagio), and animation (Oshii, Miyazaki, Kon). The class will also study material examples of Japanese popular culture on display in the Repro Japan exhibition at the Williams College Museum of Art. We will develop visual reading skills to come up with original interpretations of these works, and compare different media to make them shed light on one another.

**Class Format:** discussion

**Requirements/Evaluation:** attendance, participation, two 5-page papers, final exam

**Prerequisites:** none
ARTH 587  (S)  Crash! The Car Accident as Myth and Metaphor in American Art and Visual Culture

A year after MoMA elevated machinery to high art in 1934, Grant Wood painted Death on The Ridge Road (Williams College Museum of Art), a depiction of the deadly side of the streamlined modern machines that Alfred Barr might have presented at MoMA. A generation later, Andy Warhol's Death and Disasters series multiplied gruesome images of crushed cars and bodies to numbing effect. During the ensuing years, both Jackson Pollock and David Smith (among others) became traffic fatalities. Roughly bookended by the Great Depression and the 1960s, but also considering works of art and visual materials before and after those parameters, this seminar will explore the stakes of car crash imagery for American artists and culture. Readings may include topics in trauma studies, automotive technology, physics, posthumanism, law, and object oriented ontology as well as grounding participants in American art and history of the middle third of the twentieth century. Participants in the course will also have the opportunity to help shape the content, themes, and narrative of an exhibition on car accidents in American art being organized by WCMA.

Requirements/Evaluation: oral presentations and written assignments
Prerequisites: none

Enrollment Limit: 16
Enrollment Preferences: graduate students, then advanced undergraduate Art History majors
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Distributions: (D1)

Not offered current academic year

ARTH 594  (S)  Traveling Seminar: Slavery and the Dutch Golden Age

This course takes as its starting point the exhibition at the Rijksmuseum opening in September 2019: Slavery, an exhibition. With this installation, the curators of the Rijksmuseum seek to correct dominant narratives of seventeenth and eighteenth-century Dutch history, which have absented the role of slavery in determining the economic, social, and visual history of the Netherlands. With a Travel Grant awarded by the College Art Association, the students in this seminar will travel to the Netherlands to visit this exhibition and other relevant cultural institutions in order to examine the possibilities and limits for 'decolonizing' the museum. This course will study how slavery is imbricated within the mythic construction of a 'Dutch Golden Age' while also examining what happens when the history of enslaved peoples becomes translated into the space of a museum and exhibition. We will consider a revisionist history of Dutch artistic production, accounting for slavery in determining the Dutch economy and visual production while also asking what happens when slavery becomes narrated in the space of one of the nation's history museums. We will read contemporary black feminist theory such as Sylvia Wynter, Saidiya Hartman, Hortense Spillers, and Christina Sharpe as a means to struggle with how the space of the exhibition chooses to activate and write those missing histories, and we will examine if it is even possible to responsibly tell the story of slavery over two centuries when the majority of the subjects have been completely defaced, removed, and excised from the historical record, and their voices are often the ones still absent. In the words of Saidiya Hartman, we will ask: "Is it possible to construct a story from the 'locus of impossible speech' or resurrect lives from the ruins?"

Requirements/Evaluation: participation in class travel, class participation and presentation, research paper
Prerequisites: none

Enrollment Limit: 12
Enrollment Preferences: MA art history students, by application if overenrolled
Expected Class Size: 12
Grading: pass/fail option only
Distributions: (D1)

Spring 2021
SEM Section: H1  T 10:30 am - 12:30 pm  Caroline O. Fowler

ARTH 595  (F) Private Tutorial
Students may petition to take a private tutorial by arrangement with the instructor and with permission of the Graduate Program Director.
Grading:  yes pass/fail option,  yes fifth course option
Distributions:  (D1)
Not offered current academic year

ARTH 596  (S) Private Tutorial
Students may petition to take a private tutorial by arrangement with the instructor and with permission of the Graduate Program Director.
Grading:  yes pass/fail option,  yes fifth course option
Distributions:  (D1)
Not offered current academic year

ARTH 597  (F) Undergraduate Lecture Course Taken for Graduate Credit
Undergraduate Lecture Course Taken for Graduate Credit
Grading:  yes pass/fail option,  yes fifth course option
Distributions:  (D1)
Not offered current academic year

ARTH 598  (S) Undergraduate Lecture Course Taken for Graduate Credit
Undergraduate Lecture Course Taken for Graduate Credit
Grading:  yes pass/fail option,  yes fifth course option
Distributions:  (D1)
Not offered current academic year
Asian American Studies is an interdisciplinary field of study that examines the histories, literatures, cultures and lived experiences of people of Asian descent living in the United States and diasporically in other countries of the Americas. This field of study holds an important role in exploring not only the Asian American experience as framed within the larger intellectual inquiries of race and ethnicity in national and global contexts but also issues of transnationality and diaspora. Knowledge in this field is critical in understanding the U.S. society, history, literature, religion, etc. The critical lens of Asian American studies is also helpful for thinking through many other fields and topics such as colonialism, capitalism, imperialism, immigration, globalization, as well as less overtly racially marked topics such as aesthetics and political theory.

Williams College is yet to build an Asian American Studies concentration or program. Before that happens, students interested in Asian American Studies can take the following courses related to Asian American Studies located in several different academic units.

**Fall 2019**

AMST 125 Introduction to Asian American Studies (Kim)
AMST 223 Eating Empire: Asian/Pacific Islander/American Foodways and Culture (Kim)
AMST 243 Asian/American and Black Literary and Cultural Thought (Wang)
HIST 384 Selected Topics in Asian American Studies (Wong)
HIST 468 Race, Empire, and the Birth of the American Century (Wong)
WGSS 316 Feeling Queer and Asian (Huang)

**Spring 2020**

AMST 128 Reading Asian American Literature (Kim)
AMST 382 Transnational Asian/American Film and Video (Kim)
AMST 403 New Asian American, African American, Native American and Latina/o Writing (Wang)
DANC 216 Asian-American Identities in Motion (Tarah)
HIST 381 The Legal History of Asian America (Wong)
MUS 279 American Pop Orientalism (Sheppard)

In addition to the above courses, students are strongly encouraged to take courses on Race, Ethnicity, and Diaspora in American Studies. Students interested in various disciplines about Asia can take courses in Asian Studies.

As of March 2019 when the Course Catalog was finalized, the CPC Asian American Studies Working Group has completed its final report and submitted its recommendations to the senior administration. Based on this report, the Curricular Planning Committee (CPC) and the Committee on Appointments and Promotions (CAP) are actively engaging in discussions about various options regarding possible pathways toward establishing an Asian American Studies program, a concentration, or both at Williams. In the meantime, students interested in pursuing a concentration in Asian American Studies should consult with Professor Dorothy Wang (American Studies) or Professor Vivian Huang (Women's, Gender and Sexuality Studies).
ASIAN STUDIES  
(Div I & II, see explanation below)  
Chair: Professor George Crane

- Cecilia Chang, Frederick Latimer Wells Professor of Chinese
- Man He, Assistant Professor of Chinese
- Shinko Kagaya, Professor of Japanese
- Cornelius C. Kubler, Stanfield Professor of Asian Studies; on leave 2020-2021
- Christopher M. B. Nugent, Professor of Chinese, Chair of Comparative Literature Program
- Kasumi Yamamoto, Frank M. Gagliardi Professor of Japanese; on leave 2020-2021
- Li Yu, Professor of Chinese

Affiliated Faculty:
- Christopher Bolton, Professor of Comparative Literature and Japanese Literature
- George Crane, Chair of Asian Studies and the Edward S. Greenbaum 1910 Professor of Political Science
- George Dreyfus, Jackson Professor of Religion
- Ju-Yu Scarlett Jang, Professor of Art
- Jason Josephson Storm, Professor of Religion
- Peter Just, Professor of Anthropology
- Aparna Kapadia, Associate Professor of History
- Eiko Maruko Siniawer, Professor of History
- Anne Reinhardt, Chair and Professor of History
- W. Anthony Sheppard, Marylin & Arthur Levitt Professor of Music
- Scott Wong, Charles R. Keller Professor of History

Visitors:
- Susanne Ryuyin Kerekes, Gaius Charles Bolin Fellow in Religion and Asian Studies
- Eun Young Seong, Visiting Assistant Professor of Japanese
- Kaoruko Minamoto, Visiting Lecturer in Japanese
- Chen Wang, Visiting Assistant Professor of Chinese

Mission Statement and Learning Objectives

The mission of the Department of Asian Studies is to help as many students as possible—both majors and non-majors—develop practical proficiency in Asian languages and, in the tradition of the liberal arts, acquire a meaningful understanding of important facets of one or more of the disciplines represented within Asian Studies (including anthropology, art history, economics, history, linguistics, literature, music, political science, religion, and sociology), so that they may realize their fullest intellectual and personal potential and be able to make useful contributions to society. The department offers three distinct major tracks: Asian Studies, Chinese, and Japanese.

Learning Objectives for the Asian Studies Major

Asian Studies is a multi-disciplinary and interdisciplinary major track that combines the humanities and social sciences with language study. It aims to help students develop practical proficiency in an Asian language and, in the tradition of the liberal arts, acquire a meaningful understanding of important facets of Asia through a particular disciplinary lens. Beyond training in the discipline they choose for their three-course disciplinary qualification, students have the opportunity to explore a range of other disciplinary approaches and perspectives.
Majors in Asian Studies will:

- Attain a practical proficiency in an Asian language (either Chinese or Japanese currently offered by the department, or Hindi or Korean, offered by the Critical Language Program of the Center for Foreign Languages, Literatures, and Cultures).
- Gain awareness and understanding of a particular country or region in Asia through training in one of the disciplines represented in the Department of Asian Studies (anthropology, art history, economics, history, linguistics, literature, music, political science, religion, or sociology).
- Have an opportunity to explore a range of disciplinary approaches and perspectives in addition to their primary disciplinary focus and apply a range of research methodologies with a focus on interdisciplinarity.
- Develop close reading, analytical writing, and critical thinking skills by engaging in cross-linguistic, cross-cultural, and comparative historical analysis.
- Gain a comparative perspective on issues affecting Asia as a region.
- Develop global awareness and engagement through identification of the values, perspectives, and practices of Asian societies, both past and present.

**THE MAJOR**

Due to the Covid-19 pandemic: the Asian Studies major is reduced to **nine** for the classes of 21, 22, 23. The requirements are:

- **Four** semesters of Chinese or Japanese, a faculty-approved **three** course disciplinary qualification, **one** comparative Asian Studies course, and **one** Asian Studies elective, which can include further language study. The **Chinese** and **Japanese** programs have also decided it would be best to reduce the number of courses required for their respective majors to **nine** for the graduating classes of 21, 22, and 23. Requirements are as follows:
  - **Eight** semesters of Chinese or Japanese language (at least four of them should be 300-level or higher). For Chinese **one** additional course, Chinese 312 (Classical Chinese) is required. In Japanese, **one** faculty-approved elective is also required. For students with higher language proficiency who are placed out of any of the core language courses (101 through 402), they can take an equal number of faculty-approved electives taught either in Chinese or Japanese or English on literature, linguistics, culture studies or related China or Japanese studies disciplines (e.g., art history, history, political science) to fulfill the core language requirement.
  - We offer courses in English in the field of Asian Studies as well as courses in Chinese and Japanese language, literature, and culture. Three distinct majors are offered: a major in Chinese; a major in Japanese; and an interdisciplinary Asian Studies major which allows students to choose from a wide range of courses in the anthropology, art, economics, history, languages, linguistics, literatures, music, politics, religion, and sociology of China, Taiwan, Japan, and other Asian countries. An increasing number of courses on South Asia are also offered (e.g. ASST 117, ASST 221, ASST 244, ASST 246T, ASST 248, ASST 252, ASST 256, ASST 391, ASST 415, ASST 424, ASST 431, ASST 488). Students interested in taking Korean or Hindi may take these languages through the Critical Language Program administered by the Center for Foreign Languages, Literatures, and Cultures.
  - Students with questions about the Asian Studies majors or about Asian Studies course offerings should consult the chair. Please note: Courses with ASST prefix carry Division II credit unless otherwise noted and courses with CHIN and JAPN prefixes carry Division I credit unless otherwise noted.

All students wishing to major in the Department of Asian Studies are required to take and pass a total of eleven courses, as follows:

- One course that explicitly compares at least two countries in Asia, such as ASST 103, ASST 126, ASST 233, ASST 245, ASST 248, ASST 250, ASST 256, ASST 271, ASST 391, ASST 414, ASST 424, ASST 431, JAPN 258. Or students may take instead a course on a country that is different from their country of primary focus.
  - Four semesters of Chinese or Japanese language (including no more than two 100-level courses).

In addition to completing (1) and (2) above, all majors choose either an Area Studies track, leading to a major in Asian Studies; or a Language Studies track, leading to a major in Chinese or Japanese.

The requirements for Asian Studies are indicated below:

**Asian Studies Major**

- Three-course qualification in one of the disciplines represented within Asian Studies (anthropology/sociology, art history, economics, history, linguistics, literature, music, political science, religion). The qualification, to be determined through consultation between students and their advisor, normally includes an introductory course and more advanced courses. At least two of these three courses must be on Asia.
  - Three approved electives, which may include further language work.

**STUDY ABROAD**

Students intending to major in Asian Studies are encouraged to study in Asia during one or both semesters of their junior year. Williams faculty serve on the boards of several study abroad programs in China and Japan. Opportunities to study in India, Indonesia, Korea, Taiwan, Thailand, and other Asian countries are also available. Prospective Asian Studies majors who are planning to study abroad should discuss their plans with their
advisor as far in advance as possible. Up to eight courses taken overseas may be counted toward graduation, and up to four courses taken off campus may be counted toward the major.

FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes. In some cases, provisional approval can be granted (students should be sure to contact the department for details). For programs that we are familiar with, we usually pre-approve credits.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, complete syllabus including readings/assignments, and exams or other written work.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

Yes, maximum of four courses.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

Approved courses only.

Are there specific major requirements that cannot be fulfilled while on study away?

No.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Not in particular. Students are always strongly encouraged to consult with the department faculty ahead of time to plan on what courses to take during study-away and what courses to take up return.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:

There have been cases where students decided to take different courses after they arrived at the program and those courses did not meet our requirements.

THE DEGREE WITH HONORS

Students interested in writing an honors thesis in Asian Studies should submit a proposal to the department chair before they pre-register for senior courses in the spring of their junior year. The proposal should include a statement of the topic, a general description of the types of materials available for study and how the study will be carried out, and the name of the faculty member who will serve as advisor. Admission to the honors thesis program will normally be limited to students who have maintained at least a B+ average in their courses for the major.

Students admitted to the program should register for ASST 493-W31-494. They will be expected to turn in the final draft of their thesis shortly after spring break and to discuss their results formally with their faculty graders. Their final grades in the three courses listed above and the award of Honors, Highest Honors, or no honors will be determined by the quality of the thesis and the student’s performance in the oral defense.

THE ASIAN STUDIES ENDOWMENT

The Linen summer grants for study abroad, the Linen visiting professorships, and several other programmatic activities in the department are supported by an endowment for Asian Studies established by family and friends in memory of James A. Linen III, Class of 1934, Trustee of the College from 1948 to 1953 and from 1963 to 1982.

ASST 103  (F)  East Asian Art  (DPE)

Cross-listings:  ASST 103  ARTH 103

Secondary Cross-listing

This course is an introduction to the history of East Asian art from prehistory to the present with particular emphasis on China, Korea, and Japan. Through four thematic units (memorialization, religion, nature, and identity), we look at artworks in their original contexts and consider how cross-cultural exchanges stimulated new interpretations across time and space. We examine a broad range of objects including ritual bronze vessels, Buddhist temples, landscape paintings, woodblock prints, and installations. We also discuss these artworks in relation to other forms of creative
expression such as ritual practice, performance, and literature. How is East Asia defined geographically and culturally? How did the exchange in ideas, trade, and travel impact the formation of East Asian art? How do artworks and artifacts help us understand East Asia's past? These fundamental questions guide our discussion. Through this course, students learn to think critically about shared and diverse human experiences across cultures and historical periods. Students also reflect on historiographical issues surrounding East Asian art and analyze why certain types of artworks were historically underrepresented in museum spaces and academic scholarship. To contribute to public knowledge, students will also develop and edit a Wikipedia page on an artwork or artist of their choice. Visits to the Williams College Museum of Art and Special Collections also form an integral part of the course.

**Class Format:** Some classes may be conducted at WCMA; course content will be delivered asynchronously; interactive activities will take place in synchronous sessions

**Requirements/Evaluation:** Class participation, open-book midterm and final exam, 4 object or reading response papers (2-3 pages in length), key work presentation (5-7 minutes long), Wikipedia page editing project and presentation (5-7 minutes long)

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** Open to all students regardless of major

**Expected Class Size:** 30

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 103 (D1) ARTH 103 (D1)

**Difference, Power, and Equity Notes:** This course fulfills the Difference, Power, and Equity requirement by investigating the ways that migration and cross-cultural exchange shaped artistic developments in East Asia. Students will reflect on the cultural production of diverse peoples and traditions within this geographical region and confront the ways in which historical legacies of imperialism and colonialism continue to shape international relations.

Fall 2020

LEC Section: H1    WF 1:30 pm - 2:45 pm    Carolyn J. Wargula

**ASST 107 (S) Arts of South Asia** (DPE)

**Cross-listings:** ASST 107 ARTH 105

**Secondary Cross-listing**

South Asia, which includes the modern-day nations of Afghanistan, Pakistan, India, Bangladesh, Sri Lanka, Nepal, Bhutan and Maldives, is often compared to the European continent. Regional societies in the Indian "subcontinent" are as distinct from each other as those of Italy, Germany and France. Similarly, they also differ in their language, dress, diet, rituals and politics. However, parallel to the wealth of diversity, South Asia also demonstrates a rich history of interconnectedness. This complex web of culture, language, religion and politics is best manifested in the arts of the region. How does visual culture reflect regional variations? How does a survey of artistic style and iconography help uncover networks of exchange across South Asia? What role did the arts play in the expression of religious traditions such as Buddhism, Hinduism, Jainism and Islam? With these questions in mind, this course is designed as a survey of the arts of South Asia starting with the height of the Indus Valley Civilization in 2600 BCE and ending in 1857 CE, a date that marks the cessation of independent rule in South Asia. Using the study of architecture, painting, sculpture and textiles, students will learn how to make stylistic and iconographic analyses, while also improving their art historical writing and analytic skills.

**Requirements/Evaluation:** Weekly reading discussion GLOW posts. Two short quizzes. Mid-term. Final exam

**Prerequisites:** none, open to all students

**Enrollment Limit:** 25

**Enrollment Preferences:** First years, sophomores and juniors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
Difference, Power, and Equity Notes: In addition to a survey, the course also highlights the conceptual differences between the arts of South Asia and Western constructs of art and culture. The survey will analyze how South Asian art was codified and examined during the colonial and post-colonial periods, and how that understanding has come to define the field over the last century. The course will encourage students to challenge longstanding biases and assumptions when studying these artworks.

Spring 2021
LEC Section: R1    MW 10:00 am - 11:15 am    Murad K. Mumtaz

ASST 115 (F) The World of the Mongol Empire (WS)

Cross-listings: HIST 115  ASST 115

Secondary Cross-listing
By the middle of the thirteenth century, Mongol armies led by Genghis Khan had conquered an enormous swath of territory, extending from China westward to Eastern Europe and the Middle East. Further expanded by Genghis's descendants, the Mongol Empire incorporated a vast range of different peoples and cultures, enhancing communications, trade, and exchange among them. In this course we will examine the "world order" of the Mongol Empire from its origins on the Asian steppe through its expansion, consolidation, and disintegration, as well as its legacies. From a wide range of primary and secondary sources, including literature, chronicles, and traveler's accounts, we will investigate the diverse experiences of the Mongol world in places such as China, Russia, Persia, and Central Asia.

Requirements/Evaluation: active participation in discussion, several short papers, and a final research paper

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 19

Enrollment Preferences: first-year students and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 15-19

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 115 (D2) ASST 115 (D2)

Writing Skills Notes: Three 5- to 7-page papers written in two drafts each with instructor feedback, one 10- to 12-page final research paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Not offered current academic year

ASST 117 (S) Bombay/Mumbai: Making of a Modern Metropolis (WS)

Cross-listings: GBST 117  HIST 117  ASST 117

Secondary Cross-listing
Bombay or Mumbai is India's foremost urban center and is well known today as a truly global city. It is the heart of India's commercial life comparable in vibrancy and multiculturalism with the world's emerging cities like Shanghai, Hong Kong and Sao Paulo. What are the historical elements that contributed to the making of India's most modern and global metropolis? What are the antecedents of the modernity, the vibrant culture, dark underbelly and economic diversity that characterize Bombay today? What does the history of Bombay tell us about modernity in India and the emerging countries of the third world in general? This seminar will help students to answer these questions through historical materials on Bombay as well a wide range of multimedia sources including cinema, photography and literature. With a focus on the 19th and 20th centuries, we will explore themes like the commercial culture of a colonial port city, the modern public sphere, theatre and film, labor migration, public health and prostitution to understand what went into the making of this modern metropolis. The primary objective of this course is to introduce students to a wide range of historical sources and ways of interpreting them. The other objective is facilitating their understanding of the history of modern India through the history of its most important city.

Requirements/Evaluation: assessment will be based on class participation and weekly written responses to readings (2 pages), 2-3 short papers (4-5 pages), leading to an oral presentation and final paper (10-12 pages). All writing assignments are structured to build up the final paper.

Prerequisites: First years and sophomores only
Enrollment Limit: 12
Enrollment Preferences: first-years, and then sophomores who have not previously taken a 100-level seminar
Expected Class Size: 8-10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
GBST 117 (D2) HIST 117 (D2) ASST 117 (D2)
Writing Skills Notes: Weekly reading response (2 pages), several short papers leading to a final research paper. Peer reviews and instructor feedback of all written work to improve writing skills and opportunities to write several drafts.

Spring 2021
SEM Section: R1 TR 11:30 am - 12:45 pm Aparna Kapadia

ASST 121 (F) The Two Koreas (WS)
Cross-listings: HIST 121 ASST 121
Secondary Cross-listing
The two Koreas--North and South--were born in the aftermath of World War II, when the United States and the Soviet Union arbitrarily divided the peninsula into two zones of occupation at the 38th parallel. Today, over six decades later, the split endures as what has been called “the Cold War’s last divide.” This tutorial examines the history of the two Koreas from their creation in 1945 to the present. We will explore the historical and ideological origins of the division; how tensions between North and South led to the outbreak of the Korean War; why the paths of the two Koreas have differed so markedly; how each country has been shaped by its political leaders and their ideologies; and what recent developments in North Korea, including its nuclear program, have meant for relations on the peninsula and beyond. Course material will include primary and secondary sources of various kinds, including political documents, intellectual treatises, films, and short stories.
Requirements/Evaluation: students will meet with the instructor in pairs for an hour each week; a student either will write and present orally a 5- to 7-page essay on the assigned readings or will be responsible for offering an oral critique of their partner's work
Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor
Enrollment Limit: 10
Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
HIST 121 (D2) ASST 121 (D2)
Writing Skills Notes: In this tutorial, students receive substantial feedback from the professor (and from their partner) both in the sessions and in written comments about all aspects of their writing—argumentation, structure, mechanics. Such feedback is offered on five papers (of 5-7 pages in length) that they write over the course of the semester; they can also elect to receive comments on their final, synthetic paper (12-15 pages in length). Significant guidance is also given on the paper-writing process.
Not offered current academic year

ASST 122 (S) Old Shanghai, New Shanghai
Cross-listings: CHIN 422 ASST 122
Secondary Cross-listing
Once nicknamed as “Paris of the East,” Shanghai, now a megacity with a population of 25 million, is the industrial, commercial and financial center of contemporary China. Shanghai is often depicted as a metropolis that marked the beginning of China's modernity and urban culture. People from other regions in China see Shanghai as a city full of opportunities, but characterize its people as astute and shrewd, cocky and unwelcoming. Foreigners, however, find the city appealing and its people open-minded. Jews fleeing Nazi persecutions during WWII, found Shanghai to be a “paradise of ghetto” that provided the only haven of survival. For local people, there have always been two Shanghai: an old one and a new one. They are proud of the
new Shanghai but constantly nostalgic about the old one. This tutorial examines the multifaceted city of Shanghai and its people from historical and cultural perspectives. We will look at the city's history (from the late nineteenth century to present day), its local language and culture, and everyday life of the people (including migrants and foreigners) living in it. The central ideas we will explore are "modernity" and "regional identity." We will investigate how these theoretical constructs play out in the making of the city of Shanghai and the formation of its unique local identity. Course readings include historical and cultural studies as well as documentaries in English about Shanghai, and primary sources in Chinese in a wide range of genres including fiction, essays, and films (English translation of the primary sources are available for students taking the course in English). The course is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST 122T and students wishing to take the course in Chinese should register under CHIN 422T. Students will come away with a critical understanding about China's regional cultures and one of its most important metropolitan cities. Chinese language learners will be able to improve their reading and writing skills in Chinese through this course. The course has a required field trip to a Chinese restaurant on a Saturday or Sunday, depending on all students' schedules.

Requirements/Evaluation: each tutorial pair will meet with the instructor for one hour per week, during which time we will discuss a 5-page paper that one of the partners has submitted

Prerequisites: none for students taking ASST 122; CHIN 402 or permission of the instructor for students taking CHIN 422

Enrollment Limit: 10

Enrollment Preferences: current or prospective Asian Studies, Chinese, or Japanese majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: students wishing to take the course in English should register under ASST 122 and students wishing to take the course in Chinese should register under CHIN 422

Materials/Lab Fee: $100

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 422 (D1) ASST 122 (D1)

Not offered current academic year

ASST 127 (S) Spring Grass: A Peek into Inequality in China (DPE) (WS)

Cross-listings: WGSS 127 CHIN 427 ASST 127

Secondary Cross-listing

Spring Grass (Chuncao) is a Chinese novel written by award-winning author Qiu Shanshan (1958-). Using the literary techniques of social realism, the novel chronicles the life of a young rural woman from 1961 to 2001. Spring Grass, the protagonist of the novel, was born in a rural village to a mother who preferred sons over daughters. At a young age, Spring Grass was deprived of the opportunity to attend school. Against all odds, she managed to marry for love, venture into the city, and become an enterprising migrant worker. This novel not only reflects the struggles of women in contemporary China but also captures the economic transformation of modern China since 1978 when the Reform and Open-Door Policy (gaige kaifang) was initiated. The novel was adapted into a television drama series and became an instant hit in 2008. This course takes an interdisciplinary, cultural studies and humanistic approach to studying a literary text, using literature as a means to help students better understand social and cultural issues. Through close readings of the novel, the eponymous TV drama series, documentaries, films, and short stories depicting rural life and women's roles in China, as well as in-depth discussions of both primary and secondary sources that deal with the cultural, historical, and socioeconomic background of the unfolding story of Spring Grass, this course aims to provide a window for students to examine the issues of inequality in the Chinese village and society at large. Why would mothers be harsh to their own daughters and bar girls' right to education? Why would young people leave their village and migrate to the city? Why would migrant workers leave their children behind in the village? Why would economic developments in China exacerbate the problem of gender inequality in society? Why would the ideology and cultural logic behind Mao Zedong's proclamation "women can hold up half of the sky" add more burden to women rather than truly liberate them? Why would city people discriminate against country folks? After taking this course, students will gain a deeper understanding of the issues related to gender inequality (nannü bu pingdeng) and the urban/rural-gap (chengxiang chabie) in China. Throughout the course, they are also encouraged to critically think about how to achieve equity in different societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or WGSS and language learners wishing to take the course in Chinese should register under CHIN.

Class Format: remote instruction

Requirements/Evaluation: active participation in tutorial meetings, five 4-5 page tutorial papers, five 2-page critiques, online writing portfolio as the final project.
Prerequisites: For students registering under CHIN, the prerequisite is CHIN 402 or a language proficiency interview conducted by the instructor. For students registering under ASST or WGSS, there is no prerequisite.

Enrollment Limit: 10

Enrollment Preferences: Enrollment priorities will be given to freshmen and sophomores who register under ASST or WGSS, and to Chinese language learners who register under CHIN.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: books and course packet.

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 127 (D2) CHIN 427 (D1) ASST 127 (D1)

Writing Skills Notes: Writing is taught using the writing-as-process pedagogical approach. The writing process consists of invention, composition, and revision. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. The instructor gives detailed feedback to students' first drafts and students are required to turn in a revised version. At the end of the semester, students will compile an online writing portfolio to include their best works.

Difference, Power, and Equity Notes: The issue of "inequality," including both gender inequality and regional inequality is the driving force behind the readings and discussions of this tutorial. Students are guided to develop an empathetic way of interpreting a literary work that features a rural woman/migrant worker. They will critically analyze the sources of inequality in the Chinese cultural context and explore ways to address such inequality.

Spring 2021
TUT Section: RT1 TBA Li Yu

ASST 133 (S) Buddhist Literature

Cross-listings: REL 133 ASST 133 ENGL 147

Secondary Cross-listing

This course introduces students to the diverse literary culture of Buddhist Asia. Through close readings of particular influential Buddhist texts, we will analyze not only what the texts say and mean, but also learn about the "social life" of these texts--i.e., what is the socio-historical context of these texts, who are the intended audience, what is the relationship of these texts with their particular communities, how do these communities engage with their texts, including how texts have been translated, taught, worshipped and ritualized. We will also explore the materiality of these texts, which is as diverse as the languages in which these texts are written. Alongside an exploration of materiality requires that we reflect on what counts as "text". Moreover, by sampling different genres of Buddhist texts (e.g., philosophical, historical, narrative, grammatical, cosmological, astrological, magical), we will discuss what makes them Buddhist and what makes them literary. The Lotus Sutra, the Heart Sutra, the Dhammapada, and Vessantara Jataka are just some of the texts we will study in this course. No prior knowledge about Buddhism is required.

Requirements/Evaluation: Attendance and active participation 20%; Short writing assignments 25% (i.e., a one-page, single-space, critical response based on the class reading x 5 total); Mid-term exam (in-class: identification terms and short essay) 25%; Final project and presentation 30% (the final grade includes initial consultation with the instructor regarding topic selection, annotated bibliography, project outline, final presentation, and final written report).

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: REL, ASST, and ENG majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 133 (D2) ASST 133 (D2) ENGL 147 (D1)
ASST 153 (S) Japanese Film

Cross-listings: ASST 153 COMP 153

Secondary Cross-listing

From the swashbuckling samurai films of Kurosawa and delicate family dramas of Ozu to edgy cinematic experiments and a breathtaking range of animation, Japan has one of the most varied and exciting film traditions in the world. This course will introduce you to major periods, genres, and directors in that tradition. We will read film criticism that represents a range of approaches, but we'll focus particularly on learning and practicing the kind of close visual analysis that will allow you to build your own original descriptions of how a given scene "works." Throughout the course we will consider the relationship between classic cinema and popular genres like sword flicks, melodramas, psychological thrillers, and anime, focusing particularly on directors whose work seems to borrow equally from genre film and the artistic avant-garde. All texts are translated or subtitled. All levels welcome.

Class Format: This class will have a hybrid format: on-campus students will meet in a classroom during the scheduled class slot (observing campus distancing protocols), while off-campus students participate simultaneously via Zoom. Off-campus students must be able to Zoom in during the scheduled class times.

Requirements/Evaluation: attendance & participation, a few short response assignments, two 5-page papers, in-class test

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: students majoring or considering a major in comparative literature

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 153 (D1) COMP 153 (D1)

Spring 2021

LEC Section: H1   TR 11:30 am - 12:45 pm   Christopher A. Bolton

ASST 186 (F) Japanese Popular Visual Culture

Cross-listings: COMP 186 ASST 186 ARTH 586 ARTH 286

Secondary Cross-listing

The phrase "Japanese popular culture" often calls to mind comics and animation, but Japan's earliest visual pop culture dates back to the 17th century and the development of arts like kabuki theater and woodblock prints that could be produced for a mass audience. This course traces Japanese popular culture through a range of visual media: kabuki and puppet theater, premodern and postmodern visual art (ukiyo, Superflat), classic film (Ozu, Mizoguchi, Kurosawa), manga/comics (Tezuka, Otomo, Hagio), and animation (Oshii, Miyazaki, Kon). The class will also study material examples of Japanese popular culture on display in the Repro Japan exhibition at the Williams College Museum of Art. We will develop visual reading skills to come up with original interpretations of these works, and compare different media to make them shed light on one another.

Class Format: discussion

Requirements/Evaluation: attendance, participation, two 5-page papers, final exam

Prerequisites: none

Enrollment Limit: 35

Enrollment Preferences: students majoring or considering a major in a related discipline

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)
ASST 195  (F)  Elementary Korean

Cross-listings:  CRKO 101  ASST 195

Secondary Cross-listing
Introduction to the alphabet and language structure with emphasis on communicative skills. Students will receive a foundation in the language being able to hold simple conversations, use a range of vocabulary related to daily activities and transactions, and gain familiarity with basic, frequently used grammatical structures and the writing system of the language.

Class Format: twice-weekly review sessions

Requirements/Evaluation:  Written and oral mid-term and final exam.

Prerequisites:  Sophomore or higher standing with a GPA of 3.0 or higher; application to the Critical Language Program in early April.

Enrollment Limit:  8

Enrollment Preferences:  Preference given to application submissions received during the information-application period in April.

Expected Class Size:  2-8

Grading:  no pass/fail option, yes fifth course option

Unit Notes:  Minimum of two students in order to schedule the course

Distributions:  (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
CRKO 101 (D1) ASST 195 (D1)

Fall 2020
LEC Section:  R1  TBA  Jane E. Canova

ASST 196  (S)  Elementary Korean

Cross-listings:  CRKO 102  ASST 196

Secondary Cross-listing
Continuation in developing communicative skills, vocabulary building, and furthering familiarity with frequently used grammatical structures and writing.

Class Format: twice-weekly review sessions

Requirements/Evaluation:  Written and oral midterm exam and final exam.

Prerequisites:  CRKO 101

Enrollment Limit:  8

Enrollment Preferences:  Students who have completed CRKO 101.

Expected Class Size:  2-8

Grading:  no pass/fail option, yes fifth course option

Unit Notes:  Minimum of two students in order to schedule the course

Distributions:  (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
CRKO 102 (D1) ASST 196 (D1)

Spring 2021
LEC Section:  R1  TBA  Jane E. Canova
ASST 197 (F) Elementary Hindi

Cross-listings: CRHI 101 ASST 197

Secondary Cross-listing

Introduction to the alphabet and language structure with emphasis on communicative skills. Students will receive a foundation in the language being able to hold simple conversations, use a range of vocabulary related to daily activities and transactions, and gain familiarity with basic, frequently used grammatical structures and the writing system of the language.

Class Format: Twice-weekly review sessions

Requirements/Evaluation: Written and oral midterm and final exams.

Prerequisites: Sophomore or higher standing with a GPA of 3.0 or higher; application to the Critical Language Program in early April.

Enrollment Limit: 8

Enrollment Preferences: Preference given to application submissions received during the information-application period in April.

Expected Class Size: 2-8

Grading: no pass/fail option, yes fifth course option

Unit Notes: Minimum of two students in order to schedule the course.

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CRHI 101 (D1) ASST 197 (D1)

Not offered current academic year

ASST 198 (S) Elementary Hindi

Cross-listings: ASST 198 CRHI 102

Secondary Cross-listing

Continuation in developing communicative skills, vocabulary building, and furthering familiarity with frequently used grammatical structures and writing.

Class Format: twice-weekly review sessions

Requirements/Evaluation: Written and oral midterm and final exams.

Prerequisites: CRHI 101

Enrollment Limit: 8

Enrollment Preferences: Students who have completed CRHI 101.

Expected Class Size: 2-8

Grading: no pass/fail option, yes fifth course option

Unit Notes: Minimum of two students in order to schedule the course.

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 198 (D1) CRHI 102 (D1)

Not offered current academic year

ASST 205 (S) Patrons, Rituals, and Living Images in Japanese Buddhism

Cross-listings: ASST 205 REL 213 ARTH 205

Secondary Cross-listing

This course introduces students to Buddhist art and architecture in Japan from its introduction in the sixth century through the present. We focus on the ways different communities--the imperial court, immigrant artists, monks, women, and commoners--employed and venerated Buddhist images for political legitimacy, personal salvation, and worldly benefit. This course also examines how Japanese Buddhist imagery became aestheticized in the early twentieth century and appropriated later in modern and contemporary visual cultures. Some of the topics to be discussed include the reception of continental styles of Buddhist bronze sculpture, the relationship between mandalas and rituals, the role of women in developing Buddhist
embroideries, and the Western reappraisal of Zen arts. Students will develop familiarity with the concepts and ideas underlying the production of Buddhist images and will gain foundational skills in analyzing the visual, material, and iconographic qualities of Japanese Buddhist art. For the final project, students will design a digital exhibition focused around one of the topics of the course.

Requirements/Evaluation: Class participation, 4 reading and object response papers (2-3 pages), and digital exhibition project (8-10-page proposal written in stages over the semester including a 10-minute presentation)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: First- and second-year students, but open to all

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 205 (D1) REL 213 (D2) ARTH 205 (D1)

Spring 2021

LEC Section: H1 WF 1:30 pm - 2:45 pm Carolyn J. Wargula

ASST 207 (F) An Exploration of Japanese Language and Culture

Cross-listings: JAPN 407 ASST 207

Secondary Cross-listing

Language is the primary means for human beings to lead social lives and it expresses, embodies and symbolizes cultural and social reality. This tutorial will examine the intertwining ways in which the Japanese language reflects the patterns of life and intrinsic beliefs of Japanese, while exploring how this linguistic code may influence and shape the ways Japanese think. We will look into the following topics: polite language and the variety of personal pronouns in order to examine how the hierarchical structure of Japanese society is reflected in them. Also, we will explore women's speech, youth and queer Japanese to discuss social and gender identities and the role of linguistic stereotypes in manga, anime and TV dramas as well as the "easy Japanese movement," which depicts the shift from a monolingual to multilingual Japanese society. And finally, our examination will investigate the semantic and cultural losses that occur in translations from Japanese prose to English prose. The course is conducted in either Japanese or English with materials drawn from linguistics and sociocultural studies both in Japanese and English. Students wishing to take the course in English should register under ASST 207T and students wishing to take the course in Japanese should register under JAPN 407T. Japanese language learners will not only develop analytical and critical thinking, but will gain more advanced Japanese skills such as reading to understand the logic of arguments, exponent narrative, and academic presentations and writing.

Requirements/Evaluation: attendance and participation, 5 short papers, 5 critiques, and one final project; ASST 207 will meet once a week; JAPN 407 will meet twice a week

Prerequisites: none for ASST 207; a 400-level Japanese language course, advanced level Japanese proficiency or permission of instructor for JAPN 407

Enrollment Limit: 10

Enrollment Preferences: current or prospective Japanese, Chinese, and Asian Studies majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: students wishing to take the course in English should register under ASST 207 and students wishing to take the course in Japanese should register under JAPN 407

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

JAPN 407 (D1) ASST 207 (D1)

Not offered current academic year

ASST 208 (S) The U.S. and Afghanistan: A Post-Mortem (DPE)
Cross-listings: GBST 208  ANTH 208  ASST 208  PSCI 220

Secondary Cross-listing

The United States attacked and defeated the Afghan Taliban regime over the course of a few short weeks in 2001. Within a few years, the finality of that victory was brought into question as the Taliban regrouped and eventually reasserted itself as a formidable guerilla army that the U.S. military could not easily defeat. At the same time that it was facing a more difficult military challenge than anticipated, the United States got bogged down in the process of nation-building, as well as efforts at social reform. This course examines the history of American involvement in Afghanistan, beginning with the Cold War when the U.S. used Afghanistan as a test case for new models of political modernization and economic development. We will go on to discuss the U.S. support for Islamist political parties during the Soviet occupation of Afghanistan in the 1980s and the consequent rise of the Taliban, and the role of Afghanistan in the September 11th attacks and the "War on Terror" that followed. The course will conclude with a consideration of the impact and legacy of the two decades of nation-building and social reform carried out by the United States since 9/11.

Requirements/Evaluation: grading will be determined by class participation, two short essays, and a 15-page research paper

Prerequisites: none

Enrollment Limit: 25

Expected Class Size: 15-20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 208 (D2) ANTH 208 (D2) ASST 208 (D2) PSCI 220 (D2)

Difference, Power, and Equity Notes: Among the topics relevant to power and difference to be considered in this course are the American support and later disavowal of Islamist political parties to advance US geopolitical goals, public relations efforts "to save Afghan women" after 9/11, and the uses and misuses of American military, economic, and political power to build a western-style democratic government and bring western-oriented social reforms to a society radically different from U.S. society.

Spring 2021

SEM Section: R1    WF 1:30 pm - 2:45 pm     David B. Edwards

ASST 213 (S) Modern China, 1600-Present

Cross-listings: HIST 213 ASST 213

Secondary Cross-listing

China's presence continues to grow in our world today, but contemporary China also evinces complex contradictions: a market economy promoted by a nominally Communist government, extremes of urban wealth and rural poverty, increasing participation in the international community and intensifying nationalist rhetoric. This course examines China's historical engagement with the modern world to offer perspective on its current conditions. We will begin with the Qing (1644-1911) conquest of China and consolidation of a multi-ethnic empire, and investigate China's encounters with Western and Japanese imperialism, the rise of Chinese nationalism, Republican and Communist revolutions, and the often turbulent history of the People's Republic. Throughout, we will examine themes of social, economic, intellectual, and cultural change through predominantly primary source reading and analysis.

Class Format: HIST 213 will be taught remotely, with emphasis on synchronous discussions.

Requirements/Evaluation: class participation, two short papers, two essays, a midterm and a self-scheduled final exam

Prerequisites: none; open to all

Enrollment Limit: 15

Enrollment Preferences: open to all; preference to History or Asian Studies majors only if overenrolled

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:

HIST 213 (D2) ASST 213 (D2)  
Spring 2021  
LEC Section: R1 MR 3:15 pm - 4:30 pm Anne Reinhardt  
ASST 214 (S) Asian/American Identities in Motion (DPE)  
Cross-listings: GBST 214 ASST 214 THEA 216 AMST 213 DANC 216  
Secondary Cross-listing  
The course aims to explore dance and movement-based performances as mediums through which identities in Asian and Asian-American (including South-Asian) communities are cultivated, expressed, and contested. It will orient students towards “reading” and analyzing live and mediated performances within historical, social, and political frameworks. Students will explore how socio-historical contexts influence the processes through which dance performances are invested with particular sets of meanings, and how artists use performance to reinforce or resist stereotypical representations. Core readings will be drawn from Dance, Performance, Asian, and Asian American Studies, and will engage with issues such as nation formation, race and ethnicity, appropriation, tradition and innovation among other topics. This is primarily a discussion-based seminar course, and might also include film screenings, discussion with guest artists and scholars, and opportunities for creative projects. No previous dance experience is required.  
Class Format: This course will be taught in a virtual format and will be remote.  
Requirements/Evaluation: reading responses, essays, in-class writing assignments, class participation, and group presentations.  
Prerequisites: none  
Enrollment Limit: 15  
Enrollment Preferences: first years and sophomores  
Expected Class Size: 15  
Grading: yes pass/fail option, no fifth course option  
Distributions: (D1) (DPE)  
This course is cross-listed and the prefixes carry the following divisional credit:  
GBST 214 (D2) ASST 214 (D1) THEA 216 (D1) AMST 213 (D2) DANC 216 (D1)  
Difference, Power, and Equity Notes: This course introduces students to the role of performance in nation formation in Asia and the history of Asian-Americans in the US through analysis of dance performances and practices. Student will explore how race was central to the formation of Asian and the American nation, and how social and legal discriminatory practices against minorities influenced popular culture. The assigned material provide examples of how artists address these inequalities and differences in social power.  
Spring 2021  
SEM Section: R1 MR 3:15 pm - 4:30 pm Munjulika Tarah  
ASST 217 (F) Early Modern Japan  
Cross-listings: HIST 217 ASST 217  
Secondary Cross-listing  
Over a century of constant warfare came to an end in the late 1500s, ushering in more than two hundred years of relative peace in a Japan that was ruled by a military government. This course will take up the extraordinary changes and enduring continuities of the period between the establishment of the Tokugawa government in the early 1600s and its eventual collapse in 1868, an era characterized by societal order and tensions, economic growth and stagnation, the development of cities and towns, the flourishing of urban culture, the spread of new and different ideas, and the decline of the samurai. We will focus on the political, social, and cultural history of early modern Japan, including topics such as the establishment of the Tokugawa order, the nature of the political system, foreign relations, urbanization, popular culture, material culture, the quality of life, the legal order, gender and sexuality, and the fall of the Tokugawa government. Assigned materials will include government documents, intellectual treatises, autobiographies, literature, and films.  
Class Format: discussion
Requirements/Evaluation: class participation, response papers, two short papers (5 pages), and a final paper (10 pages) or self-scheduled final exam

Prerequisites: none; open to all

Enrollment Limit: 40

Expected Class Size: 25-30

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 217 (D2) ASST 217 (D2)

Not offered current academic year

ASST 218 (S) From Crises to Cool: Modern Japan, 1850s-Present

Cross-listings: ASST 218 HIST 218

Secondary Cross-listing

Stunning revolutions, the construction and collapse of an empire, the waging of wars, devastating defeat and occupation by a foreign power, and postwar economic ups and downs have marked Japan’s modern experience. This course will explore how various Japanese people from factory workers and farmers to politicians and intellectuals have understood, shaped, and lived the upheavals from the 1850s through the present day. And it will examine how the country of Japan as well as individual Japanese people have defined the identities and meanings of “modern Japan”. We will ask why a modernizing revolution emerged out of the ashes of the early modern order; what democracy and its failures wrought; how world war was experienced and what legacies it left in its wake; and how postwar Japan has struggled with the successes and costs of affluence. Materials will include anthropological studies, government documents, intellectual treatises, fiction, films, and oral histories.

Requirements/Evaluation: class participation, response papers, two short papers (5 pages), and a self-scheduled final exam or research paper

Prerequisites: none; open to all

Enrollment Limit: 40

Enrollment Preferences: History or Asian Studies majors/prospective majors

Expected Class Size: 30

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 218 (D2) HIST 218 (D2)

Not offered current academic year

ASST 220 (S) Being Korean in Japan (DPE)

Cross-listings: JAPN 220 ASST 220

Secondary Cross-listing

Who are Zainichi Koreans (Koreans in Japan)? How are they different from Koreans in Korea or in the United States? Contemporary Korean TV dramas and films have depicted Koreans as attractive and successful people appealing to Hallyu (Korean Wave) fans around the world. However, Zainichi Koreans, who are the largest ethnic minority in Japan, have been frequently portrayed as abusive husbands/fathers, pitiful wives/mothers, or juvenile delinquents in both Japanese and Korean cinema and literature. Through close readings of films, novels, and short essays, we will explore little-known yet significant representations of Zainichi Koreans by focusing on Japanese and Korean historical contexts. By doing so, we will discover new aspects of transnational exchange not only between Japanese and Koreans, but also between South and North Koreans in Japan. All class materials will be available in English translation or with English subtitles.

Requirements/Evaluation: attendance/participation; short written responses; midterm essay; group presentation; final essay

Prerequisites: none

Enrollment Limit: 21

Enrollment Preferences: Open to all students, but if over-enrolled, priority will be given to Asian Studies and Japanese majors
Expected Class Size: 21
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
JAPN 220 (D1) ASST 220 (D1)

Difference, Power, and Equity Notes: This course looks at the dynamics of unequal power in the social marginality of Korean immigrants in Japan. Exploring historical contexts, students will analyze how the ethnic particularity of the Korean minority has engaged with and against Japanese society. Students will also examine how we might associate the minority culture and history with extensive global issues, including the relationships between environmental problems and minorities, wars and women, and imperialism and migration.

Spring 2021
LEC Section: H1 MR 3:15 pm - 4:30 pm Eun Young Seong

ASST 221 (F) The Making of Modern South Asia: 1750-1950 CE
Cross-listings: ASST 221 HIST 221 GBST 221
Secondary Cross-listing
This course focuses on the history of South Asia with the aim of providing an overview of the political and social landscape of the region from the end of the Mughal Empire through British colonial rule and the Partition of India and Pakistan. We will explore a range of themes including the rise of colonialism, nationalism, religion, caste, gender relations, and the emergence of modern social and political institutions on the subcontinent. In addition to reading key texts and historical primary sources on the specific themes, we will also work with a variety of multimedia sources including films, short stories and website content. One objective of this course is to introduce students to the different political and social processes that led to the creation of India, Pakistan and Bangladesh; another is to teach students to think critically about the significance of history and history writing in the making of the subcontinent.
Class Format: discussion
Requirements/Evaluation: class participation, response papers (2-3 pages), two short essays (4-5 pages), midterm and final exams
Prerequisites: none; open to all
Enrollment Limit: 40
Expected Class Size: 20-25
Grading: yes pass/fail option, no fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
ASST 221 (D2) HIST 221 (D2) GBST 221 (D2)
Not offered current academic year

ASST 222 (F) History and Society in India and South Asia: c. 2000 to 1700s CE
Cross-listings: HIST 220 ASST 222
Secondary Cross-listing
This course is an introduction to the history of India and South Asia from prehistoric times to the emergence of early modernity. During these centuries, the subcontinent emerged as one of the most diverse and complex regions of the world, as it continues to be even today. The course will cover the period between the rise of the urban Indus Valley civilization to the end of the Mughal Empire and will address topics such the as the origins and development of the caste system and 'Hinduism', society and culture in the great epics like the Ramayana, the beginnings of Jain and Buddhist thought, politics and patronage under Islamic polities, the formation of Mughal imperial authority through art, architecture and literature, among others. Through the study of social processes, the course will focus on the diversity and connectedness that have defined the subcontinent throughout its history. It will also consider the role of history in the region and how a number of events from the past continue to inform its present.
Class Format: REMOTE. This class will be taught remotely and will be use a lecture-discussion format with some online/asynchronous work.
Requirements/Evaluation: class participation, response papers and presentation, 2 essays, take-home a mid-term and a final exam
Prerequisites: none; open to all
Enrollment Limit: 15
Enrollment Preferences: History Majors, and those with demonstrable interest in South Asian history

Expected Class Size: 15
Grading: yes pass/fail option, no fifth course option

Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
HIST 220 (D2) ASST 222 (D2)

Fall 2020
LEC Section: R1    MW 11:45 am - 1:00 pm    Aparna  Kapadia

ASST 230   Performance Practices of India   (DPE)
This course explores ancient and contemporary performance practices in India. Our objects of study will include the text and performance of Sanskrit plays, contemporary and experimental theater productions, as well as forms of dance and ritual. We will discuss dramaturgical structure, staging, acting conventions, gender representation, performer training, the experience and role of the audience, as well as mythological and political themes. Thinking historically and ethnographically, we will seek to understand the aesthetics and social purposes of these practices, in addition to the relationship that performance has with everyday life, contested concepts of the nation, and caste. Throughout the semester we will interrogate the ways in which Western categories such as "classical," "folk," "religious," "traditional," and even the distinction between "dance/theater/music/visual arts" are not indigenous or accurate concepts for organizing thinking about performance in this part of the world.

Requirements/Evaluation:  Evaluation will be based on participation in discussion, reading responses, an oral presentation, and one 10-page paper.
Prerequisites:  none

Enrollment Limit: 12
Enrollment Preferences: preference for seniors and juniors
Expected Class Size: 12
Grading:
Distributions:  (D1)  (DPE)
Difference, Power, and Equity Notes:  We will examine British colonial edicts that prohibited performance practices as a form of social control as well as in the name of Christian morality. From here we will explore how upper-caste Independence era artists and leaders sought to reinvent the arts as vessels of "Indian" identity, at the cost of further marginalizing hereditary performance communities. We will also interrogate how the Indian state has promoted narrow visions of "femininity" and how artists contest religious nationalism

Not offered current academic year

ASST 232  (S)  Buddhist Economics
Cross-listings:  REL 232  ASST 232
Secondary Cross-listing
Or, "From 'Shark Tank' to 'Monk Cave': Business and Socially Engaged Buddhism". Television shows like Shark Tank, featuring a panel of potential investors who consider propositions from aspiring entrepreneurs, evinces that popular culture values only the making of profit. In such a capitalistic world, who are the "winners" and "losers"? What impact does a business/product have beyond its intended consumer benefits? What is the Buddhist response to business and commerce and its overall effects on individuals, society, and ecology? This course will challenge students to research, analyze, and devise resolutions for real world issues, by having students employ Buddhist solutions informed by concepts such as compassion, interconnectedness, and Socially Engaged Buddhism. Students will scrutinize the related concept of "structural violence". We will look at examples from Bhutan's "Gross Domestic Happiness", Thailand's "Sufficiency Economy", China's state-led religious charities under the name of "Humanistic Buddhism", as well as the ordination of trees. This course hopes to prepare students to be critical, rather than merely passive, world citizens, especially in the realm of business, and to be more conscious and aware of their everyday life choices and its impact on every aspect of society.

Requirements/Evaluation:  attendance and active participation 20%; experiential exercises 25% (i.e., critical reflection that incorporates class readings with personal experience of the various experiential exercises conducted throughout the term: mainly, a 30-day social-media cleanse, and meditation sessions); Mid-term exam (in-class: identification terms and short essay) 25%; Final project and presentation 30% (the final grade includes
initial consultation with the instructor regarding topic selection, annotated bibliography, project outline, final presentation, and final written report).

**Prerequisites:** none

**Enrollment Limit:** 8

**Enrollment Preferences:** Religious Studies majors and Asian Studies majors

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 232 (D2) ASST 232 (D2)

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Spring 2021

SEM Section: R1   TR 9:45 am - 11:00 am   Susanne Ryuyin Kerekes

**ASST 233 (S) Spiritual Crossroads: Religious Life in Southeast Asia**

**Cross-listings:** ANTH 233  ASST 233  REL 253

**Secondary Cross-listing**

No region of the world presents a richer tapestry of religious beliefs, practices, and institutions than Southeast Asia. Buddhism, Hinduism, Christianity and Islam are all to be found and all of them interpenetrate and contend with each other and with a deep undergirding of animism, shamanism, and mystical folk belief systems. This course will survey these religious traditions through time and space, looking in particular at the growing tension between religion and the state as fundamentalism and religious militancy have spread into the region in recent times. All of Southeast Asia will be covered, but particular attention will be devoted to Indonesia, where religious blending and the growth of new fundamentalism are both especially marked.

**Requirements/Evaluation:** midterm, short essays, term paper

**Prerequisites:** none; open to non-majors

**Enrollment Limit:** 19

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 233 (D2) ASST 233 (D2) REL 253 (D2)

Not offered current academic year

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**ASST 242 (S) The Sacred in South Asia**

**Cross-listings:** ANTH 249  ASST 242  REL 149

**Secondary Cross-listing**

Is religious identity necessarily singular and unambiguous? The jinn - Islamic spirits born of fire - are sought out for their healing and other powers not only by Muslims in India, but by Hindus, Christians and Sikhs, as well. In parts of Bengal statues of the Hindu goddess Durga are traditionally sculpted by Muslim artisans. Buddhist pilgrimage sites in Sri Lanka contain tombs of Muslim Sufi saints and shrines of Hindu deities. South Asia - where a fifth of humanity lives - provides some of the most striking examples of pluralism and religiously composite culture in our contemporary world. Yet at the same time, strident religious majoritarianism has been a defining feature of the politics of India, Pakistan and Sri Lanka for decades, and haunts Nepal and Bangladesh as well. Are these two modes of religious being - pluralistic and composite on the one hand, singular and majoritarian on the other - reflective of two different conceptions of selfhood? What if we turn from questions of community and identity to questions of unseen power and the sacred? This course is an exploration of lived religion in South Asia. It is simultaneously a study of popular Hinduism, Buddhism and Islam and an introduction to the anthropology of religion. Centered on in-depth studies of popular sites of 'syncretic' ritual practice (shared across religious difference) as well as studies of mass mobilizations that seek to align the religious community with the nation, we approach from multiple angles what the sacred might mean in modernity.

**Requirements/Evaluation:** weekly (1 page) posts on readings, two short (5 page) papers, and one (12-14 page) final research paper.
Prerequisites: Interest in the topic!

Enrollment Limit: 13

Enrollment Preferences: Students in all fields of study are most welcome; if overenrolled, priority will be given to majors in Anthropology, Sociology, Religion and Asian Studies.

Expected Class Size: 13

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 249 (D2) ASST 242 (D2) REL 149 (D2)

Spring 2021

LEC Section: H1  MW 10:00 am - 11:15 am  Joel Lee

ASST 244  (S)  Mind and Persons in Indian Thought

Cross-listings: REL 244 ASST 244

Secondary Cross-listing

In this course, we follow the Indian philosophical conversation concerning the self and the nature of consciousness, particularly as they are found in its various Yogic traditions. We start with some of the Hindu views about the self and the mind and consider their ethical implications. We then consider a range of Buddhist critiques of these views, focusing more particularly on the Madhyamaka, which radicalizes the critique of the self into a global anti-realist and skeptical stance. We also examine the Yogacara school, which offers a process view of reality focusing on the analysis of experience. We conclude by considering some of the later Hindu holistic views of the self as responses to the Buddhist critique. In this way we come to realize that far from being the irrational foil of "the West," Indian tradition is a rich resource for thinking through some of the central questions that have challenged philosophers in both traditions.

Class Format: discussion

Requirements/Evaluation: full attendance and participation, three short essays (6 pages each)

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: selection based on the basis of relevant background

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 244 (D2) ASST 244 (D2)

Not offered current academic year

ASST 245  (F)  Nationalism in East Asia

Cross-listings: PSCI 354  HIST 318  ASST 245

Secondary Cross-listing

Nationalism is a major political issue in contemporary East Asia. From anti-Japanese demonstrations in China, to tensions on the Korea peninsula, to competitive elections in Taiwan, to debates in Japan about the possibility of a woman ascending the Chrysanthemum Throne, national identity is hotly debated and politically mobilized all across the region. This course begins with an examination of the general phenomena of nationalism and national identity. It then considers how nationalism is manifest in the contemporary politics and foreign relations of China, Japan, South Korea, North Korea and Taiwan.

Requirements/Evaluation: two short papers; final exam

Prerequisites: none

Enrollment Limit: 25
Enrollment Preferences: in the following order, seniors, juniors, sophomores, then first-years
Expected Class Size: 25
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
PSCI 354 (D2) HIST 318 (D2) ASST 245 (D2)
Not offered current academic year

ASST 246 (S) India's Identities: Nation, Community, & Individual (DPE) (WS)
Cross-listings: ASST 246 REL 246 ANTH 246 WGSS 246
Secondary Cross-listing
This tutorial considers India's legacy as a booming Asian democracy that is built upon deep and enduring divisions. Why is India's growing population so often described in terms of multiple identities or fragmenting oppositions—including religion, gender, caste, and class? What are the historic roots and recollections of key moments of structural violence in modern Indian history that produce ongoing social conflict as well as social fluidity? We pay particular attention to key historic moments such as Partition, and key communal riots in Gujarat, Hyderabad, and Delhi as well as regions of India such as Jammu & Kashmir in order to understand the struggle for individual subjectivity and identity within a landscape of stark social hierarchies. We will cover climate emergencies, resource scarcities, and ongoing struggles for power and status across very different parts of India. Our readings include ethnographic, sociological, historical analyses as well as fiction, oral history, and popular media sources that attempt to portray India’s diverse and fragmented society.
Class Format: meetings weekly, weekly writing, and discussion
Requirements/Evaluation: weekly writing assignments and tutorial attendance every week
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: majors in Anthropology and Sociology, Religion, Asian Studies, or Women's, Gender & Sexuality Studies
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
ASST 246 (D2) REL 246 (D2) ANTH 246 (D2) WGSS 246 (D2)
Writing Skills Notes: Weekly writing, writing chats, intensive feedback on writing grammar, style, argument every week.
Difference, Power, and Equity Notes: This course fulfills the Difference, Power, and Equity by theorizing the ways that social power and equity have been and continue to be a source of struggle and division within Indian society. It analyzes the ways that communities have used religion, gender, ethnicity, and caste to struggle for power and status within Indian society.
Not offered current academic year

ASST 249 (S) Political Power in Contemporary China
Cross-listings: ASST 249 PSCI 247
Secondary Cross-listing
The People’s Republic of China has experienced rapid and extensive economic, social and cultural transformation over the past forty years. Its political system, however, is little changed. The Communist Party still monopolizes power and works hard to suppress organized opposition. Political dissent has taken various forms since 1979 but the regime has found ways to repress and divert it. Yet, in spite of the state’s efforts, opposition and dissent continue to bubble to the surface. The course will review the political development of the PRC since 1949 and, then, focus on the dynamics of political contention and regime persistence since the Tiananmen Crisis of 1989.
Class Format: The class will be hybrid, with both online content and in-person discussion.
Requirements/Evaluation: two short papers and a final exam
Prerequisites: none
Enrollment Limit: 12

Enrollment Preferences: Political Science and Asian Studies majors

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
ASST 249 (D2) PSCI 247 (D2)

Spring 2021

LEC Section: H1    MR 3:15 pm - 4:30 pm     George T. Crane

ASST 250 (F) Scholars, Saints and Immortals: Virtue Ethics in East Asia

Cross-listings: REL 250  ASST 250

Secondary Cross-listing

In East Asian cultures, as in the United States, popular conceptions of morality typically take their shape, not from explicit rules, but from moral paragons—stylized figures that are said to embody a distinctive cluster of virtues. For example, American Christians invoke not only Jesus, but also a pantheon of “secular saints” as diverse as Martin Luther King Jr. and General Patton, George Washington and Cesar Chavez. This course will explore the cultural functions of moral paragons and philosophies of virtue in East Asia by introducing students to examples from Chinese and Japanese history, ranging from Confucian articulations of the ideal scholar-bureaucrat to Buddhist conceptions of the Bodhisattva to Taoist immortals. It will also address the history of ethical thought in East Asia, focusing particular attention on conceptions of “Virtue Ethics.” This approach has come to be seen by some contemporary analytic philosophers as a way out of the impasse produced by ethical relativism and the loss of theological rationales for moral action. Readings will include Euro-American philosophers such as Nietzsche and MacIntyre as well as primary texts in translation by Chuang-tzu, Confucius, Shantideva and others.

Class Format: discussion

Requirements/Evaluation: active participation, short writing assignments, midterm, and a self-scheduled final exam

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Religious Studies and Asian Studies majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 250 (D2) ASST 250 (D2)

Not offered current academic year

ASST 253 (F) Love and Death in Modern Japanese Literature and Visual Culture

Cross-listings: ASST 253  COMP 255

Secondary Cross-listing

Modern Japanese fiction is similar to Western fiction in many ways, but there are intriguing differences concealed within that sameness. This course investigates Japanese culture and compares it with our own, by examining Japanese literature about two universal human experiences—love and death—and asking how Japanese writers inflect these ideas in their work. The course begins with tales of doomed lovers that were popular in the eighteenth-century kabuki and puppet theaters, and that still feature prominently in Japanese popular culture today. From there we move on to a range of other relationships between love and death, including parental love and sacrifice, martyrdom and love of country, sex and the occult, and romance at an advanced age. We will focus on novels and short stories by canonical modern authors like Tanizaki, Kawabata, and Mishima, as well as contemporary popular fiction by writers like Murakami Haruki and Murakami Ryu. We will also give significant attention to popular visual culture, including puppet theater, comics, animation, and film. The class and the readings are in English.

Class Format: For this hybrid class, on-campus students will meet in a classroom during the scheduled class slot (observing campus distancing
protocols), while off-campus students participate simultaneously via Zoom. Off-campus students must be able to Zoom in during the scheduled class times.

**Requirements/Evaluation:** attendance and participation, a few short response assignments, one test, two 5-page papers, and an ungraded creative project

**Prerequisites:** none; no familiarity with Japanese language or culture is required

**Enrollment Limit:** 12

**Enrollment Preferences:** Students majoring or considering a major in Comparative Literature

**Expected Class Size:** 12

Grading: no pass/fail option, yes fifth course option

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 253 (D1) COMP 255 (D1)

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**ASST 254 (S) The End of the World in Japanese Literature and Visual Culture**

**Cross-listings:** COMP 264 ASST 254

**Secondary Cross-listing**

From the endemic warfare of the medieval era to the atomic bombing and the violent explosion of technology in the last century, the end of the world is an idea which has occupied a central place in almost every generation of Japanese literature. Paradoxically, the spectacle of destruction has given birth to some of the most beautiful, most moving, and most powerfully thrilling literature in the Japanese tradition. Texts may be drawn from medieval war narratives like *The Tale of the Heike*; World War II fiction and films by Ibusi Masuji, Imamura Shôhei, and Ichikawa Kon; fantasy and science fiction novels by Abe Kôbô, Murakami Haruki and Murakami Ryû; and apocalyptic comics and animation by Oshii Mamoru, Ôtomo Katsuhiro, and others. *The class and the readings are in English; no familiarity with Japanese language or culture is required.*

**Class Format:** discussion

**Requirements/Evaluation:** in-class exam, ungraded creative project, and a few short response assignments, plus two 5- to 7-page papers emphasizing original, creative readings of the literary texts

**Prerequisites:** none; open to all

**Enrollment Limit:** 25

**Enrollment Preferences:** students majoring or considering a major in a related field

**Expected Class Size:** 15

Grading: no pass/fail option, yes fifth course option

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 264 (D1) ASST 254 (D1)

Not offered current academic year

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**ASST 255 (S) Buddhism: Ideas and Practices**

**Cross-listings:** ANTH 255 REL 255 ASST 255

**Secondary Cross-listing**

This course introduces students to Buddhism by examining its ideas and practices as they have taken place in actual social contexts rather than as disembodied textual objects. After examining the main ideas and narratives of the tradition, we turn our attention to Thailand where we examine how these ideas and narratives have shaped a whole range of practices, from meditation to shamanistic rituals. We then consider the transformations that Buddhism is undergoing in contemporary society, examining the rise of meditation movement, the changing role of monks and laity, the resurgence of the nun order, the rise of Buddhist social activism and the development of new Buddhist social philosophies. We ask questions such as: How can
Buddhism adapt to a modern global consumerist society? What are the transformations involved in this process and the role that Buddhism can play in such a global society? Should Buddhists take advantage of the opportunities of this new global culture or should they adopt a critical stance toward its consumerist values?

**Class Format:** discussion

**Requirements/Evaluation:** full attendance and active participation; two essays

**Prerequisites:** none

**Enrollment Limit:** 25

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 255 (D2) REL 255 (D2) ASST 255 (D2)

Not offered current academic year

**ASST 256 (F) Buddhism, Sex, & Gender: #MeToo Then and Now (DPE)**

**Cross-listings:** ANTH 256 WGSS 256 REL 256 ASST 256

**Secondary Cross-listing**

This course considers the feminist voices that have been part and parcel of Buddhist practices, texts, and institutions for most of its 2500-year history. We will conduct a historical genealogy of Buddhist voices that illustrate the fluid and disruptive role of sex, gender, caste, and class in relation to individual behavior and social relations. How did the Buddha's inner revolution produce a set of practices that both reject and reinforce existing binaries and social hierarchies of sex and gender, and with what effects? We will trace a feminist voice that decries harassment, assault, and systemic sexism within Buddhist communities from the first female disciples (Theri) of the Buddha to the current #MeToo era of embattled toxic masculinity.

Along the way, we explore a literary canon that contains misogyny and 'she devils' alongside a rich tapestry of female divinities, transgender fluidity, and female liberation. We pursue and intersectional analysis of Buddhist traditions and texts by considering the multiple forms of social hierarchy—gender, sexuality, race, and class—that Buddhism has attempted to transcend. We begin by considering three women in the Buddha's life—his mother (Maya), his stepmother/aunt (Gotami), and his wife (Yashodhara)—as well as the tales of the first enlightened Buddhist women whose topics include prostitution, patriarchy, sexism, and pathetic husbands, as well as their own decaying bodies and beauty. Our final theme considers a range of monastic memoirs, including a Buddhist black nun who left Harvard to take ordination in Thailand, and a Dutchman who studied Zen Japan.

We close by examining the current debates in the U.S. and Asia that seek to combat systemic racism, sexism, and casteism in Buddhist traditions.

**Requirements/Evaluation:** class discussion, reading responses (3-4 pages), writing chat, final research paper (12 pages)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Anthropology, Religion, Asian Studies, Women's, Gender and Sexuality majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 256 (D2) WGSS 256 (D2) REL 256 (D2) ASST 256 (D2)

**Difference, Power, and Equity Notes:** The course fulfills DPE because it seeks to theorize the role of difference (gender, sex, class, and race) and intersectionality within Buddhist texts, practices, and institutions. It considers how Buddhist practices and institutions both deconstruct and reproduce social inequality.

Not offered current academic year

**ASST 266 (S) Confession and Deception in Japanese Literature**

**Cross-listings:** ASST 266 COMP 266
Situated at the origins of Japanese literature are the beautiful and revealing diaries of ladies in waiting at the tenth-and eleventh-century court. Yet one of the most famous of these women turned out to be a man. For the next thousand years, Japanese literary tradition would place a premium on confessional writing, but the distortions and concealments of these narrators (and the authors hiding behind them) would always prove at least as interesting as the revelations. This course examines several centuries of Japanese literature to ask whether you can ever put your true self into writing; along the way I will ask you what you reveal, conceal, discover, or reinvent about yourself when you write about literature for a class like this. Texts will range from classical and medieval court literature by Sei Shônagon and Lady Nijô, through autobiographical and confessional novels by Sôseki, Tanizaki, Mishima, and Abe Kôbô, to documentary and subculture films like The New God and Kamikaze Girls. The class and the readings are in English; no familiarity with Japanese language or culture is required.

Requirements/Evaluation: attendance and participation, a few short response assignments, one test, two 5-page papers, and an ungraded creative project

Prerequisites: none; no familiarity with Japanese language or culture is required

Enrollment Limit: 25

Enrollment Preferences: students majoring or considering a major in Comparative Literature

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 266 (D1) COMP 266 (D1)

Not offered current academic year

ASST 269 (F) Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience (DPE) (WS)

Cross-listings: REL 269 STS 269 ASST 269 ANTH 269

Secondary Cross-listing

This course offers a social analysis and condensed genealogy of mindfulness from its roots as a Buddhist meditation practice through its modern application as a tool to improve our awareness of the related processes of mind, behavior, and emotions. We consider how mindfulness relates to Buddhist discourses and practices, and to the rapid rise of fields like contemplative neuroscience, affective neuroscience, and integrative neurobiology. How and why has the research on mindfulness and other applied meditative practices exploded since 2000? How has this research helped us understand and explain the intersection of mind, emotion, behavior, and human development? We critically examine the models of the mind developed by clinical and evolutionary psychologists and researchers in fields such as affective neuroscience to better understand the applications of mindfulness in the US today. Specifically, we consider how mindfulness and other forms of meditation are being used to improve the training of health care providers and educators, while augmenting and deepening the quality of their engagement with patients, students, and others they serve. We examine and train in a variety of meditation practices including mindfulness and forest bathing, while unpacking the subjective experience of our minds and emotions first-hand. Students will be asked to engage in mindfulness practices the entire semester.

Class Format: Offered in a hybrid format, but students are encouraged to attend in person if they can. Studies will be grouped in pairs or threesomes, that will meet in-person or remotely. Please email me (Kgutscho@williams.edu) to indicate whether you intend to take this class in -person or remotely.

Requirements/Evaluation: weekly tutorial papers and discussion

Prerequisites: A prior class or some experience with meditation is recommended

Enrollment Limit: 10

Enrollment Preferences: ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 269 (D2) STS 269 (D2) ASST 269 (D2) ANTH 269 (D2)

Writing Skills Notes: This class will involve weekly tutorial essays of 1200 or 600 words, written feedback on every essay, and a mid-semester ‘writing chat’ with the instructor.

Difference, Power, and Equity Notes: This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that
mindfulness can alleviate pervasive and population-wide health issues in the US including rising rates of anxiety, depression, and other mental health issues that are exacerbated by stress related to social inequality and structural violence. It also explores the ways that mindfulness has been marketed as an elite and non-inclusive practice within the US.

Fall 2020
TUT Section: HT1 TBA Kim Gutschow

ASST 272  (F)  Art of the Noble Path: Buddhist Material Culture Across Asia

Cross-listings:  REL 272  ARTH 272  ASST 272

Secondary Cross-listing
Buddhism has spread throughout Asia and beyond since its emergence in India in the 5th century BCE, providing a shared philosophical and cosmological framework for diverse cultures. Artistic expression, regional politics and cultural landscapes have been shaped by its remarkable influence. With patrons ranging from powerful monarchs and monks to merchants and tradespeople, Buddhist art has historically reflected the religion’s social inclusivity. This course will survey the architecture, painting and material culture of Buddhism in Asia, tracing its influence in diverse media, from rock-cut architecture to Zen painting. A close reading of primary texts, such as architectural inscriptions in India, manuscripts from Tibet, and travelogues of Chinese pilgrims, will provide greater context for the artworks.

Requirements/Evaluation:  3 ten-minute quizzes, weekly Glow responses, a midterm, and a final exam

Prerequisites:  none

Enrollment Limit:  15

Enrollment Preferences:  Art History majors, Asian Studies majors, Religious Studies majors, Art Studio majors

Expected Class Size:  10

Grading:  yes pass/fail option, yes fifth course option

Distributions:  (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 272 (D2) ARTH 272 (D1) ASST 272 (D1)

Fall 2020
LEC Section: R1  MW 10:00 am - 11:15 am  Murad K. Mumtaz

ASST 273  (S)  The Arts of the Book in Asia

Cross-listings:  ARTH 273  ASST 273

Secondary Cross-listing
From palm leaf manuscripts to scrolls to Islamic codices, books have long served as vehicles of religious, cultural and artistic exchange in Asia. Owing both to their portability and status as finely crafted art objects, books have transmitted ideas across the continent, spreading courtly styles of painting from China to India, esoteric Buddhist teachings from Kashmir to Tibet and Mongolia, as well as the Quranic arts of calligraphy and illumination from Islamic South Asia to Southeast Asia. This course will survey the interwoven history of book arts as it developed and disseminated across different regions of Asia. The course will also introduce students to the major art forms of the book, such as painting, calligraphy and illumination. The aim of the survey is to understand the book as object while also investigating its content and its larger cultural significance. A number of class meetings will take place in the Williams College Museum of Art where students will have the opportunity to study original artworks from the collection.

Requirements/Evaluation:  2 quizzes, 2 short response papers, a final project/paper based on museum objects, 1-hour in-class final exam

Prerequisites:  none

Enrollment Limit:  25

Enrollment Preferences:  preference will be given to Art Majors, and then to students of any major interested in art and culture of Asia

Expected Class Size:  20

Grading:  yes pass/fail option, yes fifth course option

Distributions:  (D1)
This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 273 (D1) ASST 273 (D1)

Not offered current academic year

ASST 278  (F)  Buddhist Material Culture: Objects of Practice and Merit

Cross-listings:  REL 278  ASST 278

Secondary Cross-listing

You've heard of the "material girl" (or boy), but what about the material Buddhist? This course encourages students to look beyond modernist ideals of Buddhism as a rational tradition of monks, monasteries and manuscripts, merely advocating mindfulness. In this course, we take Buddhist "stuff" (material culture) seriously. We explore what exactly is material culture, and what makes it Buddhist? If Buddhism is supposed to be a tradition that encourages non-attachment, then what is meant by "Buddhist material culture"? Shouldn't Buddhists be free of material things? Or, rather, who says they have to be? This course offers: (1) an introduction to the core concepts of Buddhism; (2) a brief overview of Material Religion, or the "material turn" in the study of religion; and (3) a preliminary exploration into the vast material- and spiritual worlds of Buddhist Asia, particularly China, Japan, Myanmar, Tibet, and Thailand. We begin by decolonializing Buddhism (think mandala, not only meditation; or ghosts and spirits, not just sutra). Next, we trace religious studies trends that privilege material investigations that acknowledge the agency of not only humans but also the agency of objects/things/stuff, and that emphasizes the dynamics among people, things, and spirits. We learn about these dynamics by looking closely at Buddhist stuff. Things act upon us, and we (re)act upon them. They shape identity, create meaning, and maintain relationships. We will learn that things are never just things. They help us better understand what people do in Buddhism, not just what people believe. This course includes brief experiential components on Buddhist meditation and ritual. No prior experience in meditation or Buddhism is required. This course does not assume any previous background in Buddhism, Religion, Asian Studies, or Art History.

Class Format: This class is remote with a mix of synchronous and asynchronous requirements. Synchronous meetings are limited to once a week for roughly one hour (between 60-75 minutes). Many of our synchronous requirements will feature breakout sessions into small groups for intimate, peer exchanges, followed by discussions with the entire class. A few asynchronous sessions will require community-building with your peers through some form of work exchange or reflection related to the weekly topic.

Requirements/Evaluation: Attendance and active participation 25%; Short writing assignments 25% (one-page, single-space, critical response based on class reading x 4 total); Mid-term exam 25% (identification terms, short essay); Final project and presentation 25% (initial consultation with the instructor regarding topic selection, annotated bibliography and project outline, formal written report (4-5 single-space pages) , presentation, and final reflection)

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: Religion and Asian Studies majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 278 (D2) ASST 278 (D2)

Fall 2020

SEM Section: R1    TR 9:45 am - 11:00 am     Susanne Ryuyin Kerekes

ASST 284  (S)  Introduction to Asian American History (DPE)

Cross-listings:  HIST 284  ASST 284  AMST 284

Secondary Cross-listing

This course covers the immigration of Asian to the U.S. from the 1850s to the present and the lives of both immigrants and their descendants. Possible topics are the Chinese Exclusion Act, the incarceration of Japanese Americans during WWII and the arrival of Vietnamese to the U.S. after the war in Viet Nam.

Class Format: discussion
Requirements/Evaluation: a series of short essays and a final oral history/family history
Prerequisites: none
Enrollment Limit: 40
Expected Class Size: 25
Grading: no pass/fail option, yes fifth course option
Distributions: (D2) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
HIST 284 (D2) ASST 284 (D2) AMST 284 (D2)

Difference, Power, and Equity Notes: This course will focus on the legal barriers to Asian American immigration and citizenship that reveal the racial, class, gender, and religious biases against people from that part of the world. By examining these issues, we will see an unequal balance of power as well as the various ways Asian immigrants resisted American immigration laws and would eventually build communities in many parts of the US.
Not offered current academic year

ASST 297  (F)  Intermediate Korean
Cross-listings: ASST 297  CRKO 201

Secondary Cross-listing
Intermediate level in developing linguistic abilities and fundamental reading, writing, listening and speaking skills. Students will be able to carry on more sophisticated conversations; use the language to manage logistics of everyday life; and demonstrate more complicated grammatical structures in speaking and writing.
Class Format: twice-weekly review sessions
Prerequisites: sophomore or higher standing with a GPA of 3.0 or higher; application to the Critical Language Program in early April
Enrollment Limit: 8
Expected Class Size: 8
Grading: no pass/fail option, yes fifth course option
Unit Notes: minimum of two students in order to schedule the course
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
ASST 297 (D1) CRKO 201 (D1)

Fall 2020
LEC Section: R1    TBA     Jane E. Canova

ASST 298  (S)  Intermediate Korean
Cross-listings: ASST 298  CRKO 202

Secondary Cross-listing
Continuation of intermediate skills in speaking and writing.
Class Format: twice-weekly review sessions
Prerequisites: CRKO 201
Enrollment Limit: 8
Expected Class Size: 8
Grading: no pass/fail option, yes fifth course option
Unit Notes: minimum of two students in order to schedule the course
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
For over a thousand years, women in East Asia profoundly influenced the development of the visual arts, yet their formidable presence remains largely hidden. This seminar explores the critical roles women played as patrons, artists, and collectors of the arts in China, Korea, and Japan. We cover historical periods from the 10th century to the present day and discuss both traditional and nontraditional media including painting, sculpture, photography, embroidery, and even inkstones. Topics include didactic paintings for women in the Song court, calligraphy and painting as gendered modes of expression in Heian period Japan, the revival of Buddhist arts in Korea under the patronage of imperial women, and artworks by modern and contemporary artists that contest dominant representations of gender and sexuality. The course does not simply focus on artistic production, but also contextualizes these topics in light of emergent theorizations and readings on femininity, feminism, and the sexual politics of representation. Along with a final research paper, students will generate a substantial Wikipedia entry on a certain aspect of the course to promote the coverage of women and the arts online. No prior knowledge of Asian art history is required or assumed.

Requirements/Evaluation: Class participation, 4 object or reading response papers (2-3 pages), Wikipedia page editing project and presentation (5-7 minutes long), and 12-15-page final research paper (written in stages over the semester including a 15-minute presentation)

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Art History and Asian Studies majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 311 (D1) ASST 311 (D1)

Difference, Power, and Equity Notes: This course fulfills the Difference, Power, and Equity by exploring the construction of gender in relation to power. We discuss how Daoist, Confucian, Shinto, and Buddhist ideas historically shaped attitudes toward women and address the ways in which colonialism and Orientalism shaped understandings of gender differences and roles in East Asia. Students will be introduced to theoretical texts of feminism and postcolonialism and learn to identify key issues to the feminist art historical project.

Established in the early 1500s, the Mughal Empire was one of the grandest and the longest to rule the Indian subcontinent for over three hundred years. Commanding unprecedented resources and administering a population of 100 to 150 million at its zenith--much larger than any European empire in the early modern world--the Mughals established a centralized administration, with a vast complex of personnel, money, and information networks. Mughal emperors were also political and cultural innovators of global repute. Moreover, while the Mughal dynasty was brought to an end with British colonial rule over India in 1857, the Mughal administrative structures and cultural influences continued to have a lasting impact on the British and later Indian states that followed. Centered around the intersection of the themes of power, patronage of art and architecture and religion, this course will ask: What factors contributed to the durability of the Mughal Empire for three centuries? How did global trade and innovations in taxation contribute to its wealth and stability? How did this dynasty of Muslim monarchs rule over diverse, and largely non-Muslim populations? How did they combine Persian cultural elements with regional ones to establish an empire that was truly Indian in nature? How were the Mughals viewed in their contemporary world of gunpowder empires like the Safavids of Persia and the Ottomans of Turkey? Readings will include the best of the recent
scholarship on this vastly influential empire and a rich collection of primary sources, including emperor's memoirs, accounts of European travelers, and racy biographies, which will allow students make their own analysis. They will also have the opportunity to interpret paintings (some of which are held in the WCMA collections) and architecture. They will also discuss how the Mughals are remembered in South Asian film and music.

**Requirements/Evaluation:** participation, response papers/short essays, one final paper

**Prerequisites:** none, open to first-year students with instructor permission

**Enrollment Limit:** 25

**Enrollment Preferences:** History majors and potential History majors

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 312 (D2) REL 312 (D2) ASST 312 (D2) HIST 312 (D2)

Not offered current academic year

**ASST 313 (F) The People's Republic: China since 1949**

**Cross-listings:** ASST 313 HIST 313

**Secondary Cross-listing**

This course provides a close examination of the six decades of the history of the People's Republic of China, from the 1949 Revolution to the present day. Through readings and discussion, we will explore the multiple political, economic, social, and cultural factors that contributed to the idealism of the "golden age" of Communist Party leadership (1949-65), the political violence of the Cultural Revolution (1966-76), the profound transformation of the Reform Era (1978-present) as well as the motors of change in China today. Course materials will include films, novels, and ethnographies, as well as secondary analyses. Please note that this is a discussion seminar and not a survey course.

**Requirements/Evaluation:** active class participation, several short papers and a final research paper

**Prerequisites:** none (HIST 213 recommended)

**Enrollment Limit:** 25

**Enrollment Preferences:** junior and senior History and Asian Studies majors

**Expected Class Size:** 12-20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 313 (D2) HIST 313 (D2)

Not offered current academic year

**ASST 314 (F) Emperors of Heaven and Earth: Mughal Power and Art in India, 1525-1707**

**Cross-listings:** HIST 314 ARTH 314 ASST 314

**Secondary Cross-listing**

The Mughal dynasty ruled over most of northern India from the 16th to the 19th centuries. The Mughal Empire was the grandest and longest to rule the Indian subcontinent—much larger than any European empire in the early modern world—and it continued to have a lasting impact on South Asia. Mughals established a centralized administration with a vast complex of personnel, money and information networks. Styling themselves as ‘Emperors of Heaven and Earth’, the Mughal kings were also globally viewed as political innovators and unprecedented patrons of art. Their visual practices were as much a part of their imperial ideologies as their administrative and military measures. This co-taught course combines the disciplines of Art History and History to explore the intricate workings of Mughal politics and ideologies. The first of its kind to bring an interdisciplinary approach to teaching South Asia at Williams, the course asks: How did the Mughals sustain their empire for three centuries? How did they use art and politics to rule over diverse and largely non-Muslim populations? How did these Muslim imperial patrons merge Persian and Central Asian cultural values with preexisting Indian forms of administrative and artistic expression? How does Mughal culture continue to shape the South Asian imagination today? Readings will include a variety of visual and literary texts. We will delve deep into the world of biographies, travel accounts, poetry, architecture and a plethora of artworks. Students will take a hands-on approach to Mughal painting through several visits to the WCMA and a dedicated Object Lab. The primary aim
of this co-taught course is to introduce students to a multifaceted picture of one of the greatest empires in pre-colonial world history. Another goal is to familiarize them with a wide range of visual and written primary sources and develop a vocabulary for 'reading' these.

**Requirements/Evaluation:** class participation and weekly responses to readings, 4-5 short papers and a final paper

**Prerequisites:** students who have previously taken HIST312 will not be permitted to take this course; no other prerequisites

**Enrollment Limit:** none

**Enrollment Preferences:** graduating seniors

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 314 (D2) ARTH 314 (D2) ASST 314 (D2)

Not offered current academic year

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**ASST 316 (F) Feeling Queer and Asian**

**Cross-listings:** ASST 316 COMP 313 WGSS 316

**Secondary Cross-listing**

This advanced undergraduate seminar focuses on concepts, queries, and methodologies at the intersections of Asian Americanist critique, queer theory, and affect theory. How might we come to understand Asian gender, sexuality, and racialization less through a language of being or meaning, as through feeling? How do Asian/American discourses rely upon languages of gender and sexuality, and how might queerness depend upon Asianness? How might these theories identify, complicate, and call forth more expansive or alternative practices of belonging? The class will read theories including national abjection, racial melancholia, disaffection, queer diaspora, and homonationalism, as well as engage Asian American literatures.

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** WGSS majors

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 316 (D2) COMP 313 (D2) WGSS 316 (D2)

Not offered current academic year

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**ASST 319 (F) Gender and the Family in Chinese History** (DPE)

**Cross-listings:** WGSS 319 ASST 319 HIST 319

**Secondary Cross-listing**

Although sometimes claimed as part of a set of immutable "Asian values," the Chinese family has not remained fixed or stable over time. In this course, we will use the framework of "family" to gain insight into gender, generation, and sexuality in different historical periods. Beginning in the late imperial period (16th-18th Centuries), we will examine the religious, marital, sexual, and child-rearing practices associated with traditional ideals of family. We will also examine the wide variety of "heterodox" practices that existed alongside these ideals, debates over and critiques of gender, family, and sexuality in the twentieth century and in China today.

**Class Format:** Remote in Fall 2020. Emphasis will be on synchronous discussions and small group work via Zoom (or similar).

**Requirements/Evaluation:** active participation in discussions and group work, short skills-based writing assignments (2-4 pgs) and short essays (5-7 pgs) leading toward a final paper.

**Prerequisites:** none; open to first year-students with instructors permission

**Enrollment Limit:** 15

**Enrollment Preferences:** History, Asian Studies, and WGSS majors
**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**
WGSS 319 (D2) ASST 319 (D2) HIST 319 (D2)

**Difference, Power, and Equity Notes:** This course focuses on historical regimes of gender and sexuality in China and their transformations over time. Students will be asked to consider these regimes both on their own terms and in comparative perspective.

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**Fall 2020**

**SEM Section:** R1   TF 1:30 pm - 2:45 pm   Anne Reinhardt

**ASST 320 (S) Emotions in Modern Japanese History**

**Cross-listings:** ASST 320  HIST 320

**Secondary Cross-listing**

Emotions have been integral to the human experience—to relationships between people, political decision making, economic behavior, individual and communal identities, international affairs, and national projects. This course will consider a full range of emotions including fear, insecurity, pride, anxiety, desire, anger, and happiness. And it will examine these emotions as both actors in history and subjects of historical inquiry. We will ask how emotions have reflected and shaped the making of modern Japan. What role have emotions played in steering the course of Japanese history, from the modernizing revolutions of the late 1800s, imperialism, colonialism, and war, to the navigation of both affluence and economic insecurity in the postwar era? How have emotions been talked about and represented in modern Japan? We will also discuss different ways of researching and writing a history of emotions.

**Class Format:** remote with synchronous, seminar-style discussion

**Requirements/Evaluation:** class discussion; response papers; research paper (12-15 pages)

**Prerequisites:** none; open to first-year students with instructor's permission

**Enrollment Limit:** 15

**Enrollment Preferences:** History or Asian Studies majors; prospective majors

**Expected Class Size:** 10-12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**
ASST 320 (D2) HIST 320 (D2)

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**Spring 2021**

**SEM Section:** R1   TF 1:30 pm - 2:45 pm   Eiko Maruko Siniawer

**ASST 321 (S) History of U.S.-Japan Relations, 1853-Present**

**Cross-listings:** LEAD 321  ASST 321  HIST 321 (DPE)

**Secondary Cross-listing**

An unabating tension between conflict and compromise has been an undercurrent of U.S.-Japan relations since the 1850s, at times erupting into clashes reaching the scale of world war and at times allowing for measured collaboration. We will explore the U.S.-Japan relationship from the perspectives of both countries with a focus on how culture, domestic concerns, economic and political aims, international contexts, and race have helped shape its course and nature. This course will fulfill the Difference, Power, and Equity requirement by examining not just the diplomatic relationship between the U.S. and Japan, but also how various types of interactions have influenced the dynamics of power between these two countries and have shaped the ways in which each country has understood and portrayed the other.

**Class Format:** remote with synchronous, seminar-style discussion

**Requirements/Evaluation:** class participation, response papers (500 words), one short paper (5 pages), and a research paper (12-15 pages)
**Difference, Power, and Equity Notes:** The course focuses on differences in power (economic, cultural, political, and military) between Japan and the U.S., from the 1850s through the present. It considers the ways in which Japan has been subordinate to the U.S. for much of this history, and the conflicts that have resulted when Japan has attempted to overturn this dynamic of power. Students will acquire the skills of history and international relations to examine how race, culture, and politics have shaped this relationship.

Spring 2021

SEM Section: R1  TF 3:15 pm - 4:30 pm  Eiko Maruko Siniawer

**ASST 344 (S) Taswirkhana: Technique and Practice of Indian Drawing and Painting (DPE)**

*Secondary Cross-listing*

Small in scale but vast in its representation, the world of Indian painting is famous for its stylized naturalism and mastery of line. It is an artistic practice...
whose legacy stretches back to at least the first century CE. This studio course will introduce students to the technique and practice of traditional Indian drawing and painting. The course is designed as a workshop in which students will learn to use materials and techniques of this art form. By engaging with a non-western traditional practice, the aim of the course is to expose students to a pluralistic engagement with art making. Students will learn paper and pigment preparation, as well as the basics of traditional drawing and painting techniques. The class will learn from studying a selection of original masterworks of Indian art from the Williams College Museum of Art that will be displayed in the Object Lab. Working with original artworks will help students situate the hands-on study of Indian painting practice alongside exemplary historical examples.

Requirements/Evaluation: Class participation, discussions and critiques, successful completion of all assignments and attendance

Prerequisites: none, open to all students

Enrollment Limit: 10

Enrollment Preferences: Preference will be given to studio and art history majors

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 344 (D1) ARTS 344 (D1)

Difference, Power, and Equity Notes: The course invites students to engage with a pluralistic studio practice that is in stark contrast to mainstream modern and contemporary art practices. The course will follow a traditional, Indian workshop-style format which has its own particular rules and unique visual vocabulary. From the material preparation of pigments, paper and brushes, to the techniques of drawing and painting, the course will introduce students to an alternative, non-Western, mode of art making.

Spring 2021

STU Section: H1   MR 1:30 pm - 2:45 pm   Murad K. Mumtaz

ASST 345 (S) The Meaning of Life and Politics in Ancient Chinese Thought

Cross-listings: PSCI 345 ASST 345

Secondary Cross-listing

How can we live a good life? What standards should we use to judge how political power is constituted and used? This class will involve students in close reading of, and exegetical writing about, core texts of ancient Chinese philosophy in English translation. The purpose is to gain an understanding of a number of different perspectives on life and politics, especially Confucianism, Legalism and Daoism. While the primary focus will be on the meaning of the texts in the context of their own times, contemporary applications of core concepts will also be considered. The class will begin with background readings, since no prior work in Chinese philosophy or history is assumed. Then the class will read significant portions of the following canonical works: *Yijing*, *Analects*, *Mencius*, *Daodejing*, *Zhuangzi*, and *Han Feizi*.

Class Format: The class will be hybrid with both online and in-person sessions.

Requirements/Evaluation: two 5-page papers and one 15-page paper

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: preference to seniors but all are welcome.

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 345 (D2) ASST 345 (D2)

Spring 2021

SEM Section: H1   TR 9:45 am - 11:00 am   George T. Crane
ASST 384 (F) Selected Topics in Asian American Studies (DPE)

Cross-listings: ASST 384 AMST 384 HIST 384

Secondary Cross-listing
Assuming some previous knowledge of Asian American history, this course will examine a number of specific topics in Asian American Studies. Using historical sources, monographs, graphic memoirs, novels, and films, potential topics include Asians of mixed race, Orientalism, adoption, food culture, the "model minority," legal studies, Asian Americans and the environment, and the impact of war on Asian American history.

Requirements/Evaluation: papers
Prerequisites: none; open to all
Enrollment Limit: 25
Enrollment Preferences: seniors first, then anyone
Expected Class Size: 20
Grading: no pass/fail option, yes fifth course option
Distributions: (D2) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
ASST 384 (D2) AMST 384 (D2) HIST 384 (D2)

Difference, Power, and Equity Notes: This class is focused on race, immigration, gender relations, and labor issues; all of which can be seen through the lens of power dynamics and inequality.

Not offered current academic year

ASST 389 (S) The Vietnam Wars (DPE)

Cross-listings: LEAD 389 HIST 389 ASST 389

Secondary Cross-listing
This course explores Vietnam's twentieth century wars, including an anti-colonial war against France (1946-1954), a massive Cold War conflict involving the United States (1965-1973), and postcolonial confrontations with China and Cambodia in the late-1970s. Course materials will focus primarily on Vietnam's domestic politics and its relations with other countries. Lectures, readings, films, and discussions will explore the process by which Vietnam's anti-colonial struggle became one of the central conflicts of the Cold War, and examine the ramifications of that fact for all parties involved. The impact of these wars can hardly be overstated, as they affected the trajectory of French decolonization, altered America's domestic politics and foreign policy, invigorated anti-colonial movements across the Third World, and left Vietnam isolated in the international community. Students will read a number of scholarly texts, primary sources, memoirs, and novels to explore everything from high-level international diplomacy to personal experiences of conflict and dramatic social change wrought by decolonization and decades of warfare.

Class Format: This course will be fully remote. The course format will prioritize synchronous discussions and small group work via Zoom.

Requirements/Evaluation: class participation, several short papers, and a 10- to 12-page final paper
Prerequisites: none; open to all
Enrollment Limit: 15
Enrollment Preferences: History and Asian Studies majors
Expected Class Size: 10-15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
LEAD 389 (D2) HIST 389 (D2) ASST 389 (D2)

Difference, Power, and Equity Notes: This course traces Vietnam's anti-colonial movements from colonization to liberation. Students will examine power struggles among Vietnamese nationalists from a variety of different religious, class, ideological, and regional backgrounds, as well as Vietnam's diplomatic and military rivalries with France, China, the Soviet Union, and the United States. Readings will focus on Vietnamese voices to explore how the country surmounted seemingly impossible international power dynamics.

Spring 2021
ASST 391  (S)  When India was the World: Trade, Travel and History in the Indian Ocean  (DPE) (WS)

Cross-listings: GBST 391  ASST 391  HIST 391

Secondary Cross-listing

What do Ibrahim Ben Yiju, a Jewish merchant from 11th century Yemen, Ibn Batutah, a Muslim scholar from 15th century Morocco and Captain Kidd, a 17th century English pirate have in common? All three men travelled and lived in the Indian Ocean region! This course explores the history of one of the world's oldest maritime highways that has connected the diverse cultures of Asia, Africa and Europe for millennia, thus making it a vital element in the birth of globalization. Moving away from conventional land-centric histories, we will focus instead on understanding the human past through oceanic interactions. South Asian ports and port cities remained the fulcrum of the Indian Ocean world throughout its history; traders, travellers, nobles, scholars, pilgrims and pirates from all over the world travelled to the Indian coast in search of adventure, spices, knowledge and wealth. Thus we will primarily focus on India's role in the Indian Ocean roughly from the rise of Islam in the seventh century CE through the expansion of various European communities in the region and the subsequent rise of the global economy and colonialism in the nineteenth century. Rather than following a strict temporal chronology we will concentrate on themes such as travel and adventure; trade and exchange; trust and friendship; religion and society; pilgrimage; piracy; the culture of port cities; and food across time.

Requirements/Evaluation: class participation and weekly responses to readings, 4 short papers (4-5 pages), an oral presentation and final research (10 pages) paper based on any one of the 4 papers written during the course.

Prerequisites: none; open to all

Enrollment Limit: 15

Enrollment Preferences: history majors and students with demonstrable interest in maritime/Indian Ocean history

Expected Class Size: 10-12

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
GBST 391 (D2) ASST 391 (D2) HIST 391 (D2)

Writing Skills Notes: Students will write 4 short papers (4-5 pages) each and receive detailed feedback from the instructor. One of the four papers will become the basis of a final research paper (10-12 pages) on which each student will work closely with the instructor and receive feedback on improving research and writing skills.

Difference, Power, and Equity Notes: This course questions the conventional view that global interconnectedness was the result of Europe's discovery of 'new worlds'. Instead, it centers non-European actors in facilitating global networks before colonialism. Throughout, students will critically engage questions of how Asian and African players forged and shaped global connections across the Indian Ocean arena and examine the ways in which these contributions have been overshadowed in traditional historiography.

Spring 2021

SEM Section: R1  TR 8:30 pm - 9:45 pm  Aparna Kapadia

ASST 412  (F)  Gandhi: History, Ideas and Legacy  (WS)

Cross-listings: REL 412  LEAD 412  GBST 412  ASST 412  HIST 496

Secondary Cross-listing

This course studies the life, work, and ideas of M.K. Gandhi (1869-1948), one of the most influential thinkers of the non-western world. Gandhi is well known today for his philosophy of non-violent resistance and its application in India's freedom struggle as well as his influence on the work of leaders like Martin Luther King and Nelson Mandela. Hailed as the 'father of the Indian nation', however, Gandhi is not only known for his political ideas but also for his deep engagement with aspects of everyday human behavior and morality: truth, vegetarianism, sex and celibacy, to name just a few of his obsessions which contributed to making his broader philosophy. It is this commitment to a morally pure life that earned him the title of 'Mahatma' or Great Soul in India. This tutorial will focus on three key aspects of Gandhi: his ideas of peaceful protest as means of social and political change, his contemplations on moral philosophy, and on his legacy in modern India and the world. Students will read a combination of Gandhi's own writings as well as journal articles, monographs and films. The course will probe questions such as: What was the context and nature of Gandhian nationalism? Did it help to integrate the Indian nation? Was Gandhi truly a Great Soul, a saint or a shrewd politician? In what ways is Gandhi received and
remembered by the Indian nation today? How does understanding a figure like Gandhi facilitate our understanding of modern nationalism, citizenship and political action?

Class Format: REMOTE. This tutorial will be taught remotely but will otherwise follow the usual tutorial format of weekly hour-long meetings, pairing students who will alternatively write papers and critiques each week.

Requirements/Evaluation: 5-7-page essays or 2-page critique due each week and a final report (3-4 pages) at the end of the semester.

Prerequisites: None, except students who have taken HIST488T will not be permitted to take this class.

Enrollment Limit: 10

Enrollment Preferences: Senior history majors and students who have previously taken HIST221. Students who have previously taken HIST488T will not be permitted to take this class.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 412 (D2) LEAD 412 (D2) GBST 412 (D2) ASST 412 (D2) HIST 496 (D2)

Writing Skills Notes: As a tutorial, this course is Writing Intensive as students not only write weekly papers but they also develop critical tools to engage in close reading of texts and interpret them and the facts therein. Each week, they will develop their writing by providing constructive criticism of their partner's paper, and in turn, learn to receive and build on critiques of their own work. Students will be given the opportunity to substantively revise their work on a regular basis.

Fall 2020

TUT Section: RT1 TBA Aparna Kapadia

ASST 413 (S) History of Taiwan (WS)

Cross-listings: ASST 413 HIST 481

Secondary Cross-listing

Almost all discussions of contemporary Taiwan reference the fierce debate over its sovereignty and international status: is the island of Taiwan an independent nation, or an "inalienable part" of the much larger and more powerful People's Republic of China? Part of the argument for Taiwan's separate nationhood derives from its claim to a unique history different from that of the P.R.C.. In this tutorial course, we will look closely at the distinctive aspects of Taiwan's history that underlie this claim, including its aboriginal populations, maritime history, experience of Japanese colonialism, settlement by mainland Chinese after World War II, role in the Cold War, and the development of a Taiwanese ethnic and political identity in the postwar period. The goal of the course is neither to debate nor resolve the "Taiwan question", but to explore the history and historical arguments that inform it.

Requirements/Evaluation: weekly papers and critiques

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: History or Asian Studies majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 413 (D2) HIST 481 (D2)

Writing Skills Notes: In this tutorial course, students will write bi-weekly 5- to 7-page papers with feedback from both the instructor and tutorial partner. Students will revise one of their tutorial papers as a final assignment. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Not offered current academic year
ASST 493 (F) Senior Thesis: Asian Studies
Asian Studies senior thesis; this is part of a full-year thesis (493-494).
**Grading:** yes pass/fail option, yes fifth course option
**Distributions:** (D2)

Fall 2020
HON Section: H1   TBA   George T. Crane

ASST 494 (S) Senior Thesis: Asian Studies
Asian Studies senior thesis; this is part of a full-year thesis (493-494).
**Grading:** yes pass/fail option, yes fifth course option
**Distributions:** (D2)

Spring 2021
HON Section: H1   TBA   George T. Crane

ASST 497 (F) Independent Study: Asian Studies
Asian Studies independent study.
**Grading:** yes pass/fail option, yes fifth course option
**Distributions:** (D2)

Fall 2020
IND Section: H1   TBA   George T. Crane
IND Section: H2   TBA   George T. Crane

ASST 498 (S) Independent Study: Asian Studies
Asian Studies independent study.
**Grading:** yes pass/fail option, yes fifth course option
**Distributions:** (D2)

Spring 2021
IND Section: H1   TBA   George T. Crane

**Winter Study** ---------------------------------------------------------------

ASST 31 (W) Senior Thesis: Asian Studies
To be taken by all students who are candidates for honors in Asian Studies.
**Class Format:** independent study
**Grading:** pass/fail only

*Not offered current academic year*

ASST 99 (W) Independent Study: Asian Studies
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late
September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

*Not offered current academic year*
ASIAN STUDIES

CHINESE

(Div I & II, see explanation below)

Chair: Professor George Crane

- Cecilia Chang, Frederick Latimer Wells Professor of Chinese
- Man He, Assistant Professor of Chinese
- Shinko Kagaya, Professor of Japanese
- Cornelius C. Kubler, Stanfield Professor of Asian Studies; on leave 2020-2021
- Christopher M. B. Nugent, Professor of Chinese, Chair of Comparative Literature Program
- Kasumi Yamamoto, Frank M. Gagliardi Professor of Japanese; on leave 2020-2021
- Li Yu, Professor of Chinese

Affiliated Faculty:
- Christopher Bolton, Professor of Comparative Literature and Japanese Literature
- George Crane, Chair of Asian Studies and the Edward S. Greenbaum 1910 Professor of Political Science
- George Dreyfus, Jackson Professor of Religion
- Ju-Yu Scarlett Jang, Professor of Art
- Jason Josephson Storm, Professor of Religion
- Peter Just, Professor of Anthropology
- Aparna Kapadia, Associate Professor of History
- Eiko Maruko Siniawer, Professor of History
- Anne Reinhardt, Chair and Professor of History
- W. Anthony Sheppard, Marylin & Arthur Levitt Professor of Music
- Scott Wong, Charles R. Keller Professor of History

Visitors:
- Susanne Ryuyin Kerekes, Gaius Charles Bolin Fellow in Religion and Asian Studies
- Eun Young Seong, Visiting Assistant Professor of Japanese
- Kaoruko Minamoto, Visiting Lecturer in Japanese
- Chen Wang, Visiting Assistant Professor of Chinese

Mission Statement and Learning Objectives

The mission of the Department of Asian Studies is to help as many students as possible—both majors and non-majors—develop practical proficiency in Asian languages and, in the tradition of the liberal arts, acquire a meaningful understanding of important facets of one or more of the disciplines represented within Asian Studies (including anthropology, art history, economics, history, linguistics, literature, music, political science, religion, and sociology), so that they may realize their fullest intellectual and personal potential and be able to make useful contributions to society. The department offers three distinct major tracks: Asian Studies, Chinese, and Japanese.

Learning Objectives for the Chinese Major

Consisting of a core language curriculum and a variety of courses in the various disciplines represented in the department, the Chinese major track enables students to achieve proficiency in aural comprehension, speaking, reading, and writing in Mandarin Chinese, as well as to understand the cultural traditions and diversity of the Chinese-speaking regions in the world. Majors in Chinese are expected to function as responsible global
citizens, able to use the Chinese language to interact and collaborate in their community and the globalized world, while remaining keenly aware and respectful of varying cultural beliefs, norms, and sensitivities.

Students who complete the requirements for a major in Chinese will be able to:

- Attain the Advanced level in speaking, listening and reading, and Intermediate-High level in writing based on the ACTFL proficiency guidelines.
- Understand the basic grammar and vocabulary of Classical Chinese.
- Master intercultural skills to competently navigate a wide range of social and cultural contexts.
- Critically read and analyze a variety of Chinese-language primary sources for academic and professional purposes.
- Acquire research, problem-solving, and critical thinking skills by engaging in cross-linguistic, cross-cultural, and comparative historical analysis.
- Engage critically with important aspects of the historical and cultural developments and trends in China’s diverse and complex past and present.
- Acquire the skills to enable them to continue their engagement with the target language and culture as lifelong learners and users of Chinese.

THE MAJOR

Due to the Covid-19 pandemic: the Chinese and Japanese programs have decided it would be best to reduce the number of courses required for their respective majors to nine for the graduating classes of 21, 22, and 23. Requirements are as follows:

Eight semesters of Chinese or Japanese language (at least four of them should be 300-level or higher). For Chinese one additional course, Chinese 312 (Classical Chinese) is required. In Japanese, one faculty-approved elective is also required. For students with higher language proficiency who are placed out of any of the core language courses (101 through 402), they can take an equal number of faculty-approved electives taught either in Chinese or Japanese or English on literature, linguistics, culture studies or related China or Japanese studies disciplines (e.g., art history, history, political science) to fulfill the core language requirement.

The Asian Studies major is also reduced to nine for the classes of 21, 22, 23. The requirements are:

Four semesters of Chinese or Japanese, a faculty-approved three course disciplinary qualification, one comparative Asian Studies course, and one Asian Studies elective, which can include further language study.

We offer courses in English in the field of Asian Studies as well as courses in Chinese and Japanese language, literature, and culture. Three distinct majors are offered: a major in Chinese; a major in Japanese; and an interdisciplinary Asian Studies major which allows students to choose from a wide range of courses in the anthropology, art, economics, history, languages, linguistics, literatures, music, politics, religion, and sociology of China, Taiwan, Japan, and other Asian countries. An increasing number of courses on South Asia are also offered (e.g. ASST 117, ASST 221, ASST 244, ASST 246T, ASST 248, ASST 252, ASST 256, ASST 391, ASST 415, ASST 424, ASST 431, ASST 488). Students interested in taking Korean or Hindi may take these languages through the Critical Language Program administered by the Center for Foreign Languages, Literatures, and Cultures. Students with questions about the Asian Studies majors or about Asian Studies course offerings should consult the chair. Please note: Courses with ASST prefix carry Division II credit unless otherwise noted and courses with CHIN and JAPN prefixes carry Division I credit unless otherwise noted.

All students wishing to major in the Department of Asian Studies are required to take and pass a total of eleven courses, as follows:

One course that explicitly compares at least two countries in Asia, such as ASST 103, ASST 126, ASST 233, ASST 245, ASST 248, ASST 250, ASST 256, ASST 271, ASST 391, ASST 414, ASST 424, ASST 431, JAPN 258. Or students may take instead a course on a country that is different from their country of primary focus.

Four semesters of Chinese or Japanese language (including no more than two 100-level courses).

In addition to completing (1) and (2) above, all majors choose either an Area Studies track, leading to a major in Asian Studies; or a Language Studies track, leading to a major in Chinese or Japanese.

The requirements for Chinese are indicated below:

**Chinese Major**

- Four additional semesters of Chinese language (300-level or higher).
- One semester of Classical Chinese.
- One approved course in Chinese literature, linguistics, or culture.

**STUDY ABROAD**

Students intending to major in Asian Studies are encouraged to study in Asia during one or both semesters of their junior year. Williams faculty serve on the boards of several study abroad programs in China and Japan. Opportunities to study in India, Indonesia, Korea, Taiwan, Thailand, and
other Asian countries are also available. Prospective Asian Studies majors who are planning to study abroad should discuss their plans with their advisor as far in advance as possible. Up to eight courses taken overseas may be counted toward graduation, and up to four courses taken off campus may be counted toward the major.

FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?
Yes. In some cases, provisional approval can be granted (students should be sure to contact the department for details). For programs that we are familiar with, we usually pre-approve credits.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?
Course title and description, complete syllabus including readings/assignments, and exams or other written work.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?
Yes, maximum of four courses.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?
Approved courses only.

Are there specific major requirements that cannot be fulfilled while on study away?
No.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Not in particular. Students are always strongly encouraged to consult with the department faculty ahead of time to plan on what courses to take during study-away and what courses to take up return.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:
There have been cases where students decided to take different courses after they arrived at the program and those courses did not meet our requirements.

THE DEGREE WITH HONORS

Students interested in writing an honors thesis in Chinese should submit a proposal to the department chair before they pre-register for senior courses in the spring of their junior year. The proposal should include a statement of the topic, a general description of the types of materials available for study and how the study will be carried out, and the name of the faculty member who will serve as advisor. Admission to the honors thesis program will normally be limited to students who have maintained at least a B+ average in their courses for the major.

Students admitted to the program should register for CHIN 493-W31-494. They will be expected to turn in the final draft of their thesis shortly after spring break and to discuss their results formally with their faculty graders. Their final grades in the three courses listed above and the award of Honors, Highest Honors, or no honors will be determined by the quality of the thesis and the student’s performance in the oral defense.

THE ASIAN STUDIES ENDOWMENT

The Linen summer grants for study abroad, the Linen visiting professorships, and several other programmatic activities in the department are supported by an endowment for Asian Studies established by family and friends in memory of James A. Linen III, Class of 1934, Trustee of the College from 1948 to 1953 and from 1963 to 1982.

CHIN 101  (F)  Basic Chinese

An introduction to Mandarin, the language with the largest number of native speakers in the world, which is the national language of China and Taiwan, and one of the official languages of Singapore. Course objectives are for the student to develop simple, practical conversational skills and acquire basic proficiency in reading and writing at about the 200-character level. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Both audio and video materials will be employed extensively.

Class Format: (for spoken classes) dialog performance, drills, communicative exercises; (for written classes) oral reading, questions and discussion in Chinese, translation and explanation in English. With the exception of a few possible in-person classes in the beginning of the semester, most
classes will be conducted online synchronously.

Requirements/Evaluation: classroom performance, homework, quizzes, unit tests, and an oral and written final exam

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: priorities will be given to first-year students and sophomores, then to juniors and seniors.

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Unit Notes: Course credit granted only if both semesters (CHIN 101 and 102) are taken

Distributions: (D1)

Fall 2020

LEC Section: R1  MWF 9:20 am - 10:10 am  TR 10:00 am - 10:50 am  Cecilia Chang

LEC Section: R2  MWF 10:40 am - 11:30 am  TR 11:30 am - 12:20 pm  Cecilia Chang

CHIN 102 (S) Basic Chinese

An introduction to Mandarin, the language with the largest number of native speakers in the world, which is the national language of China and Taiwan, and one of the official languages of Singapore. Course objectives are for the student to develop simple, practical conversational skills and acquire basic proficiency in reading and writing in both the simplified and the traditional script at about the 500-character level. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Both audio and video materials will be employed extensively.

Class Format: (for spoken classes) dialog performance, drills, communicative exercises; (for written classes) oral reading, questions and discussion in Chinese, translation and explanation in English

Requirements/Evaluation: classroom performance, homework, quizzes, unit tests, and an oral and written final exam

Prerequisites: CHIN 101 or equivalent

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Unit Notes: students registered for CHIN 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (CHIN 101 and 102) are taken

Distributions: (D1)

Spring 2021

LEC Section: R1  MWF 9:20 am - 10:10 am  TR 10:00 am - 10:50 am  Cecilia Chang

LEC Section: R2  MWF 10:40 am - 11:30 am  TR 11:30 am - 12:20 pm  Cecilia Chang

CHIN 134 (S) Leaving the World Behind: The Literature of Reclusion (DPE) (WS)

Cross-listings: ANTH 134  CHIN 134  COMP 134  REL 134

Primary Cross-listing

Living in a time of political and social turmoil, Confucius told his followers: "When the realm has the Way, show yourself; when it lacks the way, hide." Reclusion here is a moral choice, justified by the ethical decline of the state. But it could also be a mortal necessity in a period in which government service was a distinctly hazardous pursuit. In other contexts becoming a hermit could instead be figured as aesthetic stance meant to preserve one's artistic integrity against the dominant claims of society. This course looks at the literature of reclusion-living a life of seclusion from society-in a range of different cultures and periods, from ancient China to contemporary America. With sources that include poems, essays, novels, and films, we will investigate a set of issues surrounding radical seclusion. What different forms does reclusion take? Can one be a hermit without being completely separated from society? What is the relationship between hermits and the state-to what extent does one depend on the other? What are the
philosophical and moral implications of eremitism? Is separating oneself from human society an inherently immoral act? What is the relationship between reclusion and technology in the contemporary world? What is the nature of solitude and can it be experienced in a group (for example, in contemporary "intentional communities")? While most of our work will focus on textual analysis, there will be an experiential component to the course as well. Each student will design and implement their own experiment in (short-term) eremitism.

Class Format: experiential component

Requirements/Evaluation: tutorial papers, responses, and an individual project

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students, Chinese majors, Religion majors, Anthropology majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 134 (D1) CHIN 134 (D1) COMP 134 (D1) REL 134 (D2)

Writing Skills Notes: Students will write a 5- to 7-page paper every other week for a total of five papers. On weeks in which they are not writing, they will critique their partner’s paper. Papers will receive substantial writing-based feedback from both the instructor and partner.

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze the shaping of social differences and dynamics of unequal power. Acts of reclusion are often ways that individuals can challenge the dominance of the state and other structures of authority indirectly. Modes of reclusion can differ substantially depending on the social standing of the recluse. These are issues that we will examine in the course.

Not offered current academic year

CHIN 140  (F)  Introduction to Traditional Chinese Literature

Cross-listings: COMP 140  CHIN 140

Primary Cross-listing

With a written record stretching over 3000 years, China’s literary cultures are some of the richest and most varied in human history. Their influence continues to be felt not only in modern China, but also throughout much of the world. This course examines the origins and development of the different literatures of China from their earliest stages up until the end of the imperial system in 1911. We will read texts ranging from the Analects of Confucius to the medieval poetry of the Tang dynasty, from Buddhist sutras to plays about prostitutes and singing girls. An invulnerable monkey god may make an appearance to sow chaos as well. He’s difficult to pin down. Some important themes will include: the role of the individual versus that of the community, responses to catastrophe and disorder, the fantastic, the articulation of the self through literature, and ways of dealing with historical and literary legacies. All readings are in English translation.

Requirements/Evaluation: five short writing assignments (2 pages each), one paper (6-7-pages), and a final exam

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 140 (D1) CHIN 140 (D1)

Not offered current academic year

CHIN 152  (S)  Introduction to Taiwanese/Southern Min Language and Culture

This course, which includes a required, fully-funded two-week field trip to Taipei, Quemoy (Jinmen), and Xiamen over Spring Break, constitutes an introduction to Taiwanese, the majority language of Taiwan, which is essentially the same as the native language of Xiamen, China and environs. Different varieties of this language, which is also known as Amoy, Hokkien, Fukienese, and Southern Min are spoken by about 50 million people in
Taiwan, southern Fujian, the Philippines, Indonesia, Malaysia, and Singapore. Suppressed in Taiwan by the Japanese from 1895-1945 and by the KMT Chinese government from 1945 through the 1970s, Taiwanese—in both its spoken and written forms—has been experiencing a fascinating revival in recent decades. The most divergent of all the major Chinese "dialects," this language is of special linguistic interest because it has preserved a number of features of Old Chinese. Our focus will be on developing basic listening and speaking skills, though we will also study some of the special characters used to write Taiwanese. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Since students in the course will ordinarily possess prior proficiency in Mandarin, a related language, we should be able to cover in one semester about as much as is covered in the first two semesters of Mandarin. Classes will include dialog performance, drills, communicative exercises, and oral reading and discussion of written Taiwanese. Required Spring Break field trip to Taiwan and China, funded by the Global Initiatives Fund.

Requirements/Evaluation: classroom performance, homework, quizzes, tests, a journal and term paper based on the field trip, and an oral and written final exam; Spring Break field trip to Taiwan and China, funded by the Global Initiatives Fund

Prerequisites: CHIN 301 or permission of the instructor

Enrollment Limit: 8

Enrollment Preferences: if course is over-enrolled, students will be selected based on a statement of rationale and goals for wishing to participate, with CHIN and ASST majors receiving priority

Expected Class Size: 8

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

CHIN 201 (F) Intermediate Chinese

These two courses are designed to consolidate the foundations built in Basic Chinese and continue developing students' skills in aural comprehension, speaking, reading, and writing. Upon completion of the courses, students should be able to speak Chinese with fluency on everyday topics, reach a literacy level of 1000 characters (approximately 1200 common words written in both traditional and simplified characters), read materials written in simple standard written Chinese, and produce both orally and in writing short compositions on everyday topics. Conducted in Mandarin.

Class Format: Students will do dialog performance and communicative exercises in the speaking/listening classes. We will do read-aloud, questions and answers in the reading/writing classes. All classes are conducted online and in the synchronous mode to maximize teacher-student and student-student interactions.

Requirements/Evaluation: classroom performance, homework, daily quizzes, regular written and oral unit tests, and a final exam (including both oral and written portions)

Prerequisites: CHIN 102 or permission of instructor. Students who have never taken a Chinese language course at Williams should take the Chinese Placement Test in GLOW before pre-registering in this course.

Enrollment Limit: 10

Enrollment Preferences: priorities will be given to first-year students and sophomores, then to juniors and seniors.

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Fall 2020

LEC Section: R1 MWF 9:20 am - 10:10 am TR 10:00 am - 10:50 am Li Yu
LEC Section: R2 MWF 10:40 am - 11:30 am TR 11:30 am - 12:20 pm Li Yu

CHIN 202 (S) Intermediate Chinese

These two courses are designed to consolidate the foundations built in Basic Chinese and continue developing students' skills in aural comprehension, speaking, reading, and writing. Upon completion of the courses, students should be able to speak Chinese with fluency on everyday topics, reach a literacy level of 1000 characters (approximately 1200 common words written in both traditional and simplified characters), read materials written in simple standard written Chinese, and produce both orally and in writing short compositions on everyday topics. The course will be taught remotely forSpring 2021, unless otherwise instructed by the college. Conducted in Mandarin.
Class Format: Drill/discussion/reading/writing. There will be two parallel classes. Students will have to stay in the class sessions they register for, and are not allowed to switch to different time slots. Although taught remotely, the classes are conducted synchronously; thus attendance and participation are essential. Should accommodations are needed, please contact the instructor in advance.

Requirements/Evaluation: classroom performance, homework, daily quizzes, regular written and oral unit tests, and a final exam

Prerequisites: CHIN 201 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: none

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2021

LEC Section: R1 MWF 9:20 am - 10:10 am TR 10:00 am - 10:50 am   Chen  Wang
LEC Section: R2 MWF 10:40 am - 11:30 am TR 11:30 am - 12:20 pm   Chen  Wang

CHIN 214  (F)  Foundations of China

Cross-listings: HIST 214  CHIN 214  ANTH 212  GBST 212  REL 218

Primary Cross-listing

This course examines the foundational period of Chinese civilization, from the earliest evidence of human activity in the geographical region we now call China, through the end of the Han dynasty in the early third-century CE. This is the period that saw the creation and spread of the Chinese script (a writing system that would be the dominant one in East Asia for thousands of years), the teachings of Confucius (whose ideas continue to play a role in the lives of billions of people today), the construction of the Great Wall (which is not, as it turns out, visible from space), and the creation of the imperial bureaucratic system (that was, in essence, the progenitor of the modern bureaucratic state). We will proceed chronologically but focus on a set of thematic topics, including language and writing, religion and philosophy, art and architecture, politics and economics, and science and technology. While this course is entitled "Foundations of China," we will take a critical perspective on narratives, both Chinese and Western, that see Chinese history as an unbroken history of a single "civilization."

Requirements/Evaluation: short writing assignments (approximately 750 words each), quizzes, a mid-term, and a final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: Chinese majors, History majors, Religion majors, and Anthropology majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 214 (D1) CHIN 214 (D1) ANTH 212 (D2) GBST 212 (D1) REL 218 (D1)

Not offered current academic year

CHIN 223  (S)  Ethnic Minorities in China: Past and Present  (DPE)

Cross-listings: ANTH 223  CHIN 223

Primary Cross-listing

According to the most recent census conducted in China in 2010, of the 1.3 billion population of China, more than 110 million (8.49%) were ethnic minorities (shaoshu minzu). Most of the minority groups reside in autonomous regions and districts, which constitute 64% of China's total acreage. This course introduces students to the multiethnic aspect of China's past and present. We will ask the central question of "what is minzu" and address various topics such as the minority-group identification project; the definition of minzu (translated as "ethnic group," "nationality," or "race" by different scholars); the intersections between language, religion, tourism, diaspora and ethnicity; historical sino-centric views about "foreigners" and "barbarians" as well as the roles that "barbarians" have played in China's long history. We will examine how social differences and hierarchy are
constructed and discuss how power plays in the shaping of "ethnicity." A multidisciplinary approach will be adopted for the course, taking in sources from anthropology, history, literature, ethnic studies, and cultural studies. Throughout the course, the pedagogical techniques of "intercultural dialogue" will be adopted to encourage students to discuss their own ethnic experiences and compare ethnic minority issues in China with similar issues in the United States. Students are also encouraged to come up with real-world solutions and strategies to deal with issues of racism, bias, and discrimination.

Class Format: The course will be offered remotely and adopt a learner-centered, quasi-tutorial format. Every week students will view recorded lectures and participate in an online discussion forum asynchronously. In addition, students will be placed into smaller groups and meet with the instructor once a week for synchronous discussions.

Requirements/Evaluation: class attendance, weekly quizzes, active participation in both the online discussion forum and in-class meetings, two short (5-page) response papers, and one final research paper (10-12 pages).

Prerequisites: none, open to all students; no knowledge of Chinese language required

Enrollment Limit: 15

Enrollment Preferences: current and prospective majors in the Department of Asian Studies, then to first-years

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Materials/Lab Fee: books and reading packet

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 223 (D2) CHIN 223 (D2)

Difference, Power, and Equity Notes: We explore the interactions between "power" and "ethnicity," "center" and "periphery" in the Chinese context and compare them with students' own experiences. Students are required to write one short response paper on their personal encounter with the concept of "race" or "ethnicity." For the final research paper, students are required to identify one problem among all the ethnic minority issues in the Chinese context and write a policy recommendation to make real-world changes.

Spring 2021

SEM Section: R1 TF 1:30 pm - 2:45 pm Li Yu

CHIN 224 (F) Enlightenment, Revolution, and Modernity: Literature and Intellectual Culture of Modern China

Cross-listings: CHIN 224 COMP 219

Primary Cross-listing

This course introduces modern China through literature, culture, and critical thought, covering the last decade of the 19th century, the first half of the 20th century, and a few years after the founding of the People's Republic of China. We will read important examples of fictions, essays, and poems by modern Chinese thinkers and writers. We will engage with film, theatrical performances, and other forms of popular culture from the late Qing Dynasty to the years before the Cultural Revolution. We will also read works that were created at the peripheries of history such as cross-cultural diasporic Chinese writings beyond the geographical limits of China. Delving into issues of revolution, war, enlightenment, and modernization, we will gain insights through close readings of these works about the fundamental questions that were faced by modern China and Chinese people. The first three decades of the 20th century witnessed the great achievements of canonical modern writers as well as eruption of multiple historical movements. They also saw the emergence of a modernized popular culture, new social classes, and awakening gender activists in the urban spaces. The next twenty years underwent a revolutionary turn to be more concerned with nationalist issues under the impact of war. While a singular revolutionary literature ensued in mainland China after 1949, literary and cultural modernism as a form of resistance in the context of Cold War started to develop in the sinophone regions other than mainland China such as Taiwan and Hong Kong. In this class, all readings are in English. Complementary readings in original Chinese texts are not required but welcomed.

Class Format: discussion

Requirements/Evaluation: mid-term exam; final exam; final writing project

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: Chinese majors; Asian Studies majors

Expected Class Size: 15
CHIN 225 (F) The Fantastic in Chinese Literature

Cross-listings: COMP 225 CHIN 225

Primary Cross-listing
From the famous human/butterfly metamorphosis in the Daoist text Zhuangzi to contemporary writer Liu Cixin's award-winning "Three Bodies Problem," the "fantastic" has always been part of Chinese literature that pushes the boundary of human imagination. Readers and writers create fantastic beasts (though not always know where to find them), pass down incredible tales, assign meanings to unexplainable phenomena, and reject--sometimes embrace--stories that could potentially subvert their established framework of knowledge. Meanwhile, the "fantastic" is also historically and culturally contingent. What one considers "fantastic" reveals as much about the things gazed upon as about the perceiving subject--his or her values, judgment, anxiety, identity, and cultural burden. Using "fantastic" literature as a critical lens, this course takes a thematic approach to the masterpieces of Chinese literature from the first millennium BCE up until twenty-first century China. We will read texts ranging from Buddhist miracle tales to the avant-garde novel about cannibalism, from medieval ghost stories to the creation of communist superheroes during the Cultural Revolution. The topics that we will explore include shifting human/non-human boundaries, representations of the foreign land (also the "underworld"), the aestheticization of female ghosts, utopia and dystopia, and the fantastic as social criticism and national allegory. All materials and discussions are in English.

Requirements/Evaluation: participation, weekly posting, three writing assignments, final paper, oral presentation

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 225 (D1) CHIN 225 (D1)

Not offered current academic year

CHIN 226 (S) Chinese Film and Its Significant Others (DPE)

Cross-listings: CHIN 226 COMP 296

Primary Cross-listing
From the "wows" that the first short films invoked at a Shanghai teahouse in 1896 to the $527 million (or 3.4 billion RMB) grossed at the box-office by a 3D fantasy in 2019, Chinese films have struck a responsive chord among domestic and foreign audiences. In this survey course, we will explore the evolving relationships between Chinese films and five "significant others" that are central to film and film-making. Roughly following a chronological order, this course will examine 1) the effect of new technological developments (such as photography, sound, color, special FX) on film; 2) the tension between film and traditional modes of public entertainment (such as operas and shadow plays); 3) film's social role to affirm and contest gender, national, and class identities; 4) the need to garner differing sources of financial support (state funding, cultural entrepreneurs, and transnational capital); and 5) the circulation of Chinese films in the global market. Class materials include various genre films (melodrama, horror, martial arts, comedy, etc.), directors' notes, contemporary reviews, and scholarship in China and media studies. All materials and discussions are in English.

Class Format: All regular course meetings will be conducted ONLINE with mostly a synchronous mode of instruction. Students are also expected to complete asynchronous preparations (view the films and Panopto lecture clips, read scholarship, and contribute to the discussion board) before the regular class hour. All materials are posted on GLOW. For full information, please contact the instructor.

Requirements/Evaluation: Evaluation will be based on 1) ACTIVE in-class discussion; 2) Pre-class discussion posts based on reading and recorded lectures (Graded as Complete or Incomplete); 3) two short papers (3-5 pages); 4) two peer review papers (1-2 pages); and 5) the final project (including a presentation, and a paper or other form of project).
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: current or prospective Chinese, Japanese, Asian Studies, and Comparative Literature majors
Expected Class Size: 10
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
CHIN 226 (D1) COMP 296 (D1)

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze the clashes and negotiations between Western media technological modernities and Chinese indigenous understanding of shadows, visuality, and sound. By discussing various films produced from mainland China, Hong Kong, Taiwan, and other diaspora areas from 1920 to now, this course asks students to explore how cinema invokes (and erases) differences, and consolidates (and challenges) hegemonic notions of nation, gender, and class.

Spring 2021
SEM Section: R1 MR 3:15 pm - 4:30 pm Man He

CHIN 227 (S) Made in China or Making "China"?: Twentieth-Century Chinese Performative Culture

Cross-listings: CHIN 227 THEA 227 COMP 227

Primary Cross-listing
This course explores the ways in which twentieth-century Chinese performative culture fashioned our contemporary understanding of "China."
Starting with Chinese hybrid theatres staged in the US, Japan, and semicolonial Shanghai in the early 1900s and ending with the 2008 Beijing Olympic Opening Ceremonies, this course examines performative works drawn from the breadth of an expanded 20th century; including film, spoken drama, intercultural reproductions of Peking and Kun Operas, revolutionary and avant-garde theatre, Chinese Rock concerts, and global mass mediated performances. Emphasis will be placed on how performances (encompassing the performance onstage and the performance-making backstage) placed "China" on the global stage; and shaped racial, gender, and national identities among play-makers and audiences. We will also explore how Chinese operas were reinvented as "traditional culture" and a "national essence" in the early 20th century; and how agents of Chinese performance, as makers of imaginary worlds, serve as both assets and threats to real-life arbiters of power. The class will be structured around the themes of "Inventing Tradition on the World Stage," "Acting the Right Part," and "Performing the Nation." Students will learn to engage performances as cultural texts embedded in national and global histories. By gaining knowledge about major playwrights, directors, artists, networks, and ideas, students will also become fluent in the landscape of performance culture in China. All class materials and discussions are in English.

Class Format: lecture/discussion
Requirements/Evaluation: regular in-class participation, three short papers (3-5 pages), and one final project

Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: students who major or plan to major in Chinese and/or Asian Studies
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
CHIN 227 (D1) THEA 227 (D1) COMP 227 (D1)

Not offered current academic year

CHIN 228 (F) Global Chinese Literature

Cross-listings: CHIN 228 COMP 209

Primary Cross-listing
This course centers upon a critical question in China studies: how to identify and theorize about Chinese literature (cultural productions in other media
forms included) created outside the boundaries of Mainland China. "What is Chinese?" "What is Chinese culture?" "What is Chinese literature and culture like beyond China?" "How is China/Chinese perceived in different Sinophone communities?" are some of the major questions we engage in this course. Taking a comparative approach, we will read and analyze Chinese literature produced in various regions and cultures (Hong Kong, Taiwan, Singapore, Malaysia, etc.) at critical historical moments during the second half of the twentieth century and early years of the twenty-first century. We will also read critical essays in studies of Shijie huawen wenxue (Global Chinese-language literature) to gain a theoretical understanding of the scholarship. The purpose of the course is two-fold: First, it is expected that we expand our purview in studying Chinese-language literature and culture; second, we will learn to think critically the ways in which such concepts as Chinese and Chineseness travel and translate among peoples, regions, nations, and cultures. The course is conducted online, with a mostly synchronous mode of instruction. No prior knowledge in Chinese is required.

Requirements/Evaluation: 5-to-10-minute pop quizzes; 2 term exams; one final paper (5-6 pages)
Prerequisites: None
Enrollment Limit: 12
Enrollment Preferences: Priority will be given to Chinese majors, Asian Studies majors, and Comparative Literature majors.
Expected Class Size: 10
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
CHIN 228 (D1) COMP 209 (D1)

Fall 2020
SEM Section: R1 TF 1:30 pm - 2:45 pm Chen Wang

CHIN 237 (F) Present Past: The Politics of Memory in Contemporary Chinese Literatures and Films

Cross-listings: COMP 297 CHIN 237

Primary Cross-listing
What happens when memories, already slippery, are further massaged by literary and cinematic narrative strategies? How is the historical "past" remembered, forgotten, and subverted in a literary "presence"? This tutorial explores the politics of memory in contemporary literatures and films from the People's Republic of China (post-socialist era, 1978), Taiwan (post-martial law, 1987), and Hong Kong (postcolonial era, 1997). We will look at how literary and cinematic works in each of these "post" societies represent state-sponsored narratives of remembrance, dissidents' collective amnesia, and at the popular level, a playful yet cynical flirtation with politics. With close- and distant- readings of textualized and visualized memories, we will examine themes of nation and locality, public and private, amnesia and nostalgia, and home and diaspora in the PRC, Taiwan, and Hong Kong from the late 1980s until to today. Course readings include "root-seeking", "new realist", "avant-garde" and "hooligan" novels, examples from the Taiwanese small theater movement, and the transnational cinemas made by the fifth, sixth, and second new wave filmmakers from these three "post" societies.

Requirements/Evaluation: attendance and participation, five short papers, five short critiques of a partner's paper, one final project
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: current or prospective Chinese, Asian Studies, and Comparative Literature majors
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
COMP 297 (D1) CHIN 237 (D1)
Not offered current academic year

CHIN 252 (F) Bridging Theory and Practice: Learning and Teaching Chinese as a Second Language

This course introduces students to the principles of second language acquisition (SLA), a field of study that investigates how people learn a foreign
language and provides a basis for understanding research related to foreign language learning and teaching. Theoretical issues to be covered include what it means to know a language, how one becomes proficient in a foreign language, factors that affect the learning process, and the role of one's native language. We will also examine what SLA research has discovered about teaching grammar, pronunciation, vocabulary, and writing. The goal is to explore ways in which SLA theories can be applied to facilitate acquisition of Chinese in terms of learning strategies and curriculum design. This course will be useful to both students who want to improve their own learning of Chinese and those who plan to teach or conduct research on Chinese.

All readings in English with some examples in Chinese.

Class Format: discussion

Requirements/Evaluation: class participation, several oral presentations and short papers, and a final research project

Prerequisites: CHIN 101 or permission of instructor

Enrollment Limit: 19

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

CHIN 253 (F) "Illness" in Modern and Contemporary Chinese Literature and Culture (DPE)

Cross-listings: CHIN 253 COMP 254 WGSS 255

Primary Cross-listing

From early modern anxieties about China's status as the "sick man of Asia" to contemporary concerns regarding the prospect of transnational pandemics, "illnesses" and their related stories have played a critical role in making and contesting individual psychologies and Chinese modernity in the 20th and 21st centuries. Actual illnesses, from tuberculosis to AIDS to the Novel Coronavirus, constitute not only social realities that trouble political and popular minds in their own right; but further provide powerful metaphors for exploring issues of human rights, national identity, and transnational circulation. This course examines how Chinese literature in the 20th and 21st centuries writes and visualizes "illness"--a universal human experience that is nevertheless heavily bounded by culture and history. Specifically, we examine the cultural and social meaning of "illness"; the relationship between illness on the one hand, and the politics of body, gender, and class on the other; we ask how infectious disease, and mental illness are defined, represented, and understood in both male and female writers' analytical essays and fictional writings in the 20th century; we examine how metaphorical "illness" such as infectious cannibalism and fin-de-siècle "viruses," are imagined and interpreted by key culture figures ranging from the founding father of modern literature (Lu Xun), to the winner of the 2012 Nobel Prize in Literature (Mo Yan). Throughout the course, we will focus on the interplay between literature canons (fictions, essays, and dramas) and popular media and genres: blockbuster cinemas and art house films, popular novels, photographs and posters, etc.

Class Format: All regular course meetings will be conducted ONLINE with mostly a synchronous mode of instruction. FIRST MEETING: for those who are on campus, we will have our FIRST meeting outdoors; those who remain remote can choose either "Zoom" in or attend a separate online FIRST meeting. For full information, please contact the instructor.

Requirements/Evaluation: Evaluation will be based on 1) ACTIVE in-class discussion; 2) Pre-class quizzes based on reading and recorded lectures (Graded as Complete or Incomplete); 3) Post-class discussion in forms of paragraph writing and/or video clips (graded as Complete or Incomplete); 4) two short papers (3-5 pages); 5) the final project (including a presentation, and a paper or other form of project).

Prerequisites: None; no knowledge of Chinese language required, though students with Chinese language background are encouraged to work with Chinese sources if they wish; open to all

Enrollment Limit: 10

Enrollment Preferences: Chinese, Asian Studies, or Japanese majors; and then to first-year students

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 253 (D1) COMP 254 (D1) WGSS 255 (D1)

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze the shaping of social stigma as well as the dynamics of unequal power by means of closely reading "illness" in 20th and 21st century China. We will exam how "illness" is sometimes gendered and politicized; how "illness", in other times, empowers individuals and bonds underrepresented minorities. Illness, as a seemingly universal human
experience, tells diverse stories of (in)difference, (dis)power, and (un)equity.

Fall 2020
LEC Section: R1  TF 3:15 pm - 4:30 pm  Man  He

CHIN 272 (S)  The History and Mythology of Chinese Scripts
Cross-listings: STS 272  CHIN 272  COMP 272
Primary Cross-listing
Written scripts using what are most often called "Chinese characters" have an attested history of over 3000 years and have been used all over the world to represent a range of different languages. In this course we will examine the history and development of Chinese characters from their earliest extant examples on sacrificial animal bones to their often amusingly misguided use for contemporary tattoos. We will look at historical evidence and mythology, carefully constructed grammatical studies and wild orientalist imaginings. Some topics will include: comparisons between the development of Chinese characters and other written scripts, the relationship between Chinese characters and the languages of China, the use of Chinese characters to write non-Chinese languages, Chinese characters in art and calligraphy, theories of connections between Chinese characters and Chinese philosophy and literature, issues of education and literacy, and the future of Chinese characters in the digital age.

Class Format: discussion
Requirements/Evaluation: quizzes, short writing assignments, a midterm, and a final exam
Prerequisites: none
Enrollment Limit: none
Enrollment Preferences: none
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
STS 272 (D2) CHIN 272 (D1) COMP 272 (D1)

Not offered current academic year

CHIN 301 (F)  Upper-Intermediate Chinese
The goal of this course is to continue developing students' overall language proficiency. However, special emphasis will be on strengthening students' reading and writing proficiency in standard written Chinese, the grammar and vocabulary of which differ considerably from colloquial Chinese introduced during the first two years of instruction. Conducted in Mandarin.

Class Format: All regular course meetings will be conducted ONLINE with mostly a synchronous mode of instruction. FIRST MEETING: for those who are on campus, we will have our FIRST meeting outdoors; those who remain remote can choose either "Zoom" in or attend a separate online FIRST meeting. For full information about the format of the course, please contact the instructor.

Requirements/Evaluation: Evaluation will be based on daily classroom performance, short essays, presentations, homework, quizzes, unit tests, and a final exam (oral and written).
Prerequisites: CHIN 202 or permission of instructor. Students who have never taken a Chinese language course at Williams should take the Chinese Placement Test in GLOW before pre-registering in this course.
Enrollment Limit: 10
Enrollment Preferences: Chinese or Asian Studies majors
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D1)

Fall 2020
LEC Section: R1  TR 11:30 am - 12:45 pm  Man  He
CHIN 302  (S)  Upper-Intermediate Chinese

The goal of this course is to continue developing students' overall language proficiency. However, special emphasis will be on strengthening students' reading and writing proficiency in standard written Chinese, the grammar and vocabulary of which differ considerably from colloquial Chinese introduced during the first two years of instruction. Conducted in Mandarin.

Class Format: All regular course meetings will be conducted ONLINE with mostly a synchronous mode of instruction. For full information about the format of the course, please contact the instructor.

Requirements/Evaluation: Evaluation will be based on daily classroom performance, short essays, presentations, homework, quizzes, unit tests, and a final exam (oral and written).

Prerequisites: CHIN 301 or permission of instructor. Students who have never taken a Chinese language course at Williams should take the Chinese Placement Test in GLOW before pre-registering in this course.

Enrollment Limit: 10

Enrollment Preferences: Chinese or Asian Studies majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2021

LEC Section: R1  TR 11:30 am - 12:45 pm  Man  He

CHIN 312  (F)  Introduction to Classical Chinese

This course is an introduction to the grammar and basic vocabulary of Classical Chinese, the standard written language of China from around the seventh century BCE through the 1920s (and for many centuries an important written language in Japan, Korea, and Vietnam as well). Aspects of Classical Chinese continue to play a role in both written (e.g., in newspaper, academic, and legal writing) and in spoken (e.g., proverbs and aphorisms) modern Chinese. Our work in this course will be based on reading, translating, and discussing philosophical, political, literary, and historical anecdotes from the Spring and Autumn (770-481 BCE) through the Han (206 BCE-220 CE) periods, as they served as the foundation for the language. We will conduct discussions of grammatical and philological issues primarily in English and most of our translation work will be from Classical Chinese into English. We will, however, frequently discuss the points of intersection between Classical and Modern Chinese. Students are required to have completed CHIN 202 or the equivalent. Students who have extensive reading knowledge of Chinese characters through other languages (such as Japanese) may also take this course with the instructor's permission.

Class Format: For fall 2020, CHIN 312 will be offered as a hybrid in-person/online course.

Requirements/Evaluation: classroom performance, homework, quizzes, tests, and a final exam

Prerequisites: CHIN 202 or extensive reading knowledge of Chinese characters through other languages

Enrollment Limit: 10

Enrollment Preferences: current or prospective majors in the Department of Asian Studies

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2020

SEM Section: R1  WF 8:15 am - 9:30 am  Sarah M. Allen
CHIN 401 (F) Advanced Chinese
This course is designed to enhance the Chinese language proficiency of students who are already at relatively advanced levels. A wide assortment of materials is used including (for speaking/comprehension) audiotapes, videotapes, and films featuring Chinese speakers from various segments of society; and (for reading) newspaper and magazine articles dealing with Chinese politics and economics as well as selections from modern Chinese literature. The course will be taught online mostly with synchronous mode of instructions; and conducted in Mandarin.

Class Format: two 75-minute classes plus a conversation session
Requirements/Evaluation: classroom performance, homework, bi-weekly short essays (1-2 pages), presentations, and term exams
Prerequisites: CHIN 302 or permission of instructor. Students who have never taken a Chinese language course at Williams should take the Chinese Placement Test in GLOW before pre-registering in this course.
Enrollment Limit: 10
Enrollment Preferences: Priority will be given to current and prospective majors in the Department of Asian Studies.
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D1)

Fall 2020
LEC Section: R1 MR 1:30 pm - 2:45 pm Chen Wang
CON Section: R2 W 1:30 pm - 2:20 pm Chen Wang
CON Section: R3 W 2:50 pm - 3:40 pm Chen Wang

CHIN 402 (S) Advanced Chinese
This course is designed to enhance the Chinese language proficiency of students who are already at relatively advanced levels. A wide assortment of materials is used including (for speaking/comprehension) audiotapes, videotapes, and films featuring Chinese speakers from various segments of society; and (for reading) newspaper and magazine articles dealing with Chinese politics and economics as well as selections from modern Chinese literature. The course will be taught remotely for Spring 2021, unless otherwise instructed by the college. Conducted in Mandarin.

Class Format: two 75-minute classes plus a conversation session
Requirements/Evaluation: weekly homework, quizzes, unit tests, essays, oral presentations, and a final exam
Prerequisites: CHIN 401 or permission of instructor
Enrollment Limit: 10
Enrollment Preferences: none
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D1)

Spring 2021
LEC Section: R1 MR 1:30 pm - 2:45 pm Chen Wang
CON Section: R2 W 1:30 pm - 2:20 pm Chen Wang
CON Section: R3 W 2:50 pm - 3:40 pm Chen Wang

CHIN 413 (S) Intermediate Classical Chinese: Ideas of Authority in Classical Chinese Literature
This course builds on the foundation established in Introduction to Classical Chinese (CHIN 412) by examining longer and more complicated texts from the Warring States (403-221 BCE) and Han (206 BCE-220 CE) periods. While our focus will be on careful linguistic analysis and translation, we will also discuss these texts in terms of their philosophical ideas, rhetorical methods, and cultural and historical contexts. The works we will read include some of the foundational texts of Chinese philosophical and political thought, including the Confucian Analects, the Mencius, and the Zhuangzi. While this course is a continuation of Chinese 312, students with prior work in Classical Chinese (through study abroad, attending high school in a Chinese speaking region, etc.) are welcome as well.
CHIN 420 (S) Masterpieces in Modern Chinese Literature

"To modernize the Chinese people, it has to start from the modernization of the genre 'novel.'" Liang Qichao, the famous Chinese intellectual in the early twentieth century, envisioned a collapsing China to be salvaged by, first, its modernized literature. Indeed, throughout China's long century of struggle, exploration, and transformation, literature has been playing a crucial role in negotiating (the consequence of) modernity, fueling revolution, investigating human interiority, constructing national identity, and coping with trauma and diaspora. This course introduces students to the masterpieces in modern Chinese literature and their representations of critical events in twentieth-century Chinese history. In this course, we will focus on the genre "novel" and pay close attention to the language and literary devices that the authors use for storytelling, characterization, and self-representation. The class is organized by themes, such as, for example, modernity, revolution, diaspora, root-seeking, trauma, science fiction and so on. Through class discussions, writing assignments, and oral presentation on the final project, this course will further develop students' language proficiency, especially reading ability and effective communication in a formal setting. This course also trains students to be a critical reader who will be able to not only analyze the key moments and literary masterworks of modern China but also reflect on the complexity of Chinese culture vis-à-vis its tradition and the global context. The course is conducted in Mandarin.

Class Format: discussion

Requirements/Evaluation: classroom performance, homework, quizzes, tests, and a final exam
Prerequisites: CHIN 312 or prior coursework in Classical Chinese
Enrollment Limit: none
Enrollment Preferences: none
Expected Class Size: 10
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)
Not offered current academic year

CHIN 422 (S) Old Shanghai, New Shanghai

"Once nicknamed as "Paris of the East," Shanghai, now a megacity with a population of 25 million, is the industrial, commercial and financial center of contemporary China. Shanghai is often depicted as a metropolis that marked the beginning of China's modernity and urban culture. People from other regions in China see Shanghai as a city full of opportunities, but characterize its people as astute and shrewd, cocky and unwelcoming. Foreigners, however, find the city appealing and its people open-minded. Jews fleeing Nazi persecutions during WWII, found Shanghai to be a "paradise of ghetto" that provided the only haven of survival. For local people, there have always been two Shanghai: an old one and a new one. They are proud of the new Shanghai but constantly nostalgic about the old one. This tutorial examines the multifaceted city of Shanghai and its people from historical and cultural perspectives. We will look at the city's history (from the late nineteenth century to present day), its local language and culture, and everyday life of the people (including migrants and foreigners) living in it. The central ideas we will explore are "modernity" and "regional identity." We will investigate how these theoretical constructs play out in the making of the city of Shanghai and the formation of its unique local identity. Course readings include historical and cultural studies as well as documentaries in English about Shanghai, and primary sources in Chinese in a wide range of genres including fiction, essays, and films (English translation of the primary sources are available for students taking the course in English). The course is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST 122T and students wishing to take the course in Chinese should register under CHIN 422T. Students will come away with a critical understanding about China's regional cultures and one of its most important metropolitan cities. Chinese language learners will be able to improve their reading and writing skills in Chinese.

Class Format: discussion

Requirements/Evaluation: classroom performance, homework, quizzes, tests, and a final exam
Prerequisites: CHIN 402 or permission of instructor
Enrollment Limit: none
Enrollment Preferences: none
Expected Class Size: 12
Grading: no pass/fail option, yes fifth course option
Distributions: (D1)
Not offered current academic year
through this course. The course has a required field trip to a Chinese restaurant on a Saturday or Sunday, depending on all students' schedules.

Requirements/Evaluation: each tutorial pair will meet with the instructor for one hour per week, during which time we will discuss a 5-page paper that one of the partners has submitted

Prerequisites: none for students taking ASST 122; CHIN 402 or permission of the instructor for students taking CHIN 422

Enrollment Limit: 10

Enrollment Preferences: current or prospective Asian Studies, Chinese, or Japanese majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: students wishing to take the course in English should register under ASST 122 and students wishing to take the course in Chinese should register under CHIN 422

Materials/Lab Fee: $100

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 422 (D1) ASST 122 (D1)

Not offered current academic year

CHIN 423  (F)  A Century of Romance: Emotional Life in Modern Chinese Literature and Visual Culture

The modernization of the Chinese nation is accompanied by revolutionary changes in Chinese people's understanding of their domestic world. Through readings of literary and visual productions, this course introduces students to the modern Chinese conceptualizations of sexuality, love, and family life at varying historical stages. With emotional feelings and experiences at its thematic center, the course is mainly organized by genre and form, the purpose of which is twofold: one, to help students understand comprehensively how the private life of modern Chinese has been intertwined with the grand history of a nation-state; two, to develop students' language proficiency through the study of different literary genres and visual forms. We will read literary and visual representations of, for instance, the transforming family structures in the revolutionary years, romantic experiences during the socialist construction, and gender relations in the reform era. We will, through exercises of translation, interpretation, and creative imitation, get ourselves more familiar with genres including but not limited to poems, short stories, correspondence, diaries, critical essays, song lyrics, play scripts, etc. The course is conducted in Mandarin, but some bilingual materials are also involved for translation and interpretation purposes.

Requirements/Evaluation: oral presentation; translation project; short piece of creative writing.

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: Chinese majors

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

CHIN 424  (S)  Navigating across Cities: Space, Materials, and (Wo)Men in the Sinophone World

This course focuses on the theme of urban modernity in Sinophone world, namely, Chinese-speaking districts and regions including but not limited to PRC China. Through the lens of literary and multi-media productions such as fictional writings, films, TV programs, newspaper reports and columns, stage performance, and art exhibitions that are created among various Chinese-speaking communities in and about the urban settings---Beijing, Shanghai, Chengdu, Hong Kong, Taipei, cities in other Asian countries as well as those in the United States---this course expects to discuss the representations of space, materials, and people that are connected to and by such a language called "Chinese" in its broadest, most complicated, and, in some cases, controversial sense. What is Chinese(s)? What is Chinese culture(s)? What roles does Chinese language play in urban productions? How is space and material experienced through a particular language and language culture? These are some of the questions we will explore in the course. The classes are conducted with a combination of seminars, semi-tutorial writing workshops, oral presentations, and field trips (contingent upon available events). All materials for discussion are in Chinese.

Class Format: all materials for discussion are in Chinese
CHIN 425  (F)  Becoming Taiwan: Social, Cultural, and Economic Discourses of Modern Day Taiwan

A small island in East Asia and home to 23 million people, Taiwan is the largest economy that is not a member of the United Nations. From 1949, when the Nationalist Party (KMT) retreated to Taiwan after the Chinese Civil War, to becoming one of the Four Asian Tigers in the latter half of the 20th century, Taiwan has developed into a multifaceted society through an array of social/cultural/economic changes associated with industrialization, globalization and identity formation. In this course, we will examine some of the signal examples of these experiences that define the Taiwan society that it is today through literary works and films, as well as journalistic and academic articles. By way of group discussions and individual projects, students will acquire domain-specific vocabulary and develop abilities to analyze and discuss in Mandarin complex ideas related to the aforementioned issues. Using a semi-tutorial format and collaborating with a graduate program in Chinese pedagogy in Taiwan, this course is designed to provide opportunities for Williams students to engage in direct conversation with a language partner on course assignments and for the MA students in Taiwan to gain practical training in helping non-native speakers of Mandarin Chinese develop linguistic proficiency at the levels of Advanced Low to the Advanced Mid based on the ACTFL proficiency guidelines.

Class Format: semi-tutorial format, students will meet as a large group periodically for linguistic development and two to three people groups regularly for discussions

Requirements/Evaluation: quizzes, presentations, posting of discussion questions, two position papers (3 pages) and one final paper (5 pages)

Prerequisites: CHIN 402 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: seniors and Chinese majors; email the instructor

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2020

SEM Section: R1    Cancelled

CHIN 427  (S)  Spring Grass: A Peek into Inequality in China  (DPE) (WS)

Cross-listings:  WGSS 127  CHIN 427  ASST 127

Primary Cross-listing

Spring Grass (Chuncao) is a Chinese novel written by award-winning author Qiu Shanshan (1958-). Using the literary techniques of social realism, the novel chronicles the life of a young rural woman from 1961 to 2001. Spring Grass, the protagonist of the novel, was born in a rural village to a mother who preferred sons over daughters. At a young age, Spring Grass was deprived of the opportunity to attend school. Against all odds, she managed to marry for love, venture into the city, and become an enterprising migrant worker. This novel not only reflects the struggles of women in contemporary China but also captures the economic transformation of modern China since 1978 when the Reform and Open-Door Policy (gaige kaifang) was initiated. The novel was adapted into a television drama series and became an instant hit in 2008. This course takes an interdisciplinary, cultural studies and humanistic approach to studying a literary text, using literature as a means to help students better understand social and cultural issues. Through close readings of the novel, the eponymous TV drama series, documentaries, films, and short stories depicting rural life and women's roles in China, as well as in-depth discussions of both primary and secondary sources that deal with the cultural, historical, and socioeconomic background of the unfolding story of Spring Grass, this course aims to provide a window for students to examine the issues of inequality in the Chinese village and society at large. Why would mothers be harsh to their own daughters and bar girls' right to education? Why would young people leave their village and migrate to the city? Why would migrant workers leave their children behind in the village? Why would economic developments in China exacerbate the
problem of gender inequality in society? Why would the ideology and cultural logic behind Mao Zedong's proclamation "women can hold up half of the sky" add more burden to women rather than truly liberate them? Why would city people discriminate against country folks? After taking this course, students will gain a deeper understanding of the issues related to gender inequality (nannü bu pingdeng) and the urban/rural-gap (chengxiang chabie) in China. Throughout the course, they are also encouraged to critically think about how to achieve equity in different societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or WGSS and language learners wishing to take the course in Chinese should register under CHIN.

Class Format: remote instruction

Requirements/Evaluation: active participation in tutorial meetings, five 4-5 page tutorial papers, five 2-page critiques, online writing portfolio as the final project.

Prerequisites: For students registering under CHIN, the prerequisite is CHIN 402 or a language proficiency interview conducted by the instructor. For students registering under ASST or WGSS, there is no prerequisite.

Enrollment Limit: 10

Enrollment Preferences: Enrollment priorities will be given to freshmen and sophomores who register under ASST or WGSS, and to Chinese language learners who register under CHIN.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: books and course packet.

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 127 (D2) CHIN 427 (D1) ASST 127 (D1)

Writing Skills Notes: Writing is taught using the writing-as-process pedagogical approach. The writing process consists of invention, composition, and revision. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. The instructor gives detailed feedback to students' first drafts and students are required to turn in a revised version. At the end of the semester, students will compile an online writing portfolio to include their best works.

Difference, Power, and Equity Notes: The issue of "inequality," including both gender inequality and regional inequality is the driving force behind the readings and discussions of this tutorial. Students are guided to develop an empathetic way of interpreting a literary work that features a rural woman/migrant worker. They will critically analyze the sources of inequality in the Chinese cultural context and explore ways to address such inequality.

Spring 2021

TUT Section: RT1 TBA Li Yu

CHIN 493 (F) Senior Thesis: Chinese

Chinese senior thesis; this is part of a full-year thesis (493-494).

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2020

HON Section: R1 TBA George T. Crane

CHIN 494 (S) Senior Thesis: Chinese

Chinese senior thesis; this is part of a full-year thesis (493-494).

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2021
CHIN 497 (F) Independent Study: Chinese
For students who have completed Chinese 402 and Chinese 412 or equivalent. Interested students must contact the Coordinator of the Chinese Program one semester in advance and present a proposal to the Coordinator or the professor with whom they wish to study during pre-registration week.
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)

Fall 2020
IND Section: R1 TBA George T. Crane

CHIN 498 (S) Independent Study: Chinese
For students who have completed Chinese 402 and Chinese 412 or equivalent. Interested students must contact the Coordinator of the Chinese Program one semester in advance and present a proposal to the Coordinator or the professor with whom they wish to study during pre-registration week.
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)

Spring 2021
IND Section: H1 TBA George T. Crane

Winter Study

CHIN 31 (W) Senior Thesis: Chinese
To be taken by all students who are candidates for honors in Chinese.
Class Format: independent study
Grading: pass/fail only
Not offered current academic year

CHIN 88 (W) Chinese Sustaining Program
Students registered for CHIN 101-102 are required to attend and pass the Chinese Sustaining Program. However, students are also required to register for a regular Winter Study course. Once the regular Winter Study registration process is complete, the Registrar's Office will automatically enroll you in the Sustaining Program, check your class schedule to confirm enrollment.
Requirements/Evaluation: regular attendance and active participation
Prerequisites: Chinese 101
Grading: pass/fail option only
Materials/Lab Fee: one Xerox packet
Not offered current academic year

CHIN 99 (W) Independent Study: Chinese
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.
Class Format: independent study
Grading: pass/fail only

Not offered current academic year
ASIAN STUDIES
JAPANESE
(Div I & II, see explanation below)

Chair: Professor George Crane

- Cecilia Chang, Frederick Latimer Wells Professor of Chinese
- Man He, Assistant Professor of Chinese
- Shinko Kagaya, Professor of Japanese
- Cornelius C. Kubler, Stanfield Professor of Asian Studies; on leave 2020-2021
- Christopher M. B. Nugent, Professor of Chinese
- Kasumi Yamamoto, Frank M. Gagliardi Professor of Japanese; one leave 2020-2021
- Li Yu, Professor of Chinese

Affiliated Faculty:

- Christopher Bolton, Professor of Comparative Literature and Japanese Literature
- George Crane, Chair of Asian Studies and the Edward S. Greenbaum 1910 Professor of Political Science
- George Dreyfus, Jackson Professor of Religion
- Ju-Yu Scarlett Jang, Professor of Art
- Jason Josephson Storm, Professor of Religion
- Peter Just, Professor of Anthropology
- Aparna Kapadia, Associate Professor of History
- Eiko Maruko Siniawer, Professor of History
- Anne Reinhardt, Chair and Professor of History
- W. Anthony Sheppard, Marylin & Arthur Levitt Professor of Music
- Scott Wong, Charles R. Keller Professor of History

Visitors:

- Susanne Ryuyin Kerekes, Gaius Charles Bolin Fellow in Religion and Asian Studies
- Eun Young Seong, Visiting Assistant Professor of Japanese
- Kaoruko Minamoto, Visiting Lecturer in Japanese
- Chen Wang, Visiting Assistant Professor of Chinese

Mission Statement and Learning Objectives

The mission of the Department of Asian Studies is to help as many students as possible—both majors and non-majors—develop practical proficiency in Asian languages and, in the tradition of the liberal arts, acquire a meaningful understanding of important facets of one or more of the disciplines represented within Asian Studies (including anthropology, art history, economics, history, linguistics, literature, music, political science, religion, and sociology). so that they may realize their fullest intellectual and personal potential and be able to make useful contributions to society. The department offers three distinct major tracks: Asian Studies, Chinese, and Japanese.

Learning Objectives for the Japanese Major

The Japanese major consists of a core language curriculum and a variety of interdisciplinary courses offered in the Asian Studies Department. In the Japanese language courses, students attain linguistic and cultural proficiency from the elementary through the advanced level. The interdisciplinary courses are designed to deepen students’ understanding of and familiarity with diversity and dynamicity in Japanese culture.
Students who complete the requirements for a major in Japanese will be able to:

- Demonstrate linguistic competency/proficiency in comprehending, speaking, reading, and writing in Japanese at the ACTFL intermediate-high to advanced levels.
- Critically read and analyze a variety of Japanese primary sources for academic and professional purposes.
- Conduct research by engaging in cross-linguistic, cross-cultural, and comparative historical analysis with problem-solving and critical thinking skills.
- Critically engage with Japanese culture, past and present, recognizing its diversity and vibrancy.
- Navigate a wide range of social and cultural contexts by communicating effectively and appropriately with people of other cultures in their local and global communities.
- Continue their engagement with Japanese language and culture as lifelong learners and users of Japanese.

THE MAJOR

Due to the Covid-19 pandemic: the Chinese and Japanese programs have decided it would be best to reduce the number of courses required for their respective majors to nine for the graduating classes of 21, 22, and 23. Requirements are as follows:

Eight semesters of Chinese or Japanese language (at least four of them should be 300-level or higher). For Chinese one additional course, Chinese 312 (Classical Chinese) is required. In Japanese, one faculty-approved elective is also required. For students with higher language proficiency who are placed out of any of the core language courses (101 through 402), they can take an equal number of faculty-approved electives taught either in Chinese or Japanese or English on literature, linguistics, culture studies or related China or Japanese studies disciplines (e.g., art history, history, political science) to fulfill the core language requirement. The Asian Studies major is also reduced to nine for the classes of 21, 22, 23. The requirements are:

Four semesters of Chinese or Japanese, a faculty-approved three course disciplinary qualification, one comparative Asian Studies course, and one Asian Studies elective, which can include further language study.

We offer courses in English in the field of Asian Studies as well as courses in Chinese and Japanese language, literature, and culture. Three distinct majors are offered: a major in Chinese; a major in Japanese; and an interdisciplinary Asian Studies major which allows students to choose from a wide range of courses in the anthropology, art, economics, history, languages, linguistics, literatures, music, politics, religion, and sociology of China, Taiwan, Japan, and other Asian countries. An increasing number of courses on South Asia are also offered (e.g. ASST 117, ASST 221, ASST 244, ASST 246T, ASST 248, ASST 252, ASST 256, ASST 391, ASST 415, ASST 424, ASST 431, ASST 488). Students interested in taking Korean or Hindi may take these languages through the Critical Language Program administered by the Center for Foreign Languages, Literatures, and Cultures. Students with questions about the Asian Studies majors or about Asian Studies course offerings should consult the chair. Please note: Courses with ASST prefix carry Division II credit unless otherwise noted and courses with CHIN and JAPN prefixes carry Division I credit unless otherwise noted.

All students wishing to major in the Department of Asian Studies are required to take and pass a total of eleven courses, as follows:

One course that explicitly compares at least two countries in Asia, such as ASST 103, ASST 126, ASST 233, ASST 245, ASST 248, ASST 250, ASST 256, ASST 271, ASST 391, ASST 414, ASST 424, ASST 431, JAPN 258. Or students may take instead a course on a country that is different from their country of primary focus.

Four semesters of Chinese or Japanese language (including no more than two 100-level courses).

In addition to completing (1) and (2) above, all majors choose either an Area Studies track, leading to a major in Asian Studies; or a Language Studies track, leading to a major in Chinese or Japanese.

The requirements for Japanese are indicated below:

Japanese Major

- Four additional semesters of Japanese language (300-level or higher).
- One approved course in Japanese language (400-level), literature or culture.
- One approved elective on Japan.

STUDY ABROAD

Students intending to major in Asian Studies are encouraged to study in Asia during one or both semesters of their junior year. Williams faculty serve on the boards of several study abroad programs in China and Japan. Opportunities to study in India, Indonesia, Korea, Taiwan, Thailand, and other Asian countries are also available. Prospective Asian Studies majors who are planning to study abroad should discuss their plans with their advisor as far in advance as possible. Up to eight courses taken overseas may be counted toward graduation, and up to four courses taken off campus may be counted toward the major.
FAQ
Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?
Yes. In some cases, provisional approval can be granted (students should be sure to contact the department for details). For programs that we are familiar with, we usually pre-approve credits.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?
Course title and description, complete syllabus including readings/assignments, and exams or other written work.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?
Yes, maximum of four courses.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?
Approved courses only.

Are there specific major requirements that cannot be fulfilled while on study away?
No.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)
Not in particular. Students are always strongly encouraged to consult with the department faculty ahead of time to plan on what courses to take during study-away and what courses to take up return.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:
There have been cases where students decided to take different courses after they arrived at the program and those courses did not meet our requirements.

THE DEGREE WITH HONORS
Students interested in writing an honors thesis in Japanese should submit a proposal to the department chair before they pre-register for senior courses in the spring of their junior year. The proposal should include a statement of the topic, a general description of the types of materials available for study and how the study will be carried out, and the name of the faculty member who will serve as advisor. Admission to the honors thesis program will normally be limited to students who have maintained at least a B+ average in their courses for the major.

Students admitted to the program should register for JAPN 493-W31-494. They will be expected to turn in the final draft of their thesis shortly after spring break and to discuss their results formally with their faculty graders. Their final grades in the three courses listed above and the award of Honors, Highest Honors, or no honors will be determined by the quality of the thesis and the student’s performance in the oral defense.

THE ASIAN STUDIES ENDOWMENT
The Linen summer grants for study abroad, the Linen visiting professorships, and several other programmatic activities in the department are supported by an endowment for Asian Studies established by family and friends in memory of James A. Linen III, Class of 1934, Trustee of the College from 1948 to 1953 and from 1963 to 1982.

JAPN 101  (F)  Elementary Japanese
An introduction to modern spoken and written Japanese, the course aims to instill proficiency in Japanese by developing four necessary skills of speaking, listening, reading, and writing to successfully interact with native speakers. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Audio, video and computer-assisted learning materials will be used extensively. Classes consist of a combination of "act" classes, conducted exclusively in Japanese, where students use the language in various types of drills and communicative activities, and "fact" classes, conducted in Japanese and English, where students learn about the language and culture.

Class Format: fact classes, three hours per week; act classes three hours per week
Requirements/Evaluation: daily classroom performance, homework, quizzes, a midterm, and a final exam
Prerequisites: none
JAPN 101 (S) Elementary Japanese
An introduction to modern spoken and written Japanese, the course aims to instill proficiency in Japanese by developing four necessary skills of speaking, listening, reading, and writing to successfully interact with native speakers. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Audio, video and computer-assisted learning materials will be used to facilitate learning. Classes consist of a combination of "act" classes, conducted exclusively in Japanese, where students use the language in various types of drills and communicative activities, and "fact" classes, conducted in Japanese and English, where students learn about the language and culture.

Class Format: fact classes, three hours per week; act classes three hours per week

Requirements/Evaluation: daily classroom performance, homework, quizzes, a midterm, and a final exam

Prerequisites: JAPN 101

Spring 2021

CON Section: H2 MWF 10:40 am - 11:30 am Shinko Kagaya
CON Section: H3 MWF 12:00 pm - 12:50 pm Shinko Kagaya
LEC Section: R1 TR 11:30 am - 12:45 pm Shinko Kagaya
CON Section: R4 MWF 9:20 am - 10:10 am Shinko Kagaya

JAPN 131 (F) Introduction to Japanese Linguistics
This course is an introduction to the basic ideas and methodology of linguistics. We learn how to formally analyze the patterns of speech sounds (phonetics and phonology), word formation (morphology), sentence structures (syntax), and meanings (semantics and pragmatics). Other topics, such as first language acquisition and language variations, may be discussed as needed. Although we use Japanese as the primary target data throughout the course, we occasionally look at data from other languages for further application of linguistic methodology and for the better understanding of cross-linguistic variations and underlying universality across languages. Classes are conducted in English.

Requirements/Evaluation: class discussion, reading assignments (as preparation for class), written assignments (exercises), mid-term and final exam
Prerequisites: no background knowledge of Japanese or linguistics is required; open to all students who are interested in Japanese language or language in general

Enrollment Limit: 25

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

JAPN 201 (F) Intermediate Japanese

This course is a continuation of First-Year Japanese 101-102, further developing the four skills of speaking, listening, reading, and writing. The same general methodology will be used. Upon completing the course, students will have been introduced to most of the major structural patterns of contemporary Japanese and will be able to read simple expository prose.

Class Format: fact classes, three hours per week; act classes three hours per week

Requirements/Evaluation: daily performance, homework, quizzes, a midterm, and a final exam

Prerequisites: JAPN 101-102 or permission of instructor

Enrollment Limit: 10

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2020

LEC Section: H1  TR 9:45 am - 11:00 am  Shinko Kagaya, Kaoruko Minamoto
CON Section: H2  MWF 8:00 am - 8:50 am  Shinko Kagaya, Kaoruko Minamoto
CON Section: H3  MWF 9:20 am - 10:10 am  Shinko Kagaya, Kaoruko Minamoto

JAPN 202 (S) Intermediate Japanese

This course is a continuation of Japanese 201, further developing the four skills of speaking, listening, reading, and writing. The same general methodology will be used. Upon completing the course, students will have been introduced to most of the major structural patterns of contemporary Japanese and will be able to read simple expository prose.

Class Format: fact classes, three hours per week; act classes three hours per week

Requirements/Evaluation: daily performance, homework, quizzes, a midterm, and a final exam

Prerequisites: JAPN 201 or permission of instructor

Enrollment Limit: 20

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2021

LEC Section: H1  TR 9:45 am - 11:00 am  Kaoruko Minamoto
CON Section: H2  MWF 9:20 am - 10:10 am  Kaoruko Minamoto

JAPN 220 (S) Being Korean in Japan (DPE)

Cross-listings: JAPN 220 ASST 220
Primary Cross-listing

Who are Zainichi Koreans (Koreans in Japan)? How are they different from Koreans in Korea or in the United States? Contemporary Korean TV dramas and films have depicted Koreans as attractive and successful people appealing to Hallyu (Korean Wave) fans around the world. However, Zainichi Koreans, who are the largest ethnic minority in Japan, have been frequently portrayed as abusive husbands/fathers, pitiful wives/mothers, or juvenile delinquents in both Japanese and Korean cinema and literature. Through close readings of films, novels, and short essays, we will explore little-known yet significant representations of Zainichi Koreans by focusing on Japanese and Korean historical contexts. By doing so, we will discover new aspects of transnational exchange not only between Japanese and Koreans, but also between South and North Koreans in Japan. All class materials will be available in English translation or with English subtitles.

Requirements/Evaluation: attendance/participation; short written responses; midterm essay; group presentation; final essay

Prerequisites: none

Enrollment Limit: 21

Enrollment Preferences: Open to all students, but if over-enrolled, priority will be given to Asian Studies and Japanese majors

Expected Class Size: 21

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
JAPN 220 (D1) ASST 220 (D1)

Difference, Power, and Equity Notes: This course looks at the dynamics of unequal power in the social marginality of Korean immigrants in Japan. Exploring historical contexts, students will analyze how the ethnic particularity of the Korean minority has engaged with and against Japanese society. Students will also examine how we might associate the minority culture and history with extensive global issues, including the relationships between environmental problems and minorities, wars and women, and imperialism and migration.

Spring 2021

LEC Section: H1    MR 3:15 pm - 4:30 pm    Eun Young Seong

JAPN 223 (S) Japanese Food Culture in a Global Context

Cross-listings: JAPN 223 COMP 223

Primary Cross-listing

The bourgeoning popularity of Japanese food on a global scale has resulted in a surge of new research, literature, and films. Conversely, the effects of globalization have transformed the dining experience within Japan to be ever more multiethnic. This interdisciplinary course explores the complex relationship between food and culture in Japan, and the emergence of Japanese cuisine as a global phenomenon, referring to a variety of materials and practices. Topics to be addressed include modernization, nation-building, militarization, globalization, the environment, and popular culture.

Requirements/Evaluation: active class participation, three response papers, two small projects (including descriptions and class presentations), and one research paper and presentation

Prerequisites: none

Enrollment Limit: 20

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
JAPN 223 (D1) COMP 223 (D1)

Not offered current academic year

JAPN 258 (S) Language and Literacy Development

Cross-listings: PSYC 258 JAPN 258

Primary Cross-listing
Language is uniquely a human function and fundamental to one's participation in society. Children learn to talk in the first three years of life at an impressive speed. However, in order to successfully participate in academic and social life, it is critical for one to develop literacy skills. Learning to read is a multifaceted process that involves various cognitive resources. This course is an introduction to language development and literacy acquisition in first language and in a cross-linguistic environment including Japanese, Chinese and English. Linguistic concepts such as phonology, syntax and morphology will be introduced as we discuss the acquisition processes. Questions to be addressed include: How does a child develop oral language from birth? How does a child learn the meaning of words? How is learning to talk and read similar or different across various languages? How is learning to read different from learning to speak? How “natural” is it to learn to read?

Requirements/Evaluation: active participation in the class discussion, weekly reaction paper, quiz, final paper
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: Japanese, Chinese, Asian Studies, and Psychology majors
Expected Class Size: 25
Grading: yes pass/fail option, yes fifth course option

Unit Notes: Psychology majors, this course counts as a 200-level elective in psychology but does not count as one of the three 200-level courses for the major; for Asian Studies, Chinese, and Japanese majors, this course counts as a comparative requirement course

Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
PSYC 258 (D2) JAPN 258 (D1)
Not offered current academic year

JAPN 260 (F) Japanese Theatre and its Contemporary Context
Cross-listings: THEA 262 COMP 262 JAPN 260
Primary Cross-listing
Japan's rich and varied performance traditions, old and new, born of different historical settings, coexist to this day and compete for the attention of audiences, domestically and abroad. The forms to be considered (nohgaku, kabuki, bunraku, shingeki, butoh, and Takarazuka all female revue among others) are all dynamic. Each has transformed itself in response to evolving social conditions. This course examines these performance traditions, considers how each reflects the social, cultural, and political context of its birth, and poses the question, "of what relevance is each to a contemporary audience?" Some of the other questions we will explore are: How have these performing traditions transformed themselves throughout history, including after 3.11? What do we mean by traditional? contemporary? How are traditional and contemporary performance genres interacting with each other? How have the central themes of these works evolved? All readings and discussion will be in English.

Class Format: discussion
Requirements/Evaluation: active class participation, presentations, written journals, two short papers, and one longer paper
Prerequisites: none; open to all
Enrollment Limit: 20
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
THEA 262 (D1) COMP 262 (D1) JAPN 260 (D1)
Not offered current academic year

JAPN 274 (F) Confronting Japan
Cross-listings: JAPN 274 COMP 274
Primary Cross-listing
This tutorial looks into confrontations, within Japan and across its borders, how such confrontations are perceived, handled and narrated, and what they tell us about Japanese society. Through literature and other media, we will probe domestic issues, such as gender/economic disparities, aging, minorities, suicide, reclusion and post 3-11 recovery, and international issues, related to Japan's shifting roles within East Asia and beyond.
Discussions will untangle the conflicting perspectives, and elaborate the thoughts and feelings of the various contestants. All readings and discussions will be in English. Some course materials will also be available in Japanese, for those interested.

Requirements/Evaluation: 4- to 5-page papers and 2-page critiques (in alternating weeks), and one final report at the culmination of the course

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Japanese majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

JAPN 274 (D1) COMP 274 (D1)

Not offered current academic year

JAPN 301  (F)  Upper-Intermediate Japanese

This course is a continuation of Japanese 201 and 202. Students will further develop the four skills of speaking, listening, reading, and writing, while consolidating the foundations built in Elementary and Intermediate Japanese. The same general methodology will be used. In this course, students begin to emphasize vocabulary building through the study of situationally oriented materials stressing communicative competence. The reading of expository prose in both semi-authentic and authentic materials of intermediate difficulty will also receive some extensive attention.

Class Format: three 75-minute classes (hybrid)

Requirements/Evaluation: daily performance, homework, quizzes, a midterm, and a final exam

Prerequisites: JAPN 202 or permission of instructor

Enrollment Limit: 10

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2020

LEC Section: H1    MWF 10:00 am - 11:15 am     Eun Young Seong

JAPN 302  (S)  Upper-Intermediate Japanese

This course is a continuation of Japanese 301. Students will further develop the four skills of speaking, listening, reading, and writing, while consolidating the foundations built in Elementary and Intermediate Japanese. In this course, students work on the reading skills for comprehending primary source materials and expository prose of intermediate difficulty; the communication skills for conducting practical conversations and presentations; and the listening skills for interpreting various types of information.

Class Format: three 75-minute classes

Requirements/Evaluation: daily performance, homework, quizzes, a midterm, and a final exam

Prerequisites: JAPN 301 or permission of instructor

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2021

LEC Section: H1    MWF 8:15 am - 9:30 am     Eun Young Seong
JAPN 401 (F) Advanced Japanese
This course is a continuation of Japanese 301 and 302. Students will develop the four skills of speaking, listening, reading, and writing in the discussion of social issues in contemporary Japan. Topics may vary according to the level of the students.

Class Format: three 75-minute classes (hybrid)
Requirements/Evaluation: daily performance, homework, quizzes and projects (presentations)
Prerequisites: JAPN 302 or permission of instructor
Enrollment Limit: 8
Expected Class Size: 8
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)

Fall 2020
LEC Section: R1 MWF 11:45 am - 1:00 pm Eun Young Seong

JAPN 402 (S) Advanced Japanese
A continuation of Japanese 401, developing speaking, listening, reading, and writing skills in the discussion of social issues in contemporary Japan. Topics may vary according to the level of the students.

Class Format: three 75-minute classes
Requirements/Evaluation: daily performance, homework, quizzes and projects (presentations)
Prerequisites: JAPN 401 or permission of instructor
Enrollment Limit: none
Enrollment Preferences: none
Expected Class Size: 8
Grading: no pass/fail option, no fifth course option
Distributions: (D1)

Spring 2021
LEC Section: R1 MWF 11:45 am - 1:00 pm Eun Young Seong

JAPN 406 (F) Advanced Japanese: JLPT 1, 2 or 3
This course is for advanced students, especially for those who would aim to pass Level 1, 2, or 3 of the Japanese Language Proficiency Test (JLPT) offered by the Japan Foundation and Japan Educational Exchanges and Services. JLPT not only measures examinees' skill level, but has been used as a form of qualification, and also often for employment screening and evaluation. Students will work on all five areas of chôkai (listening comprehension), dokkai (reading comprehension), bunpô (grammar), goi (vocabulary) and kanji, based on their skill level.

Requirements/Evaluation: daily preparation and in-class performance, a weekly journal, and taking the JLPT exam suited to your level in December
Prerequisites: any one of Japanese 300- or 400-level courses or permission of instructor
Enrollment Limit: 5
Expected Class Size: 4
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)
Not offered current academic year

JAPN 407 (F) An Exploration of Japanese Language and Culture
Cross-listings: JAPN 407 ASST 207
Language is the primary means for human beings to lead social lives and it expresses, embodies and symbolizes cultural and social reality. This tutorial will examine the intertwining ways in which the Japanese language reflects the patterns of life and intrinsic beliefs of Japanese, while exploring how this linguistic code may influence and shape the ways Japanese think. We will look into the following topics: polite language and the variety of personal pronouns in order to examine how the hierarchical structure of Japanese society is reflected in them. Also, we will explore women's speech, youth and queer Japanese to discuss social and gender identities and the role of linguistic stereotypes in manga, anime and TV dramas as well as the "easy Japanese movement," which depicts the shift from a monolingual to multilingual Japanese society. And finally, our examination will investigate the semantic and cultural losses that occur in translations from Japanese prose to English prose. The course is conducted in either Japanese or English with materials drawn from linguistics and sociocultural studies both in Japanese and English. Students wishing to take the course in English should register under ASST 207T and students wishing to take the course in Japanese should register under JAPN 407T. Japanese language learners will not only develop analytical and critical thinking, but will gain more advanced Japanese skills such as reading to understand the logic of arguments, exponent narrative, and academic presentations and writing.

Requirements/Evaluation: attendance and participation, 5 short papers, 5 critiques, and one final project; ASST 207 will meet once a week; JAPN 407 will meet twice a week

Prerequisites: none for ASST 207; a 400-level Japanese language course, advanced level Japanese proficiency or permission of instructor for JAPN 407

Enrollment Limit: 10

Enrollment Preferences: current or prospective Japanese, Chinese, and Asian Studies majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: students wishing to take the course in English should register under ASST 207 and students wishing to take the course in Japanese should register under JAPN 407

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

JAPN 407 (D1) ASST 207 (D1)

Not offered current academic year

JAPN 493 (F) Senior Thesis: Japanese

Japanese senior thesis; this is part of a full-year thesis (493-494).

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2020
HON Section: H1 TBA George T. Crane

JAPN 494 (S) Senior Thesis: Japanese

Japanese senior thesis; this is part of a full-year thesis (493-494).

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2021
HON Section: H1 TBA George T. Crane

JAPN 497 (F) Independent Study: Japanese

Japanese independent study. For students who have completed Japanese 402 or the equivalent.

Grading: yes pass/fail option, yes fifth course option
JAPN 498 (S) Independent Study: Japanese  
Japanese independent study. For students who have completed Japanese 402 or the equivalent.  
**Grading:** yes pass/fail option, yes fifth course option

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**Winter Study**  

JAPN 31 (W) Senior Thesis: Japanese  
To be taken by all students who are candidates for honors in Japanese.  
**Class Format:** independent study
**Grading:** pass/fail only

**JAPN 88 (W) Japanese Sustaining Program**  
Students registered for JAPN 101-102 are required to attend and pass the Japanese Sustaining Program. However, students are also required to register for a regular Winter Study course. Once the regular Winter Study registration process is complete, the Registrar's Office will automatically enroll you in the Sustaining Program, check your class schedule to confirm enrollment.

**Requirements/Evaluation:** regular attendance and active participation
**Prerequisites:** Japanese 101
**Grading:** pass/fail option only
**Materials/Lab Fee:** one Xerox packet

**JAPN 99 (W) Independent Study: Japanese**  
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study
**Grading:** pass/fail only

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**Distributions:** (D1)

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**Fall 2020**

IND Section: H1    TBA    George T. Crane

**JAPN 498 (S) Independent Study: Japanese**  
Japanese independent study. For students who have completed Japanese 402 or the equivalent.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

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**Spring 2021**

IND Section: H1    TBA    George T. Crane

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How long will the Sun shine? How do we discover Earth-like planets among the many exoplanets circling other stars? How did the universe begin and how has it evolved over its 13.8-billion-year history? How do we detect not only light but also gravitational waves from afar? Astronomy is the science that asks and tries to answer questions like these. We have come a long way toward understanding what makes the sky appear as it does and how the Universe behaves. The Astronomy Department offers courses for anyone who is interested in learning about the Universe, and who would like to be able to follow new astronomical discoveries as they are made. All courses in Astronomy satisfy the Division III requirement. The Astronomy major and the Astrophysics major (administered jointly with the Physics Department) are described below.

The beginning astronomy courses are offered on two levels. Astronomy 101, 102, 104, and 330-range courses are intended primarily for non-science majors and have no prerequisite. Astronomy 111 is designed for students with some exposure to physics. It has a prerequisite of one year of high school physics or permission of the instructor, and a co-requisite of Mathematics 140 or equivalent background in calculus.

Most of the astronomy courses take advantage of our observational and computational facilities including a 24-inch computer-controlled telescope with sensitive electronic detectors, and our own computer network for image processing and data analysis. The Astronomy Department site can be found at astronomy.williams.edu.

ASTRONOMY MAJOR

The Astronomy major is designed for students with an interest in learning about many aspects of modern astronomy, but who do not choose to take the most advanced physics and math courses of the astrophysics major. It is also appropriate as a second major for students concentrating in another field; in particular, combining an Astronomy major with a related major like Geoscience or Computer Science has been a fruitful path for some of our students. The Astronomy major emphasizes understanding the observed properties of the physical systems that comprise the known Universe, from the Sun and solar system, to the evolution of stars and star clusters, to the Milky Way Galaxy, to external galaxies and clusters of galaxies. Because some knowledge of physics and calculus is necessary to understand many astronomical phenomena, the Astronomy major requires the first two semesters each of the physics and calculus that are also required of Physics majors and Astrophysics majors.

There are several possible routes through the Astronomy major, depending on preparation and interest. Students considering a major in Astronomy should consult with members of the department early and often. A first-year student, if unsure about choosing between Astronomy and Astrophysics, may wish to take not only Astronomy 111 but also Physics 131, 141, or 151 and Mathematics 140 (if necessary) in the fall. Students who might place out of physics courses should read the section on placement under Physics.

Major Requirements for Astronomy

- Astronomy 111 Introduction to Astrophysics OR Astronomy 101 Stars: From Suns to Black Holes and either Astronomy 102 The Solar System—Our Planetary Home OR Astronomy 104 The Milky Way Galaxy and the Universe Beyond
- Two 200-level Astronomy courses (or additional 400-level Astronomy courses as substitutes)
- Two 400-level Astronomy courses
- Physics 131 Particles and Waves OR Physics 141 Particles and Waves—Enriched OR equivalent placement
- Physics 142 Foundations of Modern Physics or Physics 151 Seminar on Modern Physics
- Mathematics 140 Calculus II
- Mathematics 150 Multivariable Calculus OR Mathematics 151 Multivariable Calculus OR equivalent placement

The total number of courses required for the Astronomy major is nine. A typical path through the major will begin with Physics 141, which is suitable for students with one year of high school physics and a background in calculus. However, students without high school physics may begin with Physics 131, and students entering with Advanced Placement in physics and/or math may obtain credit toward the major for the equivalent of Physics 142 and/or Mathematics 150 or 151 taken elsewhere. There are some aspects of astronomy that are closely related to chemistry or geosciences. In recognition of this, certain advanced courses in those departments can be accepted for credit toward the Astronomy major.

THE DEGREE WITH HONORS IN ASTRONOMY
The honors degree in Astronomy will be awarded on the basis of a senior thesis presenting the results of an original observational, experimental, or theoretical investigation conducted by the student under the direction of a faculty member in Astronomy. There are no specific grade requirements (other than College-wide requirements for remaining in good academic standing) for entry into the thesis research program; however, a student wishing to do a thesis should have demonstrated both ability and motivation for independent work in previous courses and in any earlier research involvement. Students doing theses will normally choose a topic and an advisor early in the second semester of their junior year and usually begin their thesis work during the summer. During the senior year, those students whose proposals have been approved will elect two courses and a winter study project in addition to the minimum requirements for the major. Preparation for the thesis will occupy at least one course (Astronomy 493) and the winter study project (Astronomy 031). At the end of the winter study period, the department will decide, in consultation with each student, whether to admit that student to honors candidacy. Both a written thesis and an oral presentation to faculty and fellow students are required. The degree with honors will be awarded to those who meet these requirements with distinction. The degree with highest honors will be awarded to those who fulfill the requirements with unusually high distinction.

The department will be flexible with regard to the number and timing of courses devoted to thesis research within the general guidelines of two courses and a winter study project over and above the minimum major requirements and the written and oral presentations, especially in cases of students with advanced standing and/or summer research experience. Students considering unusual requests are urged to consult with potential advisors or the department chair as early as possible.

**ASTROPHYSICS MAJOR**

The Astrophysics major is designed for students who want a rigorous introduction to the field, and includes not only those who plan graduate study in astronomy, astrophysics, or a closely related area, but also those interested in a wide variety of careers. Astrophysics alumni are not only astronomers but also computer scientists, geologists, teachers, doctors, lawyers, business school professors, and so on. In recent years, many astrophysics majors have had a second major in fields as wide ranging as mathematics, computer science, geosciences, economics, English, and art history. This major emphasizes the description of the Universe and its constituents in terms of physical processes. Potential Astrophysics majors should consult early with members of the Astronomy and Physics Departments to determine their most appropriate route through the major. An essential ingredient in such students' undergraduate training is experience in physics and mathematics. Therefore, the major normally will begin in the first year a student is at Williams with Physics 131, 141, or 151 and Mathematics 140 or 150 or 151 in the fall. Physics 141 is recommended for students with one year of high school physics and a background in calculus. Students with very good background placing them out of Physics 142 and out of Mathematics 140 may choose to take Physics 201 and Mathematics 150 or 151 instead. Astronomy 111 will often be taken in the fall of the sophomore year; however, many students take it in the fall of their first year at Williams, along with physics and math. Students who might place out of physics courses should read the section on placement under Physics; those who place out of Physics 131 or 141 into Physics 142 or 151 should particularly consider taking Astronomy 111 in the fall of their first year.

In addition to the major courses described below, other courses in geosciences, mathematics, and computer science may also be appropriate.

**Major Requirements for Astrophysics**

- Astronomy 111 Introduction to Astrophysics OR Astronomy 101 Stars: From Suns to Black Holes and either Astronomy 102 The Solar System—Our Planetary Home OR Astronomy 104 The Milky Way Galaxy and the Universe Beyond
- Physics 131 Particles and Waves OR Physics 141 Particles and Waves—Enriched OR equivalent placement
- Physics 142 Foundations of Modern Physics OR Physics 151 Seminar on Modern Physics
- Physics 201 Electricity and Magnetism
- Physics 202 Waves and Optics
- Physics/Mathematics 210 Mathematical Methods for Scientists
- Physics 301 Introductory Quantum Physics
- Mathematics 150 Multivariable Calculus OR Mathematics 151 Multivariable Calculus
- Three 400-level astronomy courses OR two 400-level astronomy courses and one of the following:
  - Astronomy 211 Astronomical Observing and Data Analysis
  - Physics 302 Statistical Physics
  - Physics 402T Applications of Quantum Mechanics
  - Physics 405T Electromagnetic Theory
  - Physics 411T Classical Mechanics;
The total number of courses required for the Astrophysics major, an interdisciplinary major, is eleven. Students entering with Advanced Placement in physics and/or mathematics may obtain credit toward the major for the equivalent of Physics 141 and/or Mathematics 140 and/or 150 or 151 taken elsewhere, but at least 8 courses in astronomy, physics, and mathematics must be taken at Williams. There are some aspects of astrophysics that are closely related to chemistry or geosciences. In recognition of this relation, certain advanced courses in those departments can be accepted for credit toward the Astrophysics major on a two-for-one basis. It is not possible to double major in Astrophysics and Physics.

THE DEGREE WITH HONORS IN ASTROPHYSICS

The honors degree in Astrophysics will be awarded on the basis of a senior thesis presenting the results of an original observational, experimental, or theoretical investigation carried out by the student under the direction of a faculty member in Astronomy or Physics. There are no specific grade requirements (other than College-wide requirements for remaining in good academic standing) for entry into the thesis research program; however, a student wishing to do a thesis should have demonstrated both ability and motivation for independent work in previous courses and in any earlier research involvement. Students doing theses will normally choose a topic and an advisor early in the second semester of their junior year and usually begin their thesis work during the summer. During the senior year, those students whose proposals have been approved will elect two courses and a winter study project in addition to the minimum requirements for the major. Preparation for the thesis will occupy at least one course (Astrophysics 493) and the winter study project (Astrophysics 031). At the end of the winter study period, the departments will decide, in consultation with each student, whether to admit that student to honors candidacy. Both a written thesis and an oral presentation to faculty and fellow students are required. The degree with honors will be awarded to those who meet these requirements with distinction. The degree with highest honors will be awarded to those who fulfill the requirements with unusually high distinction.

The departments will be flexible with regard to the number and timing of courses devoted to thesis research within the general guidelines of two courses and a winter study project over and above the minimum major requirements and the written and oral presentations, especially in cases of students with advanced standing and/or summer research experience. Students considering unusual requests are urged to consult with potential advisors or the department chairs as early as possible.

STUDY ABROAD

FAQ

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, and complete syllabus including readings/assignments.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

No.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. PHYS 301, a required course for the Astrophysics major, is only taught in the fall, and is difficult to replicate abroad, especially regarding the lab component.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:

None to date.
ASTR 101  (F)  Stars: From Suns to Black Holes

For the new era of "multimessenger astronomy" (not only light and its like but also particles from space and gravitational waves): What makes a star shine? For how long will the Sun keep shining and what will happen to it then? What are black holes and how can they form? How and what have we found out about the recently gravitational radiation resulting from two giant black holes merging and, with additional signals in the spectrum, from the merger of two neutron stars? What do we learn about the Sun from total solar eclipses? Astronomy 101, a non-major, general introduction to the part of contemporary astronomy that includes how stars form and die, will provide answers to these questions. We pay special attention to recent exciting discoveries, including regular briefings and current emails plus bonus coverage of NASA's Mars2020 to Mars with the participation of Williams alumni/ae. Topics include discoveries with the Hubble Space Telescope, missions to discover planets around other stars, the latest huge telescopes and some results; how astronomers interpret the light received from distant celestial objects; and the Sun as a typical star. We discuss how pulsars and black holes result from the evolution of massive stars and how supermassive black holes lurk in galaxies/quasars. We discuss the discovery of thousands of "exoplanets" around stars other than the Sun, validating our choice of topics. We regularly discuss the latest news briefs and developments in astronomy and relate them to the topics covered in the course. This course is independent of and on the same level as Astr 102 (solar system)/104 (galaxies/cosmology); students who have taken those courses are welcome. Observing sessions will include remote use of the telescopes for nighttime observations and daytime observations of the Sun, mainly remotely but with on-campus possibilities. There will be five laboratories, available both in afternoon sessions on campus or remotely.

Class Format: lecture (two sessions per week), observing sessions (scattered throughout the semester), afternoon labs (five times per semester), and a planetarium demonstration, available both in place and remotely. Planetarium and Roof-Observatory TAs will be available for consultation, in addition to the instructors, throughout the semester. This course is also available asynchronously.

Requirements/Evaluation: two hour tests, a final exam, an observing portfolio, and lab reports

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: first enrolled

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Unit Notes: non-major course

Distributions: (D3)

Fall 2020
LEC Section: H1  TR 9:45 am - 11:00 am  Jay M. Pasachoff
LAB Section: H2  MR 1:30 pm - 2:45 pm  Kevin Flaherty
LAB Section: H3  MR 3:15 pm - 4:30 pm  Kevin Flaherty

ASTR 102  (S)  Our Solar System and Others

What makes Earth different from all the other planets? What has NASA's Curiosity on Mars found about Mars's past running water and suitability for life? We will follow the February 2021 landing of NASA's Mars2020 with its alumni/ae participation! How has knowledge about Pluto been transformed by NASA's 2015 flyby and the associated ground-based studies with which Williams College faculty and students participate? Will asteroids or comets collide with the Earth again? What is a solar eclipse like? What do we learn from the rare transits of Mercury and of Venus that Williams faculty and students have studied? Astronomy 102, a non-major, general introduction to the part of contemporary astronomy that comprises the study of the solar system, will provide answers to these questions and more. We will cover the historical development of humanity's understanding of the solar system, examining contributions by Aristotle, Ptolemy, Copernicus, Galileo, Newton, Einstein, and others. We will discuss the discovery of over 4000 exoplanets around stars other than the Sun. The course gives special attention to exciting discoveries of the past few years by space probes and by the Hubble Space Telescope and the Kepler/K2/TESS missions. We regularly discuss the latest news briefs and developments in astronomy and relate them to the topics covered in the course. This course is independent of, and on the same level as Astronomy 101 (stars and stellar evolution) and 104 (galaxies and cosmology), and students who have taken those courses are welcome.

Class Format: lecture (three hours per week), observing sessions (scattered throughout the semester), afternoon labs (five times per semester), and a planetarium demonstration. A planetarium demonstration will also take place, available both in place and remotely. Planetarium and Roof-Observing TAs will be available for consultation, in addition to the instructors, throughout the semester. This course is also available asynchronously.
ASTR 104  (S)  The Milky Way Galaxy and the Universe Beyond

It has been less than a century since the Sun was discovered not to be at the center of the Milky Way Galaxy, and the Milky Way Galaxy was determined to be only one of countless "island universes" in space. A host of technological advances is enabling us to understand even more clearly our place in the universe and how the universe began. For example, the recently discovered "chirp" from gravitational radiation (reported in 2016) resulting from two giant black holes merging, and the "chirp" from two neutron stars merging, also producing light, radio and x-ray radiation, has opened a whole different way of observing the Universe from the traditional use of light and other forms of electromagnetic radiation. We are now therefore in the new era of multimessenger astronomy. Further, the Hubble Space Telescope and the Chandra X-ray Observatory bring exceptionally clear images over a wider range of the spectrum; their images are aiding astronomers to better understand the past and future of the Universe, and new infrared images are expected with the launch of the James Webb Space Telescope. Observations with those and other new telescopes on the ground and in space help to confirm and enlarge our understanding of the Big Bang. In addition, study of the early Universe (most recently from the Planck spacecraft) and large-scale mapping programs such as the Sloan Digital Sky Survey, the European Space Agency's Gaia, and the Dark Energy Survey. Astronomy 104, a non-major, general introduction to part of contemporary astronomy comprising the study of galaxies and the Universe, explores the answers to questions like: What is the Milky Way?; Why are quasars so luminous?; Is the Universe made largely of "dark matter" and "dark energy"?; What determines the ultimate fate of the Universe? How have studies of Cepheid variables and distant supernovae with the Hubble Space Telescope determine that the Universe is 13.8 billion years old and indicated that the Universe's expansion is accelerating? How significant is the current discrepancy between the age and expansion rate of the Universe as measured from supernova observations as opposed to measurements from the cosmic background radiation? We regularly discuss the latest news briefs and developments in astronomy and relate them to the topics covered in the course. This course is independent of, and on the same level as Astronomy 101 and 102, and students who have taken those courses are welcome.

Class Format: lecture (two sessions per week), observing sessions (scattered throughout the semester), afternoon labs (five times per semester), and a planetarium demonstration, available both in place and remotely. Planetarium and Roof-Observatory TAs will be available for consultation, in addition to the instructors, throughout the semester. This course is also available asynchronously. Current astronomical discoveries will be discussed at the beginning of each class and by email throughout the semester.

Requirements/Evaluation: two hour tests, a final exam, lab reports, and an observing portfolio

Prerequisites: none; not open to students who have taken or are taking ASTR 330

Enrollment Limit: 25

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Unit Notes: non-major course

Distributions: (D3)

Not offered current academic year

Spring 2021

LAB Section: H2  MR 1:30 pm - 2:45 pm  Kevin Flaherty
LAB Section: H3  MR 3:15 pm - 4:30 pm  Kevin Flaherty
LEC Section: R1  TR 9:45 am - 11:00 am  Jay M. Pasachoff

ASTR 107  (F)  Astrobiology
Astrobiology is the study of the origin, evolution, and distribution of life in the universe. As such it is an inherently interdisciplinary field, incorporating all of the basic natural sciences: biology, chemistry, physics, astronomy, and the earth sciences, as well as aspects of philosophy, sociology, and engineering. Questions we will seek answers to in this class include: How, why, when, and where did life evolve on Earth, and what does that tell us about how it might evolve elsewhere? What are the chances that there is life on other planets and moons in our solar system, and why? Are there habitable planets elsewhere in the universe, and will we ever truly know if any of them contain life? We will approach these questions using a combination of lectures, activities, labs, homework assignments, and virtual visits from some of the country's leading Astrobiology researchers. Examples of lab and homework activities include exploring our definition of life by making observations about living and non-living systems, examining evidence for ancient habitable environments in rocks, reconstructing the geological history of Mars using satellite imagery, and modeling exoplanet atmospheres using computer simulations. Assessment will be based on participation, quizzes, labs and homework assignments, and a final group project where students will write a mock NASA mission proposal. This course is in the Sediments and Life group for the Geosciences major.

Class Format: All lecture components will be via asynchronous online content. Labs will have in person and remote options; in person lab group will meet every other week and have virtual group project work on alternate weeks.

Requirements/Evaluation: Assessment will be based on participation, quizzes, labs and homework assignments, and a final group project where students will write a mock NASA mission proposal.

Prerequisites: none

Enrollment Limit: 48

Enrollment Preferences: first year and second year students, Geosciences majors

Expected Class Size: 48

Grading: yes pass/fail option, yes fifth course option

Unit Notes: This course counts towards the GEOS Group B Electives - Sediments and Life

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 107 (D3) ASTR 107 (D3)

ASTR 111 (F) Introduction to Astrophysics (QFR)

The science of astronomy spans vast scales of space and time, from individual atoms to entire galaxies and from the universe's beginning to the future fate of our Sun. In this course, we will survey some of the main ideas in modern astrophysics, with an emphasis on the physics of stars and galaxies. ASTR 111 is the first course in the Astrophysics and Astronomy major sequences. It is also appropriate for students planning to major in one of the other sciences or mathematics and for others who would like a quantitative introduction that emphasizes the relationship of contemporary physics to astronomy. Topics include gravity and orbits, radiation laws and stellar spectra, physical characteristics of the Sun and other stars, star formation and evolution, black holes, galaxies, the expanding universe, and the Big Bang. Students will also use telescopes remotely to observe stars, nebulae, planets, and galaxies and to make daytime observations of the Sun.

Class Format: This is a hybrid course. Lectures will be provided both in-person and for remote viewing. Students will work in small groups on discussions and calculations. Each group can choose to meet remotely or in class. Students can switch groups, and groups can switch format, as needed. Prof. Jaskot will meet with remote groups during their discussion to answer questions. The class has 6 afternoon labs, with both in-person and remote options. Remote observing sessions will occur throughout the semester.

Requirements/Evaluation: weekly problem sets, one hour-long test, a final project, lab reports, and an observing portfolio

Prerequisites: a year of high school Physics, concurrent college Physics, or permission of instructor, and MATH 140 or equivalent

Enrollment Limit: 28

Enrollment Preferences: potential Astronomy majors
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: The course requires regular problem sets and quantitative assignments. The course will emphasize how physical equations explain the observed properties of the universe.

Fall 2020
LEC Section: H1  TR 11:30 am - 12:45 pm  Anne Jaskot
LAB Section: H2  T 1:00 pm - 3:00 pm  Kevin Flaherty
LAB Section: H3  W 1:00 pm - 3:00 pm  Kevin Flaherty

ASTR 211  (S)  Astronomical Observing and Data Analysis  (QFR)
How do astronomers make scientific measurements for objects that are light-years away from Earth? This course will introduce the basics of telescopes and observations and will give students hands-on training in the techniques astronomers use to obtain, process, and analyze scientific data. We will discuss observation planning, CCD detectors, signal statistics, image processing, and photometric and spectroscopic observations. We will begin by focusing on ground-based optical observations and will move on to non-optical observations, both electromagnetic (e.g., radio waves, X-rays) and non-electromagnetic (e.g., gravitational waves, neutrinos). Throughout the course, students will use computational techniques to work with real astronomical data, taken with our 24" telescope and from data archives.

Class Format: discussion, computer lab work, and observing
Requirements/Evaluation: weekly problem sets, lab work, and observing projects
Prerequisites: MATH 150 or 151; prior experience with Unix and computer programming is helpful, but not required
Enrollment Limit: 14
Expected Class Size: 8
Grading: no pass/fail option, no fifth course option
Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: The course requires regular problem sets. Labs require computer programming and statistical and graphical analyses of data.
Not offered current academic year

ASTR 217  (S)  Planets and Moons
Cross-listings: ASTR 217  GEOS 217

Secondary Cross-listing
This course examines the history and geology of the solar system. No two planets are exactly alike, and as we acquire more data and higher-resolution images, our sense of wonder grows. However, we can't hike around and hammer rocks on Venus or Titan, so we have to infer composition, form, texture and process from remotely-captured images and sparse chemical and spectral data. We will consider the origin of the solar system, the formation and evolution of planetary bodies, and the role of impacts, volcanism, tectonics and geomorphology in shaping them. We will summarize basic geological concepts of stratigraphy, structure and chronology and show how they can be applied off-world. We will review solar system exploration, and will include planetary data in lab exercises. This course is in the Solid Earth group for the Geosciences major.

Requirements/Evaluation: Periodic short quizzes, reading journal, lab exercises, class participation
Prerequisites: any 100-level GEOS or any 100-level ASTR course, or permission of instructor
Enrollment Limit: 20
Enrollment Preferences: Geosciences majors, Astronomy/Astrophysics majors, and sophomores
Expected Class Size: 12
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:
ASTR 240  (F)  Great Astronomers and Their Original Publications  (WS)

Cross-listings:  ASTR 240  STS 240  HSCI 240  LEAD 240

Primary Cross-listing

In this course we will study some of the greatest figures in astronomy and consider their leadership in advancing progress in the field. We will consider their lives and works, especially as represented by original copies of their books and other publications. These great astronomers include: 16th century, Nicolaus Copernicus (heliocentric universe); Tycho Brahe (best pre-telescopic observations); 17th century, Galileo (discoveries with his first astronomical telescope, 1610; sunspots, 1613; *Dialogo*, 1632); Johannes Kepler (laws of planetary motion, 1609, 1619); Johannes Hevelius and Elisabeth Hevelius (atlases of the Moon and of stars, 1647, and 1687); Isaac Newton (laws of universal gravitation and of motion, 1687); 18th century, Edmond Halley (*Miscellanea curiosa*, eclipse maps, 1715, 1724); John Flamsteed and Margaret Flamsteed (*Atlas Coelestis*, 1729); and William Herschel and Caroline Herschel (1781, 1798). Also, from more recent times in which original works are often articles rather than books: 20th century, Albert Einstein (special relativity, 1905; general relativity, 1916); Marie Curie (radioactivity); Cecilia Payne-Gaposchkin (hydrogen dominating stars, 1929); Edwin Hubble (Hubble’s law, 1929); Vera Rubin (dark matter, 1970s); Jocelyn Bell Burnell (pulsar discovery, 1968); and 21st century: Wendy Freedman (Universe’s expansion rate, 2000s). First editions will be available in Williams’s Chapin Library of rare books, and facsimiles or digital copies will be provided for remote learning. We will also consider how such original materials are collected and preserved, and look at examples from the wider world of rarities, such as a leaf from the *Gutenberg Bible* (c. 1450) and a Shakespeare *First Folio* (1623, with a discussion of astronomical references in Shakespeare’s plays). We evaluate a trove of books and papers about historic transits of Venus. We discuss matters of fraud and authenticity, especially the case of a purported *Sidereus Nuncius*, shown to be a modern construction. The course will be taught in collaboration between an astronomer and a rare books librarian, with remote lectures by experts from around the world.

Class Format: Meeting on campus in the Chapin Library classroom (Sawyer 452) or remotely; students who are not on campus can visit the original books at a later time/year.

Requirements/Evaluation: class participation, two 5-page intermediate papers, and a final 15-page paper; student choice of additional readings from a provided reading list

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: if overenrolled, preference by written paragraph of explanation of why student wants to take the course

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions:  (D3)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ASTR 240  (D3) STS 240  (D2) HSCI 240  (D3) LEAD 240  (D3)

Writing Skills Notes: Comments on submitted papers will aid in writing skills

Fall 2020

SEM Section: H1  W 1:30 pm - 2:20 pm  Jay M. Pasachoff, Wayne G. Hammond

CON Section: H2  W 3:00 pm - 5:00 pm  Jay M. Pasachoff, Wayne G. Hammond

CON Section: H3  Cancelled

ASTR 217  (D3) GEOS 217  (D3)

Not offered current academic year

ASTR 317  (S)  Current topics in Planetary Geology  (WS)

Cross-listings: GEOS 317  ASTR 317

Secondary Cross-listing

We will look in detail at geological processes on rocky and icy bodies of the Solar System. Each week will have a specific theme, and students will read a series of scientific articles on that topic. The readings will form the basis for writing and discussion. Areas to be investigated may include ice ages on Mars, the origin of Earth’s moon, tectonics on Venus, chaos terrain on Europa, geyserons on Enceladus, cryovolcanism on Triton, methane lakes on Titan, the viability of mining in the Asteroid Belt, and the prospects for life on other worlds. This course is in the Solid Earth group for the
**Class Format:** Students meet with the professor weekly, in pairs, with one student writing each week and the other critiquing; and both engaging in detailed discussion of the readings.

**Requirements/Evaluation:** Evaluation is based on written papers, critiques, and discussion.

**Prerequisites:** GEOS/ASTR 217 (Planets and Moons); OR any two courses at 200-level or higher in Geosciences and/or Astronomy; OR permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Geosciences and Astronomy majors and prospective majors

**Expected Class Size:** 6

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (WS)

*This course is cross-listed and the prefixes carry the following divisional credit:*

GEOS 317 (D3) ASTR 317 (D3)

**Writing Skills Notes:** This tutorial-style course focuses on writing, with 6 papers (5-7 pages) written bi-weekly throughout the semester, and partner critiques in alternate weeks.

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**ASTR 330 (S) The Nature of the Universe**

This course is a journey through space and time from the first fractions of a second after the Big Bang to the ultimate fate of the Universe billions of years into the future. Topics include the Big Bang and its remnant cosmic background radiation, cosmic inflation, conditions during the first three minutes, creation of the elements, stellar and galactic black holes, relativity, the detection of gravitational waves, galaxies and quasars, dark matter, and the formation of the large-scale structure of the Universe. We will explore current ideas about the fate of our Universe, including the acceleration of its expansion, and its implications for the end of time. Finally, we will consider the fantastic but serious theoretical proposal that ours is but one of countless universes existing within a multiverse.

**Class Format:** This is a remote course. Synchronous lectures and break-out discussions will take place during the scheduled class time. These lectures may be recorded for the benefit of students in substantially different time zones; these students will then schedule a separate small-group discussion time in consultation with the professor. Remote observing sessions will occur throughout the semester.

**Requirements/Evaluation:** two midterm exams, a small observing portfolio, occasional quizzes, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 48

**Enrollment Preferences:** open only to juniors and seniors; closed to students who have taken or are taking ASTR 104, and closed to ASTR, ASPH, and PHYS majors; preference given to seniors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** non-major course; course in the 33X sequence are meant as general education courses for students in all majors

**Distributions:** (D3)

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**ASTR 336 (S) Science, Pseudoscience, and the Two Cultures**

Cross-listings: LEAD 336  ASTR 336  HSCI 336

**Primary Cross-listing**

A famous dichotomy between the sciences and the humanities, and public understanding of them, was laid down by C. P. Snow and has been widely
discussed, with ignorance of the second law of thermodynamics compared with ignorance of Shakespeare. In this seminar, we will consider several aspects of science and scientific culture, including how scientific thinking challenges the claims of pseudoscience. We will consider C. P. Snow and his critics as well as the ideas about the Copernican Revolution and other paradigms invented by Thomas Kuhn. We will discuss the recent "Science Wars" over the validity of scientific ideas. We will consider the fundamental originators of modern science, including Tycho, Kepler, Galileo, and Newton, viewing their original works in the Chapin Library of rare books and comparing their interests in science with what we now call pseudoscience, like alchemy. We will review the history and psychology of astrology and other pseudosciences. Building on the work of Martin Gardner in *Fads and Fallacies in the Name of Science*, and using such recent journals as *The Skeptical Inquirer* and *The Scientific Review of Alternative Medicine*, we consider from a scientific point of view what is now called complementary or alternative medicine, including both older versions such as chiropractic and newer nonscientific practices. We will discuss the current global-climate-change deniers and their effects on policy. We discuss vaccination policy. We consider such topics as GM (genetically modified) foods, the safety and regulation of dietary supplements, and the validity of government and other recommendations relevant to the roles of dietary salt, sugar, and fat in health. We consider the search for extraterrestrial intelligence (SETI) and reports of UFO's and aliens. We consider the possible effects that superstitious beliefs have on the general public's cooperation in vaccination programs and other consequences of superstition. We will discuss conspiracy theories such as those about the Kennedy assassination, in view of the 2017 release of many documents from the time and the recent book by Alexandra Zapruder, the granddaughter of the person whose on-the-spot movie documented the fatal shot. We also consider a range of dramas that are based on scientific themes, such as Tom Stoppard's *Arcadia* and Michael Frayn's *Copenhagen*.

**Requirements/Evaluation:** biweekly 5-page papers, participation in discussions, and a 15-page final paper  
**Prerequisites:** none  
**Enrollment Limit:** 12  
**Enrollment Preferences:** juniors and seniors and to those with backgrounds in science, history of science, or philosophy  
**Expected Class Size:** 12  
**Grading:** yes pass/fail option, yes fifth course option  
**Unit Notes:** non-major course; does not count toward ASPH, ASTR or PHYS major  
**Distributions:** (D3)  
**This course is cross-listed and the prefixes carry the following divisional credit:**  
LEAD 336 (D3) ASTR 336 (D3) HSCI 336 (D2)  
Not offered current academic year

**ASTR 402 (S) Between the Stars: The Interstellar Medium** (QFR)  
The matter between the stars--the interstellar medium--tells the story of the past and future evolution of galaxies and the stars within them. Stars are accompanied by diffuse matter all through their lifetimes, from their birthplaces in dense molecular clouds, to the stellar winds they eject as they evolve, to their final fates as they shed their outer layers, whether as planetary nebulae or dazzling supernovae. As these processes go on, they enrich the interstellar medium with the products of the stars' nuclear fusion. Interpreting the emission from this interstellar gas is one of astronomers' most powerful tools to measure the physical conditions, motions, and composition of our own galaxy and others. In this course we will study the interstellar medium in its various forms, from cold, dense, star-forming molecular clouds to X-ray-emitting bubbles formed by supernovae. We will learn about the physical mechanisms that produce the radiation we observe, including radiative ionization and recombination, collisional excitation of "forbidden" lines, collisional ionization, and synchrotron radiation. Applying our understanding of these processes, we will analyze the physical conditions and chemical compositions of a variety of nebulae. Finally, we will discuss the evolution of interstellar material in galaxies across cosmic time. This course is observing-intensive. Throughout the semester students will work in small groups to design, carry out, analyze, and critique their own observations of the interstellar medium using remote observations and archival data.  
**Class Format:** Tutorial meetings will be scheduled with the professor. Meetings may be held in-person, subject to classroom availability, or remotely. Students will also complete observing projects by controlling telescopes remotely and analyzing observations in astronomical databases.  
**Requirements/Evaluation:** weekly problem sets, 10-page final paper, and observing projects  
**Prerequisites:** ASTR 111 and PHYS 201 or permission of instructor  
**Enrollment Limit:** 10  
**Enrollment Preferences:** juniors and seniors  
**Expected Class Size:** 6  
**Grading:** no pass/fail option, no fifth course option
**Distributions:** (D3) (QFR)

**Quantitative/Formal Reasoning Notes:** In this course, students will derive quantitative physical formulas, use these equations to calculate and compare physical properties, and generate and analyze graphical representations of data. They will also make and analyze measurements of astronomical data through observing projects.

Spring 2021

TUT Section: HT1   TBA   Anne Jaskot

**ASTR 404 (S) Unsolved Problems in Galaxy Evolution**

**Cross-listings:** ASTR 404

**Primary Cross-listing**

In this tutorial, we will learn about galaxies and their evolution by focusing on some of the key mysteries astronomers are trying to solve. Questions may include: How do galaxies turn their gas supply into stars? Is there a universal initial mass function for star formation? What is the origin of multiple stellar populations in globular clusters? Why do some galaxies cease star formation? Which galaxies reionized the universe? We will discuss the nature of each unsolved problem, debate the theories proposed to answer it, and consider how future progress might be made.

**Requirements/Evaluation:** student’s papers, responses to the partner’s papers, and problem sets

**Prerequisites:** ASTR 111 and PHYS 142 or 151 or permission of instructor

**Enrollment Limit:** 10

**Expected Class Size:** 6

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ASTR 404 (D3)

Not offered current academic year

**ASTR 412 (F) Heliophysics**

**Cross-listings:** ASTR 412  PHYS 412

**Primary Cross-listing**

We study all aspects of the Sun, our nearest star. This semester follows the total solar eclipses of August 21, 2017, whose totality crossed the U.S. from coast to coast, and the July 2, 2019, total solar eclipse that crossed Chile and Argentina. In addition to discussing our observations of these eclipses and what has been learned about the solar atmosphere from eclipse research, we discuss the solar interior (including the Nobel-prize-winning solar neutrino experiment and helioseismology), the photosphere, the chromosphere, the corona, and the solar wind. We discuss the Sun as an example of stars in general. We discuss both theoretical aspects and observational techniques, including work at recent total solar eclipses. We discuss results from current spacecraft, including the Solar and Heliospheric Observatory (SOHO), the Solar Dynamics Observatory, the Sun Watcher (SWAP), and Hinode (Sunrise), and the new GOES/UVSI (Solar Ultraviolet Imager) run by an alumnus as well as additional Total Solar Irradiance measurements from ACRIMSAT and SORCE. We will discuss the role of solar observations in confirming Einstein’s General Theory of Relativity with the bending of light at the 1919, 1922, and 2017 total solar eclipses as well as gravitational redshift measurements in solar spectral lines, extending our discussion to the recent "chirp" of gravitational radiation reported from several colliding black holes and neutron stars observed with the Laser Interferometer Gravitational-wave Observatory (LIGO). We hope to observe the transit of Mercury across the face of the Sun on November 11, 2019, during the semester; we also discuss our data analysis of recent transits of Mercury we observed from the ground and from space (most recently in May 2016). We will highlight the 2004 and 2012 transits of Venus across the face of the Sun as observed from Earth, the first such transits of Venus since 1882, as well as our work in observing transits of Venus from Jupiter with the Hubble.

**Requirements/Evaluation:** biweekly tutorial presentations; biweekly response to colleagues’ presentations

**Prerequisites:** ASTR 111 or a 200-level Physics course; or permission of the instructor

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option
Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:
ASTR 412 (D3) PHYS 412 (D3)

Not offered current academic year

ASTR 493 (F) Senior Research: Astronomy
An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy, as discussed under the heading of the degree with honors in Astronomy above. This is part of a full-year thesis (493-494).

Prerequisites: permission of department
Grading: no pass/fail option, no fifth course option
Distributions: (D3)

Fall 2020
HON Section: H1 TBA Jay M. Pasachoff

ASTR 494 (S) Senior Research: Astronomy
An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy, as discussed under the heading of the degree with honors in Astronomy above. This is part of a full-year thesis (493-494).

Prerequisites: permission of department
Grading: no pass/fail option, no fifth course option
Distributions: (D3)

Spring 2021
HON Section: H1 TBA Jay M. Pasachoff

ASTR 495 (F) Senior Research: Astrophysics
Cross-listings: PHYS 495 ASTR 495

Primary Cross-listing
An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy or Physics, as discussed under the heading of the degree with honors in Astrophysics above.

Prerequisites: permission of department
Grading: no pass/fail option, no fifth course option
Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:
PHYS 495 (D3) ASTR 495 (D3)

Fall 2020
HON Section: H1 TBA Graham K. Giovanetti

ASTR 496 (S) Senior Research: Astrophysics
Cross-listings: ASTR 496 PHYS 496

Primary Cross-listing
An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy or Physics, as discussed under the heading of the degree with honors in Astrophysics above.

Prerequisites: permission of department
Grading: no pass/fail option, no fifth course option
Distributions: (D3)
This course is cross-listed and the prefixes carry the following divisional credit:
ASTR 496 (D3) PHYS 496 (D3)

Spring 2021
HON Section: H1 TBA Jay M. Pasachoff

ASTR 497 (F) Independent Study: Astronomy or Astrophysics
Astronomy independent study.
Grading: no pass/fail option, no fifth course option
Distributions: (D3)

Fall 2020
IND Section: H1 TBA Jay M. Pasachoff

ASTR 498 (S) Independent Study: Astronomy or Astrophysics (QFR)
Astronomy/Astrophysics independent study, directed by one of the Astronomy faculty: Pasachoff/Jaskot/Flaherty
Requirements/Evaluation: Regular work with the instructor; submitted presentations and papers as agreed upon
Prerequisites: suitable Astronomy/Astrophysics/Physics/Math-Stats-Geosciences/Chemistry courses
Enrollment Limit: 10
Enrollment Preferences: research topic
Expected Class Size: 5
Grading: no pass/fail option, no fifth course option
Distributions: (D3) (QFR)
Quantative/Formal Reasoning Notes: Substantial quantitative and formal reasoning are involved

Spring 2021
IND Section: H1 TBA Jay M. Pasachoff

ASTR 499 (S) Physics and Astronomy Colloquium
Cross-listings: PHYS 499 ASTR 499

Secondary Cross-listing
Physicists and Astronomers from around the country come to explain their research. Students of Physics and Astronomy at any level are welcome. Registration is not necessary to attend. A non-credit course.
Class Format: colloquium
Requirements/Evaluation: not a for-credit course
Prerequisites: none
Enrollment Limit: none
Enrollment Preferences: none
Grading: non-graded
Unit Notes: registration not necessary to attend
Distributions: No divisional credit
This course is cross-listed and the prefixes carry the following divisional credit:
Winter Study .................................................................

ASTR 31 (W) Senior Research: Astronomy
To be taken by students registered for Astronomy 493, 494.
Grading:  pass/fail only
Not offered current academic year

ASTR 32 (W) Senior Research: Astrophysics
Cross-listings:  ASTR 32  PHYS 32
Primary Cross-listing
To be taken by students registered for Astrophysics 495, 496.
Class Format:  independent study
Grading:  pass/fail only
This course is cross-listed and the prefixes carry the following divisional credit:
ASTR 32  PHYS 32
Not offered current academic year

ASTR 99 (W) Independent Study: Astronomy or Astrophysics
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.
Grading:  pass/fail only
Not offered current academic year
How long will the Sun shine? How do we discover Earth-like planets among the many exoplanets circling other stars? How did the universe begin and how has it evolved over its 13.8-billion-year history? How do we detect not only light but also gravitational waves from afar? Astronomy is the science that asks and tries to answer questions like these. We have come a long way toward understanding what makes the sky appear as it does and how the Universe behaves. The Astronomy Department offers courses for anyone who is interested in learning about the Universe, and who would like to be able to follow new astronomical discoveries as they are made. All courses in Astronomy satisfy the Division III requirement. The Astronomy major and the Astrophysics major (administered jointly with the Physics Department) are described below.

The beginning astronomy courses are offered on two levels. Astronomy 101, 102, 104, and 330-range courses are intended primarily for non-science majors and have no prerequisite. Astronomy 111 is designed for students with some exposure to physics. It has a prerequisite of one year of high school physics or permission of the instructor, and a co-requisite of Mathematics 140 or equivalent background in calculus.

Most of the astronomy courses take advantage of our observational and computational facilities including a 24-inch computer-controlled telescope with sensitive electronic detectors, and our own computer network for image processing and data analysis. The Astronomy Department site can be found at astronomy.williams.edu.

ASTRONOMY MAJOR

The Astronomy major is designed for students with an interest in learning about many aspects of modern astronomy, but who do not choose to take the most advanced physics and math courses of the astrophysics major. It is also appropriate as a second major for students concentrating in another field; in particular, combining an Astronomy major with a related major like Geoscience or Computer Science has been a fruitful path for some of our students. The Astronomy major emphasizes understanding the observed properties of the physical systems that comprise the known Universe, from the Sun and solar system, to the evolution of stars and star clusters, to the Milky Way Galaxy, to external galaxies and clusters of galaxies. Because some knowledge of physics and calculus is necessary to understand many astronomical phenomena, the Astronomy major requires the first two semesters each of the physics and calculus that are also required of Physics majors and Astrophysics majors.

There are several possible routes through the Astronomy major, depending on preparation and interest. Students considering a major in Astronomy should consult with members of the department early and often. A first-year student, if unsure about choosing between Astronomy and Astrophysics, may wish to take not only Astronomy 111 but also Physics 131, 141, or 151 and Mathematics 140 (if necessary) in the fall. Students who might place out of physics courses should read the section on placement under Physics.

Major Requirements for Astronomy

Astronomy 111 Introduction to Astrophysics OR Astronomy 101 Stars: From Suns to Black Holes and either Astronomy 102 The Solar System—Our Planetary Home OR Astronomy 104 The Milky Way Galaxy and the Universe Beyond
Two 200-level Astronomy courses (or additional 400-level Astronomy courses as substitutes)
Two 400-level Astronomy courses
Physics 131 Particles and Waves OR Physics 141 Particles and Waves—Enriched OR equivalent placement
Physics 142 Foundations of Modern Physics or Physics 151 Seminar on Modern Physics
Mathematics 140 Calculus II
Mathematics 150 Multivariable Calculus OR Mathematics 151 Multivariable Calculus OR equivalent placement

The total number of courses required for the Astronomy major is nine. A typical path through the major will begin with Physics 141, which is suitable for students with one year of high school physics and a background in calculus. However, students without high school physics may begin with Physics 131, and students entering with Advanced Placement in physics and/or math may obtain credit toward the major for the equivalent of Physics 142 and/or Mathematics 150 or 151 taken elsewhere. There are some aspects of astronomy that are closely related to chemistry or geosciences. In recognition of this, certain advanced courses in those departments can be accepted for credit toward the Astronomy major.

THE DEGREE WITH HONORS IN ASTRONOMY
The honors degree in Astronomy will be awarded on the basis of a senior thesis presenting the results of an original observational, experimental, or theoretical investigation carried out by the student under the direction of a faculty member in Astronomy. There are no specific grade requirements (other than College-wide requirements for remaining in good academic standing) for entry into the thesis research program; however, a student wishing to do a thesis should have demonstrated both ability and motivation for independent work in previous courses and in any earlier research involvement. Students doing theses will normally choose a topic and an advisor early in the second semester of their junior year and usually begin their thesis work during the summer. During the senior year, those students whose proposals have been approved will elect two courses and a winter study project in addition to the minimum requirements for the major. Preparation for the thesis will occupy at least one course (Astronomy 493) and the winter study project (Astronomy 031). At the end of the winter study period, the department will decide, in consultation with each student, whether to admit that student to honors candidacy. Both a written thesis and an oral presentation to faculty and fellow students are required. The degree with honors will be awarded to those who meet these requirements with distinction. The degree with highest honors will be awarded to those who fulfill the requirements with unusually high distinction.

The department will be flexible with regard to the number and timing of courses devoted to thesis research within the general guidelines of two courses and a winter study project over and above the minimum major requirements and the written and oral presentations, especially in cases of students with advanced standing and/or summer research experience. Students considering unusual requests are urged to consult with potential advisors or the department chair as early as possible.

ASTROPHYSICS MAJOR

The Astrophysics major is designed for students who want a rigorous introduction to the field, and includes not only those who plan graduate study in astronomy, astrophysics, or a closely related area, but also those interested in a wide variety of careers. Astrophysics alumni are not only astronomers but also computer scientists, geologists, teachers, doctors, lawyers, business school professors, and so on. In recent years, many astrophysics majors have had a second major in fields as wide ranging as mathematics, computer science, geosciences, economics, English, and art history. This major emphasizes the description of the Universe and its constituents in terms of physical processes. Potential Astrophysics majors should consult early with members of the Astronomy and Physics Departments to determine their most appropriate route through the major. An essential ingredient in such students' undergraduate training is experience in physics and mathematics. Therefore, the major normally will begin in the first year a student is at Williams with Physics 131, 141, or 151 and Mathematics 140 or 150 or 151 in the fall. Physics 141 is recommended for students with one year of high school physics and a background in calculus. Students with very good background placing them out of Physics 142 and out of Mathematics 140 may choose to take Physics 201 and Mathematics 150 or 151 instead. Astronomy 111 will often be taken in the fall of the sophomore year; however, many students take it in the fall of their first year at Williams, along with physics and math. Students who might place out of physics courses should read the section on placement under Physics; those who place out of Physics 131 or 141 into Physics 142 or 151 should particularly consider taking Astronomy 111 in the fall of their first year.

In addition to the major courses described below, other courses in geosciences, mathematics, and computer science may also be appropriate.

**Major Requirements for Astrophysics**

Astronomy 111 Introduction to Astrophysics OR Astronomy 101 Stars: From Suns to Black Holes and either Astronomy 102 The Solar System—Our Planetary Home OR Astronomy 104 The Milky Way Galaxy and the Universe Beyond

Physics 131 Particles and Waves OR Physics 141 Particles and Waves—Enriched OR equivalent placement

Physics 142 Foundations of Modern Physics OR Physics 151 Seminar on Modern Physics

Physics 201 Electricity and Magnetism

Physics 202 Waves and Optics

Physics/Mathematics 210 Mathematical Methods for Scientists

Physics 301 Introductory Quantum Physics

Mathematics 150 Multivariable Calculus OR Mathematics 151 Multivariable Calculus

Three 400-level astronomy courses OR two 400-level astronomy courses and one of the following:

Astronomy 211 Astronomical Observing and Data Analysis

Physics 302 Statistical Physics

Physics 402T Applications of Quantum Mechanics

Physics 405T Electromagnetic Theory

Physics 411T Classical Mechanics;
The total number of courses required for the Astrophysics major, an interdisciplinary major, is eleven. Students entering with Advanced Placement in physics and/or mathematics may obtain credit toward the major for the equivalent of Physics 141 and/or Mathematics 140 and/or 150 or 151 taken elsewhere, but at least 8 courses in astronomy, physics, and mathematics must be taken at Williams. There are some aspects of astrophysics that are closely related to chemistry or geosciences. In recognition of this relation, certain advanced courses in those departments can be accepted for credit toward the Astrophysics major on a two-for-one basis. It is not possible to double major in Astrophysics and Physics.

THE DEGREE WITH HONORS IN ASTROPHYSICS

The honors degree in Astrophysics will be awarded on the basis of a senior thesis presenting the results of an original observational, experimental, or theoretical investigation carried out by the student under the direction of a faculty member in Astronomy or Physics. There are no specific grade requirements (other than College-wide requirements for remaining in good academic standing) for entry into the thesis research program; however, a student wishing to do a thesis should have demonstrated both ability and motivation for independent work in previous courses and in any earlier research involvement. Students doing theses will normally choose a topic and an advisor early in the second semester of their junior year and usually begin their thesis work during the summer. During the senior year, those students whose proposals have been approved will elect two courses and a winter study project in addition to the minimum requirements for the major. Preparation for the thesis will occupy at least one course (Astrophysics 493) and the winter study project (Astrophysics 031). At the end of the winter study period, the departments will decide, in consultation with each student, whether to admit that student to honors candidacy. Both a written thesis and an oral presentation to faculty and fellow students are required. The degree with honors will be awarded to those who meet these requirements with distinction. The degree with highest honors will be awarded to those who fulfill the requirements with unusually high distinction.

The departments will be flexible with regard to the number and timing of courses devoted to thesis research within the general guidelines of two courses and a winter study project over and above the minimum major requirements and the written and oral presentations, especially in cases of students with advanced standing and/or summer research experience. Students considering unusual requests are urged to consult with potential advisors or the department chairs as early as possible.

STUDY ABROAD

FAQ

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, and complete syllabus including readings/assignments.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

No.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. PHYS 301, a required course for the Astrophysics major, is only taught in the fall, and is difficult to replicate abroad, especially regarding the lab component.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:

None to date.
For the new era of "multimessenger astronomy" (not only light and its like but also particles from space and gravitational waves): What makes a star shine? For how long will the Sun keep shining and what will happen to it then? What are black holes and how can they form? How and what have we found out about the recently gravitational radiation resulting from two giant black holes merging and, with additional signals in the spectrum, from the merger of two neutron stars? What do we learn about the Sun from total solar eclipses? Astronomy 101, a non-major, general introduction to the part of contemporary astronomy that includes how stars form and die, will provide answers to these questions. We pay special attention to recent exciting discoveries, including regular briefings and current emails plus bonus coverage of NASA's Mars2020 to Mars with the participation of Williams alumni/ae. Topics include discoveries with the Hubble Space Telescope, missions to discover planets around other stars, the latest huge telescopes and some results; how astronomers interpret the light received from distant celestial objects; and the Sun as a typical star. We discuss how pulsars and black holes result from the evolution of massive stars and how supermassive black holes lurk in galaxies/quasars. We discuss the discovery of thousands of "exoplanets" around stars other than the Sun, validating our choice of topics. We regularly discuss the latest news briefs and developments in astronomy and relate them to the topics covered in the course. This course is independent of and on the same level as Astr 102 (solar system)/104 (galaxies/cosmology); students who have taken those courses are welcome. Observing sessions will include remote use of the telescopes for nighttime observations and daytime observations of the Sun, mainly remotely but with on-campus possibilities. There will be five laboratories, available both in afternoon sessions on campus or remotely.

Class Format: lecture (two sessions per week), observing sessions (scattered throughout the semester), afternoon labs (five times per semester), and a planetarium demonstration, available both in place and remotely. Planetarium and Roof-Observatory TAs will be available for consultation, in addition to the instructors, throughout the semester. This course is also available asynchronously.

Requirements/Evaluation: two hour tests, a final exam, an observing portfolio, and lab reports

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: first enrolled

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Unit Notes: non-major course

Distributions: (D3)

ASTR 102 (S) Our Solar System and Others

What makes Earth different from all the other planets? What has NASA's Curiosity on Mars found about Mars's past running water and suitability for life? We will follow the February 2021 landing of NASA's Mars2020 with its alumni/ae participation! How has knowledge about Pluto been transformed by NASA's 2015 flyby and the associated ground-based studies with which Williams College faculty and students participate? Will asteroids or comets collide with the Earth again? What is a solar eclipse like? What do we learn from the rare transits of Mercury and of Venus that Williams faculty and students have studied? Astronomy 102, a non-major, general introduction to the part of contemporary astronomy that comprises the study of the solar system, will provide answers to these questions and more. We will cover the historical development of humanity's understanding of the solar system, examining contributions by Aristotle, Ptolemy, Copernicus, Galileo, Newton, Einstein, and others. We will discuss the discovery of over 4000 exoplanets around stars other than the Sun. The course gives special attention to exciting discoveries of the past few years by space probes and by the Hubble Space Telescope and the Kepler/K2/TESS missions. We regularly discuss the latest news briefs and developments in astronomy and relate them to the topics covered in the course. This course is independent of, and on the same level as Astronomy 101 (stars and stellar evolution) and 104 (galaxies and cosmology), and students who have taken those courses are welcome.

Class Format: lecture (three hours per week), observing sessions (scattered throughout the semester), afternoon labs (five times per semester), and a planetarium demonstration. A planetarium demonstration will also take place, available both in place and remotely. Planetarium and Roof-Observing TAs will be available for consultation, in addition to the instructors, throughout the semester. This course is also available asynchronously.
ASTR 104  (S)  The Milky Way Galaxy and the Universe Beyond

It has been less than a century since the Sun was discovered not to be at the center of the Milky Way Galaxy, and the Milky Way Galaxy was determined to be only one of countless "island universes" in space. A host of technological advances is enabling us to understand even more clearly our place in the universe and how the universe began. For example, the recently discovered "chirp" from gravitational radiation (reported in 2016) resulting from two giant black holes merging, and the "chirp" from two neutron stars merging, also producing light, radio and x-ray radiation, has opened a whole different way of observing the Universe from the traditional use of light and other forms of electromagnetic radiation. We are now therefore in the new era of multimessenger astronomy. Further, the Hubble Space Telescope and the Chandra X-ray Observatory bring exceptionally clear images over a wider range of the spectrum; their images are aiding astronomers to better understand the past and future of the Universe, and new infrared images are expected with the launch of the James Webb Space Telescope. Observations with those and other new telescopes on the ground and in space help to confirm and enlarge our understanding of the Big Bang. In addition, study of the early Universe (most recently from the Planck spacecraft) and large-scale mapping programs such as the Sloan Digital Sky Survey, the European Space Agency's Gaia, and the Dark Energy Survey. Astronomy 104, a non-major, general introduction to part of contemporary astronomy comprising the study of galaxies and the Universe, explores the answers to questions like: What is the Milky Way?; Why are quasars so luminous?; Is the Universe made largely of "dark matter" and "dark energy"?; What determines the ultimate fate of the Universe? How have studies of Cepheid variables and distant supernovae with the Hubble Space Telescope determine that the Universe is 13.8 billion years old and indicated that the Universe's expansion is accelerating? How significant is the current discrepancy between the age and expansion rate of the Universe as measured from supernova observations as opposed to measurements from the cosmic background radiation? We regularly discuss the latest news briefs and developments in astronomy and relate them to the topics covered in the course. This course is independent of, and on the same level as Astronomy 101 and 102, and students who have taken those courses are welcome.

Class Format: lecture (two sessions per week), observing sessions (scattered throughout the semester), afternoon labs (five times per semester), and a planetarium demonstration, available both in place and remotely. Planetarium and Roof-Observatory TAs will be available for consultation, in addition to the instructors, throughout the semester. This course is also available asynchronously. Current astronomical discoveries will be discussed at the beginning of each class and by email throughout the semester.

Requirements/Evaluation:  two hour tests, a final exam, an observing portfolio, and lab reports
Prerequisites:  none; not open to students who have taken or are taking ASTR 330
Enrollment Limit: 25
Expected Class Size: 15
Grading:  yes pass/fail option,  no fifth course option
Unit Notes: non-major course
Distributions:  (D3)

Spring 2021
LAB Section: H2  MR 1:30 pm - 2:45 pm  Kevin Flaherty
LAB Section: H3  MR 3:15 pm - 4:30 pm  Kevin Flaherty
LEC Section: R1  TR 9:45 am - 11:00 am  Jay M. Pasachoff

ASTR 107  (F)  Astrobiology
Astrobiology is the study of the origin, evolution, and distribution of life in the universe. As such it is an inherently interdisciplinary field, incorporating all of the basic natural sciences: biology, chemistry, physics, astronomy, and the earth sciences, as well as aspects of philosophy, sociology, and engineering. Questions we will seek answers to in this class include: How, why, when, and where did life evolve on Earth, and what does that tell us about how it might evolve elsewhere? What are the chances that there is life on other planets and moons in our solar system, and why? Are there habitable planets elsewhere in the universe, and will we ever truly know if any of them contain life? We will approach these questions using a combination of lectures, activities, labs, homework assignments, and virtual visits from some of the country's leading Astrobiology researchers. Examples of lab and homework activities include exploring our definition of life by making observations about living and non-living systems, examining evidence for ancient habitable environments in rocks, reconstructing the geological history of Mars using satellite imagery, and modeling exoplanet atmospheres using computer simulations. Assessment will be based on participation, quizzes, labs and homework assignments, and a final group project where students will write a mock NASA mission proposal. This course is in the Sediments and Life group for the Geosciences major.

Class Format: All lecture components will be via asynchronous online content. Labs will have in person and remote options; in person lab group will meet every other week and have virtual group project work on alternate weeks.

Requirements/Evaluation: Assessment will be based on participation, quizzes, labs and homework assignments, and a final group project where students will write a mock NASA mission proposal.

Prerequisites: none

Enrollment Limit: 48

Enrollment Preferences: first year and second year students, Geosciences majors

Expected Class Size: 48

Grading: yes pass/fail option, yes fifth course option

Unit Notes: This course counts towards the GEOS Group B Electives - Sediments and Life

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 107 (D3) ASTR 107 (D3)

ASTR 111 (F) Introduction to Astrophysics (QFR)

The science of astronomy spans vast scales of space and time, from individual atoms to entire galaxies and from the universe's beginning to the future fate of our Sun. In this course, we will survey some of the main ideas in modern astrophysics, with an emphasis on the physics of stars and galaxies. ASTR 111 is the first course in the Astrophysics and Astronomy major sequences. It is also appropriate for students planning to major in one of the other sciences or mathematics and for others who would like a quantitative introduction that emphasizes the relationship of contemporary physics to astronomy. Topics include gravity and orbits, radiation laws and stellar spectra, physical characteristics of the Sun and other stars, star formation and evolution, black holes, galaxies, the expanding universe, and the Big Bang. Students will also use telescopes remotely to observe stars, nebulae, planets, and galaxies and to make daytime observations of the Sun.

Class Format: This is a hybrid course. Lectures will be provided both in-person and for remote viewing. Students will work in small groups on discussions and calculations. Each group can choose to meet remotely or in class. Students can switch groups, and groups can switch format, as needed. Prof. Jaskot will meet with remote groups during their discussion to answer questions. The class has 6 afternoon labs, with both in-person and remote options. Remote observing sessions will occur throughout the semester.

Requirements/Evaluation: weekly problem sets, one hour-long test, a final project, lab reports, and an observing portfolio

Prerequisites: a year of high school Physics, concurrent college Physics, or permission of instructor, and MATH 140 or equivalent

Enrollment Limit: 28

Enrollment Preferences: potential Astronomy majors
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: The course requires regular problem sets and quantitative assignments. The course will emphasize how physical equations explain the observed properties of the universe.

Fall 2020
LEC Section: H1  TR 11:30 am - 12:45 pm  Anne Jaskot
LAB Section: H2  T 1:00 pm - 3:00 pm  Kevin Flaherty
LAB Section: H3  W 1:00 pm - 3:00 pm  Kevin Flaherty

ASTR 211 (S) Astronomical Observing and Data Analysis (QFR)
How do astronomers make scientific measurements for objects that are light-years away from Earth? This course will introduce the basics of telescopes and observations and will give students hands-on training in the techniques astronomers use to obtain, process, and analyze scientific data. We will discuss observation planning, CCD detectors, signal statistics, image processing, and photometric and spectroscopic observations. We will begin by focusing on ground-based optical observations and will move on to non-optical observations, both electromagnetic (e.g., radio waves, X-rays) and non-electromagnetic (e.g., gravitational waves, neutrinos). Throughout the course, students will use computational techniques to work with real astronomical data, taken with our 24" telescope and from data archives.

Class Format: discussion, computer lab work, and observing
Requirements/Evaluation: weekly problem sets, lab work, and observing projects
Prerequisites: MATH 150 or 151; prior experience with Unix and computer programming is helpful, but not required
Enrollment Limit: 14
Expected Class Size: 8
Grading: no pass/fail option, no fifth course option
Distributions: (D3) (QFR)
Quantitative/Formal Reasoning Notes: The course requires regular problem sets. Labs require computer programming and statistical and graphical analyses of data.

Not offered current academic year

ASTR 217 (S) Planets and Moons
Cross-listings: ASTR 217  GEOS 217
Secondary Cross-listing
This course examines the history and geology of the solar system. No two planets are exactly alike, and as we acquire more data and higher-resolution images, our sense of wonder grows. However, we can't hike around and hammer rocks on Venus or Titan, so we have to infer composition, form, texture and process from remotely-captured images and sparse chemical and spectral data. We will consider the origin of the solar system, the formation and evolution of planetary bodies, and the role of impacts, volcanism, tectonics and geomorphology in shaping them. We will summarize basic geological concepts of stratigraphy, structure and chronology and show how they can be applied off-world. We will review solar system exploration, and will include planetary data in lab exercises. This course is in the Solid Earth group for the Geosciences major.

Requirements/Evaluation: Periodic short quizzes, reading journal, lab exercises, class participation
Prerequisites: any 100-level GEOS or any 100-level ASTR course, or permission of instructor
Enrollment Limit: 20
Enrollment Preferences: Geosciences majors, Astronomy/Astrophysics majors, and sophomores
Expected Class Size: 12
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3)
This course is cross-listed and the prefixes carry the following divisional credit:
ASTR 240  (F)  Great Astronomers and Their Original Publications  (WS)
Cross-listings:  ASTR 240  STS 240  HSCI 240  LEAD 240

Primary Cross-listing
In this course we will study some of the greatest figures in astronomy and consider their leadership in advancing progress in the field. We will consider their lives and works, especially as represented by original copies of their books and other publications. These great astronomers include: 16th century, Nicolaus Copernicus (heliocentric universe); Tycho Brahe (best pre-telescopic observations); 17th century, Galileo (discoveries with his first astronomical telescope, 1610; sunspots, 1613; "Dialogo," 1632); Johannes Kepler (laws of planetary motion, 1609, 1619); Johannes Hevelius and Elisabeth Hevelius (atlases of the Moon and of stars, 1647, and 1687); Isaac Newton (laws of universal gravitation and of motion, 1687); 18th century, Edmond Halley (Miscellanea curiosa, eclipse maps, 1715, 1724); John Flamsteed and Margaret Flamsteed (Atlas Coelestis, 1729); and William Herschel and Caroline Herschel (1781, 1798). Also, from more recent times in which original works are often articles rather than books: 20th century, Albert Einstein (special relativity, 1905; general relativity, 1916); Marie Curie (radioactivity); Cecilia Payne-Gaposchkin (hydrogen dominating stars, 1929), Edwin Hubble (Hubble's law, 1929); Vera Rubin (dark matter, 1970s); Jocelyn Bell Burnell (pulsar discovery, 1968); and 21st century: Wendy Freedman (universe's expansion rate, 2000s). First editions will be available in Williams's Chapin Library of rare books, and facsimiles or digital copies will be provided for remote learning. We will also consider how such original materials are collected and preserved, and look at examples from the wider world of rarities, such as a leaf from the Gutenberg Bible (c. 1450) and a Shakespeare First Folio (1623, with a discussion of astronomical references in Shakespeare's plays). We evaluate a trove of books and papers about historic transits of Venus. We discuss matters of fraud and authenticity, especially the case of a purported Sidereus Nuncius, shown to be a modern construction. The course will be taught in collaboration between an astronomer and a rare books librarian, with remote lectures by experts from around the world.

Class Format: Meeting on campus in the Chapin Library classroom (Sawyer 452) or remotely; students who are not on campus can visit the original books at a later time/year.

Requirements/Evaluation: class participation, two 5-page intermediate papers, and a final 15-page paper; student choice of additional readings from a provided reading list

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: if overenrolled, preference by written paragraph of explanation of why student wants to take the course

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ASTR 240 (D3) STS 240 (D2) HSCI 240 (D3) LEAD 240 (D3)

Writing Skills Notes: Comments on submitted papers will aid in writing skills

Fall 2020

SEM Section: H1  W 1:30 pm - 2:20 pm  Jay M. Pasachoff, Wayne G. Hammond

CON Section: H2  W 3:00 pm - 5:00 pm  Jay M. Pasachoff, Wayne G. Hammond

CON Section: H3  Cancelled

ASTR 317  (S)  Current topics in Planetary Geology  (WS)
Cross-listings: GEOS 317  ASTR 317

Secondary Cross-listing
We will look in detail at geological processes on rocky and icy bodies of the Solar System. Each week will have a specific theme, and students will read a series of scientific articles on that topic. The readings will form the basis for writing and discussion. Areas to be investigated may include ice ages on Mars, the origin of Earth's moon, tectonics on Venus, chaos terrain on Europa, geysers on Enceladus, cryovolcanism on Triton, methane lakes on Titan, the viability of mining in the Asteroid Belt, and the prospects for life on other worlds. This course is in the Solid Earth group for the
Geosciences major.

**Class Format:** Students meet with the professor weekly, in pairs, with one student writing each week and the other critiquing; and both engaging in detailed discussion of the readings.

**Requirements/Evaluation:** Evaluation is based on written papers, critiques, and discussion.

**Prerequisites:** GEOS/ASTR 217 (Planets and Moons); OR any two courses at 200-level or higher in Geosciences and/or Astronomy; OR permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Geosciences and Astronomy majors and prospective majors

**Expected Class Size:** 6

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 317 (D3) ASTR 317 (D3)

**Writing Skills Notes:** This tutorial-style course focuses on writing, with 6 papers (5-7 pages) written bi-weekly throughout the semester, and partner critiques in alternate weeks.

Spring 2021

SEM Section: HT1 Cancelled

**ASTR 330 (S) The Nature of the Universe**

This course is a journey through space and time from the first fractions of a second after the Big Bang to the ultimate fate of the Universe billions of years into the future. Topics include the Big Bang and its remnant cosmic background radiation, cosmic inflation, conditions during the first three minutes, creation of the elements, stellar and galactic black holes, relativity, the detection of gravitational waves, galaxies and quasars, dark matter, and the formation of the large-scale structure of the Universe. We will explore current ideas about the fate of our Universe, including the acceleration of its expansion, and its implications for the end of time. Finally, we will consider the fantastic but serious theoretical proposal that ours is but one of countless universes existing within a multiverse.

**Class Format:** This is a remote course. Synchronous lectures and break-out discussions will take place during the scheduled class time. These lectures may be recorded for the benefit of students in substantially different time zones; these students will then schedule a separate small-group discussion time in consultation with the professor. Remote observing sessions will occur throughout the semester.

**Requirements/Evaluation:** two midterm exams, a small observing portfolio, occasional quizzes, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 48

**Enrollment Preferences:** open only to juniors and seniors; closed to students who have taken or are taking ASTR 104, and closed to ASTR, ASPH, and PHYS majors; preference given to seniors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** non-major course; course in the 33X sequence are meant as general education courses for students in all majors

**Distributions:** (D3)

Spring 2021

LEC Section: R1 MR 1:30 pm - 2:45 pm Anne Jaskot

**ASTR 336 (S) Science, Pseudoscience, and the Two Cultures**

**Cross-listings:** LEAD 336 ASTR 336 HSCI 336

**Primary Cross-listing**

A famous dichotomy between the sciences and the humanities, and public understanding of them, was laid down by C. P. Snow and has been widely
discussed, with ignorance of the second law of thermodynamics compared with ignorance of Shakespeare. In this seminar, we will consider several aspects of science and scientific culture, including how scientific thinking challenges the claims of pseudoscience. We will consider C. P. Snow and his criticism as well as the ideas about the Copernican Revolution and other paradigms invented by Thomas Kuhn. We will discuss the recent "Science Wars" over the validity of scientific ideas. We will consider the fundamental origins of modern science, including Tycho, Kepler, Galileo, and Newton, viewing their original works in the Chapin Library of rare books and comparing their interests in science with what we now call pseudoscience, like alchemy. We will review the history and psychology of astrology and other pseudosciences. Building on the work of Martin Gardner in Fads and Fallacies in the Name of Science, and using such recent journals as The Skeptical Inquirer and The Scientific Review of Alternative Medicine, we consider from a scientific point of view what is now called complementary or alternative medicine, including both older versions such as chiropractic and newer nonscientific practices. We will discuss the current global-climate-change deniers and their effects on policy. We discuss vaccination policy. We consider such topics as GM (genetically modified) foods, the safety and regulation of dietary supplements, and the validity of government and other recommendations relevant to the roles of dietary salt, sugar, and fat in health. We consider the search for extraterrestrial intelligence (SETI) and reports of UFO's and aliens. We consider the possible effects that superstitious beliefs have on the general public's cooperation in vaccination programs and other consequences of superstition. We will discuss conspiracy theories such as those about the Kennedy assassination, in view of the 2017 release of many documents from the time and the recent book by Alexandra Zapruder, the granddaughter of the person whose on-the-spot movie documented the fatal shot. We also consider a range of dramas that are based on scientific themes, such as Tom Stoppard's Arcadia and Michael Frayn's Copenhagen.

Requirements/Evaluation: biweekly 5-page papers, participation in discussions, and a 15-page final paper
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: juniors and seniors and to those with backgrounds in science, history of science, or philosophy
Expected Class Size: 12
Grading: yes pass/fail option, yes fifth course option
Unit Notes: non-major course; does not count toward ASPH, ASTR or PHYS major
Distributions: (D3)
This course is cross-listed and the prefixes carry the following divisional credit:
LEAD 336 (D3) ASTR 336 (D3) HSCI 336 (D2)
Not offered current academic year
Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: In this course, students will derive quantitative physical formulas, use these equations to calculate and compare physical properties, and generate and analyze graphical representations of data. They will also make and analyze measurements of astronomical data through observing projects.

Spring 2021
TUT Section: HT1    TBA     Anne Jaskot

ASTR 404 (S) Unsolved Problems in Galaxy Evolution

Cross-listings: ASTR 404

Primary Cross-listing

In this tutorial, we will learn about galaxies and their evolution by focusing on some of the key mysteries astronomers are trying to solve. Questions may include: How do galaxies turn their gas supply into stars? Is there a universal initial mass function for star formation? What is the origin of multiple stellar populations in globular clusters? Why do some galaxies cease star formation? Which galaxies reionized the universe? We will discuss the nature of each unsolved problem, debate the theories proposed to answer it, and consider how future progress might be made.

Requirements/Evaluation: student's papers, responses to the partner's papers, and problem sets

Prerequisites: ASTR 111 and PHYS 142 or 151 or permission of instructor

Enrollment Limit: 10

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ASTR 404 (D3)

Not offered current academic year

ASTR 412 (F) Heliophysics

Cross-listings: ASTR 412 PHYS 412

Primary Cross-listing

We study all aspects of the Sun, our nearest star. This semester follows the total solar eclipses of August 21, 2017, whose totality crossed the U.S. from coast to coast, and the July 2, 2019, total solar eclipse that crossed Chile and Argentina. In addition to discussing our observations of these eclipses and what has been learned about the solar atmosphere from eclipse research, we discuss the solar interior (including the Nobel-prize-winning solar neutrino experiment and helioseismology), the photosphere, the chromosphere, the corona, and the solar wind. We discuss the Sun as an example of stars in general. We discuss both theoretical aspects and observational techniques, including work at recent total solar eclipses. We discuss results from current spacecraft, including the Solar and Heliospheric Observatory (SOHO), the Solar Dynamics Observatory, the Sun Watcher (SWAP), and Hinode (Sunrise), and the new GOES/UVSI (Solar Ultraviolet Imager) run by an alumnus as well as additional Total Solar Irradiance measurements from ACRIMSAT and SORCE. We will discuss the role of solar observations in confirming Einstein's General Theory of Relativity with the bending of light at the 1919, 1922, and 2017 total solar eclipses as well as gravitational redshift measurements in solar spectral lines, extending our discussion to the recent "chirp" of gravitational radiation reported from several colliding black holes and neutron stars observed with the Laser Interferometer Gravitational-wave Observatory (LIGO). We hope to observe the transit of Mercury across the face of the Sun on November 11, 2019, during the semester; we also discuss our data analysis of recent transits of Mercury we observed from the ground and from space (most recently in May 2016). We will highlight the 2004 and 2012 transits of Venus across the face of the Sun as observed from Earth, the first such transits of Venus since 1882, as well as our work in observing transits of Venus from Jupiter with the Hubble.

Requirements/Evaluation: biweekly tutorial presentations; biweekly response to colleagues' presentations

Prerequisites: ASTR 111 or a 200-level Physics course; or permission of the instructor

Enrollment Limit: 10

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option
This course is cross-listed and the prefixes carry the following divisional credit:

ASTR 412 (D3) PHYS 412 (D3)

Not offered current academic year

ASTR 493  (F)  Senior Research: Astronomy
An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy, as discussed under the heading of the degree with honors in Astronomy above. This is part of a full-year thesis (493-494).

Prerequisites:  permission of department
Grading:  no pass/fail option,  no fifth course option
Distributions:  (D3)

Fall 2020
HON Section: H1    TBA     Jay M. Pasachoff

ASTR 494  (S)  Senior Research: Astronomy
An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy, as discussed under the heading of the degree with honors in Astronomy above. This is part of a full-year thesis (493-494).

Prerequisites:  permission of department
Grading:  no pass/fail option,  no fifth course option
Distributions:  (D3)

Spring 2021
HON Section: H1    TBA     Jay M. Pasachoff

ASTR 495  (F)  Senior Research: Astrophysics
Cross-listings:  PHYS 495  ASTR 495

Primary Cross-listing
An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy or Physics, as discussed under the heading of the degree with honors in Astrophysics above.

Prerequisites:  permission of department
Grading:  no pass/fail option,  no fifth course option
Distributions:  (D3)
This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 495 (D3) ASTR 495 (D3)

Fall 2020
HON Section: H1    TBA     Graham K. Giovanetti

ASTR 496  (S)  Senior Research: Astrophysics
Cross-listings:  ASTR 496  PHYS 496

Primary Cross-listing
An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy or Physics, as discussed under the heading of the degree with honors in Astrophysics above.

Prerequisites:  permission of department
Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:
ASTR 496 (D3) PHYS 496 (D3)

Spring 2021
HON Section: H1    TBA     Jay M. Pasachoff

ASTR 497  (F) Independent Study: Astronomy or Astrophysics
Astronomy independent study.
Grading: no pass/fail option, no fifth course option
Distributions: (D3)

Fall 2020
IND Section: H1    TBA     Jay M. Pasachoff

ASTR 498  (S) Independent Study: Astronomy or Astrophysics  (QFR)
Astronomy/Astrophysics independent study, directed by one of the Astronomy faculty: Pasachoff/Jaskot/Flaherty
Requirements/Evaluation: Regular work with the instructor; submitted presentations and papers as agreed upon
Prerequisites: suitable Astronomy/Astrophysics/Physics/Math-Stats-Geosciences/Chemistry courses
Enrollment Limit: 10
Enrollment Preferences: research topic
Expected Class Size: 5
Grading: no pass/fail option, no fifth course option
Distributions: (D3) (QFR)
Quantative/Formal Reasoning Notes: Substantial quantitative and formal reasoning are involved

Spring 2021
IND Section: H1    TBA     Jay M. Pasachoff

ASTR 499  (S) Physics and Astronomy Colloquium
Cross-listings: PHYS 499  ASTR 499
Secondary Cross-listing
Physicists and Astronomers from around the country come to explain their research. Students of Physics and Astronomy at any level are welcome. Registration is not necessary to attend. A non-credit course.
Class Format: colloquium
Requirements/Evaluation: not a for-credit course
Prerequisites: none
Enrollment Limit: none
Enrollment Preferences: none
Grading: non-graded
Unit Notes: registration not necessary to attend
Distributions: No divisional credit
This course is cross-listed and the prefixes carry the following divisional credit:
Winter Study

ASTR 31 (W) Senior Research: Astronomy
To be taken by students registered for Astronomy 493, 494.
Grading: pass/fail only

ASTR 32 (W) Senior Research: Astrophysics
Cross-listings: ASTR 32 PHYS 32
Primary Cross-listing
To be taken by students registered for Astrophysics 495, 496.
Class Format: independent study
Grading: pass/fail only
This course is cross-listed and the prefixes carry the following divisional credit:
ASTR 32 PHYS 32

ASTR 99 (W) Independent Study: Astronomy or Astrophysics
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.
Grading: pass/fail only

Not offered current academic year
Biochemistry and molecular biology are dynamic fields that lie at the forefront of science. Through elucidation of the structure and function of biologically important molecules (such as nucleic acids, lipids, proteins, and carbohydrates) these disciplines have provided important insights and advances in the fields of molecular engineering (recombinant DNA technology, “intelligent” drug design, “in vitro evolution”), genomics and proteomics, signal transduction, immunology, developmental biology, and evolution.

The Biochemistry and Molecular Biology Program is designed to provide students with an opportunity to explore living systems in molecular terms. Biochemistry and molecular biology are at the interface between the chemical and biological methods of looking at nature; therefore, the program draws heavily from these disciplines. While chemistry is concerned with the relationship between molecular structure and reactions, and biology focuses on cells and organisms, biochemistry and molecular biology probe the details of the structures and interactions of molecules in living systems in order to provide the foundation for a better understanding of biological molecules both individually and as members of more complex structures.

Program

While aspects of biochemistry and molecular biology can be very diverse, a common set of chemical and biological principles underlie the more advanced topics. With this in mind, the program has been structured to provide the necessary background in chemistry and biology and the opportunity to study the many facets of the modern areas of the biochemical sciences. Students interested in the Biochemistry and Molecular Biology Program should plan their course selection carefully. Since it is expected that Biochemistry 321 and 322 would be taken in the junior year, students are advised to take the prerequisites for those courses in both chemistry and biology during their first two years at Williams. While the program is open to all students, it is expected that it will appeal primarily to majors in biology and chemistry because of the number of courses required in those fields. In addition to taking the required courses, students planning to complete the Biochemistry and Molecular Biology Program are strongly encouraged to elect courses in mathematics and physics.

The following interdepartmental courses serve as the core of the Biochemistry and Molecular Biology Program. BIMO 321 and 322 provide a comprehensive introduction to biochemistry. BIMO 401, the capstone course for the concentration, provides students the opportunity to examine the current scientific literature in a wide variety of BIMO-related research areas.

To complete the concentration in Biochemistry and Molecular Biology, a student must complete all of the required courses listed below, take at least one elective in biology and one elective in chemistry from the list below, and attend at least eight Biology and/or Chemistry Department colloquia. Since the Chemistry Department counts two biology courses and the Biology Department counts two chemistry courses toward the majors (each of which can be completed with only eight other courses), a student majoring in either chemistry or biology would have to take only two or three additional courses to complete the program.

Required Courses
BIMO 321 / BIOL 321 / CHEM 321 (F, S) Biochemistry I: Structure and Function of Biological Molecules
   Taught by: Amy Gehring, Katie Hart
   Catalog details

BIMO 322 / BIOL 322 / CHEM 322 (S) Biochemistry II: Metabolism
   Taught by: Cynthia Holland
   Catalog details

BIMO 401 T (S) Topics in Biochemistry and Molecular Biology
   Taught by: Amy Gehring
   Catalog details

Biology Courses

BIOL 101 (F) The Cell
   Taught by: Daniel Lynch, Damian Turner, Cynthia Holland, Lois Banta
   Catalog details

BIOL 102 (S) The Organism
   Taught by: Robert Savage, Heather Williams
   Catalog details

BIOL 202 (F) Genetics
   Taught by: Luana Maroja
   Catalog details

Chemistry Courses

CHEM 151 (F) Introductory Chemistry
   Taught by: Katie Hart, Sarah Goh
   Catalog details

CHEM 153 (F) Concepts of Chemistry
   Taught by: Bob Rawle, Lee Park
   Catalog details

CHEM 155 (F) Principles of Modern Chemistry
   Taught by: Enrique Peacock-López
   Catalog details

CHEM 156 (S) Organic Chemistry: Introductory Level
   Taught by: Sarah Goh, Kerry Ann Green
   Catalog details

CHEM 251 (F) Organic Chemistry: Intermediate Level
   Taught by: Sarah Goh, Jenna MacIntyre, Thomas Smith, Amanda Turek
   Catalog details

CHEM 256 (S) Advanced Chemical Concepts
   Taught by: John Thoman
   Catalog details

Elective Courses

   Students can check with the program chair to see if other courses not listed here might count as electives.

BIOL 305 (S) Evolution
   Taught by: Luana Maroja
   Catalog details

BIOL 308 Integrative Plant Biology: Fundamentals and New Frontiers
   Taught by: Claire Ting
   Catalog details

BIOL 312 / NSCI 312 (F) Sensory Biology
   Taught by: Heather Williams
   Catalog details

BIOL 313 (S) Immunology
   Taught by: Damian Turner
   Catalog details

BIOL 315 Microbiology: Diversity, Cellular Physiology, and Interactions
   Taught by: Lois Banta
   Catalog details

BIOL 319 / CHEM 319 / CSCI 319 / MATH 319 / PHYS 319 (S) Integrative Bioinformatics, Genomics, and Proteomics Lab
   Taught by: Lois Banta
   Catalog details

BIOL 326 (F) Cellular Assembly and Movement
   Taught by: Pei-Wen Chen
   Catalog details

BIOL 407 / NSCI 347 Neurobiology of Emotion
   Taught by: TBA
   Catalog details

BIOL 410 (S) Nanomachines in Living Systems
   Taught by: TBA
   Catalog details
Colloquium Requirement

Concentrators must attend at least eight Biology and/or Chemistry Department colloquia. The Biology and Chemistry Departments hold colloquia on Friday afternoons during the fall and spring semesters. Scientists from other academic or research institutions are invited to present their research to students and faculty. There are approximately a dozen colloquia offered each semester among which BIMO concentrators may choose. Attendance at the honors student research presentations and the Biology/BIMO Alumni Reunion poster session also count toward the colloquium requirement. Concentrators may receive credit for colloquia attended during any of their semesters at Williams College.

BIMO 321  (F)(S) Biochemistry I: Structure and Function of Biological Molecules  (QFR)

Cross-listings:  BIMO 321  BIOL 321  CHEM 321

Primary Cross-listing

This course introduces the foundational concepts of biochemistry with an emphasis on the structure and function of biological macromolecules.
Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The in-person laboratory provides further opportunity to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays. A laboratory section will also be provided for remote students, which will examine similar topics and techniques through literature and data analysis.

**Class Format:** Synchronous lectures (2x 75-minute meetings per week) and labs, two hours per week. Enrollment in the appropriate laboratory section is required for both in-person and remote students.

**Requirements/Evaluation:** Quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports

**Prerequisites:** BIOL 101 and CHEM 251/255 and CHEM 155/256

**Enrollment Limit:** 7/lab

**Enrollment Preferences:** junior and senior Biology and Chemistry majors and BIMO concentrators

**Expected Class Size:** 14

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** does not satisfy the distribution requirement for the Biology major; cannot be counted towards the Biology major in addition to BIOL 222

**Distributions:** (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIMO 321 (D3) BIOL 321 (D3) CHEM 321 (D3)

**Quantitative/Formal Reasoning Notes:** This course fulfills the QFR requirement with regular problem sets in which quantitative/formal reasoning skills are practiced.

Fall 2020

LAB Section: 02    T 1:00 pm - 3:00 pm    Amy Gehring
LAB Section: 03    W 3:30 pm - 5:30 pm    Jenna L. MacIntire
LAB Section: 04    R 1:00 pm - 3:00 pm    Jenna L. MacIntire
LAB Section: 06    R 3:30 pm - 5:30 pm    Jenna L. MacIntire
LEC Section: H1    MWF 11:45 am - 1:00 pm    Amy Gehring
LAB Section: R5    R 1:00 pm - 3:00 pm    Amy Gehring

Spring 2021

LAB Section: 02    M 1:00 pm - 3:00 pm    Katie M. Hart
LEC Section: H1    TR 9:45 am - 11:00 am    Katie M. Hart
LAB Section: R3    M 3:30 pm - 5:30 pm    Katie M. Hart

**BIMO 322 (S) Biochemistry II: Metabolism** (QFR)

**Cross-listings:** BIOL 322 CHEM 322 BIMO 322

**Primary Cross-listing**

This lecture course provides an in-depth presentation of the complex metabolic reactions that are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

**Class Format:** Lecture three hours per week and laboratory two hours per week. There will be one entirely in-person section of 24 students and one remote section. The in-person lab sections can accommodate 40 in-person students (8 per section), and there will be a remote lab section.

**Requirements/Evaluation:** several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of data
Prerequisites: BIOL 101 and CHEM 251/255 or permission of instructor

Enrollment Limit: 24/Lecture

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 48

Grading: no pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major; cannot be counted towards the Biology major in addition to BIOL 222

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:
BIOL 322 (D3) CHEM 322 (D3) BIMO 322 (D3)

Quantitative/Formal Reasoning Notes: The laboratory program is quantitative covering data analyses, numerical transformations, graphical displays.

Spring 2021
LEC Section: 01 TR 9:45 am - 11:00 am Cynthia K. Holland
LAB Section: 03 T 1:00 pm - 3:00 pm Janis E. Bravo
LAB Section: 04 T 3:30 pm - 5:30 pm Janis E. Bravo
LAB Section: 05 W 1:00 pm - 3:00 pm Janis E. Bravo
LAB Section: 06 W 3:30 pm - 5:30 pm Janis E. Bravo
LAB Section: 08 R 3:30 pm - 5:30 pm Janis E. Bravo
LEC Section: R2 TR 11:30 am - 12:45 pm Cynthia K. Holland
LAB Section: R7 R 1:00 pm - 3:00 pm Janis E. Bravo, Cynthia K. Holland

BIMO 401 (S) Topics in Biochemistry and Molecular Biology (WS)
This tutorial course involves critical reading, analysis, and discussion of papers from the current biochemistry and molecular biology literature. Specific topics vary from year to year but are chosen to illustrate the importance of a wide range of both biological and chemical approaches to addressing important questions in the biochemical and molecular biological fields. To facilitate discussion, students will prepare written critiques analyzing the data and conclusions of the chosen literature.

Class Format: two hours per week

Requirements/Evaluation: biweekly papers, tutorial presentation and discussion, and a final paper

Prerequisites: BIOL 202 and BIMO 321

Enrollment Limit: 12

Enrollment Preferences: those completing the BIMO program; open to others with permission of instructor

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (WS)

Writing Skills Notes: The critical analysis of published papers in the biochem literature, as expressed in clear and succinct writing, is a key learning goal for the course. The students write biweekly literature critiques (typically 5-6 pages long) throughout the semester. While the specific topic each week differs, the parameters of the assignment are the same each time, allowing students to progressively improve their writing. I provide extensive written feedback on each critique, returned before the next due date

Spring 2021
TUT Section: HT1 TBA Amy Gehring

Winter Study ---------------------------------------------

BIMO 99 (W) Independent Study: Biochemistry and Molecular Biology
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

*Not offered current academic year*
Bioinformatics, genomics, and proteomics are rapidly advancing fields that integrate the tools and knowledge from biology, chemistry, computer science, mathematics, physics, and statistics in research at the intersection of the biological and informational sciences. Inspired by the enormous amount of biological data that are being generated from the sequencing of genomes, these new fields will help us pose and answer biological questions that have long been considered too complex to address. Research in genomics, proteomics, and bioinformatics will also significantly impact society affecting medicine, culture, economics, and politics.

The Bioinformatics, Genomics, and Proteomics curriculum involves faculty from the Biology, Chemistry, Computer Science, Mathematics/Statistics, and Physics departments and was designed to provide students with an understanding of these revolutionary new areas of investigation. The introductory level courses, Computation and Biology and Statistics for Biologists are accessible to all students interested in gaining familiarity with the power of genomic analysis. Students interested in graduate work in bioinformatics, genomics, and proteomics should take the core courses and five of the recommended courses. Interested students are also encouraged to participate in independent research with members of the advisory faculty as they explore the development of these new fields.

**BIGP Courses**

**BIMO 321 (F)(S) Biochemistry I: Structure and Function of Biological Molecules (QFR)**

**Cross-listings:** BIMO 321 BIOL 321 CHEM 321

**Primary Cross-listing**

This course introduces the foundational concepts of biochemistry with an emphasis on the structure and function of biological macromolecules.
Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The in-person laboratory provides further opportunity to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays. A laboratory section will also be provided for remote students, which will examine similar topics and techniques through literature and data analysis.

Class Format: Synchronous lectures (2x 75-minute meetings per week) and labs, two hours per week. Enrollment in the appropriate laboratory section is required for both in-person and remote students.

Requirements/Evaluation: Quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports

Prerequisites: BIOL 101 and CHEM 251/255 and CHEM 155/256

Enrollment Limit: 7/lab

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major; cannot be counted towards the Biology major in addition to BIOL 222

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIMO 321 (D3) BIOL 321 (D3) CHEM 321 (D3)

Quantitative/Formal Reasoning Notes: This course fulfills the QFR requirement with regular problem sets in which quantitative/formal reasoning skills are practiced.

Fall 2020

LAB Section: 03 W 3:30 pm - 5:30 pm Jenna L. MacIntire
LEC Section: H1 MWF 11:45 am - 1:00 pm Amy Gehring
LAB Section: 06 R 3:30 pm - 5:30 pm Jenna L. MacIntire
LAB Section: R5 R 1:00 pm - 3:00 pm Amy Gehring
LAB Section: 02 T 1:00 pm - 3:00 pm Amy Gehring
LAB Section: 04 R 1:00 pm - 3:00 pm Jenna L. MacIntire

Spring 2021

LAB Section: 02 M 1:00 pm - 3:00 pm Katie M. Hart
LEC Section: H1 TR 9:45 am - 11:00 am Katie M. Hart
LAB Section: R3 M 3:30 pm - 5:30 pm Katie M. Hart

BIMO 322 (S) Biochemistry II: Metabolism (QFR)

Cross-listings: BIOL 322 CHEM 322 BIMO 322

Primary Cross-listing

This lecture course provides an in-depth presentation of the complex metabolic reactions that are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

Class Format: Lecture three hours per week and laboratory two hours per week. There will be one entirely in-person section of 24 students and one remote section. The in-person lab sections can accommodate 40 in-person students (8 per section), and there will be a remote lab section.

Requirements/Evaluation: several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of data
Prerequisites:  BIOL 101 and CHEM 251/255 or permission of instructor

Enrollment Limit:  24/Lecture

Enrollment Preferences:  junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size:  48

Grading:  no pass/fail option,  no fifth course option

Unit Notes:  does not satisfy the distribution requirement for the Biology major; cannot be counted towards the Biology major in addition to BIOL 222

Distributions:  (D3)  (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:
BIOL 322 (D3)  CHEM 322 (D3)  BIMO 322 (D3)

Quantative/Formal Reasoning Notes:  The laboratory program is quantitative covering data analyses, numerical transformations, graphical displays.

Spring 2021

LAB Section: R7    R 1:00 pm - 3:00 pm     Janis E. Bravo,  Cynthia K. Holland
LAB Section: 03    T 1:00 pm - 3:00 pm     Janis E. Bravo
LEC Section: 01    TR 9:45 am - 11:00 am     Cynthia K. Holland
LAB Section: 05    W 1:00 pm - 3:00 pm     Janis E. Bravo
LAB Section: 06    W 3:30 pm - 5:30 pm     Janis E. Bravo
LAB Section: 08    R 3:30 pm - 5:30 pm     Janis E. Bravo
LAB Section: 04    T 3:30 pm - 5:30 pm     Janis E. Bravo
LEC Section: R2    TR 11:30 am - 12:45 pm     Cynthia K. Holland

BIOL 202  (F)  Genetics  (QFR)

Genetics, classically defined as the study of heredity, has evolved into a discipline whose limits are continually expanded by innovative molecular technologies. This course covers the experimental basis for our current understanding of the inheritance, structures, and functions of genes. It introduces approaches used by contemporary geneticists and molecular biologists to explore questions in areas of biology ranging from evolution to medicine. The laboratory part of the course provides an experimental introduction to modern genetic analysis. Laboratory experiments include linkage analysis, bacterial transformation with plasmids and DNA restriction mapping. This COVID year we will have in-person lectures and labs. Furthermore all students will have access to recorded lectures, notes, slides and handouts. For remote students, lab reports will also be required (writing and data analysis). Remote students will be able to collect data for some of the labs or otherwise will have access to class data for analyses.

Class Format: six hours per week

Requirements/Evaluation:  bi-weekly problem sets, weekly laboratory exercises and laboratory reports, and examinations

Prerequisites:  BIOL 101 and 102

Enrollment Limit:  60

Enrollment Preferences:  Students planning on Biology major

Expected Class Size:  60

Grading:  no pass/fail option,  no fifth course option

Unit Notes:  does not satisfy the distribution requirement for the Biology major

Distributions:  (D3)  (QFR)

Quantative/Formal Reasoning Notes:  This course has a large quantitative component, mainly probabilities and basic statistics. Lab reports and data analyses are a large component of the grade.

Fall 2020

LAB Section: 06    W 1:00 pm - 3:00 pm     Derek  Dean
LAB Section: 05    T 1:00 pm - 3:00 pm     Derek  Dean
LAB Section: 04    M 1:00 pm - 3:00 pm     Derek  Dean
This course offers a critical analysis of contemporary concepts in biological evolution. We focus on the relation of evolutionary mechanisms (e.g., selection, drift, and migration) to long term evolutionary patterns (e.g., evolutionary innovations, origin of major groups, and adaptation). Topics include micro-evolutionary models, natural and sexual selection, speciation, the inference of evolutionary history, evolutionary medicine among others.

Requirements/Evaluation: independent research project, problem sets, participation in discussions and exams

Prerequisites: BIOL 202

Enrollment Limit: 22

Enrollment Preferences: Seniors and biology majors

Expected Class Size: 22

Grading: yes pass/fail option, yes fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: We will use mathematical models to study population genetics.

Spring 2021

LEC Section: H1    MWF 10:40 am - 11:30 am     Luana S. Maroja
LAB Section: H2    W 1:00 pm - 3:00 pm     Luana S. Maroja
LAB Section: H3    R 1:00 pm - 3:00 pm     Luana S. Maroja

BIOL 319 (S) Integrative Bioinformatics, Genomics, and Proteomics Lab (QFR)

Cross-listings: MATH 319  CHEM 319  BIOL 319  PHYS 319  CSCI 319

Primary Cross-listing

What can computational biology teach us about cancer? In this lab-intensive experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet-lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever-growing gene and protein data-sets can provide key insights into human disease. In this course, we will take advantage of one well-studied system, the highly conserved Ras-related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, and phylogenetics to reconstruct the evolution of gene families by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high through-put approaches to investigate genes involved in the inflammatory and MAPK signal transduction pathways in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation-state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data-mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry may also be used to study networks of interacting proteins in colon tumor cells.

Class Format: two afternoons of lab, with one hour of lecture, per week. In most weeks, we will meet one day for lecture discussions.

Requirements/Evaluation: lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal

Prerequisites: BIOL 202; students who have not taken BIOL 202 but have taken BIOL 101 and a CSCI course, or CSCI/PHYS 315, may enroll with
permission of instructor. No prior computer programming experience is required.

Enrollment Limit: 12

Enrollment Preferences: seniors, then juniors, then sophomores

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:
MATH 319 (D3) CHEM 319 (D3) BIOL 319 (D3) PHYS 319 (D3) CSCI 319 (D3)

Quantitative/Formal Reasoning Notes: Through lab work, homework sets and a major project, students will learn or further develop their skills in programming in Python, and about the basis of Bayesian approaches to phylogenetic tree estimation.

Spring 2021

SEM Section: 01  TR 9:45 am - 11:00 am  Lois M. Banta
SEM Section: R2  MW 6:45 pm - 8:00 pm  Lois M. Banta
LAB Section: H3  MW 1:00 pm - 3:00 pm  Lois M. Banta
LAB Section: H4  TR 1:00 pm - 3:00 pm  Lois M. Banta

BIOL 321  (F)(S)  Biochemistry I: Structure and Function of Biological Molecules  (QFR)

Cross-listings: BIMO 321  BIOL 321  CHEM 321

Secondary Cross-listing

This course introduces the foundational concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The in-person laboratory provides further opportunity to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays. A laboratory section will also be provided for remote students, which will examine similar topics and techniques through literature and data analysis.

Class Format: Synchronous lectures (2x 75-minute meetings per week) and labs, two hours per week. Enrollment in the appropriate laboratory section is required for both in-person and remote students.

Requirements/Evaluation: Quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports

Prerequisites: BIOL 101 and CHEM 251/255 and CHEM 155/256

Enrollment Limit: 7/lab

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major; cannot be counted towards the Biology major in addition to BIOL 222

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:
BIMO 321 (D3) BIOL 321 (D3) CHEM 321 (D3)

Quantitative/Formal Reasoning Notes: This course fulfills the QFR requirement with regular problem sets in which quantitative/formal reasoning skills are practiced.

Fall 2020

LEC Section: H1  MWF 11:45 am - 1:00 pm  Amy Gehring
BIOL 322 (S) Biochemistry II: Metabolism (QFR)

Cross-listings: BIOL 322 CHEM 322 BIMO 322

Secondary Cross-listing
This lecture course provides an in-depth presentation of the complex metabolic reactions that are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

Class Format: Lecture three hours per week and laboratory two hours per week. There will be one entirely in-person section of 24 students and one remote section. The in-person lab sections can accommodate 40 in-person students (8 per section), and there will be a remote lab section.

Requirements/Evaluation: several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of data

Prerequisites: BIOL 101 and CHEM 251/255 or permission of instructor

Enrollment Limit: 24/Lecture

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 48

Grading: no pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major; cannot be counted towards the Biology major in addition to BIOL 222

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:
BIOL 322 (D3) CHEM 322 (D3) BIMO 322 (D3)

Quantitative/Formal Reasoning Notes: The laboratory program is quantitative covering data analyses, numerical transformations, graphical displays.

BIOL 430 (S) Genome Sciences: At the Cutting Edge (WS)
Research in genomics has integrated and revolutionized the field of biology, including areas of medicine, plant biology, microbiology, and evolutionary biology. Moreover, recent developments in “metagenomics” (genomic studies of entire communities of microorganisms in natural environments, such as the mammalian gut and the deep sea) and “metatranscriptomics” (studies of genome wide changes in expression and mRNA levels in natural communities of organisms) have generated unprecedented knowledge about the genomic potential of a community and the in situ biological activity of different ecological niches. In this course we will explore how research in these and related areas, including proteomics, have advanced our fundamental understanding of (1) organisms in the three domains of life, and their interactions and evolutionary relationships; (2) biological systems and environments, such as the human body, extreme environments, and the oceans; (3) strategies for solving global challenges in medicine, agriculture, energy resources, and environmental sciences. During the course, students will meet each week for one hour with a tutorial partner and the instructor. Every other week, students will present a written and oral critical analysis of the assigned research articles. On alternate weeks, students will question/critique the work of their colleague.

Requirements/Evaluation: five (4-5 page) papers, tutorial presentations, and the student's effectiveness as a critic

Prerequisites: BIOL 202

Enrollment Limit: 10

Enrollment Preferences: open to juniors and seniors; senior Biology majors who have not taken a 400-level course

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: BIMO, BIGP; does not satisfy the distribution requirement for the Biology major

Distributions: (D3) (WS)

Writing Skills Notes: Weekly written assignments consisting of four-page critique papers (five total during a semester) and two-page response papers (five total during a semester). Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Not offered current academic year

CHEM 319 (S) Integrative Bioinformatics, Genomics, and Proteomics Lab (QFR)

Cross-listings: MATH 319 CHEM 319 BIOL 319 PHYS 319 CSCI 319

Secondary Cross-listing

What can computational biology teach us about cancer? In this lab-intensive experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet-lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever-growing gene and protein data-sets can provide key insights into human disease. In this course, we will take advantage of one well-studied system, the highly conserved Ras-related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, and phylogenetics to reconstruct the evolution of gene families by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high through-put approaches to investigate genes involved in the inflammatory and MAPK signal transduction pathways in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation-state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data-mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry may also be used to study networks of interacting proteins in colon tumor cells.

Class Format: two afternoons of lab, with one hour of lecture, per week. In most weeks, we will meet one day for lecture discussions.

Requirements/Evaluation: lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal

Prerequisites: BIOL 202; students who have not taken BIOL 202 but have taken BIOL 101 and a CSCI course, or CSCI/PHYS 315, may enroll with permission of instructor. No prior computer programming experience is required.

Enrollment Limit: 12

Enrollment Preferences: seniors, then juniors, then sophomores

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3) (QFR)
This course is cross-listed and the prefixes carry the following divisional credit:
MATH 319 (D3) CHEM 319 (D3) BIOL 319 (D3) PHYS 319 (D3) CSCI 319 (D3)

Quantitative/Formal Reasoning Notes: Through lab work, homework sets and a major project, students will learn or further develop their skills in programming in Python, and about the basis of Bayesian approaches to phylogenetic tree estimation.

Spring 2021
SEM Section: 01    TR 9:45 am - 11:00 am     Lois M. Banta
LAB Section: H4    TR 1:00 pm - 3:00 pm     Lois M. Banta
SEM Section: R2    MW 6:45 pm - 8:00 pm     Lois M. Banta
LAB Section: H3    MW 1:00 pm - 3:00 pm     Lois M. Banta

CHEM 321  (F)(S)  Biochemistry I: Structure and Function of Biological Molecules  (QFR)
Cross-listings:  BIMO 321  BIOL 321  CHEM 321

Secondary Cross-listing
This course introduces the foundational concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The in-person laboratory provides further opportunity to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays. A laboratory section will also be provided for remote students, which will examine similar topics and techniques through literature and data analysis.

Class Format: Synchronous lectures (2x 75-minute meetings per week) and labs, two hours per week. Enrollment in the appropriate laboratory section is required for both in-person and remote students.

Requirements/Evaluation: Quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports

Prerequisites:  BIOL 101 and CHEM 251/255 and CHEM 155/256

Enrollment Limit:  7/lab

Enrollment Preferences:  junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size:  14

Grading:  no pass/fail option,  no fifth course option

Unit Notes:  does not satisfy the distribution requirement for the Biology major; cannot be counted towards the Biology major in addition to BIOL 222

Distributions:  (D3)  (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:
BIMO 321 (D3) BIOL 321 (D3) CHEM 321 (D3)

Quantitative/Formal Reasoning Notes:  This course fulfills the QFR requirement with regular problem sets in which quantitative/formal reasoning skills are practiced.

Fall 2020
LAB Section: 04    R 1:00 pm - 3:00 pm     Jenna L. MacIntire
LAB Section: R5    R 1:00 pm - 3:00 pm     Amy Gehring
LEC Section: H1    MWF 11:45 am - 1:00 pm     Amy Gehring
LAB Section: 02    T 1:00 pm - 3:00 pm     Amy Gehring
LAB Section: 03    W 3:30 pm - 5:30 pm     Jenna L. MacIntire
LAB Section: 06    R 3:30 pm - 5:30 pm     Jenna L. MacIntire

Spring 2021
LEC Section: H1    TR 9:45 am - 11:00 am     Katie M. Hart
CHEM 322 (S) Biochemistry II: Metabolism (QFR)

Cross-listings: BIOL 322 CHEM 322 BIMO 322

Secondary Cross-listing

This lecture course provides an in-depth presentation of the complex metabolic reactions that are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

Class Format: Lecture three hours per week and laboratory two hours per week. There will be one entirely in-person section of 24 students and one remote section. The in-person lab sections can accommodate 40 in-person students (8 per section), and there will be a remote lab section.

Requirements/Evaluation: several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of data

Prerequisites: BIOL 101 and CHEM 251/255 or permission of instructor

Enrollment Limit: 24/Lecture

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 48

Grading: no pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major; cannot be counted towards the Biology major in addition to BIOL 222

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 322 (D3) CHEM 322 (D3) BIMO 322 (D3)

Quantitative/Formal Reasoning Notes: The laboratory program is quantitative covering data analyses, numerical transformations, graphical displays.
**Prerequisites:** none, except for the standard prerequisites for a (QFR) course; previous programming experience is not required

**Enrollment Limit:** 30(10/lab)

**Enrollment Preferences:** if the course is over-enrolled, enrollment will be determined by lottery

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** students with prior experience with object-oriented programming should discuss appropriate course placement with members of the department

**Distributions:** (D3) (QFR)

**Quantitative/Formal Reasoning Notes:** This course include regular and substantial problem sets, labs, and/or projects in which quantitative/formal reasoning skills are practiced and evaluated.

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**Fall 2020**

LAB Section: R3  MR 1:30 pm - 2:45 pm  Duane A. Bailey  
LEC Section: R1  MWF 9:20 am - 10:10 am  Duane A. Bailey  
LEC Section: 02  MWF 12:00 pm - 12:50 pm  Daniel P. Aalberts  
LAB Section: R8  TF 3:15 pm - 4:30 pm  Daniel P. Aalberts  
LAB Section: R7  TR 9:45 am - 11:00 am  Daniel P. Aalberts  
LAB Section: R4  MR 1:30 pm - 2:45 pm  Molly Q Feldman  
LAB Section: R5  MR 3:15 pm - 4:30 pm  Duane A. Bailey  
LAB Section: R6  MR 3:15 pm - 4:30 pm  Molly Q Feldman

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**Spring 2021**

LAB Section: R8  T 3:15 pm - 4:30 pm  Duane A. Bailey  
LAB Section: R7  T 9:45 am - 11:00 am  Duane A. Bailey  
LAB Section: R6  M 3:15 pm - 4:30 pm  Duane A. Bailey  
LAB Section: R5  M 3:15 pm - 4:30 pm  Duane A. Bailey  
LAB Section: R4  M 1:30 pm - 2:45 pm  Duane A. Bailey  
LAB Section: R3  M 1:30 pm - 2:45 pm  Molly Q Feldman  
LEC Section: R1  MWF 9:20 am - 10:10 am  Duane A. Bailey, Molly Q Feldman  
LEC Section: R2  MWF 10:40 am - 11:30 am  Duane A. Bailey, Molly Q Feldman

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**CSCI 136 (F)(S) Data Structures and Advanced Programming** (QFR)

This course builds on the programming skills acquired in Computer Science 134. It couples work on program design, analysis, and verification with an introduction to the study of data structures. Data structures capture common ways in which to store and manipulate data, and they are important in the construction of sophisticated computer programs. Students are introduced to some of the most important and frequently used data structures: lists, stacks, queues, trees, hash tables, graphs, and files. Students will be expected to write several programs, ranging from very short programs to more elaborate systems. Emphasis will be placed on the development of clear, modular programs that are easy to read, debug, verify, analyze, and modify.

**Class Format:** Lecture content will be through asynchronously viewed video modules. Three scheduled (MWF) course sections will be used for synchronous conference meetings. Two sections will be in-person and one will be remote. There will be 5 scheduled weekly lab sections that will be remote. Students should sign up for the lecture section, one conference, and one lab.

**Requirements/Evaluation:** programming and written assignments, quizzes, examinations

**Prerequisites:** CSCI 134 or equivalent; fulfilling the Discrete Mathematics Proficiency requirement is recommended, but not required

**Enrollment Limit:** 60(12/lab)

**Enrollment Preferences:** if the course is over-enrolled, enrollment will be determined by lottery

**Expected Class Size:** 60

**Grading:** yes pass/fail option, no fifth course option
Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: This course include regular and substantial problem sets, labs, and/or projects in which quantitative/formal reasoning skills are practiced and evaluated.

Fall 2020
CON Section: R4 MWF 12:00 pm - 12:50 pm William J. Lenhart
LAB Section: R5 R 1:00 pm - 2:30 pm William J. Lenhart
LEC Section: R1 TBA Bill K. Jannen, William J. Lenhart
CON Section: R2 MWF 9:20 am - 10:10 am William J. Lenhart
LAB Section: R6 R 1:00 pm - 2:30 pm Bill K. Jannen
LAB Section: R7 R 3:30 pm - 5:00 pm William J. Lenhart
LAB Section: R8 R 3:30 pm - 5:00 pm Bill K. Jannen
LAB Section: R9 R 8:30 pm - 10:00 pm Bill K. Jannen, William J. Lenhart
CON Section: 03 MWF 10:40 am - 11:30 am Bill K. Jannen

Spring 2021
LAB Section: R8 R 3:30 pm - 5:00 pm William J. Lenhart
LAB Section: R9 R 9:45 am - 11:15 am William J. Lenhart, Samuel McCauley
CON Section: H3 MWF 10:40 am - 11:30 am Samuel McCauley
LEC Section: R1 ASYN William J. Lenhart, Samuel McCauley
CON Section: R2 MWF 9:20 am - 10:10 am William J. Lenhart
LAB Section: R6 R 1:00 pm - 2:30 pm William J. Lenhart
LAB Section: R7 R 3:30 pm - 5:00 pm Samuel McCauley
LAB Section: R5 R 1:00 pm - 2:30 pm Samuel McCauley
CON Section: H4 MWF 12:00 pm - 12:50 pm Samuel McCauley

CSCI 315 (S) Computational Biology (QFR)

Cross-listings: PHYS 315 CSCI 315

Secondary Cross-listing
This course will provide an overview of Computational Biology, the application of computational, mathematical, statistical, and physical problem-solving techniques to interpret the rapidly expanding amount of biological data. Topics covered will include database searching, DNA sequence alignment, clustering, RNA structure prediction, protein structural alignment, methods of analyzing gene expression, networks, and genome assembly using techniques such as string matching, dynamic programming, hidden Markov models, and expectation-maximization.

Requirements/Evaluation: weekly Python programming assignments, problem sets, a few quizzes and a final project
Prerequisites: programming experience (e.g., CSCI 136), mathematics (PHYS/MATH 210 or MATH 150), and physical science (PHYS 142 or 151, or CHEM 151 or 153 or 155), or permission of instructor

Enrollment Limit: 10
Enrollment Preferences: based on seniority

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:
PHYS 315 (D3) CSCI 315 (D3)

Not offered current academic year
What can computational biology teach us about cancer? In this lab-intensive experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet-lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever-growing gene and protein data-sets can provide key insights into human disease. In this course, we will take advantage of one well-studied system, the highly conserved Ras-related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, and phylogenetics to reconstruct the evolution of gene families by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high throughput approaches to investigate genes involved in the inflammatory and MAPK signal transduction pathways in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation-state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data-mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry may also be used to study networks of interacting proteins in colon tumor cells.

Class Format: two afternoons of lab, with one hour of lecture, per week. In most weeks, we will meet one day for lecture discussions.

Requirements/Evaluation: lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal

Prerequisites: BIOL 202; students who have not taken BIOL 202 but have taken BIOL 101 and a CSCI course, or CSCI/PHYS 315, may enroll with permission of instructor. No prior computer programming experience is required.

Enrollment Limit: 12

Enrollment Preferences: seniors, then juniors, then sophomores

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

MATH 319 (D3) CHEM 319 (D3) BIOL 319 (D3) PHYS 319 (D3) CSCI 319 (D3)

Quantitative/Formal Reasoning Notes: Through lab work, homework sets and a major project, students will learn or further develop their skills in programming in Python, and about the basis of Bayesian approaches to phylogenetic tree estimation.

Spring 2021

SEM Section: R2    MW 6:45 pm - 8:00 pm    Lois M. Banta
LAB Section: H4    TR 1:00 pm - 3:00 pm    Lois M. Banta
SEM Section: 01    TR 9:45 am - 11:00 am    Lois M. Banta
LAB Section: H3    MW 1:00 pm - 3:00 pm    Lois M. Banta
LAB Section: H4    TR 1:00 pm - 3:00 pm    Lois M. Banta
SEM Section: R2    MW 6:45 pm - 8:00 pm    Lois M. Banta
LAB Section: H3    MW 1:00 pm - 3:00 pm    Lois M. Banta
SEM Section: 01    TR 9:45 am - 11:00 am    Lois M. Banta

PHYS 302 (S) Statistical Mechanics & Thermodynamics (QFR)

Macrosopic objects are made up of huge numbers of fundamental particles interacting in simple ways—obeying the Schrödinger equation, Newton's and Coulomb's Laws—and these objects can be described by macroscopic properties like temperature, pressure, magnetization, heat capacity, conductivity, etc. In this course we will develop the tools of statistical physics, which will allow us to predict the cooperative phenomena that emerge in large ensembles of interacting particles. We will apply those tools to a wide variety of physical questions, including the behavior of gases, polymers, heat engines, biological and astrophysical systems, magnets, and electrons in solids.

Class Format: lecture/discussion three hours per week and weekly laboratory work
**Requirements/Evaluation:** weekly problem sets, exams, and labs, all of which have a substantial quantitative component

**Prerequisites:** required: PHYS 201, PHYS/MATH 210 or MATH 309; recommended: PHYS 202, PHYS 301

**Enrollment Limit:** 10 per lab

**Enrollment Preferences:** the in crowd

**Expected Class Size:** 10 per lab

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** weekly problem sets, exams, and labs, all of which have a substantial quantitative component

Spring 2021

LAB Section: H2    W 1:30 pm - 2:45 pm    Daniel P. Aalberts

LEC Section: H1    MWF 9:20 am - 10:10 am    Daniel P. Aalberts

LAB Section: H3    W 3:15 pm - 4:30 pm    Daniel P. Aalberts

**PHYS 315 (S) Computational Biology (QFR)**

**Cross-listings:** PHYS 315    CSCI 315

**Primary Cross-listing**

This course will provide an overview of Computational Biology, the application of computational, mathematical, statistical, and physical problem-solving techniques to interpret the rapidly expanding amount of biological data. Topics covered will include database searching, DNA sequence alignment, clustering, RNA structure prediction, protein structural alignment, methods of analyzing gene expression, networks, and genome assembly using techniques such as string matching, dynamic programming, hidden Markov models, and expectation-maximization.

**Requirements/Evaluation:** weekly Python programming assignments, problem sets, a few quizzes and a final project

**Prerequisites:** programming experience (e.g., CSCI 136), mathematics (PHYS/MATH 210 or MATH 150), and physical science (PHYS 142 or 151, or CHEM 151 or 153 or 155), or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** based on seniority

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PHYS 315 (D3) CSCI 315 (D3)

**Not offered current academic year**

**PHYS 319 (S) Integrative Bioinformatics, Genomics, and Proteomics Lab (QFR)**

**Cross-listings:** MATH 319    CHEM 319    BIOL 319    PHYS 319    CSCI 319

**Secondary Cross-listing**

What can computational biology teach us about cancer? In this lab-intensive experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet-lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever-growing gene and protein data-sets can provide key insights into human disease. In this course, we will take advantage of one well-studied system, the highly conserved Ras-related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, and phylogenetics to reconstruct the evolution of gene families by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high through-put approaches to investigate genes involved in the inflammatory and MAPK signal transduction pathways in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation-state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo
structural prediction and threading algorithms, as well as data-mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry may also be used to study networks of interacting proteins in colon tumor cells.

**Class Format:** two afternoons of lab, with one hour of lecture, per week. In most weeks, we will meet one day for lecture discussions.

**Requirements/Evaluation:** lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal

**Prerequisites:** BIOL 202; students who have not taken BIOL 202 but have taken BIOL 101 and a CSCI course, or CSCI/PHYS 315, may enroll with permission of instructor. No prior computer programming experience is required.

**Enrollment Limit:** 12

**Enrollment Preferences:** seniors, then juniors, then sophomores

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** does not satisfy the distribution requirement for the Biology major

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MATH 319 (D3) CHEM 319 (D3) BIOL 319 (D3) PHYS 319 (D3) CSCI 319 (D3)

**Quantitative/Formal Reasoning Notes:** Through lab work, homework sets and a major project, students will learn or further develop their skills in programming in Python, and about the basis of Bayesian approaches to phylogenetic tree estimation.

Spring 2021

LAB Section: H4 TR 1:00 pm - 3:00 pm Lois M. Banta
SEM Section: R2 MW 6:45 pm - 8:00 pm Lois M. Banta
SEM Section: 01 TR 9:45 am - 11:00 am Lois M. Banta
LAB Section: H3 MW 1:00 pm - 3:00 pm Lois M. Banta

**STAT 101 (F)(S) Elementary Statistics and Data Analysis** (QFR)

It is impossible to be an informed citizen in the world today without an understanding of data and information. Whether opinion polls, unemployment rates, salary differences between men and women, the efficacy of vaccines or consumer webdata, we need to be able to separate the signal from the noise. We will learn the statistical methods used to analyze and interpret data from a wide variety of sources. The goal of the course is to help reach conclusions and make informed decisions based on data.

**Class Format:** Hybrid format with both synchronous and asynchronous elements.

**Requirements/Evaluation:** quizzes and exams and course project

**Prerequisites:** MATH 102 (or demonstrated proficiency on a diagnostic test)

**Enrollment Limit:** 25

**Enrollment Preferences:** sophomores, juniors, and seniors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** students with MATH130 but no statistics should enroll in STAT161; students with MATH150 but no statistics should enroll in STAT201. Students with AP Stat 4/5 or STAT 101/161/201 should enroll in STAT 202 (if no calc background) or 302 (MATH140 prereq).

**Distributions:** (D3) (QFR)

**Quantitative/Formal Reasoning Notes:** It is a quantitative course.

Fall 2020

LEC Section: H2 MWF 9:20 am - 10:10 am Shaoyang Ning
LEC Section: H1 MWF 8:00 am - 8:50 am Shaoyang Ning

Spring 2021

LEC Section: H1 MWF 12:00 pm - 12:50 pm Shaoyang Ning
STAT 201 (F)(S) Statistics and Data Analysis  (QFR)
Statistics can be viewed as the art and science of turning data into information. Real world decision-making, whether in business or science is often based on data and the perceived information it contains. Sherlock Holmes, when prematurely asked the merits of a case by Dr. Watson, snapped back, “Data, data, data! I can’t make bricks without clay.” In this course, we will study the basic methods by which statisticians attempt to extract information from data. These will include many of the standard tools of statistical inference such as hypothesis testing, confidence intervals, and linear regression as well as exploratory and graphical data analysis techniques. This is an accelerated introductory statistics course that involves computational programming and incorporates modern statistical techniques.

Class Format: Hybrid format
Requirements/Evaluation: weekly homework; quizzes and exams
Prerequisites: MATH 150 or equivalent; not open to students who have completed STAT 101 or STAT 161 or equivalent
Enrollment Limit: 25
Enrollment Preferences: Prospective Statistics majors, students for whom the course is a major prerequisite, and seniors
Expected Class Size: 25
Grading: yes pass/fail option, yes fifth course option
Unit Notes: Students with AP Stat 4/5 or STAT 101/161 should enroll in STAT 202 (if no calc background) or 302 (MATH 140 prereq). Students with no calc or stats background should enroll in STAT 101. Students with MATH 140 but no statistics should enroll in STAT 161.
Distributions: (D3) (QFR)
Quantitative/Formal Reasoning Notes: Students will learn to interpret, choose, carry out, and communicate analyses of data.

Fall 2020
LEC Section: R2  WF 1:30 pm - 2:45 pm  Elizabeth M. Upton
LEC Section: R1  MR 3:15 pm - 4:30 pm  Anna M. Plantinga

Spring 2021
LEC Section: H2  MWF 8:00 am - 8:50 am  Anna M. Plantinga
LEC Section: R1  MWF 11:45 am - 1:00 pm  Richard D. De Veaux

STAT 410 (F) Statistical Genetics  (QFR)
Genetic studies explore patterns of genetic variation in populations and the effect of genes on diseases or traits. This course provides an introduction to statistical and computational methods for genetic studies. Topics will include Mendelian traits (such as single nucleotide polymorphisms), genome-wide association studies, pathway-based analysis, and methods for population genetics. Students will be introduced to some of the major computational tools for genetic analysis, including PLINK and R/Bioconductor. The necessary background in genetics and biology will be provided alongside the statistical and computational methods.

Requirements/Evaluation: project work, homework, exams, and contribution to discussion
Prerequisites: STAT 346 and STAT 360, or permission of instructor
Enrollment Limit: 14
Enrollment Preferences: Statistics majors, juniors and seniors
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D3) (QFR)
Quantitative/Formal Reasoning Notes: This is a statistics class with a focus on mathematical, computational, and data analysis skills as well as appropriate practical application of analysis methods.

Not offered current academic year
The Biology curriculum has been designed to provide students with a broad base for understanding principles governing life processes at all levels, from biochemistry and cell biology to physiology to ecology and behavior. Courses emphasize fundamentals common to all sub-disciplines including the coupling of structure to function, the transfer of energy in living systems, communication, and the molding of diversity by the evolutionary process. In upper-level courses and in independent and honors research, students have the opportunity to investigate areas at the frontiers of modern biology.

Although the Biology major is specifically designed to provide a balanced curriculum in the broader context of the liberal arts, it is also excellent preparation for graduate studies in the life sciences and in the health professions.

**MAJOR REQUIREMENTS**

In order to make the major accessible to students with diverse interests, required courses are kept to a minimum. The Biology major is satisfied by nine courses, as follows:

- Biology 101 The Cell
- Biology 102 The Organism
- Biology 202 Genetics
Any two 300-level courses, each of which must have a laboratory associated with it

Any one 400-level course other than 493-494

Any other three courses or any other two courses and two semesters of Organic Chemistry

**Note:** Independent study courses and AMS 311 (Same as Biology 231) do not fulfill the 300-level or 400-level course requirements. WIOX 316 Biology: Evolution, in the Williams Oxford Program qualifies for major credit at the 200-level.

**Distribution Requirement**

In order to ensure that majors broaden their knowledge of biology, one of the elective courses for the major must include an upper-level course covering biological processes at levels of organization above the cell. Courses that satisfy this distribution requirement are indicated in the individual course description.

**COURSE SELECTION AND PLACEMENT**

It is preferable for students who plan to major in biology, or think they may be interested in doing so, to take Biology 101, 102 during their first year at Williams. It is also possible to begin the Biology major during the sophomore year, although students should understand that it may require taking two or more biology courses during several semesters.

Students interested in biology, whether or not they intend to major in it, are encouraged to take Biology 101, 102. It is also possible, with permission of the instructor, to take Biology 203 Ecology, Biology 204 Animal Behavior and Biology 220 Field Botany without prerequisite. Other 100-level biology courses are designed specifically for students who do not intend to take additional upper-level courses in biology. All of these courses satisfy the Division III distribution requirement.

Beginning students should normally enroll in Biology 101 and 102. Students with unusually strong backgrounds in biology, such as those with outstanding performance on the College Board Biology Advanced Placement Test, may be permitted to elect a sophomore-level course in lieu of Biology 101 and/or Biology 102 upon successful completion of a departmental qualifying exam, administered during First Days.

**COURSES RELATED TO THE BIOLOGY MAJOR**

Students planning to pursue their interest in biology and related fields after completing their undergraduate degrees are strongly encouraged to take one year of chemistry, at least one semester of mathematics (a course in statistics is recommended), and one semester of physics. Students may wish to check the requirements for graduate admission at relevant universities, and are also encouraged to consult with the Biology Department’s graduate school advisor about prerequisites for admission to graduate programs.

**BIOCHEMISTRY AND MOLECULAR BIOLOGY**

Students interested in Biochemistry and Molecular Biology (BIMO) should consult the general statement under Biochemistry and Molecular Biology.

**BIOINFORMATICS, GENOMICS AND PROTEOMICS**

Students interested in Bioinformatics, Genomics and Proteomics (BiGP) should consult the general statement under Bioinformatics, Genomics and Proteomics. Biology majors interested in this field are strongly encouraged to enroll in Integrative Bioinformatics, Genomics, and Proteomics (Biology 319).

**NEUROSCIENCE**

Students interested in Neuroscience (NSCI) should consult the general statement under Neuroscience.

**PUBLIC HEALTH**

Students interested in Public Health (PH) should consult the general statement under Public Health.

**ENVIRONMENTAL STUDIES**

Students interested in Environmental Studies (ENVI) should consult with Biology faculty members associated with the program and the general statement under Environmental Studies.

**THE DEGREE WITH HONORS IN BIOLOGY**

In order to be recommended for the degree with honors, a Biology major is normally expected to have completed the equivalent of two semesters and a winter study (031) of independent research culminating in a thesis which demonstrates outstanding achievement of an original and innovative nature. Although the presentation of a thesis and associated oral presentation in the fall and poster defense in the spring are required for consideration for a degree with honors, their completion should not be interpreted as a guarantee of a degree with honors. The principal considerations in admitting a student to the program of independent honors research will be mastery of fundamental material and skills, ability to pursue independent study successfully, and demonstrated interest and motivation. Students interested in participating in the honors program should consult with the department early in the spring semester of the junior year; approval must be received before spring registration in the junior year. The number of Biology
Department faculty available to mentor research students and the number of students each can accommodate in her/his lab vary from year to year. Although the department will make every effort to provide an opportunity for students to conduct Honors research, you should be aware that it may not be possible to assign all applicants to a laboratory.

The minimum course requirements for a degree with honors in Biology are Biology 101, Biology 102, Biology 202, two 300-level biology courses (each of which must have a laboratory associated with it), one 400-level biology course, Biology 493, Biology 494, WSP 031, and any other two courses in biology (or any other one course and two semesters of Organic Chemistry). Note: A student who has a double major cannot count any course twice. For example, if a student is a Biology and Chemistry major, Organic Chemistry can only be counted in one of the two majors.

In addition to the normal honors route, which includes two semesters (Biology 493-494) and a winter study of research (WSP 031) during senior year, students have the option, subject to the approval of their thesis advisor, to begin the honors research during winter study junior year or during the second semester junior year. In general, thesis students who start during WSP or spring semester of their junior year are working on a project that requires winter or spring field work. Students beginning honors in winter study of junior year would take Biology 494 in the spring of their junior year followed by Biology 493 in the fall of their senior year; students beginning honors during the second semester of junior year would take Biology 494 that semester, followed by Biology 493 in the fall of senior year and winter study research in the winter of the senior year.

STUDY ABROAD

Students planning on majoring in Biology are strongly advised to take Biology 202 before going abroad, since Biology 202 is required for the major and is a prerequisite for many upper-level courses; a Genetics course taken while studying away cannot substitute for Biology 202. Biology majors studying abroad may receive credit toward the major for at most two 200-level electives; the departmental distribution requirement can be satisfied through an appropriate course taken during study abroad. Students should meet with the Department's study abroad advisor to discuss study abroad options.

FAQ

**Can your department or program typically pre-approve courses for major/concentration credit?**

Yes, in many cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department. We usually want to see a syllabus.

**What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?**

Course title and description, ideally complete syllabus including readings/assignments.

**Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?**

Yes. Only two of the nine major course credits can be taken somewhere other than Williams.

**Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?**

Yes. Courses taken for major credit anywhere other than Williams will only count as 200-level credit, regardless of the level or format of the course.

**Are there specific major requirements that cannot be fulfilled while on study away?**

Yes. BIOL 202 Genetics, 300-level lab courses, and 400-level senior seminar.

**Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)**

Yes. Genetics is only offered in the fall. Those late to the major need to be aware of this as Genetics is a prerequisite for most upper division courses.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:

Courses that are focused on clinical areas of study, and courses in environmental studies that focus on policy or sociology rather than biology, would not be granted credit in biology.

CREDIT FOR COURSES AT OTHER INSTITUTIONS

Students who enroll in study away programs may receive credit for up to two 200-level electives towards the biology major. Courses must be pre-approved by the Biology Department Study Away Advisor.

Students wishing to satisfy prerequisites for courses offered by the Biology Department with courses taken at other institutions should consult, in person, with a member of the Biology Department, prior to registering for the course that requires a prerequisite. Such consultations will include a
RESEARCH AND THESIS COURSES

Individual research projects must be approved by the department. Application should be made to the department prior to spring registration.

Note: Senior thesis and independent study courses do not count as 300-level or 400-level course requirements for the major. Only one research course (i.e., BIOL 297, BIOL 298, BIOL 493, or BIOL 494) may be counted towards the major requirements.

BIOL 101  (F)  The Cell

This course investigates cell structure and function as a consequence of evolutionary processes, and it stresses the dynamic properties of living systems. Topics include an introduction to biological molecules and enzyme action, membrane structure and function, energy exchange and design of metabolic systems, expression of genetic information, cell signaling, cell trafficking, the cell cycle, and cancer. Student-designed laboratory experiments and discussions based on primary biology literature will highlight how biological knowledge is created and understood.

Class Format: In-person sections (Lynch and Holland): lecture, 3 hours per week and laboratory/discussion, 2 hours per week. Remote section (Turner): Pre-recorded lectures and 3 online meetings per week. Laboratory/discussion, 2 hours per week.

Requirements/Evaluation: hour tests, a final exam, lab reports, discussion assignments, and discussion participation

Prerequisites: none

Enrollment Limit: 30/Lecture

Enrollment Preferences: first-year students

Expected Class Size: 120

Grading: no pass/fail option, no fifth course option

Distributions: (D3)
BIOL 102 (S) The Organism
This course focuses upon the developmental and evolutionary processes that have given rise to a wide diversity of multicellular organisms. We consider many levels of biological organization, from molecular and cellular to individuals and populations in our examination of evolutionary concepts. Topics include meiosis and sexual reproduction, developmental and evolutionary mechanisms, and speciation with representative examples from a diversity of plants and animals. Readings are drawn from a variety of sources, including the recent primary literature.

Requirements/Evaluation: hour tests, a final exam and laboratory reports
Prerequisites: BIOL 101 or permission of instructor
Enrollment Limit: none
Enrollment Preferences: none
Expected Class Size: 152
Grading: no pass/fail option, yes fifth course option
Distributions: (D3)

Spring 2021
LEC Section: 01 MWF 9:20 am - 10:10 am Robert M. Savage
LEC Section: 02 MWF 10:40 am - 11:30 am Robert M. Savage
LEC Section: 03 TR 9:45 am - 11:00 am Heather Williams
LAB Section: 05 M 1:00 pm - 3:00 pm Derek Dean
LAB Section: 06 T 1:00 pm - 3:00 pm Derek Dean
LAB Section: 07 W 1:00 pm - 3:00 pm Derek Dean
LAB Section: 08 R 1:00 pm - 3:00 pm Derek Dean
LAB Section: 10 M 3:30 pm - 5:30 pm Derek Dean
LAB Section: 11 T 3:30 pm - 5:30 pm Derek Dean
LAB Section: 12 W 3:30 pm - 5:30 pm Derek Dean
LAB Section: 13 R 3:30 pm - 5:30 pm Derek Dean
LAB Section: 14 T 1:00 pm - 3:00 pm Heather Williams
LAB Section: 15 R 1:00 pm - 3:00 pm Heather Williams
LAB Section: 16 W 1:00 pm - 3:00 pm Allison L. Gill
LEC Section: R4 TR 3:30 pm - 5:15 pm Heather Williams
LAB Section: R9 MW 6:45 pm - 8:00 pm Derek Dean

BIOL 133 (F) Biology of Exercise and Nutrition
This class, intended for the non-scientist, focuses on the impact of exercise and nutrition on the human body. We will discuss topics such as how different types of training influence exercise performance; the changes that occur in the cardiovascular system during an exercise routine; the inherent limits of the body to perform aerobic and anaerobic tasks; and the long-term health consequences of a lifetime of activity of inactivity. We will also examine how nutrition and metabolism affect body composition. For example, we will rigorously and scientifically scrutinize the use of "fad" diets as a means to lose weight.

Class Format: three hours per week
Requirements/Evaluation: exams and bi-weekly laboratory exercises and laboratory report
Prerequisites: none
Enrollment Limit: 90
Enrollment Preferences: seniors, juniors, sophomores, then first-year students
Expected Class Size: 90
Grading: yes pass/fail option, yes fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3)

Not offered current academic year

BIOL 135 (F) Evolution as Fact and Theory

This course examines evolution as a science and its current and historical importance. Lectures focus on the evidence for evolution, the main evolutionary forces (natural selection and others) and the diversification processes that generate biodiversity. We will also explore recent evolutionary trends and discussions such as human evolution, heritability, personalized genomics, antibiotic and pesticide resistance, climate change, and the conflict between creationists and evolutionists. Includes a trip to the American Museum of Natural History in NYC.

Requirements/Evaluation: exams, panel discussion, short papers and participation

Enrollment Limit: 60

Expected Class Size: 60

Grading: yes pass/fail option, yes fifth course option

Unit Notes: may not be taken as credit towards the Biology major; not open to students who took BIOL 305

Distributions: (D3)

Not offered current academic year

BIOL 154 (F) The Tropics: Biology and Social Issues (DPE)

Cross-listings: BIOL 154 ENVI 154

Primary Cross-listing

This course counts towards the Biology major but is also accessible to non-majors. It explores the biological dimensions of social issues in tropical societies, and focuses specifically on the peoples of tropical regions in Africa, Asia, Latin America, Oceania, and the Caribbean. Tropical issues have become prominent on a global scale, and many social issues in the tropics are inextricably bound to human ecology, evolution, and physiology. The course highlights differences between the tropics and areas at higher latitudes. It begins with a survey of the tropical environment, including major climatic and habitat features. The next section focuses on human population biology, and emphasizes demography and the role of disease particularly malaria, AIDS and Covid-19 (SARS-CoV-2). The final part of the course covers the place of human societies in local and global ecosystems including the challenges of tropical food production and the interaction of humans with their supporting ecological environment. This course fulfills the DPE requirement. Through lectures, debates and readings, students confront social issues and policies from the perspective of biologists. This builds a framework for lifelong exploration of human diversity in terms of difference, power and equity.

Class Format: Debate

Requirements/Evaluation: two hour exams, a short paper, debate presentation, and a final exam

Prerequisites: none

Enrollment Limit: 24

Enrollment Preferences: Preference will be given to biology majors, environmental studies majors and students who were previously dropped from the course.

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Unit Notes: Counts for credit in the Biology major. Satisfies the distribution requirement for the Biology major.

Distributions: (D3) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 154 (D3) ENVI 154 (D3)

Difference, Power, and Equity Notes: This course highlights differences between the tropics and areas at higher latitudes. For each section we focus on difference—different natural habitats and biodiversity, different patterns of population growth, different human disease profiles, different types of agriculture and impacts of climate change. For each section we highlight differences in power and the inequities of resource distribution. We then debate potential policies to ameliorate these inequities.
BIOL 165 (F) Coral Reefs: Ecology, Threats, & Conservation

Cross-listings: BIOL 165 MAST 265 ENVI 265

Secondary Cross-listing

Coral reefs are a fascinating ecosystem found throughout the world's tropical oceans. Corals can thrive in nutrient-poor oceans because of the mutualistic relationship with algal symbionts. And as a foundational species, corals provide a habitat for numerous species, possibly the highest diversity found on the planet. However, these complex and beautiful ecosystems are declining worldwide from a variety of local and global threats. In this course, we will explore coral reef ecology through an in-depth examination of the biotic and abiotic factors contributing to the ecosystem's functioning. We will also investigate the causes and consequences of threats to coral reefs, such as ocean warming, ocean acidification, and resource extraction. Finally, we will identify the many efforts worldwide to conserve coral reefs and promote their resilience. In this seminar course, offered remotely, you will demonstrate your proficiency through knowledge assessments, short writing reflections, a virtual coral fragmentation experiment, and a creative advocacy project. This course aims to deepen your awareness of the complex species interactions on coral reefs and the physical factors affecting coral survival while fostering hope through current conservation efforts.

Class Format: Remote, including Zoom seminar meetings twice a week

Requirements/Evaluation: Four 1-paragraph discussion board post, One 20-question knowledge assessment (quiz), Three 2-page writing reflections, One lab results and discussion write-up 2-3 pages figures included, and a creative (medium is student choice) advocacy project.

Prerequisites: none, open to all students

Enrollment Limit: 20

Enrollment Preferences: 1. First-Year, 2. Sophomores

Expected Class Size: 16

Grading: yes pass/fail option, yes fifth course option

Unit Notes: Does not count for Biology major credit.

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 165 (D3) MAST 265 (D2) ENVI 265 (D2)

BIOL 202 (F) Genetics (QFR)

Genetics, classically defined as the study of heredity, has evolved into a discipline whose limits are continually expanded by innovative molecular technologies. This course covers the experimental basis for our current understanding of the inheritance, structures, and functions of genes. It introduces approaches used by contemporary geneticists and molecular biologists to explore questions in areas of biology ranging from evolution to medicine. The laboratory part of the course provides an experimental introduction to modern genetic analysis. Laboratory experiments include linkage analysis, bacterial transformation with plasmids and DNA restriction mapping. This COVID year we will have in-person lectures and labs. Furthermore all students will have access to recorded lectures, notes, slides and handouts. For remote students, lab reports will also be required (writing and data analysis). Remote students will be able to collect data for some of the labs or otherwise will have access to class data for analyses.

Class Format: six hours per week

Requirements/Evaluation: bi-weekly problem sets, weekly laboratory exercises and laboratory reports, and examinations

Prerequisites: BIOL 101 and 102

Enrollment Limit: 60

Enrollment Preferences: Students planning on Biology major

Expected Class Size: 60

Grading: no pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major
Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course has a large quantitative component, mainly probabilities and basic statistics. Lab reports and data analyses are a large component of the grade.

Fall 2020

LAB Section: 04  M 1:00 pm - 3:00 pm  Derek Dean
LAB Section: 05  T 1:00 pm - 3:00 pm  Derek Dean
LAB Section: 06  W 1:00 pm - 3:00 pm  Derek Dean
LAB Section: 07  R 1:00 pm - 3:00 pm  Derek Dean
LAB Section: 08  M 3:30 pm - 5:30 pm  Derek Dean
LAB Section: 09  T 3:30 pm - 5:30 pm  Derek Dean
LAB Section: 10  W 3:30 pm - 5:30 pm  Derek Dean
LAB Section: 11  R 3:30 pm - 5:30 pm  Derek Dean
LEC Section: H1  MWF 10:40 am - 11:30 am  Luana S. Maroja
LEC Section: H2  MWF 12:00 pm - 12:50 pm  Luana S. Maroja
LAB Section: R3  MW 6:45 pm - 8:00 pm  Derek Dean

BIOL 203  (F) Ecology  (QFR)

Cross-listings: ENVI 203  BIOL 203

Primary Cross-listing

This course combines lectures with field and indoor laboratory exercises to explore factors that determine the distribution and abundance of plants and animals in natural systems. The course begins with an overall view of global patterns and then builds from the population to the ecosystem level. An emphasis is given to basic ecological principles and relates them to current environmental issues. Selected topics include population dynamics (competition, predation, mutualism); community interactions (succession, food chains and diversity) and ecosystem function (biogeochemical cycles, energy flow). In Fall 2020, the course will use a hybrid model, with recorded lecture material available to all students. In person and remote class meetings will focus on problem sets and interactive case studies. Labs will be available in either in person or remote modalities. Remote participants will have the opportunity to collect their own data for some lab exercises, while in other cases will receive background information and media describing the data collection process. All students will be required to complete all data analyses and written lab reports.

Class Format: Six hours per week. All labs will be available in both remote and in-person modalities. All students (whether in person or remote) may choose their preferred modality for each lab module. Due to COVID-19 distancing requirements, some labs will require walking to field sites. The instructor will work with individual students to identify accommodations that support in person lab participation as needed.

Requirements/Evaluation: problem sets, lab reports, hour exams, and a final exam

Prerequisites: BIOL 101 and 102, or ENVI 101 or 102, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: students planning to pursue Biology and/or ENVI

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 203 (D3) BIOL 203 (D3)

Quantitative/Formal Reasoning Notes: Much of the material in this course centers on the interpretation and application of mathematical models used to describe ecological systems. The laboratory section of this course also contains a large data analysis component. Students are introduced to t-tests, Mann-Whitney U tests, chi-square analysis, and regression.
BIOL 204 (S) Animal Behavior
Making sense of what we see while watching animals closely is both an enthralling pastime and a discipline that draws on many aspects of biology. Explanations can be found on many levels: evolutionary theory tells us why certain patterns have come to exist, molecular biology can help us understand how those patterns are implemented, neuroscience gives insights as to how the world appears to the behaving animal, endocrinology provides information on how suites of behaviors are regulated. The first part of the course focuses upon how descriptive studies provide the basis for formulating questions about behavior as well as the statistical methods used to evaluate the answers to these questions. We then consider the behavior of individuals, both as it is mediated by biological mechanisms and as it appears from an evolutionary perspective. The second half of the course is primarily concerned with the behaviors of groups of animals from a wide variety of vertebrate and invertebrate species, concentrating upon the stimuli, responses, and internal mechanisms that maintain social systems and on the selection pressures that drive animals toward a particular social system.

Class Format: six hours per week
Requirements/Evaluation: examinations, lab reports, and a research paper
Prerequisites: BIOL 102, or PSYC 101, or permission of instructor
Enrollment Limit: 32
Enrollment Preferences: Biology majors and Neuroscience concentrators
Expected Class Size: 32
Grading: yes pass/fail option, no fifth course option
Unit Notes: satisfies the distribution requirement for the Biology major
Distributions: (D3)

Spring 2021

LEC Section: H1   TR 8:00 am - 9:15 am   Manuel A. Morales
LAB Section: H2   W 1:00 pm - 3:00 pm   Manuel A. Morales
LAB Section: H3   R 1:00 pm - 3:00 pm   Manuel A. Morales

BIOL 205 (S) Physiology
This lecture-based course examines principles, patterns, and mechanisms of biological function from the level of cells and tissues to the whole organism. The themes of the course include structure and function, mechanisms of regulation, control and integration, and adaptation to the environment. Examples of these themes are taken from a wide variety of organisms with a focus on vertebrates. Laboratories provide practical experience in measurement and experimental elucidation of physiological phenomena and functional analysis of gross structure.

Class Format: This COVID-19 year’s offering will feature in-person lectures and labs. Remote students will have access to lectures (either a synchronous video stream or an asynchronous video recording), handouts, and lab materials.
Requirements/Evaluation: Daily practice problems, midterm exams, laboratory exercises, and a final exam
Prerequisites: BIOL 101 and 102; open to first-year students with permission of the Biology department
Enrollment Limit: 60
Enrollment Preferences: Seniors, then juniors, then sophomores.
Expected Class Size: 60
Grading: no pass/fail option, no fifth course option
Unit Notes: satisfies the distribution requirement for the Biology major
Distributions: (D3)

Spring 2021
**BIOL 210  (F)  Mathematical Biology**  (QFR)

**Cross-listings:** BIOL 210  MATH 310

**Secondary Cross-listing**

This course will provide an introduction to the many ways in which mathematics can be used to understand, analyze, and predict biological dynamics. We will learn how to construct mathematical models that capture essential properties of biological processes while maintaining analytic tractability. Analytic techniques, such as stability and bifurcation analysis, will be introduced in the context of both continuous and discrete time models. Additionally, students will couple these analytic tools with numerical simulation to gain a more global picture of the biological dynamics. Possible biological applications include, but are not limited to, single and multi-species population dynamics, neural and biological oscillators, tumor cell growth, and infectious disease dynamics.

**Class Format:** Unless circumstances change, students will have the option of taking the course in person or remotely

**Requirements/Evaluation:** problem sets, quizzes/exams, participation, final project and paper

**Prerequisites:** MATH 250 and MATH 309, or permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** if over-enrolled, will have students submit reasons for taking class; preference to those with interest in both subjects

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)  (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

BIOL 210  (D3)  MATH 310  (D3)

**Quantitative/Formal Reasoning Notes:** The course will introduce methods for developing and analyzing mathematical models.

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**BIOL 211  (S)  Paleobiology**

**Cross-listings:** GEOS 212  BIOL 211

**Secondary Cross-listing**

The fossil record is a direct window into the history of life on Earth and contains a wealth of information on evolution, biodiversity, and climate change. This course investigates the record of ancient life forms, from single-celled algae to snails to dinosaurs. In addition to the intellectual discovery of fossils as organic relics and the ways in which fossils have been used to support conflicting views on nature, geologic time, and evolution, we will cover a range of topics central to modern paleobiology. These include: how the fossil record informs our understanding of evolutionary processes including speciation; the causes and consequences of mass extinctions; how fossils help us tell time and reconstruct the Earth’s climactic and tectonic history; statistical analysis of the fossil record to reconstruct biodiversity through time; analysis of fossil morphology to recreate the biomechanics of extinct organisms; and using fossil communities to reconstruct past ecosystems. Laboratory exercises will take advantage of Williams’ fossil collections as well as published datasets to provide a broad understanding of fossils and the methods we use to study the history of life on Earth, including using the programming language R (no previous experience is required). We will also view a diversity of fossils in their geologic and paleo-environmental context on our field trip to Eastern New York. This course is in the Sediments and Life group for the Geosciences major.

**Class Format:** field trip to the the Paleozoic of New York State

**Requirements/Evaluation:** lab assignments, short quizzes and writing assignments, and a final exam

**Prerequisites:** any 100-level GEOS course or BIOL 102, 203 or 205
Secondary Cross-listing

This course is designed to give an overview of the field of neuroscience progressing from a molecular level onwards to individual neurons, neural circuits, and ultimately regulated output behaviors of the nervous system. Topics include a survey of the structure and function of the nervous system, basic neurophysiology and neurochemistry, development, learning and memory, sensory and motor systems, and clinical disorders. Throughout the course, many examples from current research in neuroscience are used to illustrate the concepts being considered. The lab portion of the course will emphasize a) practical hands-on exercises that amplify the material presented in class; b) interpreting and analyzing data; c) presenting the results in written form and placing them in the context of published work; and d) reading and critiquing scientific papers. Lectures will be pre-recorded and shared asynchronously. Students will be divided into small groups (~6 students each) that will meet synchronously with the instructors once a week for 30 minutes to further discuss concepts covered in the lecture. These meetings will take place within the scheduled class period and be in either in-person or online formats. If in-person numbers are too low to populate a given discussion subgroup, then that group would meet via the previously described online format. The lab component will be available to remote students in modified form, and will cover much of the same content as the in-person sections. Evaluation will be based on participation in discussion groups, exercises, problem sets and quizzes performed in small groups, lab reports, two midterm exams, and a final exam.

Class Format: Lectures will be pre-recorded and shared asynchronously. Students will be divided into small groups that will meet synchronously with the instructors once a week for 30 minutes to further discuss concepts covered in the lecture. The lab component will be available to remote students in modified form, and will cover much of the same content as the in-person sections.

Requirements/Evaluation: Evaluation will be based on participation in discussion groups, exercises, problem sets and quizzes performed in small groups, lab reports, two midterm exams, and a final exam.

Prerequisites: PSYC 101 or BIOL 101; open to first-year students only with permission of instructor

Enrollment Limit: 36

Enrollment Preferences: sophomores and Biology and Psychology majors

Expected Class Size: 36

Grading: yes pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 212 (D3) NSCI 201 (D3) PSYC 212 (D3)

Fall 2020

LAB Section: 03  M 1:00 pm - 3:00 pm  Martha J. Marvin
LAB Section: 04  Cancelled
LAB Section: 06  T 1:00 pm - 3:00 pm  Martha J. Marvin
LAB Section: 07  T 3:30 pm - 5:30 pm  Martha J. Marvin
LAB Section: 08  W 1:00 pm - 3:00 pm  Martha J. Marvin
Global reports of emerging infectious diseases and old diseases with new pathogenic properties incite fears for personal safety as well as national security. The specter of a contagious pandemic has captured the public imagination through the mass news media, movies, and even popular online and board games. In this tutorial course, we will explore the ecology and evolution of several recently emergent diseases such as Ebola hemorrhagic fever, dengue, and AIDS. Topics to be considered include transmission dynamics, epidemiological modeling of vaccination strategies, and wildlife reservoirs that contribute to human virus exposure. We will examine progress in preventing the parasitic disease malaria and why such diseases have proven so refractory. We will also discuss the science behind the recent development of the vaccine against the human papillomavirus, which causes cervical cancer, and the intriguing and highly unusual transmissible cancers in dogs and Tasmanian devils. Finally, we will think about the contributions of inadequate diagnostic capacities world-wide and broader issues of resource shortages in driving the global emergence of drug resistance in tuberculosis and other diseases. One common theme in each of these case studies will be the interplay between the host immune response and the evolution of the pathogen. Although the primary focus of the course is on biology rather than policy, each week’s readings will have implications for public health and/or conservation biology.

**Requirements/Evaluation:** six 4- to 5-page papers; tutorial presentations, and the student's progress towards intellectual independence and creativity as a presenter and a respondent

**Prerequisites:** BIOL 101 and 102

**Enrollment Limit:** 10

**Enrollment Preferences:** sophomores who have taken BIOL 202, students interested in public health

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (WS)

**Writing Skills Notes:** We work deliberately throughout the semester on writing skills including construction of a written argument and logical flow as well as mechanics. Students write six 4-5-page papers, alternating weekly between papers and written critiques of their partner’s writing. Based on substantive feedback from the instructor as well as their partner, students revise and resubmit two of their six papers.
BIOL 222  (S) Essentials of Biochemistry  (QFR)
This course will explore the biochemistry of cellular processes and contextualize these processes in healthy and diseased states. Lecture topics in this one semester course will include the structure and function of proteins (enzymes and non-enzymatic proteins), lipids, and carbohydrates. Lectures will also survey the major metabolic pathways (carbohydrates, lipids, and amino acids) with particular attention to enzyme regulation and the integration of metabolism in different tissues and under different metabolic conditions. In the discussion/laboratory component of the course a combination of primary literature, hypothesis-driven exercises, problem solving, and bench work will be used to illustrate how particular techniques and experimental approaches are used in biochemical fields.

Class Format: in-person lecture and lab, synchronous lecture and asynchronous lab
Requirements/Evaluation: regular quizzes, final exam, writing assignments (including problem sets), and lab assignments
Prerequisites: BIOL 101 and CHEM 156; not open to students who have taken BIOL 321 or BIOL 322
Enrollment Limit: 18
Enrollment Preferences: seniors who need to fulfill the biochemistry requirement for premedical school
Expected Class Size: 18
Grading: no pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major; cannot be counted towards the biology major in addition to either BIOL 321 or BIOL 322; cannot be counted towards the BIMO concentration

Distributions: (D3)  (QFR)
Quantative/Formal Reasoning Notes: The laboratory program is quantitative covering data analyses, numerical transformations, graphical displays.

Spring 2021
LEC Section: H1  TR 9:45 am - 11:00 am  Daniel V. Lynch
LAB Section: H2  W 1:00 pm - 3:00 pm  Daniel V. Lynch
LAB Section: H3  W 3:30 pm - 5:30 pm  Daniel V. Lynch
LAB Section: H4  R 1:00 pm - 3:00 pm  Daniel V. Lynch

BIOL 225  (F) Sustainable Food & Agriculture

Cross-listings: BIOL 225  ENVI 225

Primary Cross-listing
A tutorial course investigating patterns, processes, and stability in human-dominated, food production systems. The course will examine sustainable food and agriculture from an ecological perspective. Topics will include: changes in diversity, concentration, and scale, flows of energy, circulation (or not) of fertilizer nutrients, carbon balances in soils, and stability of food production, processing, and distribution ecosystems. A day-long field experience will take place on a local farm.

Requirements/Evaluation: writing assignments, tutorial presentation, performance in the role of paper critic, and course participation
Prerequisites: BIOL 102 or ENVI 102
Enrollment Limit: 10
Enrollment Preferences: open to sophomores, juniors, and seniors, with preference given to sophomores over juniors and seniors
Expected Class Size: 8
Grading: no pass/fail option, no fifth course option
BIOL 231 (S) Marine Ecology

Cross-listings: MAST 311 BIOL 231

Secondary Cross-listing

Using the principles of evolutionary biology and experimental ecology, this course examines the processes that control the diversity, abundance and distribution of marine organisms. Major marine communities, including estuaries, the rocky shore, sandy beaches, salt marshes, coral reefs, and the deep sea are discussed in detail.

Class Format: including coastal and near-shore field trips, 10 days offshore, and a laboratory or field research project

Requirements/Evaluation: two tests, a research project, and a presentation

Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor

Grading: yes pass/fail option, yes fifth course option

Unit Notes: offered only at Mystic Seaport

Distributions: (D3)

Not offered current academic year

BIOL 234 (S) Biology of our Sexes: The Genetic and Epigenetic Regulation of Sex Determination

Many physical and behavioral characteristics that are associated with male and female anatomy, physiology, and behavior are initially the products of molecular choices arising from the action of our chromosomes in early development. The embryonic assignment of sex can also lead to intersex or hermaphroditic outcomes in many different organisms with extraordinary and illuminating biological effects. We will explore the molecular mechanisms and evolutionary basis of sex determination in both plants and animals, as well as the physical and behavioral expression of sex by the organism discussed, and experiments that create and characterize traits and behavior of mosaic/intersex organisms. Additionally, the epigenetic regulation of the X chromosome in mammals has a canonical role in our understanding of sex determination, but whole genome studies and investigations of autosomes and the Y chromosome have raised new layers of complexity for understanding the molecular basis of human sex and sexuality.

Requirements/Evaluation: six 5-page papers; six 1-page response papers; tutorial presentations; discussion skills/investment

Prerequisites: BIOL 202 (Genetics), or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: sophomores and juniors, with preference to Biology majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Not offered current academic year

BIOL 297 (F) Independent Study: Biology

Biology 200-level independent study. Each student carries out independent field or laboratory research under the supervision of a member of the department.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Fall 2020
BIOL 298 (S) Independent Study: Biology
Biology 200-level independent study. Each student carries out independent field or laboratory research under the supervision of a member of the department.

Grading: no pass/fail option, yes fifth course option

Distributions: (D3)

Spring 2021

IND Section: H1   TBA   Lois M. Banta

BIOL 302 (F) Communities and Ecosystems (QFR)

Cross-listings: BIOL 302 ENVI 312

Primary Cross-listing
An advanced ecology course that examines how species interact with each other and their environment and how communities are assembled. This course emphasizes phenomena that emerge in complex ecological systems, building on the fundamental concepts of population biology, community ecology, and ecosystem science. This foundation will be used to understand specific topics relevant to conservation including invisibility and the functional significance of diversity for ecosystem stability and processes. Lectures and labs will explore how to characterize the emergent properties of communities and ecosystems, and how theoretical, comparative, and experimental approaches are used to understand their structure and function. The lab component of this course will emphasize hypothesis-oriented field experiments as well as "big-data" analyses using existing data sets. The laboratory component of the course will culminate with a self-designed independent or group project.

Class Format: six hours per week

Requirements/Evaluation: lab reports, a midterm exam, a term project presentation, and a final project paper

Prerequisites: BIOL/ENVI 203 or 220

Enrollment Limit: 28

Enrollment Preferences: Biology majors and Environmental Studies majors and concentrators

Expected Class Size: 24

Grading: yes pass/fail option, yes fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:
BIOL 302 (D3) ENVI 312 (D3)

Not offered current academic year

BIOL 305 (S) Evolution (QFR)
This course offers a critical analysis of contemporary concepts in biological evolution. We focus on the relation of evolutionary mechanisms (e.g., selection, drift, and migration) to long term evolutionary patterns (e.g., evolutionary innovations, origin of major groups, and adaptation). Topics include micro-evolutionary models, natural and sexual selection, speciation, the inference of evolutionary history, evolutionary medicine among others.

Requirements/Evaluation: independent research project, problem sets, participation in discussions and exams

Prerequisites: BIOL 202

Enrollment Limit: 22

Enrollment Preferences: Seniors and biology majors

Expected Class Size: 22

Grading: yes pass/fail option, yes fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major
BIOL 308  (F)  Integrative Plant Biology: Fundamentals and New Frontiers

Plants are one of the most successful groups of organisms on Earth and have a profound impact on all life. Successful use of plants in addressing global problems and understanding their role in natural ecosystems depends on fundamental knowledge of the molecular mechanisms by which they grow, develop, and respond to their environment. This course will examine the molecular physiology of plants using an integrative approach that considers plants as dynamic, functional units in their environment. Major emphasis will be on understanding fundamental plant processes, such as photosynthesis, growth and development, water transport, hormone physiology, and flowering, from the molecular to the organismal level. Environmental effects on these processes will be addressed in topics including photomorphogenesis, stress physiology, mineral nutrition, and plant-microbe interactions. Discussions of original research papers will examine the mechanisms plants use to perform these processes and explore advances in the genetic engineering of plants for agricultural, environmental, and medical purposes. Laboratory activities stress modern approaches and techniques used in investigating plant physiological processes.

Class Format: six hours per week
Requirements/Evaluation: lab reports, a term paper, and exams
Prerequisites: BIOL 202 or permission of instructor
Enrollment Limit: 24
Enrollment Preferences: Biology majors
Expected Class Size: 24
Grading: no pass/fail option, yes fifth course option
Unit Notes: satisfies the distribution requirement for the Biology major
Distributions: (D3)
Not offered current academic year

BIOL 311  (F)  Neural Systems and Circuits

Cross-listings: BIOL 311  NSCI 311
Primary Cross-listing

This course will examine the functional organization of the mammalian brain, emphasizing both neuroanatomy and neurophysiology. How do specific populations of neurons and their connections encode sensory information, form perceptions of the external and internal environment, make cognitive decisions, and execute movements? How does the brain produce feelings of reward/motivation and aversion/pain? How does the nervous system regulate homeostatic functions such as sleep, food intake, and thirst? We will explore these questions using a holistic, integrative approach, considering molecular/cellular mechanisms, physiological characterizations of neurons, and connectivity among brain systems. Journal article discussions will complement course topics, providing experience in reading, understanding, and critiquing primary research papers. Writing an original literature review article will provide experience in expository writing and anonymous peer review. Laboratory sessions will provide experience in examining macroscopic and microscopic neural structures, as well as performing experiments to elucidate the structure and function of neural systems using classical and cutting-edge techniques.

Class Format: In Fall 2020, this course will be offered in a hybrid format, with in-person experiences for students on campus, as well as the ability to complete discussions/labs remotely. Exact details to be announced prior to the first day of the course.
Requirements/Evaluation: Class participation, completion of labs, literature review assignment, hour exams, a final exam
Prerequisites: BIOL 212 (same as PSYC 212 or NSCI 201) or BIOL 205
Enrollment Limit: 12
Enrollment Preferences: Biology majors and Neuroscience concentrators
BIOL 312 (F) Sensory Biology

Cross-listings: NSCI 312 BIOL 312

**Primary Cross-listing**

How do animals sense properties of the physical world? How do they convert physical or chemical energy to a signal within a cell that carries information? How is that information represented? What are the limits on what can be sensed? We will look for answers to these questions by investigating the molecular and cellular mechanisms of sensory transduction, and how these mechanisms constrain the types of information that the nervous system encodes and processes. We will also ask how natural selection shapes the type of sensory information that animals extract from the world, and what adaptations allow some species to have "special" senses. Some of the examples we will consider are: bat echolocation (hair cells in the ear), detecting visual motion (amacrine cells in the mammalian retina), the constant reshaping of the olfactory system (chemical mapping of odors), what makes a touch stimulus noxious, and enhanced color vision (in birds, bees, and shrimp). This course will be "flipped", with readings and on-line presentations to be done before class and in-class time devoted to short quizzes, additional explanations of the material, and discussions of the primary literature. Laboratory exercises will focus on the nematode C. elegans, an important model system, to explore and extend how we understand touch, temperature sensation, and chemosensation.

**Class Format:** Prior to each class, students will do assigned readings and view on-line presentations of material. The "lecture" hours will be used to complete short quizzes (~5 minutes), go over concepts and experiments that require elaboration, answer questions, and discuss assigned papers from the primary literature. The lab program will have 5 pre-designed labs; the remainder of the semester will be devoted to independent projects.

**Requirements/Evaluation:** Four take-home exams, an independent research project (proposal, followed by results/discussion), presentation about a non-standard sensory system, short quizzes, lab and class participation.

**Prerequisites:** Either BIOL 212 or BIOL 205

**Enrollment Limit:** 12

**Enrollment Preferences:** Preference to senior Biology majors who need a 300-level course; then to senior Neuroscience concentrators who need a Bio elective; then to Biology majors. Not open to students who have taken Biology 213.

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Does not satisfy the distribution requirement for the Biology major

**Distributions:** (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

NSCI 312 (D3) BIOL 312 (D3)

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Fall 2020

LEC Section: H1  TR 9:45 am - 11:00 am  Heather  Williams
LAB Section: H2  T 1:00 pm - 3:30 pm  Heather  Williams
LAB Section: H3  T 3:00 pm - 5:30 pm  Heather  Williams
LAB Section: R4
BIOL 313 (S) Immunology
The rapidly evolving field of immunology examines the complex network of interacting molecules and cells that function to recognize and respond to agents foreign to the individual. In this course, we will focus on the biochemical mechanisms that act to regulate the development and function of the immune system and how alterations in different system components can cause disease. Textbook readings will be supplemented with current literature.

Class Format: Video lectures with in class discussions. Laboratory two hours a week
Requirements/Evaluation: exams, laboratory reports, and a research paper
Prerequisites: BIOL 202
Enrollment Limit: 12
Enrollment Preferences: senior and then junior Biology majors
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Unit Notes: does not satisfy the distribution requirement for the Biology major
Distributions: (D3)

Spring 2021
LEC Section: H1 MWF 9:20 am - 10:10 am Damian Turner
LAB Section: H2 M 1:00 pm - 3:00 pm Damian Turner
LAB Section: H3 T 1:00 pm - 3:00 pm Damian Turner

BIOL 315 (S) Microbiology: Diversity, Cellular Physiology, and Interactions
Bioterrorism and the alarming spread of antibiotic resistant bacteria are but two of the reasons for the resurgence of interest in the biology of microorganisms. This course will examine microbes from the perspectives of cell structure and function, genomics, and evolution. A central theme will be the adaptation of bacteria as they evolve to fill specific ecological niches, with an emphasis on microbe: host interactions that lead to pathogenesis. We will consider communication among bacteria as well as between bacteria and their environment. Topics include: microbial development, population dynamics, metagenomics, bioremediation, plant and animal defenses against infection, and bacterial strategies to subvert the immune system. In the lab, major projects will focus on the mammalian gut microbiome and the isolation and characterization of bacteria from natural environments. The lab experience will culminate in multi-week independent investigations. Readings will be comprised primarily of articles from the primary literature.

Class Format: lectures three hours a wee and laboratory three hours a week
Requirements/Evaluation: three exams/writing assignments, responses to thought questions on readings, a lab report/notebook, and an oral presentation
Prerequisites: BIOL 202
Enrollment Limit: 24
Enrollment Preferences: senior and then junior Biology majors
Expected Class Size: 24
Grading: no pass/fail option, no fifth course option
Unit Notes: does not satisfy the distribution requirement for the Biology major
Distributions: (D3)

Not offered current academic year

BIOL 319 (S) Integrative Bioinformatics, Genomics, and Proteomics Lab (QFR)
Cross-listings: MATH 319 CHEM 319 BIOL 319 PHY 319 CSCI 319
Primary Cross-listing
What can computational biology teach us about cancer? In this lab-intensive experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet-lab investigations will inform each other, as students majoring in biology, chemistry, computer science,
mathematics/statistics, and physics contribute their own expertise to explore how ever-growing gene and protein data-sets can provide key insights into human disease. In this course, we will take advantage of one well-studied system, the highly conserved Ras-related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, and phylogenetics to reconstruct the evolution of gene families by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high throughput approaches to investigate genes involved in the inflammatory and MAPK signal transduction pathways in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation-state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data-mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry may also be used to study networks of interacting proteins in colon tumor cells.

Class Format: two afternoons of lab, with one hour of lecture, per week. In most weeks, we will meet one day for lecture discussions.

Requirements/Evaluation: lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal

Prerequisites: BIOL 202; students who have not taken BIOL 202 but have taken BIOL 101 and a CSCI course, or CSCI/PHYS 315, may enroll with permission of instructor. No prior computer programming experience is required.

Enrollment Limit: 12

Enrollment Preferences: seniors, then juniors, then sophomores

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

MATH 319 (D3) CHEM 319 (D3) BIOL 319 (D3) PHYS 319 (D3) CSCI 319 (D3)

Quantative/Formal Reasoning Notes: Through lab work, homework sets and a major project, students will learn or further develop their skills in programming in Python, and about the basis of Bayesian approaches to phylogenetic tree estimation.

Spring 2021

SEM Section: 01  TR 9:45 am - 11:00 am  Lois M. Banta
LAB Section: H3  MW 1:00 pm - 3:00 pm  Lois M. Banta
LAB Section: H4  TR 1:00 pm - 3:00 pm  Lois M. Banta
SEM Section: R2  MW 6:45 pm - 8:00 pm  Lois M. Banta

BIOL 321  (F)(S)  Biochemistry I: Structure and Function of Biological Molecules  (QFR)

Cross-listings: BIMO 321  BIOL 321  CHEM 321

Secondary Cross-listing

This course introduces the foundational concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The in-person laboratory provides further opportunity to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays. A laboratory section will also be provided for remote students, which will examine similar topics and techniques through literature and data analysis.

Class Format: Synchronous lectures (2x 75-minute meetings per week) and labs, two hours per week. Enrollment in the appropriate laboratory section is required for both in-person and remote students.

Requirements/Evaluation: Quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports

Prerequisites: BIOL 101 and CHEM 251/255 and CHEM 155/256

Enrollment Limit: 7/lab
Enrollment Preferences:  junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size:  14

Grading:  no pass/fail option,  no fifth course option

Unit Notes:  does not satisfy the distribution requirement for the Biology major; cannot be counted towards the Biology major in addition to BIOL 222

Distributions:  (D3)  (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIMO 321 (D3) BIOL 321 (D3) CHEM 321 (D3)

Quantitative/Formal Reasoning Notes:  This course fulfills the QFR requirement with regular problem sets in which quantitative/formal reasoning skills are practiced.

Fall 2020

LAB Section: 02  T 1:00 pm - 3:00 pm  Amy Gehring
LAB Section: 03  W 3:30 pm - 5:30 pm  Jenna L. MacIntire
LAB Section: 04  R 1:00 pm - 3:00 pm  Jenna L. MacIntire
LAB Section: 06  R 3:30 pm - 5:30 pm  Jenna L. MacIntire
LEC Section: H1  MWF 11:45 am - 1:00 pm  Amy Gehring
LAB Section: R5  R 1:00 pm - 3:00 pm  Amy Gehring

Spring 2021

LAB Section: 02  M 1:00 pm - 3:00 pm  Katie M. Hart
LEC Section: H1  TR 9:45 am - 11:00 am  Katie M. Hart
LAB Section: R3  M 3:30 pm - 5:30 pm  Katie M. Hart

BIOL 322  (S)  Biochemistry II: Metabolism  (QFR)

Cross-listings:  BIOL 322  CHEM 322  BIMO 322

Secondary Cross-listing

This lecture course provides an in-depth presentation of the complex metabolic reactions that are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

Class Format: Lecture three hours per week and laboratory two hours per week. There will be one entirely in-person section of 24 students and one remote section. The in-person lab sections can accommodate 40 in-person students (8 per section), and there will be a remote lab section.

Requirements/Evaluation:  several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of data

Prerequisites:  BIOL 101 and CHEM 251/255 or permission of instructor

Enrollment Limit:  24/Lecture

Enrollment Preferences:  junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size:  48

Grading:  no pass/fail option,  no fifth course option

Unit Notes:  does not satisfy the distribution requirement for the Biology major; cannot be counted towards the Biology major in addition to BIOL 222

Distributions:  (D3)  (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIMO 322 (D3) CHEM 322 (D3) BIMO 322 (D3)

Quantitative/Formal Reasoning Notes:  The laboratory program is quantitative covering data analyses, numerical transformations, graphical displays.
Spring 2021

LEC Section: 01    TR 9:45 am - 11:00 am     Cynthia K. Holland
LAB Section: 03    T 1:00 pm - 3:00 pm     Janis E. Bravo
LAB Section: 04    T 3:30 pm - 5:30 pm     Janis E. Bravo
LAB Section: 05    W 1:00 pm - 3:00 pm     Janis E. Bravo
LAB Section: 06    W 3:30 pm - 5:30 pm     Janis E. Bravo
LAB Section: 08    R 3:30 pm - 5:30 pm     Janis E. Bravo
LEC Section: R2    TR 11:30 am - 12:45 pm     Cynthia K. Holland
LAB Section: R7    R 1:00 pm - 3:00 pm     Janis E. Bravo,  Cynthia K. Holland

BIOL 326  (F) Cellular Assembly and Movement

This course will focus on how multi-protein complexes are assembled to control key cellular processes in eukaryotic systems: 1) protein sorting and trafficking, 2) establishment and maintenance of cell architecture, and 3) mitosis, cell migration and tissue morphogenesis that require coordination of the membrane transport and cytoskeleton. The course will highlight involvement of these processes in pathological conditions. Laboratories will use mammalian tissue culture as a model system to study cellular functions. Important techniques in cell biology will be introduced in the first half of the semester; in the second half of the term, students will conduct a multi-week independent project. Textbook readings will be supplemented with primary literature.

Class Format: This hybrid course will have a combination of in-person and pre-recorded lectures, and laboratory, three hours a week; the laboratory projects will require additional time outside of class hours. The in-person lectures will be recorded for remote students. Class time will be devoted to a mix of lecture and discussion of articles. Remote students will join discussion sessions and participate in lab via Zoom.

Requirements/Evaluation: three exams, in-class discussion of papers, lab reports, an oral presentation and research paper based on an independent lab research project

Prerequisites:  BIOL 202

Enrollment Limit:  12

Enrollment Preferences:  senior and junior Biology majors

Expected Class Size:  12

Grading:  no pass/fail option,  yes fifth course option

Unit Notes:  does not satisfy the distribution requirement for the Biology major

Distributions:  (D3)

Fall 2020

LEC Section: H1    MWF 10:40 am - 11:30 am     Pei-Wen  Chen
LAB Section: H2    R 1:00 pm - 3:00 pm     Pei-Wen  Chen
LAB Section: H3    R 3:30 pm - 5:30 pm     Pei-Wen  Chen

BIOL 329  (F) Conservation Biology  (QFR)

Cross-listings:  ENVI 339  BIOL 329

Primary Cross-listing

This course examines the application of population genetics, population ecology, community ecology, and systematics to the conservation of biological diversity. The overarching theme of the course is on the role of stochastic processes for small populations. Lecture/discussion topics will include extinction, the genetics of small populations, metapopulations, and importantly, conservation strategies. Labs will include a mixture of computer and lab projects.

Class Format: lecture and discussion, 3 hours per week; lab, 1.25 hours per week. students will be assigned to a lab section (block AA - either W or F from 1:30-2:45) during the first week of class.

Requirements/Evaluation:  Evaluation will be based on lab assignments, two exams, discussion participation, and an independent project

Prerequisites:  BIOL 203/ENVI 203, or BIOL 305, or permission of instructor
**Enrollment Limit:** 12  
**Enrollment Preferences:** Biology majors, seniors, and juniors  
**Expected Class Size:** 12  
**Grading:** yes pass/fail option, yes fifth course option  
**Unit Notes:** Satisfies the distribution requirement for the Biology major  
**Distributions:** (D3) (QFR)  

**This course is cross-listed and the prefixes carry the following divisional credit:**  
ENVI 339 (D3) BIOL 329 (D3)  

**Quantitative/Formal Reasoning Notes:** This course uses quantitative and statistical analyses in both the laboratory and lecture portion of the course. In lectures mathematical models will be covered to understand conservation dynamics. In lab, students will collect and analyze data and present results in graphical and statistical forms.

**Fall 2020**

LEC Section: H1  TR 8:00 am - 9:15 am  Manuel A. Morales  
LAB Section: H2  WF 1:30 pm - 2:45 pm  Manuel A. Morales

**BIOL 330 (S) Genomes: Structure, Function, Evolution**

Biologists have only recently learned to read the complete genome sequence of organisms. Figuring out how to interpret these "texts" is now the focus of much of contemporary research in molecular biology and genetics. This course will concentrate on the origin, function, and evolution of central features of eukaryotic genomes, including gene structure, genome size, repeated sequences, and the complexity of gene regulation. Students will develop the ability to evaluate the contribution of neutral and adaptive processes in shaping genome complexity through: (1) critical evaluation of the primary research literature, (2) investigation of genome structural variation using wet-lab approaches and publically available genomic data, and (3) an original research project.

**Class Format:** lectures three hours a week and laboratory three hours a week; the laboratory projects will require occasional time outside of class hours

**Requirements/Evaluation:** three exams, written responses and in-class discussion of papers, two laboratory reports, and oral presentation of an independent laboratory project

**Prerequisites:** BIOL 202

**Enrollment Limit:** 24  
**Enrollment Preferences:** Biology majors  
**Expected Class Size:** 24  
**Grading:** no pass/fail option, no fifth course option  
**Distributions:** (D3)

Not offered current academic year

**BIOL 335 (S) Chronobiology**

Internal clocks control nearly all aspects of physiology and behavior and allow organisms to anticipate the dramatic environmental changes between day and night. In this course we will focus on the organization of internal clocks at the molecular, organ and physiological levels. We will explore how internal rhythms are synchronized with the environment and the means by which clocks drive physiological rhythms. Subsequently, we will investigate how endogenous clocks help organisms cope with rhythmic changes in our environment, and how disruption of our internal rhythms compromises health and wellbeing. Lectures and student presentations will alternate with discussions of primary literature. Laboratory sessions will explore the characteristics of the circadian system in mice and will require time outside the normal laboratory hours for independent projects.

**Requirements/Evaluation:** Evaluation will be based on three exams, two or three oral presentations, and a lab report.

**Prerequisites:** BIOL 205 or BIOL 212/NSCI201

**Enrollment Limit:** 18  
**Enrollment Preferences:** Senior, then junior biology majors and NSCI concentrators
Expected Class Size: 18  
Grading:  no pass/fail option,  yes fifth course option  
Distributions:  (D3)

Spring 2021
LEC Section: H1  MWF 9:20 am - 10:10 am  Vincent van der Vinne  
LAB Section: H2  M 1:00 pm - 3:00 pm  Vincent van der Vinne  
LAB Section: H3  T 1:00 pm - 3:00 pm  Vincent van der Vinne

BIOL 402 (S) Rapid Evolution in Ecology  
Darwin believed that evolution was a slow process. Until recently, the impact of evolutionary changes on short-term ecological studies was considered to be minimal. However, empirical documentation of rapid, directly observed evolution has changed this view and has led to an increased focus on the joint dynamics of evolution and ecology including community genetics, niche construction, and evolutionary rescue. In this course, we first focus on the literature presenting the evidence for rapid evolutionary change in natural and experimental populations. Then, we explore the consequences of rapid evolutionary change for our understanding of population, community, and ecosystem ecology including the impacts that evolutionary changes have for conservation efforts and predicting the response of organisms to global environmental and climate change.

Requirements/Evaluation:  participation in discussions, several short papers and presentations  
Prerequisites:  BIOL 202  
Enrollment Limit:  12  
Enrollment Preferences:  Biology seniors who have not yet taken a 400-level course  
Expected Class Size:  12  
Grading:  no pass/fail option,  no fifth course option  
Unit Notes:  satisfies the distribution requirement for the Biology major  
Distributions:  (D3)  
Not offered current academic year

BIOL 407 (S) Neurobiology of Emotion  
Cross-listings:  BIOL 407  NSCI 347  
Primary Cross-listing  
Emotion is influenced and governed by a number of neural circuits and substrates, and emotional states can be influenced by experience, memory, cognition, and many external stimuli. We will read and discuss articles about mammalian neuroanatomy associated with emotion as defined by classic lesion studies, pharmacology, electrophysiology, fMRI imaging, knockout mouse studies, as well as new opti-genetic methods for investigating neural circuit function in order to gain an understanding of the central circuits and neurotransmitter systems that are implicated in emotional processing and mood disorders.

Class Format:  three hours per week  
Requirements/Evaluation:  class participation and several short papers  
Prerequisites:  BIOL 202 and 212; open to juniors and seniors  
Enrollment Limit:  12  
Enrollment Preferences:  senior Biology majors who have not taken a 400-level Biology course; then to eligible NSCI concentrators  
Expected Class Size:  12  
Grading:  yes pass/fail option,  yes fifth course option  
Unit Notes:  does not satisfy the distribution requirement for the Biology major  
Distributions:  (D3)  
This course is cross-listed and the prefixes carry the following divisional credit:  
BIOL 407 (D3) NSCI 347 (D3)  
Not offered current academic year
BIOL 410 (S) Nanomachines in Living Systems

Through reading and discussing the primary literature, this course will explore how nanometer-sized biological molecules like proteins perform functions that require integration of information and transmission of force at much larger scales, microns and above. These nanoscale proteins will be considered as nanomachines that can transform a chemical energy into a mechanical one. We will focus on the cytoskeleton, which gives cells their shape, organizes the internal parts of cells and provides mechanical support for essential cellular processes like cell division and movement. An emphasis will be placed on how the biochemical properties of actin, actin-binding proteins and motors are used to generate mechanical force necessary for the respective biological function. Topics will include some controversial and emerging hypotheses in the field: sliding versus depolymerizing hypotheses for constriction of the contractile ring in cytokinesis, roles of cytoskeleton in pathogen entry and propagation, organelle dynamics, polarity establishment in cell migration, immunological synapse and neuronal function.

Class Format: The course will have two sections: one is in-person and the other is remote. In-person discussion or via ZOOM, three hours per week

Requirements/Evaluation: class participation and several short papers

Prerequisites: BIOL 202; open to juniors and seniors

Enrollment Limit: 20

Enrollment Preferences: senior Biology majors who have not taken a 400-level course, then juniors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3)

Spring 2021

SEM Section: H1  MW 6:45 pm - 8:00 pm  Pei-Wen Chen
SEM Section: H2  MW 8:30 pm - 9:45 pm  Pei-Wen Chen

BIOL 411 (F) Developmental Biology: From Patterning to Pathogenesis

A small number of developmental regulators coordinate the interplay between cell proliferation and specification of cell fates during animal development. The genetic basis of many of the cancer and degenerative diseases are, in fact, due to these same developmental regulators whose expression is misregulated in the adult. Through the reading of primary literature, this course in developmental biology will examine the mechanisms of gene expression of key regulators, the biological processes they mediate in the embryo, and how they become misregulated in proliferative and degenerative diseases.

Requirements/Evaluation: bi-weekly tutorial papers, oral commentaries, and tutorial discussion

Prerequisites: BIOL 202

Enrollment Limit: 14

Enrollment Preferences: Senior Biology majors who have not taken a 400-level course followed by seniors then juniors in the major

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Fall 2020

TUT Section: RT1  TBA  Robert M. Savage

BIOL 412 (S) Neural and Hormonal Basis of Hunger

Cross-listings: BIOL 412  NSCI 342

Primary Cross-listing

Hunger and satiety are highly regulated behavioral states that maintain energy homeostasis in animals. This course will focus on readings from the primary literature to track numerous recent advances in how the brain and endocrine systems regulate appetite. Topics include how organ systems
communicate with the brain to regulate appetite, how different populations of neurons in the brain interact to regulate appetite, how brain systems that regulate appetite affect other behaviors, and how the neural and hormonal basis of hunger compare with brain systems that regulate other homeostatic systems such as thirst. By tracing the advances in appetite regulation within the past decade, we will also trace the advent of cutting-edge molecular, genetic, and optical-based tools that are transforming multiple fields within physiology and neuroscience. Students in this class will have the opportunity to improve skills in written and oral scientific presentation.

Requirements/Evaluation: written assignments, oral presentations, and participation

Prerequisites: BIOL 205 or BIOL/PSYC 212, or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: seniors who have not taken a 400-level course

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 412 (D3) NSCI 342 (D3)

Not offered current academic year

BIOL 413 (F) Global Change Ecology

Cross-listings: ENVI 423 BIOL 413

Primary Cross-listing

Plants and animals are increasingly faced with rapid environmental change driven by human activities across the globe. How do they cope with challenges imposed by climate change, altered nutrient cycling, biological invasions, and increased urbanization? What are the impacts of organismal responses at the population and community level? This course uses an integrative approach to understand the impacts of global change at multiple levels of biological organization in both aquatic and terrestrial environments. We examine how global-scale environmental changes affect the distribution and abundance of species and alter community organization. We also consider the physiological and behavioural mechanisms underlying species responses and the role of acclimation versus adaptation in coping with rapid environmental change. Finally, we learn the analytical tools used to predict future responses to global change. Class discussions will focus on readings drawn from the primary literature.

Class Format: two 75-minute discussion sessions each week

Requirements/Evaluation: class participation and several short papers

Prerequisites: BIOL 203 or BIOL 305, or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: senior Biology majors who have not yet taken a 400-level course

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 423 (D3) BIOL 413 (D3)

Not offered current academic year

BIOL 414 (S) Life at Extremes: Molecular Mechanisms

All organisms face variability in their environments, and the molecular and cellular responses to stresses induced by environmental change often illuminate otherwise hidden facets of normal physiology. Moreover, many organisms have evolved unique molecular mechanisms, such as novel cellular compounds or macromolecular structural modifications, which contribute to their ability to survive continuous exposure to extreme conditions, such as high temperatures or low pH. This course will examine how chaperonins, proteases, and heat- and cold-shock proteins are regulated in response to changes in the external environment. We will then consider how these and other molecular mechanisms function to stabilize DNA and proteins- and, ultimately, cells and organisms. Other extreme environments, such as hydrothermal vents on the ocean floor, snow fields, hypersaline
lakes, the intertidal zone, and acid springs provide further examples of cellular and molecular responses to extreme conditions. Biotechnological applications of these molecular mechanisms in areas such as protein engineering will also be considered. Class discussions will focus upon readings from the primary literature.

**Class Format:** discussion three hours per week

**Requirements/Evaluation:** class participation and several short papers

**Prerequisites:** BIOL 202; open to juniors and seniors

**Enrollment Limit:** 12

**Enrollment Preferences:** senior Biology majors who have not taken a 400-level course; then juniors

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** does not satisfy the distribution requirement for the Biology major

**Distributions:** (D3)

Not offered current academic year

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**BIOL 418 (S) Signal Transduction to Cancer**

Division of normal cells is a highly regulated process based on input from both intrinsic and extrinsic signals. The cell’s response to its environment affects all aspects of cell behavior: proliferation, death, differentiation and migration. The goal of the course is to understand the molecular mechanisms of signal transduction that guide normal cell behavior and how disruptions in this process can lead to cancer. We will focus on the Hedgehog-Gli signaling pathway that is activated in 30% of all known cancers. Genetic studies will serve as an introduction to the components of the pathway, followed by an examination of the molecular mechanisms of signal reception, transduction of intracellular information, scaffolding and transcriptional targets. The final section of the course will investigate how high throughput screens, medicinal chemistry studies and mouse models are used to identify small molecular inhibitors of pathway components. We will consider the effectiveness of these inhibitors in pharmacological studies, clinical trials and potential cancer treatments.

**Requirements/Evaluation:** four papers

**Prerequisites:** BIOL 202 or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** senior and then junior Biology majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** does not satisfy the distribution requirement for the Biology major

**Distributions:** (D3)

Not offered current academic year

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**BIOL 419 (S) Secrets of Enzymes: Fidelity, Promiscuity, and Disease**

Living organisms have spent the past 4 billion years evolving proteins and enzymes that perform basic cellular functions to support life. Over time, duplications and mutations of these enzymes have led to novel reactions, pathways, and chemistries. To gain an appreciation for these molecular catalysts, we will start by considering how enzymes are synthesized, how errors are introduced and corrected, and how proteins are degraded. We will then analyze the effects of beneficial errors on the evolution of new function and the effects of undesirable errors in human disease. The final section of this course will focus on how enzymes such as CRISPR/Cas9 act as ‘molecular scissors’ to cut DNA and how these enzymes can be used to correct errors. We will explore the implications of this field in active areas of biomedical research, including antibiotic resistance and personalized medicine. Discussions and writing assignments will focus on reading and critiquing the scientific literature.

**Class Format:** discussion three hours per week

**Requirements/Evaluation:** four 4- to 5-page papers and participation in discussions

**Prerequisites:** BIOL 202 required; recommended BIOL 222 or BIOL 321

**Enrollment Limit:** 12

**Enrollment Preferences:** senior Biology majors who have not taken a 400-level course, then juniors

**Expected Class Size:** 12
BIOL 421 (F) Thermoregulation: From Molecules to Organisms

Thermal physiology involves the study of molecular events, organ systems, and organism-environmental interactions that are involved with heat production and temperature maintenance. The area of thermal physiology has been around for over 100 years. However, only in the last 5-7 years has the science progressed to understanding basic fundamental mechanisms for generating and regulating heat production. This tutorial will focus on four questions: 1) how do organisms generate heat? 2) how do organisms sense the temperature in the environment? 3) how do organisms integrate information about the environment (temperature, humidity, time of day, etc.) with internal information (deep body temperature, energy stores, etc.) to regulate their metabolic production of heat? 4) how do animals make "the decision" to enter a state of torpor?

Requirements/Evaluation: five 4- to 5-page papers; five 1- to 2-page response papers; tutorial presentations; contribution to the intellectual enterprise

Prerequisites: BIOL 205 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: senior Biology majors that have not had a 400-level course, followed by senior Biology majors, followed by junior Biology majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3)

Not offered current academic year

BIOL 422 (F) Ecology of Sustainable Agriculture

A seminar/field course investigating patterns, processes, and concepts of stability in human-dominated, food production ecosystems. As a capstone course, the course will draw upon the experiences that students have had in biology and environmental studies courses. Topics will include: the relationships among diversity, ecosystem function, sustainability, resilience, and stability of food production, distribution systems, nutrient pools and processing in human dominated ecosystems. Two extensive field trips will be taken to agricultural operations in the region. Each student will present a seminar on a topic requiring extensive reading of primary resources and is responsible for leading the discussion that ensues. Reading question paper assignments will be due prior to the seminar. Criticism paper assignments will be made at approximately bi-weekly intervals and due two days after the seminar to which they relate.

Class Format: two 75 minute sessions per week

Requirements/Evaluation: writing assignments, seminar presentation, and course participation

Prerequisites: BIOL/ENVI 203 or BIOL 302 or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: senior Biology and Environmental Studies Majors and Environmental Studies Concentrators; then Junior majors/concentrators, then seniors, then juniors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Distributions: (D3)

Not offered current academic year

BIOL 428 (S) Forests of the Future--Understanding Global Change through 'Big Science' Experiments

Increases in atmospheric CO2 and warming temperatures associated with global climate change affect the growth and physiology of plants and microorganisms and the cycling and storage of carbon and nutrients within terrestrial ecosystems. These changes cross scale and encompass
complex feedbacks that are challenging to predict and understand. Over the past several decades, scientists have used large-scale global change experiments to depict the future of organisms and ecosystems in a CO2-enriched, warmer world. In this course, we will trace the progress of these experiments and evaluate our understanding of the effect of global changes on plant growth and physiology, microbial community composition and activity, and ecosystem nutrient cycling processes. We will then consider the interactive effects of multi-factor global changes and assess the promises and challenges of interpreting biological responses at the ecosystem level. Finally, we will investigate how experimental results can be integrated within models that describe and predict ecosystem function at a global scale. Throughout the course, we will consider how understanding gained from manipulative experiments can be used to inform and prioritize climate change mitigation strategies. Discussions and writing assignments will focus on reading and critiquing the scientific literature. Writing assignments will include two short writing assignments (3 pages each) and a final research proposal (6 pages), as well as formal written peer review. Students will gain experience revising scientific writing.

Requirements/Evaluation: Writing assignments will include two short writing assignments (3 pages each) and a final experimental/grant proposal (6 pages), as well as formal written peer review. Students will gain experience revising scientific writing.

Prerequisites: BIOL203 (Ecology) or BIOL302 (Communities and Ecosystems) or BIOL329 (Conservation Biology)

Enrollment Limit: 12

Enrollment Preferences: Senior Biology majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Spring 2021

SEM Section: H1   TR 11:30 am - 12:45 pm   Allison L. Gill

BIOL 430 (S) Genome Sciences: At the Cutting Edge (WS)

Research in genomics has integrated and revolutionized the field of biology, including areas of medicine, plant biology, microbiology, and evolutionary biology. Moreover, recent developments in “metagenomics” (genomic studies of entire communities of microorganisms in natural environments, such as the mammalian gut and the deep sea) and “metatranscriptomics” (studies of genome wide changes in expression and mRNA levels in natural communities of organisms) have generated unprecedented knowledge about the genomic potential of a community and the in situ biological activity of different ecological niches. In this course we will explore how research in these and related areas, including proteomics, have advanced our fundamental understanding of (1) organisms in the three domains of life, and their interactions and evolutionary relationships; (2) biological systems and environments, such as the human body, extreme environments, and the oceans; (3) strategies for solving global challenges in medicine, agriculture, energy resources, and environmental sciences. During the course, students will meet each week for one hour with a tutorial partner and the instructor. Every other week, students will present a written and oral critical analysis of the assigned research articles. On alternate weeks, students will question/critique the work of their colleague.

Requirements/Evaluation: five (4-5 page) papers, tutorial presentations, and the student's effectiveness as a critic

Prerequisites: BIOL 202

Enrollment Limit: 10

Enrollment Preferences: open to juniors and seniors; senior Biology majors who have not taken a 400-level course

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: BIMO, BIQP; does not satisfy the distribution requirement for the Biology major

Distributions: (D3) (WS)

Writing Skills Notes: Weekly written assignments consisting of four-page critique papers (five total during a semester) and two-page response papers (five total during a semester). Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Not offered current academic year

BIOL 432 (F) Evolutionary Genetics

The synthesis of evolutionary processes with the mechanistic understanding of genetics has lent insight into many mysteries of life. The goal of this course is to explore the interface between evolution and genetics to make sense of fundamental biological processes. For example, why do we expect
that male and female offspring occur in 50:50 ratios? How and why do unusual sex-ratios occur? Other topics include: conflict among genes, evolution of allelic dominance, adaptation at the molecular level, and genetics of speciation. Class discussion and written assignments will emphasize critical evaluation and synthesis of the scientific literature.

Requirements/Evaluation: class participation and several short papers
Prerequisites: BIOL 202; open to juniors and seniors
Enrollment Limit: 12
Enrollment Preferences: seniors who have not taken a 400 level course, then juniors and Biology majors
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Unit Notes: satisfies the distribution requirement for the Biology major
Distributions: (D3)

BIOL 435  Causes of the obesity epidemic
The prevalence of a host of metabolic diseases has increased dramatically in recent decades. The causes underlying these increases remain hotly contested. During this course we will discuss primary literature to better understand the mechanisms by which our body regulates energy metabolism and how this is shaped by genetics and evolution. Subsequently, we will explore how our metabolic environment has been altered in modern society and try to figure out what mechanisms should be targeted to reverse the obesity epidemic.

Requirements/Evaluation: Evaluation will be based on four 4-5 page papers and class participation.
Prerequisites: BIOL 205 or Permission of Instructor.
Enrollment Limit: 12
Enrollment Preferences: Senior Biology majors who have not taken a 400-level course, then junior Biology majors.
Expected Class Size: 12
Grading:
Distributions: (D3)

BIOL 454  (F)  Climate Change Physiology
Cross-listings: BIOL 454  ENVI 454
Primary Cross-listing
Animals are increasingly faced with rapid climate change driven by human activities across the globe. How do they cope with challenges imposed by increasing temperature? And, how might physiological mechanisms at the organismal level scale up to influence population processes? This course uses an integrative approach to understand the impacts of climate change at multiple levels of biological organization in both terrestrial and aquatic environments. We examine physiological mechanisms underlying animal responses and the role of acclimation versus adaptation in coping with rapidly shifting thermal environments. We then consider the impacts of these mechanisms on whole organism performance and their consequences for population persistence. Finally, we learn the analytical tools used to incorporate physiological mechanisms into ecological models to predict future responses to global climate change. Class discussions will focus on readings drawn from the primary literature.

Class Format: Synchronous discussions with in-person and remote option. Satisfies the distribution requirement for the Biology major.
Requirements/Evaluation: Evaluation will be based on class participation and several short papers.
Prerequisites: BIOL 203 or BIOL 205, or permission of instructor
Enrollment Limit: 10
Enrollment Preferences: Biology seniors who have not yet taken a 400 level course
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:
BIOL 455  (S)  Neural Regeneration

Cross-listings:  NSCI 455  BIOL 455

Primary Cross-listing

Injury to the human nervous system can cause lasting impairment, but non-mammalian animals have prodigious capacity to regenerate neurons, regrow axons, and repair scars. What accounts for these differences? Regeneration can occur in multiple modes: replacement of injured neurons, repairs such as axonal regrowth to reconnect to a target structure, or repurposing existing neurons for new tasks through neural plasticity. We will explore the molecular foundations that underlie neuronal proliferation, neural plasticity, and inflammatory responses. We will consider the potential for translating these findings to inform treatments for humans who suffer from neural injury or neurodegenerative disease. Class discussions will focus on readings from the primary literature.

Class Format: Discussion, 3 hours per week

Requirements/Evaluation: Evaluation will be based on class participation, brief weekly responses, and four short research proposals.

Prerequisites: BIOL 212/NSCI 201 or permission of instructor.

Enrollment Limit:  10

Enrollment Preferences:  Biology seniors who have not yet taken a 400 level course and Neuroscience senior concentrators who need a Group A elective.

Expected Class Size:  10

Grading:  no pass/fail option,  no fifth course option

Distributions:  (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

NSCI 455 (D3) BIOL 455 (D3)
provide an opportunity for students to conduct Honors research, you should be aware that it may not be possible to assign all applicants to a laboratory. This is part of a full-year thesis (493-494).

Grading: no pass/fail option, yes fifth course option
Distributions: (D3)

Spring 2021
HON Section: H1  F 1:30 pm - 2:30 pm  Lois M. Banta

BIOL 499 (S) Biology Colloquium
Scientists from around the country who are on the cutting edge of biological research come to talk about their work. Students of Biology at any level are welcome.
Grading: non-graded
Unit Notes: this is not a for-credit course; registration is not necessary to attend
Distributions: No divisional credit
Not offered current academic year

Winter Study  

BIOL 21 (W) Science Beyond Williams
Science Beyond Williams allows upperclassman to pursue scientific research off-campus at a non-profit organization, government agency, medical school, or research university. In consultation with faculty, the student will find a mentor in whose lab s/he will work in WSP and a Williams faculty member who will offer guidance before and during WSP.
Class Format: WSP Project
Requirements/Evaluation: 10-page paper and post-WSP public presentation to a relevant department or program on the goals and accomplishments of the project
Prerequisites: two semesters of relevant course work in science and/or mathematics
Enrollment Limit: 10
Grading: pass/fail only
Not offered current academic year

BIOL 22 (W) Introduction to Biological Research
An experimental research project will be carried out under the supervision of the Biology Department. It is expected that the student will spend 20 hours per week in the lab at a minimum, and a 10-page written report is required. This experience is intended for, but not limited to, first-year students and sophomores, and requires the permission of the instructor.
Class Format: Independent study
Prerequisites: none
Enrollment Limit: POI
Grading: pass/fail only
Not offered current academic year

BIOL 31 (W) Senior Thesis: Biology
To be taken by students registered for Biology 493, 494.
Class Format: independent study
Grading: pass/fail only
Not offered current academic year
BIOL 99 (W) Independent Study: Biology

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study
Grading: pass/fail only

*Not offered current academic year*
CHEMISTRY (Div III)
Chair: Professor Sarah Goh

- Anthony J. Carrasquillo, Assistant Professor of Chemistry
- Amy Gehring, Professor of Chemistry, Chair of Biochemistry Program; affiliated with: Biochemistry&Molecular Bio Pgr
- Christopher Goh, Professor of Chemistry, Faculty Fellow of the Davis Center and the Office of Institutional Diversity, Equity and Inclusion; affiliated with: The Davis Center, VP-InstDivrstyEquity&Inclusion
- Sarah L. Goh, Chair and Professor of Chemistry
- Kerry-Ann Green, Assistant Professor of Chemistry
- Katie M. Hart, Assistant Professor of Chemistry
- Jenna MacIntire, Lecturer in Chemistry
- Amnon G Ortoll-Bloch, Postdoctoral Fellow in Chemistry
- Lee Y. Park, William R. Kenan, Jr. Professor of Chemistry
- Enrique Peacock-López, Halford R Clark Professor of Natural Sciences
- Bob Rawle, Assistant Professor of Chemistry
- Jennifer K. Rosenthal, Instructor in Chemistry
- Thomas E. Smith, Professor of Chemistry
- Laura R. Strauch, Lecturer in Chemistry
- John W. Thoman, J. Hodge Markgraf Professor of Chemistry
- Ben W. Thuronyi, Assistant Professor of Chemistry; on leave Fall 2020
- Amanda K. Turek, Assistant Professor of Chemistry

MAJOR

Through a variety of individual courses and sequential programs, the department provides an opportunity for students to explore the nature and significance of chemistry, an area of important achievement in our quest for knowledge about ourselves and the world around us. The student of chemistry is able to become aware of the special viewpoint of chemists, the general nature of chemical investigation, some of its important results, how these results are expressed, and something of their significance within the fields of science and in the area of human endeavor as a whole. The Chemistry major provides excellent preparation for graduate study in chemistry, biochemistry, chemical engineering, environmental science, materials science, medicine, and the medical sciences.

A major in chemistry can be achieved in several ways, preferably beginning in the student’s first year at Williams, but also beginning in the sophomore year. Building on a foundation in general chemistry, organic chemistry, and physical chemistry, a student elects additional advanced courses to complete a major that is consistent with their background in other sciences, interests, and goals. A student’s program might emphasize biochemistry, organic chemistry, physical chemistry, or inorganic chemistry, with additional courses available in analytical chemistry, environmental science, and materials science. Students considering a major in chemistry should consult with a member of the department as early as possible in order to plan a program which best suits their interests and abilities and which makes full use of their previous preparation.

All students begin their study in the department with either Chemistry 151, 153, or 155. Placement at the introductory level is based upon performance on the departmental placement test results and consultation with the chair; results of the College Board Advanced Placement Test or the International Baccalaureate Exam are also taken into account.

The first year is completed with Chemistry 156. In the second year at the introductory level, students take Chemistry 251 (or 255) and Chemistry 256 (those students who complete 155 are exempted from 256). Completion of a Chemistry major requires either nine semester chemistry courses or eight semester chemistry courses plus two approved courses from among the following: Biology 101; Computer Science 134; Mathematics 130, 140, 150, 151; Physics 131, 141; or any courses in these departments for which the approved courses are prerequisites. CHEM 155 counts for two courses toward the major, but a single course toward graduation credit. For the Class of 2021 and the Class of 2022: starting at the 300 level, at least TWO of the courses taken must have a laboratory component. For the Class of 2023 and Class of 2024, starting at the 300 level, at least THREE of the
courses taken must have a laboratory component. For all majors, at least one must be selected from Chemistry 361, 366, 364, or 367. (The specific course elected, in consultation with the chair or major advisor, will depend on the student’s future plans.) In addition, the department has a number of “Independent Research Courses” which, while they do not count toward completion of the major, provide a unique opportunity to pursue an independent research project under the direction of a faculty member.

**Foundational Courses**

**First Year**
- Fall: 151, 153 or 155 Gateway courses
- Spring: 156 Organic Chemistry: Introductory Level

**Second Year**
- Fall: 251 (or 255) Organic Chemistry: Intermediate Level
- Spring: 256 Advanced Chemical Concepts (or 300-level if completed 155)

**Elective Courses**
- 319 Integrative Bioinformatics, Genomics, and Proteomics Lab
- 321 Biochemistry I-Structure and Function of Biological Molecules
- 322 Biochemistry II-Metabolism
- 324 Enzyme Kinetics and Reaction Mechanisms
- 326 Chemical and Synthetic Biology
- 335 Inorganic/Organometallic Chemistry
- 336 Materials Chemistry
- 338 Bioinorganic Chemistry: Metals in Living Systems
- 341 Toxicology and Cancer
- 342 Synthetic Organic Chemistry
- 343 Medicinal Chemistry
- 344 Physical Organic Chemistry
- 348 Polymer Chemistry
- 361 Quantum Chemistry and Chemical Dynamics
- 364 Instrumental Methods of Analysis
- 366 Thermodynamics and Statistical Mechanics
- 367 Biophysical Chemistry
- 368T Computational Chemistry and Molecular Spectroscopy
- 373 Environmental Organic Chemistry

**Independent Research Courses**
- 393-W31-394 Junior Research and Thesis
- 397, 398 Independent Study, for Juniors
- 493-W31-494 Senior Research and Thesis
- 497, 498 Independent Study, for Seniors

For the purpose of assisting students in selecting a program consistent with their interests and possible continuation of their studies at the graduate level, the following groupings of electives and faculty advisors are suggested. However, a case can be made for selecting courses from the different groups.
Biochemistry: Chemistry 321, Chemistry 322, Chemistry 324, Chemistry 326, Chemistry 341, Chemistry 364, Chemistry 367. Students interested in biochemistry should consult with Professors Gehring, Hart, Rawle, or Thuronyi.

Organic Chemistry: Chemistry 341, Chemistry 342, Chemistry 343, Chemistry 344, Chemistry 348, Chemistry 364, Chemistry 361, Chemistry 366, Chemistry 373. Students interested in organic chemistry should consult with Professors S. Goh, Green, Smith, Thuronyi, or Turek.

Physical and Inorganic Chemistry: Chemistry 335, Chemistry 336, Chemistry 338, Chemistry 361, Chemistry 364, Chemistry 366, Chemistry 368T. Students interested in physical chemistry should consult with Professors Carrasquillo, Peacock-López, or Thoman. Students interested in inorganic chemistry should consult with Professors C. Goh, Green, or Park. Students interested in materials science should consult with Professors S. Goh or Park. Students interested in environmental chemistry should consult with Professor Carrasquillo.

While any accepted route through the major would permit a student to proceed to graduate study in chemistry, four electives should be considered a minimum, and at least a semester of research is strongly recommended.

The department’s curriculum is approved by the American Chemical Society (A.C.S.), a professional body of academic, industrial, and research chemists. The A.C.S. suggests the following courses for someone considering graduate study or work in chemistry or a related area: 151 (153 or 155), 156, 251 (255), 256, 321, 335, 364, 361 (366 or 367) and at least 4 courses (two of which must have a laboratory component) from our remaining upper level electives: 319, 322, 324, 326, 336, 338, 341, 342, 343, 344, 348, 361, 366, 367, 368T, 493, 494, 497, 498, BIMO 401. In addition, students are strongly encouraged (though not required) to pursue independent research in some form. Students completing these requirements can be designated Certified A.C.S. Majors.

**BIOCHEMISTRY AND MOLECULAR BIOLOGY (BIMO)**

Students interested in Biochemistry and Molecular Biology should consult with the general statement under the Biochemistry and Molecular Biology Program (BIMO) in the Courses of Instruction. Students interested in completing the BIMO program are also encouraged to complete the biochemistry courses within the chemistry major by taking 321, 322, 324, and 367 in addition to the first and second year required courses.

**BIOINFORMATICS, GENOMICS, AND PROTEOMICS (BIGP)**

Students interested in Bioinformatics, Genomics, and Proteomics should consult the general statement under Bioinformatics, Genomics, and Proteomics in the Courses of Instruction. Students interested in these areas are also encouraged to complete the biochemistry courses within the chemistry major by taking 319, 321, 322, 324 and 367 in addition to the first and second year required courses.

**THE DEGREE WITH HONORS IN CHEMISTRY**

The degree with honors in Chemistry provides students with an opportunity to undertake an independent research project under the supervision of a faculty member, and to report on the nature of the work in two short oral presentations and in a written thesis.

Chemistry majors who are candidates for the degree with honors take the following in addition to a major outlined above:

Chemistry 493-W31-494 Senior Research and Thesis

The principal considerations in admitting a student to a program of independent research are mastery of fundamental materials and skills, ability to pursue independent study successfully, and demonstrated student interest and motivation. In addition, to enroll in these courses leading to a degree with honors, a student must have at least a B- average in all chemistry courses or the permission of the chair. At the end of the first semester of the senior year, the department reviews the student’s progress and determines whether the student is a candidate for a degree with honors. The designation of a degree with honors in Chemistry or a degree with highest honors in Chemistry is based primarily on a departmental evaluation of the accomplishments in these courses and on the quality of the thesis. Completion of the research project in a satisfactory manner and preparation of a well-written thesis usually results in a degree with honors. In cases where a student has demonstrated unusual commitment and initiative resulting in an outstanding thesis based on original results, combined with a strong record in all of their chemistry courses, the department may elect to award a degree with highest honors in Chemistry.

**EXCHANGE AND TRANSFER STUDENTS**

Students from other institutions wishing to register for courses in chemistry involving college-level prerequisites should do so in person with a member of the Chemistry Department. Registration should take place by appointment during the spring semester prior to the academic year in which courses are to be taken. Students are requested to have with them transcripts of the relevant previous college work.

**COURSES FOR NON-MAJORS WITH NO PREREQUISITES**

Students with principal interests outside of the sciences may extend a secondary school foundation in chemistry by electing a basic two-semester introductory course of a general nature or they may elect semester courses designed for non-majors. All courses in chemistry satisfy the divisional distribution requirement.

**STUDY ABROAD**

Students who wish to complete a chemistry major (or chemistry requirements for pre-medical study) as well as to study abroad during their junior year are encouraged to begin taking chemistry in their first semester at Williams, and should consult with members of the department as early as
FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department. We can give provisional approval in some cases if enough detail is available, but we always ask to see the details after the course is completed before signing off on the major credit.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, complete syllabus, including readings/assignments, and complete description of laboratory program. The biggest question is whether or not there is a lab component of the course and whether it is sufficient to fulfill the equivalent lab experience of Williams courses.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No official restrictions, but we advise our students to take the majority of their chemistry courses at Williams.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

Yes. We have several special requirements. Only one non-lab class can be used toward the upper-level major requirements. This is usually the restriction that causes difficulty with study abroad—where appropriate lab courses may not be available. One of the lab courses must also meet our departmental "quantitative requirement." In principle, this could be met by a course taken abroad, but we would likely be more conservative in authorizing this equivalency.

Are there specific major requirements that cannot be fulfilled while on study away?

No. In principle, all major requirements could be filled abroad, but laboratory programs abroad are not always sufficiently rigorous to meet our standards. We look for at least 40 hours of wet-lab time for the lab component. Importantly, this cannot be work in a professor's research lab, but must be "exercises" giving our students practice with standard techniques and methods of analysis.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. The lab requirements that I've mentioned above are the main complicating factors. Also our first two years of ("introductory") chemistry courses are taught in an unconventional way. If a student had not yet completed all four of those courses before studying abroad, they would need to be aware of special timing that might complicate things. For our first two years of instruction, we teach one semester of introductory chemistry followed by two semesters of organic chemistry, and top things off with a final semester of a course that is somewhat specific to Williams. There are ways to take "equivalent" courses elsewhere, but we would need to work very closely with the student to ensure that all of the pieces fit together appropriately.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:

None to date, but there may have been times when the lab component of a course was not sufficient and we were only able to assign major credit for a non-lab course instead of a course-with-a-lab.

CHEM 113 (F) Chemistry and Crime: From Sherlock Holmes to Modern Forensic Science

In this course, designed for students who do not plan to major in the natural sciences, we use a case-oriented approach to explore selected topics of forensic science. These include: (1) the scientific and technological foundation for the examination of physical, chemical, and biological items of evidence, and (2) the scope of expert qualifications and testimony, the legal status of scientific techniques, and the admissibility of the results in evidence. The analysis of trace evidence, including glass, soil, gunpowder residues and bullet fragments, and inorganic and heavy metal poisons are discussed through an understanding of the basic concepts of chemistry and analytical chemistry. Forensic toxicology and pharmacology are applied to the analysis of alcohol, poisons, and drugs based upon the principles of organic chemistry and biochemistry. The characterization of blood and other body fluids necessitate an understanding of serology and molecular genetics. The cases which stimulate the exploration of these areas include: the John and Robert Kennedy assassinations, the Jeffrey MacDonald case (Fatal Vision), the Wayne Williams case, the deaths of celebrities Marilyn Monroe, John Belushi, and Janis Joplin, the authenticity of the Shroud of Turin, the Casey Anthony case, the Tylenol poisonings, and the identity of Anastasia. Interactive demonstration sessions provide an appreciation of scientific experimentation in general and the work of a crime lab in particular. It includes an analysis of evidence and provides an opportunity to learn forensic techniques such as chromatography (for ink, drug, and fire accelerant
analysis), spectroscopy (for alcohol and drug analysis), and electrophoresis (for DNA fingerprinting).

Class Format: three times per week

Requirements/Evaluation: problem sets and/or quizzes, hour tests, a final exam, and papers

Prerequisites: none; designed for the non-science major who does not intend to pursue a career in the natural sciences; not open to students who have taken CHEM 151, 153, 155, 156/251, or 256

Enrollment Limit: 30

Enrollment Preferences: seniors and juniors

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Not offered current academic year

CHEM 114  (S)  The Science Behind Materials: Shaping the Past and Future of Society  (QFR)

We are surrounded by materials. They have fulfilled human needs since ancient times. From Phoenician glass to flexible OLED displays, materials have impacted society and changed the way humans lead their lives. What makes materials the way they are? Why are some brittle while others are ductile? How can we design materials with specific properties that will solve tomorrow's problems? To answer these questions, we have to think about materials at the atomic scale, looking at how their smallest building blocks organize into specific structures. In this course, we will discuss how a material's structure relates to its properties. Then, we will dive into how different types of materials have been used in the past, how they were produced, the needs they satisfied, and how they shaped human civilization. This course will also cover both traditional and novel methods used to fabricate and analyze materials. We will talk about some of the cutting-edge research that materials scientists are working on today, concluding with an outlook to potential applications of emerging technologies.

Requirements/Evaluation: Weekly quizzes and problem sets, two exams, and a presentation

Prerequisites: none; designed for the non-science major who does not intend to pursue a career in the natural sciences.

Enrollment Limit: 20

Enrollment Preferences: juniors and seniors; not appropriate for CHEM, BIOL, PHYS majors, or for those who have taken CHEM 151, 153, or 155

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)  (QFR)

Quantitative/Formal Reasoning Notes: This course fulfills the QFR requirement with regular and substantial problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Spring 2021

LEC Section: H1  MR 3:15 pm - 4:30 pm  Amnon G Ortoll-Bloch

CHEM 115  (F)  AIDS: The Disease and Search for a Cure

Since the discovery of the human immunodeficiency virus (HIV-1) in 1983, modern techniques of molecular biology have revealed much about its structure and life cycle. The intensity of the scientific investigation directed at HIV-1 is unprecedented in history. We now know more about this virus than any other known pathogen. However, the early optimism concerning the prospects for an effective AIDS vaccine has now waned and HIV strains that are resistant to drug therapies are common. We are now three decades into the AIDS pandemic and the World Health Organization estimates that there are more than 34 million HIV-infected persons worldwide. After an introduction to chemical structure, we examine the molecular biology of the HIV virus, the molecular targets of anti-HIV drugs, and the prospects for a cure. We look at how HIV-1 interacts with the human immune system and discuss prospects for developing an effective HIV vaccine.

Class Format: three hours per week

Requirements/Evaluation: problem sets, a midterm, quizzes, a final exam, and a presentation/discussion

Prerequisites: none; designed for the non-science major who does not intend to pursue a career in the natural sciences

Enrollment Limit: 45

Expected Class Size: 45
CHEM 117  (S)  Roses are Red, Violets are Blue: The Origins, Perception, and Impact of Color  (QFR)

Have you ever been tickled pink? Felt blue? Seen red?, Been green with envy? The course will consider color, starting with the physical and chemical origins of color (the electromagnetic spectrum, the absorption and emission of electromagnetic radiation, refraction, diffraction, incandescence, fluorescence, phosphorescence, iridescence). We will develop an understanding of chemical bonding and how that influences color. We will cover how we measure and describe color from a scientific perspective as well as how we can generate materials and devices with different color properties (liquid crystal displays, light emitting diodes for instance). From there we will discuss pigments used in works of art and textiles over time, the characteristics that make certain pigments suitable for particular applications. If we have time, we will touch on the historical and cultural impacts and meanings of different pigments and hues, the biological perception of color, and some color theory.

Class Format: There may be some brief laboratory exercises, we won't use the scheduled lab blocks every week, but we will use some.

Requirements/Evaluation: exams, problem sets, quizzes, a paper, brief laboratory exercises, and a final exam

Prerequisites: non-science students; students who have taken any introductory chemistry or physics courses are ineligible

Enrollment Limit: 12

Enrollment Preferences: first-years and sophomores

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions:  (D3)  (QFR)

Quantative/Formal Reasoning Notes: This course will require students to become comfortable with some quantitative descriptions of light and its interaction with matter.

Spring 2021

LEC Section: H1    TF 1:30 pm - 2:45 pm     Lee Y. Park
LAB Section: H2    T 3:30 pm - 5:30 pm     Lee Y. Park

CHEM 151  (F)  Introductory Chemistry  (QFR)

This course provides an introduction to chemistry for those students with little or no high school chemistry. Students will be introduced to concepts fundamental to studying matter at the molecular level. Principal topics include introductions to the nature of atoms and molecules, stoichiometry, solubility rules and equilibria, gas laws, chemical equilbrium, acid-base reactions, periodic relationships, chemical bonding, molecular structure, intermolecular forces, oxidation-reduction reactions, and related applications. Laboratory work comprises a system of qualitative analysis and quantitative techniques. The course provides preparation for further study of organic chemistry, biochemistry, physical and inorganic chemistry and is intended for students who are anticipating professional study in chemistry, in related sciences, or in one of the health professions, as well as for those students who are interested in exploring the fundamental ideas of chemistry as part of their general education.

Class Format: pre-recorded lectures, two hours per week; recitations, two 75-minute meetings per week (in-person or remote); laboratory, one 2-hour lab per week (in-person or remote)

Requirements/Evaluation: frequent electronic and written weekly problem set assignments, laboratory work and analysis, quizzes, two tests, and a final exam

Prerequisites: Students are required to take the online Chemistry Placement Survey prior to registering for the course (chemistry.williams.edu/placement); incoming first-year students are required to meet with a faculty member during First Days.

Enrollment Limit: 8/lab

Enrollment Preferences: first-year students; students who have studied chemistry for one or more years are directed to CHEM 153 or 155

Expected Class Size: 32

Grading: yes pass/fail option, no fifth course option

Unit Notes: CHEM 151 may be taken concurrently with MATH 102—see under Mathematics; CHEM 151 or its equivalent is a prerequisite to CHEM 156; one of CHEM 151 or 153 or 155 required for the BIMO concentration
CHEM 153  (F)  Concepts of Chemistry  (QFR)
This course broadens and deepens the foundation in chemistry of students who have had typically one year of chemistry at the high school level. Most students begin study of chemistry at Williams with this course. Familiarity with stoichiometry, basic concepts of equilibria, and the model of an atom is expected. Principal topics for this course include kinetic theory of gases, modern atomic theory, molecular structure and bonding, states of matter, chemical equilibrium (acid-base and solubility), and an introduction to atomic and molecular spectroscopies. Laboratory periods will largely focus on data analysis, literature, scientific writing, ethics, and other skills critical to students' development as scientists. There may also be the opportunity for some hands-on laboratory experience for students who are on-campus. The course is of interest to students who anticipate professional study in chemistry, related sciences, or one of the health professions, as well as to those who want to explore the fundamental ideas of chemistry as part of their general education.

Class Format: Lecture/discussion, three hours per week and laboratory, two hours per week

Requirements/Evaluation: quantitative weekly problem set assignments, laboratory work and reports, hour tests, and a final exam

Prerequisites: Students are required to take the online Chemistry Placement Survey prior to registering for the course (chemistry.williams.edu/placement); incoming first-year students are required to meet with a faculty member during First Days.

Enrollment Limit: 8/lab

Enrollment Preferences: incoming first year students also must meet with a faculty member during First Days

Expected Class Size: 60

Grading: yes pass/fail option, no fifth course option

Unit Notes: CHEM 153 or its equivalent is a prerequisite to CHEM 156; one of CHEM 151 or 153 or 155 required for the BIMO concentration

Distributions: (D3)  (QFR)

Quantative/Formal Reasoning Notes: This course fulfills the QFR requirement with regular and substantial problem sets in which quantitative/formal reasoning skills are practiced and evaluated.
CHEM 155 (F) Principles of Modern Chemistry (QFR)
This course is designed for students with strong preparation in secondary school chemistry, including a laboratory experience, such as provided by an Advanced Placement chemistry course (or equivalent) with a corresponding score of 5 of the AP Chemistry Exam (or a 7 on the IB Exam, or equivalent). Topics include chemical thermodynamics, kinetics, structure and bonding, coordination chemistry, electrochemistry and spectroscopy and their application to fields such as materials science, industrial, environmental, biological, and medicinal chemistry. Laboratory/discussion periods will focus on data analysis, literature, scientific writing, ethics, and other skills critical to students' development as scientists. This course is of interest for students who are anticipating professional study in chemistry, related sciences, or one of the health professions, as well as for students who want to explore the fundamental ideas of chemistry as part of their general education.

Class Format: lecture, three hours per week and laboratory, two hours per week

Requirements/Evaluation: weekly problem sets, laboratory work and reports, an hour test, and a final exam

Prerequisites: Students are required to take the online Chemistry Placement Survey prior to registering for the course (chemistry.williams.edu/placement); incoming first-year students are required to meet with a faculty member during First Days.

Enrollment Limit: 8/lab

Enrollment Preferences: incoming first year students also must meet with a faculty member during First Days

Expected Class Size: 30

Grading: yes pass/fail option, no fifth course option

Unit Notes: CHEM 155 or its equivalent is a prerequisite to CHEM 156; one of CHEM 151 or 153 or 155 required for the BIMO concentration

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: This course fulfills the QFR requirement with regular and substantial problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Fall 2020

LEC Section: 01 MWF 8:00 am - 8:50 am Enrique Peacock-López
LAB Section: 03 W 1:00 pm - 3:00 pm Enrique Peacock-López
LAB Section: 05 R 1:00 pm - 3:00 pm Laura R. Strauch
LAB Section: 06 R 3:30 pm - 5:30 pm Laura R. Strauch
LAB Section: 07 W 3:30 pm - 5:30 pm Enrique Peacock-López
LEC Section: R2 MWF 10:40 am - 11:30 am Enrique Peacock-López
LAB Section: R4 W 3:30 pm - 5:30 pm Anthony J. Carrasquillo

CHEM 156 (S) Organic Chemistry: Introductory Level (QFR)
This course provides the necessary background in organic chemistry for students who are planning advanced study or a career in chemistry, the biological sciences, or the health professions. It initiates the systematic study of the common classes of organic compounds with emphasis on theories of structure and reactivity. The fundamentals of molecular modeling as applied to organic molecules are presented. Specific topics include basic organic structure and bonding, isomerism, stereochemistry, molecular energetics, the theory and interpretation of infrared and nuclear magnetic spectroscopy, substitution and elimination reactions, and the addition reactions of alkenes and alkynes. The coordinated laboratory work includes purification and separation techniques, structure-reactivity studies, organic synthesis, IR and NMR spectroscopy, and the identification of unknown compounds.

Class Format: lecture three hours per week and laboratory two hours per week

Requirements/Evaluation: quantitative problem sets, laboratory performance, three midterm exams, and a final exam

Prerequisites: CHEM 151 or 153 or 155 or placement exam or permission of instructor

Enrollment Limit: 21/lecture
CHEM 251 (F) Organic Chemistry: Intermediate Level

This course is a continuation of Chemistry 156 and it concludes the systematic study of the common classes of organic compounds with emphasis on theories of structure and reactivity. Specific topics include radical chemistry, an introduction to mass spectrometry and ultraviolet spectroscopy, the theory and chemical reactivity of conjugated and aromatic systems, the concepts of kinetic and thermodynamic control, an extensive treatment of the chemistry of the carbonyl group, alcohols, ethers, polyfunctional compounds, the concept of selectivity, the fundamentals of organic synthesis, an introduction to carbohydrates, carboxylic acids and derivatives, acyl substitution reactions, amines, and an introduction to amino acids, peptides, and proteins. The coordinated laboratory work includes application of the techniques learned in the introductory level laboratory, along with new functional group analyses, to the separation and identification of several unknown samples. Skills in analyzing NMR, IR, and MS data are practiced and further refined.

Class Format: Chemistry 251 will have no laboratory component. Students will instead enroll in mandatory conference sections, which will be held online. Lectures will be offered in-person and recorded for those learning remotely. Lectures will also be recorded in a second format that is optimized for remote learning, and these recordings will also be available to all enrolled students. In-person lectures will be capped, with preference given to students enrolling as one of their three initial courses.

Requirements/Evaluation: midterm exams, problem sets, and a final exam

Prerequisites: CHEM 156 or permission of instructor

Enrollment Limit: 30/lecture

Enrollment Preferences: seniors, juniors, then sophomores

Expected Class Size: 100

Grading: no pass/fail option, no fifth course option

Distributions: (D3)
CHEM 255  (F)  Organic Chemistry: Intermediate Level--Special Laboratory Section

This course is a continuation of CHEM 156 and contains the same material as CHEM 251 except for the laboratory program described below: The aim of this advanced laboratory section is to enrich and enhance the laboratory experiences of motivated students of recognized ability by providing a laboratory program that more closely resembles the unpredictable nature and immediacy of true chemical research. Students synthesize, isolate, and characterize (using a range of modern physical and spectroscopic techniques) a family of unknown materials in a series of experiments constituting an integrated, semester-long investigation. A flexible format is employed in which the students are responsible for helping to plan the course of their laboratory work based upon discussions with the instructor about the previous week's experimental results. Students are drawn from CHEM 156 with placement based upon student selection and nomination by the CHEM 156 instructor. Participants attend their regular CHEM 251 lecture but attend the special laboratory section instead of a CHEM 251 laboratory section.

Class Format: lecture, three hours per week and laboratory, four hours per week; weekly one-hour discussion

Requirements/Evaluation: the requirements for the CHEM 251 lecture and performance in this special laboratory section including written laboratory reports and participation in discussions

Prerequisites: permission of instructor

Enrollment Limit: 12

Enrollment Preferences: sophomores

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Unit Notes: course was developed under a grant from the Ford Foundation

Distributions: (D3)

Not offered current academic year

CHEM 256  (S)  Advanced Chemical Concepts

This course treats an array of topics in modern chemistry, emphasizing broad concepts that connect and weave through the various subdisciplines of the field--biochemistry, inorganic chemistry, organic chemistry, and physical chemistry. It provides the necessary background in chemical science for students who are planning advanced study or a career in chemistry, biological science, geoscience, environmental science, or a health profession. Topics include coordination complexes, thermodynamics, electrochemistry, and kinetics. This course includes a laboratory component. Student must enroll in either a standard 2-hour lab section (sections 3-9 and R10) or a more advanced 4-hour intensive lab section (sections 11 and 12: these will be scheduled with a 30 minute break in order to meet COVID guidelines). The aim of the standard lab program (lab sections 3-9 and R10) is to give students hands-on experience involving synthesis, characterization, and reactivity studies of coordination and organic complexes; spectroscopic analyses; thermodynamics; electrochemistry; and kinetics. The aim of the intensive laboratory sections (lab sections 11 and 12) is to provide a program that more closely resembles the unpredictable nature of authentic chemical research. This format will require students to think flexibly and independently, and be willing to take responsibility for determining the path of their laboratory work over the course of the semester. In any given week, students may spend both the early and later portions of the afternoon doing lab work, or may devote one half to discussion. These labs will emphasize collaborative work, experimental design, data analysis and the communication and presentation of results. Enrollment will be limited to students with a strong interest in developing their chemistry laboratory skills. Due to the nature of the course, enrollment in these sections will be limited to on-campus students. Interested students should contact the instructors to discuss likely course expectations.

Class Format: lecture three hours per week; laboratory two hours per week for standard labs and four hours per week for intensive labs
**Chem 319 (S) Integrative Bioinformatics, Genomics, and Proteomics Lab** (QFR)

**Cross-listings:** MATH 319  CHEM 319  BIOL 319  PHYS 319  CSCI 319

**Secondary Cross-listing**

What can computational biology teach us about cancer? In this lab-intensive experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet-lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever-growing gene and protein data-sets can provide key insights into human disease. In this course, we will take advantage of one well-studied system, the highly conserved Ras-related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, and phylogenetics to reconstruct the evolution of gene families by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high throughput approaches to investigate genes involved in the inflammatory and MAPK signal transduction pathways in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation-state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data-mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry may also be used to study networks of interacting proteins in colon tumor cells.

**Class Format:** two afternoons of lab, with one hour of lecture, per week. In most weeks, we will meet one day for lecture discussions.

**Requirements/Evaluation:** lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal

**Prerequisites:** BIOL 202; students who have not taken BIOL 202 but have taken BIOL 101 and a CSCI course, or CSCI/PHYS 315, may enroll with permission of instructor. No prior computer programming experience is required.

**Enrollment Limit:** 12

**Enrollment Preferences:** seniors, then juniors, then sophomores

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option
Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:
MATH 319 (D3) CHEM 319 (D3) BIOL 319 (D3) PHYS 319 (D3) CSCI 319 (D3)

Quantitative/Formal Reasoning Notes: Through lab work, homework sets and a major project, students will learn or further develop their skills in programming in Python, and about the basis of Bayesian approaches to phylogenetic tree estimation.

Spring 2021

SEM Section: 01 TR 9:45 am - 11:00 am Lois M. Banta
LAB Section: H3 MW 1:00 pm - 3:00 pm Lois M. Banta
LAB Section: H4 TR 1:00 pm - 3:00 pm Lois M. Banta
SEM Section: R2 MW 6:45 pm - 8:00 pm Lois M. Banta

CHEM 321 (F)(S) Biochemistry I: Structure and Function of Biological Molecules (QFR)

Cross-listings: BIMO 321 BIOL 321 CHEM 321

Secondary Cross-listing

This course introduces the foundational concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The in-person laboratory provides further opportunity to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays. A laboratory section will also be provided for remote students, which will examine similar topics and techniques through literature and data analysis.

Class Format: Synchronous lectures (2x 75-minute meetings per week) and labs, two hours per week. Enrollment in the appropriate laboratory section is required for both in-person and remote students.

Requirements/Evaluation: Quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports

Prerequisites: BIOL 101 and CHEM 251/255 and CHEM 155/256

Enrollment Limit: 7/lab

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major; cannot be counted towards the Biology major in addition to BIOL 222

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:
BIMO 321 (D3) BIOL 321 (D3) CHEM 321 (D3)

Quantitative/Formal Reasoning Notes: This course fulfills the QFR requirement with regular problem sets in which quantitative/formal reasoning skills are practiced.

Fall 2020

LAB Section: 02 T 1:00 pm - 3:00 pm Amy Gehring
LAB Section: 03 W 3:30 pm - 5:30 pm Jenna L. MacIntire
LAB Section: 04 R 1:00 pm - 3:00 pm Jenna L. MacIntire
LAB Section: 06 R 3:30 pm - 5:30 pm Jenna L. MacIntire
LEC Section: H1 MWF 11:45 am - 1:00 pm Amy Gehring
LAB Section: R5 R 1:00 pm - 3:00 pm Amy Gehring
CHEM 322  (S)  Biochemistry II: Metabolism  (QFR)

Cross-listings:  BIOL 322  CHEM 322  BIMO 322

Secondary Cross-listing

This lecture course provides an in-depth presentation of the complex metabolic reactions that are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

Class Format:  Lecture three hours per week and laboratory two hours per week. There will be one entirely in-person section of 24 students and one remote section. The in-person lab sections can accommodate 40 in-person students (8 per section), and there will be a remote lab section.

Requirements/Evaluation:  several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of data

Prerequisites:  BIOL 101 and CHEM 251/255 or permission of instructor

Enrollment Limit: 24/Lecture

Enrollment Preferences:  junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 48

Grading:  no pass/fail option,  no fifth course option

Unit Notes:  does not satisfy the distribution requirement for the Biology major; cannot be counted towards the Biology major in addition to BIOL 222

Distributions:  (D3)  (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 322 (D3) CHEM 322 (D3) BIMO 322 (D3)

Quantative/Formal Reasoning Notes:  The laboratory program is quantitative covering data analyses, numerical transformations, graphical displays.
transition state theory, structure-reactivity relationships, steady state and pre-steady kinetics, use of isotopes, genetic modification, and other tools for probing enzymatic reactions. We will also examine the catalytic roles of a variety of vitamins and cofactors.

Class Format: three hours per week

Requirements/Evaluation: problem sets, quizzes, a midterm exam, a paper, and a final exam

Prerequisites: CHEM/BIOL/BIMO 321 or permission of instructor

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D3)

Not offered current academic year

CHEM 326  (S)  Chemical and Synthetic Biology

This course surveys the rapidly evolving, interdisciplinary and interconnected fields of chemical and synthetic biology. Chemical biology uses precise molecular-level manipulations to influence living systems from the bottom up, often by introducing components that are foreign to nature. Synthetic biology takes advantage of existing molecular technology and adopts an engineering mindset to reprogram life. Students will achieve literacy through immersion in chemical and synthetic biology. We will prioritize broad exposure to these fields, their vocabulary, culture, practices and ideas, through extensive engagement with the primary literature that expert practitioners use to teach themselves. The instructor will guide, facilitate, and give feedback, but de-emphasize direct instruction. Students take on the agency and responsibility for assimilating meaning from the material and working together effectively to advance everyone's understanding. This model prioritizes skills important for autonomous and collaborative work in real-world scientific and professional fields. Topics we will cover include synthetic genomes, metabolic engineering, chemical synthesis and manipulation of biomacromolecules, directed evolution, and reworking of the central dogma.

Class Format: The course will be remote. Group work and multiformat communication will be emphasized. We will engage with readings asynchronously on an online discussion platform (Perusall). We will hold two 75-minute synchronous meetings each week for presentations and small and large group discussions. Small groups will also meet independently for 1 hour outside of class each week to discuss and prepare to present on readings.

Requirements/Evaluation: Course work includes consistent and intensive engagement with primary literature, weekly short presentations, synchronous and asynchronous discussion, informal writing assignments, response papers/problem sets, and an independent research project with presentation and writing components. The workload is designed to be distributed evenly throughout the semester. There are no exams.

Prerequisites: CHEM/BIOL/BIMO 321

Enrollment Limit: 15

Enrollment Preferences: senior and junior Chemistry and Biology majors with a demonstrated interest in chemical or synthetic biology

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Spring 2021

SEM Section: R1  MWF 11:45 am - 1:00 pm  Ben W. Thuronyi

CHEM 335  (F)  Inorganic/Organometallic Chemistry

This course covers fundamental aspects of the chemistry of main group elements and transition metals, and highlights how these properties are key to understanding the roles of these elements in a range of applications, from the catalysis of synthetic organic transformations, the functions of enzymatic processes, the production of commodity chemicals such as plastics, to the actions of metal-based drugs such as cis-platin. The course introduces concepts of symmetry and group theory, and their systematic application to the study of the structure, bonding, and spectroscopy of inorganic and coordination compounds. The course also covers the kinetics and mechanism of selected inorganic and organometallic reactions. Through exploration of primary literature and review articles, recent developments and applications in inorganic chemistry, such as finding molecular solutions for the capture of solar energy, to cancer treatments and to optimizing industrial-scale reactions will be discussed.
**CHEM 336 (S) Materials Chemistry**

Materials Science focuses on the study of bulk physical properties such as hardness, electrical conductivity, optical behavior, and elasticity. Materials chemists bridge the gap between traditional synthetic chemists and materials scientists, by working to understand the relationships between bulk physical properties, length scale (mesoscale, nanoscale), and molecular structure. This course will cover a variety of different types of materials and their properties including solids (insulators, semiconductors, conductors, superconductors, magnetic materials), soft materials (polymers, gels, liquid crystals), nanoscale structures, and organic electronics. We'll examine some of the latest developments in materials chemistry, including new strategies for the synthesis and preparation of materials on different length scales, as well as a variety of potential applications of emerging technologies.

**Class Format:** three hours per week

**Requirements/Evaluation:** problem sets, reviews of research articles, hour exams, and a final exam

**Prerequisites:** CHEM 155 or 256 and 251/255

**Enrollment Limit:** 24

**Expected Class Size:** 16

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D3)

**Not offered current academic year**

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**CHEM 338 (S) Bioinorganic Chemistry: Metals in Living Systems**

Bioinorganic chemistry is an interdisciplinary field that examines the role of metals in living systems. Metals are key components of a wide range of processes, including oxygen transport and activation, catalytic reactions such as photosynthesis and nitrogen-fixation, and electron-transfer processes. Metals furthermore perform regulatory roles and stabilize the structures of proteins. In medical applications, they are central to many diagnostic and therapeutic tools, and some metals are highly toxic. The course begins with a review and survey of the principles of coordination chemistry: topics such as structure and bonding, spectroscopic methods, electrochemistry, kinetics and reaction mechanisms. Building on this fundamental understanding of the nature of metals, we will explore the current literature in fields of interest in small groups, presenting our findings to the class periodically.

**Class Format:** The course will begin with a series of lectures on principles of coordination chemistry, followed by tutorial meetings to discuss journal articles and book materials. This course will be offered in person, with a mix of synchronous and taped lectures and synchronous discussion meetings. Efforts will be made to arrange meetings to accommodate schedules for remote students as much as possible.

**Requirements/Evaluation:** Evaluation based on problem sets, two exams, class engagement, a class presentation, and a final project.

**Prerequisites:** CHEM 155 or CHEM 256 and 251/255

**Enrollment Limit:** 10

**Enrollment Preferences:** Chemistry majors and BIMO concentrators
CHEM 341 (S) Toxicology and Cancer

Cross-listings: ENVI 341 CHEM 341

Primary Cross-listing

What is a poison and what makes it poisonous? Paracelcus commented in 1537: “What is not a poison? All things are poisons (and nothing is without poison). The dose alone keeps a thing from being a poison.” Is the picture really this bleak; is modern technology-based society truly swimming in a sea of toxic materials? How are the nature and severity of toxicity established, measured and expressed? Do all toxic materials exert their effect in the same manner, or can materials be poisonous in a variety of different ways? Are the safety levels set by regulatory agencies low enough for a range of common toxic materials, such as mercury, lead, and certain pesticides? How are poisons metabolized and how do they lead to the development of cancer? What is cancer and what does it take to cause it? What biochemical defense mechanisms exist to counteract the effects of poisons?

This course attempts to answer these questions by surveying the fundamentals of modern chemical toxicology and the induction and progression of cancer. Topics will range from description and quantitation of the toxic response, including risk assessment, to the basic mechanisms underlying toxicity, mutagenesis, carcinogenesis, and DNA repair.

Class Format: three times per week

Requirements/Evaluation: two hour tests, a class presentation and paper, participation in discussion sessions, a self-exploration of the current toxicological literature, and a final exam

Prerequisites: CHEM 156; may be taken concurrently with CHEM 251/255; a basic understanding of organic chemistry

Enrollment Limit: 30

Expected Class Size: 24

Grading: no pass/fail option, yes fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 341 (D3) CHEM 341 (D3)

Not offered current academic year

CHEM 342 (S) Synthetic Organic Chemistry

The origins of organic chemistry are to be found in the chemistry of living things and the emphasis of this course is on the chemistry of naturally-occurring compounds. This course presents the logic and practice of chemical total synthesis while stressing the structures, properties and preparations of terpenes, polyketides and alkaloids. Modern synthetic reactions are surveyed with an emphasis on the stereochemical and mechanistic themes that underlie them. To meet the requirements for the semester's final project, each student chooses an article from the recent synthetic literature and then analyzes the logic and strategy involved in the published work in a final paper. A summary of this paper is also presented to the class in a short seminar. There will be no laboratory component in 2021. Instead, one of the three class meetings each week will focus on discussion and presentation of reactions, mechanisms, and syntheses from the chemical literature.

Class Format: lecture, three hours per week and conference, 1.5 hours per week

Requirements/Evaluation: problem sets, midterm exams, class participation, class presentations, and a final project

Prerequisites: CHEM 256 or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Chemistry majors, seniors and juniors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option
CHEM 344 (S) Physical Organic Chemistry
The structure of a molecule is inherently linked to its reactivity, and these correlations form the basis for understanding organic reaction mechanisms. This course advances the understanding from previous organic courses through a detailed examination of the concepts that underlie these structure/reactivity relationships, including molecular strain and stability, acid/base chemistry, steric and electronic effects, and aromaticity. These concepts will also be explored in the context of specific classes of reaction mechanisms. Classical and modern experimental and theoretical tools used to elucidate reaction mechanisms will also be presented, including reaction kinetics, isotope effects, and linear free energy relationships. By studying the primary literature, we will see how these experiments have been applied to the elucidation of reaction mechanism, while also learning to design a set of experiments for study of mechanisms of contemporary interest.

Class Format: lecture, 3 hours per week; laboratory, 2 hours per week in lab and 1.5 hours online discussion

Requirements/Evaluation: problem sets, exams, laboratory reports, presentations, and class participation

Prerequisites: CHEM 251/255

Enrollment Limit: 5/lab

Enrollment Preferences: Chemistry majors: seniors, juniors, sophomores

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

CHEM 348 (F) Polymer Chemistry
From synthetic to natural macromolecules, we encounter polymers everywhere and everyday. This course explores the multitude of synthetic techniques available and discusses how structure defines function. Topics include condensation and chain (anionic, cationic, radical) polymerizations, dendrimers, controlling molecular weight, ring opening, and biopolymer syntheses. Fundamentals of composition and physical properties of polymers, and methods of characterization are also covered.

Class Format: lecture three hours per week and laboratory four hours per week

Requirements/Evaluation: weekly literature discussions, two exams, and a final project

Prerequisites: CHEM 251/255

Enrollment Limit: 12

Enrollment Preferences: Chemistry majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Not offered current academic year

CHEM 361 (F) Quantum Chemistry and Chemical Dynamics
This course provides an introduction to quantum mechanics which serves as the basis for understanding atomic and molecular structure as well as spectroscopic methods. This leads to a discussion of chemical kinetics and molecular reaction dynamics in the gas phase and in solution. Computational chemistry methods are used to illustrate chemical concepts, to interpret experimental data, and to extend hypotheses.
Applications of these principles are chosen from contemporary research fields, including polymer chemistry, photochemistry, atmospheric chemistry, and solid and liquid state chemistry. Quantitative laboratory experiments and consultation with the scientific literature provide the background necessary for carrying out an independent theoretical or experimental project.

**Class Format:** Hybrid, 2.5 hours per week of classroom/online activity (3 x 50 min); 3.5 hours per week of laboratory (1.5 hours online, 2 hours in lab).

**Requirements/Evaluation:** class participation, problem sets, exams, laboratory work, and an independent project

**Prerequisites:** CHEM 155 or 256

**Enrollment Limit:** 16

**Enrollment Preferences:** seniors, then juniors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

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**CHEM 364 (F) Instrumental Methods of Analysis**

**Cross-listings:** ENVI 364 CHEM 364

**Primary Cross-listing**

Instrumental methods of analysis provide scientists with different lenses to observe and elucidate fundamental chemical phenomena and to measure parameters and properties at the atomic, molecular, and bulk scales. This course introduces a framework for learning about a variety of instrumental techniques that typically include chromatography, mass spectrometry, thermal methods, atomic and molecular absorption and emission spectroscopy, X-ray diffraction, and optical and electron microscopies. Lectures will cover the theory and uses of these techniques. By exploring the primary literature and review articles we will discuss recent advances in instrumental methods that address today's analytical questions. The theoretical knowledge will be complemented by hands-on use of our research instruments to study molecules and materials of interest. The skills learned are useful in a wide variety of scientific areas and will prepare you well for research endeavors.

**Class Format:** hybrid: classroom/online activities (2 x 75 min); 4 h per week of laboratory (M or W; segmented into discussion and experimental periods with 30-min break)

**Requirements/Evaluation:** class participation, two mid-term exams, problem sets, oral presentations and discussions of selected topics, an independent project and performance in the laboratories including lab reports

**Prerequisites:** CHEM 155 or 256 and 251/255; may be taken concurrently with CHEM 256 with permission of instructor

**Enrollment Limit:** 6/lab

**Enrollment Preferences:** Chemistry and Environmental Studies majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 364 (D3) CHEM 364 (D3)

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**Fall 2020**

LEC Section: H1  MWF 9:20 am - 10:10 am     John W. Thoman

LAB Section: H2  T 1:30 pm - 5:00 pm     John W. Thoman

LAB Section: H3  W 1:30 pm - 5:00 pm     John W. Thoman

LAB Section: H4  M 1:30 pm - 5:00 pm     John W. Thoman

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LEC Section: H1  TR 9:45 am - 11:00 am     Christopher Goh, Amnon G Ortoll-Bloch

LAB Section: H2  M 1:00 pm - 5:30 pm     Christopher Goh, Amnon G Ortoll-Bloch

LAB Section: H3  W 1:00 pm - 5:30 pm     Christopher Goh, Amnon G Ortoll-Bloch
CHEM 366 (S) Thermodynamics and Statistical Mechanics

The thermodynamic laws provide us with our most powerful and general scientific principles for predicting the direction of spontaneous change in physical, chemical, and biological systems. This course develops the concepts of energy, entropy, free energy, temperature, heat, work, and chemical potential within the framework of classical and statistical thermodynamics. The principles developed are applied to a variety of problems: chemical reactions, phase changes, energy technology, industrial processes, and environmental science. Laboratory experiments provide quantitative and practical demonstrations of the theory of real and ideal systems studied in class.

Class Format: lecture/laboratory; hybrid: classroom/online activities (2 x 75 min); four hours per week of laboratory (segmented into problem solving/discussion and experimental periods with 30-min break)

Requirements/Evaluation: class participation, oral presentations, problem sets, laboratory work, and an independent project

Prerequisites: CHEM 155 or 256, and basic knowledge of applied integral and differential calculus

Enrollment Limit: 12

Enrollment Preferences: Chemistry majors: seniors, juniors, then sophomores

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D3)

Spring 2021

LEC Section: H1 MWF 11:45 am - 1:00 pm Anthony J. Carrasquillo
LAB Section: H2 W 1:00 pm - 5:30 pm Anthony J. Carrasquillo
LAB Section: H3 R 1:00 pm - 5:30 pm Anthony J. Carrasquillo

CHEM 367 (S) Biophysical Chemistry

This course is designed to provide a working knowledge of basic physical chemistry to students primarily interested in the biochemical, biological, or medical professions. Topics of physical chemistry are presented from the viewpoint of their application to biochemical problems. Three major areas of biophysical chemistry are discussed: 1) the conformation of biological macromolecules and the forces that stabilize them; 2) techniques for the study of biological structure and function including spectroscopic, hydrodynamic, electrophoretic, and chromatographic; 3) the behavior of biological macromolecules including ligand interaction and conformational transitions.

Class Format: lecture/discussion three hours per week and laboratory four hours per week

Requirements/Evaluation: problem sets and/or quizzes, laboratory work, and exams

Prerequisites: CHEM 155 or 256 and 251/255, and MATH 140 or equivalent

Enrollment Limit: 6/lab

Enrollment Preferences: junior and senior Chemistry majors

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Spring 2021

LEC Section: H1 MWF 10:40 am - 11:30 am Bob Rawle
LAB Section: H2 M 1:00 pm - 5:30 pm Bob Rawle
LAB Section: H3 W 1:00 pm - 5:30 pm Bob Rawle
LAB Section: H4 R 1:00 pm - 5:30 pm Jenna L. MacIntire

CHEM 368 (S) Computational Chemistry and Molecular Spectroscopy (QFR)

This course provides an introduction to the principles of computational quantum mechanics and their application to problems of chemical interest such as chemical bonding, chemical reactivity, and molecular spectroscopy. Emphasis is placed upon modern electronic structure calculations, their fundamentals, practical considerations, interpretation, and applications to current research questions. Under guidance in the laboratory session and
through independent work, students will use computational methods to explore assigned weekly research problems. The research results will be presented to and discussed with the tutorial partner at the end of each week.

Requirements/Evaluation: tutorial participation, presentations, and submitted papers

Prerequisites: CHEM 361 or equivalent background in Physics

Enrollment Limit: 10

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Not offered current academic year

CHEM 373 (F) Environmental Organic Chemistry

Cross-listings: ENVI 373 CHEM 373

Primary Cross-listing

This course introduces students to the methods used to assess the risks posed by organic chemicals to human, animal, and ecosystem health. Our goal is to develop a quantitative understanding for how specific features of organic molecular structure directly dictate a given molecule’s environmental fate. We will begin by using thermodynamic principles to estimate the salient physiochemical properties of molecules (e.g., vapor pressure, solubility, charging behavior, etc.) that impact the distribution, or partitioning, of organic chemicals between air, water, soils, and biota. Then, using quantitative structure activity relationships, we will predict the degradation kinetics resulting from natural nucleophilic, photochemical, and biological processes that determine chemical lifetime in the environment.

Class Format: Lecture/discussion; lecture, three hours per week and discussion, 75 minutes per week.

Requirements/Evaluation: weekly problem sets, two midterm exams, a final exam, participation in discussion, an independent research proposal

Prerequisites: CHEM 251 and either CHEM 155 or CHEM 256. ENVI 102 is strongly recommended.

Enrollment Limit: 15

Enrollment Preferences: junior and senior Chemistry and Environmental Studies majors with a demonstrated interest in environmental chemistry

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D3) This course is cross-listed and the prefixes carry the following divisional credit: ENVI 373 (D3) CHEM 373 (D3)

Fall 2020

LEC Section: R1 MWF 11:45 am - 1:00 pm Anthony J. Carrasquillo

CHEM 393 (F) Junior Research and Thesis: Chemistry

Chemistry junior research and thesis.

Grading: no pass/fail option, yes fifth course option

Distributions: (D3)

Fall 2020

HON Section: H1 TBA Sarah L. Goh

CHEM 394 (S) Junior Research and Thesis: Chemistry

Chemistry junior research and thesis.

Grading: no pass/fail option, yes fifth course option

Distributions: (D3)
CHEM 397 (F) Independent Study, for Juniors: Chemistry
Chemistry independent study for juniors.
Grading: no pass/fail option, yes fifth course option
Distributions: (D3)

CHEM 398 (S) Independent Study, for Juniors: Chemistry
Chemistry independent study for juniors.
Grading: no pass/fail option, yes fifth course option
Distributions: (D3)

CHEM 493 (F) Senior Research and Thesis
Individual research projects in a field of interest to the student are carried out under the direction of a faculty member and culminate in a thesis; this is part of a full-year thesis (493-494). Students in this program are strongly encouraged to keep 1:10 p.m. to 2:25 p.m. on Friday free for departmental colloquia.
Grading: no pass/fail option, no fifth course option
Distributions: (D3)

CHEM 494 (S) Senior Research and Thesis
Individual research projects in a field of interest to the student are carried out under the direction of a faculty member and culminate in a thesis; this is part of a full-year thesis (493-494). Students in this program are strongly encouraged to keep 1:10 p.m. to 2:25 p.m. on Friday free for departmental colloquia.
Grading: no pass/fail option, no fifth course option
Distributions: (D3)

CHEM 497 (F) Independent Study, for Seniors: Chemistry
Chemistry independent study for seniors. Individual research projects in a field of interest to the student are carried out under the direction of a faculty member.
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3)
CHEM 498  (S)  Independent Study, for Seniors: Chemistry

Chemistry independent study for seniors. Individual research projects in a field of interest to the student are carried out under the direction of a faculty member.

Grading:  yes pass/fail option,  yes fifth course option
Distributions:  (D3)

Spring 2021
IND Section: H1    TBA     Sarah L. Goh

Winter Study  --------------------------------------------------------------

CHEM 18  (W)  Introduction to Research in Biochemistry

An independent experimental project in biochemistry is carried out in collaboration with a member of the Department with expertise in biochemistry. Biochemistry is a branch of chemistry that deals with the molecular details of living systems including the interaction of biologically important molecules. In the Chemistry Department, studies are underway to investigate the structure/function relationship of proteins, the interaction between proteins and RNA and DNA, the molecular basis of bacterial gene regulation, the lipid composition of model membranes, and the molecular underpinnings of viral infection.

Requirements/Evaluation:  a 10-page written report is required
Prerequisites:  completion of CHEM 151/3/5 and permission of the instructor and department; interested students must consult with the faculty instructor
Enrollment Limit:  4
Enrollment Preferences:  expression of student interest
Grading:  pass/fail only
Not offered current academic year

CHEM 20  (W)  Introduction to Research in Inorganic Chemistry

Students in this course will carry out an independent research project in collaboration with a member of the Department with expertise in inorganic chemistry. Representative projects include the synthesis and study of polymers to encapsulate heavy metals with an eye to environmental remediation and the synthesis of coordination complexes as models of enzymes and as catalysts for the oxidation of organic compounds. The interdisciplinary nature of the project will expose students to a range of inorganic and organic synthetic protocols and analytical and spectroscopic techniques for the characterization of new materials and the monitoring of catalysis. In addition to lab work, participants will engage in an exploration of careers in chemistry and a discussion of topics of interest to chemists, such as ethics and creating a diverse workforce.

Requirements/Evaluation:  a 10-page written report is required
Prerequisites:  completion of CHEM 151/3/5 and permission of the instructor and department; interested students must consult with the faculty instructor
Enrollment Limit:  4
Enrollment Preferences:  expression of student interest
Grading:  pass/fail only
Materials/Lab Fee:  $0
Not offered current academic year

CHEM 23  (W)  Introduction to Research in Organic Chemistry

An independent experimental project in organic chemistry is carried out in collaboration with a member of the Department. Representative projects
include: Controlled synthesis of block copolymers as self-assembled nanocarriers. Students involved in this work will learn techniques involved in organic synthesis, including analysis by NMR, IR, and SEC.

Requirements/Evaluation: a 10-page written report is required

Prerequisites: completion of CHEM 151/3/5 and permission of the instructor and department; interested students must consult with the faculty instructor

Enrollment Limit: POI

Enrollment Preferences: expression of student interest

Grading: pass/fail only

Not offered current academic year

CHEM 24 (W) Introduction to Research in Physical Chemistry

An independent experimental project in physical chemistry is carried out in collaboration with a member of the Department with expertise in physical chemistry. Current research projects in the Department include computer modeling of non-linear, chaotic chemical and biochemical systems, molecular modeling of water clusters, laser spectroscopy of chlorofluorocarbon substitutes, and observing the dynamics in glasses using single molecule spectroscopy and molecular dynamics simulations.

Requirements/Evaluation: a 10-page written report is required

Prerequisites: completion of CHEM 151/3/5 and permission of the instructor and department; interested students must consult with the faculty instructor

Enrollment Limit: POI

Enrollment Preferences: expression of student interest

Grading: pass/fail only

Not offered current academic year

CHEM 31 (W) Senior Research and Thesis: Chemistry

To be taken by students registered for Chemistry 493, 494.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

CHEM 41 (W) It's a Material World-What's It Made Of?-Intensive

We'll talk about how underlying atomic and molecular scale structure gives rise to physical properties that you already have an intuitive sense for: things like hardness, softness, elasticity, color, brittleness, conductivity, transparency... Once we understand how these properties arise, we can start thinking about how and why we use certain materials for particular applications and consider the historical and societal changes that result from choosing or developing new materials for those specific applications. What kinds of materials (or innovations in the skills or techniques used to produce them) have been valued over time? What has been the impact of these technological advances? From there, we can start to think about how to design new materials with new kinds of properties or combinations of properties. We'll look at old materials as well as new, and venture a bit into the modern world of materials, which involves design and characterization of meso and nanoscale structures. We'll take a little time to do some lab experiments as well, to give you a peek at some strategies used in nanofabrication, as well as some of the kinds of instrumentation used in studying nanoscale materials. Because this course is designed to count for both a regular full semester credit as well as a winter study credit, it will necessarily be a fairly intense experience. We're going to be moving through material pretty quickly, and it'll be hard for you to tackle the problems that you'll need to on your own at this pace in addition to doing the readings and going over class notes. So rather than structure the course to be 3 hours of uninterrupted class time/day followed by many hours of trying to do the rest of the work on your own, the course will be structured in order to provide a lot of help along the way. We'll be meeting together for more hours each day, and we'll use the extra time to do a lot of problem solving work together, as this is really the best way to work through material, as well as to do a lot of demos that will illustrate what we're talking about. There will be support available from course TAs, who will help with the problem solving during the day, as well as be available some evenings for additional help on problem sets, as well as for preparation for exams. I'm also hoping to break up the classwork a bit with some lab based activities, but that is still up in the air at this point. If we do this, there won't be any lab reports or separate homework associated with the labs that we do, though it's possible that there may be some questions on problem sets or exams associated with these parts. This course will be a non-majors level introduction to materials
chemistry, with no chemistry background required.

**Class Format:** Lectures may be via zoom or may be via pre-recorded lectures. Problem solving will be done synchronously via zoom. We'll take breaks during the day, but you should assume that you will be expected to participate synchronously for several hours/day.

**Requirements/Evaluation:** a series of problem sets, two exams, and a final

**Prerequisites:** permission of a dean

**Enrollment Limit:** 12

**Enrollment Preferences:** students who need to make up a deficiency

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** This course is designed to count for both full semester and Winter Study credit. Once a dean approves enrollment, the Registrar's Office will register students in both CHEM 100 and CHEM 41.

Winter 2021

LEC Section: R1  Cancelled

**CHEM 99 (W) Independent Study: Chemistry**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:**  pass/fail only

Not offered current academic year
ASIAN STUDIES

CHINESE

(Div I & II, see explanation below)

Chair: Professor George Crane

- Cecilia Chang, Frederick Latimer Wells Professor of Chinese
- Man He, Assistant Professor of Chinese
- Shinko Kagaya, Professor of Japanese
- Cornelius C. Kubler, Stanfield Professor of Asian Studies; on leave 2020-2021
- Christopher M. B. Nugent, Professor of Chinese, Chair of Comparative Literature Program
- Kasumi Yamamoto, Frank M. Gagliardi Professor of Japanese; on leave 2020-2021
- Li Yu, Professor of Chinese

Affiliated Faculty:

- Christopher Bolton, Professor of Comparative Literature and Japanese Literature
- George Crane, Chair of Asian Studies and the Edward S. Greenbaum 1910 Professor of Political Science
- George Dreyfus, Jackson Professor of Religion
- Ju-Yu Scarlett Jang, Professor of Art
- Jason Josephson Storm, Professor of Religion
- Peter Just, Professor of Anthropology
- Aparna Kapadia, Associate Professor of History
- Eiko Maruko Siniawer, Professor of History
- Anne Reinhardt, Chair and Professor of History
- W. Anthony Sheppard, Marylin & Arthur Levitt Professor of Music
- Scott Wong, Charles R. Keller Professor of History

Visitors:

- Susanne Ryuyin Kerekes, Gaius Charles Bolin Fellow in Religion and Asian Studies
- Eun Young Seong, Visiting Assistant Professor of Japanese
- Kaoruko Minamoto, Visiting Lecturer in Japanese
- Chen Wang, Visiting Assistant Professor of Chinese

Mission Statement and Learning Objectives

The mission of the Department of Asian Studies is to help as many students as possible—both majors and non-majors—develop practical proficiency in Asian languages and, in the tradition of the liberal arts, acquire a meaningful understanding of important facets of one or more of the disciplines represented within Asian Studies (including anthropology, art history, economics, history, linguistics, literature, music, political science, religion, and sociology), so that they may realize their fullest intellectual and personal potential and be able to make useful contributions to society. The department offers three distinct major tracks: Asian Studies, Chinese, and Japanese.

Learning Objectives for the Chinese Major

Consisting of a core language curriculum and a variety of courses in the various disciplines represented in the department, the Chinese major track enables students to achieve proficiency in aural comprehension, speaking, reading, and writing in Mandarin Chinese, as well as to understand the cultural traditions and diversity of the Chinese-speaking regions in the world. Majors in Chinese are expected to function as responsible global
citizens, able to use the Chinese language to interact and collaborate in their community and the globalized world, while remaining keenly aware and respectful of varying cultural beliefs, norms, and sensitivities.

Students who complete the requirements for a major in Chinese will be able to:

- Attain the Advanced level in speaking, listening and reading, and Intermediate-High level in writing based on the ACTFL proficiency guidelines.
- Understand the basic grammar and vocabulary of Classical Chinese.
- Master intercultural skills to competently navigate a wide range of social and cultural contexts.
- Critically read and analyze a variety of Chinese-language primary sources for academic and professional purposes.
- Acquire research, problem-solving, and critical thinking skills by engaging in cross-linguistic, cross-cultural, and comparative historical analysis.
- Engage critically with important aspects of the historical and cultural developments and trends in China’s diverse and complex past and present.
- Acquire the skills to enable them to continue their engagement with the target language and culture as lifelong learners and users of Chinese.

THE MAJOR

Due to the Covid-19 pandemic: the Chinese and Japanese programs have decided it would be best to reduce the number of courses required for their respective majors to nine for the graduating classes of 21, 22, and 23. Requirements are as follows:

Eight semesters of Chinese or Japanese language (at least four of them should be 300-level or higher). For Chinese one additional course, Chinese 312 (Classical Chinese) is required. In Japanese, one faculty-approved elective is also required. For students with higher language proficiency who are placed out of any of the core language courses (101 through 402), they can take an equal number of faculty-approved electives taught either in Chinese or Japanese or English on literature, linguistics, culture studies or related China or Japanese studies disciplines (e.g., art history, history, political science) to fulfill the core language requirement.

The Asian Studies major is also reduced to nine for the classes of 21, 22, 23. The requirements are:

Four semesters of Chinese or Japanese, a faculty-approved three course disciplinary qualification, one comparative Asian Studies course, and one Asian Studies elective, which can include further language study.

We offer courses in English in the field of Asian Studies as well as courses in Chinese and Japanese language, literature, and culture. Three distinct majors are offered: a major in Chinese; a major in Japanese; and an interdisciplinary Asian Studies major which allows students to choose from a wide range of courses in the anthropology, art, economics, history, languages, linguistics, literatures, music, politics, religion, and sociology of China, Taiwan, Japan, and other Asian countries. An increasing number of courses on South Asia are also offered (e.g., ASST 117, ASST 221, ASST 244, ASST 246T, ASST 248, ASST 252, ASST 256, ASST 391, ASST 415, ASST 424, ASST 431, ASST 488). Students interested in taking Korean or Hindi may take these languages through the Critical Language Program administered by the Center for Foreign Languages, Literatures, and Cultures. Students with questions about the Asian Studies majors or about Asian Studies course offerings should consult the chair. Please note: Courses with ASST prefix carry Division II credit unless otherwise noted and courses with CHIN and JAPN prefixes carry Division I credit unless otherwise noted.

All students wishing to major in the Department of Asian Studies are required to take and pass a total of eleven courses, as follows:

- One course that explicitly compares at least two countries in Asia, such as ASST 103, ASST 126, ASST 233, ASST 245, ASST 248, ASST 250, ASST 256, ASST 271, ASST 391, ASST 414, ASST 424, ASST 431, JAPN 258. Or students may take instead a course on a country that is different from their country of primary focus.

Four semesters of Chinese or Japanese language (including no more than two 100-level courses).

In addition to completing (1) and (2) above, all majors choose either an Area Studies track, leading to a major in Asian Studies; or a Language Studies track, leading to a major in Chinese or Japanese.

The requirements for Chinese are indicated below:

Chinese Major

Four additional semesters of Chinese language (300-level or higher).

One semester of Classical Chinese.

One approved course in Chinese literature, linguistics, or culture.

STUDY ABROAD

Students intending to major in Asian Studies are encouraged to study in Asia during one or both semesters of their junior year. Williams faculty serve on the boards of several study abroad programs in China and Japan. Opportunities to study in India, Indonesia, Korea, Taiwan, Thailand, and
other Asian countries are also available. Prospective Asian Studies majors who are planning to study abroad should discuss their plans with their advisor as far in advance as possible. Up to eight courses taken overseas may be counted toward graduation, and up to four courses taken off campus may be counted toward the major.

FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes. In some cases, provisional approval can be granted (students should be sure to contact the department for details). For programs that we are familiar with, we usually pre-approve credits.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, complete syllabus including readings/assignments, and exams or other written work.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

Yes, maximum of four courses.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

Approved courses only.

Are there specific major requirements that cannot be fulfilled while on study away?

No.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Not in particular. Students are always strongly encouraged to consult with the department faculty ahead of time to plan on what courses to take during study-away and what courses to take up return.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:

There have been cases where students decided to take different courses after they arrived at the program and those courses did not meet our requirements.

THE DEGREE WITH HONORS

Students interested in writing an honors thesis in Chinese should submit a proposal to the department chair before they pre-register for senior courses in the spring of their junior year. The proposal should include a statement of the topic, a general description of the types of materials available for study and how the study will be carried out, and the name of the faculty member who will serve as advisor. Admission to the honors thesis program will normally be limited to students who have maintained at least a B+ average in their courses for the major.

Students admitted to the program should register for CHIN 493-W31-494. They will be expected to turn in the final draft of their thesis shortly after spring break and to discuss their results formally with their faculty graders. Their final grades in the three courses listed above and the award of Honors, Highest Honors, or no honors will be determined by the quality of the thesis and the student’s performance in the oral defense.

THE ASIAN STUDIES ENDOWMENT

The Linen summer grants for study abroad, the Linen visiting professorships, and several other programmatic activities in the department are supported by an endowment for Asian Studies established by family and friends in memory of James A. Linen III, Class of 1934, Trustee of the College from 1948 to 1953 and from 1963 to 1982.

CHIN 101  (F)  Basic Chinese

An introduction to Mandarin, the language with the largest number of native speakers in the world, which is the national language of China and Taiwan, and one of the official languages of Singapore. Course objectives are for the student to develop simple, practical conversational skills and acquire basic proficiency in reading and writing at about the 200-character level. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Both audio and video materials will be employed extensively.

Class Format: (for spoken classes) dialog performance, drills, communicative exercises; (for written classes) oral reading, questions and discussion in Chinese, translation and explanation in English. With the exception of a few possible in-person classes in the beginning of the semester, most
classes will be conducted online synchronously.

**Requirements/Evaluation:** classroom performance, homework, quizzes, unit tests, and an oral and written final exam

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** priorities will be given to first-year students and sophomores, then to juniors and seniors.

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** Course credit granted only if both semesters (CHIN 101 and 102) are taken

**Distributions:** (D1)

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**CHIN 102 (S) Basic Chinese**

An introduction to Mandarin, the language with the largest number of native speakers in the world, which is the national language of China and Taiwan, and one of the official languages of Singapore. Course objectives are for the student to develop simple, practical conversational skills and acquire basic proficiency in reading and writing in both the simplified and the traditional script at about the 500-character level. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Both audio and video materials will be employed extensively.

**Class Format:** (for spoken classes) dialog performance, drills, communicative exercises; (for written classes) oral reading, questions and discussion in Chinese, translation and explanation in English

**Requirements/Evaluation:** classroom performance, homework, quizzes, unit tests, and an oral and written final exam

**Prerequisites:** CHIN 101 or equivalent

**Enrollment Limit:** none

**Enrollment Preferences:** none

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** students registered for CHIN 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (CHIN 101 and 102) are taken

**Distributions:** (D1)

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**CHIN 134 (S) Leaving the World Behind: The Literature of Reclusion**

**Cross-listings:** ANTH 134 CHIN 134 COMP 134 REL 134

**Primary Cross-listing**

Living in a time of political and social turmoil, Confucius told his followers: "When the realm has the Way, show yourself; when it lacks the way, hide." Reclusion here is a moral choice, justified by the ethical decline of the state. But it could also be a mortal necessity in a period in which government service was a distinctly hazardous pursuit. In other contexts becoming a hermit could instead be figured as aesthetic stance meant to preserve one's artistic integrity against the dominant claims of society. This course looks at the literature of reclusion-living a life of seclusion from society-in a range of different cultures and periods, from ancient China to contemporary America. With sources that include poems, essays, novels, and films, we will investigate a set of issues surrounding radical seclusion. What different forms does reclusion take? Can one be a hermit without being completely separated from society? What is the relationship between hermits and the state-to what extent does one depend on the other? What are the
philosophical and moral implications of eremitism? Is separating oneself from human society an inherently immoral act? What is the relationship between reclusion and technology in the contemporary world? What is the nature of solitude and can it be experienced in a group (for example, in contemporary "intentional communities")? While most of our work will focus on textual analysis, there will be an experiential component to the course as well. Each student will design and implement their own experiment in (short-term) eremitism.

Class Format: experiential component

Requirements/Evaluation: tutorial papers, responses, and an individual project

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students, Chinese majors, Religion majors, Anthropology majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 134 (D1) CHIN 134 (D1) COMP 134 (D1) REL 134 (D2)

Writing Skills Notes: Students will write a 5- to 7-page paper every other week for a total of five papers. On weeks in which they are not writing, they will critique their partner's paper. Papers will receive substantial writing-based feedback from both the instructor and partner.

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze the shaping of social differences and dynamics of unequal power. Acts of reclusion are often ways that individuals can challenge the dominance of the state and other structures of authority indirectly. Modes of reclusion can differ substantially depending on the social standing of the recluse. These are issues that we will examine in the course.

Not offered current academic year

CHIN 140 (F) Introduction to Traditional Chinese Literature

Cross-listings: COMP 140 CHIN 140

Primary Cross-listing

With a written record stretching over 3000 years, China's literary cultures are some of the richest and most varied in human history. Their influence continues to be felt not only in modern China, but also throughout much of the world. This course examines the origins and development of the different literatures of China from their earliest stages up until the end of the imperial system in 1911. We will read texts ranging from the Analects of Confucius to the medieval poetry of the Tang dynasty, from Buddhist sutras to plays about prostitutes and singing girls. An invulnerable monkey god may make an appearance to sow chaos as well. He's difficult to pin down. Some important themes will include: the role of the individual versus that of the community, responses to catastrophe and disorder, the fantastic, the articulation of the self through literature, and ways of dealing with historical and literary legacies. All readings are in English translation.

Requirements/Evaluation: five short writing assignments (2 pages each), one paper (6-7-pages), and a final exam

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 140 (D1) CHIN 140 (D1)

Not offered current academic year

CHIN 152 (S) Introduction to Taiwanese/Southern Min Language and Culture

This course, which includes a required, fully-funded two-week field trip to Taipei, Quemoy (Jinmen), and Xiamen over Spring Break, constitutes an introduction to Taiwanese, the majority language of Taiwan, which is essentially the same as the native language of Xiamen, China and environs. Different varieties of this language, which is also known as Amoy, Hokkien, Fukienese, and Southern Min are spoken by about 50 million people in
Taiwan, southern Fujian, the Philippines, Indonesia, Malaysia, and Singapore. Suppressed in Taiwan by the Japanese from 1895-1945 and by the KMT Chinese government from 1945 through the 1970s, Taiwanese--in both its spoken and written forms--has been experiencing a fascinating revival in recent decades. The most divergent of all the major Chinese "dialects," this language is of special linguistic interest because it has preserved a number of features of Old Chinese. Our focus will be on developing basic listening and speaking skills, though we will also study some of the special characters used to write Taiwanese. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Since students in the course will ordinarily possess prior proficiency in Mandarin, a related language, we should be able to cover in one semester about as much as is covered in the first two semesters of Mandarin. Classes will include dialog performance, drills, communicative exercises, and oral reading and discussion of written Taiwanese. Required Spring Break field trip to Taiwan and China, funded by the Global Initiatives Fund.

Requirements/Evaluation: classroom performance, homework, quizzes, tests, a journal and term paper based on the field trip, and an oral and written final exam; Spring Break field trip to Taiwan and China, funded by the Global Initiatives Fund

Prerequisites: CHIN 301 or permission of the instructor

Enrollment Limit: 8

Enrollment Preferences: if course is over-enrolled, students will be selected based on a statement of rationale and goals for wishing to participate, with CHIN and ASST majors receiving priority

Expected Class Size: 8

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

CHIN 201 (F) Intermediate Chinese

These two courses are designed to consolidate the foundations built in Basic Chinese and continue developing students' skills in aural comprehension, speaking, reading, and writing. Upon completion of the courses, students should be able to speak Chinese with fluency on everyday topics, reach a literacy level of 1000 characters (approximately 1200 common words written in both traditional and simplified characters), read materials written in simple standard written Chinese, and produce both orally and in writing short compositions on everyday topics. Conducted in Mandarin.

Class Format: Students will do dialog performance and communicative exercises in the speaking/listening classes. We will do read-aloud, questions and answers in the reading/writing classes. All classes are conducted online and in the synchronous mode to maximize teacher-student and student-student interactions.

Requirements/Evaluation: classroom performance, homework, daily quizzes, regular written and oral unit tests, and a final exam (including both oral and written portions)

Prerequisites: CHIN 102 or permission of instructor. Students who have never taken a Chinese language course at Williams should take the Chinese Placement Test in GLOW before pre-registering in this course.

Enrollment Limit: 10

Enrollment Preferences: priorities will be given to first-year students and sophomores, then to juniors and seniors.

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Fall 2020

LEC Section: R1 MWF 9:20 am - 10:10 am TR 10:00 am - 10:50 am Li Yu
LEC Section: R2 MWF 10:40 am - 11:30 am TR 11:30 am - 12:20 pm Li Yu

CHIN 202 (S) Intermediate Chinese

These two courses are designed to consolidate the foundations built in Basic Chinese and continue developing students' skills in aural comprehension, speaking, reading, and writing. Upon completion of the courses, students should be able to speak Chinese with fluency on everyday topics, reach a literacy level of 1000 characters (approximately 1200 common words written in both traditional and simplified characters), read materials written in simple standard written Chinese, and produce both orally and in writing short compositions on everyday topics. The course will be taught remotely for Spring 2021, unless otherwise instructed by the college. Conducted in Mandarin.
Class Format: Drill/discussion/reading/writing. There will be two parallel classes. Students will have to stay in the class sessions they register for, and are not allowed to switch to different time slots. Although taught remotely, the classes are conducted synchronously; thus attendance and participation are essential. Should accommodations are needed, please contact the instructor in advance.

Requirements/Evaluation: classroom performance, homework, daily quizzes, regular written and oral unit tests, and a final exam

Prerequisites: CHIN 201 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: none

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2021

LEC Section: R1  MWF 9:20 am - 10:10 am TR 10:00 am - 10:50 am  Chen  Wang
LEC Section: R2  MWF 10:40 am - 11:30 am TR 11:30 am - 12:20 pm  Chen  Wang

CHIN 214  (F)  Foundations of China

Cross-listings: HIST 214  CHIN 214  ANTH 212  GBST 212  REL 218

Primary Cross-listing

This course examines the foundational period of Chinese civilization, from the earliest evidence of human activity in the geographical region we now call China, through the end of the Han dynasty in the early third-century CE. This is the period that saw the creation and spread of the Chinese script (a writing system that would be the dominant one in East Asia for thousands of years), the teachings of Confucius (whose ideas continue to play a role in the lives of billions of people today), the construction of the Great Wall (which is not, as it turns out, visible from space), and the creation of the imperial bureaucratic system (that was, in essence, the progenitor of the modern bureaucratic state). We will proceed chronologically but focus on a set of thematic topics, including language and writing, religion and philosophy, art and architecture, politics and economics, and science and technology. While this course is entitled "Foundations of China," we will take a critical perspective on narratives, both Chinese and Western, that see Chinese history as an unbroken history of a single "civilization."

Requirements/Evaluation: short writing assignments (approximately 750 words each), quizzes, a mid-term, and a final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: Chinese majors, History majors, Religion majors, and Anthropology majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 214 (D1) CHIN 214 (D1) ANTH 212 (D2) GBST 212 (D1) REL 218 (D1)

Not offered current academic year

CHIN 223  (S)  Ethnic Minorities in China: Past and Present  (DPE)

Cross-listings: ANTH 223  CHIN 223

Primary Cross-listing

According to the most recent census conducted in China in 2010, of the 1.3 billion population of China, more than 110 million (8.49%) were ethnic minorities (shaoshu minzu). Most of the minority groups reside in autonomous regions and districts, which constitute 64% of China's total acreage. This course introduces students to the multiethnic aspect of China's past and present. We will ask the central question of "what is minzu" and address various topics such as the minority-group identification project; the definition of minzu (translated as "ethnic group," "nationality," or "race" by different scholars); the intersections between language, religion, tourism, diaspora and ethnicity; historical sino-centric views about "foreigners" and "barbarians" as well as the roles that "barbarians" have played in China's long history. We will examine how social differences and hierarchy are
constructed and discuss how power plays in the shaping of "ethnicity." A multidisciplinary approach will be adopted for the course, taking in sources from anthropology, history, literature, ethnic studies, and cultural studies. Throughout the course, the pedagogical techniques of "intercultural dialogue" will be adopted to encourage students to discuss their own ethnic experiences and compare ethnic minority issues in China with similar issues in the United States. Students are also encouraged to come up with real-world solutions and strategies to deal with issues of racism, bias, and discrimination.

Class Format: The course will be offered remotely and adopt a learner-centered, quasi-tutorial format. Every week students will view recorded lectures and participate in an online discussion forum asynchronously. In addition, students will be placed into smaller groups and meet with the instructor once a week for synchronous discussions.

Requirements/Evaluation: class attendance, weekly quizzes, active participation in both the online discussion forum and in-class meetings, two short (5-page) response papers, and one final research paper (10-12 pages).

Prerequisites: none, open to all students; no knowledge of Chinese language required

Enrollment Limit: 15

Enrollment Preferences: current and prospective majors in the Department of Asian Studies, then to first-years

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Materials/Lab Fee: books and reading packet

Distributions: (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 223 (D2) CHIN 223 (D2)

Difference, Power, and Equity Notes: We explore the interactions between "power" and "ethnicity," "center" and "periphery" in the Chinese context and compare them with students' own experiences. Students are required to write one short response paper on their personal encounter with the concept of "race" or "ethnicity." For the final research paper, students are required to identify one problem among all the ethnic minority issues in the Chinese context and write a policy recommendation to make real-world changes.

Spring 2021

SEM Section: R1  TF 1:30 pm - 2:45 pm  Li Yu

CHIN 224  (F)  Enlightenment, Revolution, and Modernity: Literature and Intellectual Culture of Modern China

Cross-listings: CHIN 224  COMP 219

Primary Cross-listing

This course introduces modern China through literature, culture, and critical thought, covering the last decade of the 19th century, the first half of the 20th century, and a few years after the founding of the People’s Republic of China. We will read important examples of fictions, essays, and poems by modern Chinese thinkers and writers. We will engage with film, theatrical performances, and other forms of popular culture from the late Qing Dynasty to the years before the Cultural Revolution. We will also read works that were created at the peripheries of history such as cross-cultural diasporic Chinese writings beyond the geographical limits of China. Delving into issues of revolution, war, enlightenment, and modernization, we will gain insights through close readings of these works about the fundamental questions that were faced by modern China and Chinese people. The first three decades of the 20th century witnessed the great achievements of canonical modern writers as well as eruption of multiple historical movements. They also saw the emergence of a modernized popular culture, new social classes, and awakening gender activists in the urban spaces. The next twenty years underwent a revolutionary turn to be more concerned with nationalist issues under the impact of war. While a singular revolutionary literature ensued in mainland China after 1949, literary and cultural modernism as a form of resistance in the context of Cold War started to develop in the sinophone regions other than mainland China such as Taiwan and Hong Kong. In this class, all readings are in English. Complementary readings in original Chinese texts are not required but welcomed.

Class Format: discussion

Requirements/Evaluation: mid-term exam; final exam; final writing project

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: Chinese majors; Asian Studies majors

Expected Class Size: 15
CHIN 225 (F) The Fantastic in Chinese Literature

Cross-listings: COMP 225 CHIN 225

Primary Cross-listing

From the famous human/butterfly metamorphosis in the Daoist text Zhuangzi to contemporary writer Liu Cixin's award-winning "Three Bodies Problem," the "fantastic" has always been part of Chinese literature that pushes the boundary of human imagination. Readers and writers create fantastic beasts (though not always know where to find them), pass down incredible tales, assign meanings to unexplainable phenomena, and reject--sometimes embrace--stories that could potentially subvert their established framework of knowledge. Meanwhile, the "fantastic" is also historically and culturally contingent. What one considers "fantastic" reveals as much about the things gazed upon as about the perceiving subject--his or her values, judgment, anxiety, identity, and cultural burden. Using "fantastic" literature as a critical lens, this course takes a thematic approach to the masterpieces of Chinese literature from the first millennium BCE up until twenty-first century China. We will read texts ranging from Buddhist miracle tales to the avant-garde novel about cannibalism, from medieval ghost stories to the creation of communist superheroes during the Cultural Revolution. The topics that we will explore include shifting human/non-human boundaries, representations of the foreign land (also the "underworld"), the aestheticization of female ghosts, utopia and dystopia, and the fantastic as social criticism and national allegory. All materials and discussions are in English.

Requirements/Evaluation: participation, weekly posting, three writing assignments, final paper, oral presentation

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 225 (D1) CHIN 225 (D1)

Not offered current academic year

CHIN 226 (S) Chinese Film and Its Significant Others (DPE)

Cross-listings: CHIN 226 COMP 296

Primary Cross-listing

From the "wows" that the first short films invoked at a Shanghai teahouse in 1896 to the $527 million (or 3.4 billion RMB) grossed at the box-office by a 3D fantasy in 2019, Chinese films have struck a responsive chord among domestic and foreign audiences. In this survey course, we will explore the evolving relationships between Chinese films and five "significant others" that are central to film and film-making. Roughly following a chronological order, this course will examine 1) the effect of new technological developments (such as photography, sound, color, special FX) on film; 2) the tension between film and traditional modes of public entertainment (such as operas and shadow plays); 3) film's social role to affirm and contest gender, national, and class identities; 4) the need to garner differing sources of financial support (state funding, cultural entrepreneurs, and transnational capital); and 5) the circulation of Chinese films in the global market. Class materials include various genre films (melodrama, horror, martial arts, comedy, etc.), directors' notes, contemporary reviews, and scholarship in China and media studies. All materials and discussions are in English.

Class Format: All regular course meetings will be conducted ONLINE with mostly a synchronous mode of instruction. Students are also expected to complete asynchronous preparations (view the films and Panopto lecture clips, read scholarship, and contribute to the discussion board) before the regular class hour. All materials are posted on GLOW. For full information, please contact the instructor.

Requirements/Evaluation: Evaluation will be based on 1) ACTIVE in-class discussion; 2) Pre-class discussion posts based on reading and recorded lectures (Graded as Complete or Incomplete); 3) two short papers (3-5 pages); 4) two peer review papers (1-2 pages); and 5) the final project (including a presentation, and a paper or other form of project).
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: current or prospective Chinese, Japanese, Asian Studies, and Comparative Literature majors
Expected Class Size: 10
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 226 (D1) COMP 296 (D1)

**Difference, Power, and Equity Notes:** This course provides students with the opportunity to analyze the clashes and negotiations between Western media technological modernities and Chinese indigenous understanding of shadows, visuality, and sound. By discussing various films produced from mainland China, Hong Kong, Taiwan, and other diaspora areas from 1920 to now, this course asks students to explore how cinema invokes (and erases) differences, and consolidates (and challenges) hegemonic notions of nation, gender, and class.

Spring 2021

SEM Section: R1    MR 3:15 pm - 4:30 pm     Man He

**CHIN 227 (S) Made in China or Making "China"?: Twentieth-Century Chinese Performative Culture**

Cross-listings: CHIN 227 THEA 227 COMP 227

Primary Cross-listing

This course explores the ways in which twentieth-century Chinese performative culture fashioned our contemporary understanding of "China."
Starting with Chinese hybrid theatres staged in the US, Japan, and semicolonial Shanghai in the early 1900s and ending with the 2008 Beijing Olympic Opening Ceremonies, this course examines performative works drawn from the breadth of an expanded 20th century; including film, spoken drama, intercultural reproductions of Peking and Kun Operas, revolutionary and avant-garde theatre, Chinese Rock concerts, and global mass mediated performances. Emphasis will be placed on how performances (encompassing the performance onstage and the performance-making backstage) placed "China" on the global stage; and shaped racial, gender, and national identities among play-makers and audiences. We will also explore how Chinese operas were reinvented as "traditional culture" and a "national essence" in the early 20th century; and how agents of Chinese performance, as makers of imaginary worlds, serve as both assets and threats to real-life arbiters of power. The class will be structured around the themes of "Inventing Tradition on the World Stage," "Acting the Right Part," and "Performing the Nation." Students will learn to engage performances as cultural texts embedded in national and global histories. By gaining knowledge about major playwrights, directors, artists, networks, and ideas, students will also become fluent in the landscape of performance culture in China. All class materials and discussions are in English.

Class Format: lecture/discussion

Requirements/Evaluation: regular in-class participation, three short papers (3-5 pages), and one final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: students who major or plan to major in Chinese and/or Asian Studies

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 227 (D1) THEA 227 (D1) COMP 227 (D1)

Not offered current academic year

**CHIN 228 (F) Global Chinese Literature**

Cross-listings: CHIN 228 COMP 209

Primary Cross-listing

This course centers upon a critical question in China studies: how to identify and theorize about Chinese literature (cultural productions in other media...
forms included) created outside the boundaries of Mainland China. "What is Chinese?" "What is Chinese culture?" "What is Chinese literature and culture like beyond China?" "How is China/Chinese perceived in different Sinophone communities?" are some of the major questions we engage in this course. Taking a comparative approach, we will read and analyze Chinese literature produced in various regions and cultures (Hong Kong, Taiwan, Singapore, Malaysia, etc.) at critical historical moments during the second half of the twentieth century and early years of the twenty-first century. We will also read critical essays in studies of Shijie huawen wenxue (Global Chinese-language literature) to gain a theoretical understanding of the scholarship. The purpose of the course is two-fold: First, it is expected that we expand our purview in studying Chinese-language literature and culture; second, we will learn to think critically the ways in which such concepts as Chinese and Chineseness travel and translate among peoples, regions, nations, and cultures. The course is conducted online, with a mostly synchronous mode of instruction. No prior knowledge in Chinese is required.

Requirements/Evaluation:  5-to-10-minute pop quizzes; 2 term exams; one final paper (5-6 pages)

Prerequisites:  None

Enrollment Limit:  12

Enrollment Preferences:  Priority will be given to Chinese majors, Asian Studies majors, and Comparative Literature majors.

Expected Class Size:  10

Grading:  yes pass/fail option, yes fifth course option

Distributions:  (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 228 (D1) COMP 209 (D1)

Fall 2020

SEM Section:  R1    TF 1:30 pm - 2:45 pm    Chen Wang

CHIN 237 (F) Present Past: The Politics of Memory in Contemporary Chinese Literatures and Films

Cross-listings:  COMP 297  CHIN 237

Primary Cross-listing

What happens when memories, already slippery, are further massaged by literary and cinematic narrative strategies? How is the historical "past" remembered, forgotten, and subverted in a literary "presence"? This tutorial explores the politics of memory in contemporary literatures and films from the People's Republic of China (post-socialist era, 1978), Taiwan (post-martial law, 1987), and Hong Kong (postcolonial era, 1997). We will look at how literary and cinematic works in each of these "post" societies represent state-sponsored narratives of remembrance, dissidents' collective amnesia, and at the popular level, a playful yet cynical flirtation with politics. With close- and distant- readings of textualized and visualized memories, we will examine themes of nation and locality, public and private, amnesia and nostalgia, and home and diaspora in the PRC, Taiwan, and Hong Kong from the late 1980s until to today. Course readings include "root-seeking", "new realist", "avant-garde" and "hooligan" novels, examples from the Taiwanese small theater movement, and the transnational cinemas made by the fifth, sixth, and second new wave filmmakers from these three "post" societies.

Requirements/Evaluation:  attendance and participation, five short papers, five short critiques of a partner's paper, one final project

Prerequisites:  none

Enrollment Limit:  10

Enrollment Preferences:  current or prospective Chinese, Asian Studies, and Comparative Literature majors

Expected Class Size:  10

Grading:  no pass/fail option, no fifth course option

Distributions:  (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 297 (D1) CHIN 237 (D1)

Not offered current academic year

CHIN 252 (F) Bridging Theory and Practice: Learning and Teaching Chinese as a Second Language

This course introduces students to the principles of second language acquisition (SLA), a field of study that investigates how people learn a foreign
language and provides a basis for understanding research related to foreign language learning and teaching. Theoretical issues to be covered include what it means to know a language, how one becomes proficient in a foreign language, factors that affect the learning process, and the role of one's native language. We will also examine what SLA research has discovered about teaching grammar, pronunciation, vocabulary, and writing. The goal is to explore ways in which SLA theories can be applied to facilitate acquisition of Chinese in terms of learning strategies and curriculum design. This course will be useful to both students who want to improve their own learning of Chinese and those who plan to teach or conduct research on Chinese.

All readings in English with some examples in Chinese.

Class Format: discussion

Requirements/Evaluation: class participation, several oral presentations and short papers, and a final research project

Prerequisites: CHIN 101 or permission of instructor

Enrollment Limit: 19

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

CHIN 253 (F) "Illness" in Modern and Contemporary Chinese Literature and Culture (DPE)

Cross-listings: CHIN 253 COMP 254 WGSS 255

Primary Cross-listing

From early modern anxieties about China's status as the "sick man of Asia" to contemporary concerns regarding the prospect of transnational pandemics, "illnesses" and their related stories have played a critical role in making and contesting individual psychologies and Chinese modernity in the 20th and 21st centuries. Actual illnesses, from tuberculosis to AIDS to the Novel Coronavirus, constitute not only social realities that trouble political and popular minds in their own right; but further provide powerful metaphors for exploring issues of human rights, national identity, and transnational circulation. This course examines how Chinese literature in the 20th and 21st centuries writes and visualizes "illness"—a universal human experience that is nevertheless heavily bounded by culture and history. Specifically, we examine the cultural and social meaning of "illness"; the relationship between illness on the one hand, and the politics of body, gender, and class on the other; we ask how infectious disease, and mental illness are defined, represented, and understood in both male and female writers' analytical essays and fictional writings in the 20th century; we examine how metaphorical "illness" such as infectious cannibalism and fin-de-siècle "viruses," are imagined and interpreted by key culture figures ranging from the founding father of modern literature (Lu Xun), to the winner of the 2012 Nobel Prize in Literature (Mo Yan). Throughout the course, we will focus on the interplay between literature canons (fictions, essays, and dramas) and popular media and genres: blockbuster cinemas and art house films, popular novels, photographs and posters, etc.

Class Format: All regular course meetings will be conducted ONLINE with mostly a synchronous mode of instruction. FIRST MEETING: for those who are on campus, we will have our FIRST meeting outdoors; those who remain remote can choose either "Zoom" in or attend a separate online FIRST meeting. For full information, please contact the instructor.

Requirements/Evaluation: Evaluation will be based on 1) ACTIVE in-class discussion; 2) Pre-class quizzes based on reading and recorded lectures (Graded as Complete or Incomplete); 3) Post-class discussion in forms of paragraph writing and/or video clips (graded as Complete or Incomplete); 4) two short papers (3-5 pages); 5) the final project (including a presentation, and a paper or other form of project).

Prerequisites: None; no knowledge of Chinese language required, though students with Chinese language background are encouraged to work with Chinese sources if they wish; open to all

Enrollment Limit: 10

Enrollment Preferences: Chinese, Asian Studies, or Japanese majors; and then to first-year students

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 253 (D1) COMP 254 (D1) WGSS 255 (D1)

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze the shaping of social stigma as well as the dynamics of unequal power by means of closely reading "illness" in 20th and 21st century China. We will exam how "illness" is sometimes gendered and politicized; how "illness", in other times, empowers individuals and bonds underrepresented minorities. Illness, as a seemingly universal human
experience, tells diverse stories of (in)difference, (dis)power, and (un)equity.

Fall 2020
LEC Section: R1    TF 3:15 pm - 4:30 pm     Man  He

CHIN 272 (S) The History and Mythology of Chinese Scripts
Cross-listings: STS 272  CHIN 272  COMP 272
Primary Cross-listing
Written scripts using what are most often called “Chinese characters” have an attested history of over 3000 years and have been used all over the world to represent a range of different languages. In this course we will examine the history and development of Chinese characters from their earliest extant examples on sacrificial animal bones to their often amusingly misguided use for contemporary tattoos. We will look at historical evidence and mythology, carefully constructed grammatological studies and wild orientalist imaginings. Some topics will include: comparisons between the development of Chinese characters and other written scripts, the relationship between Chinese characters and the languages of China, the use of Chinese characters to write non-Chinese languages, Chinese characters in art and calligraphy, theories of connections between Chinese characters and Chinese philosophy and literature, issues of education and literacy, and the future of Chinese characters in the digital age.

Class Format: discussion
Requirements/Evaluation: quizzes, short writing assignments, a midterm, and a final exam
Prerequisites: none
Enrollment Limit: none
Enrollment Preferences: none
Expected Class Size: 15
Grading: yes pass/fail option,  yes fifth course option
Distributions:  (D1)        
This course is cross-listed and the prefixes carry the following divisional credit:
STS 272 (D2) CHIN 272 (D1) COMP 272 (D1)
Not offered current academic year

CHIN 301 (F) Upper-Intermediate Chinese
The goal of this course is to continue developing students' overall language proficiency. However, special emphasis will be on strengthening students' reading and writing proficiency in standard written Chinese, the grammar and vocabulary of which differ considerably from colloquial Chinese introduced during the first two years of instruction. Conducted in Mandarin.

Class Format: All regular course meetings will be conducted ONLINE with mostly a synchronous mode of instruction. FIRST MEETING: for those who are on campus, we will have our FIRST meeting outdoors; those who remain remote can choose either “Zoom” in or attend a separate online FIRST meeting. For full information about the format of the course, please contact the instructor.
Requirements/Evaluation: Evaluation will be based on daily classroom performance, short essays, presentations, homework, quizzes, unit tests, and a final exam (oral and written).
Prerequisites: CHIN 202 or permission of instructor. Students who have never taken a Chinese language course at Williams should take the Chinese Placement Test in GLOW before pre-registering in this course.
Enrollment Limit:  10
Enrollment Preferences: Chinese or Asian Studies majors
Expected Class Size:  10
Grading:  no pass/fail option,  no fifth course option
Distributions:  (D1)
CHIN 302  (S) Upper-Intermediate Chinese
The goal of this course is to continue developing students' overall language proficiency. However, special emphasis will be on strengthening students' reading and writing proficiency in standard written Chinese, the grammar and vocabulary of which differ considerably from colloquial Chinese introduced during the first two years of instruction. Conducted in Mandarin.

Class Format: All regular course meetings will be conducted ONLINE with mostly a synchronous mode of instruction. For full information about the format of the course, please contact the instructor.

Requirements/Evaluation: Evaluation will be based on daily classroom performance, short essays, presentations, homework, quizzes, unit tests, and a final exam (oral and written).

Prerequisites: CHIN 301 or permission of instructor. Students who have never taken a Chinese language course at Williams should take the Chinese Placement Test in GLOW before pre-registering in this course.

Enrollment Limit: 10

Enrollment Preferences: Chinese or Asian Studies majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2021

LEC Section: R1  TR 11:30 am - 12:45 pm  Man He

CHIN 312  (F) Introduction to Classical Chinese
This course is an introduction to the grammar and basic vocabulary of Classical Chinese, the standard written language of China from around the seventh century BCE through the 1920s (and for many centuries an important written language in Japan, Korea, and Vietnam as well). Aspects of Classical Chinese continue to play a role in both written (e.g., in newspaper, academic, and legal writing) and in spoken (e.g., proverbs and aphorisms) modern Chinese. Our work in this course will be based on reading, translating, and discussing philosophical, political, literary, and historical anecdotes from the Spring and Autumn (770-481 BCE) through the Han (206 BCE-220 CE) periods, as they served as the foundation for the language. We will conduct discussions of grammatical and philological issues primarily in English and most of our translation work will be from Classical Chinese into English. We will, however, frequently discuss the points of intersection between Classical and Modern Chinese. Students are required to have completed CHIN 202 or the equivalent. Students who have extensive reading knowledge of Chinese characters through other languages (such as Japanese) may also take this course with the instructor's permission.

Class Format: For fall 2020, CHIN 312 will be offered as a hybrid in-person/online course.

Requirements/Evaluation: classroom performance, homework, quizzes, tests, and a final exam

Prerequisites: CHIN 202 or extensive reading knowledge of Chinese characters through other languages

Enrollment Limit: 10

Enrollment Preferences: current or prospective majors in the Department of Asian Studies

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2020

SEM Section: R1  WF 8:15 am - 9:30 am  Sarah M. Allen
This course is designed to enhance the Chinese language proficiency of students who are already at relatively advanced levels. A wide assortment of materials is used including (for speaking/comprehension) audiotapes, videotapes, and films featuring Chinese speakers from various segments of society; and (for reading) newspaper and magazine articles dealing with Chinese politics and economics as well as selections from modern Chinese literature. The course will be taught online mostly with synchronous mode of instructions; and conducted in Mandarin.

Class Format: two 75-minute classes plus a conversation session

Requirements/Evaluation: classroom performance, homework, bi-weekly short essays (1-2 pages), presentations, and term exams

Prerequisites: CHIN 302 or permission of instructor. Students who have never taken a Chinese language course at Williams should take the Chinese Placement Test in GLOW before pre-registering in this course.

Enrollment Limit: 10

Enrollment Preferences: Priority will be given to current and prospective majors in the Department of Asian Studies.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2020
LEC Section: R1 MR 1:30 pm - 2:45 pm Chen Wang
CON Section: R2 W 1:30 pm - 2:20 pm Chen Wang
CON Section: R3 W 2:50 pm - 3:40 pm Chen Wang

CHIN 402 (S) Advanced Chinese

This course is designed to enhance the Chinese language proficiency of students who are already at relatively advanced levels. A wide assortment of materials is used including (for speaking/comprehension) audiotapes, videotapes, and films featuring Chinese speakers from various segments of society; and (for reading) newspaper and magazine articles dealing with Chinese politics and economics as well as selections from modern Chinese literature. The course will be taught remotely for Spring 2021, unless otherwise instructed by the college. Conducted in Mandarin.

Class Format: two 75-minute classes plus a conversation session

Requirements/Evaluation: weekly homework, quizzes, unit tests, essays, oral presentations, and a final exam

Prerequisites: CHIN 401 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: none

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2021
LEC Section: R1 MR 1:30 pm - 2:45 pm Chen Wang
CON Section: R2 W 1:30 pm - 2:20 pm Chen Wang
CON Section: R3 W 2:50 pm - 3:40 pm Chen Wang

CHIN 413 (S) Intermediate Classical Chinese: Ideas of Authority in Classical Chinese Literature

This course builds on the foundation established in Introduction to Classical Chinese (CHIN 412) by examining longer and more complicated texts from the Warring States (403-221 BCE) and Han (206 BCE-220 CE) periods. While our focus will be on careful linguistic analysis and translation, we will also discuss these texts in terms of their philosophical ideas, rhetorical methods, and cultural and historical contexts. The works we will read include some of the foundational texts of Chinese philosophical and political thought, including the Confucian Analects, the Mencius, and the Zhuangzi. While this course is a continuation of Chinese 312, students with prior work in Classical Chinese (through study abroad, attending high school in a Chinese speaking region, etc.) are welcome as well.
CHIN 420  (S)  Masterpieces in Modern Chinese Literature

"To modernize the Chinese people, it has to start from the modernization of the genre 'novel.'" Liang Qichao, the famous Chinese intellectual in the early twentieth century, envisioned a collapsing China to be salvaged by, first, its modernized literature. Indeed, throughout China's long century of struggle, exploration, and transformation, literature has been playing a crucial role in negotiating (the consequence of) modernity, fueling revolution, investigating human interiority, constructing national identity, and coping with trauma and diaspora. This course introduces students to the masterpieces in modern Chinese literature and their representations of critical events in twentieth-century Chinese history. In this course, we will focus on the genre "novel" and pay close attention to the language and literary devices that the authors use for storytelling, characterization, and self-representation. The class is organized by themes, such as, for example, modernity, revolution, diaspora, root-seeking, trauma, science fiction and so on. Through class discussions, writing assignments, and oral presentation on the final project, this course will further develop students' language proficiency, especially reading ability and effective communication in a formal setting. This course also trains students to be a critical reader who will be able to not only analyze the key moments and literary masterworks of modern China but also reflect on the complexity of Chinese culture vis-à-vis its tradition and the global context. The course is conducted in Mandarin.

Class Format: discussion

Requirements/Evaluation: participation, presentations, quizzes, discussion questions posting, 3 writing assignments, final project
Prerequisites:  CHIN 402 or permission of instructor
Enrollment Limit:  none
Enrollment Preferences:  none
Expected Class Size: 12
Grading:  no pass/fail option,  yes fifth course option
Distributions:  (D1)
Not offered current academic year

CHIN 422  (S)  Old Shanghai, New Shanghai

Cross-listings:  CHIN 422  ASST 122

Primary Cross-listing

Once nicknamed as "Paris of the East," Shanghai, now a megacity with a population of 25 million, is the industrial, commercial and financial center of contemporary China. Shanghai is often depicted as a metropolis that marked the beginning of China's modernity and urban culture. People from other regions in China see Shanghai as a city full of opportunities, but characterize its people as astute and shrewd, cocky and unwelcoming. Foreigners, however, find the city appealing and its people open-minded. Jews fleeing Nazi persecutions during WWII, found Shanghai to be a "paradise of ghetto" that provided the only haven of survival. For local people, there have always been two Shanghai: an old one and a new one. They are proud of the new Shanghai but constantly nostalgic about the old one. This tutorial examines the multifaceted city of Shanghai and its people from historical and cultural perspectives. We will look at the city's history (from the late nineteenth century to present day), its local language and culture, and everyday life of the people (including migrants and foreigners) living in it. The central ideas we will explore are "modernity" and "regional identity." We will investigate how these theoretical constructs play out in the making of the city of Shanghai and the formation of its unique local identity. Course readings include historical and cultural studies as well as documentaries in English about Shanghai, and primary sources in Chinese in a wide range of genres including fiction, essays, and films (English translation of the primary sources are available for students taking the course in English). The course is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST 122T and students wishing to take the course in Chinese should register under CHIN 422T. Students will come away with a critical understanding about China's regional cultures and one of its most important metropolitan cities. Chinese language learners will be able to improve their reading and writing skills in Chinese
by this course. The course has a required field trip to a Chinese restaurant on a Saturday or Sunday, depending on all students’ schedules.

**Requirements/Evaluation:** each tutorial pair will meet with the instructor for one hour per week, during which time we will discuss a 5-page paper that one of the partners has submitted

**Prerequisites:** none for students taking ASST 122; CHIN 402 or permission of the instructor for students taking CHIN 422

**Enrollment Limit:** 10

**Enrollment Preferences:** current or prospective Asian Studies, Chinese, or Japanese majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** students wishing to take the course in English should register under ASST 122 and students wishing to take the course in Chinese should register under CHIN 422

**Materials/Lab Fee:** $100

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 422 (D1) ASST 122 (D1)

Not offered current academic year

**CHIN 423 (F) A Century of Romance: Emotional Life in Modern Chinese Literature and Visual Culture**

The modernization of the Chinese nation is accompanied by revolutionary changes in Chinese people's understanding of their domestic world. Through readings of literary and visual productions, this course introduces students to the modern Chinese conceptualizations of sexuality, love, and family life at varying historical stages. With emotional feelings and experiences at its thematic center, the course is mainly organized by genre and form, the purpose of which is twofold: one, to help students understand comprehensively how the private life of modern Chinese has been intertwined with the grand history of a nation-state; two, to develop students' language proficiency through the study of different literary genres and visual forms. We will read literary and visual representations of, for instance, the transforming family structures in the revolutionary years, romantic experiences during the socialist construction, and gender relations in the reform era. We will, through exercises of translation, interpretation, and creative imitation, get ourselves more familiar with genres including but not limited to poems, short stories, correspondence, diaries, critical essays, song lyrics, play scripts, etc. The course is conducted in Mandarin, but some bilingual materials are also involved for translation and interpretation purposes.

**Requirements/Evaluation:** oral presentation; translation project; short piece of creative writing.

**Prerequisites:** none

**Enrollment Limit:** none

**Enrollment Preferences:** Chinese majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

**CHIN 424 (S) Navigating across Cities: Space, Materials, and (Wo)Men in the Sinophone World**

This course focuses on the theme of urban modernity in Sinophone world, namely, Chinese-speaking districts and regions including but not limited to PRC China. Through the lens of literary and multi-media productions such as fictional writings, films, TV programs, newspaper reports and columns, stage performance, and art exhibitions that are created among various Chinese-speaking communities in and about the urban settings—Beijing, Shanghai, Chengdu, Hong Kong, Taipei, cities in other Asian countries as well as those in the United States—this course expects to discuss the representations of space, materials, and people that are connected to and by such a language called “Chinese” in its broadest, most complicated, and, in some cases, controversial sense. What is Chinese(s)? What is Chinese culture(s)? What roles does Chinese language play in urban productions? How is space and material experienced through a particular language and language culture? These are some of the questions we will explore in the course. The classes are conducted with a combination of seminars, semi-tutorial writing workshops, oral presentations, and field trips (contingent upon available events). All materials for discussion are in Chinese.

**Class Format:** all materials for discussion are in Chinese
CHIN 425  (F) Becoming Taiwan: Social, Cultural, and Economic Discourses of Modern Day Taiwan

A small island in East Asia and home to 23 million people, Taiwan is the largest economy that is not a member of the United Nations. From 1949, when the Nationalist Party (KMT) retreated to Taiwan after the Chinese Civil War, to becoming one of the Four Asian Tigers in the latter half of the 20th century, Taiwan has developed into a multifaceted society through an array of social/cultural/economic changes associated with industrialization, globalization and identity formation. In this course, we will examine some of the signal examples of these experiences that define the Taiwan society that it is today through literary works and films, as well as journalistic and academic articles. By way of group discussions and individual projects, students will acquire domain-specific vocabulary and develop abilities to analyze and discuss in Mandarin complex ideas related to the aforementioned issues. Using a semi-tutorial format and collaborating with a graduate program in Chinese pedagogy in Taiwan, this course is designed to provide opportunities for Williams students to engage in direct conversation with a language partner on course assignments and for the MA students in Taiwan to gain practical training in helping non-native speakers of Mandarin Chinese develop linguistic proficiency at the levels of Advanced Low to the Advanced Mid based on the ACTFL proficiency guidelines.

Class Format: semi-tutorial format, students will meet as a large group periodically for linguistic development and two to three people groups regularly for discussions

Requirements/Evaluation: quizzes, presentations, posting of discussion questions, two position papers (3 pages) and one final paper (5 pages)

Prerequisites: CHIN 402 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: seniors and Chinese majors; email the instructor

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2020

SEM Section: R1 Cancelled

CHIN 427  (S) Spring Grass: A Peek into Inequality in China  (DPE) (WS)

Cross-listings: WGSS 127  CHIN 427  ASST 127

Primary Cross-listing

Spring Grass (Chuncao) is a Chinese novel written by award-winning author Qiu Shanshan (1958-). Using the literary techniques of social realism, the novel chronicles the life of a young rural woman from 1961 to 2001. Spring Grass, the protagonist of the novel, was born in a rural village to a mother who preferred sons over daughters. At a young age, Spring Grass was deprived of the opportunity to attend school. Against all odds, she managed to marry for love, venture into the city, and become an enterprising migrant worker. This novel not only reflects the struggles of women in contemporary China but also captures the economic transformation of modern China since 1978 when the Reform and Open-Door Policy (gaige kaifang) was initiated. The novel was adapted into a television drama series and became an instant hit in 2008. This course takes an interdisciplinary, cultural studies and humanistic approach to studying a literary text, using literature as a means to help students better understand social and cultural issues. Through close readings of the novel, the eponymous TV drama series, documentaries, films, and short stories depicting rural life and women's roles in China, as well as in-depth discussions of both primary and secondary sources that deal with the cultural, historical, and socioeconomic background of the unfolding story of Spring Grass, this course aims to provide a window for students to examine the issues of inequality in the Chinese village and society at large. Why would mothers be harsh to their own daughters and bar girls' right to education? Why would young people leave their village and migrate to the city? Why would migrant workers leave their children behind in the village? Why would economic developments in China exacerbate the
problem of gender inequality in society? Why would the ideology and cultural logic behind Mao Zedong's proclamation "women can hold up half of the sky" add more burden to women rather than truly liberate them? Why would city people discriminate against country folks? After taking this course, students will gain a deeper understanding of the issues related to gender inequality (nannü bu pingdeng) and the urban/rural-gap (chengxiang chabie) in China. Throughout the course, they are also encouraged to critically think about how to achieve equity in different societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or WGSS and language learners wishing to take the course in Chinese should register under CHIN.

Class Format: remote instruction

Requirements/Evaluation: active participation in tutorial meetings, five 4-5 page tutorial papers, five 2-page critiques, online writing portfolio as the final project.

Prerequisites: For students registering under CHIN, the prerequisite is CHIN 402 or a language proficiency interview conducted by the instructor. For students registering under ASST or WGSS, there is no prerequisite.

Enrollment Limit: 10

Enrollment Preferences: Enrollment priorities will be given to freshmen and sophomores who register under ASST or WGSS, and to Chinese language learners who register under CHIN.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: books and course packet.

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 127 (D2) CHIN 427 (D1) ASST 127 (D1)

Writing Skills Notes: Writing is taught using the writing-as-process pedagogical approach. The writing process consists of invention, composition, and revision. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. The instructor gives detailed feedback to students’ first drafts and students are required to turn in a revised version. At the end of the semester, students will compile an online writing portfolio to include their best works.

Difference, Power, and Equity Notes: The issue of "inequality," including both gender inequality and regional inequality is the driving force behind the readings and discussions of this tutorial. Students are guided to develop an empathetic way of interpreting a literary work that features a rural woman/migrant worker. They will critically analyze the sources of inequality in the Chinese cultural context and explore ways to address such inequality.

Spring 2021
TUT Section: RT1 TBA Li Yu

CHIN 493 (F) Senior Thesis: Chinese
Chinese senior thesis; this is part of a full-year thesis (493-494).
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)

Fall 2020
HON Section: R1 TBA George T. Crane

CHIN 494 (S) Senior Thesis: Chinese
Chinese senior thesis; this is part of a full-year thesis (493-494).
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)
**CHIN 497 (F) Independent Study: Chinese**

For students who have completed Chinese 402 and Chinese 412 or equivalent. Interested students must contact the Coordinator of the Chinese Program one semester in advance and present a proposal to the Coordinator or the professor with whom they wish to study during pre-registration week.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2020

IND Section: R1  TBA  George T. Crane

**CHIN 498 (S) Independent Study: Chinese**

For students who have completed Chinese 402 and Chinese 412 or equivalent. Interested students must contact the Coordinator of the Chinese Program one semester in advance and present a proposal to the Coordinator or the professor with whom they wish to study during pre-registration week.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2021

IND Section: H1  TBA  George T. Crane

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**Winter Study**

**CHIN 31 (W) Senior Thesis: Chinese**

To be taken by all students who are candidates for honors in Chinese.

**Class Format:** independent study

**Grading:** pass/fail only

Not offered current academic year

**CHIN 88 (W) Chinese Sustaining Program**

Students registered for CHIN 101-102 are required to attend and pass the Chinese Sustaining Program. However, students are also required to register for a regular Winter Study course. Once the regular Winter Study registration process is complete, the Registrar's Office will automatically enroll you in the Sustaining Program. Check your class schedule to confirm enrollment.

**Requirements/Evaluation:** regular attendance and active participation

**Prerequisites:** Chinese 101

**Grading:** pass/fail option only

**Materials/Lab Fee:** one Xerox packet

Not offered current academic year

**CHIN 99 (W) Independent Study: Chinese**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study
Grading: pass/fail only
Not offered current academic year
The course offerings in Classics enable students to explore the ancient Greek, Roman, and Mediterranean worlds from various perspectives, including literature, history, art, archaeology, philosophy, and religion. Courses are of two types: language (Greek and Latin) and courses in which all the readings are in English translation (Classical Studies). The 100-level language courses are intensive introductions to Greek and Latin grammar and reading skills; the 200-level language courses combine grammar review with primary readings from Greek or Latin texts of key historical periods; Latin 302 and the 400-level language courses are seminars that explore in depth selected authors or topics and the methods of analysis appropriate to each of them. Classical Studies courses offer introductions to and more specialized study of the literature, visual and material culture, history, and other aspects of the Greek and Roman worlds.

MAJOR

Majors and prospective majors are encouraged to consult with the department’s faculty to ensure a well-balanced and comprehensive selection of Classics courses appropriate to their individual interests. A course in ancient history is strongly recommended. Majors may also benefit from advice on courses offered in other departments that would complement their particular interests in Classics. A reading knowledge of French, German, and Italian is useful for advanced study in Classics and is required in at least two of these modern languages by graduate programs in classics, ancient history, classical art and archaeology, and medieval studies.

The department offers two routes to the major: Route A emphasizes more coursework in Greek and Latin, while Route B emphasizes more Classical Studies courses.

**Route A:** (1) Six courses in Greek and/or Latin, with at least two 400-level courses in one language. (2) Three additional courses from the offerings in Greek, Latin, or Classical Studies or from approved courses in other departments and programs.

**Route B:** (1) One course each from any two of the following categories: literature (CLAS 101 or CLAS 102); visual and material culture (CLAS 209 or CLAS 210); history (CLAS 222 or CLAS 223). (2) Four courses in Greek or Latin with at least one at the 400-level, or the four-course sequence CLLA 101, 102, 201, and 302. (3) Three additional courses from the offerings in Classical Studies or from approved courses in other departments and programs.

**Classics Colloquium:** All Classics majors in residence are expected to participate fully in the life of the department through attendance at lectures and other departmental events.

**THE DEGREE WITH HONORS IN CLASSICS**

Students who wish to be considered for the degree with honors will normally prepare a thesis or pursue appropriate independent study in one semester and winter study of their senior year. The thesis or independent study offers students the opportunity to work in depth on a topic of their choosing and to apply and develop the techniques and critical methods with which they have become acquainted during their regular course work. It may also include relevant work with members of other departments. In order to write a thesis, students normally must have a minimum GPA of 3.3 in their major courses and must submit a thesis proposal that earns departmental approval before the end of the spring semester of their junior year. To be awarded the degree with honors in Classics, the student is required to have taken a minimum of ten semester courses in the department (not including the thesis or independent study) and to have demonstrated original or superior ability in studies in the field both through course work and through the thesis or equivalent independent study.

**COURSE NUMBERING SYSTEM**

**Language Courses:** The numbering of courses through the 300 level reflects the prerequisites involved. The only prerequisite for any 400-level course is Greek 201 or Latin 302. The rotation of 400-level courses is arranged to permit exposure, in a three- to four-year period, to most of the important periods and genres of Greek and Latin literature. Students may enter the rotation at 100-level, 200-level, or 300-level, depending on previous experience.
Classical Studies Courses: The numbering of these courses does not reflect a strict sequence, and most of them do not assume prior experience in Classics or a cross-listed field. The following pairs of courses offer excellent introductions to key areas of study within Classics: CLAS 101 and 102 (literature), CLAS 209, 210 (visual and material culture), CLAS 222, 223 (history).

STUDY AWAY
We strongly encourage Classics majors to study away in their junior year, at programs in Italy (especially the semester-length program at the Intercollegiate Center for Classical Studies in Rome), at programs in Greece (especially the College Year in Athens, which students need only attend for one semester), and in the Williams at Oxford Program. Our majors have also had excellent Classics experiences in other study-abroad programs in Italy and Greece and at various universities in Europe and the United Kingdom. In addition, we encourage students to take advantage of opportunities available in the summer: study abroad programs in Italy and Greece, archaeological digs, or even carefully planned individual travel to sites in Greece, Italy or other areas of the ancient Mediterranean world. When the college cannot do so, the department may be able to provide some financial support for summer study abroad. The department’s faculty are always available to advise students, the chair has materials to share, and students can visit the department’s website for information and links to helpful sites. Majors who are considering studying away should especially consult with faculty members about the implications for language study.

FAQ
Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?
Yes, in some cases, if appropriate course information is available in advance (e.g., syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?
Complete syllabus and course description, including readings/assignments.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?
No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?
No.

Are there specific major requirements that cannot be fulfilled while on study away?
No.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)
No, but students should consult with the department about language sequences.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:
None to date.

CLAS 101  Greek Literature: Performance, Conflict, Desire
In the *Iliad*, Paris’ desire for the famously beautiful Helen leads to the Trojan War, the devastating conflict between the Trojans and the Greeks retold and reimagined time and again in ancient Greek literature. The stories of Troy and its aftermath were performed not only as epic poems (as in the *Iliad* and the *Odyssey*), but also evoked by lyric song, dramatized on the tragic stage, and recounted in oratory. Beginning with the Homeric epics, this course explores the recurring and ever-shifting debates, longings, hostilities, and aspirations that drive Greek literature and shape its reception, paying special attention to questions of performance context and audience. We will consider, for example, how the competitive and erotically-charged environment of the Greek symposium is crucial for understanding both Sappho’s songs and the philosophical dialogues of Plato and Xenophon. The nexus of performance, conflict, and desire will give us a distinct perspective on many important topics within the study of Greek culture, including the construction of personal and collective identity, the workings of Athenian democracy, and the development of literary genres. This course will include readings from the works of, e.g., Homer, Sappho, Herodotus, Aeschylus, Sophocles, Euripides, Aristophanes, Thucydides, and Plato, and assignments will incorporate interactive and experiential elements, such as recitations, staged readings, and debates. All readings are in translation.
In the first book of Vergil's *Aeneid*, the god Jupiter prophesies the foundation and the greatness of Rome: "I place no limits on their fortunes and no time; I grant them empire without end." Yet elsewhere in this epic account of Rome's origins, this promise of unlimited power for the descendants of Romulus seems to be seriously abridged. Some readers have seen, not only in the *Aeneid* but throughout classical Roman literature, a persistent tendency to inscribe the decay and disintegration of Roman power into the very works that proclaim and celebrate Roman preeminence. This course explores the ancient Romans' own interpretations of their past, their present, and their destiny: the humble beginnings of their city, its rise to supreme world power, and premonitions of its decline. Related topics for our consideration will include Roman constructions of gender, the location and expression of virtue in the public and private spheres, the connections and conflicts between moral probity and political success, the exercise of individual power versus action on behalf of the commonwealth, the absorption of foreign customs and peoples into Rome, the management of literal and imaginary frontiers, and other anxieties of empire. We will read selections and complete works by a wide variety of Roman authors, including Cicero, Catullus, Caesar, Vergil, Sallust, Horace, Ovid, Seneca, and Tacitus. *All readings will be in translation.*

**Class Format:** discussion

**Requirements/Evaluation:** short written assignments, midterm and final exams with essays, and contributions to class discussion

**Prerequisites:** none

**Expected Class Size:** 10-15

**Enrollment Preferences:** first-year students and sophomores and majors in Classics and Comparative Literature

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

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In one of the earliest known attempts to explain the universe, the philosopher-poet Empedocles wrote that everything in existence is moved by love and strife. This fundamental pair of forces has shaped accounts of human experience for over two millennia. Are these principles simple opposites, complements, or even two aspects of a single concept? What happens when they fall out of balance or both are absent? Can love consume strife, or strife destroy love? Artists and writers have taken up these and similar questions in myriad forms, from nursery rhymes to epic poems, from philosophical contemplation to popular song, from the tragic stage to the silver screen. This course will use Greek and Latin works as touchstones for exploring ancient and modern representations of love and strife. Our ancient sources may include Homer, Sappho, Sophocles, Horace, Catullus, and Seneca, as well as architecture, graffiti, and epitaphs. Later sources may include Shakespeare and screwball comedies, Broadway standards and the Beatles, Renaissance fresco and modern sculpture, and literary professions of love from the silly to the sublime. All readings are in translation.

**Class Format:** For the fall of 2020, this course will taught online. The seminar will meet at the regularly scheduled time twice a week.
Requirements/Evaluation: Class participation, short written assignments, and a final paper/project.
Prerequisites: None.
Enrollment Limit: 12
Enrollment Preferences: If the course is overenrolled, preference will be given to Classics and Comparative Literature majors and prospective majors.
Expected Class Size: 12
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
COMP 233 (D1) CLAS 201 (D1)

CLAS 202  (F)  Greek Tragedy
Cross-listings: CLAS 202  COMP 220  THEA 220

Primary Cross-listing
Ancient Greek tragedy was a cultural phenomenon deeply embedded in its 5th-century Athenian context, yet it is also a dramatic form that resonates powerfully with 21st-century artists and audiences. This course examines tragedy on both levels. We will read such plays as Aeschylus' [Agamemnon], Sophocles’ [Electra], and Euripides’ [Medea] in English translation, considering their literary and dramatic features as well as their relationship to civic, social, and ritual contexts. We will discuss such topics as the construction of gender and identity on the dramatic stage, the engagement between tragedy and other literary genres, and the distinctive styles of the three major Athenian playwrights. We will also survey a set of recent productions and adaptations of these plays, with a particular focus on versions by women, people of color, and non-Western playwrights and producers. We will reflect on how a dramatic form largely produced by and for Athenian citizen men became a creative resource for a remarkably diverse range of 21st-century artists, and explore how modern productions offer fresh perspectives on ancient material.
Requirements/Evaluation: class participation, several essays, brief oral presentations
Prerequisites: none
Enrollment Limit: 35
Enrollment Preferences: majors, first-years, sophomores
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
CLAS 202 (D1) COMP 220 (D1) THEA 220 (D1)
Not offered current academic year

CLAS 203  (F)  History of Ancient Greek Philosophy
Cross-listings: CLAS 203  PHIL 201

Secondary Cross-listing
Very few people believe that everything is water, that we knew everything before birth, that philosophers ought to rule the state, or that the earth is at the center of the cosmos. Why then should we spend our time studying people who in addition to having these surprising beliefs have been dead for 2500 years? First of all, Greek thinkers, especially Plato and Aristotle, radically shaped the trajectory of western thought in every area of philosophy. No one can have an adequate understanding of western intellectual history without some familiarity with the Greeks, and we might think that an understanding of our intellectual history can deepen our understanding of our own situation. More importantly, many of the thinkers that we will read in this class are simply excellent philosophers, and it is worthwhile for anyone interested in philosophical problems to read treatments of these problems by excellent philosophers. We will begin the course by looking briefly at some of the Presocratic philosophers active in the Mediterranean world of the seventh through fifth centuries BCE, and some of the sophists active in the fifth century. We will then turn to several of Plato's dialogues, examining
Plato's portrayal of Socrates and his development of a new and profoundly powerful philosophical conception. Finally, we will examine some of Aristotle's works on metaphysics, epistemology and ethics, considering some of the ways Aristotle's thought responds to that of predecessors.

Class Format: The format of this class is going to be different this year. We will not have in-person lectures. Instead, approximately three 1-hour recorded lectures will be made available each week for students to watch. There will also be meetings of 3-4 students with the instructor each week for which some students will write papers and others will prepare comments. These will be either in-person or via zoom. Finally, there will be a synchronous zoom session each week for larger group discussion.

Requirements/Evaluation: (i) Students will write papers (4-6 pages) for the small groups meetings and will comment on the papers of their peers (1-2 pages); (ii) There will be two take-home exams including a comprehensive final exam; (iii) Active and informed participation in small group discussions.

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Philosophy and Classics Majors.

Expected Class Size: 15-20

Grading: no pass/fail option, yes fifth course option

Unit Notes: Philosophy majors must take either PHIL 201 or PHIL 202 (and are encouraged to take both)

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 203 (D1) PHIL 201 (D2)

Fall 2020

LEC Section: H1  MWF 11:45 am - 1:00 pm  Keith E. McPartland

CLAS 205 (S) Ancient Wisdom Literature

Cross-listings: JWST 205  CLAS 205  COMP 217  REL 205

Secondary Cross-listing

The Biblical books of Proverbs, Ecclesiastes, and Job are often grouped together under the Hebrew category of hokhmah, 'wisdom.' Although these books are very different in content, they can all be interpreted as meditations on ethical and practical philosophy. In this way, they represent the Hebrew Bible's canonical embrace of a widespread Near Eastern literary phenomenon. From the instructional literature of Egypt and Mesopotamia to Greek didactic poetry and fables, ancient Mediterranean cultures offer a wide range of texts that engage the issues of personal behavior, leadership, and justice. Starting with the central wisdom books of the Hebrew Bible and moving through relevant material from the Apocrypha, New Testament, and the Egyptian and Babylonian traditions, this course will examine the literature of wisdom throughout the ancient world with an eye toward understanding its various social, political, and philosophical contexts. We will then consider the Greek wisdom tradition in such texts as Hesiod's Works and Days, Aesop's fables, and fragments from the pre-Socratic philosophers. Finally, we will explore the influence of these ancient sources on later expressions of wisdom in medieval European literature, as well as more recent examples such as Benjamin Franklin's Poor Richard's Almanack. All readings are in translation.

Requirements/Evaluation: class participation, short written assignments, and two longer papers

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

JWST 205 (D2) CLAS 205 (D2) COMP 217 (D1) REL 205 (D2)

Not offered current academic year

CLAS 207 (F) From Adam to Noah: Literary Imagination and the Primeval History in Genesis

Cross-listings: COMP 250  REL 207  JWST 207  CLAS 207
Secondary Cross-listing

How long did Adam and Eve live in the Garden of Eden? What was the mark of Cain? Why did Enoch not die? Who was Noah’s wife? How did Giants survive the Flood? These are only a few of the fascinating questions that ancient readers and interpreters of the Book of Genesis asked and attempted to answer. The first ten chapters of Genesis present a tantalizingly brief narrative account of the earliest history of humankind. The text moves swiftly from the Creation to the Flood and its immediate aftermath, but this masterful economy of style leaves many details unexplained. This course will explore the rich and varied literary traditions associated with the primeval history in the Genesis. Through a close reading of ancient noncanonical sources such as the Book of Enoch, Jubilees, and the Life of Adam and Eve, as well as Jewish traditions represented in Josephus, Philo, and Rabbinic literature and other accounts presented in early Christian and Gnostic texts, we will investigate the ways in which the elliptical style of Genesis generated a massive body of ancient folklore, creative exegesis, and explicit literary re-imagining of the early history of humankind. We will then turn to some continuations of these variant traditions in medieval literature, with particular attention to the material on the figures of Cain and Noah. All readings are in translation.

Class Format: For the fall of 2020, this course will taught online. The seminar will meet at the regularly scheduled time twice a week.

Requirements/Evaluation: Class participation and several writing assignments.

Prerequisites: None.

Enrollment Limit: 12

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 250 (D1) REL 207 (D2) JWST 207 (D2) CLAS 207 (D1)

Fall 2020

SEM Section: R1 TR 9:45 am - 11:00 am Edan Dekel

CLAS 210 (F) Art and Experience in Ancient Rome

Cross-listings: ARTH 210 ARTH 211 CLAS 210

Primary Cross-listing

To see and be seen—it could be argued that this was the very definition of Roman culture. Much like today, spectacle and the dissemination of images lay at the heart of political and social life. The visual arts were crucial both to how the Romans rehearsed their identity and goals as a community, and to how individual Romans communicated their achievements and values. In this course, lectures on the art and architecture of ancient Rome (ca. 300 B.C.-A.D. 400) will provide the backdrop for an investigation into the role visual culture played in the lives of all Romans, including slaves and former slaves, women and children. Special topics will include the funeral and funerary portraiture; the military triumph and monuments of victory; the house as a site of memory; the use of images on coins; participation in religious celebrations; displays of war booty and prisoners of war; experience and audience at the racetrack and in the amphitheater; the spectacle of food and dining; and the Roman street as both contested space and a place for art. Readings will include a combination of primary and secondary sources. All readings are in translation.

Requirements/Evaluation: attendance and preparation, a mid-term, a final, and a medium-length paper

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 210 (D1) ARTH 211 (D1) CLAS 210 (D1)

Not offered current academic year
**CLAS 211 (S) Performing Greece**

**Cross-listings:** CLAS 211 COMP 248 THEA 211

**Primary Cross-listing**

Modern readers often encounter Homer, Sappho, Sophocles, and the Greek orators through written texts, yet their first ancient audiences experienced the words of these authors not in silence and solitude, but in live performance contexts. This course, therefore, will take up performance as a critical lens for interpreting ancient Greek literature, situating these works within a rich culture of song, dance, speech, and debate. We will survey the evidence for the musical, visual, and embodied aspects of Greek literature, and also reflect on the rewards and limits of enlivening the ancient world through the reconstruction and re-imagination of its performative dimensions. Our attention to performance will give us a distinct perspective on many important topics within the study of Greek culture, including the construction of personal and collective identities, the workings of Athenian democracy, and the development of literary genres, and it will also enable us to consider the reception and reperformance of Greek myth and literature from new angles. All readings are in translation.

**Class Format:** This is a hybrid course that will likely involve both Zoom and in-person sections; precise format (including potential alternate meeting times) TBD in consultation with enrolled students.

**Requirements/Evaluation:** active participation in class, short essays/projects (2-5 pages each, 5 total, including a longer final essay/project)

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** first-year students and sophomores and majors in Classics, Comparative Literature, and Theatre

**Expected Class Size:** 10-12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 211 (D1) COMP 248 (D1) THEA 211 (D1)

Spring 2021

SEM Section: H1 MW 6:45 pm - 8:00 pm Sarah E. Olsen

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**CLAS 212 (F) The Art of Friendship**

**Cross-listings:** COMP 267 CLAS 212 REL 267 COMP 288

**Primary Cross-listing**

The idea of friendship has captivated poets, philosophers, and their audiences for over three millennia. The subtle dynamics of this fundamental relationship between humans have been a source of inspiration, consolation, and consternation for countless writers and readers. What are the different types of friendship? How does one make a friend, and what makes a good friend? How does a friend differ from an acquaintance, an ally, an accomplice, an enemy? Can the beloved also be a friend? Ancient Greek and Latin writers took up these and other questions about friendship in philosophical dialogues and treatises, epic and lyric poems, tragic and comic plays, oratory, and correspondence. This course will explore ancient theories and representations of friendship through readings from many of the most important texts and authors of antiquity, including Gilgamesh, the Hebrew Bible, Homer, Sappho, Euripides, Plato, Aristotle, Cicero, Virgil, Seneca, and the Epistles of Paul. We will also consider the wide-ranging responses to these meditations and depictions in later traditions from the Middle Ages to modernity, in such writers as Heloise and Abelard, Aetred of Rievaulx, Aquinas, Montaigne, Ralph Waldo Emerson, Emily Dickinson, Elizabeth Bishop, Jack Kerouac, and Susan Sontag. All readings are in translation.

**Requirements/Evaluation:** class participation, short written assignments, and a final paper/project

**Prerequisites:** none

**Enrollment Limit:** 25

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
CLAS 213 (S) The Human Figure in the Ancient Mediterranean

Cross-listings: ARTH 213 CLAS 213

Secondary Cross-listing

From the earliest representations in the third millennium BCE until the end of the Roman period in the fifth century CE the human body remained the foremost choice of subject for artists, patrons, critics, and the public in the ancient Mediterranean world. This course will consider cultural ideas about the body in antiquity, and trace their repercussions in the modern era. Over the course of the semester we will concentrate on 12 case studies, each representing a specific concept from an area of the Mediterranean. Topics include the “shining bodies” of bare-chested potentates in Egypt and the ancient Near East, statues that give the dead voice, the perfection and humanity of the bodies of the gods, ancient Greek science and the nude goddess, the pathos of Hellenistic athletes, and the interpretative challenge of the ambiguous and sensuous marble forms of the Barberini Faun or the Sleeping Hermaphrodite, both found in Roman contexts. We’ll consider the cross-influences of ideas about gender, class, race and the body coded in public and private art. Reading material will include ancient literature in translation as well as contemporary critical essays. Evaluation will be based on participation in discussion and group presentations, in-class writing assignments, short response papers, and a final 8-page research paper. Engaged library research of original paper topics will be supported throughout the semester.

Requirements/Evaluation: participation in discussion and group presentations, in-class writing assignments, short response papers, a final 8-page research paper.

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: open to any student, majors and non-majors, with interests in the ancient world; no experience with art history required; first-years and sophomores are encouraged

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 213 (D1) CLAS 213 (D1)

Not offered current academic year

CLAS 214 (S) Athletics and Literature in Ancient Greece (WS)

Cross-listings: COMP 252 CLAS 214

Primary Cross-listing

The modern Olympic games are one of the most visible traces of ancient Greek influence on contemporary culture. Less well-known, however, are the complex and challenging poems (originally songs) of Pindar and Bacchylides that celebrated the victors of the archaic Greek games. These victory odes are a rich source for the study of Greek culture, from their vivid descriptions of heroic feats to their philosophical claims about human life and divine favor. Athletic competition provides the impetus for these songs and constitutes one of their major themes, yet their significance extends far beyond a single athlete or festival. In this course, we will interrogate the relationship between athletics and literary production in the ancient Greek world. We will use both primary and secondary sources to develop familiarity with major festivals, games, events, and figures, and use that knowledge to contextualize our analysis of Greek literature. Ancient Greek athletic discourse will thus provide an entry point to broader reflections on the literary construction and representation of the body and its movement, as well as the interplay between literature and its cultural contexts.

Requirements/Evaluation: brief writing assignments, essays, class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: majors, first-years, sophomores

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option
This course is cross-listed and the prefixes carry the following divisional credit:

COMP 252 (D1) CLAS 214 (D1)

Writing Skills Notes: Weekly (pass/fail) writing assignments (1-2 pages), five graded essays (two of which will be revisions and expansions of previous work, 4-5 pages each), regular in-class workshops on writing style and essay structure. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Not offered current academic year


Cross-listings: CLAS 215 REL 215

Secondary Cross-listing

In this course, students will be introduced to the New Testament through an exploration of how the New Testament became a book. We will start by examining the letters of Paul--its earliest texts--in terms of the habits and traditions of ancient letter-writing. We will similarly place the other texts of the New Testament in the context of Greek, Roman, and Jewish literary traditions and conventions. As the semester moves forward, we will examine how the New Testament itself became a material object--a book--and how its changing material status shaped its meaning and functioning. We will see the New Testament transform from a library of separate scrolls and/or codices (a library which was occasionally bound together into a single codex), to a luxury object in the Middle Ages, to a cheap printed object in the wake of the printing revolution of the 19th century, to its modern life as both a highly marketed object and a searchable digital thing in online spaces and mobile apps.

Requirements/Evaluation: active participation and preparation, papers

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: Religion Majors, Then Classics Majors

Expected Class Size: 25

Grading: pass/fail option, course option

Distributions: (D2)

Not offered current academic year

CLAS 219 (S) Judaism Under Ancient Greek and Roman Imperialisms

Cross-listings: CLAS 219 REL 219 JWST 219

Secondary Cross-listing

How did ancient Greek and Roman empires shape the beginnings of Judaism? In this course, we will examine how Greek and Roman imperial systems of identity, ethnicity, law, religion, and knowledge affected Judaism as a religious and cultural system. We will pay particular attention to the ways that Jews/Judeans responded to these imperial pressures, especially as those responses articulated "hybrid" versions of Judaism that were informed both by resistance to imperial centers as well as the sheer hegemony of those cultural systems. The course thus uses (and introduces students to) postcolonial theory to study the history of Judaism under Greek and Roman empires. Readings for this course will include a wide array of ancient Jewish works, such as the books of Maccabees, Flavius Josephus, Philo of Alexandria, the Dead Sea Scrolls, and the Mishnah. The course will also include select readings from early Christian texts and postcolonial theory.

Requirements/Evaluation: active participation and preparation, papers

Prerequisites: none

Enrollment Limit: 21

Enrollment Preferences: Religion majors, Jewish Studies concentrators, Classics majors

Expected Class Size: 14

Grading: pass/fail option, course option

Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 219 (D2) REL 219 (D2) JWST 219 (D2)
Not offered current academic year

CLAS 221 (F) Technologies of Religion in the Early Christian World

Cross-listings: CLAS 221 REL 221

Secondary Cross-listing

What is the relationship between religion and technology? How do various technologies affect the production and distribution of religious knowledge? Facilitate communication and interaction with the divine? Transform the religious self? In this course, we will look specifically at the uses and effects of technology on religion in the early Christian world. While focused most directly on the influence of technology on the development of early Christianity, the course will also explore the place of technology in coterminus movements: in "pagan" sacrifice, Neoplatonic divination, and Stoic practices of the self. By examining technologies of text production, sacrifice, memory, and the self, the course will shed light on early Christianity and its competing religious and philosophical movements, as well as on the nature of technology's relationship to religion.

Requirements/Evaluation: active preparation and participation, short reading response papers (1 page), and a final exam

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 10-12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 221 (D1) REL 221 (D2)
Not offered current academic year

CLAS 222 (S) Greek History

Cross-listings: HIST 222 CLAS 222

Primary Cross-listing

Ancient Greece has been thought to embody the origins of Western civilization in its institutions, values, and thought; it has been seen as the infancy of modern society, with the attributes of innocence, purity, and the infant's staggering capacity for exploration and learning; it has been interpreted as an essentially primitive, violent culture with a thin veneer of rationality; and it has been celebrated as the rational culture par excellence. The study of ancient Greece indeed requires an interpretive framework, yet Greek culture and history have defied most attempts to articulate one. We will make our attempt in this course by investigating ancient Greece as a set of cultures surprisingly foreign to us, as it so often was to its own intellectual elite. But we will also come to appreciate the rich and very real connections between ancient Greek and modern Western civilization. The course will begin with Bronze Age-Greece and the earliest developments in Greek culture, and will conclude with the spread of Greek influence into Asia through the conquests of Alexander the Great. We will explore topics such as the aristocratic heritage of the city-state, the effects of pervasive war on Greek society, the competitive spirit in political and religious life, the confrontations with the East, the relationship of intellectual culture to Greek culture as a whole, Greek dependence on slavery, and the diversity of political and social forms in the Greek world.

Class Format: discussion

Requirements/Evaluation: contributions to class discussions, a midterm, a final exam, and a medium-length paper

Prerequisites: none; open to all

Enrollment Limit: 25

Enrollment Preferences: Classics, History, and Art History majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
CLAS 223 (S) Roman History

Cross-listings: CLAS 223 HIST 223 LEAD 223

Primary Cross-listing

The history of ancient Rome can be seen as an account of formative events, practices, and thought in the history of western culture; it also is the history of the most far-reaching experience of diverse cultures, beliefs, and practices known in the Western tradition until modern times. By studying Roman history from Rome's emergence in central Italy in the 7th century BCE through the reign of the emperor Constantine in the early fourth century CE, we will see the complex and fascinating results of an ambitious, self-confident nation's evolution, transformation, and expansion throughout the Mediterranean world. We will consider questions such as, How did a republic with an aversion to autocratic rule and devotion to libertas understand its existence as an imperial power as well as its own elite's dominant rule over Romans and non-Romans alike? How and why did the Roman republic and its deeply entrenched republican ideology give way to the effective rule by one man, Augustus, and the increasingly monarchical rule of the emperors who followed? Did Roman political life in the later republic cause the violence that left it in crisis, or did the persistence of violence in Roman life account for the nature of Roman politics? Who were the non-elites of Rome, Italy, and the Roman empire that often get left in the shadows in our ancient sources? Who were the important writers, politicians, poets, philosophers, and innovators whose works constitute a rich cultural heritage worthy of both appreciation and critique? Throughout the course there will be an emphasis on the problems of historical and cultural interpretation, on how the Roman experience is relevant to our own, and, importantly, on the pleasures of historical investigation. Readings for this course will include a variety of original sources, a range of scholarly essays on specific topics, and a textbook that will provide our chronological framework.

Class Format: This course will be taught in hybrid mode. Assignments will consist of readings, case studies, short writing assignments and student-led discussions both in-class and via GLOW. Some elements will be offered asynchronously and/or optionally depending on the needs of students studying remotely. Please email the instructor with any questions you have about the structure or nature of the class or about what to expect if you are studying remotely.

Requirements/Evaluation: Class preparation and participation, several short response papers, one longer 6- to 8-page paper, a midterm exam, and a final exam. Students who have a B+ average or better at the end of the semester may substitute a 10 to 15-page research paper for the final exam.

Prerequisites: None; open to all

Enrollment Limit: 20

Enrollment Preferences: Preference given to students who are or are considering majoring in Classics or History, or who are concentrating in Leadership Studies. Preference is then given to first-year students and sophomores.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 223 (D1) HIST 223 (D2) LEAD 223 (D2)

Spring 2021

LEC Section: H1  MR 1:30 pm - 2:45 pm  Kerry A. Christensen

CLAS 226 (S) The Ancient Novel

Cross-listings: COMP 226 CLAS 226

Primary Cross-listing

Pirates, prostitutes, witches, and donkeys: the novels of ancient Greece and Rome often surprise their modern readers with a striking blend of humor, violence, and eroticism. From damsels in distress and daring rescues to impossible journeys and magical transformations, this course will consider these remarkable and varied texts within their own literary and cultural contexts. By reading the works of such authors as Longus, Lucian, Apuleius, and Heliodorus, we will survey the different forms of extended prose fiction that have traditionally been called the ancient "novel." We will confront the challenges of defining the genre itself, and consider both its ancient literary heritage and its later reception and afterlife. We will also explore the ways in which these texts engage with the complex and diverse world of the ancient Mediterranean, paying close attention to the representation of gender, sexuality, ethnicity, and cultural identity. All readings are in translation.
**Requirements/Evaluation:** class participation, in-class presentations, brief reading responses (1-page), and a final paper (8-10 pages)

**Prerequisites:** none, although some prior knowledge of the ancient Mediterranean will be useful

**Enrollment Limit:** 19

**Enrollment Preferences:** Classics and Comparative Literature majors

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 226 (D1) CLAS 226 (D1)

Not offered current academic year

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CLAS 227  (F)  The Examined Life: Ancient Ethical Literature at Rome

**Cross-listings:** COMP 277  CLAS 227

**Primary Cross-listing**

The philosophical schools of classical antiquity had in common a commitment to eudaemonia; that is, they considered human flourishing as a chief goal of life. This aim was not limited to professional philosophers, however. Rather, the question of how humans should live was a widespread and deeply felt concern, and ethical considerations pervade ancient texts across many genres. This course will focus on works of literature that consider how to live wisely, happily, and well, whether through seeking pleasure or acting justly, whether through political engagement or by retreating from society. We will analyze a wide variety of texts, but all are animated by an ethical premise most famously enunciated by Socrates, namely, that the unexamined life is not worth living. Readings may include dialogues, speeches, correspondence, plays, and poems, among them the *Satires* and *Epistles* of Horace, Seneca's *On Leisure* and *On the Happy Life*, and the *Meditations* of Marcus Aurelius. All readings will be in translation.

**Requirements/Evaluation:** class participation, several short written assignments, one or two longer essays (around five pages)

**Prerequisites:** none

**Enrollment Limit:** 24

**Enrollment Preferences:** Classics majors, Comparative Literature majors, or intending Classics and Comparative Literature majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 277 (D1) CLAS 227 (D1)

Not offered current academic year

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CLAS 230  (F)  From Alexander to Cleopatra: Remodeling the Mediterranean World

**Cross-listings:** CLAS 230  ARTH 230

**Primary Cross-listing**

The period between Alexander the Great (323 B.C.) and Cleopatra (30 B.C.), like our own, was characterized by internationalism, migration, wide-ranging cultural values and religious practices, and ethnically diverse urban populations. Large numbers of non-Greeks came under the control of newly established Hellenistic kingdoms, while in the west Rome's emergence as a superpower offered both new opportunity and danger. The Hellenistic world was a place of vibrant change in the spheres of art, architecture, urban planning, and public spectacle. In this course, we will consider the art and archaeology of this period in their political, social, and religious contexts, focusing on the visual language of power and royalty; developments in painting, sculpture, mosaics, and monumental architecture; interactions between Greeks and non-Greeks; and the impact of Greek culture in Rome.

**Requirements/Evaluation:** class participation, quizzes, midterm, final exam, and one medium-length paper

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** students with an interest in the ancient Mediterranean world and in the history of western art and architecture
Expected Class Size: 35
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
CLAS 230 (D1) ARTH 230 (D1)
Not offered current academic year

CLAS 231 (S) Travel in the Ancient Mediterranean
Cross-listings: CLAS 231 COMP 253

Primary Cross-listing
The ancient Mediterranean was a vast yet deeply interconnected world, not unlike our own. In spite of difficulties, people traversed it as traders, explorers, colonial invaders, refugees, pilgrims and even tourists. In this course, we will study both the practical realities of travel in the ancient Greco-Roman world and how the idea of journeys shaped and was shaped by these cultural contexts. We will navigate from Ithaca to Italy, from the depths of the underworld all the way to the Moon, as we read foundational travel narratives from Homer, Apollonius of Rhodes, Vergil, Lucian, and Apuleius. We will discuss how these texts represent cultural interactions, and in particular how they construct foreign "others" as well as local identities, and how they interrogate the limits and possibilities of human knowledge. Finally, we will observe how these texts themselves contribute to the emergence of a genre of travel narratives, with influences stretching to the modern day. All readings will be in English

Class Format: Class meetings will likely be primarily virtual, with potential for some in-person meeting opportunities.
Requirements/Evaluation: class participation, several short writing assignments, quizzes, final paper
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: Classics and comparative literature majors and prospective majors
Expected Class Size: 12
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
CLAS 231 (D1) COMP 253 (D1)

Spring 2021
SEM Section: H1 MR 3:15 pm - 4:30 pm Morgan V. King

CLAS 235 (S) The Garden in the Ancient World
Cross-listings: COMP 235 REL 235 ENVI 232 CLAS 235

Primary Cross-listing
Drawing on the literature, art, and archaeology of ancient gardens and on real gardens of the present day, this course examines the very nature and experience of the garden and the act of gardening. Using a multi-disciplinary approach, we will explore the garden as a paradise; as a locus for philosophical discussion and religious encounter; as a site of labor, conquest, and resistance; and as a place for solace, inspiration, and desire. This course will be grounded in crucial readings from antiquity, such as the Hebrew Bible, Homer, Sappho, Cicero, Lucretius, Vergil, Horace, Columella, and Augustine, and in the perspectives of more modern writers, from Jane Austen and Tom Stoppard to contemporary cultural historian George McKay. Ultimately, our goal is to analyze conceptions and expressions of beauty, power, and love-in the garden. All readings are in translation.

Requirements/Evaluation: class participation, short written assignments, and a final project
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: Classics majors
Expected Class Size: 15
Grading: no pass/fail option, yes fifth course option
**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 235 (D1) REL 235 (D2) ENVI 232 (D1) CLAS 235 (D1)

Not offered current academic year

**CLAS 241 (S) Sex and Gender in Ancient Greece and Rome**

**Cross-listings:** WGSS 241  COMP 241  CLAS 241

**Primary Cross-listing**

From the household to the marketplace, from sacred spaces to the political arena, sexuality and gender shaped a broad range of attitudes and actions in the ancient Mediterranean world. This course investigates a variety of discourses and practices around sexuality and gender in ancient Greece and Rome with the aim of promoting students' capacity to evaluate claims and dismantle false assumptions about the continuity of the "classical" past with contemporary norms and values. We will carefully analyze, contextualize, and compare a variety of texts, including selections from tragic and comic drama, epic and lyric poetry, handbooks, epitaphs, novels and biography in order to better understand how gender and sexuality were expressed, experienced, and regulated in Greece and Rome. Our emphasis will be on ancient texts, but selections from contemporary criticism and theory will enrich the methodological frameworks through which we approach the primary sources.

**Requirements/Evaluation:** five to six weekly tutorial papers, five to six responses, a midterm self-evaluation and conference with instructor, a mid-length final paper (approximately eight pages) consisting of a revision and expansion of a previously written paper

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** majors or intended majors in Classics, WGSS, and Comparative Literature

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 241 (D2) COMP 241 (D1) CLAS 241 (D1)

Not offered current academic year

**CLAS 242 (S) The Country and the City in the Classical World**

**Cross-listings:** ENVI 242  ANTH 242  CLAS 242

**Primary Cross-listing**

A growing urban-rural divide is defining political discourse around the world. The interrelation and tension between "city" and "countryside" are not new, however, but date back to the time when cities first began. How do cities occupy and transform, interact with and displace rural landscapes? What are the values, stereotypes, and ideals—as well as artistic, literary, and architectural forms—associated with the city and the countryside? What role does one play in the political, social, and economic life of the other? With a focus on ancient Greece and, especially, Rome, this course will combine archaeological evidence and contemporary scholarship with primary sources ranging from Hesiod, Theocritus, Vergil, and Propertius to Cato the Elder, Varro, Vitruvius, and Pliny the Elder, to examine an array of topics including land surveying and colonization; agrarian legislation; the urban food supply; rustic religion in the city; urban parks and gardens; and the concept of the pastoral. Together, we will explore the city and the countryside— not just as places, but also as states of mind. All readings are in translation.

**Requirements/Evaluation:** informed participation, two short papers (2-5 pages), final paper (8-10 pages)

**Prerequisites:** none, although prior knowledge of the ancient world will be useful

**Enrollment Limit:** 19

**Enrollment Preferences:** declared and intending majors in Classics and Environmental Studies

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
CLAS 248 (S) Greek Art and the Gods

Cross-listings: ARTH 238, REL 216, CLAS 248

Secondary Cross-listing

In the *Iliad*, when the god Apollo is visualized, it is as a man, angry in his heart, coming down from the peaks of Olympos, bow and quiver on his shoulders, the arrows clanging as the god moves, “like the coming of night,” to bring dogs, horses, and men to their deaths. By the end of the Classical period, one statue of the archer god depicted him as a boy teasing a lizard. In this course, we will examine the development of the images the Greek gods and goddesses, from their superhuman engagement in the heroic world of epic, to their sometimes sublime artistic presence, complex religious function, and transformation into metaphors in aesthetic and philosophical thought. The course will cover the basic stylistic, iconographical, narrative, and ritual aspects of the gods and goddesses in ancient Greek culture. The course will address in detail influential artistic monuments, literary forms, and social phenomena, including the sculptures of Olympia and the Parthenon; divine corporeality in poetry; the theology of mortal-immortal relations; the cultural functions of visual representations of gods, and the continued interest in the gods long after the end of antiquity.

Readings assignments will include selections from Homer, Hesiod, Sappho, Aischylos, Euripides, Plato, Walter Burkert, Jean-Pierre Vernant, Nikolaus Himmelmann, Erika Simon, and Friedrich Nietzsche.

Class Format: discussion

Requirements/Evaluation: short writing assignments, midterm exam, final exam, final paper

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: preference will be given to pre-registered Art-History majors needing to fulfill the pre-1800 requirement; otherwise, the course is open to any interested student

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 238 (D1) REL 216 (D1) CLAS 248 (D1)

Not offered current academic year

CLAS 306 (S) The Good Life in Greek and Roman Ethics

Cross-listings: CLAS 306, PHIL 306

Secondary Cross-listing

Most thoughtful human beings spend a good deal of time musing about how we ought to live and about what counts as a good life for a human being. The philosophers of ancient Greece and Rome were among the first thinkers to develop rigorous arguments in response to such musings. Much of the moral philosophy produced in Greece and Rome remains as relevant today as when it was written. In this course, we will examine some central texts in ancient Greek and Roman moral philosophy. We will begin by reading some of Plato's early dialogues and his Republic. We will then turn to Aristotle's Nicomachean Ethics. We will then examine writings in the Stoic and Epicurean traditions, as well as Cicero’s *On the Ends of Good and Evil*. As we proceed through the course, we will look at the way in which each thinker characterizes happiness, virtue and the relation between the two. We will also pay close attention to the way in which each of these thinkers takes the practice of philosophy to play a key role in our realization of the good human life. This course is part of the Williams College program at the Berkshire County Jail and House of Corrections and will be held at the jail. Transportation will be provided by the college. The class will be composed equally of Williams students and inmates, and one goal of the course will be to encourage students from different backgrounds to think together about issues of common human concern.

Requirements/Evaluation: several short response pieces; a final paper of 10-15 pages

Prerequisites: none

Enrollment Limit: 9

Enrollment Preferences: juniors & seniors & students who can demonstrate an interest in the subject matter of the class; there will not be any preference purely on the basis of major; final selection for the course will be made on the basis of an interview with the instructor
Expected Class Size:  9
Grading:  yes pass/fail option,  no fifth course option
Distributions:  (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
CLAS 306 (D1) PHIL 306 (D2)

CLAS 307 (F) Augustine's Confessions
Cross-listings:  CLAS 307 PHIL 307 REL 303
Secondary Cross-listing
No thinker has done more to shape the Western intellectual tradition than Augustine (354-430 CE), and no book displays Augustine's dynamic vision of reality more compellingly than the Confessions. Its probing and intimate reflections on the meaning of human life, the nature of God and mind, time and eternity, will and world, good and evil, love and sexuality have challenged every generation since Augustine's own. The seminar will be structured around a close, critically engaged reading of the Confessions (in English translation) and will give attention to its historical context and significance as well as to its philosophical and theological ideas. (There will be optional, supplementary opportunity to engage with the Latin text for interested students with some facility with Latin.)

Class Format:  The course will be taught in a hybrid (partly in-person, partly remote) or wholly remote format— a final decision about format will be made in early September, prior to the first class. Class meetings (in whatever format) will consist primarily in student presentations and open, directed discussion of assigned readings.

Requirements/Evaluation:  Regular reading assignments from the Confessions and related secondary literature. Weekly participation in online discussion on Glow (15% of final grade); 3 class presentations (of various lengths and kinds) (20%); a short paper (maximum 1500 words) due around the middle of the semester (20%); a term paper in two drafts (maximum 3000 words) due near the end of the semester (40%); preparation for and participation in class that shows thoughtful engagement with the assigned readings (5%).

Prerequisites:  none
Enrollment Limit:  15
Enrollment Preferences:  Advanced students in Philosophy, Religion and/or Classics

Expected Class Size:  15
Grading:  yes pass/fail option,  no fifth course option
Distributions:  (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
CLAS 307 (D1) PHIL 307 (D2) REL 303 (D2)

Fall 2020
SEM Section: H1  TR 6:45 pm - 8:00 pm  Scott C. MacDonald

CLAS 323 (F) From Achilles to Alexander: Leadership and Community in Ancient Greece
Cross-listings:  HIST 323 CLAS 323 LEAD 323
Primary Cross-listing
Visionary, opportunist, reformer, tyrant, demagogue, popular champion: concise characterization of influential leaders is often irresistible. But placing leaders in their much less easily encapsulated political, social, and religious contexts reveals them to be far more complicated and challenging subjects. Among the questions that will guide our study of Greek leadership: Was the transformative leader in a Greek city always an unexpected one, arising outside of the prevailing political and/or social systems? To what extent did the prevailing systems determine the nature of transformative as well as of normative leadership? How did various political and social norms contribute to legitimating particular kinds of leader? After studying such leaders as the "tyrants" who prevailed in many Greek cities of both the archaic and classical eras, then Athenian leaders like Solon, Cleisthenes, Cimon, Pericles, Cleon, and Demosthenes, and Spartans like Cleomenes, Leonidas, Brasidas, and Lysander, we will focus on Alexander the Great, whose unique accomplishments transformed every aspect of Greek belief about leadership, national boundaries, effective government, the role of the governed, and the legitimacy of power. Readings will include accounts of leadership and government by ancient Greek authors (e.g. Homer, Solon,
Herodotus, Thucydides, Plato, Aristotle, Demosthenes, all in translation) and contemporary historians and political theorists.

Class Format: discussion

Requirements/Evaluation: contributions to class discussions, three short papers (4-6 pages each), a midterm exam, and an oral presentation leading to a significant final paper (10-12 pages)

Prerequisites: none, but a background and/or interest in the ancient world, political systems, and/or Leadership Studies is preferred

Enrollment Limit: 19

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 323 (D2) CLAS 323 (D1) LEAD 323 (D1)

Not offered current academic year

CLAS 332  (S)  Aristotle's Metaphysics

Cross-listings:  CLAS 332  PHIL 332

Secondary Cross-listing

In this course we will study Aristotle's *Metaphysics* concentrating of books gamma-theta. Aristotle sets out to study being qua being, or what is insofar as it is. The thoughts that Aristotle expresses in these books were instrumental in setting an intellectual agenda that dominated western thought through the Middle Ages and provided the backdrop against which the modern philosophical tradition arose. Furthermore, many of the issues that Aristotle takes up in these books remain of central importance in contemporary philosophy. Our main goal in this course is to work our way through Aristotle's text which can be extremely daunting, and to reconstruct his central positions and his arguments for these positions. We will also read selections from the vast secondary literature on Aristotle's *Metaphysics*.

Requirements/Evaluation: discussion leadership, weekly short papers, term paper

Prerequisites:  PHIL 201, CLAS 203

Enrollment Limit: 12

Enrollment Preferences:  Philosophy and Classics majors

Expected Class Size: 8-10

Grading:  no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 332 (D1) PHIL 332 (D2)

Not offered current academic year

CLAS 436  (S)  Demigods: Nature, social theory, and visual imagination in art and literature, ancient to modern

Cross-listings:  ENVI 436  ARTH 436  CLAS 436

Secondary Cross-listing

Horse-men, cat-women, goat-men, tree-women, man-bulls, fish-girls, snake-people--cross-species compound creatures are everywhere in ancient Greek and Roman art, poetry, and culture. The conceptual or cognitive value of those "demigods" has changed over time. In art, demigods have frequently been reduced to the status of decoration, and in literature, they have become generic markers of fantasy. But they are hardly without meaning. Embodied in satyrs, centaurs, nymphs, and other demigods is a vision of an alternative evolutionary and cultural history. In it, humans and animals live together. The distinction between nature and culture is not meaningful. Male and female are equal. The industrial revolution never happens. This course traces the history of demigods from its origins in ancient Greek art and poetry until today. We pay special attention to three points: the relationship between mythology of demigods and ancient political theory about primitive life; evolving conceptions of nature, the origin of species, and the environment; and the capacity of the visual arts to create mythology that has a limited literary counterpart. The first half of the course examines the origins and character of the demigods, in works of ancient art, e.g. the François vase and the Parthenon, as well as ancient texts, including Hesiod's *Theogony* and Ovid's *Metamorphoses*. We examine relevant cultural practices, intellectual history, and conceptions of nature, in texts such as Euripides' *Bakchai*, Plato's *Phaidros*, and Lucretius' *De rerum natura*. We will consider in detail ancient theories of the origins of species
as well as the relationship between nature and human culture. The second half of the course investigates the post-classical survival of demigods. We consider the "rediscovery" of demigods in the work of Renaissance artists such as Botticelli, Michelangelo, Dürer, and Titian, and the rediscovery of ancient materialist theories of nature and culture. We consider in detail the important role played by demigods in the formation of Modernism in art and literature. Key texts include Schiller, "Naive and sentimental poetry," Nietzsche, Birth of Tragedy, Mallarmé, "L'Apres midi d'une faun," Aby Warburg's cultural-historical texts, and Stoppard's Arcadia. Problems include the relationship between nymphs and prostitutes in Manet, and the meaning of fauns and the Minotaur in Picasso. We conclude with demigods in popular culture such as the Narnia chronicles or Hunger Games.

Class Format: Lecture and discussion. When possible, we will meet outdoors in person; when that is not possible, we will meet online.

Requirements/Evaluation: The requirements of the course include: attendance and participation in discussion; preparing summaries/analyses of reading assignments for discussions; one presentation on a research project, and one 20-page paper on the research project.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: art history majors, graduate students in art history, classics majors, then any interested student

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Unit Notes: This course will satisfy the seminar requirement in art history.

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 436 (D1) ARTH 436 (D1) CLAS 436 (D1)

Spring 2021

SEM Section: H1 MR 1:30 pm - 2:45 pm Guy M. Hedreen

CLAS 466 (S) Hellenistic Art and the Beginning of Art History

Cross-listings: ARTH 466 CLAS 466

Secondary Cross-listing

The Hellenistic Period (323-31 BCE) saw the small city-states of the Greek peninsula replaced by far flung kingdoms as important centers of power and culture. In the wake of Alexander the Great's extension of the borders of the classical world all the way to the banks of the Indus River, increased trade, and the movement of individuals between Greece, Egypt, and the Near and Middle East encouraged innovations in philosophy, medicine, religion, literature and art. In fact, a revolution in artistic ideas and forms centered on the social and ethnic diversity of human experience. Royal patrons, and wealthy private citizens including an increasing number of women, commissioned artworks for cities, sanctuaries, tombs, palaces, and estates on a scale rarely seen before. And with the rise of Rome, plundered artworks of earlier periods soon became the desired objects of wealthy collectors, contributing to a mashup of stylistic influence. In this course we'll look closely at influential works of art in bronze, marble, fresco, and mosaic, where artists push the limits of their media in order to express emotional states ranging from pathos to ecstasy, from the mental exhaustion of a defeated athlete, to the cool restraint of a powerful ruler. We'll attempt to understand the conceptual and cultural forces that encouraged artistic innovations of the fourth century BCE through first century CE. We'll also look for the influences of Hellenistic art on artists and writers from the Renaissance to the present day. Reading material includes ancient literature in translation, recent surveys of Hellenistic art, and recent critical essays.

Requirements/Evaluation: Students are responsible, in groups of 2 or 3, for leading discussions based on selected readings. A 5-page midterm paper, and two oral reports --one 6 minutes in length, the other 15-20 minutes in length-- will help form the basis for a 15-18 page research paper on a specific artwork or concept in Hellenistic art, or the adaptation of Hellenistic artworks or themes in later periods, that will be due at the end of the semester. A museum visit may be possible, depending on circumstances.

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Art majors, and then to students of any major interested in art and thought in the ancient Mediterranean world, with permission of instructor

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Unit Notes: ARTH Seminar Requirement
Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 466 (D1) CLAS 466 (D1)

Not offered current academic year

CLAS 493 (F) Senior Thesis: Classics

Recommended for all candidates for the degree with honors. This project will normally be of one semester's duration, in addition to a Winter Study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2020

HON Section: H1 TBA Edan Dekel

CLAS 494 (S) Senior Thesis: Classics

Recommended for all candidates for the degree with honors. This project will normally be of one semester's duration, in addition to a Winter Study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2021

HON Section: H1 TBA Edan Dekel

CLAS 497 (F) Independent Study: Classics

Classics independent study. Students with permission of the department may enroll for independent study on select topics not covered by current course offerings.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2020

IND Section: H1 TBA Edan Dekel

IND Section: H2 TBA Amanda R. Wilcox

CLAS 498 (S) Independent Study: Classics

Classics independent study. Students with permission of the department may enroll for independent study on select topics not covered by current course offerings.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2021

IND Section: H1 TBA Edan Dekel

CLAS 499 (S) Senior Colloquium

This two-semester course is required for all senior Classics majors and usually meets four times each semester. Our activities vary from year to year but normally include presentations by seniors who are taking independent studies or writing Honors theses in Classics, as well as meetings with guest speakers and distinguished visiting professors. Although required for the Classics major, this is a non-credit course and does not count toward the number of semester courses required for the Classics major or for graduation. Senior majors are expected to attend every colloquium unless excused
in advance.

Class Format: colloquium
Grading: non-graded
Distributions: No divisional credit
Not offered current academic year

Winter Study -------------------------------

CLAS 31 (W) Senior Thesis: Classics
May be taken by students registered for Classics 493-494.
Class Format: independent study
Grading: pass/fail only
Not offered current academic year

CLAS 99 (W) Independent Study: Classics
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.
Class Format: independent study
Grading: pass/fail only
Not offered current academic year
CLASSICS (Div I)
GREEK
Chair: Professor Edan Dekel

- Nicole G. Brown, Assistant Professor of Classics; on leave 2020-2021
- Kerry A. Christensen, Garfield Professor of Ancient Languages; on leave Fall 2020
- Edan Dekel, Chair and Professor of Classics, Chair of Jewish Studies Program; affiliated with: Religion Department
- Morgan V. King, Visiting Assistant Professor of Classics
- Sarah E. Olsen, Assistant Professor of Classics
- Amanda R. Wilcox, Professor of Classics

The course offerings in Classics enable students to explore the ancient Greek, Roman, and Mediterranean worlds from various perspectives, including literature, history, art, archaeology, philosophy, and religion. Courses are of two types: language (Greek and Latin) and courses in which all the readings are in English translation (Classical Studies). The 100-level language courses are intensive introductions to Greek and Latin grammar and reading skills; the 200-level language courses combine grammar review with primary readings from Greek or Latin texts of key historical periods; Latin 302 and the 400-level language courses are seminars that explore in depth selected authors or topics and the methods of analysis appropriate to each of them. Classical Studies courses offer introductions to and more specialized study of the literature, visual and material culture, history, and other aspects of the Greek and Roman worlds.

MAJOR

Majors and prospective majors are encouraged to consult with the department’s faculty to ensure a well-balanced and comprehensive selection of Classics courses appropriate to their individual interests. A course in ancient history is strongly recommended. Majors may also benefit from advice on courses offered in other departments that would complement their particular interests in Classics. A reading knowledge of French, German, and Italian is useful for advanced study in Classics and is required in at least two of these modern languages by graduate programs in classics, ancient history, classical art and archaeology, and medieval studies.

The department offers two routes to the major: Route A emphasizes more coursework in Greek and Latin, while Route B emphasizes more Classical Studies courses.

Route A: (1) Six courses in Greek and/or Latin, with at least two 400-level courses in one language. (2) Three additional courses from the offerings in Greek, Latin, or Classical Studies or from approved courses in other departments and programs.

Route B: (1) One course each from any two of the following categories: literature (CLAS 101 or CLAS 102); visual and material culture (CLAS 209 or CLAS 210); history (CLAS 222 or CLAS 223). (2) Four courses in Greek or Latin with at least one at the 400-level, or the four-course sequence CLLA 101, 102, 201, and 302. (3) Three additional courses from the offerings in Classical Studies or from approved courses in other departments and programs.

Classics Colloquium: All Classics majors in residence are expected to participate fully in the life of the department through attendance at lectures and other departmental events.

THE DEGREE WITH HONORS IN CLASSICS

Students who wish to be considered for the degree with honors will normally prepare a thesis or pursue appropriate independent study in one semester and winter study of their senior year. The thesis or independent study offers students the opportunity to work in depth on a topic of their choosing and to apply and develop the techniques and critical methods with which they have become acquainted during their regular course work. It may also include relevant work with members of other departments. In order to write a thesis, students normally must have a minimum GPA of 3.3 in their major courses and must submit a thesis proposal that earns departmental approval before the end of the spring semester of their junior year. To be awarded the degree with honors in Classics, the student is required to have taken a minimum of ten semester courses in the department (not including the thesis or independent study) and to have demonstrated original or superior ability in studies in the field both through course work and through the thesis or equivalent independent study.

COURSE NUMBERING SYSTEM

Language Courses: The numbering of courses through the 300 level reflects the prerequisites involved. The only prerequisite for any 400-level course is Greek 201 or Latin 302. The rotation of 400-level courses is arranged to permit exposure, in a three- to four-year period, to most of the important periods and genres of Greek and Latin literature. Students may enter the rotation at 100-level, 200-level, or 300-level, depending on
Classical Studies Courses: The numbering of these courses does not reflect a strict sequence, and most of them do not assume prior experience in Classics or a cross-listed field. The following pairs of courses offer excellent introductions to key areas of study within Classics: CLAS 101 and 102 (literature), CLAS 209, 210 (visual and material culture), CLAS 222, 223 (history).

STUDY AWAY

We strongly encourage Classics majors to study away in their junior year, at programs in Italy (especially the semester-length program at the Intercollegiate Center for Classical Studies in Rome), at programs in Greece (especially the College Year in Athens, which students need only attend for one semester), and in the Williams at Oxford Program. Our majors have also had excellent Classics experiences in other study-abroad programs in Italy and Greece and at various universities in Europe and the United Kingdom. In addition, we encourage students to take advantage of opportunities available in the summer: study abroad programs in Italy and Greece, archaeological digs, or even carefully planned individual travel to sites in Greece, Italy or other areas of the ancient Mediterranean world. When the college cannot do so, the department may be able to provide some financial support for summer study abroad. The department’s faculty are always available to advise students, the chair has materials to share, and students can visit the department’s website for information and links to helpful sites. Majors who are considering studying away should especially consult with faculty members about the implications for language study.

FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g., syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Complete syllabus and course description, including readings/assignments.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

No.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

No, but students should consult with the department about language sequences.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:

None to date.

CLGR 101 (F) Introduction to Greek

This full-year, intensive course presents the fundamentals of Greek grammar, syntax, and vocabulary and introduces students, in the second semester, to works of the classical period (usually Xenophon and Euripides).

Class Format: Greek 101-102 is being offered as a hybrid course. It is designed so that any student may enroll and thrive regardless of their location or mode of participation—on-campus and taking the class in person or studying remotely from any location. Greek 101 will meet during the scheduled course hours, with flexible options available to remote learners. Students who will be taking the class remotely are encouraged to reach out to me to discuss the course and their individual circumstances.

Requirements/Evaluation: frequent quizzes, tests, and a final exam

Prerequisites: none; designed for students who are beginning Greek or have studied less than two years of Greek in secondary school; students with some previous experience in Greek may want to enroll in CLGR 102 only (consult the department)
**CLGR 102 (S) Introduction to Greek**

This full-year, intensive course presents the fundamentals of Greek grammar, syntax, and vocabulary and introduces students, in the second semester, to works of the classical period (usually Xenophon and Euripides).

**Class Format:** Greek 101-102 is being offered as a hybrid course. It is designed so that any student may enroll and thrive regardless of their location or mode of participation--on-campus and taking the class in person or studying remotely from any location. Students who will be taking the class remotely are encouraged to consult with the instructor about their circumstances.

**Requirements/Evaluation:** frequent quizzes, tests, and a final exam

**Prerequisites:** CLGR 101 or permission of department

**Enrollment Limit: 15**

**Enrollment Preferences:** Classics majors or intended Classics majors, first years and sophomores

**Expected Class Size: 8-10**

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** credit granted only if both semesters (CLGR 101 and 102) are taken

**Distributions:** (D1)

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**CLGR 201 (F) Intermediate Greek**

The mythology of minimalist, outdoor education runs deep. Socrates famously prodded his students with questions while strolling through and beyond the city of Athens, and his intellectual descendant, Aristotle, enshrined the value of learning-in-motion through his Peripatetic ("walking around") school of philosophy. Here at Williams, the enduring image of "the log" idealizes direct dialogue between professor and student(s) in a natural setting. Henry David Thoreau, in a quote inscribed near the summit of Mt. Greylock, remarks that "it were as well to be educated in the shadow of a mountain as in more classic shades. Some will remember, no doubt, not only that they went to college, but that they went to the mountain." In addition to celebrating outdoor learning, these models all valorize an education stripped of classroom and technological trappings--an education that requires only a curious mind and an intellectual guide. What might these models have to offer us in this extraordinary historical and cultural moment? In Greek 201 this fall, we will read excerpts from Plato's *Ion* and Hesiod's *Theogony* in their original Greek. These texts will give you a taste of both Classical prose and Archaic poetry and enable you to improve your ability to read, comprehend, and translate ancient Greek literature. Plato and Hesiod also offer important and influential perspectives on the origins, effects, and value of poetry, and we will use their work as a starting point for asking ourselves questions like: what is poetry? Where does it come from? What is it good for? In keeping with the minimalist models of education described above, we will explore those questions and read Greek together with as few trappings as possible: see "additional information" for course format details.

**Class Format:** This is a hybrid course, and it is designed to be fully accessible to both in-person and remote students. We will meet during the assigned class times (outdoors, as much as possible), with Zoom sessions available for those who need to study remotely for all or part of the semester.

**Requirements/Evaluation:** Your work in this course will be assessed through in-class participation and the completion of a set of take-home assignments (including a cumulative final assignment).

**Prerequisites:** CLGR 101-102 or two years of Greek in secondary school
Enrollment Limit: 12
Enrollment Preferences: Classics majors and intended Classics majors
Expected Class Size: 5-10
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)

Fall 2020
SEM Section: H1  MR 3:15 pm - 4:30 pm  Sarah E. Olsen

CLGR 401 (S) Homer: The Iliad
From the early archaic era through the classical and beyond, Homer's *Iliad* and *Odyssey* remained foundational in Greek discourse about community, leadership, war, heroism, family, friendship, loyalty, the gods, justice, and much more. Nearly all of subsequent Greek literature, both poetry and prose, developed out of a dialogue with these epics. In this course, we will read extensive selections from the *Iliad* in Greek and the entire epic in translation.

Requirements/Evaluation: class participation, short written exercises and/or oral reports, midterm and final exams, and a final paper
Prerequisites: CLGR 201 or permission of instructor
Enrollment Limit: 12
Enrollment Preferences: majors in Classics, Comparative Literature, English and other literatures
Expected Class Size: 5-6
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)

Not offered current academic year

CLGR 402 (S) Homer: The Odyssey
From the early archaic era through the classical and beyond, Homer's *Iliad* and *Odyssey* remained foundational in Greek discourse about community, leadership, war, heroism, family, friendship, loyalty, the gods, justice, and much more. Nearly all of subsequent Greek literature, both poetry and prose, developed out of a dialogue with these epics. In this course, we will read extensive selections from the *Odyssey* in Greek and the entire epic in translation.

Requirements/Evaluation: class participation, short written assignments and/or oral reports, a midterm and final exams, and a final paper
Prerequisites: CLGR 201 or permission of instructor
Enrollment Limit: 12
Enrollment Preferences: majors in Classics, Comparative Literature, English and other literatures
Expected Class Size: 5-6
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)

Not offered current academic year

CLGR 404 (S) Tragedy
Tragedy was a hybrid genre invented in sixth-fifth century Athens, where tragic performances in the city's festival of the Greater Dionysia played a vital role in the democratic polis. This course will focus on reading in Greek a complete tragedy of Sophokles or Euripides; we will also read in translation several other tragedies, a satyr-play, and a comedy of Aristophanes. While focusing on questions of particular importance for the play we are reading in Greek, we will also situate that play in a larger context by exploring, for instance: aspects of the social and political situations in and for which fifth-century tragedies were first produced; the several performance genres out of which tragedy was created; developments in the physical characteristics of the theater and in elements of staging and performance; problems of representation particularly relevant to theatrical production and performance.

Class Format: This is a hybrid course that will likely involve both Zoom and in-person sections; precise format (including potential alternate meeting
times) TBD in consultation with enrolled students.

Requirements/Evaluation: contributions to class, midterm and final exams (take-home), and a final paper

Prerequisites: CLGR 201 or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Classics majors, students continuing the Greek sequence

Expected Class Size: 13

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2021

SEM Section: H1    MW 11:45 am - 1:00 pm    Sarah E. Olsen

CLGR 405  (F)  Greek Lyric Poetry

This course will explore the development of Greek lyric poetry from the eighth to the fifth centuries BCE. Beginning with Archilochus, Sappho, and Alcaeus, and proceeding through such poets as Solon, Anacreon, Ibycus, and Theognis, we will examine the formal, social, and performative contexts of lyric, the influence of epic and choral poetry on the evolution of the genre, and the difficulties of evaluating a fragmentary corpus. Finally, we will explore the influence of political and economic changes in the early fifth century on the work of Simonides. The goal throughout is to investigate the structures, innovations, and problems of poetic self-expression in early Greek poetry.

Requirements/Evaluation: class participation, a midterm exam, a final paper, and a final exam

Prerequisites: CLGR 201 or permission of instructor

Enrollment Limit: 12

Expected Class Size: 5

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

CLGR 409  (F)  Plato

Plato's writing has exercised an incalculable influence on the development of subsequent philosophy and literature, but his dialogues are equally compelling when they are read independently of the works they have inspired. In this course we will read substantial selections from one or more of the so-called middle dialogues (Symposium, Phaedo, Republic, Phaedrus), in which a variety of speakers, including Socrates, ask and provisionally answer questions such as what are love, beauty, and justice, and how does the human soul in possession of these goods participate in the divine?

Class Format: For the fall of 2020, this course will taught online. The seminar will meet at the regularly scheduled time twice a week or at a mutually agreed on time that does not conflict with other course work.

Requirements/Evaluation: evaluation will be based on class participation, several short written assignments, a midterm and final exam, and a longer final paper

Prerequisites: CLGR 201 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: if oversubscribed, preference given to majors in Classics, Philosophy, Comparative Literature, English or another literature

Expected Class Size: 5-6

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2020

SEM Section: R1    TBA    Amanda R. Wilcox

CLGR 412  (F)  Herodotus
This course will focus on the reading in Greek of Herodotus' Histories, his multivalent and deeply human account of how and why several hundred years of contact and conflict between the Greek city-states and non-Greek peoples to the east culminated in the Persian invasion of Greece. We will explore the ways in which his rich narrative style and intellectual landscape reflect the influence of Greek and near-eastern oral traditions, Ionian philosophical thought, Greek tragedy, and contemporary Athenian rhetoric and philosophy. We will also study his use of anthropological methods, ethnography, and geography in explaining human events. Among the many themes that permeate his work, we will pay special attention to the working of divine versus human justice, the mutability of human affairs, the nature of authority, the role of family, and the quest for wisdom.

Requirements/Evaluation: class participation, two short written assignments, a midterm exam, a final paper, and a final exam

Prerequisites: CLGR 201 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Classics majors

Expected Class Size: 8

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

CLGR 414 (F) Thucydides

This course will focus on Thucydides' powerful history of the Peloponnesian War. It is a rich text with much to say about human nature, human motivation, power, morality, the fragility of civilized life, the nature of democracy, leadership, causality in human affairs, and the impact on the Greek city-states of thirty years of nearly continuous war.

Requirements/Evaluation: class preparation and participation, a midterm exam, a final paper, and a final translation exam

Prerequisites: CLGR 201 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Classics majors

Expected Class Size: 6

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

Winter Study

CLGR 99 (W) Independent Study: Greek

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year
The course offerings in Classics enable students to explore the ancient Greek, Roman, and Mediterranean worlds from various perspectives, including literature, history, art, archaeology, philosophy, and religion. Courses are of two types: language (Greek and Latin) and courses in which all the readings are in English translation (Classical Studies). The 100-level language courses are intensive introductions to Greek and Latin grammar and reading skills; the 200-level language courses combine grammar review with primary readings from Greek or Latin texts of key historical periods; Latin 302 and the 400-level language courses are seminars that explore in depth selected authors or topics and the methods of analysis appropriate to each of them. Classical Studies courses offer introductions to and more specialized study of the literature, visual and material culture, history, and other aspects of the Greek and Roman worlds.

MAJOR

Majors and prospective majors are encouraged to consult with the department’s faculty to ensure a well-balanced and comprehensive selection of Classics courses appropriate to their individual interests. A course in ancient history is strongly recommended. Majors may also benefit from advice on courses offered in other departments that would complement their particular interests in Classics. A reading knowledge of French, German, and Italian is useful for advanced study in Classics and is required in at least two of these modern languages by graduate programs in classics, ancient history, classical art and archaeology, and medieval studies.

The department offers two routes to the major: Route A emphasizes more coursework in Greek and Latin, while Route B emphasizes more Classical Studies courses.

Route A: (1) Six courses in Greek and/or Latin, with at least two 400-level courses in one language. (2) Three additional courses from the offerings in Greek, Latin, or Classical Studies or from approved courses in other departments and programs.

Route B: (1) One course each from any two of the following categories: literature (CLAS 101 or CLAS 102); visual and material culture (CLAS 209 or CLAS 210); history (CLAS 222 or CLAS 223). (2) Four courses in Greek or Latin with at least one at the 400-level, or the four-course sequence CLLA 101, 102, 201, and 302. (3) Three additional courses from the offerings in Classical Studies or from approved courses in other departments and programs.

Classics Colloquium: All Classics majors in residence are expected to participate fully in the life of the department through attendance at lectures and other departmental events.

THE DEGREE WITH HONORS IN CLASSICS

Students who wish to be considered for the degree with honors will normally prepare a thesis or pursue appropriate independent study in one semester and winter study of their senior year. The thesis or independent study offers students the opportunity to work in depth on a topic of their choosing and to apply and develop the techniques and critical methods with which they have become acquainted during their regular course work. It may also include relevant work with members of other departments. In order to write a thesis, students normally must have a minimum GPA of 3.3 in their major courses and must submit a thesis proposal that earns departmental approval before the end of the spring semester of their junior year. To be awarded the degree with honors in Classics, the student is required to have taken a minimum of ten semester courses in the department (not including the thesis or independent study) and to have demonstrated original or superior ability in studies in the field both through course work and through the thesis or equivalent independent study.

COURSE NUMBERING SYSTEM

Language Courses: The numbering of courses through the 300 level reflects the prerequisites involved. The only prerequisite for any 400-level course is Greek 201 or Latin 302. The rotation of 400-level courses is arranged to permit exposure, in a three- to four-year period, to most of the important periods and genres of Greek and Latin literature. Students may enter the rotation at 100-level, 200-level, or 300-level, depending on previous experience.
Classical Studies Courses: The numbering of these courses does not reflect a strict sequence, and most of them do not assume prior experience in Classics or a cross-listed field. The following pairs of courses offer excellent introductions to key areas of study within Classics: CLAS 101 and 102 (literature), CLAS 209, 210 (visual and material culture), CLAS 222, 223 (history).

STUDY AWAY

We strongly encourage Classics majors to study away in their junior year, at programs in Italy (especially the semester-length program at the Intercollegiate Center for Classical Studies in Rome), at programs in Greece (especially the College Year in Athens, which students need only attend for one semester), and in the Williams at Oxford Program. Our majors have also had excellent Classics experiences in other study-abroad programs in Italy and Greece and at various universities in Europe and the United Kingdom. In addition, we encourage students to take advantage of opportunities available in the summer: study abroad programs in Italy and Greece, archaeological digs, or even carefully planned individual travel to sites in Greece, Italy or other areas of the ancient Mediterranean world. When the college cannot do so, the department may be able to provide some financial support for summer study abroad. The department’s faculty are always available to advise students, the chair has materials to share, and students can visit the department’s website for information and links to helpful sites. Majors who are considering studying away should especially consult with faculty members about the implications for language study.

FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g., syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Complete syllabus and course description, including readings/assignments.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

No.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

No, but students should consult with the department about language sequences.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

None to date.

CLLA 101 (F) Introduction to Latin

This is a full-year course on the fundamentals of the Latin language. We focus throughout on learning grammar and vocabulary, and we regularly incorporate selections from literature, inscriptions, and other sources. Over time, we gradually increase the emphasis on reading selections from Latin poetry (e.g., Ovid’s Metamorphoses) and prose (e.g., Piny’s Letters).

Class Format: For Fall 2020, this course will use hybrid instruction, with synchronous meetings for both in-person and remote students (at the regularly scheduled times), video lectures, and online submissions.

Requirements/Evaluation: frequent quizzes, classroom exercises, two midterms, a final project

Prerequisites: none; this course is designed for the student with no previous preparation in Latin or with only a little Latin who wishes a refresher; students with some previous experience in Latin may want to enroll in CLLA 102 only (consult the department)

Enrollment Limit: 15
Enrollment Preferences: Classics majors or intended Classics majors, first years and sophomores

Expected Class Size: 8-10

Grading: yes pass/fail option, yes fifth course option

Unit Notes: credit granted only if both semesters (CLLA 101 and 102) are taken

Distributions: (D1)

Fall 2020
LEC Section: H1 MWF 12:00 pm - 12:50 pm Morgan V. King

CLLA 102 (S) Introduction to Latin
This is a full-year course on the fundamentals of the Latin language. We focus throughout on learning grammar and vocabulary, and we regularly incorporate selections from literature, inscriptions, and other sources. Over time, we gradually increase the emphasis on reading selections from Latin poetry (e.g., Ovid's *Metamorphoses*) and prose (e.g., Piny's *Letters*).

Class Format: recitation/discussion

Requirements/Evaluation: frequent quizzes, tests, classroom exercises, and a final exam

Prerequisites: CLLA 101 or permission of department

Enrollment Limit: 18

Enrollment Preferences: Students who have completed CLLA 101

Expected Class Size: 10-12

Grading: yes pass/fail option, yes fifth course option

Unit Notes: credit granted only if both semesters (CLLA 101 and 102) are taken

Distributions: (D1)

Spring 2021
LEC Section: H1 MWF 10:40 am - 11:30 am Amanda R. Wilcox

CLLA 201 (F) Intermediate Latin: The Late Republic
In this course we will read selections from Cicero's fiery speeches against Mark Antony, the political heir apparent to Julius Caesar after his assassination. We will pair Cicero's prose with selections from the poetry of Catullus, including verses targeting Caesar and his friends. As we read, we will review the fundamentals of Latin grammar and work towards reading fluency in Latin and a better appreciation of linguistic nuance. Moreover, these texts reflect and directly intervene in one of the most tumultuous periods of Roman history. By examining these texts also as evidence for the culture and politics of their time, we will consider the nature of political resistance in late Republican Rome, and investigate the wider cultural assumptions about gender, power, and community that these verbal attacks reveal.

Class Format: For Fall 2020, this course will use hybrid instruction, with synchronous meetings for both in-person and remote students (at the regularly scheduled times)

Requirements/Evaluation: classroom performance, quizzes, short written assignments, a final project

Prerequisites: CLLA 101-102 or 3-4 years of Latin in secondary school; consult the department

Enrollment Limit: 12

Enrollment Preferences: Classics majors and prospective majors

Expected Class Size: 6-10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2020
LEC Section: H1 MWF 10:40 am - 11:30 am Morgan V. King
CLLA 302 (S) Vergil's Aeneid
This course is a comprehensive introduction to Vergil's *Aeneid*. Students will develop their ability to read and translate the Latin text of the poem, while at the same time exploring the major interpretive issues surrounding the definitive Roman epic. Through a combination of close reading and large-scale analysis, we will investigate the poem's literary, social, and political dimensions with special attention to Vergil's consummate poetic craftsmanship.

**Class Format:** For the spring of 2021, this course will be taught online. The seminar will meet at the regularly scheduled time twice a week.

**Requirements/Evaluation:** Class participation, a midterm exam, a final paper, and a final exam.

**Prerequisites:** CLLA 201 or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** If the course is overenrolled, preference will be given to Classics majors and prospective majors.

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2021

SEM Section: R1  TF 1:30 pm - 2:45 pm  Edan Dekel

CLLA 403 (S) The Invention of Love: Catullus and the Roman Elegists
This course will explore the development of Latin love poetry in the first century BCE. Beginning with Catullus, we will examine the influence of Greek lyric poetry on the evolution of the genre as well as Roman attitudes toward love exhibited in other literature of the Late Republic. We will then turn to the full development of the elegiac form in the love poems of Propertius, Tibullus, and Sulpicia. Finally, we will explore the transformation of the genre in Ovid's *Amores*. The goal throughout is to investigate the conventions, innovations, and problems of expressing personal desire and longing amid the social and political upheaval of the transition from Republic to Principate.

**Class Format:** This course will be offered hybrid, with remote and in-person students joining synchronous meetings together over zoom. The exact logistics of this format may be adjusted in consultation with enrolled students.

**Requirements/Evaluation:** evaluation will be based on class participation, a midterm exam, a final paper, and a final exam

**Prerequisites:** CLLA 302 or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Classics majors

**Expected Class Size:** 10-12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2021

LEC Section: H1  TF 3:15 pm - 4:30 pm  Morgan V. King

CLLA 406 (F) Horace's Odes
This course will explore the poetic delights of Horace's extraordinary experiment in crafting Latin personal verse using Greek lyric forms. We will immerse ourselves in the poems' intricate construction and examine how they engage such themes as love and friendship, landscape and memory, youth and old age, politics, and morality. At the same time, we will consider the variety of voices and perspectives within the poems and their complex relationship both to Greek and Latin poetic traditions and to Horace's own contemporary world. The goal throughout is to investigate the literary, social, political, and philosophical dimensions of the odes, as well as their consummate poetic artistry.

**Requirements/Evaluation:** class participation, a midterm exam, a final paper, and a final exam

**Prerequisites:** CLLA 302 or permission of instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** Classics majors
CLLA 407  (F)  Caesar and Cicero

The one a brilliant strategist, the other preeminent in the courts, Caesar and Cicero were both master politicians whose ambitions for their country and themselves brought them into bitter conflict. Their combined oeuvres provide compelling, detailed accounts of the events and personalities that ended the Roman republic and ushered in an era of prolonged civil war. Moreover, despite striking stylistic differences, their works jointly are regarded as the acme of classical Latin prose. In this course we will read extensive selections from Caesar's commentaries and Cicero's speeches and correspondence, aiming throughout at better understanding their rhetorical brilliance and pragmatic persuasive goals.

Class Format: discussion

Requirements/Evaluation: class participation, several short written assignments (such as article reviews), a midterm exam and essay of moderate length, plus a final exam and longer paper

Prerequisites: CLLA 302 or permission of instructor

Enrollment Limit: 12

Expected Class Size: 6-9

Grading:  yes pass/fail option,  yes fifth course option

Distributions:  (D1)

Not offered current academic year

CLLA 408  (F)  Roman Comedy

The comic plays that still survive all had their first productions within roughly forty years between 200 and 160 BCE, as Rome rapidly expanded its military, economic, and political reach beyond the Apennine peninsula. They present critically important evidence for how Roman literature and cultural identity developed in the second century, and they document formulas for slapstick action and low-brow jokes that remain in use even today. Staged in Greek costume and featuring ostensibly Greek characters, the comedies revel in mocking stereotypical Roman values but ultimately reassert them. Sometimes what the Romans found funny is all too familiar; sometimes it's shocking. Our main focus will be on the *Mostellaria* of Plautus, often translated as "The Haunted House." Characteristic of its genre, the *Mostellaria* focuses on generational conflict within a household, especially between father and son. To enrich our conversation, we will read several other comedies in translation as well as selected scholarly investigations of this play, its genre, and the historical context.

Class Format: Discussion/recitation. For the fall of 2020, this course will be taught online. The seminar will meet at the regularly scheduled time twice per week.

Requirements/Evaluation: Evaluation will be based on class participation, several written assignments of varying length, and possibly short quizzes as well as a midterm exam and a final exam and/or essay.

Prerequisites: CLLA 302 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: If the course is oversubscribed, preference will be given to majors and potential majors in Classics and Comparative Literature

Expected Class Size: 8-10

Grading:  yes pass/fail option,  yes fifth course option

Distributions:  (D1)

Fall 2020

SEM Section: R1    TF 3:15 pm - 4:30 pm     Amanda R. Wilcox

CLLA 409  (S)  Seneca and the Self

This course considers ethical and literary dimensions of self-fashioning, self-examination, and the conception of selfhood in the Stoic philosophy of the
younger Seneca through close reading of extensive selections from his philosophical works and tragedies. The focus of this course lies squarely in the first century CE and on the analysis of Seneca's own texts. We begin, however, with an introduction to the ethics of Roman Stoicism through the persona theory of Panaetius as transmitted by Cicero's De Officiis. Moreover, we will read and discuss reflections on selfhood from some of Seneca's most famous philosophical and literary heirs, including Montaigne, Emerson, and Foucault, both to enrich our understanding of his work and to gain an appreciation of his considerable influence on later writing about the self.

Requirements/Evaluation: class participation, several short written and oral assignments, midterm and final exams, and a final paper

Prerequisites: CLLA 302 or permission of instructor

Enrollment Limit: 12

Expected Class Size: 5-10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

CLLA 414 (F) Vergil's Eclogues and Georgics

This course will explore the two major works of Vergil that precede the Aeneid: the Eclogues, a series of ten pastoral poems that range widely across personal, political, and mythological themes; and the Georgics, a longer didactic poem in four books that uses an agricultural framework to examine issues of life, death, power, suffering, and love. The goal throughout is to investigate the literary, political, and social dimensions of the poems with special attention to their relationship to earlier models, as well as their exquisite poetic craftsmanship.

Requirements/Evaluation: class participation, a midterm exam, a final paper, and a final exam

Prerequisites: CLLA 302 or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Classics majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

CLLA 415 (S) Ovid's Metamorphoses

This course will explore Ovid's greatest work, an epic poem in fifteen books entitled Metamorphoses. Ovid's poem narrates the story of the world from its beginning down to his own day, the reign of Augustus, via a series of tales closely woven together through the theme of change. We will translate and discuss large portions of the Latin text along with selections from contemporary scholarship in order to consider the poem in its original political and cultural context as well as its relationship to earlier models and its post-classical reception.

Requirements/Evaluation: class participation, a midterm exam, a final paper, and a final exam

Prerequisites: CLLA 302 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Classics majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

Winter Study

CLLA 99 (W) Independent Study: Latin

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late
September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year
Cognitive science is concerned with how humans, non-human animals, and computers acquire, represent, manipulate, and use information. As an interdisciplinary field it combines research and theory from computer science (e.g., artificial intelligence), cognitive psychology, philosophy, linguistics, and neuroscience, and to some extent evolutionary biology, math, and anthropology. Complex issues of cognition are not easily addressed using traditional intra-disciplinary tools. Cognitive researchers in any discipline typically employ a collection of analytic and modeling tools from across traditional disciplinary boundaries. Thus, the methods and research agenda of cognitive science are broader than those of any of the fields that have traditionally contributed to cognitive science. The Cognitive Science Program is designed to provide students with the broad interdisciplinary foundation needed to approach issues of cognition.

**THE CONCENTRATION**

The concentration in Cognitive Science consists of six courses, including an introductory course, four electives, and a senior seminar.

Minds, Brains, and Intelligent Behavior (COGS 222) is the entry point into the concentration, and provides an interdisciplinary perspective on issues of cognition. Ideally, it should be taken before the end of the sophomore year. Emphasizing the highly interdisciplinary nature of the field, the four electives must be distributed over at least three course prefixes. In the fall of the senior year, concentrators will participate in a senior seminar (COGS 493) or a senior tutorial, depending on enrollments.

**Required Courses**

COGS/PHIL/PSYC 222 Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science

COGS 493 Senior Seminar or Senior Tutorial (In years where 493 is not offered, students should contact the Program Chair for details).

**Elective Courses**

Four electives are required, chosen from at least three prefixes, at most two of which can be at the 100 level.

### Elective Courses Catalog:

- **Biol 204** (S) Animal Behavior
  - Taught by: Manuel Morales
  - [Catalog details](#)

- **CSCI 134** (F, S) Introduction to Computer Science
  - Taught by: Duane Bailey, Daniel Aalberts, Molly Q. Feldman
  - [Catalog details](#)

- **CSCI 361 / MATH 361** (F, S) Theory of Computation
  - Taught by: Aaron Williams
  - [Catalog details](#)

- **CSCI 373** Artificial Intelligence
  - Taught by: Jon Park
  - [Catalog details](#)

- **CSCI 374** (F, S) Machine Learning
  - Taught by: Andrea Danyluk
  - [Catalog details](#)

- **NSCI 201 / BIOL 212 / PSYC 212** (F) Neuroscience
  - Taught by: Shivon Robinson, Tim Lebestky
  - [Catalog details](#)

- **PHIL 216 / ENVI 216** (S) Philosophy of Animals
  - Taught by: Joseph Cruz
  - [Catalog details](#)

- **PHIL 388** T Consciousness
Recommendated Courses

The following courses are recommended for students seeking a richer background in cognitive science. These will not count as electives for the cognitive science concentration.

**BIOL 305(S) Evolution**
Taught by: Luana Maroja
Catalog details

**MATH 250(F, S) Linear Algebra**
Taught by: John Wiltshire-Gordon, Susan Loepp
Catalog details

**PHIL 209 / STS 209 Philosophy of Science**
Taught by: Bojana Mladenovic
Catalog details

**PSYC 201(F, S) Experimentation and Statistics**
Taught by: Kenneth Savitsky, Catherine Stroud, Jeremy Cone, Noah Sandstrom, Jeremy C Simon
Catalog details

**STAT 101(F, S) Elementary Statistics and Data Analysis**
Taught by: Daniel Turek, Shaoyang Ning
Catalog details

**STAT 201(F, S) Statistics and Data Analysis**
Taught by: Anna Plantinga, Elizabeth Upton, Richard De Veaux
Catalog details

**STAT 344(F) Statistical Design of Experiments**
Taught by: Laurie Tupper
Catalog details

Formal admission to candidacy for honors will occur at the end of the fall semester of the senior year and will be based on promising performance in COGS 493. This program will consist of COGS W31-494(S), and will be supervised by members of the advisory committee from at least two departments. Presentation of a thesis, however, should not be interpreted as a guarantee of a degree with honors.

**STUDY ABROAD**

Students who wish to discuss plans for study abroad are invited to meet with any member of the Cognitive Science advisory committee.

**FAQ**

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

**Can your department or program typically pre-approve courses for major/concentration credit?**

Yes, in many cases, though students should be sure to contact the department.

**What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?**

Complete syllabus and course description, including readings/assignments.

**Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?**
Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No. As long as the study abroad courses conform to the interdisciplinary distribution requirements of the concentration.

Are there specific major requirements that cannot be fulfilled while on study away?

No.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

No.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

None to date.

COGS 222  (F)  Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science

Cross-listings:  PSYC 222  PHIL 222  COGS 222

Primary Cross-listing

This course will emphasize interdisciplinary approaches to the study of intelligent systems, both natural and artificial. Cognitive science synthesizes research from cognitive psychology, computer science, linguistics, neuroscience, and contemporary philosophy. Special attention will be given to the philosophical foundations of cognitive science, representation and computation in symbolic and connectionist architectures, concept acquisition, problem solving, perception, language, semantics, reasoning, and artificial intelligence.

Class Format: This hybrid course will meet in-person and will also be available for remote video attendance and participation. Remote students will be expected to attend class synchronously with the in-person lecture and will not be able to watch lectures at other times, so must be available during the class hours in the catalog. Supplemental material--e.g., office hours, study sessions for exams, background discussion for weekly assignments--will be delivered on-line.

Requirements/Evaluation: midterm and final exams, and self-paced weekly exercises

Prerequisites: PSYC 101 or any PHIL course or CSCI 134 or permission of instructor; background in more than one of these is recommended. It is not necessary to contact the instructor to indicate a special interest in the course.

Enrollment Limit:  20

Enrollment Preferences: sophomore and first-year students, with additional preference given to students who satisfy more of the prerequisites.

Expected Class Size:  20

Grading:  no pass/fail option,  no fifth course option

Unit Notes: meets Contemporary Metaphysics & Epistemology requirement only if registration is under PHIL

Distributions:  (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSYC 222 (D2) PHIL 222 (D2) COGS 222 (D2)

Fall 2020

LEC Section: H1  TR 11:30 am - 12:45 pm  Joseph L. Cruz

COGS 493  (F)  Advanced Topics in Mind and Cognition

In the last decade the science of the mind has continued to draw on its 20th century history as well as expand its methodological repertoire. In this tutorial we will investigate current trends in mind and cognition by considering research in cognitive neuroscience, embodied cognition, dynamic systems theory, and empirical approaches to consciousness. Throughout, we will attend both to the specific empirical details as well as the conceptual foundations of this work. We will discuss how it elaborates, expands, and sharpens early views of the domain and methodology of philosophy of mind.
and cognitive science.

**Class Format:** This tutorial will be offered remotely at a time agreed upon by the students and instructor.

**Requirements/Evaluation:** Substantial essay (5-7 pages) every two weeks on assigned material and commentary on tutorial partner's work. Essays will be due in advance and presented orally in tutorial.

**Prerequisites:** Senior Cognitive Science concentrator

**Enrollment Limit:** 4

**Enrollment Preferences:** Open only to Senior Cognitive Science concentrators

**Expected Class Size:** 2

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

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Fall 2020

TUT Section: RT1  TBA  Joseph L. Cruz

**COGS 494 (S) Senior Thesis: Cognitive Science**

The senior concentrator, having completed the senior seminar and with approval from the advisory committee, may devote the spring semester to a senior thesis based on the fall research project.

**Requirements/Evaluation:** Determined by thesis advisor

**Prerequisites:** permission of program chair

**Enrollment Limit:** none

**Enrollment Preferences:** Senior COGS concentrator

**Expected Class Size:** NA

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

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Spring 2021

HON Section: R1  TBA  Andrea Danyluk

**COGS 497 (F) Independent Study: Cognitive Science**

Cognitive Science independent study.

**Class Format:** This course is coordinated in agreement with a sponsoring Cognitive Science faculty member. Upon approval, meetings will be conducted virtually.

**Requirements/Evaluation:** Determined by individual instructors

**Prerequisites:** permission of program chair

**Enrollment Limit:** none

**Enrollment Preferences:** Cognitive Science concentrators

**Expected Class Size:** NA

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

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Fall 2020

IND Section: H1  TBA  Andrea Danyluk

**COGS 498 (S) Independent Study: Cognitive Science**

Cognitive Science independent study.
Requirements/Evaluation:  Determined by individual instructors
Prerequisites:  permission of program chair
Enrollment Limit:  none
Enrollment Preferences:  Upperclass students
Expected Class Size:  NA
Grading:  yes pass/fail option,  yes fifth course option
Distributions:  (D2)

Spring 2021
IND Section: R1   TBA   Andrea Danyluk

Winter Study  ---------------------------------------------------------------

COGS 31  (W) Senior Thesis: Cognitive Science
May be taken by students registered for Cognitive Science 494.
Class Format: independent study
Grading:  pass/fail only
Not offered current academic year

COGS 99  (W) Ind Study: Cognitive Science
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.
Class Format: independent study
Grading:  pass/fail only
Not offered current academic year
COMPARATIVE LITERATURE (Div I)
Chair: Professor Sarah Allen

- Sarah M. Allen, Chair and Associate Professor of Comparative Literature; affiliated with: Asian Studies Department
- Christopher A. Bolton, Professor of Comparative and Japanese Literature
- Amal Eqeiq, Assistant Professor of Comparative Literature; affiliated with: Comparative Literature Program; on leave Fall 2020
- Michele Monserrati, Visiting Assistant Professor of Romance Languages and Comparative Literature; affiliated with: Comparative Literature Program
- Lama Nassif, Assistant Professor of Comparative Literature; affiliated with: Comparative Literature Program

Students motivated by a desire to study literary art in the broadest sense of the term will find an intellectual home in the Program in Comparative Literature. The Program in Comparative Literature gives students the opportunity to develop their critical faculties through the analysis of literature across cultures, and through the exploration of literary and critical theory. By crossing national, linguistic, historical, and disciplinary boundaries, students of Comparative Literature learn to read texts for the ways they make meaning, the assumptions that underlie that meaning, and the aesthetic elements evinced in the making. Students of Comparative Literature are encouraged to examine the widest possible range of literary communication, including the metamorphosis of media, genres, forms, and themes.

Whereas specific literature programs allow the student to trace the development of one literature in a particular culture over a period of time, Comparative Literature juxtaposes the writings of different cultures and epochs in a variety of ways. Because interpretive methods from other disciplines play a crucial role in investigating literature’s larger context, the Program offers courses intended for students in all divisions of the college and of all interests. These include courses that introduce students to the comparative study of world literature and courses designed to enhance any foreign language major in the Williams curriculum. In addition, the Program offers courses in literary theory that illuminate the study of texts of all sorts.

Note: the English Department allows students to count one course with a COMP prefix as an elective within the English major.

MAJOR
The Comparative Literature major consists of nine courses in literature (broadly conceived) or relevant theoretical approaches, and a Senior Portfolio (COMP 490; thesis-writers substitute COMP 494). All Comparative Literature majors are required to take COMP 111: The Nature of Narrative (in exceptional circumstances, a student may substitute an upper-level course with the approval of the Comparative Literature Advisory Committee). Of the remaining courses, five must have at least half of their content originally written in a language other than English (non-English texts may be read in the original language or in translation) or be heavily focused on comparison across different media. Two of the courses taken for the major must be designated as Writing Skills courses and two must be at the 300-level or above.

Senior Portfolio
The Senior Portfolio is an assembly of the student’s work that explores their intellectual development through the course of their study of Comparative Literature. The student will select three pieces of work from previous courses taken for the major and tie them together through an eight-to-ten-page unifying essay or other creative project. There are a range of possibilities for this aspect of the portfolio, including more traditional analytic essays and other forms of creative artistic expression (fiction, poetry, visual arts, etc.). For thesis writers, the thesis replaces the Senior Portfolio. Majors will present their Senior Portfolios during a symposium soon after spring break in their final spring semester. Students should select a Senior Portfolio advisor and submit an initial proposal to the advisor and to the chair in the semester preceding (fall semester of senior year for students graduating in June, and fall semester of junior year for students graduating in December), and must enroll in COMP 490 in their final spring semester.

THE DEGREE WITH HONORS IN COMPARATIVE LITERATURE
Prerequisites
Honors candidates in Comparative Literature are required to have maintained a GPA of 3.5 in the major to qualify for submitting a thesis proposal. In addition, candidates must demonstrate a strong interest in a specific topic for which an appropriate faculty advisor will be available in the senior year.

Timing
Students wishing to pursue a thesis in Comparative Literature are strongly urged to secure an advisor by the end of the week after Spring Break in their junior year. By May 15th of their junior year, candidates must submit to the Program Advisory Committee a one- to two-page proposal and a preliminary bibliography. The Advisory Committee will inform candidates by June 1 whether they may proceed with the thesis and advise them about any changes that should be made in the focus or scope of the project. The summer before the senior year will be spent compiling a more detailed bibliography and preparing for the process of writing the thesis.
In their senior year, candidates will devote two semesters and the winter study period to their theses (493-31-494). By the end of the Fall semester, students will normally have undertaken substantial research and produced the draft of at least the first half of the project. At this point students should also have a clear sense of the work remaining for completion of the thesis. In the course of the Fall semester, students will also have chosen and met with a second reader for the project, who will provide additional guidance and read the final thesis. By the end of Winter Study, students should have completed a draft of the entire project. At that time, the Comparative Literature Advisory Committee, together with the advisor, will determine whether the project may continue as an Honors Thesis, or whether its first portions (COMP 493-COMP 31) will be graded as Independent Studies.

The second semester of independent thesis work will be spent revising as necessary. The completed thesis in its final form will be due one week before the last day of classes. The student will make a public presentation of the thesis as part of the Senior Portfolio Symposium soon after spring break.

Characteristics of the Thesis, Evaluation, and Major Credit

The topic of the thesis must be comparative and/or theoretical. It is also possible to write a thesis that consists of an original translation of a significant text or texts; in this case, a theoretical apparatus must accompany the translation. The complete thesis must be at least 50 and at most 75 pages in length, excluding the bibliography.

The advisor will assign the grades for the thesis courses (COMP 493-31-494); the Advisory Committee will determine whether a candidate will receive Honors, Highest Honors, or no honors.

For students who pursue an honors thesis, the total number of courses required for the major—including the thesis course (COMP 493-31-494)—is 10, i.e., one of the thesis courses may substitute for one course and the Senior Portfolio.

STUDY ABROAD

The Program in Comparative Literature strongly urges its students to study abroad. Students in track 1 should seriously consider study abroad in a country where their specialty language is spoken; they will likely be able to complete some of the specialty language courses required for the major during study abroad. But all students can benefit from study abroad; literature courses from abroad are often candidates for credit as major electives.

FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in many cases, though students should be sure to contact the department. Some courses can be approved definitively, others provisionally. Approval for core credit may require more information.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, and complete syllabus, including readings/assignments. Sometimes we can tell from the title, sometimes a description is needed. We often need to know the readings assigned.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

Yes, four.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. 1 of 2 gateway courses (COMP 110 or 111) and senior seminar (COMP 401). No substitutions are allowed for these classes.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. No study abroad fall semester senior year because of senior seminar. Students should take the gateway before studying abroad, but it's not required.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:

Not a common problem, but it has happened. The department typically doesn’t count Div II-type culture courses.
COMP 101  Greek Literature: Performance, Conflict, Desire

In the *Iliad*, Paris' desire for the famously beautiful Helen leads to the Trojan War, the devastating conflict between the Trojans and the Greeks retold and reimagined time and again in ancient Greek literature. The stories of Troy and its aftermath were performed not only as epic poems (as in the *Iliad* and the *Odyssey*), but also evoked by lyric song, dramatized on the tragic stage, and recounted in oratory. Beginning with the Homeric epics, this course explores the recurring and ever-shifting debates, longings, hostilities, and aspirations that drive Greek literature and shape its reception, paying special attention to questions of performance context and audience. We will consider, for example, how the competitive and erotically-charged environment of the Greek symposium is crucial for understanding both Sappho's songs and the philosophical dialogues of Plato and Xenophon. The nexus of performance, conflict, and desire will give us a distinct perspective on many important topics within the study of Greek culture, including the construction of personal and collective identity, the workings of Athenian democracy, and the development of literary genres. This course will include readings from the works of, e.g., Homer, Sappho, Herodotus, Aeschylus, Sophocles, Euripides, Aristophanes, Thucydides, and Plato, and assignments will incorporate interactive and experiential elements, such as recitations, staged readings, and debates. All readings are in translation.

Requirements/Evaluation: two medium-length essays, final exam, active participation, preparation for and participation in debates and staged readings (short writing assignments, in-class presentations).

Prerequisites: none
Enrollment Limit: 40
Enrollment Preferences: Classics majors, first years, sophomores
Expected Class Size: 10-15
Grading:

Distributions: (D1)

Not offered current academic year

COMP 105  (S)  "Make it New": The Modernist Experiment  (WS)

Cross-listings: ENGL 106  COMP 105  

Secondary Cross-listing

In her essay "Mr. Bennett and Mrs. Brown" (1924), Virginia Woolf proposed that around 1910 "human character" itself had suddenly changed, rendering existing conventions "in religion, conduct, politics, and literature" no longer adequate to express the new age. "And so the smashing and the crashing began. Thus it is that we hear all around us, in poems and novels . . . the sound of breaking and falling, crashing and destruction." This course will explore the effort of artists in the decade or so before and after World War I to "make it new." We will read work by Conrad, Yeats, Frost, Pound, Joyce, T.S.Eliot, Mansfield, Woolf, Faulkner, Wallace Stevens, William Carlos Williams and others, and chart the range of innovative narrative and formal strategies Modernist writers adopted in their efforts to represent consciousness, experience, memory and the objective world more fully and accurately in an era of massive social, political and technological change. We will also consider some non-print media, including developments in the visual arts from the post-impressionists through to the surrealists, the work of the Bahaus, and early experiments in film.

Requirements/Evaluation: active class participation; three papers rising from 3-7 pages; three two-page reading responses

Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: students who have not taken or placed out of a 100-level ENGL course
Expected Class Size: 19
Grading: no pass/fail option, no fifth course option
Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 106 (D1) COMP 105 (D1)

Writing Skills Notes: Three papers rising from 3-7 pages; three 2-page reading responses. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Not offered current academic year

COMP 106  (F)  Temptation  (WS)
Cross-listings: COMP 106 ENGL 107

Secondary Cross-listing

We want most those things we can’t—or shouldn’t—have. Or, to put it another way, it is when limitations are placed on our actions by law, religion, or the facts of our own biology that we experience desire most acutely. In this course, we will examine fictional narratives, lyric poems, and philosophical meditations in which people are tempted to act against their better judgement. Free will, ambition, temperance, suspense, despair, and repression will be our conceptual preoccupations. We will get to know such writers and artists as Homer, Euripides, Ovid, Augustine, Shakespeare, Donne, Milton, Laclos, Mozart, Freud, Frost, and Scorsese.

Requirements/Evaluation: Four five-page papers, in-class presentation, thoughtful participation in discussions

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: First-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 106 (D1) ENGL 107 (D1)

Writing Skills Notes: Students will write four five-page papers, each of which will receive timely and extensive written feedback from the instructor. Students will be invited to discuss their papers with the instructor at the draft stage.

Not offered current academic year

COMP 107 (S) Advanced French: Danger and Desire in French Film and Fiction (DPE)

Cross-listings: RLFR 106 COMP 107

Secondary Cross-listing

This is an advanced course in French language designed to help you improve your speaking, comprehension, reading, and writing, through the dynamic study of short literary texts and films focusing on danger and desire in nineteenth-, twentieth-, and twenty-first-century France. Through active discussion and debate, textual and cinematic analysis, grammatical review, and careful writing and revision, you will improve your command of spoken and written French, strengthen your ability to express complex ideas, expand your vocabulary, and deepen your understanding of French fiction, film, and culture. This is an ideal course to prepare for study abroad or for more advanced coursework in French literature and cinema. As a focus for improving your French, we will examine a broad range of texts and films on danger and desire in France from 1820 to 2020, with an emphasis on passion and ambition, infatuation and seduction, betrayal and vengeance, courage and cruelty, warfare and resistance. Works to include nineteenth-century texts by Chateaubriand, Duras, Balzac, Mérimée, Flaubert, Maupassant, Zola; twentieth-century texts by Colette, Camus, Sartre, Beauvoir, Duras, Emaux, Guibert, Quint, Lindon, Vilrouge; and twenty-first-century films by Caron, Ozon, Ducastel, Martineau, Dercourt, and Becker. Conducted in French.

Class Format: This will be a remote course for all students, whether they are on campus or not. We will convene synchronously via web-conferencing, with an emphasis on speaking practice in small groups. There will also be opportunities for students to engage with online activities both during and between our synchronous sessions. Remote office hours will provide even more opportunities for follow-up, questions, and practice.

Requirements/Evaluation: active class participation, grammar exercises, two short papers, midterm, and final paper

Prerequisites: Exceptional performance in RLFR 104; successful performance in RLFR 105; or by placement test; or permission of the instructor.

Enrollment Limit: 12

Enrollment Preferences: All are welcome, but if over-enrolled, preference will be given to French majors and certificate students; and those with compelling justification for admission.

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 106 (D1) COMP 107 (D1)

Difference, Power, and Equity Notes: This course centers on a critical examination of difference, power, and equity in French film & fiction. The
content examines the effects of class, ethnicity, gender, and sexuality on social inequalities among rich & poor, soldiers & civilians, nations & colonies, men & women. The course employs critical tools to teach students how to articulate and interrogate social injustice, through reading, viewing, discussion, writing, and revision.

Spring 2021
SEM Section: R1    TR 9:45 am - 11:00 am    Brian Martin

COMP 108 (S) Roman Literature: Gender, Virtue, Empire
Cross-listings: CLAS 102  COMP 108
Secondary Cross-listing
In the first book of Vergil's Aeneid, the god Jupiter prophesies the foundation and the greatness of Rome: "I place no limits on their fortunes and no time; I grant them empire without end." Yet elsewhere in this epic account of Rome's origins, this promise of unlimited power for the descendants of Romulus seems to be seriously abridged. Some readers have seen, not only in the Aeneid but throughout classical Roman literature, a persistent tendency to inscribe the decay and disintegration of Roman power into the very works that proclaim and celebrate Roman preeminence. This course explores the ancient Romans' own interpretations of their past, their present, and their destiny: the humble beginnings of their city, its rise to supreme world power, and premonitions of its decline. Related topics for our consideration will include Roman constructions of gender, the location and expression of virtue in the public and private spheres, the connections and conflicts between moral probity and political success, the exercise of individual power versus action on behalf of the commonwealth, the absorption of foreign customs and peoples into Rome, the management of literal and imaginary frontiers, and other anxieties of empire. We will read selections and complete works by a wide variety of Roman authors, including Cicero, Catullus, Caesar, Vergil, Sallust, Horace, Ovid, Seneca, and Tacitus. All readings will be in translation.

Class Format: discussion
Requirements/Evaluation: short written assignments, midterm and final exams with essays, and contributions to class discussion
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: first-year students and sophomores and majors in Classics and Comparative Literature
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
CLAS 102 (D1) COMP 108 (D1)
Not offered current academic year

COMP 109 (F) Spies Like Us: Espionage, Surveillance, and Protest in German Cinema and Literature (WS)
Cross-listings: GERM 110  COMP 109
Secondary Cross-listing
This First Year tutorial, available in English, investigates the mutual mistrust between the two Germanies in the Cold War period up until the peaceful popular protests that brought down the Berlin Wall. The political tensions between communist East Germany, the German Democratic Republic (GDR) and its capitalist Western counterpart, the Federal Republic (FRG), created a fascinating culture of governmental spying, but also led to aggravated periods of state surveillance of its own citizens. How were families affected across generations by these divisive politics, including the two states' differing treatment of the Nazi legacy? What was the involvement of the KGB and the CIA? How did East German intelligence try to destabilize the West from inside? Which locations in Berlin served as centers for spying, given that the city's terrain is quite flat and exposed? High-profile cases of conflicting loyalties include the Guillaume spy affair that brought down Willy Brandt as Chancellor of the FRG in 1974, and the Brasch family in the GDR, where the father, a communist true believer, turned his three sons over to the Stasi for their dissident activism and engaged art. We will debate filmic treatments of the recruitment of spies as double agents (Coded Message for the Boss, 1979), the chilling effects of police surveillance during the Baader-Meinhof radical left terrorist attacks (The Lost Honor of Katharina Blum, 1975; Knife in the Head, 1978) the afterlives of former terrorists who were offered new identities as 'ordinary' East Germans (The legend of Rita, 2000), to the effects of the Stasi files becoming accessible to their victims after the fall of the wall (Es ist nicht vorbei, Anderson). We will also discuss popular film representations of spying in Lives of Others (2007) and Bridge of Spies (2015), and selected episodes from the popular TV-series Germany 83 and 86 (2018). Literature will likely include: Thomas Brasch, The Sons

Class Format: Students in this course will be separated into small tutorial groups of 3 students, in order to promote intensive exchange of ideas. In a typical week, the students in each group will: (1) study a substantial "text" or film; (2) watch mini-lectures or power points by the instructor to supplement the assigned primary texts.

Requirements/Evaluation: 5 5-page tutorial papers and 2-page responses (in English)

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: First Years, in groups of 3 students.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GERM 110 (D1) COMP 109 (D1)

Writing Skills Notes: This tutorial will teach students to analyze visual media and fiction in German Studies in combination with secondary sources from a variety of related disciplines (History, Political Science, journalism). The toggling between these different types of sources promotes critical thinking skills.

Fall 2020

TUT Section: RT1 TBA Helga Druxes

COMP 110 (S) Introduction to Comparative Literature

Cross-listings: ENGL 241 COMP 110

Primary Cross-listing

Comparative literature involves reading and analyzing literature drawn from different times, movements, cultures, and media. In this class, we will study English translations of texts from eras spanning the ancient to the contemporary; literary movements including romanticism, realism, and postmodernism; national traditions arising in Western and Eastern Europe, Asia, and Latin America; and media including prose fiction, graphic memoir, and film. Throughout the course, we will consider what it means to think about all these different works as literary texts. To help with this, we will also read selections of literary theory that define literature and its goal in abstract or philosophical terms. Assignments will focus on close, creative reading of relatively short texts by authors like Homer, Sei Shônagon, Kleist, Lermontov, Zola, Borges, Wilde, Marnet, Bechdel, and others. All readings will be in English.

Requirements/Evaluation: attendance, participation, two 5-page papers, a few short responses, midterm exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: students considering a major in Comparative Literature

Expected Class Size: 35

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 241 (D1) COMP 110 (D1)

Not offered current academic year

COMP 111 (F)(S) The Nature of Narrative (WS)

Cross-listings: ENGL 120 COMP 111

Primary Cross-listing

Narrative--storytelling--is a fundamental human activity. Narratives provide us with maps of how the world does or should or might work, and we make
sense of our own experiences through the narratives we construct ourselves. This course examines the nature and workings of narrative using texts from a wide range of literary traditions, media, and genres. Readings may include Western and Asian classics (Homerian epic, *The Tale of Genji*, medieval Chinese narrative), novelistic fiction ranging from nineteenth-century realism to postmodern experimentation (Tolstoy, Garcia-Marquez, Toni Morrison), and visual literature from film and drama to graphic memoir (Mizoguchi Kenji, David Mamet, Art Spiegelman, Alison Bechdel). We will also read some short works of literary theory from around the world to help us broaden our idea of what literature can be and do. All readings in English.

**Class Format:** The spring section of this class will have a hybrid format to the extent possible given conditions on campus and student enrollment. Off-campus students must be able to Zoom in during the scheduled class times.

**Requirements/Evaluation:** Regular attendance and participation in class; short and mid-length writing assignments spaced throughout the semester; revision of selected assignments after receiving instructor feedback.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Students considering a major in Comparative Literature

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 120 (D1) COMP 111 (D1)

**Writing Skills Notes:** Multiple writing assignments that build upon each other, including drafts and revisions, with substantial individualized feedback on writing from the instructor.

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**COMP 117 (S) Introduction to Cultural Theory** (WS)

**Cross-listings:** ENGL 117 COMP 117

**Secondary Cross-listing**

This course has a clear purpose. If you had signed up for a course in biology, you would know that you were about to embark on the systematic study of living organisms. If you were registered for a course on the American Civil War, you would know that there had been an armed conflict between the northern and southern states in the 1860s. But if you decide you want to study "culture," what exactly is it that you are studying? The aim of this course is not to come up with handy and reassuring definitions for this word, but to show you why it is so hard to come up with such definitions. People fight about what the word "culture" means, and our main business will be to get an overview of that conceptual brawl. We will pay special attention to the conflict between those thinkers who see culture as a realm of freedom or equality or independence or critical thought and those thinkers who see culture as a special form of bondage, a prison without walls. The course will be organized around short theoretical readings by authors ranging from Matthew Arnold to Laura Mulvey, but we will also, in order to put our new ideas to the test, watch several films (mostly of the class's choosing) and listen to a lot of rock and roll. Why do you think culture matters? Once you stop to pose that question, there's no turning back.

**Class Format:** discussion

**Requirements/Evaluation:** four formal writing assignments totaling 20 pages (three full essays + one lead-in assignment), informal writing twice weekly, class attendance and participation

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** first-year students who have not taken or placed out of a 100-level ENGL course

**Expected Class Size:** 14

**Grading:** no pass/fail option, yes fifth course option
Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 117 (D1) COMP 117 (D1)

Writing Skills Notes: Students will write three five- to seven-page papers, on which I will provide extensive feedback. Before writing their first papers, students will submit theses and introductions, which I will help them refine. We will hold three extra writing sessions, to discuss how best to organize arguments. Students will write informally before every class.

Spring 2021
SEM Section: R1    TF 1:30 pm - 2:45 pm     Christian Thorne

COMP 118  (F)  Animal Subjects  (DPE)

Cross-listings:  COMP 118  GERM 118

Primary Cross-listing
Nonhuman animals constitute the limit against which humans define themselves; at the same time, they challenge such boundaries. Thinking about animals, then, always also means exploring our own humanity. In this tutorial, we will draw on the vast archive of literature, philosophy, and art that engages animals in order to reconsider what and how these representations mean. Bringing philosophers and poets into conversation with one another, we will critically examine common assumptions about other beings as we probe the categories that structure our perceptions. Considering our complex relationships with other animals, we will address questions of ontology, aesthetics, and ethics: What makes an animal? Can animals be represented? How should animal suffering affect us? In order to approach such questions, we will focus on the intricate entanglements that constitute human and nonhuman lives, emphasizing moments of contact and conflict.

Requirements/Evaluation:  regular attendance and participation, alternating 4- to 6-page tutorial papers, and 2-page critiques
Prerequisites:  none
Enrollment Limit:  10
Enrollment Preferences:  first-year students
Expected Class Size:  8
Grading:  no pass/fail option,  no fifth course option
Distributions:  (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
COMP 118 (D1) GERM 118 (D1)

Difference, Power, and Equity Notes: The course considers the connections between different systems of oppression by examining the ways in which tropes of animality are transferred onto marginalized human groups, including, but not limited to, women and people of color. Students will also acquire the critical tools to recognize and investigate instances of interlocking violence that frequently hide in plain sight.

Not offered current academic year

COMP 119  (S)  Asian American Femininities  (DPE)

Cross-listings:  WGSS 119  COMP 119

Secondary Cross-listing
This tutorial will introduce students to the intersections of feminist studies and Asian American studies by reading Asian and Asian American literature (read in English) that centers female-identified characters. This course will consider the historical and persistent structures of patriarchy, heterosexism, nationalism, imperialism, war, and globalization through the framework of gender and sexuality studies. Students will read short excerpts of feminist theoretical works, selected with the idea of making scholarly texts more approachable to first- and second-year students. No previous experience with feminist theory or Asian American studies is presumed or required.

Requirements/Evaluation:  weekly papers or peer responses
Prerequisites:  none
Enrollment Limit:  10
Enrollment Preferences:  first-year students
Expected Class Size: 8
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 119 (D2) COMP 119 (D2)

Difference, Power, and Equity Notes: The course studies and historicizes the social, cultural, and political forces that shape gender, race, sexuality, and migration for Asian/American womxn.
Not offered current academic year

COMP 128 (S) Reading Asian American Literature

Cross-listings: COMP 128 ENGL 128 AMST 128

Secondary Cross-listing
Though the category and term "Asian American" came about as a result of political struggle in the 1960s, what we now call Asian American writing in English began in the nineteenth century and has played a significant role in every American literary "movement" from Modernism, realism, protest literature to various avant-gardes, the graphic novel, and digital poetries. This course closely reads a sampling of texts in a variety of genres and styles-produced by writers from various Asian American ethnic groups-from the late nineteenth century to the present and contextualizes them historically, both domestically and globally. We will examine the material, cultural, political, and psychic intersections of larger structural forces with individual writers and texts. Along the way, we will interrogate the notion of "Asian American"—its contradictions, heterogeneous nature, and our assumptions—and its relation to the idea of "American." Some questions we will ask: "Why have Asian Americans and Asian American writers and writing so often been viewed as 'foreign' or 'alien' to the American body politic and the English-language literary tradition?" "How might Asian American writing be linked to other English-language texts in the Asian diaspora?"

Requirements/Evaluation: six 2-3 pp. papers, participation (attendance, discussion, GLOW posts), and a final project (the final project is 7-9 pages: either a creative project or an analytical paper)
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: prospective AMST or ENGL majors
Expected Class Size: 15
Grading: no pass/fail option, no fifth course option
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
COMP 128 (D2) ENGL 128 (D1) AMST 128 (D2)
Not offered current academic year

COMP 130 Writing for the Humanities (WS)

Compelling academic prose is a rare beast. In this course we will investigate what makes for good academic writing and how we can produce it ourselves. We will begin with words, then progress to sentences, paragraphs, and essays. Our reading will be close, our writing closer. Topics include the following: Are adverbs incredibly important? When is less more, and when isn't it? Is your garden English, or is it Chinese? What is the "uneven U" and why does it work? How does your audience affect how you write? In addition to reading writing about writing by Orwell, Fish, Tufte, Hayot, and (inevitably) Strunk and White, we will look closely at academic prose out in the wild, both good and bad. This course is for anyone who is interested in exploring in more depth the craft of writing, whether you have always considered yourself a "good writer" or struggle to fill a single page (or both). Our focus will be on academic writing for the humanities, but the skills we will develop are relevant to many other contexts as well.

Requirements/Evaluation: Regular attendance and active participation in class; writing assignments ranging in length from sentences to essays of varying length (500 words to 5-7 pages).
Prerequisites: None
Enrollment Limit: 12
Enrollment Preferences: First- and second-year students
Expected Class Size: 12
Grading:

Distributions: (D1) (WS)

Writing Skills Notes: The course will center on explicit, in-depth discussion of writing. We will read and discuss both writing on writing, and examples of prose. Students will complete weekly writing assignments of varying lengths and degrees of formality on which they will receive feedback from the instructor with particular attention to the craft of writing; some assignments will also be shared with the rest of the class.

Not offered current academic year

COMP 134 (S) Leaving the World Behind: The Literature of Reclusion  (DPE) (WS)

Cross-listings: ANTH 134  CHIN 134  COMP 134  REL 134

Secondary Cross-listing

Living in a time of political and social turmoil, Confucius told his followers: “When the realm has the Way, show yourself; when it lacks the way, hide.”

Reclusion here is a moral choice, justified by the ethical decline of the state. But it could also be a mortal necessity in a period in which government service was a distinctly hazardous pursuit. In other contexts becoming a hermit could instead be figured as aesthetic stance meant to preserve one’s artistic integrity against the dominant claims of society. This course looks at the literature of reclusion-living a life of seclusion from society-in a range of different cultures and periods, from ancient China to contemporary America. With sources that include poems, essays, novels, and films, we will investigate a set of issues surrounding radical seclusion. What different forms does reclusion take? Can one be a hermit without being completely separated from society? What is the relationship between hermits and the state-to what extent does one depend on the other? What are the philosophial and moral implications of eremitism? Is separating oneself from human society an inherently immoral act? What is the relationship between reclusion and technology in the contemporary world? What is the nature of solitude and can it be experienced in a group (for example, in contemporary “intentional communities”)? While most of our work will focus on textual analysis, there will be an experiential component to the course as well. Each student will design and implement their own experiment in (short-term) eremitism.

Class Format: experiential component

Requirements/Evaluation: tutorial papers, responses, and an individual project

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students, Chinese majors, Religion majors, Anthropology majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 134 (D1) CHIN 134 (D1) COMP 134 (D1) REL 134 (D2)

Writing Skills Notes: Students will write a 5- to 7-page paper every other week for a total of five papers. On weeks in which they are not writing, they will critique their partner's paper. Papers will receive substantial writing-based feedback from both the instructor and partner.

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze the shaping of social differences and dynamics of unequal power. Acts of reclusion are often ways that individuals can challenge the dominance of the state and other structures of authority indirectly. Modes of reclusion can differ substantially depending on the social standing of the recluse. These are issues that we will examine in the course.

Not offered current academic year

COMP 139 (S) Living a Feminist Life  (DPE) (WS)

Cross-listings: COMP 139  ENGL 139  WGSS 139

Secondary Cross-listing

The course invites students to consider the range of ways in which “knowledge” about women’s, femme’s and non-binary lives has been constructed in text, and how this knowledge determines and impacts the we have and make. The first half of the course is organized around a deep reading of Sara Ahmed's recent theoretical book, Living a Feminist Life, while the second half of the course will examine a spectrum of women's life writing-poetry, music, journalism, theory, and memoir-to discover how text continues to shape feminist lives, and how femmes’ lived experience in turn shapes feminist discourse. Course materials for the second half of the semester will be generated in part through discussion and students’ suggestions. Key texts will include Jamaica Kincaid’s A Small Place, Audre Lorde’s Sister Outsider, Djamila Boupacha’s memoir, Ana Lily Amirpour’s film A Girl Walks
Home Alone at Night, Sara Ahmed's Living a Feminist Life, Valerie Solanas's SCUM Manifesto, and bell hooks's Teaching to Transgress. In their writing for this course, students will consider how their own intimate relationships—with parents, partners, children, neighbors, or friends—can become sites of feminist activism, and sources of strength and knowledge to be carried into the broader world of public engagement and intervention. In the final weeks of the course, we will collectively interrogate the (false) boundary between writing and living as modes of feminist praxis.

Requirements/Evaluation: five short written assignments and one final research project

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
COMP 139 (D1) ENGL 139 (D1) WGSS 139 (D2)

Writing Skills Notes: This course will center writing and research skills with at least one session per week devoted to ladder development and revision. Five short papers (3-4 pages) with one revision (5-6 pages) as well as a bibliography and final research paper (12-15 pages).

Difference, Power, and Equity Notes: This course will examine the generative intersectional site of feminism, antiracism, and anticapitalism to provide an alternative introduction to feminist thought, writing, and practice. The syllabus centers women and femme writers of color.

Not offered current academic year

COMP 140 (F) Introduction to Traditional Chinese Literature

Cross-listings: COMP 140 CHIN 140

Secondary Cross-listing

With a written record stretching over 3000 years, China’s literary cultures are some of the richest and most varied in human history. Their influence continues to be felt not only in modern China, but also throughout much of the world. This course examines the origins and development of the different literatures of China from their earliest stages up until the end of the imperial system in 1911. We will read texts ranging from the Analects of Confucius to the medieval poetry of the Tang dynasty, from Buddhist sutras to plays about prostitutes and singing girls. An invulnerable monkey god may make an appearance to sow chaos as well. He’s difficult to pin down. Some important themes will include: the role of the individual versus that of the community, responses to catastrophe and disorder, the fantastic, the articulation of the self through literature, and ways of dealing with historical and literary legacies. All readings are in English translation.

Requirements/Evaluation: five short writing assignments (2 pages each), one paper (6-7 pages), and a final exam

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
COMP 140 (D1) CHIN 140 (D1)

Not offered current academic year

COMP 141 (S) Black Autobiography

Cross-listings: AFR 140 COMP 141

Secondary Cross-listing

Autobiography—whether slave narrative, memoir, or semi-fictional life account—has served as a primary form of writing for people of African descent. Although primarily understood as a textual means for articulating selfhood, Black autobiographies also ask other questions like: How do Black reflections on the self necessitate critiques of society and culture? How have Black autobiographies been utilized for political mobilization? And, what might a collective analysis of Black autobiographies reveal about changes in conceptions of Black selfhood over time? We will explore these concerns by reading autobiographies across time and space by authors like Ottobah Cugoano, W. E. B. Du Bois, and Alice Walker.
COMP 151 (F) The Art of Playing: An Introduction to Theatre and Performance

This is an introduction to the global art and practice of making theatre. Students will learn about the history, aesthetics, and approaches to the performer's labor associated with select performance forms from around the world. Emphasis will be on the analysis of embodied practices and the relationship between the stage and everyday life. Through readings, audiovisual materials, performance exercises, and discussions we will engage with theatre as a constantly evolving art form, sharpening our analytical skills through theoretical approaches from performance studies. Central to our exploration will be excavating the Eurocentric assumptions that conventionally shape the practice and study of theater in the United States. We will seek ways to decolonize our perspectives and ask critical questions about performance's potential to enact strategies of anti-racism and anti-imperialism. As a capstone project, students will create virtual performances. This course, open to all students, is a gateway to the major in Theatre, and is a prerequisite for THEA 201, THEA 204, THEA 301, and THEA 401.

Class Format: Course will be taught in a hybrid format. Recorded lectures, viewing of online clips, readings, and worksheets can be done asynchronously. We will meet for group discussion and performance exercises on Zoom or, if safe to do so, outside and in the classroom.

Requirements/Evaluation: two 5-page critical essays, journal reflections, virtual performances, and active participation in discussions and exercises

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: prospective Theatre majors or Theatre majors or Comparative Literature majors

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: none

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 151 (D1) THEA 101 (D1) GBST 116 (D2)
consider the relationship between classic cinema and popular genres like sword flicks, melodramas, psychological thrillers, and anime, focusing particularly on directors whose work seems to borrow equally from genre film and the artistic avant-garde. All texts are translated or subtitled. All levels welcome.

**Class Format:** This class will have a hybrid format: on-campus students will meet in a classroom during the scheduled class slot (observing campus distancing protocols), while off-campus students participate simultaneously via Zoom. Off-campus students must be able to Zoom in during the scheduled class times.

**Requirements/Evaluation:** attendance & participation, a few short response assignments, two 5-page papers, in-class test

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** students majoring or considering a major in comparative literature

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASST 153 (D1) COMP 153 (D1)

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### COMP 186  (F) Japanese Popular Visual Culture

**Cross-listings:** COMP 186 ASST 186 ARTH 586 ARTH 286

**Primary Cross-listing**

The phrase "Japanese popular culture" often calls to mind comics and animation, but Japan's earliest visual pop culture dates back to the 17th century and the development of arts like kabuki theater and woodblock prints that could be produced for a mass audience. This course traces Japanese popular culture through a range of visual media: kabuki and puppet theater, premodern and postmodern visual art (ukiyo-e, Superflat), classic film (Ozu, Mizoguchi, Kurosawa), manga/comics (Tezuka, Otomo, Hagio), and animation (Oshii, Miyazaki, Kon). The class will also study material examples of Japanese popular culture on display in the Repro Japan exhibition at the Williams College Museum of Art. We will develop visual reading skills to come up with original interpretations of these works, and compare different media to make them shed light on one another.

**Class Format:** discussion

**Requirements/Evaluation:** attendance, participation, two 5-page papers, final exam

**Prerequisites:** none

**Enrollment Limit:** 35

**Enrollment Preferences:** students majoring or considering a major in a related discipline

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 186 (D1) ASST 186 (D1) ARTH 586 (D1) ARTH 286 (D1)

Not offered current academic year

### COMP 200  (S) European Modernism--and Its Discontents

What is/was Modernism? An artistic movement? A new dynamic and sensibility? A transformative response to changed conditions? All these and more? This course will attempt to deal with such issues via examination of certain key works spanning the years 1850-1930. Topics to be considered: the rise of industrial capitalism and the literary market, advances in science and technology, urban alienation and social conflict, anti-"bourgeois" stances, the displacement of religion, the fragmented self, the proliferation of multiple perspectives, the breaks with the past and privileging of the present, and the horrors of war. To be studied: poetry by Baudelaire, Yeats, and Neruda; prose fiction by Dostoevsky, Kafka, Proust, Joyce, and
Woolf; drama by Beckett; Futurist and Surrealist manifestoes; German Expressionist films; and theoretical writings by Marx, Freud, Nietzsche, Ortega y Gasset, and Benjamin. In addition, select portions of Bell-Villada's *Art for Art's Sake and Literary Life* and Peter Gay's *Modernism* will serve as general background to the course. *All readings in English.*

**Class Format:** discussion

**Requirements/Evaluation:** class participation, brief weekly journals, one class presentation, three 6-page papers, a mid-term, and a final

**Prerequisites:** none; first-year students must consult with the instructor before registering for this course

**Enrollment Limit:** 20

**Enrollment Preferences:** students considering a major in Comparative Literature

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

**COMP 201 (F) The Hebrew Bible**

**Cross-listings:** JWST 201 COMP 201 REL 201

**Secondary Cross-listing**

The Hebrew Bible is perhaps the single most influential work in the history of Western philosophy, literature, and art. But the overwhelming presence of the text in nearly every aspect of modern culture often obscures the sheer brilliance of its narrative technique as well as the complex interplay between law, history, prophecy, and poetry. This course offers a comprehensive introduction to the literary, historical, and theological aspects of the Hebrew Bible with an eye towards developing a sophisticated understanding of the text in its ancient context. Through the close reading of substantial portions of the Hebrew Scripture in translation and the application of various modern critical approaches to culture and literature, students will explore fundamental questions about the social, ritual, and philosophical history of ancient Israel, as well as the fundamental power of storytelling that has resonated across two millennia.

**Class Format:** discussion

**Requirements/Evaluation:** class participation, short written assignments, and two to three longer papers

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** Jewish Studies concentrators, Religion and Comparative Literature majors

**Expected Class Size:** 40

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

JWST 201 (D2) COMP 201 (D2) REL 201 (D2)

Not offered current academic year

**COMP 202 (S) Modern Drama**

**Cross-listings:** THEA 229 ENGL 202 COMP 202

**Secondary Cross-listing**


**Requirements/Evaluation:** two 5-page papers; regular journal responses; a final exam; and active participation in class discussions

**Prerequisites:** none

**Enrollment Limit:** 18

**Enrollment Preferences:** Theatre, English, and Comparative Literature majors
COMP 203 (F) Nineteenth-Century Russian Literature: Rebels and Rebellion

Cross-listings: COMP 203 RUSS 203

Secondary Cross-listing
"God save us from seeing a Russian revolt, senseless and merciless," famously proclaimed Alexander Pushkin. But is revolt always senseless? And if it's not, what is the meaning behind it? Throughout the nineteenth century, Russian literature gave different answers to these questions. In this course, students will familiarize themselves with the masterpieces of the Golden Age of Russian literature with a particular focus on rebellion understood in its broadest sense: philosophical, psychological, social, sexual, and aesthetic. We will examine the confrontation of the archetypal figure of Russian literature, the "superfluous man," with his milieu in Pushkin, Lermontov, Turgenev, and Goncharov. The social and psychological revolt of another key figure--the "little man"--will be addressed in the works of Pushkin and Gogol. We will then discuss woman's sexual rebellion in Nikolai Leskov and the forms of spiritual rebellion in Leo Tolstoy and Dostoevsky. Finally, we will examine the aesthetic revolution of Chekhov's plays, which challenged the principles of the old theater and marked the turn to new modernist drama. All readings are in English.

Requirements/Evaluation: participation, writing assignments, written exam

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: students majoring or considering a major in Russian or Comparative literature

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 203 (D1) RUSS 203 (D1)

Not offered current academic year

COMP 204 (S) To See the Past: Russian and Soviet Cinema on History

Cross-listings: RUSS 204 GBST 204 COMP 204

Secondary Cross-listing
This course surveys Soviet and Russian cultural history of the 20th- and 21st-centuries through the history of the cinematic medium. We will watch and analyze key films of this period--films by Eisenstein, Vertov, Tarkovsky, Muratova, Balabanov, Zviagintsev, and Fedorchenko among others--from a double perspective. On the one hand, we will study the cultural and historical contexts of the Soviet Union and Russia; on the other hand, we will learn the formal and stylistic aspects of the cinematic medium as it developed historically (from silent, to sound, to color, to digital etc.). From this double perspective, we will try to answer a larger question that underlies this course: What kind of historical thinking can we learn through cinema as a medium? In other words, we will take cinema neither simply as a direct reflection of state ideology nor as pure aesthetic form or entertainment for the masses. Rather, we will approach the films of this period as audio-visual texts that are rich in historical content and require our informed and attentive interpretation.

Class Format: The class meets synchronously on campus twice a week. Remote students will be able to join each synchronous session via zoom. Synchronous sessions will consist of discussion and visual analysis of short clips. All films and reading materials will be available online.

Requirements/Evaluation: For each class you'll watch 1 or 2 film(s) and read typically 1 article under 20 pages. You will submit short viewing response before each class. Additionally, there will be short viewing or creative assignments to familiarize students with formal aspects of film. Evaluation will be based on participation, one presentation, short sequence analysis, and final paper or video essay

Prerequisites: none, open to all students
Enrollment Limit: 15

Enrollment Preferences: declared or prospective Russian or Comparative Literature majors, Russian Certificate seekers, Global Studies concentrators

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

RUSS 204 (D1) GBST 204 (D2) COMP 204 (D1)

Spring 2021

SEM Section: H1    WF 1:30 pm - 2:45 pm     Olia Kim

COMP 205  (F)  The Latin-American Novel in Translation  (DPE)

Cross-listings:  RLSP 205  COMP 205

Secondary Cross-listing

A course specifically designed to enable students who have no knowledge of Spanish to read and discover those Latin-American authors who, in the twentieth century, have attracted world-wide attention. Among the texts to be discussed: Borges, Labyrinths; Cortázar, Blow-up and Hopscotch; Lispector, the Hour of the Star lesser works by Fuentes and Puig; and by Nobel Prize-winner Gabriel García Márquez, One Hundred Years of Solitude. Conducted in English

Requirements/Evaluation: class participation, two brief papers, a midterm, and a final exam

Prerequisites:  none

Enrollment Limit: 22

Enrollment Preferences:  Spanish majors, Latina/o Studies concentrators

Expected Class Size: 22

Grading: yes pass/fail option, yes fifth course option

Unit Notes: does not carry credit for the Spanish major or the certificate

Distributions: (D1)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLSP 205 (D1) COMP 205 (D1)

Difference, Power, and Equity Notes: This course offers students an opportunity to read some major works of fiction that have challenged the ¿canon¿ of European and American literature. Through the readings, class members will understand that great literature comes not only from London or Paris, from the U.S. or Russia. Several of these novels, moreover, directly challenge European and Western cultural hegemony and make an implicit claim for the legitimacy of Latin American cultural concerns.

Not offered current academic year

COMP 206  (S)  The Book of Job and Joban Literature

Cross-listings:  REL 206  JWST 206  COMP 206

Secondary Cross-listing

The Book of Job has often been described as the most philosophical book of the Hebrew Bible. The story of one man's struggle to understand the cause of his suffering and his relationship to God represents the finest flowering of the Near Eastern wisdom literature tradition. Through its exploration of fundamental issues concerning human suffering, fate and divinity, and the nature of philosophical self-examination, Job has served as a touchstone for the entire history of existential literature. At the same time, the sheer poetic force of the story has inspired some of the greatest artistic and literary meditations in the Western tradition. This course will engage in a close reading of the Book of Job in its full cultural, religious, and historical context with special attention to its literary, philosophical, and psychological dimensions. We will then proceed to investigate key modern works in several genres that involve Joban motifs, themes, and text both explicitly and implicitly. These texts will include Franz Kafka's the Trial, Archibald MacLeish's J.B., Robert Frost's "Masque of Reason," Carl Jung's Answer to Job, and William Blake's Illustrations to the Book of Job. All readings are in translation.
Class Format: For the spring of 2021, this course will be taught online. The seminar will meet at the regularly scheduled time twice a week.

Requirements/Evaluation: Evaluation will be based on class participation, weekly short written assignments, and two longer papers.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: If the course is overenrolled, preference will be given to students who have already taken a course in biblical literature.

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 206 (D2) JWST 206 (D2) COMP 206 (D1)

Spring 2021

SEM Section: R1  TR 9:45 am - 11:00 am  Edan Dekel

COMP 207  (S) Genesis: The Family Saga

Cross-listings: COMP 207  REL 208  JWST 208

Secondary Cross-listing

The Book of Genesis has rightly been described as the masterpiece of Hebrew biblical narrative. In particular, the continuous tale that begins with Abraham and Sarah and extends four generations to the children of Jacob, Leah, and Rachel is one of the most extraordinary examples of literary artistry in any time or tradition. As one family wrestles with the promise of becoming a chosen people, the narrative explores themes of marriage, parenthood, sibling rivalry, land, violence, wandering, and, above all, the complex relationship between humanity and God. This course will examine those themes through a close reading of Genesis in translation, from Abraham and Sarah's first appearance on the scene to the death of Jacob. We will consider the text from multiple perspectives with an eye toward understanding the literary, philosophical, and psychological dimensions that continue to amaze and perplex readers to this day.

Requirements/Evaluation: class participation, a series of short writing assignments, and two longer papers

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students who have already taken a course in Biblical literature

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 207 (D2) REL 208 (D2) JWST 208 (D2)

Not offered current academic year

COMP 208  (S) Through the Looking Glass: Comparative Children's Literature

Oh, the reads we will read, if you follow my lead!

We will amble at first and then soon pick up speed,

And we'll bury our noses in books thick and thin.

This I vow by the hair on my chinny-chin-chin.

There'll be picture books, fairy tales, primers, and verse,

Tales of joy, fun, and laughter; and, alas, the reverse.

Some were written in English, but most of them not.

Though we'll read in translation: Sign on up, polyglot!
For example, there's Lindgren, Collodi, and Grimm, Tonatiuh, and Sendak. Surely, you've heard of him?
We'll critique illustrations, we'll wonder, we'll ponder,
And by turns we'll divine what defines this grand genre.
Is it mere fun and games, pixie dust, sweet as pie?
Does it ask to be read with a serious eye?
Books appeal to our puzzler--our minds--after all,
And a child is a thinker, no matter how small.
You'll reflect, cogitate, then you'll write, write, write, WRITE!
And your thoughts will become this instructor's delight.

Class Format: This hybrid course is designed as a seminar, but depending on student enrollment and how the semester takes shape, we may play with the format to include tutorial-style sessions.

Requirements/Evaluation: regular reading and/or viewing, leading class discussion, 4-5 short writing assignments (2 pages), one longer writing assignment (4-5 pages), and a final project

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Comparative Literature majors, then students in teaching program

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2021

SEM Section: H1 MWF 8:15 am - 9:30 am Janneke van de Stadt

COMP 209 (F) Global Chinese Literature

Cross-listings: CHIN 228 COMP 209

Secondary Cross-listing

This course centers upon a critical question in China studies: how to identify and theorize about Chinese literature (cultural productions in other media forms included) created outside the boundaries of Mainland China. "What is Chinese?" "What is Chinese culture?" "What is Chinese literature and culture like beyond China?" "How is China/Chinese perceived in different Sinophone communities?" are some of the major questions we engage in this course. Taking a comparative approach, we will read and analyze Chinese literature produced in various regions and cultures (Hong Kong, Taiwan, Singapore, Malaysia, etc.) at critical historical moments during the second half of the twentieth century and early years of the twenty-first century. We will also read critical essays in studies of Shijie huawen wenxue (Global Chinese-language literature) to gain a theoretical understanding of the scholarship. The purpose of the course is two-fold: First, it is expected that we expand our purview in studying Chinese-language literature and culture; second, we will learn to think critically the ways in which such concepts as Chinese and Chineseness travel and translate among peoples, regions, nations, and cultures. The course is conducted online, with a mostly synchronous mode of instruction. No prior knowledge in Chinese is required.

Requirements/Evaluation: 5-to-10-minute pop quizzes; 2 term exams; one final paper (5-6 pages)

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: Priority will be given to Chinese majors, Asian Studies majors, and Comparative Literature majors.

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
COMP 210  (F) Latina/o Language Politics: Hybrid Voices

Cross-listings:  AMST 240  COMP 210  LATS 240

Secondary Cross-listing

In this course we will focus on issues of language and identity in the contemporary cultural production and lived experience of various Latina/o/x communities. As such, how are cultural values and material conditions expressed through Latina/o/x language and literature? How does Latina/o/x identity challenge traditional notions of the relationship between language, culture, and nation? In what ways might Latina/o/x literary and linguistic practices serve as tools for social change? Departing from an overview of common linguistic ideologies, we will examine code-switching, bilingual education, recent linguistic legislation, and the English Only movement. Throughout the course we will survey texts culled from a variety of literary genres as well, including autobiography, novels, and poetry. Both directly and/or indirectly, these texts address Latina/o/x language politics, as well as the broader themes of power, community, ethno-racial identity, gender, sexuality, class, and hybridity.

Requirements/Evaluation:  participation, two essays, final take-home examination

Prerequisites:  none

Enrollment Limit:  12

Enrollment Preferences:  Latina/o Studies concentrators, American Studies majors, Comparative Literature majors by seniority

Expected Class Size:  12

Grading:  no pass/fail option,  no fifth course option

Distributions:  (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 240 (D2) COMP 210 (D2) LATS 240 (D2)

Not offered current academic year

COMP 211  (F) The Jewish Art of Interpretation

Cross-listings:  JWST 222  REL 222  COMP 211

Secondary Cross-listing

Turn it and turn it, for everything is in it. This famous rabbinic dictum offers an enigmatic yet comprehensive account of the principles that have defined the Jewish practice of interpretation for over two millennia. The imperative to keep a text, word, image, or concept in constant motion, in order to generate as many meanings and cross-meanings as possible, challenges us to transform the act of interpretation itself into a virtuosic craft or art that can engage the human imagination as diversely and powerfully as the creation of the works being interpreted. At the same time, emphasis on the dynamism between text and interpreter should dispel the notion that only expansive works have expansive meanings. If interpretation itself is an art, then even the shortest text can contain "everything" within it when it participates in that art. This course will engage students in a radical experiment in the art of interpretation. Through a deep encounter with a selection of miniature texts, ranging from ancient rabbinic proverbs and medieval fables to the modern parables and fragments of Franz Kafka, as well as folklore and jokelore from every period in Jewish history up to the present, we will develop an interpretive practice that combines analytic, critical, and creative principles in both written and oral contexts. The goal throughout is to explore interactively how the making of meaning is an integral part of the human experience.

Requirements/Evaluation:  class participation, regular short written and oral assignments, and a final project

Prerequisites:  none

Enrollment Limit:  18

Expected Class Size:  18

Grading:  yes pass/fail option,  no fifth course option

Distributions:  (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

JWST 222 (D2) REL 222 (D2) COMP 211 (D2)
COMP 212 Moving While Black

Opening your apartment door, driving down the highway, taking a knee, raising a fist, sitting at the lunch counter then or sitting in a café now, these movements have historically and presently prompted fear at a minimum and in the most grave cases death for black people. Whether in the U.S. or globally, moving in the world as a black person often means being perceived as different, foreign and threatening. Crawling, dancing, running and boxing, these movements have countered fear and articulated the beauty, pride, creativity and political resistance of black people. In both cases, black movement matters and means much. While many consider movement to be just organized dance moves, this course expands students' definitions of black movement and teaches them to analyze multiple perceptions, uses, and reactions to it. "Moving while Black" offers examples of physical movement in improvised and practiced performance, quotidian movement, geographical movement across national borders and symbolic, politicized gestures. Students will investigate black movement via interdisciplinary sources that reflect various time periods and locations. Students may analyze such texts as Jacob Lawrence's visual art in *The Migration Series*, the movement of the rumba dance form between Cuba and the Democratic Republic of Congo, the Alvin Ailey American Dance Theater's "Revelations," William Pope.L's choreographed crawls, the 1995 World Rugby Cup in South Africa, and the 2018 case of a Kansas resident arrested while moving into his own home. Additionally, this course features an important practice element, in which students experiment with in-class movement exercises and workshops, engage with dance archives at Jacob's Pillow, interview participants of Kusika, and create and perform their own choreographies. While no previous experience in performance is required, curiosity and openness to learning through one's own body movement is expected.

Class Format: classes will rotate throughout the semester between seminar discussions in the classroom and performance exercises in the studio
Requirements/Evaluation: multiple reading/viewing responses in a movement journal, an essay closely analyzing movement; a presentation, and multiple movement-based performances including a final project with outside research and a proposal
Prerequisites: none
Enrollment Limit: 14
Enrollment Preferences: Africana Studies concentrators
Expected Class Size: 10
Grading:
Distributions: (D2)

COMP 213 (S) Reading the Qur'an

Cross-listings: ARAB 236 REL 236 COMP 213 GBST 236

Secondary Cross-listing

In the nearly 1500 years of Islamic history, the Qur'an has been a central source of spiritual insight, ethical and legal guidance, sacred stories, and theological principles. Considered the divine word of God, the Qur'an is central to devotional life. This course will explore the Qur'an as a text that is always in a state of production. We will focus significantly on close readings of the text of the Qur'an, in addition to pre-modern and modern Qur'anic exegesis. The course will begin with a historical account of the revelation and collection of the Qur'an, placing the form and content of the text in the context of 7th century Arab society and the life of the Prophet. We will then study Qur'anic commentaries to discuss how Muslims have drawn theological, legal, philosophical, and mystical meaning from the Qur'an. We will pose some of the following questions: What do the different exegetical methods tell us about the intertextual nature of the Qur'an? How have these shifting notions affected the meaning made from Qur'anic verses and passages? What role do interpretive communities play in determining what the Qur'an says? Lastly, through an exploration of the art of Qur'an recitation, calligraphy, and Qur'an manuscripts, we will explore the ways in which the Qur'an is also an object of devotion in Muslim life.

Requirements/Evaluation: class participation, weekly reading responses, 3- to 4-page midterm paper, and a final project with a media component and a 4- to 6-page analytical essay
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Religion and Arabic Studies majors
Expected Class Size: 19
Grading: no pass/fail option, yes fifth course option
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
ARAB 236 (D2) REL 236 (D2) COMP 213 (D1) GBST 236 (D2)

Spring 2021
SEM Section: R1    MW 10:00 am - 11:15 am     Saadia Yacoob

COMP 214 (S) Moses: Stranger in a Strange Land
Cross-listings: COMP 214  REL 202  JWST 202
Secondary Cross-listing
As chieftain, priest, prophet, and lawgiver all in one, Moses occupies the central place in the history of Israelite and Jewish leaders. However, he is a somewhat unlikely candidate for such an important role. He is God's chosen leader among the enslaved Israelites, but he is raised as an Egyptian prince. He is a spokesman for his people, but he is slow of speech. He is the lawgiver and first judge of his nation, yet he is quick-tempered and impatient. The story of the most revered figure in the Jewish tradition, who nevertheless remains an outsider to the very end, has fascinated commentators and inspired countless artistic and literary interpretations. This course will engage in a close study of the figure of Moses by examining the biblical narrative of his life and career from Exodus through Deuteronomy with an eye towards understanding the complex and often contradictory portrait of this self-described "stranger in a strange land." We will also examine some of the ancient legendary and folkloric accounts about Moses, as well as philosophical and allegorical treatments in Hellenistic Jewish, early Christian, and Muslim biographies. We will then proceed to investigate key modern reconfigurations and critiques of Moses in several genres, which may include renaissance visual depictions, literary works by Sigmund Freud, George Eliot, Thomas Mann, and Zora Neale Hurston, and even musical and cinematic renditions. All readings are in translation.
Requirements/Evaluation: class participation, short written assignments, and two or three longer papers
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: students who have already taken a course in biblical literature
Expected Class Size: 19
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
COMP 214 (D2) REL 202 (D2) JWST 202 (D2)
Not offered current academic year

COMP 215 (S) Cults of Personality (WS)
Cross-listings: COMP 215  RUSS 219
Secondary Cross-listing
First uttered by Soviet leader Nikita Khrushchev in 1956, the phrase "cult of personality" was formulated to discredit the hero-worship that accompanied Joseph Stalin's iron-fisted rule of the Soviet Union. Since then, the phrase has gained currency as a condemnation of a variety of seemingly all-powerful leaders in oppressive political regimes, including China's Mao Zedong, Iran's Ayatollah Khomeini, and the ruling Kim family in North Korea. In this course, we will examine the phenomenon of the cult of personality from a variety of perspectives, beginning with the cult surrounding Stalin and ending with that of Vladimir Putin. Our course material will encompass scholarship from multiple disciplines, including history, sociology, political science, cultural and media studies, as well as artistic expression typically labeled propaganda in literature, the visual arts, and film. Although our course will begin in the Soviet Union and end in contemporary Russia, we will explore how the cult of personality has been adapted and updated for different cultural and political purposes in fascist Germany and Spain, China, Iran, North Korea, and Cuba. All readings will be in English, and all films will have English subtitles.
Class Format: remote
Requirements/Evaluation: completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: first-year students

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
COMP 215 (D1) RUSS 219 (D1)

Writing Skills Notes: Students will be writing papers (5-6 pages) every other week and receiving detailed feedback on their writing with the expectation that they will identify areas in need of improvement and work on these throughout the semester. The course will also require that students write one paper together with their tutorial partner and that they rewrite two different papers, one at midterm and the other at the end of the term.

Spring 2021
TUT Section: RT1 TBA Julie A. Cassiday

COMP 216 (F) Folk and Fairy Tales in Literature and Beyond (WS)
From cannibalistic crones in sugary cottages to frogs who can be transformed with a kiss, the English term "folktale" covers a broad range of stories that have been beloved and belittled, transmitted and transformed for hundreds of years in many cultures. This course will look broadly at folktales from different traditions, ranging from early China to medieval Europe and contemporary America. We will approach the folktale from a number of perspectives, including typological approaches; moral notions embedded in such tales; and the often porous borders between the natural and the supernatural, the animal and the human, and living and dead. We will consider the way normative gender and ethnic roles are portrayed and sometimes undermined. We will also consider the complex literary histories of folktales, looking at sources, the interplay of oral and written traditions, folktales as alternative histories, notions of authorship, and the ways stories transform in the course of transmission.

Requirements/Evaluation: class participation, two or three short written assignments during the semester, and a 9- to 10-page final paper (with opportunity for revision of the final paper)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Students will write and receive written feedback addressing writing specifically on four written assignments over the course of the semester: one short analytic paper, a midterm analytic paper of ~5 pages, a tale, and a final paper (length will vary depending on the type of paper chosen). They will revise the midterm paper based on feedback from the instructor and, when feasible, a peer critique group, and will have the opportunity to submit a draft of the second longer paper for feedback.

Not offered current academic year

COMP 217 (S) Ancient Wisdom Literature

Cross-listings: JWST 205 CLAS 205 COMP 217 REL 205

Secondary Cross-listing
The Biblical books of Proverbs, Ecclesiastes, and Job are often grouped together under the Hebrew category of hokhmah, 'wisdom.' Although these books are very different in content, they can all be interpreted as meditations on ethical and practical philosophy. In this way, they represent the Hebrew Bible's canonical embrace of a widespread Near Eastern literary phenomenon. From the instructional literature of Egypt and Mesopotamia to Greek didactic poetry and fables, ancient Mediterranean cultures offer a wide range of texts that engage the issues of personal behavior, leadership, and justice. Starting with the central wisdom books of the Hebrew Bible and moving through relevant material from the Apocrypha, New Testament, and the Egyptian and Babylonian traditions, this course will examine the literature of wisdom throughout the ancient world with an eye toward understanding its various social, political, and philosophical contexts. We will then consider the Greek wisdom tradition in such texts as Hesiod's Works and Days, Aesop's fables, and fragments from the pre-Socratic philosophers. Finally, we will explore the influence of these ancient sources on later expressions of wisdom in medieval European literature, as well as more recent examples such as Benjamin Franklin's Poor Richard's Almanack.
All readings are in translation.
COMP 218 (F) Gender and Sexuality in Asian American Theater

Cross-listings: COMP 218 THEA 225 WGSS 225

Secondary Cross-listing

This class begins with the premise that intersectional and interdisciplinary studies of gender and sexuality need to be, and in significant ways already are, in conversation with Asian American studies and theater. How might contemporary Western discourses of masculinity and heterosexuality, for example, depend upon theatrical constructions of Eastern sexual alterity? How have Asian American artists managed and critiqued historically gendered and sexualized stereotypes (e.g., hypersexual Dragon Lady, virginal Lotus Blossom, asexual Charlie Chan) through theatrical intervention? This seminar will closely read dramatic literature written by Asian American artists, as well as engage scholarship in Asian American gender and sexuality studies and performance studies. We will read the work of playwrights including Ayad Akhtar, Ping Chong, Frances Ya-Chu Cowhig, Velina Hasu Houston, David Henry Hwang, Young Jean Lee, Diana Son, Lauren Yee, and Chay Yew.

Requirements/Evaluation: in-class participation, weekly reading responses, midterm reflection, in-class reading, short essay, final essay

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: declared WGSS majors

Expected Class Size: 16

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 218 (D1) THEA 225 (D1) WGSS 225 (D2)

Not offered current academic year
Class Format: discussion
Requirements/Evaluation: mid-term exam; final exam; final writing project
Prerequisites: none
Enrollment Limit: none
Enrollment Preferences: Chinese majors; Asian Studies majors
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
CHIN 224 (D1) COMP 219 (D1)
Not offered current academic year

COMP 220 (F) Greek Tragedy
Cross-listings: CLAS 202 COMP 220 THEA 220
Secondary Cross-listing
Ancient Greek tragedy was a cultural phenomenon deeply embedded in its 5th-century Athenian context, yet it is also a dramatic form that resonates powerfully with 21st-century artists and audiences. This course examines tragedy on both levels. We will read such plays as Aeschylus' [Agamemnon], Sophocles' [Electra], and Euripides' [Medea] in English translation, considering their literary and dramatic features as well as their relationship to civic, social, and ritual contexts. We will discuss such topics as the construction of gender and identity on the dramatic stage, the engagement between tragedy and other literary genres, and the distinctive styles of the three major Athenian playwrights. We will also survey a set of recent productions and adaptations of these plays, with a particular focus on versions by women, people of color, and non-Western playwrights and producers. We will reflect on how a dramatic form largely produced by and for Athenian citizen men became a creative resource for a remarkably diverse range of 21st-century artists, and explore how modern productions offer fresh perspectives on ancient material.
Requirements/Evaluation: class participation, several essays, brief oral presentations
Prerequisites: none
Enrollment Limit: 35
Enrollment Preferences: majors, first-years, sophomores
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
CLAS 202 (D1) COMP 220 (D1) THEA 220 (D1)
Not offered current academic year

COMP 223 (S) Japanese Food Culture in a Global Context
Cross-listings: JAPN 223 COMP 223
Secondary Cross-listing
The bourgeoning popularity of Japanese food on a global scale has resulted in a surge of new research, literature, and films. Conversely, the effects of globalization have transformed the dining experience within Japan to be ever more multiethnric. This interdisciplinary course explores the complex relationship between food and culture in Japan, and the emergence of Japanese cuisine as a global phenomenon, referring to a variety of materials and practices. Topics to be addressed include modernization, nation-building, militarization, globalization, the environment, and popular culture.
Requirements/Evaluation: active class participation, three response papers, two small projects (including descriptions and class presentations), and one research paper and presentation
Prerequisites: none
Enrollment Limit: 20
Expected Class Size: 12
This course is cross-listed and the prefixes carry the following divisional credit:

JAPN 223 (D1) COMP 223 (D1)

Not offered current academic year

COMP 224 (F) Remembering the Great War: The First World War in Literature and Film (DPE)

Cross-listings: RLFR 225 COMP 224

Primary Cross-listing

From 1914 to 1918, the First World War ravaged Europe and slaughtered millions of soldiers and civilians from across the globe. Known as the "war to end (all) war(s)," World War I set the stage for an entire century of military conflict and carnage. New technologies led to unprecedented violence in the trenches, killing and wounding as many as 41 million soldiers and civilians. Beyond the slaughter at the front, the Great War also led to the global influenza pandemic that claimed up to 50 million lives, and the Armenian genocide that presaged the later atrocities of the Holocaust. The war also led to massive political transformation, from the Irish Rebellion and Russian Revolution, to the collapse of the German, Russian, Austro-Hungarian, and Ottoman Empires, and the redrawing of national borders across Europe and the Middle East. Even the end of the war with Treaty of Versailles lay the groundwork for new animosities that would lead to the Second World War just two decades later. However, the First World War also inspired great social change, from the emergence of the United States as a global leader and the founding of the League of Nations, to growing discontent with colonial rule in Asia and Africa, and greater power for women whose wartime labor influenced the post-war passage of their right to vote in countries across Europe and North America. To honor the centenary of the Great War in 2018, we will examine texts and films that bear witness to the suffering and courage of soldiers and civilians, and consider the legacy of the war in the twentieth- and twenty-first centuries. Readings to include memoirs and novels by Barbusse, Barker, Brittain, Cocteau, Graves, Hemingway, Jünger, Remarque, Wharton, Woolf; poetry by Apollinaire, Brooke, Mackintosh, McCrae, Owen, Sassoon; films by Attenborough, Boyd, Carion, Chaplin, Jeunet, Ozon, Renoir, Trumbo, Walsh, Weir; and archival materials on the roles of Williams students and faculty during the First World War. Readings and Discussions in English.

Requirements/Evaluation: active class participation, two shorter papers (4-5 pages), a midterm, and a longer final paper (6-8 pages)

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: all are welcome, but if the course is overenrolled, preference will be given to Comparative Literature majors and French majors and certificate students; if the course is over-enrolled, students will submit a form online

Expected Class Size: 18

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 225 (D1) COMP 224 (D1)

Difference, Power, and Equity Notes: As the course description explains, this course centers on a critical examination of difference, power, and equity during WWI. The content examines the effects of class, race, ethnicity, gender, and sexuality on social inequalities among soldiers & civilians, nations & colonies, men & women. The course also employs critical tools to teach students how to articulate and interrogate the social injustices of the Great War, from reading & discussion, to analytical essays & archival investigation.

Not offered current academic year

COMP 225 (F) The Fantastic in Chinese Literature

Cross-listings: COMP 225 CHIN 225

Secondary Cross-listing

From the famous human/butterfly metamorphosis in the Daoist text Zhuangzi to contemporary writer Liu Cixin's award-winning "Three Bodies Problem," the "fantastic" has always been part of Chinese literature that pushes the boundary of human imagination. Readers and writers create fantastic beasts (though not always know where to find them), pass down incredible tales, assign meanings to unexplainable phenomena, and reject--sometimes embrace--stories that could potentially subvert their established framework of knowledge. Meanwhile, the "fantastic" is also historically and culturally contingent. What one considers "fantastic" reveals as much about the things gazed upon as about the perceiving subject--his or her values, judgment, anxiety, identity, and cultural burden. Using "fantastic" literature as a critical lens, this course takes a thematic approach to the
masterpieces of Chinese literature from the first millennium BCE up until twenty-first century China. We will read texts ranging from Buddhist miracle tales to the avant-garde novel about cannibalism, from medieval ghost stories to the creation of communist superheroes during the Cultural Revolution. The topics that we will explore include shifting human/non-human boundaries, representations of the foreign land (also the "underworld"), the aestheticization of female ghosts, utopia and dystopia, and the fantastic as social criticism and national allegory. All materials and discussions are in English.

Requirements/Evaluation: participation, weekly posting, three writing assignments, final paper, oral presentation

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
COMP 225 (D1) CHIN 225 (D1)

Not offered current academic year

COMP 226 (S) The Ancient Novel

Cross-listings: COMP 226  CLAS 226

Secondary Cross-listing

Pirates, prostitutes, witches, and donkeys: the novels of ancient Greece and Rome often surprise their modern readers with a striking blend of humor, violence, and eroticism. From damsels in distress and daring rescues to impossible journeys and magical transformations, this course will consider these remarkable and varied texts within their own literary and cultural contexts. By reading the works of such authors as Longus, Lucian, Apuleius, and Heliodorus, we will survey the different forms of extended prose fiction that have traditionally been called the ancient "novel." We will confront the challenges of defining the genre itself, and consider both its ancient literary heritage and its later reception and afterlife. We will also explore the ways in which these texts engage with the complex and diverse world of the ancient Mediterranean, paying close attention to the representation of gender, sexuality, ethnicity, and cultural identity. All readings are in translation.

Requirements/Evaluation: class participation, in-class presentations, brief reading responses (1-page), and a final paper (8-10 pages)

Prerequisites: none, although some prior knowledge of the ancient Mediterranean will be useful

Enrollment Limit: 19

Enrollment Preferences: Classics and Comparative Literature majors

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
COMP 226 (D1) CLAS 226 (D1)

Not offered current academic year

COMP 227 (S) Made in China or Making "China"?: Twentieth-Century Chinese Performative Culture

Cross-listings: CHIN 227  THEA 227  COMP 227

Secondary Cross-listing

This course explores the ways in which twentieth-century Chinese performative culture fashioned our contemporary understanding of "China." Starting with Chinese hybrid theatres staged in the US, Japan, and semicolonial Shanghai in the early 1900s and ending with the 2008 Beijing Olympic Opening Ceremonies, this course examines performative works drawn from the breadth of an expanded 20th century; including film, spoken drama, intercultural reproductions of Peking and Kun Operas, revolutionary and avant-garde theatre, Chinese Rock concerts, and global mass mediated performances. Emphasis will be placed on how performances (encompassing the performance onstage and the performance-making backstage) placed "China" on the global stage; and shaped racial, gender, and national identities among play-makers and audiences. We will also explore how Chinese operas were reinvented as "traditional culture" and a "national essence" in the early 20th century; and how agents of Chinese performance,
as makers of imaginary worlds, serve as both assets and threats to real-life arbiters of power. The class will be structured around the themes of "Inventing Tradition on the World Stage," "Acting the Right Part," and "Performing the Nation." Students will learn to engage performances as cultural texts embedded in national and global histories. By gaining knowledge about major playwrights, directors, artists, networks, and ideas, students will also become fluent in the landscape of performance culture in China. All class materials and discussions are in English.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** regular in-class participation, three short papers (3-5 pages), and one final project

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** students who major or plan to major in Chinese and/or Asian Studies

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 227 (D1) THEA 227 (D1) COMP 227 (D1)

**Not offered current academic year**

**COMP 228 (S) Being American, Being Muslim: American Muslim Literature in the 21st century  (DPE)**

**Cross-listings:** COMP 228 AMST 266 ENGL 268 REL 266

**Secondary Cross-listing**

Islam and Muslims in the United States are the subject of extensive public scrutiny and media coverage in broader public discourses. It is less common, however, to hear Muslims' own voices speak about their lives, experiences, beliefs, and commitments. This course will take a literary approach to exploring American Muslims' own narratives about themselves. We will address questions such as: How have American Muslims understood their identity in the wake of 9/11? What are the pressures and demands of American national belonging and cultural citizenship that Muslims must navigate? How are race, gender, ethnic heritage, and immigration definitive of Muslim experiences and self-understandings? What are the competing claims and contestations about authentic expressions of Islam? How are Muslims approaching the tensions between communal belonging and individuality? We will be engaging such questions primarily through an analysis of popular memoirs, autobiographies, novels, and short stories, but will also explore some plays, films, poetry, and comedy.

**Requirements/Evaluation:** regular reading responses, two short essays (3-4 pages), final presentation, and final paper (7-8 pages)

**Prerequisites:** none

**Enrollment Limit:** none

**Enrollment Preferences:** none

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 228 (D1) AMST 266 (D2) ENGL 268 (D1) REL 266 (D2)

**Difference, Power, and Equity Notes:** This course will explore the intersections of power in American Muslim life, such as: Muslims as a religious minority in the context of the War on Terror; racial and ethnic differences in Muslim communities; immigration and national belonging; competing claims to religious authenticity and authority; and conflicting gendered norms. Students will learn to identify these multiple layers and configurations in the texts, and how to analyze their workings in nuanced multidimensional ways.

Not offered current academic year


**Cross-listings:** ENGL 228 COMP 230

**Secondary Cross-listing**

At the same time as the individual human being in possession of a distinctive personality was taking on enormous importance in politics, philosophy,
literature, and the visual arts, early modern Europeans were encountering unprecedented levels of cultural diversity. In this interdisciplinary course, we will consider these two developments both separately and together. As Renaissance humanists were acquiring a sophisticated understanding of the distance between the present and various European pasts (the recent medieval past and the remote history of antiquity), they were also coming into contact with non-European cultures in Africa, the Americas, and Asia via trade and economic development, imperial expansion, and religious conversion. Always at stake in these encounters was the question of who counted as an individual; the self was not considered to be intrinsic to human nature but rather the product of historical and cultural developments. Themes will include religious pluralism, the sacred and the secular, vernacularity, exploration and empire, the relationship between mind and body, slavery, trade, wealth, gender, self-fashioning, and style. We will consider such English writers as the Pearl poet, More, Marlowe, Spenser, Shakespeare, Browne, and Milton; such continental intellectuals as Descartes, Erasmus, Las Casas, and Castiglione; and such continental artists as Michelangelo, Velázquez, Bruegel, and Rembrandt.

Class Format: This course will be conducted synchronously online.

Requirements/Evaluation: Five four-page papers, in-class presentation, thoughtful participation in discussions

Prerequisites: A 100-level ENGL course, a score of 5 on the AP English Literature exam, a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor

Enrollment Limit: 14

Enrollment Preferences: First- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 14

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 228 (D1) COMP 230 (D1)

Writing Skills Notes: The course asks students to write five four-page papers and offers exposure to a range of humanistic modes, from close reading to visual analysis to the exposition of philosophical claims. One paper will involve independent research. The instructor will provide frequent and extensive written feedback on student work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course examines the role of historical and cultural difference within and beyond Europe at the very beginning of globalization. Students will become acquainted with the origins of colonialism and the global traffic in slaves, as well as with the complex role of writers and intellectuals in questioning, defending, and imagining these practices. We will consider the epistemological challenges of accessing the testimony of subordinated persons.

Fall 2020

SEM Section: R1  MR 1:30 pm - 2:45 pm  Emily Vasiliauskas

COMP 231 (F) Postmodernism (WS)

Cross-listings: ENGL 266 COMP 231

Primary Cross-listing

In one definition, postmodernism in art and literature is what you get when you combine modernism's radical experimentation with pop culture's easy appeal. This term has been used to describe works from Andy Warhol's paintings of Campbell's soup cans and Jean Baudrillard's critical essays on Disneyland to Murakami Haruki's euphoric conspiracy novels. Theorists of the postmodern have argued that it represents not only a radical change in aesthetic sensibilities, but a fundamentally new relationship between art, language, and society. In this tutorial, we will read some of the most important theoretical essays defining the postmodern (essays which themselves often embrace this playful and sometimes ironic style), and we will pair them with artistic texts that are said to illustrate the features of postmodernism. The latter will be mainly novels and short stories from around the world, but one feature of this theory is a flattening of the distinction between high and low culture as well as between the written and the visual, so we will also examine examples from architecture, visual art, and/or broader pop culture. Texts will include essays by Jean Baudrillard, Fredric Jameson, Jean-François Lyotard, and others; novels and short stories by writers like Don DeLillo, Italo Calvino, and Murakami Haruki; painting and sculpture associated with Pop Art and Superflat; the architecture of Williamstown-area museums; etc. Writing assignments will focus on reading the theoretical texts closely and applying their ideas to the artistic texts in creative and interesting ways. Open to sophomores as well as advanced students.

Class Format: after an introductory lecture meeting, students will meet with the instructor in pairs for approximately an hour each week

Requirements/Evaluation: participation plus 4 papers (4-5 pages), 2 short papers (1-2 pages), and 4 peer critiques (1 page)
COMP 232  (S)  Nordic Lights: Literary and Cultural Diversity in Modern Scandinavia  (DPE)

Cross-listings:  WGSS 200  COMP 232

Primary Cross-listing

Mythologized as the land of the aurora borealis and the midnight sun, Scandinavia's five distinct nations--Iceland, Norway, Sweden, Denmark, and Finland--are often mistakenly associated with blond-haired and blue-eyed uniformity. Modern Scandinavia, however, is a place of great social and cultural diversity. From medieval Viking sagas to contemporary Nordic rap, the Scandinavian literary tradition is rich in tales of global exploration, childhood imagination, sexual revolution, and multicultural confrontation. Through readings of nineteenth-century drama, twentieth-century novels, and twenty-first century cinema, we will investigate a wide range of issues on class, ethnicity, and identity, including the indigenous reindeer-herding Sámi people, Danish colonialism and the Greenlandic Inuit, Norwegian collaboration and resistance during World War II, and Nordic emigration (to North America) and immigration (from Africa, Asia, Latin America, and the Middle East). Discussion will also focus on Scandinavia's leadership in gender equality and sexual liberation, Scandinavian political isolation and integration (into both the UN and the EU), and the global effects of Nordic pop (ABBA to Björk), glamour (Greta Garbo to Alicia Vikander), technology (Volvo to Nokia), and activism (Alfred Nobel to Greta Thunberg). Readings to include works by Henrik Ibsen, August Strindberg, Hans Christian Andersen, Karen Blixen, Astrid Lindgren, Halldór Laxness, Reidar Jönsson, and Peter Heeg. Films to include works by Ingmar Bergman, Lasse Hallström, Bille August, Colin Nutley, Lukas Moodysson, Josef Fares, Tomas Alfredson, and Tomas Vinterberg.  All readings and discussions in English.

Class Format:  This will be a remote course for all students, whether they are on campus or not.  We will convene synchronously via web-conferencing, with an emphasis on group discussion.  There will also be opportunities for students to engage with online activities both during and between our synchronous sessions.  Remote office hours will provide even more opportunities for follow-up, questions, and further discussion.

Requirements/Evaluation:  active participation, two shorter papers, a midterm, and a longer final paper

Prerequisites:  none

Enrollment Limit:  12

Enrollment Preferences:  Comparative Literature and Women's, Gender & Sexuality Studies majors, and those with compelling justification for admission

Expected Class Size:  12

Grading:  yes pass/fail option,  no fifth course option

Distributions:  (D1)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 200  COMP 232
COMP 233 (F) Love and Strife

Cross-listings: COMP 233 CLAS 201

Secondary Cross-listing
In one of the earliest known attempts to explain the universe, the philosopher-poet Empedocles wrote that everything in existence is moved by love and strife. This fundamental pair of forces has shaped accounts of human experience for over two millennia. Are these principles simple opposites, complements, or even two aspects of a single concept? What happens when they fall out of balance or both are absent? Can love consume strife, or strife destroy love? Artists and writers have taken up these and similar questions in myriad forms, from nursery rhymes to epic poems, from philosophical contemplation to popular song, from the tragic stage to the silver screen. This course will use Greek and Latin works as touchstones for exploring ancient and modern representations of love and strife. Our ancient sources may include Homer, Sappho, Sophocles, Horace, Catullus, and Seneca, as well as architecture, graffiti, and epitaphs. Later sources may include Shakespeare and screwball comedies, Broadway standards and the Beatles, Renaissance fresco and modern sculpture, and literary professions of love from the silly to the sublime. All readings are in translation.

Class Format: For the fall of 2020, this course will taught online. The seminar will meet at the regularly scheduled time twice a week.

Requirements/Evaluation: Class participation, short written assignments, and a final paper/project.

Prerequisites: None.

Enrollment Limit: 12

Enrollment Preferences: If the course is overenrolled, preference will be given to Classics and Comparative Literature majors and prospective majors.

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 233 (D1) CLAS 201 (D1)

Fall 2020

SEM Section: R1 TF 1:30 pm - 2:45 pm Edan Dekel, Amanda R. Wilcox

COMP 234 (S) Saharan Imaginations (DPE) (WS)

Cross-listings: ARAB 209 ENVI 208 COMP 234

Secondary Cross-listing
Literary representations of the Sahara challenge facile assumptions about this undertheorized place. Approached mainly through the prism of adventure and exploitation, the desert is portrayed as a dead space. However, literature and film furnish a unique opportunity to engage critically with the ways Maghrebi and Middle Eastern culture production represents deserts and raises issues of fundamental importance to these societies. This course offers students the opportunity to engage in close readings of novels and film through the theme of the Sahara and Saharan space. Reading through the politics of human mobility and life in the desert will help students to understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the Saharan sub-genre of African and Middle Eastern literatures. Whether grappling with transcontinental issues of climate change, cannibalization of biodiversity or overexploitation of natural resources, desert-focused cultural production invites us to think critically about the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature. Deconstructing reductive Saharanisms, students will see the desert for what it is, rather than what it is portrayed to be or stand for.

Class Format: hybrid

Requirements/Evaluation: active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Students are admitted into the course on a first-come-first-serve basis. If the course is over-enrolled, preference will be given to Arabic Studies and Comparative Literature majors and certificates.

Expected Class Size: 14
Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 209 (D1) ENVI 208 (D1) COMP 234 (D1)

Writing Skills Notes: Students will receive constant and extensive feedback on their written work. Students will write regular weekly responses on Glow, a reflection statement, two 5pp. papers for midterms, and one 10pp. final paper.

Difference, Power, and Equity Notes: Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.

Spring 2021
SEM Section: H1 MW 10:00 am - 11:15 am Brahim El Guabli

COMP 235 (S) The Garden in the Ancient World

Cross-listings: COMP 235 REL 235 ENVI 232 CLAS 235

Secondary Cross-listing

Drawing on the literature, art, and archaeology of ancient gardens and on real gardens of the present day, this course examines the very nature and experience of the garden and the act of gardening. Using a multi-disciplinary approach, we will explore the garden as a paradise; as a locus for philosophical discussion and religious encounter; as a site of labor, conquest, and resistance; and as a place for solace, inspiration, and desire. This course will be grounded in crucial readings from antiquity, such as the Hebrew Bible, Homer, Sappho, Cicero, Lucretius, Vergil, Horace, Columella, and Augustine, and in the perspectives of more modern writers, from Jane Austen and Tom Stoppard to contemporary cultural historian George McKay. Ultimately, our goal is to analyze conceptions and expressions of beauty, power, and love-in the garden. All readings are in translation.

Requirements/Evaluation: class participation, short written assignments, and a final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Classics majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 235 (D1) REL 235 (D2) ENVI 232 (D1) CLAS 235 (D1)

Not offered current academic year

COMP 237 (S) Medieval Worlds

While the word "medieval" was first used to designate the period in European history between the fall of Rome and the Renaissance, historians and literary scholars frequently use the term to label periods in other regions and cultures that not only overlap chronologically with the European Middle Ages, but also appear to share similarities in terms of technology, social structures, and religious orientation. This course examines the notion of the "medieval" primarily through the lens of literature. We will read "medieval" works ranging from the Anglo-Saxon poem Beowulf to the landscape poems and folktales of eighth-century China, from a Persian epic to a Sanskrit story-cycle, and the diary of a Japanese court lady. Topics will include the following: How did people create, experience, and transmit literary texts in different medieval cultures? What where the material conditions of literature in these cultures, and how did they impact the development of literature? What roles did religion play in texts that are not explicitly religious? What does it mean to think of the medieval as a category across different cultures?

Requirements/Evaluation: preparation and active participation in class, several short (1- to 2-page) reflection papers, two mid-length (4- to 5-page) papers or projects

Prerequisites: none

Enrollment Limit: 20
Enrollment Preferences: Comparative Literature majors and prospective majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

COMP 239 (F) What is a Novel?

Cross-listings: COMP 239 ENGL 240

Secondary Cross-listing

What is a novel? Where did it come from? Why would anyone invent such a thing in the first place? This course is an introduction to the ways literary critics have attempted to give a genre as hard-to-pin down as the novel a theoretical framework. For a long time, nobody thought the novel needed a theory—too popular, too loose and baggy to be thought of as one thing. Today, novel theory is legion. To only name a few, one can find theories of the novel that identify themselves as formalist, psychoanalytic, post-structuralist, Marxist, historical, and post-colonial, as well as accounts that emphasize sexuality and gender, for example, or the novel's trans-national development. We will move back and forth from the theory of the novel to its practice in order to see how the novel and its understanding have changed over the past 200 or so years. Novelists will come from the 19th and 20th centuries, likely Austen, Dickens, and Mieville. Theorists are likely to include Henry James, Benjamin, Lukacs, Barthes, Watt, McKeon, Jameson, Eve Sedgwick, Edward Said, Leo Bersani, and Franco Moretti.

Requirements/Evaluation: four to five papers totaling about 20 pages; regular, substantial, and intensive participation in class

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 239 (D1) ENGL 240 (D1)

Not offered current academic year

COMP 240 (F) Introduction to Literary Theory (WS)

Cross-listings: COMP 240 ENGL 230

Secondary Cross-listing

This course introduces students to some of the most significant and compelling trends in modern criticism—such as gender and postcolonial theory, deconstruction, sociological analysis, and psychoanalytic criticism—in an applied, hands-on way. The course will engage a range of primary texts from Shakespeare to Hitchcock by way of varied theoretical approaches. Can Othello, for instance, be read as a feminist text? A site of class struggle? A staging of the relationship between language and the unconscious? The course aims both to make familiar some of the critical methods students are likely to encounter in the field of literary studies these days, and to show how such methods can transform our understanding of a text, opening surprising possibilities even in familiar works. In the process, the course will also raise broader questions about the imperatives and usefulness of literary theory in relation to texts and worlds.

Class Format: discussion

Requirements/Evaluation: frequent short papers totaling 20 pages

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
COMP 240 (D1) ENGL 230 (D1)

Writing Skills Notes: The course fulfills the writing skills requirement by asking students to complete four five-page papers evenly spaced over the course of the semester, providing an opportunity for revision. Each paper will receive full comments on writing and argumentation, as well as on content.

Not offered current academic year

COMP 241 (S) Sex and Gender in Ancient Greece and Rome

Cross-listings: WGSS 241 COMP 241 CLAS 241

Secondary Cross-listing
From the household to the marketplace, from sacred spaces to the political arena, sexuality and gender shaped a broad range of attitudes and actions in the ancient Mediterranean world. This course investigates a variety of discourses and practices around sexuality and gender in ancient Greece and Rome with the aim of promoting students’ capacity to evaluate claims and dismantle false assumptions about the continuity of the “classical” past with contemporary norms and values. We will carefully analyze, contextualize, and compare a variety of texts, including selections from tragic and comic drama, epic and lyric poetry, handbooks, epitaphs, novels and biography in order to better understand how gender and sexuality were expressed, experienced, and regulated in Greece and Rome. Our emphasis will be on ancient texts, but selections from contemporary criticism and theory will enrich the methodological frameworks through which we approach the primary sources.

Requirements/Evaluation: five to six weekly tutorial papers, five to six responses, a midterm self-evaluation and conference with instructor, a mid-length final paper (approximately eight pages) consisting of a revision and expansion of a previously written paper

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: majors or intended majors in Classics, WGSS, and Comparative Literature

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 241 (D2) COMP 241 (D1) CLAS 241 (D1)

Not offered current academic year

COMP 242 (S) Americans Abroad (DPE)

Cross-listings: COMP 242 ENGL 250 AMST 242

Primary Cross-listing
This course will explore some of the many incarnations of American experiences abroad between the end of the 19th century and the present day. Materials will be drawn from novels, short stories, films, and nonfiction about Americans in Europe in times of war and peace. We will compare and contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans to Europe? What is the difference between a tourist, an expat, and an émigré? What are the profound, and often comic, gaps between the traveler’s expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? Authors may include: Edith Wharton, Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner. Additional reading will be drawn from historical and critical works. All readings will be in English. This comparative course is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts. Many of the authors chose, or were forced to, leave oppressive situations in the United States where their futures were limited due to factors related to politics, gender, race or class (and combinations thereof). We will study their dislocation, and freedom, and struggles to reshape their concept of “home” into something that reflected their individual identity, and not one imposed by any national culture--American or foreign.

Requirements/Evaluation: each student will give an in-class presentation and complete 3 writing assignments totaling 20 pages; one of these writing assignments will be a personal travel narrative based on the student's own experiences

Prerequisites: any literature course at Williams or permission of instructor

Enrollment Limit: 18
**Difference, Power, and Equity Notes:** We will read and analyze primary materials and literature that reflect on Americans who chose, or were forced to, reinvent themselves abroad to escape oppressive situations in the United States related to gender, class, race, or political views. The socio-historical context of each writer will be crucial to understanding their situations. Students will write critical papers, and their own narrative in which they reflect on a situation of personal dislocation, either while traveling, or at home.

*Not offered current academic year*

**COMP 243 Performance Practices of India (DPE)**

This course explores ancient and contemporary performance practices in India. Our objects of study will include the text and performance of Sanskrit plays, contemporary and experimental theater productions, as well as forms of dance and ritual. We will discuss dramaturgical structure, staging, acting conventions, gender representation, performer training, the experience and role of the audience, as well as mythological and political themes. Thinking historically and ethnographically, we will seek to understand the aesthetics and social purposes of these practices, in addition to the relationship that performance has with everyday life, contested concepts of the nation, and caste. Throughout the semester we will interrogate the ways in which Western categories such as "classical," "folk," "religious," "traditional," and even the distinction between "dance/theater/music/visual arts" are not indigenous or accurate concepts for organizing thinking about performance in this part of the world.

**Requirements/Evaluation:** Evaluation will be based on participation in discussion, reading responses, an oral presentation, and one 10-page paper.

**Prerequisites:** none

**Enrollment Limit:** 12

**Expected Class Size:** 12

**Grading:**

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** We will examine British colonial edicts that prohibited performance practices as a form of social control as well as in the name of Christian morality. From here we will explore how upper-caste Independence era artists and leaders sought to reinvent the arts as vessels of "Indian" identity, at the cost of further marginalizing hereditary performance communities. We will also interrogate how the Indian state has promoted narrow visions of "femininity" and how artists contest religious nationalism

*Not offered current academic year*

**COMP 244 (S) Black Mediterranean (DPE) (WS)**

**Cross-listings:** GBST 244 COMP 244

**Primary Cross-listing**

Though European border management today seeks to limit and control movement, the Mediterranean region is a historical site of mediation between cultural differences and religious views. This course centers primarily on the works of migrant intellectuals and artists from North Africa and the Middle East, who have emerged from the Mediterranean region to become a significant part of the new voice of Europe. Borrowing from Deleuze and Guattari's definition of "minor literature" as literature that a "minority constructs within a major language" and in which "language is affected with a high coefficient of deterritorialization," we explore the political, cultural and anthropological effects of such literature in today's European public discourse. Today the Mediterranean has become a graveyard where black and brown bodies transit a hostile and deadly passage. Therefore, a centerpiece of this course will be an examination of the racist discourse in Europe in the light of the Black Lives Matter's quest for decolonizing knowledge. In this interdisciplinary course, we read both literary works (Ali Farah, Khatibi, Lakhous, Sciego), and critical theory (Cassano, Chambers, Fanon, Hall, Theo Goldberg); we also analyze films, documentaries, podcasts, exhibits and museums of colonialism in Europe.

**Class Format:** This will be an hybrid course. Students will meet twice a week with me.

**Requirements/Evaluation:** weekly writing assignments, midterm and final exams, final paper, oral presentation

**Prerequisites:** none
Enrollment Limit: 19
Enrollment Preferences: Comparative Literature majors
Expected Class Size: 19
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1) (DPE) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
GBST 244 (D2) COMP 244 (D1)

Writing Skills Notes: This course is designed to be writing-intensive, as it requires weekly response papers, midterm, and final papers, and blog discussions.

Difference, Power, and Equity Notes: Within the theoretical framework of postcolonial studies, this course examines themes such as: race; Europe and its postcolonial legacy; power imbalances in the current European policies of migration; the urban space of Rome as site of conflictual representations of center/periphery.

Spring 2021
SEM Section: H1    TF 1:30 pm - 2:45 pm     Michele Monserrati

COMP 248 (S) Performing Greece
Cross-listings: CLAS 211 COMP 248 THEA 211
Secondary Cross-listing
Modern readers often encounter Homer, Sappho, Sophocles, and the Greek orators through written texts, yet their first ancient audiences experienced the words of these authors not in silence and solitude, but in live performance contexts. This course, therefore, will take up performance as a critical lens for interpreting ancient Greek literature, situating these works within a rich culture of song, dance, speech, and debate. We will survey the evidence for the musical, visual, and embodied aspects of Greek literature, and also reflect on the rewards and limits of enlivening the ancient world through the reconstruction and re-imagination of its performative dimensions. Our attention to performance will give us a distinct perspective on many important topics within the study of Greek culture, including the construction of personal and collective identities, the workings of Athenian democracy, and the development of literary genres, and it will also enable us to consider the reception and reperformance of Greek myth and literature from new angles. All readings are in translation.

Class Format: This is a hybrid course that will likely involve both Zoom and in-person sections; precise format (including potential alternate meeting times) TBD in consultation with enrolled students.
Requirements/Evaluation: active participation in class, short essays/projects (2-5 pages each, 5 total, including a longer final essay/project)
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: first-year students and sophomores and majors in Classics, Comparative Literature, and Theatre
Expected Class Size: 10-12
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
CLAS 211 (D1) COMP 248 (D1) THEA 211 (D1)

Spring 2021
SEM Section: H1    MW 6:45 pm - 8:00 pm     Sarah E. Olsen

COMP 249 (F) Trauma and Memory in Maghrebi and Middle Eastern Literatures (DPE) (WS)
Cross-listings: ARAB 249 COMP 249
Secondary Cross-listing
Arabic literature produced in the Maghreb and the Middle East has always engaged with the socio-political concerns of different Arab societies.
Whether caused by the colonial state(s) or by post-independence leadership, trauma has been a central theme in Maghrebi and Middle Eastern literature for a long time. Using a combination of memoirs, films, and fictional works, this course aims to raise students' critical awareness and aesthetic appreciation of literary representations of the multiple traumas inflicted on people and societies in the Maghreb and the Middle East. The different novels and films assigned in this course will be read against seminal literature on memory and trauma studies to answer the following questions: how does Arabic literature remember? In what ways does Arabic literature engage with the past sequelae of colonialism, dictatorship, war, and displacement? How do Arabic novelists and memoirists dialogue with memory and trauma theory even though Arabic scholarship has given short shrift to trauma and memory ethics and aesthetics? What events or experiences are pivotal to collective and individual traumas represented in Maghrebi and Middle Eastern literature(s)?

Requirements/Evaluation: regular posts on Glow, two five-page papers, one ten-page final paper, one presentation, and participation in class

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies majors and certificate students

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ARAB 249 (D1) COMP 249 (D1)

Writing Skills Notes: Students in the course will write: 1) 400-word weekly, focused responses on Glow; 2) a book review (600 words); 3) two five-page papers as mid-terms; 4) one ten-page paper as a final paper for the course. Students are required to present an outline of their papers before submitting a draft paper. Students will receive detailed and consistent feedback on the writing. Students are required to incorporate the feedback to improve their drafts before they become final.

Difference, Power, and Equity Notes: Students in this course will learn how to identify and analyze gender, class, and power-related aspects of traumatic memory. The different readings assigned in this course will help students develop critical skills to examine how various forms of power and social inequality play out in memories of war, political detention, forcible disappearance, and social ostracism in the Maghreb and the Middle East.

Not offered current academic year

COMP 250  (F)  From Adam to Noah: Literary Imagination and the Primeval History in Genesis

Cross-listings: COMP 250  REL 207  JWST 207  CLAS 207

Secondary Cross-listing

How long did Adam and Eve live in the Garden of Eden? What was the mark of Cain? Why did Enoch not die? Who was Noah’s wife? How did Giants survive the Flood? These are only a few of the fascinating questions that ancient readers and interpreters of the Book of Genesis asked and attempted to answer. The first ten chapters of Genesis present a tantalizingly brief narrative account of the earliest history of humankind. The text moves swiftly from the Creation to the Flood and its immediate aftermath, but this masterful economy of style leaves many details unexplained. This course will explore the rich and varied literary traditions associated with the primeval history in the Genesis. Through a close reading of ancient noncanonical sources such as the Book of Enoch, Jubilees, and the Life of Adam and Eve, as well as Jewish traditions represented in Josephus, Philo, and Rabbinic literature and other accounts presented in early Christian and Gnostic texts, we will investigate the ways in which the elliptical style of Genesis generated a massive body of ancient folklore, creative exegesis, and explicit literary re-imagining of the early history of humankind. We will then turn to some continuations of these variant traditions in medieval literature, with particular attention to the material on the figures of Cain and Noah. All readings are in translation.

Class Format: For the fall of 2020, this course will taught online. The seminar will meet at the regularly scheduled time twice a week.

Requirements/Evaluation: Class participation and several writing assignments.

Prerequisites: None.

Enrollment Limit: 12

Enrollment Preferences: If the class is overenrolled, preference will be given to students who have already taken a course in Biblical literature.

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
Since their origin, humans have always made anthropomorphic representations, first in the form of idols, fetishes, or statues for religious worship, later in the shape of puppets, dolls, or automatons for their entertainment qualities. And yet, these objects have always played multiple roles in human society; modernity in particular shows a great interest paired with great ambivalence towards dolls, puppets, and automatons, regarded both as uncanny Doppelgänger or threatening machines. In order to comprehend the scope of our modern fascination with these figures, we will explore their haunting presence in literary texts by ETA Hoffmann, Achim von Arnim, Theodor Storm, Felisberto Hernandez, discuss theoretical texts by Sigmund Freud and Heinrich von Kleist, look at paintings by Oskar Kokoschka and at photographs by Hans Bellmer & Cindy Sherman, watch a ballet by Andreas Heise and films by Fritz Lang and Alex Garland, and watch fashion shows by Alexander McQueen and Jean-Paul Gaultier. Conducted in English.

Class Format: This seminar will be taught online.

Requirements/Evaluation: active class participation, oral presentations on the reading materials, three 5- to 8-page papers

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors, or those considering a major in Comparative Literature

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
GERM 251 (D1) COMP 251 (D1)

Writing Skills Notes: Each student will write three 5- to 8-page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will write two 3-4 page papers on which I will provide written feedback regarding grammar, style, and textual analysis.

The modern Olympic games are one of the most visible traces of ancient Greek influence on contemporary culture. Less well-known, however, are the complex and challenging poems (originally songs) of Pindar and Bacchylides that celebrated the victors of the archaic Greek games. These victory odes are a rich source for the study of Greek culture, from their vivid descriptions of heroic feats to their philosophical claims about human life and divine favor. Athletic competition provides the impetus for these songs and constitutes one of their major themes, yet their significance extends far beyond a single athlete or festival. In this course, we will interrogate the relationship between athletics and literary production in the ancient Greek world. We will use both primary and secondary sources to develop familiarity with major festivals, games, events, and figures, and use that knowledge to contextualize our analysis of Greek literature. Ancient Greek athletic discourse will thus provide an entry point to broader reflections on the literary construction and representation of the body and its movement, as well as the interplay between literature and its cultural contexts.

Requirements/Evaluation: brief writing assignments, essays, class participation

Prerequisites: none

Enrollment Limit: 19
Enrollment Preferences: majors, first-years, sophomores

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 252 (D1) CLAS 214 (D1)

Writing Skills Notes: Weekly (pass/fail) writing assignments (1-2 pages), five graded essays (two of which will be revisions and expansions of previous work, 4-5 pages each), regular in-class workshops on writing style and essay structure. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Not offered current academic year

COMP 253 (S) Travel in the Ancient Mediterranean

Cross-listings: CLAS 231 COMP 253

Secondary Cross-listing

The ancient Mediterranean was a vast yet deeply interconnected world, not unlike our own. In spite of difficulties, people traversed it as traders, explorers, colonial invaders, refugees, pilgrims and even tourists. In this course, we will study both the practical realities of travel in the ancient Greco-Roman world and how the idea of journeys shaped and was shaped by these cultural contexts. We will navigate from Ithaca to Italy, from the depths of the underworld all the way to the Moon, as we read foundational travel narratives from Homer, Apollonius of Rhodes, Vergil, Lucian, and Apuleius. We will discuss how these texts represent cultural interactions, and in particular how they construct foreign "others" as well as local identities, and how they interrogate the limits and possibilities of human knowledge. Finally, we will observe how these texts themselves contribute to the emergence of a genre of travel narratives, with influences stretching to the modern day. All readings will be in English

Class Format: Class meetings will likely be primarily virtual, with potential for some in-person meeting opportunities.

Requirements/Evaluation: class participation, several short writing assignments, quizzes, final paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Classics and comparative literature majors and prospective majors

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 231 (D1) COMP 253 (D1)

Spring 2021

SEM Section: H1 MR 3:15 pm - 4:30 pm Morgan V. King

COMP 254 (F) "Illness" in Modern and Contemporary Chinese Literature and Culture (DPE)

Cross-listings: CHIN 253 COMP 254 WGSS 255

Secondary Cross-listing

From early modern anxieties about China's status as the "sick man of Asia" to contemporary concerns regarding the prospect of transnational pandemics, "illnesses" and their related stories have played a critical role in making and contesting individual psychologies and Chinese modernity in the 20th and 21st centuries. Actual illnesses, from tuberculosis to AIDS to the Novel Coronavirus, constitute not only social realities that trouble political and popular minds in their own right; but further provide powerful metaphors for exploring issues of human rights, national identity, and transnational circulation. This course examines how Chinese literature in the 20th and 21st centuries writes and visualizes "illness"—a universal human experience that is nevertheless heavily bounded by culture and history. Specifically, we examine the cultural and social meaning of "illness"; the relationship between illness on the one hand, and the politics of body, gender, and class on the other; we ask how infectious disease, and mental illness are defined, represented, and understood in both male and female writers' analytical essays and fictional writings in the 20th century; we examine how metaphorical "illness" such as infectious cannibalism and fin-de-siècle "viruses," are imagined and interpreted by key culture figures
ranging from the founding father of modern literature (Lu Xun), to the winner of the 2012 Nobel Prize in Literature (Mo Yan). Throughout the course, we will focus on the interplay between literature canons (fictions, essays, and dramas) and popular media and genres: blockbuster cinemas and art house films, popular novels, photographs and posters, etc.

**Class Format:** All regular course meetings will be conducted ONLINE with mostly a synchronous mode of instruction. FIRST MEETING: for those who are on campus, we will have our FIRST meeting outdoors; those who remain remote can choose either "Zoom" in or attend a separate online FIRST meeting. For full information, please contact the instructor.

**Requirements/Evaluation:** Evaluation will be based on 1) ACTIVE in-class discussion; 2) Pre-class quizzes based on reading and recorded lectures (Graded as Complete or Incomplete); 3) Post-class discussion in forms of paragraph writing and/or video clips (graded as Complete or Incomplete); 4) two short papers (3-5 pages); 5) the final project (including a presentation, and a paper or other form of project).

**Prerequisites:** None; no knowledge of Chinese language required, though students with Chinese language background are encouraged to work with Chinese sources if they wish; open to all

**Enrollment Limit:** 10

**Enrollment Preferences:** Chinese, Asian Studies, or Japanese majors; and then to first-year students

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 253 (D1) COMP 254 (D1) WGSS 255 (D1)

**Difference, Power, and Equity Notes:** This course provides students with the opportunity to analyze the shaping of social stigma as well as the dynamics of unequal power by means of closely reading "illness" in 20th and 21st century China. We will exam how "illness" is sometimes gendered and politicized; how "illness", in other times, empowers individuals and bonds underrepresented minorities. Illness, as a seemingly universal human experience, tells diverse stories of (in)difference, (dis)power, and (un)equity.

Fall 2020
LEC Section: R1 TF 3:15 pm - 4:30 pm Man He

**COMP 255 (F) Love and Death in Modern Japanese Literature and Visual Culture**

**Cross-listings:** ASST 253 COMP 255

**Primary Cross-listing**

Modern Japanese fiction is similar to Western fiction in many ways, but there are intriguing differences concealed within that sameness. This course investigates Japanese culture and compares it with our own, by examining Japanese literature about two universal human experiences--love and death--and asking how Japanese writers inflect these ideas in their work. The course begins with tales of doomed lovers that were popular in the eighteenth-century kabuki and puppet theaters, and that still feature prominently in Japanese popular culture today. From there we move on to a range of other relationships between love and death, including parental love and sacrifice, martyrdom and love of country, sex and the occult, and romance at an advanced age. We will focus on novels and short stories by canonical modern authors like Tanizaki, Kawabata, and Mishima, as well as contemporary popular fiction by writers like Murakami Haruki and Murakami Ryu. We will also give significant attention to popular visual culture, including puppet theater, comics, animation, and film. The class and the readings are in English.

**Class Format:** For this hybrid class, on-campus students will meet in a classroom during the scheduled class slot (observing campus distancing protocols), while off-campus students participate simultaneously via Zoom. Off-campus students must be able to Zoom in during the scheduled class times.

**Requirements/Evaluation:** attendance and participation, a few short response assignments, one test, two 5-page papers, and an ungraded creative project

**Prerequisites:** none; no familiarity with Japanese language or culture is required

**Enrollment Limit:** 12

**Enrollment Preferences:** Students majoring or considering a major in Comparative Literature

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option
COMP 257 (F) Why do Pussies Riot and What is "Homosexual" Propaganda? Gender and Sexuality in Putin's Russia (DPE)

Cross-listings: COMP 257 GBST 213 WGSS 214 RUSS 213

Secondary Cross-listing

Since Vladimir Putin's rise to power, the media has highlighted events in Russia that at first glance resemble oddly sexualized jokes. At the same time that the Kremlin has reinstated authoritarian policy reminiscent of the Soviet Union, the Western press has chronicled Putin's topless vacations in Siberia, protests by the feminist collectives Pussy Riot and Femen, a 2011 ban on women's lacy underwear, federal legislation from 2013 prohibiting "homosexual" propaganda, and a 2017 court decision that outlawed a meme of Putin as a "gay clown." This course examines the Putin regime's ongoing attempts to police gender expression and private sexual behavior, as well as how Russian citizens' performance of gender and sexuality has changed in the past twenty years. We will consider gender and sexuality as distinctive features of Putinism, which have contributed to a biopolitical turn in official policy and inspired resistance and protest among Russian feminists and queers. All readings will be in English, and all films with have English subtitles.

Requirements/Evaluation: active participation in class discussions, several response papers, two short papers (3-5 pages each), and a final project

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Those majoring in Russian and/or WGSS, as well as Global Studies concentrators.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 257 (D1) GBST 213 (D1) WGSS 214 (D2) RUSS 213 (D1)

Difference, Power, and Equity Notes: The course engages in cultural comparison, explores how power and privilege are allocated differently in post-Soviet Russia than in the West, and critically theorizes contemporary Russian culture and discourse.

Not offered current academic year

COMP 259 (S) Adultery in the Nineteenth-Century Novel (WS)

Cross-listings: COMP 259 WGSS 259 ENGL 261

Primary Cross-listing

In this tutorial, we will read four novels written between 1850 and 1900, all of which focus on the figure of the adulteress: Gustave Flaubert's Madame Bovary (1856), Lev Tolstoy's Anna Karenina (1873-77), Leopoldo Alas y Ureña's La Regenta (1884-85), and Theodor Fontane's Effi Briest (1894). For each week of class, students will read one of these primary texts, as well as a selection of secondary literature that will allow us to understand, over the course of the semester, how and why the adulteress played a key role in the cultural imagination of Europe during this time. All works will be read in English translation.

Class Format: This course will be taught remotely as a tutorial; students will meet with the professor in pairs, with one student from each pair writing a 5-page paper for each class session

Requirements/Evaluation: evaluation will be based on completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: students who have already taken at least one course devoted to literature at Williams
COMP 259  (D1) WGSS 259 (D2) ENGL 261 (D1)

Writing Skills Notes: This course requires that students write a total of five 5-page essays in the course of the semester, and the professor pays attention to developing each student's writing skills. Students will work on crafting an argumentative essay about literature, as well as on their own writing style.

Not offered current academic year

COMP 260  (F) Reading Comics from the French-Speaking World

Cross-listings: COMP 260  RLFR 260

Secondary Cross-listing

From political cartoons and satire of the 19th century to contemporary graphic novels, the bande dessinée has a long history in the French-speaking world. We will read classics such as Astérix and Tintin, and contemporary BD from France, Québec, Côte d'Ivoire, Morocco, Rwanda, and Guadeloupe to analyze how they tackle subjects such as nation, empire, sexuality, biography, war and human rights. We will pay attention to the visual form and critical theory of the genre. Conducted in French.

Requirements/Evaluation: weekly response papers, two short papers, presentation and final research project

Prerequisites: RLFR 201, 202, or 203, or by permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and certificate students, Comparative Literature majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 260 (D1) RLFR 260 (D1)

Not offered current academic year

COMP 262  (F) Japanese Theatre and its Contemporary Context

Cross-listings: THEA 262  COMP 262  JAPN 260

Secondary Cross-listing

Japan’s rich and varied performance traditions, old and new, born of different historical settings, coexist to this day and compete for the attention of audiences, domestically and abroad. The forms to be considered (nohgaku, kabuki, bunraku, shingeki, butoh, and Takarazuka all female revue among others) are all dynamic. Each has transformed itself in response to evolving social conditions. This course examines these performance traditions, considers how each reflects the social, cultural, and political context of its birth, and poses the question, “of what relevance is each to a contemporary audience?” Some of the other questions we will explore are: How have these performing traditions transformed themselves throughout history, including after 3.11? What do we mean by traditional? contemporary? How are traditional and contemporary performance genres interacting with each other? How have the central themes of these works evolved? All readings and discussion will be in English.

Class Format: discussion

Requirements/Evaluation: active class participation, presentations, written journals, two short papers, and one longer paper

Prerequisites: none; open to all

Enrollment Limit: 20

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
COMP 264  (S)  The End of the World in Japanese Literature and Visual Culture

Cross-listings:  COMP 264  ASST 254

Primary Cross-listing

From the endemic warfare of the medieval era to the atomic bombing and the violent explosion of technology in the last century, the end of the world is an idea which has occupied a central place in almost every generation of Japanese literature. Paradoxically, the spectacle of destruction has given birth to some of the most beautiful, most moving, and most powerfully thrilling literature in the Japanese tradition. Texts may be drawn from medieval war narratives like *The Tale of the Heike*; World War II fiction and films by Ibuse Masuji, Imamura Shôhei, and Ichikawa Kon; fantasy and science fiction novels by Abe Kôbô, Murakami Haruki and Murakami Ryû; and apocalyptic comics and animation by Oshii Mamoru, Ôtomo Katsuhiro, and others. The class and the readings are in English; no familiarity with Japanese language or culture is required.

Class Format: discussion

Requirements/Evaluation: in-class exam, ungraded creative project, and a few short response assignments, plus two 5- to 7-page papers emphasizing original, creative readings of the literary texts

Prerequisites: none; open to all

Enrollment Limit: 25

Enrollment Preferences: students majoring or considering a major in a related field

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 264 (D1) ASST 254 (D1)

Not offered current academic year

COMP 265  (S)  Theories of Language and Literature  (WS)

Cross-listings:  COMP 265  ENGL 209

Secondary Cross-listing

This course is made up of questions: What is literature and why would anyone want to study it? What can you figure out by examining language that you can't figure out by studying history or psychology? Do students of literature have distinctive ways of asking questions about the world? Why do we call some language literary? Can any language be literary if it appears in the right kind of book? Is there a difference between verbal forms of art and visual or auditory ones? Can novels do things that plays and poetry cannot? Why does anyone read poetry anyway?

Requirements/Evaluation: informal writing every week; three 6-page papers; class attendance and participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 265 (D1) ENGL 209 (D1)

Writing Skills Notes: Informal writing before every class (about 500 words); three 6-page essays, plus a lead-in assignment on which the professor comments; two special writing sessions; fifteen pages of writing advice. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Not offered current academic year
COMP 266 (S) Confession and Deception in Japanese Literature

Cross-listings: ASST 266  COMP 266

Primary Cross-listing

Situated at the origins of Japanese literature are the beautiful and revealing diaries of ladies in waiting at the tenth- and eleventh-century court. Yet one of the most famous of these women turned out to be a man. For the next thousand years, Japanese literary tradition would place a premium on confessional writing, but the distortions and concealments of these narrators (and the authors hiding behind them) would always prove at least as interesting as the revelations. This course examines several centuries of Japanese literature to ask whether you can ever put your true self into writing; along the way I will ask you what you reveal, conceal, discover, or reinvent about yourself when you write about literature for a class like this. Texts will range from classical and medieval court literature by Sei Shônagon and Lady Nijô, through autobiographical and confessional novels by Sôseki, Tanizaki, Mishima, and Abe Kôbô, to documentary and subculture films like The New God and Kamikaze Girls. The class and the readings are in English; no familiarity with Japanese language or culture is required.

Requirements/Evaluation: attendance and participation, a few short response assignments, one test, two 5-page papers, and an ungraded creative project

Prerequisites: none; no familiarity with Japanese language or culture is required

Enrollment Limit: 25

Enrollment Preferences: students majoring or considering a major in Comparative Literature

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)  

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 266 (D1) COMP 266 (D1)

Not offered current academic year

COMP 267 (S) Performance Studies: An Introduction (DPE)

Cross-listings: DANC 267  WGSS 267  COMP 267  THEA 267

Primary Cross-listing

Since the 1980s, performance studies has emerged as an interdisciplinary field of inquiry, with origins in theater and anthropology, in communications and philosophy. What might theorizing "performance" as mode, analytic, and object of study have to offer scholarship in the interdisciplinary humanities? In this seminar, we will read texts formative of performance studies, paired with multimedia performance examples, where performance speaks to staged theatriec as well as the presentation of everyday life. We will ask, how are race, gender, sexuality, and nation produced as the effects of legal, political, historical, social, and cultural scripts? And--an important partner question--how do discourses and practices of race, gender, sexuality, and nation in fact produce legal, political, historical, social, and cultural effects? This seminar is an introduction to performance studies, an interdisciplinary field in conversation with theater studies, gender studies, anthropology, philosophy, literary theory, visual studies, dance studies, ethnic studies, queer theory, and postcolonial studies. Students will study and experiment with performance while reading theoretical texts to grapple with concepts including ritual, restored behavior, performativity, mimicry, liveness, the body, objecthood, archive, movement, matter, and affect.

Requirements/Evaluation: reflection papers, performance analysis, final paper or performance

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 267 (D1) WGSS 267 (D1) COMP 267 (D1) THEA 267 (D1)

Difference, Power, and Equity Notes: This course tracks performance studies' engagement with feminist, queer, post-colonial, and critical ethnic studies scholarship, equipping students with tools and concepts with which to analyze power, difference, and equity.
**COMP 268 (S) Novel Worlds**

Cross-listings: ENGL 263 COMP 268

**Secondary Cross-listing**

Reading a novel can feel like falling into another world, an immersion in an encompassing fictional reality saturated with detail—each novel its own trip down the rabbit hole. From Jane Austen's "3 or 4 families in a country village" to Roberto Bolano's teeming modern day Mexico City of millions, the novel's distinctive power is in making both the few and the many feel like a complete world. But what are worlds, anyway? Are they spaces, like a container? Or are they not a thing at all, but social systems—ways of belonging that are constantly being made and remade? This course is about the specific world—imagining powers of the novel, tracing out various techniques and strategies by which literary texts create worlds. Our hunch: the modern notion of "world" finds its origin in the novel, and the novel constitutes one of the most sophisticated sites of reflection upon the notion of world. We'll read a number of novels, ranging from 19th century authors like Austen and Dickens, to contemporary genre writing—science fiction and the detective novel—as well as from a range of national traditions to see how novels, and ideas of world, shift over time and space. To get at our central questions, we'll read some philosophical and critical texts that are preoccupied by world-ness, with attention to current debates about the idea of World Literature. Novel texts likely to include: Jane Austen's *Emma*, Charles Dickens's *Bleak House*, Carroll's *Alice in Wonderland*, Italo Calvino's *Invisible Cities*, and Roberto Bolano's *Savage Detectives*.

**Requirements/Evaluation:** papers (approximately 20 pages), other forms of writing in-class and otherwise, participation

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 19

**Enrollment Preferences:** sophomores and first-year students

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 263 (D1) COMP 268 (D1)

**Not offered current academic year**

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**COMP 269  Stop Making Sense: Absurd(ist) Theatre in Historical Context** *(WS)*

In most academic work the point of analysis is to make sense, to find meaning, to explain intricate or confusing phenomena, to provide clarity from complexity. What happens when we can't do this, indeed, when the objects of our analytical attention seem willfully designed to thwart the attempt? Such is the challenge of "understanding" the traditions of the absurd. In this tutorial course, we will engage this challenge within the realm of Western theatre and performance from 1900 to the present. Beginning with selected readings from writers who have engaged the absurd in theoretical fashion (Albert Camus, Søren Kierkegaard, Jean-Paul Sartre, Martin Esslin), the course will move swiftly to original artworks for contemplation and analysis. Some questions we will grapple with include: How do we, can we, should we respond to art that specifically defies meaning? Can art that seems pointless have a point? How and when have strategies of nonsense, circular reasoning, linguistic obfuscation, and intentional theatrical absence been employed to disguise, or deflect attention from, specific didactic (even political) agendas? What role specifically does theatre, theatricality, or performativity play in the presentation of art that refuses understanding? Playwrights will range from canonical (Samuel Beckett, Eugene Ionesco) to more obscure but equally engaging (as well as baffling) artists (Peter Handke, Slavomir Mrocek, Richard Foreman). We will follow standard practice in tutorial pairs, as each week one student will prepare original analysis of the assigned reading, and the other will craft a response to prompt an hour-long discussion. Whether we "make sense," or perhaps discover different ways of appreciating the varied works of art, will depend on the nature of those weekly attempts.

**Requirements/Evaluation:** Standard tutorial requirements; weekly paper or response paper from each member of the tutorial pair. Evaluation based on improvement in written expression and engaged contribution to weekly discussions.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** Theatre, English, and Comparative Literature majors and prospective majors.

**Expected Class Size:** 10

**Grading:**
Distributions: (D1) (WS)

Writing Skills Notes: This tutorial will demand writing from each student each week (either a primary paper or a shorter response paper), and each student will receive regular, extensive feedback including a focus on strategies for successful persuasive argumentation.

Not offered current academic year

COMP 271  (S)  Phantasmagoria, Madness, and the Absurd in Russian Literature and Film

Cross-listings: RUSS 232  COMP 271

Secondary Cross-listing

In one of Nikolai Gogol's most famous stories, a man wakes up one day to find that his own nose has left his face and taken on a life of its own. This situation, which we might label bizarre or absurd, just as easily shows how reality often fails to meet our expectations and even suggests that the story's leading character might have gone mad. But what then is insanity? Likewise, one of Dostoevsky's socially marginal characters contemplates the fact that only sick people see ghosts, which, in his opinion, "only proves that ghosts cannot appear to anyone but sick people, not that they themselves do not exist." This course aims to analyze the rich tradition, typified by Gogol and Dostoevsky, of the absurd, the fantastic, and madness in Russian literature and film of the 19th-21st centuries. Addressing the aesthetic, historical, and political circumstances that nurtured this tradition in Russian literature and cinema, our course material will explore new dimensions of reality, point out the many paradoxes and absurdities of human existence, and question our perceptions, as well as the assumption that we are sane. Close analysis of literary and cinematic texts will lead us to a broader discussion of the relationship between reality and representation, as well as the notions of the absurd and madness. Authors/directors will include Alexander Pushkin, Nikolai Gogol, Fyodor Dostoevsky, Anton Chekhov, Mikhail Bulgakov, Lyudmila Petrushevskaya, Andrey Tarkovsky, and Kira Muratova, among others. All readings will be in English, and all films will have English subtitles.

Requirements/Evaluation: class attendance and participation; two analytical papers (3-5 pages); leading class discussion; a creative assignment; an oral presentation; a final paper (6 pages)

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

RUSS 232 (D1) COMP 271 (D1)

Not offered current academic year

COMP 272  (S)  The History and Mythology of Chinese Scripts

Cross-listings: STS 272  CHIN 272  COMP 272

Secondary Cross-listing

Written scripts using what are most often called "Chinese characters" have an attested history of over 3000 years and have been used all over the world to represent a range of different languages. In this course we will examine the history and development of Chinese characters from their earliest extant examples on sacrificial animal bones to their often amusingly misguided use for contemporary tattoos. We will look at historical evidence and mythology, carefully constructed grammatological studies and wild orientalist imaginings. Some topics will include: comparisons between the development of Chinese characters and other written scripts, the relationship between Chinese characters and the languages of China, the use of Chinese characters to write non-Chinese languages, Chinese characters in art and calligraphy, theories of connections between Chinese characters and Chinese philosophy and literature, issues of education and literacy, and the future of Chinese characters in the digital age.

Class Format: discussion

Requirements/Evaluation: quizzes, short writing assignments, a midterm, and a final exam

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15
**COMP 273 (S) Detectives Without Borders**  (DPE) (WS)

**Cross-listings:** COMP 273    ENGL 273

**Primary Cross-listing**

Why is detective fiction so popular? What explains the continuing multiplication of mystery novels despite the seemingly finite number of available plots? This course will explore the worldwide fascination with this genre beginning with European writers before turning to more distant detective stories from around the world. The international scope of our readings will highlight how authors in different countries have developed their own national detective typologies while simultaneously responding to the international influence of the Anglo-American model. At the same time the readings will trace the evolution of the genre from the classical Sherlock Holmes model through later iterations, including golden age, hard-boiled, police procedural, female detective types, and more. Alongside fictional narratives, essays on the genre will provide the theoretical ground for our investigation. Our international journey will begin in England and the United States (G.K. Chesterton, Robert Knox and Edgar Allan Poe) and continue through Japan (Edogawa Rampo), France (Georges Simenon), Italy (Andrea Camilleri), Argentina (Jorge Luis Borges), and beyond. As we journey around the world, we will look at the possibility of reading detective fiction through the categories of gender, postcolonial, and race studies. Film adaptations of the novels we read, TV shows and films noir will also be included in the course material. All readings will be in English.

**Requirements/Evaluation:** short papers, one research paper, oral presentations, midterm, class participation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Comparative Literature and English majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** COMP core course

**Distributions:** (D1)  (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 273 (D1) ENGL 273 (D1)

**Writing Skills Notes:** This is a writing skills course which requires weekly short papers, blog entries and three 5- to 7-page papers which will test students' ability in close-reading, comparative readings and research analysis. I will provide written feedback regarding grammar, style, and argument.

**Difference, Power, and Equity Notes:** A significant part of the course addresses issues of post-colonial critical theory, by including crime fiction from non-Western countries (South Africa, Japan, Brazil, Argentina). The post-colonial reading of those novels is supported by the reading of post-colonial theory such as (Frantz Fanon and Edward Said). The issue of gender inequalities is central to the course. Women and LGBTQ detectives are included in the syllabus.

**Not offered current academic year**
Enrollment Limit: 10
Enrollment Preferences: Japanese majors
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
JAPN 274 (D1) COMP 274 (D1)
Not offered current academic year

COMP 276 (S) Black Europeans
Cross-listings: COMP 276 AFR 276 GERM 276

Primary Cross-listing
This course explores the invisibility of Black Europeans from the Enlightenment to the present with a particular focus on French, German, Austrian, Dutch, British, and Russian history. With the European Enlightenment as point of departure, the tutorial investigates the large presence of Blacks as objectified subjects in paintings and decorative artifacts of the 18th and 19th centuries while interrogating their century-long absence from European historiography until fairly recently. In this tutorial, we will start discussing the significance of the Code Noir (1685) as well as the major economic impact of the Atlantic Slave Trade on European countries such as Great Britain, France, and the Netherlands. We will read historical biographies about a handful of outstanding Black Europeans in France (composer Monsieur de Saint George), Germany (Prussian officer Gustav Sabac el Cher, philosopher Wilhelm Anton Amo), Austria (royal tutor Angelo Soliman), Holland (Prince Kwasi Boachi), and Russia (military leader Abram Petrovitch Gannibal) during the 18th and 19th centuries, study paintings and decorative artifacts of the 18th and 19th centuries depicting black servants--such as Hyacinthe Rigaud's Portrait of Marquise de Louville (1708), Nicolas Lancret's The Escaped Bird (1730), and Manet's Olympia (1863) to name a few--and watch the biopic Belle by Amma Asante (2013), narrating the life of black heiress Dido Elizabeth Belle in 18th-century England. We will also do a quick survey of 20th-century European cinema, that has until now cast very few black actors in supporting and leading roles, and we will ponder the representation of black people in recent films that were commercially successful at the box office (such as Les Intouchables by Nakache/Toledano, France 2011). Finally, we will reflect on the deep roots of European colonialism that takes the form of national debates surrounding the naming of chocolate-coated treats and licorice sweets (Têtes de nègre, Mohrenkopf, and Negerkuss) or of a controversy around cultural identity resulting from the grotesque depiction of black men in folkloric tradition (like Zwarte Piet in the Netherlands).

Requirements/Evaluation: six 5- to 7-page argumentative papers; six 2- to 3-page response papers; final paper optional
Prerequisites: none

Enrollment Limit: 10
Enrollment Preferences: first-years, sophomores, and juniors
Expected Class Size: 8
Grading: no pass/fail option, no fifth course option
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
COMP 276 (D1) AFR 276 (D1) GERM 276 (D1)
Not offered current academic year

COMP 277 (F) The Examined Life: Ancient Ethical Literature at Rome
Cross-listings: COMP 277 CLAS 227

Secondary Cross-listing
The philosophical schools of classical antiquity had in common a commitment to eudaemonia; that is, they considered human flourishing as a chief goal of life. This aim was not limited to professional philosophers, however. Rather, the question of how humans should live was a widespread and deeply felt concern, and ethical considerations pervade ancient texts across many genres. This course will focus on works of literature that consider how to live wisely, happily, and well, whether through seeking pleasure or acting justly, whether through political engagement or by retreat from society. We will analyze a wide variety of texts, but all are animated by an ethical premise most famously enunciated by Socrates, namely, that the unexamined life is not worth living. Readings may include dialogues, speeches, correspondence, plays, and poems, among them the Satires and
Epistles of Horace, Seneca's On Leisure and On the Happy Life, and the Meditations of Marcus Aurelius. All readings will be in translation.

Requirements/Evaluation: class participation, several short written assignments, one or two longer essays (around five pages)

Prerequisites: none

Enrollment Limit: 24

Enrollment Preferences: Classics majors, Comparative Literature majors, or intending Classics and Comparative Literature majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 277 (D1) CLAS 227 (D1)

Not offered current academic year

COMP 280 (F) Art at its Limits: Representing the Holocaust (DPE) (WS)

Cross-listings: COMP 280 JWST 280 GERM 280

Secondary Cross-listing

The Holocaust poses unique challenges to art: it is an event that unsettles the very notion of representation while, at the same time, also demanding it. Art, after all, is a mode of witnessing as well as a form of commemoration; it allows survivors to record their testimony and later generations to remember. Yet the representation of suffering can all too easily become exploitative or aestheticizing, it can turn pain into entertainment and history into fiction. How, then, do writers, artists, and filmmakers navigate the representation of the Shoah if it resists comprehension and undermines traditional forms of narrative? In this course, we will ask if and how art can do justice to a catastrophe of such magnitude as the Holocaust by analyzing different forms of media from a variety of cultural backgrounds. What can poetry offer that remains foreclosed to prose? Was Art Spiegelman's graphic novel Maus really in bad taste? How should documentaries approach the Shoah, and is there a place for Hollywood films in the archives of commemoration? Texts among others by Tadeusz Borowski, Tadeusz Ró'ewicz, Art Spiegelman, Paul Celan, Primo Levi, Sylvia Plath, Hannah Arendt, Theodor W. Adorno, Jacques Derrida, and Maurice Blanchot; films by Quentin Tarantino, Claude Lanzmann, Pawe' Pawlikowski, and Steven Spielberg.

Requirements/Evaluation: three 2-page critical responses, oral presentation, final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: German and Comparative Literature majors

Expected Class Size: 14

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 280 (D1) JWST 280 (D2) GERM 280 (D1)

Writing Skills Notes: Three 2-page papers spaced over the course of the semester on which students will receive detailed feedback and which they will be able to revise; the final project will either be a 10-page paper or a creative project accompanied by a 4-page reflection that will consider the creative component in relation to the themes of the course. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course will examine how art can help us think about the catastrophic abuses of power in the Third Reich. While many of the texts we will examine focus on the stories of Jewish people, the class will also consider how the narratives of other persecuted groups, including the Sinti and Roma, people with disabilities, and LGBTQ victims and survivors, relate to and differ from these experiences.

Not offered current academic year

COMP 286 (S) Women's Contemporary Cultural Production in Latin America (DPE)

Cross-listings: RLSP 274 COMP 286 WGSS 275

Secondary Cross-listing
In Latin America, women have been largely displaced as historical subjects and reduced, in many ways, to symbolic figures or icons whose trajectories have been depicted as essential to the construction of diverse social projects within the context of patriarchal nation-states. Each country has formed a specific idea of what a woman is, and can be, through its cultural production, and this constant erasure/objectification has led to a complex problematic when it comes to addressing women as cultural producers. Keeping this in mind, in this course we will explore the concept of "Woman" as a representation and women as cultural producers in contemporary Latin America. We will address intersections of race/ethnic positioning, sexual identity, and social class to explore their role in the reception and understanding of the work of these female artists. Through the analysis of varied cultural production, the syllabus will present an interdisciplinary approach to the contributions of female artists to the cultural representation of race/ethnicity, masculinity, femininity, violence, sexuality, gender identity, nationalism, citizenship, and social movements. We will explore the work of artists such as Sara Castrejón, Nahui Ollin, Ciltali Fabián, Amparo Dávila, Alejandra Pizarnik, Rosario Castellanos, Reina Roffé, Ana Tijoux, Lucrecia Martel, Chavela Vargas, Graciela Iturbide, Celia Cruz, Lucia Puenzo, Cecilia Barriga, Cristina Rivera Garza, Marí Novaro, Cristina Peri Rossi, Maruch Sántiz Gómez, Leonora Carrington, and Maris Bustamante, among others. In addition, we will read theoretical texts on diverse subjects corresponding to each specific cultural product.

**Requirements/Evaluation:** essays (7-8 pages), weekly written reports, oral presentation, active and engaged class participation

**Prerequisites:** RLSP 105, placement exam results, permission of instructor or Department Chair

**Enrollment Limit:** 19

**Enrollment Preferences:** Spanish majors and certificate students, current and potential; LATS concentrators

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLSP 274 (D1) COMP 286 (D1) WGSS 275 (D1)

**Difference, Power, and Equity Notes:** We will address issues of racial/ethnic positioning, sexuality, gender identity, and social class in light of diverse human experiences in contemporary cultural production in Latin America.

Not offered current academic year

**COMP 287 (S) Russian and Soviet Cinema**

**Cross-listings:** COMP 287 RUSS 275

**Secondary Cross-listing**

In this course, we will survey over a hundred years of Russian and Soviet film to explore how cinema has reflected and, at times, created the country's most important historical events and cultural myths. We will pay close attention to Russian filmmakers' varied reactions to Hollywood cinema, as well as to the lively body of cinema theory that these reactions generated. Our survey will begin in the pre-Revolutionary era and include representative films from the time of the Bolshevik Revolution, Stalinism and World War II, the Thaw and Stagnation, Glasnost, and the Putin era. In addition to studying films by *auteur* filmmakers, such as Sergei Eisenstein, Andrei Tarkovsky, and Aleksandr Sokurov, we will watch movies made for the masses, which have helped to form Russians' understanding of their country and themselves. All readings will be in English and all films will be viewed with English subtitles.

**Requirements/Evaluation:** completion of all viewing and reading assignments, active participation in class discussions, two short papers, and a final research project

**Prerequisites:** none

**Enrollment Limit:** none

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 287 (D1) RUSS 275 (D1)

Not offered current academic year
COMP 288 (F) The Art of Friendship

Cross-listings: COMP 267 CLAS 212 REL 267 COMP 288

Secondary Cross-listing

The idea of friendship has captivated poets, philosophers, and their audiences for over three millennia. The subtle dynamics of this fundamental relationship between humans have been a source of inspiration, consolation, and consternation for countless writers and readers. What are the different types of friendship? How does one make a friend, and what makes a good friend? How does a friend differ from an acquaintance, an ally, an accomplice, an enemy? Can the beloved also be a friend? Ancient Greek and Latin writers took up these and other questions about friendship in philosophical dialogues and treatises, epic and lyric poems, tragic and comic plays, oratory, and correspondence. This course will explore ancient theories and representations of friendship through readings from many of the most important texts and authors of antiquity, including Gilgamesh, the Hebrew Bible, Homer, Sappho, Euripides, Plato, Aristotle, Ciceron, Virgil, Seneca, and the Epistles of Paul. We will also consider the wide-ranging responses to these meditations and depictions in later traditions from the Middle Ages to modernity, in such writers as Heloise and Abelard, Aelred of Rievaulx, Aquinas, Montaigne, Ralph Waldo Emerson, Emily Dickinson, Elizabeth Bishop, Jack Kerouac, and Susan Sontag. All readings are in translation.

Requirements/Evaluation: class participation, short written assignments, and a final paper/project

Prerequisites: none

Enrollment Limit: 25

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 267 (D1) CLAS 212 (D1) REL 267 (D2) COMP 288 (D1)

Not offered current academic year

COMP 289 (F) Theorizing Magic

Cross-listings: REL 297 COMP 289 ANTH 297

Secondary Cross-listing

This is a course about magic. It is not about stage magic, sleight of hand, or the art of pulling rabbits out of hats. You will learn no card tricks. But instead we will learn about those people who believed in the reality of certain powers; from the ability to summon good or evil spirits, transform base metals into gold, predict the future, or manipulate matter by thought alone. The problem of how to theorize magic has long been a cause of concern for the natural and social sciences. Many a sociologist and anthropologist has imagined that belief in magic should have vanished with modernity (despite much evidence to the contrary). Meanwhile, philosophers of science have been long fascinated with the demarcation problem—figuring out grounds by which to distinguish legitimate sciences (like astronomy) from their magical or pseudoscientific cousins (like astrology). We will trace these discussions and problematize them by looking at the beliefs of self-defined witches and magicians. This should put us in a position to interrogate the construction of concepts of magic, science, and religion and show how the boundaries between these categories emerged historically. Topics to be discussed will include: the rationality of magic, the fine lines separating magic, science and religion, the persecution of witches, and the role notions of magic and superstition played in European modernization and colonization projects. The tutorial sessions will be customized to student interests, but texts will likely include selections from primary works in translation, such as Cornelius Agrippa’s *Occult Philosophy*, Giordano Bruno’s *On Magic*, Aleister Crowley’s *Magick Liber Aba*, as well as selections from secondary literature, perhaps including Marcel Mauss, *A General Theory of Magic*, Max Weber, “Science as Vocation,” Tanya Luhmann, *Persuasions of the Witches’ Craft*, Thomas Kuhn, *The Structure of Scientific Revolutions*, Larry Laudan, “The Demise of the Demarcation Problem,” E.E. Evans-Pritchard, *Witchcraft and Oracles*, and *Magic among the Azande*, and/or Kelly Hayes, *Holy Harlots: Femininity, Sexuality and Black Magic in Brazil*.

Requirements/Evaluation: weekly writing assignments and tutorial attendance every week

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: potential Religion or Comparative Literature majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:

REL 297 (D2) COMP 289 (D1) ANTH 297 (D2)

Not offered current academic year

**COMP 293 (S) Great Big Books** (WS)

**Cross-listings:** ENGL 233 COMP 293

**Secondary Cross-listing**

Some of the greatest novels are really, really long-so long that they are too seldom read and taught. This course takes time to enjoy the special pleasures of novels of epic scope: the opportunity to immerse oneself in a wide and teeming fictional world; to focus sustained attention on the changeable fortunes of characters and societies over a long span of time; to appreciate the detailed grounding of lives in their social environment and historical moment; to experience the leisurely and urgent rhythms, with their elaborate patterning of build-ups and climaxes, that are possible in such works. We will read but two novels, both preoccupied with the disruption and evolution of lives and loves at moments of historic upheaval: *War and Peace* (1869), Leo Tolstoy's epic of the Napoleonic Wars, and *Parade's End* (1924-28), Ford Madox Ford's modernist masterpiece about World War I and its traumatic impact on English social life. Set a century apart, the novels are distinguished by vivid and scrupulous representation of their respective wars, by their shrewd accounts of political and social pressures informing the crises, and by their insight into the struggles of those whose lives are engulfed in global crisis. Tolstoy's and Ford's approaches to fictional representation, however, provide intriguing contrasts: one favors the lucidity of classic realism, the other the challenges of modernist innovation; one deploys a single multiplot novel, the other a tetralogy of shorter novels developing a single plot. We will discuss the differing strategies and effects of these two approaches, as well as the more general difficulties of reading and interpreting long fiction.

**Requirements/Evaluation:** regular class participation and four 5-page papers, two of them submitted in both a draft and a revision

**Prerequisites:** a 100-level English course, or a score of 5 on the Advanced Placement examination in English Literature or a 6 or 7 on the International Baccalaureate

**Enrollment Limit:** 19

**Enrollment Preferences:** first- and second-year students, and English majors who have yet to take a Gateway course

**Grading:** yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 233 (D1) COMP 293 (D1)

**Writing Skills Notes:** Four 5-page papers, two of them submitted in both a draft and a revision; two mandatory paper conferences; occasional in-class discussion of issues of writing and argumentation.

Not offered current academic year

**COMP 296 (S) Chinese Film and Its Significant Others** (DPE)

**Cross-listings:** CHIN 226 COMP 296

**Secondary Cross-listing**

From the "wows" that the first short films invoked at a Shanghai teahouse in 1896 to the $527 million (or 3.4 billion RMB) grossed at the box-office by a 3D fantasy in 2019, Chinese films have struck a responsive chord among domestic and foreign audiences. In this survey course, we will explore the evolving relationships between Chinese films and five "significant others" that are central to film and film-making. Roughly following a chronological order, this course will examine 1) the effect of new technological developments (such as photography, sound, color, special FX) on film; 2) the tension between film and traditional modes of public entertainment (such as operas and shadow plays); 3) film's social role to affirm and contest gender, national, and class identities; 4) the need to garner differing sources of financial support (state funding, cultural entrepreneurs, and transnational capital); and 5) the circulation of Chinese films in the global market. Class materials include various genre films (melodrama, horror, martial arts, comedy, etc.), directors' notes, contemporary reviews, and scholarship in China and media studies. All materials and discussions are in English.

**Class Format:** All regular course meetings will be conducted ONLINE with mostly a synchronous mode of instruction. Students are also expected to complete asynchronous preparations (view the films and Panopto lecture clips, read scholarship, and contribute to the discussion board) before the regular class hour. All materials are posted on GLOW. For full information, please contact the instructor.

**Requirements/Evaluation:** Evaluation will be based on 1) ACTIVE in-class discussion; 2) Pre-class discussion posts based on reading and recorded
lectures (Graded as Complete or Incomplete); 3) two short papers (3-5 pages); 4) two peer review papers (1-2 pages); and 5) the final project (including a presentation, and a paper or other form of project).

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** current or prospective Chinese, Japanese, Asian Studies, and Comparative Literature majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

CHIN 226 (D1) COMP 296 (D1)

**Difference, Power, and Equity Notes:** This course provides students with the opportunity to analyze the clashes and negotiations between Western media technological modernities and Chinese indigenous understanding of shadows, visuality, and sound. By discussing various films produced from mainland China, Hong Kong, Taiwan, and other diaspora areas from 1920 to now, this course asks students to explore how cinema invokes (and erases) differences, and consolidates (and challenges) hegemonic notions of nation, gender, and class.

Spring 2021

**SEM Section:** R1  MR 3:15 pm - 4:30 pm  Man He

**COMP 297 (F) Present Past: The Politics of Memory in Contemporary Chinese Literatures and Films**

**Cross-listings:** COMP 297  CHIN 237

**Secondary Cross-listing**

What happens when memories, already slippery, are further massaged by literary and cinematic narrative strategies? How is the historical "past" remembered, forgotten, and subverted in a literary "presence"? This tutorial explores the politics of memory in contemporary literatures and films from the People's Republic of China (post-socialist era, 1978), Taiwan (post-martial law, 1987), and Hong Kong (postcolonial era, 1997). We will look at how literary and cinematic works in each of these "post" societies represent state-sponsored narratives of remembrance, dissidents' collective amnesia, and at the popular level, a playful yet cynical flirtation with politics. With close- and distant- readings of textualized and visualized memories, we will examine themes of nation and locality, public and private, amnesia and nostalgia, and home and diaspora in the PRC, Taiwan, and Hong Kong from the late 1980s until to today. Course readings include "root-seeking", "new realist", "avant-garde" and "hooligan" novels, examples from the Taiwanese small theater movement, and the transnational cinemas made by the fifth, sixth, and second new wave filmmakers from these three "post" societies.

**Requirements/Evaluation:** attendance and participation, five short papers, five short critiques of a partner's paper, one final project

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** current or prospective Chinese, Asian Studies, and Comparative Literature majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 297 (D1) CHIN 237 (D1)

**Not offered current academic year**

**COMP 298 (S) Introduction to French and Francophone Film**

**Cross-listings:** RLFR 228  COMP 298

**Secondary Cross-listing**

In this course, we watch and examine seminal French and Francophone films. Starting with early French cinema and silent movies of the end of the nineteenth century, we continue with landmark films from the 1920s, '30s and '40s. World War II serves as a point of rupture to explore how the advent
of Francophone film parallels postcolonial theory. Throughout the semester, we discuss film as spectacle, the emergence of narrative forms, innovative technical practice and their connection to aesthetics. We also look at the role of film in addressing larger questions that include acts of rebellion, decolonization, the radical rejection of societal values, colonialism, dislocation, alienation, French collaboration during the German occupation, and the intersection of history and biography, as well as migration, in between-ness, and transnationalism. Films from the Lumière brothers, Méliès, Guy-Blaché, Vigo, Truffaut, Sembene, Mambety, Malle, Varda, Palcy, Peck, and Sissako. Conducted in French.

Requirements/Evaluation: response papers, midterm paper, TV show, colloquium

Prerequisites: RLFR 201, 202, or 203, or by permission of instructor

Enrollment Limit: 15

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 228 (D1) COMP 298 (D1)

Not offered current academic year

COMP 300 (F) Thinking Diaspora: The Black Atlantic and Beyond

Cross-listings: WGSS 308 COMP 300 AMST 308 ENGL 309

Secondary Cross-listing

Water imagery has been central to black diasporic culture since its beginnings in the Middle Passage—suggesting imprisonment, isolation, escape, ancestral communion, and death, for example. This course wrestles with the significance of water in diasporic literature—how it endures, how it has diminished, how it slips away from us. Black diaspora theory was revolutionized by Paul Gilroy’s The Black Atlantic, which urged us to consider more deeply the role of the ship, the routes, and the roots entailed in the formation of diasporic consciousness. This course aims to expand students’ theoretical skills as we discuss cornerstone and cutting edge texts of diaspora theory, with an emphasis on theories that work with the relationship to water, such as those by Jacqueline Nassy Brown, Omise’eke Tinsley, and Vanessa Agard-Jones. Primary texts will include The Big Sea by Langston Hughes, Sugar and Slate by Charlotte Williams, Barry Jenkins’ Moonlight, and more.

Requirements/Evaluation: weekly reading responses, presentations, one 10-page paper, engaged feedback process, and thoughtful class participation

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 308 (D2) COMP 300 (D1) AMST 308 (D2) ENGL 309 (D1)

Not offered current academic year

COMP 301 (S) Sublime Confusion: A Survey of Literary and Critical Theory

Cross-listings: ENGL 301 COMP 301

Primary Cross-listing

Which is more appealing, a roller coaster or a rose? For much of its history, art and literary theory has conceived itself as a science devoted to explaining and defining "beauty." But running alongside this is an edgier countercurrent that worships something else: an experience of excitement, fear, suspense, or thrilling confusion often described as "the sublime." The sublime interested early critics, from classical rhetoricians to the German Idealists, as a way to make aesthetics more scientific paradoxically by identifying the doorway through which art and literature escaped the realm of reason. More recently the notion of literature's exciting confusion has played a key role in modern critical theory from Russian formalism to new criticism, deconstruction, postmodernism, and posthumanism. (In fact, poststructuralist criticism itself has a thrillingly confusing quality that we will not ignore.) We will take up a cross section of critical theory from classical times to the present, focusing on careful reading of relatively short texts by Plato, Aristotle, Addison, Burke, Schiller, Nietzsche, Shklovsky, I.A. Richards, Barthes, Derrida, Lyotard, Fredric Jameson, Haraway, and others. Case
studies ranging from opera to Xbox will enlighten, thrill, and confound you. Written assignments will encourage you to parse these theories carefully and apply them to the literary texts that most interest you: prose, poetry, or drama from any time and place; film, visual art, or architecture; music, new media, or digital media, and beyond.

Requirements/Evaluation: attendance and active participation, several short response assignments, final project consisting of a scripted oral presentation and a 15-page final paper

Prerequisites: 200- or 300-level course in literature, theory, or philosophy, or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: students majoring or considering a major in a related field

Expected Class Size: 9

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 301 (D1) COMP 301 (D1)

Not offered current academic year

COMP 303 (F) Global Theatre and Performance Histories (DPE)

Cross-listings: THEA 301 COMP 303

Secondary Cross-listing

A survey of theatre and performance traditions from across the globe, from the classical period to roughly 1880. This course provides students with an overview of theatre’s many diverse histories, emphasizing its dual role as both an artistic and social practice. While attending to theatre’s formal and aesthetic aspects, we will at the same time focus on the relationship of performance practices to the legacies of state power, hegemony, imperialism, and colonialism in which they are historically embedded. Topics of inquiry may include: classical Greek and Roman theatre; dance/drama of pre-colonial Africa; Indian classical drama; pre-modern theatres of Japan; Medieval and Renaissance theatre in England; Pre-Columbian indigenous performance practices; French and Spanish court theatres; German nationalist theatre; nineteenth-century popular performance in the U.S.; and the rise of realist theatre in Scandinavia. Through close analysis and interpretation of primary sources, including encounters with archival sources housed in Chapin and WCMA and also available in digital form, students will practice and learn the skills of the theatre historian, applying them to their own creative and critical research projects. This course is required for Theatre majors and is a prerequisite for THEA 401.

Class Format: For Fall 2020, this course will be conducted in a hybrid fashion, with both synchronous and asynchronous components. For the remote component, students will view brief lectures and online video content, meet with one another in Zoom, engage with required readings on their own time, and complete brief assignments based on prompts. Synchronous class discussions (either in small groups or in a larger group) and experiences in the archives will be conducted either in Zoom or in a classroom setting.

Requirements/Evaluation: weekly writing and participation in discussions; a midterm "maker" or "critic" project; participation as a "discussion leader" for one class; and a final "maker" or "critic" project

Prerequisites: For theatre majors: THEA 101, 102, 103, or another 100-level theatre course. Students who are not Theatre majors are welcome into the class by permission of instructor. Please email Prof. Holzapfel at: ash2@williams.edu

Enrollment Limit: 16

Enrollment Preferences: Theatre majors

Expected Class Size: 8-10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
THEA 301 (D1) COMP 303 (D1)

Difference, Power, and Equity Notes: This course works to dismantle the ongoing bias in theatre studies that positions textual and literary forms of theatre in the globalized north as the principal (or in some cases only) sites of knowledge transfer, status, and value in our field. Instead, theatre and performance are approached as diverse and embodied forms of repertoire that must be analyzed in relation to the structures of social inequity and power in which they arise.
In a reference to the story of Babel, Hungarian psychoanalyst Sandor Ferenczi (1873-1933) described in poignant detail the operation of sexual abuse in terms of a profound disjunction on the level of language, in the broadest sense—a problem of translation, so to speak. Indeed, Ferenczi dedicated his entire life to learning the language of his patients' trauma in all its nuances, making himself vulnerable in multiple ways in the process. D. W. Winnicott (1896-1971), too, immersed himself in the lives of his patients, many of them children or adults who had grown up experiencing the death and displacement of wartime England. The theories of these two psychoanalysts, much less known in the humanities than Freud, Lacan, or Klein, dovetail in significant ways with the workings of literature. In this course, we will investigate the ways in which the spaces, configurations, and dynamics of literature from several national traditions align with Ferenczi's explorations of the "confusion of tongues," as well as Winnicott's interest in the "intermediate area of experiencing, to which interior reality and external life both contribute." Texts may include, in addition to articles by Ferenczi and Winnicott, work by Kafka, Kincaid, Baldwin, Bachmann, Bechdel, and others. Modified tutorial format, with groups of three students meeting weekly with the instructor.

**Requirements/Evaluation:** Requirements: Active participation, four 5-page papers, two portfolio introductions, four 1-2 page responses, one final project. Evaluation: Tutorial papers will receive extensive comments, but no grade; the portfolios and the final project will be graded. Responses will not be evaluated by the instructor, but instead will function well or less well in the context of the discussion. The final grade will be determined by the overall trajectory of the student's learning.

**Prerequisites:** one college literature course

**Enrollment Limit:** 18

**Enrollment Preferences:** majors or prospective majors in Comparative Literature

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Modified tutorial (3 on 1). Students will write four five-page papers, grouped into two portfolios, and will prepare 1-2-page portfolio introductions. They will also produce a final project that is a synthesis of their ideas throughout the semester. Finally, they will be required to write formal responses to their partners' papers.

Spring 2021

SEM Section: H1 TBA Gail M. Newman

**COMP 305 (F) Dostoevsky: The Riddle of the Self and the Other**

**Cross-listings:** RUSS 305 COMP 305

**Secondary Cross-listing**

This course offers a comprehensive survey of Fyodor Dostoevsky's literary and intellectual legacy. We will read his major works including *Notes from Underground, Crime and Punishment, Demons, The Brothers Karamazov* and a selection of celebrated short works. Close textual analysis will be accompanied by a discussion of aesthetic, philosophical, and psychological aspects of Dostoevsky's oeuvre. The problem of the self-other relationship in the artistic, philosophical and religious contexts of Russia and Western Europe is one of the key themes that we will trace in this course. More broadly we will look into the problems of the modern individual and modernity in the times of Dostoevsky as well as in our times. All readings are in English translation.

**Class Format:** This will be a hybrid course for in-person and remote students. We will meet in small groups (4-5 students) once a week synchronously (in-person with students who are on campus, and via zoom with students who are enrolled remotely) and will have variety of asynchronous activities (viewing short lectures, writing reading responses, participating in written and video discussion forums)

**Requirements/Evaluation:** Participation, reading responses in the form of blog posts, three short papers, final project

**Prerequisites:** none, open to all students

**Enrollment Limit:** 15

**Enrollment Preferences:** RUSS and COMP majors, and Russian Certificate-seekers

**Expected Class Size:** 15
COMP 306 (S) Tolstoy and the Meaning of Life

Cross-listings: RUSS 306 COMP 306

Secondary Cross-listing

This course examines the works of the great Russian writer Lev Tolstoy, whose stories and novels represent a life-long quest to uncover the meaning of life. Readings include Tolstoy's two major novels, War and Peace and Anna Karenina, as well as several shorter works, such as The Death of Ivan Ilych and Hadji Murad. We will also examine Tolstoy's aesthetic and didactic writing so that we understand precisely how Tolstoy answers life's most troubling questions, as well as what role artistic representation plays in these answers. All readings will be in English.

Class Format: some lecturing

Requirements/Evaluation: timely completion of all reading assignments, active class participation, three short papers, and a final research project

Prerequisites: none

Enrollment Limit: none

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

RUSS 306 (D1) COMP 306 (D1)

Not offered current academic year

COMP 310 (S) Theorizing Shakespeare

Cross-listings: COMP 310 WGSS 311 THEA 311 ENGL 311

Secondary Cross-listing

For complex reasons, Shakespeare has always revealed as much about those who speculate on him as the speculators have revealed about him. In this course, we will engage a few plays in considerable depth: The Merchant of Venice, Hamlet and Antony and Cleopatra. But we will also use these works as a means to engage some of the most compelling trends in recent critical thought, including cultural theory and post-Marxist analysis, political theology, deconstruction and rhetorical theory, psychoanalytic thought and theories of gender and sexuality. In some instances, we will look at applied criticism, in others we will simply place a theoretical work alongside a play and see what they have to say to each other, for instance, what would a Shakespearean reading of Jacques Lacan look like?

Requirements/Evaluation: 20 pages of writing in the form of two short and one longer paper

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 310 (D1) WGSS 311 (D2) THEA 311 (D1) ENGL 311 (D1)
COMP 313 (F) Feeling Queer and Asian

Cross-listings: ASST 316 COMP 313 WGSS 316

Secondary Cross-listing

This advanced undergraduate seminar focuses on concepts, queries, and methodologies at the intersections of Asian Americanist critique, queer theory, and affect theory. How might we come to understand Asian gender, sexuality, and racialization less through a language of being or meaning, as through feeling? How do Asian/American discourses rely upon languages of gender and sexuality, and how might queerness depend upon Asianness? How might these theories identify, complicate, and call forth more expansive or alternative practices of belonging? The class will read theories including national abjection, racial melancholia, disaffection, queer diaspora, and homonationalism, as well as engage Asian American literatures.

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: WGSS majors

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 316 (D2) COMP 313 (D2) WGSS 316 (D2)

Not offered current academic year

COMP 315 (F) Social Construction (DPE)

Cross-listings: COMP 315 WGSS 302 REL 301 SOC 301 STS 301 SCST 301

Secondary Cross-listing

"Social construction" can often seem like the great collegial insight. By now, you've all heard that categories such as race, gender, and sexuality are in some sense not part of nature, but instead are created and maintained socially or culturally. The idea of social construction has been vital to critical race theory and queer theory, and, in this course, we will push ourselves into philosophy of science to see whether or not these same insights apply to everything. If we know that "Whiteness," "heterosexuality," and "masculinity," for instance, are all socially constructed, we will ask if the same is true of "electrons," "money," "the solar system," and "climate change." Can it be that all of our reality is socially constructed? Or does social construction have limits? If so, what are they? We will also ask more fundamental questions, such as: What does it mean to say something is socially constructed? How does social construction relate to claims that an aspect of the world is "real" or "not real?" Is social construction a theory about language, power, culture, societies, human perceptions, or the limits of science? What kind of political, ethical, ontological, or epistemological work do theories of social construction do? We will begin with different accounts of the social construction of race, gender, and sexuality. In the second part of the course, we will dig deeper into philosophical debates about social construction as such. Then we will explore constructionism about natural science. In the last part of the course, we will change gears and explore look at cutting-edge work in the theory of social science aimed at explaining the construction and ontology of social worlds. The class will culminate in a project in which students will put their social construction theories into practice.

Requirements/Evaluation: regular attendance and participation, short weekly reflection papers, a 10-page research paper, and final project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Religion majors, then majors from cross-listed departments

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 315 (D2) WGSS 302 REL 301 SOC 301 STS 301 SCST 301

Difference, Power, and Equity Notes: Central to REL 301 will be an analysis of the social construction of race, gender, and sexuality. It will show how power and difference are tied up in their construction and maintenance of these categories. Students will be taught how to critically analyze race,
gender, and sexuality as well as social construction as such. Students will also learn sophisticated tools for studying systems of social power and difference.

Not offered current academic year

COMP 316  (F)  Kafka and His/Our World  (WS)

Cross-listings:  COMP 316  GERM 315

Secondary Cross-listing

"It's so Kafkaesque!" We love to use the most famous Austro-Hungarian-Czech-Jewish writer of all time to characterize puzzling and dispiriting situations. But close examination of Franz Kafka's work and life reveals a multi-dimensional world that goes far beyond the cliché. Jewish in an increasingly anti-Semitic environment, German-speaking surrounded by Czech-speakers, deeply alone in a family that didn't understand him, Kafka produced texts that simultaneously demand and refuse to be interpreted. In this tutorial we will begin with intensive readings of selected short stories and parables, then move on to an exploration of the Kafka's own words from diaries and letters, as well as secondary sources. The course will conclude with discussions of how Kafka's texts and their contexts might relate to contemporary conditions and/or to students' own lives and thoughts. This will be a modified tutorial, with five groups of three students apiece. Students may take the tutorial in either German or English; groups will be formed accordingly.

Class Format: The class will be divided into groups of 3. At each weekly meeting, one of the 3 will present a 5-page paper, another will present a formal response, and the third will participate actively in discussion. Students will incorporate at least one of their papers into a final project that links their discussions of Kafka to their own interests and/or to contemporary issues. Students can take the course in German or English (or a combination of the two), and groups will be formed accordingly.

Requirements/Evaluation: Three 5-page papers, three 1-2 page responses, one final project, discussion leading. Evaluation: Tutorial papers will receive extensive comments, but no grade; the instructor will meet with individual students at least twice during the semester to discuss how things are going for them. Responses will not be evaluated by the instructor, but instead will function well or less well in the context of the discussion. The final project will receive a grade, and the final grade will be determined by the overall trajectory of the student's learning.

Prerequisites: For German speakers: GERM 202 or the equivalent preferred, though students with less experience should contact the instructor. For students taking the course in English: one college literature course.

Enrollment Limit: 15

Enrollment Preferences: German students, majors or potential majors in Comp Lit or German

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions:  (D1)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 316 (D1) GERM 315 (D1)

Writing Skills Notes: The course has a modified tutorial format, with groups of three meeting weekly instead of pairs. Each student will write three 5-page papers plus three 1-2-page responses during the semester, and will prepare a final project. Each paper will receive extensive feedback from the instructor.

Fall 2020

SEM Section: H1  TBA  Gail M. Newman

COMP 317  (F)  Dante

Cross-listings:  COMP 317  ENGL 304

Secondary Cross-listing

In the spring of 1300, Dante Alighieri entered Hell. The Divine Comedy is the record of the journey that followed. It is organized around a series of encounters with figures from the poet's past--for example, a former teacher damned for violating nature--as well as historical and literary characters: Ulysses, Thomas Aquinas, Plato, Virgil, Adam. Though the Comedy is probably now best known for its savagery--the bodies split open, the Popes turned upside down and lit on fire--it is also, as Dante claims, a love story and a work of high imaginative daring. Among its final images is a vision of paradise rendered through the precise if also mind-bending language of non-Euclidean geometry. In this course we will read the three books of the Comedy (Inferno, Purgatorio, Paradiso), the Vita Nuova, and a few brief selections from Dante's other works. All readings will be in translation. The
course will be taught remotely.

Requirements/Evaluation: five written exercises and a 10-page final paper

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 14

Enrollment Preferences: English majors

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 317 (D1) ENGL 304 (D1)

Fall 2020

SEM Section: R1  MWF 9:20 am - 10:10 am  John E. Kleiner

COMP 319  (F)  Black Migrations: African American Performance at Home and Abroad

Cross-listings:  AFR 317  COMP 319  AMST 317  DANC 317  ENGL 317  THEA 317

Secondary Cross-listing

In this course, students will investigate, critique and define the concepts migration and diaspora with primary attention to the experiences of African Americans in the United States and Europe. Drawing on a broad definition of performance, students will explore everything from writing and painting to sports and dance to inquire how performance reflects, critiques and negotiates migratory experiences in the African diaspora. For example, how did musician Sidney Bechet's migration from New Orleans to Chicago to London influence the early jazz era? How did Katherine Dunham's dance performances in Germany help her shape a new black dance aesthetic? Why did writer James Baldwin go all the way to Switzerland to write his first novel on black, religious culture in Harlem? What drew actor/singer Paul Robeson to Russia, and why did the U.S. revoke his passport in response to his speeches abroad? These questions will lead students to investigate multiple migrations in the African diasporic experience and aid our exploration of the reasons for migration throughout history and geography. In addition to critical discussions and written analysis, students will explore these topics through their own individual and group performances in class. No prior performance experience is necessary.

Class Format: discussion

Requirements/Evaluation: class participation, in-class student performances, several 2-page performance response papers, one 10- to 12-page research paper, a final performance with a 3-page report

Prerequisites: none; open to all

Enrollment Limit: 15

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 317 (D2) COMP 319 (D2) AMST 317 (D2) DANC 317 (D2) ENGL 317 (D2) THEA 317 (D1)

Not offered current academic year

COMP 322  (S)  Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora

Cross-listings:  ENGL 356  AFR 323  AMST 323  ARTH 223  COMP 322

Secondary Cross-listing

This course explores how the graphic novel has been an effective, provocative and at times controversial medium for representing racialized histories. Drawing on graphic novels such as the late Congressman John Lewis' *March* and Ebony Flowers' *Hot Comb*, this course illustrates and critiques multiple ways the graphic novel comingles word and image to create more sensorial access into ethnic traumas, challenges and interventions in critical moments of resistance throughout history. Students will practice analyzing graphic novels with the help of critical essays, reviews and film; the chosen texts will center on Africana cultures, prompting students to consider how the graphic novel may act as a useful alternate history for
marginalized peoples. During the course, students will build comic creation and analysis skills through short exercises, eventually building up to the final project of a graphic short story that illustrates historical and/or autobiographical narratives. No art experience is required, only an openness to expanding one's visual awareness and composition skills. This course is often taught in collaboration with the Williams College Museum of Art's Object Lab program, which allows the class to have its own space and art objects that are directly related to the course topic. Although it is a remote course this year, this class may still feature Object Lab participation, film screenings, and collaborations with guest speakers.

Class Format: This is a remote class that will primarily feature synchronous sessions with some asynchronous sessions.

Requirements/Evaluation: class participation, written responses, student-led facilitation, one 3-page graphic analysis, one 6- to 8-page essay, and a final project (producing a graphic short story)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: If the enrollment limit is exceeded, preference will be given to Africana Studies concentrators or students who have taken AFR 200, the department's introductory course.

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Unit Notes: this course is part of the Gaudino Danger Initiative

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 356 (D1) AFR 323 (D2) AMST 323 (D2) ARTH 223 (D1) COMP 322 (D1)

Spring 2021
SEM Section: R1 MW 11:45 am - 1:00 pm Rashida K. Braggs

COMP 323 (F) Born to be Wild: Rethinking Animals in Pre-modern and Modern Texts (DPE)

Cross-listings: COMP 323 ARAB 323 ENVI 321

Secondary Cross-listing

In the past few months, images of dolphins appearing in the Venetian canals, and wild animals roaming eerie looking post-apocalyptic deserted streets have gone viral. The majority of these images have proven to be fake, however their popularity was witness to people’s hope that we can “reset” the environment and a yearning to reframe animals’ positionality vis-à-vis their habitats and humans. Using critical lenses from ecocriticism and animal studies, we will be exploring texts from non-Western traditions in which animals figure strongly from pre-modern times to the age of the Anthropocene. The focus will be on Arabic, Persian and Turkish texts all in translation. The course will be traversing several genres and texts from Pre-Islamic poetry, the Quran, the 10th century Ikhwān as-Safā’s epistle The Case of Animals versus Man Before the King of the Jinn, the fables of Kālia and Dīmna, Farid ed-Dīn ‘Attar’s Conference of Birds, travelogues, paintings, contemporary film till we reach recent fiction with cyborgs and drones. Throughout the course, we will be examining themes such as diverse conceptualizations of what it means to be an “animal”, what constitutes’ animal agency and animal subjectivity irrespective of humans and their often utilitarian lens. We will do this by investigating how animals through these texts have been represented, imagined and reconfigured whether allegorically or otherwise as communities and in relation to humans and the environment and the implications of that. Finally, we will explore what a poetics of animal studies in these cultural and literary traditions could look like. The course will consist of multiple forms of evaluation like participation, Glow posts, essays, experiential reflections and creative tasks.

Class Format: This class will be offered remotely synchronously twice a week (75 minutes each session), in addition to prerecorded asynchronous material at times.

Requirements/Evaluation: The course will consist of multiple forms of evaluation like participation, Glow posts, essays, experiential reflections and creative tasks.

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: Arabic majors, Comparative Literature Majors, Environmental Studies Majors and Arabic certificate holders.

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:

COMP 323 (D1) ARAB 323 (D1) ENVI 321 (D1)

**Difference, Power, and Equity Notes:** This course deals with different literary traditions and their aesthetics. The approach is both synchronic and diachronic by looking at texts and their texts from different time periods and at different genres. The course will be examining what it means to be an "animal" vis-a-vis human beings and their environment and animal agency in these literary traditions as opposed to the often utilitarian lens that animals have often been viewed through.

**Fall 2020**

**SEM Section:** R1    MW 11:45 am - 1:00 pm    Radwa M. El Barouni

**COMP 324  (S) The Orientalist Sublime and the Politics of Horror**

**Cross-listings:** COMP 324 ENGL 334

**Secondary Cross-listing**

Islamophobia is on the rise once again, but its history is long and storied. This course will look at how we got here by asking simple questions: how do we name those things that are beyond the grasp of reason, outside the realm of intelligibility? How do we attempt to domesticate that which is foreign or other? What, to Western Europeans, was the deep mysterious Orient but a new instance of the sublime? What is the Arab world to Americans now? In this seminar, we will take up the inheritance of the eighteenth-century fad in Europe for all things Oriental that followed the translation of *The Arabian Nights* into French in 1707. We will read the *Nights* alongside Edmund Burke's and Immanuel Kant's theories of the sublime and writings on the French Revolution in order to investigate the relationship between the real politics of Empire and the politics of imperial representation. Raced and gendered imaginaries will play a crucial role in our study. In aiming to understand how literature and art deal with the magisterial, the infinite, the unmapped, the horror, and the mystery of the sublime East, we will touch on important writers and artists in the long history and aftermath of European Orientalism from the eighteenth century to the present. Authors and artist include Daniel Defoe, Mary Wortley Montague, Eliza Fay, J.A.D. Ingres, Eugene Delacroix, Mary Shelley, William Beckford, Comte de Lautréamont, Edgar Allan Poe, Wilkie Collins, Richard Marsh, E.M. Forster, Jorge Luis Borges, and Salman Rushdie.

**Requirements/Evaluation:** one 2- to 3-page provocation paper to be revised into a formal essay of 5-6 pages following consultation; one final research paper of 10-12 pages on a topic developed out of the course materials

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** English and Comparative Literature majors

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 324 (D1) ENGL 334 (D1)

Not offered current academic year

**COMP 330  (S) New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City**

**Cross-listings:** AMST 331 THEA 330 COMP 330

**Secondary Cross-listing**

This course will look at the representation of a city and how it has influenced artists. Students will read, listen to, and view a selection of the literature, music, film and art that represent the city from both pre-flooding and current re-building. Reading selections will include examples such as *Harper's Weekly* (Lafcadio Hearn), *The Awakening* (Kate Chopin), *A Streetcar Named Desire* (Tennessee Williams), *The Moviegoer* (Walker Percy), *Why New Orleans Matters* (Tom Piazza), *A Confederacy of Dunces* (John Kennedy O’Toole), *New Orleans Sketches* (William Faulkner), *One Dead in the Attic* (Chris Rose). Film examples such as *A Streetcar Named Desire*, *An Interview with a Vampire*, *The Curious Case of Benjamin Button*, *When the Levees Broke*, *Treme*, *Waiting for Godot* (in the 9th Ward). Music selections from examples such as Louis Moreau Gottschalk, Jelly Roll Morton, Louis Armstrong, Fats Domino, The Meters, Kermit Ruffins and the Rebirth Brass Band. Art selections will come from a variety of sources such as THE OGDEN Museum of Southern Art and Prospect 1, 2, & 3.

**Requirements/Evaluation:** will be on active participation, weekly response essays on film viewings, 2 short essays on class topics, a final paper and
a contemporary creative project/performance

Prerequisites: none
Enrollment Limit: 12
Expected Class Size: 10
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 331 (D1) THEA 330 (D1) COMP 330 (D1)

Not offered current academic year

COMP 331 (S) The Brothers Karamazov
Cross-listings: COMP 331 ENGL 371 RUSS 331

Secondary Cross-listing
Widely hailed as one of the greatest novels ever written, Dostoevsky's The Brothers Karamazov contains a series of enigmas, not the least of which is precisely who murdered the Karamazov father. In addition to exploring the shared guilt of all four of the brothers Karamazov in the crime of patricide, Dostoevsky poses the most probing questions of his day: Are families tied together merely by blood or by deeper spiritual bonds? Is religious faith possible in an age of reason, science, and technology? Can man's earthly laws ever carry out divine justice? Is humanity prepared to bear the burden of responsibility that comes with freedom? This tutorial will spend an entire semester exploring Dostoevsky's masterwork, and we will read a variety of secondary sources alongside The Brothers Karamazov, including history, philosophy, and literary theory. Our goal will be to understand Dostoevsky's answers to these so-called "accursed questions" through the unique artistic form of The Brothers Karamazov.

Requirements/Evaluation: completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions
Prerequisites: at least one 200-level literature class
Enrollment Limit: 10
Enrollment Preferences: students majoring or considering a major in Russian, Comparative Literature, or English
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
COMP 331 (D1) ENGL 371 (D1) RUSS 331 (D1)

Not offered current academic year

COMP 332 (F) Popular Culture in the Arab World: Youth, Populism, and Politics (DPE)
Cross-listings: ARAB 331 COMP 332

Secondary Cross-listing
Since the uprisings in the Arab world in 2011 and the counter-revolutions that followed, much attention has been paid to the significant role of the "popular" in creating social and political transformations. The voice of the youth and "the street," in particular, emerged as massive sources and sites for political mobilization. But, are these categories identical? Does youth culture equal popular culture? This survey course is designed to provide students with an introduction to the different layers that constitute popular culture in the Arab world since the decolonization of Arab states in the 1950s. Questions that we will ask include: What constitutes "popular culture" in the Arab world? How is it different than folk culture, mass culture, or "high" culture? Who are the key players in the creation and dissemination of "popular" culture? Besides globalization, for example, what other social, political and economic dynamics engulf the definition of the "popular"? What are modes of self-fashioning and representation of Arab identity that characterize this culture? To answer these questions we will examine original sources (with English translation) that include a graphic novel, political cartoon and graffiti, documentaries, TV shows, soap operas, video clips, music, comedy, blogs, news and social media. A selection of essays from anthropology, Arab culture studies, political science, journalism, and online videos will be used to provide historical and critical context for the material discussed in class.

Requirements/Evaluation: active class participation, two shorter papers (3-4 pages), two film reviews and critical reflections (1-page), a performance, and a longer final paper (7-10 pages)
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: students majoring in or considering a major in Arabic Studies
Expected Class Size: 19
Grading: no pass/fail option, no fifth course option
Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ARAB 331 (D1) COMP 332 (D1)

Difference, Power, and Equity Notes: As the course description explains, this course engages the concept of the popular through a critical examination of difference, power, and equality in the context of national revolt against colonialism, dictatorship, and socioeconomic injustice in the Arab world since the 1950s. The content will focus on addressing how voices from the margins, particularly the youth, the urban poor, and women, articulated a political language of popular resistance against the dual hegemony of state and colony.

Not offered current academic year

COMP 334 (S) Imagining Joseph
Cross-listings: REL 334 JWST 334 COMP 334 ANTH 334
Secondary Cross-listing
Beloved son, rival brother, faithful servant, dreamer, seer, object of desire, lover, husband, bureaucrat, Joseph is one of the most fully-limned and compelling figures in the Jewish, Christian, and Muslim scriptural traditions. The story of Joseph unfolds over fourteen chapters in the Hebrew Bible, and is the subject of the fourth longest sura in the Qur'an. Through millennia, the story of Joseph has inspired a wealth of interpretations, commentary, apocrypha, re-tellings, and back-story, including an apocryphal book of scripture about Joseph and his wife, Asenath, Sufi poetry about Joseph and Zuleikha (Potiphar's wife), a trilogy by the 20th century German novelist Thomas Mann, a musical by Andrew Lloyd Weber, and many expressions in Western visual art. The course will explore these various expressions, looking to them for the ways in which Joseph has captured the imaginations of peoples and cultures across time and space. The course will be organized as a collaborative seminar in which the class will read the foundational scriptures together, followed by thematic discussions to which students will contribute insights from their own readings of particular peripheral texts. Students will learn the pleasures of close and intense exegetical reading in approaching the Hebrew Bible and Qur'an, as well as the more expansive pleasures of linking post-scriptural expressions together.

Requirements/Evaluation: 3- to 5-page weekly response papers; 15-page final paper; class participation
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: based on responses to a questionnaire
Expected Class Size: 10
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 334 (D2) JWST 334 (D2) COMP 334 (D1) ANTH 334 (D2)

Not offered current academic year

COMP 338 (F) The Culture of Carnival
Cross-listings: COMP 338 THEA 335
Secondary Cross-listing
Carnival is a regenerative festival as well as a transgressive one. It is a time for upheavals and recreating for one day, a new world order. Men dress as women, women dress as men, the poor become kings; drink and sex and outrageous behavior is sanctioned. We will look at festivals in such places as New Orleans, Venice, and Rio. Central to this course are the cultural and religious lives of these societies, and how these festivals exist politically in a modern world as theatre and adult play. A variety of sources will be used, such as newspaper accounts, films, photography, personal memoirs and essays on the subject.

Requirements/Evaluation: regular active class participation, one oral presentation including a 5-page essay, one 15-page research final paper and
participation in a group project/public parade

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** sophomores and first-year students

**Expected Class Size:** 18

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 338 (D1) THEA 335 (D1)

Not offered current academic year

**COMP 340 (S) Literature and Psychoanalysis**

**Cross-listings:** COMP 340 ENGL 363

**Primary Cross-listing**

The British psychoanalyst D. W. Winnicott once wrote: “It is a joy to be hidden, and a disaster not to be found.” This course will explore the many ways in which writing enacts this paradox, examining in the process several main strands of psychoanalytic thought in relation to literature that precedes, accompanies, and follows it in history. Approximately the first three-fourths of the course will involve close readings of theoretical and literary texts, which will be shared in a seminar format. In the latter portion of the course, students will work with each other and with the instructor on analyzing the processes of reading and writing as they produce original psychoanalytic readings of texts of their choice. *All readings in English.*

**Class Format:** discussion

**Requirements/Evaluation:** active engagement with the material and with each other, plus two 5-7-page papers, one 8-10-page paper, and a symposium presentation

**Prerequisites:** one previous course in either COMP or ENGL, or permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 340 (D1) ENGL 363 (D1)

Not offered current academic year

**COMP 341 (F) Cinematic Representations of Work and Migration after the Wall**

**Cross-listings:** WGSS 341 COMP 341

**Primary Cross-listing**

The increased flow of migrants from East to West and from South to North into the center of Europe and the simultaneous tightening of restrictions against illegal migration have brought to the forefront issues of labour, gender, and precarity, citizenship and cultural belonging. We will analyze feature films and documentaries that trace the changing face of work and migration, with an emphasis on flows from countries the former east bloc and Africa to Europe. We will discuss negative effects of globalized capitalism, such as the monetization of feeling and personal relations (Harvey), the concept of intensification and the disembodied state (Nealon and Foucault), but also ask what new opportunities might arise, and for which groups. We will study the depiction of manual labour, illegal migration, women as caregivers, Internet marriage, sex work, and the migrant as a raced and othered body. Theory by Dina Iordanova and William Brown, Ewa Mazierska, Sandro Mezzadra and Brett Neilson, Jeffrey Nealon, Lara Águstin, Angela Meitopoulos, Lauren Berlant and Mieke Bal. Films will likely include: Illegal, Working Man's Death, NordSud.com, Lichter (Lights), Code Unknown, The Flower Bridge, Occident, Since Otar Left, Losers and Winners, Whore's Glory, Le Havre and Time Out.

**Requirements/Evaluation:** active class participation, two short papers, an oral presentation, and a final paper

**Prerequisites:** a 200-level ENGL or COMP course, or permission of instructor
Enrollment Limit: 19
Enrollment Preferences: Comparative Literature and Women's Gender & Sexuality majors
Expected Class Size: 10
Grading: no pass/fail option, yes fifth course option
distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 341 (D2) COMP 341 (D1)
Not offered current academic year

COMP 342 (S) Elizabeth Bishop in the Americas (DPE)
Cross-listings: ENGL 340 AMST 340 WGSS 340 COMP 342
Secondary Cross-listing
Elizabeth Bishop has emerged as one of the most important poets of the 20th century. She is admired not only for her dazzling mastery of the craft but also her adventurous life as a world traveler. Her more than two decades living in Brazil and translating the culture and literature of that country for a North American audience, for instance, make her life and work a rich focal point for cross-cultural study. At the center of the course will be Bishop’s stunning meditations on childhood, memory, travel, lesbian sexuality, gender identity, ecology, and race and class in the U.S. and Brazil. We will look at how Bishop intertwines personal and global historical encounters in order to raise serious ethical questions about our shared history of conquest and sense of place in the Americas from the 16th century to the Cold War period of the twentieth. What is ultimately at stake in our claiming of a "home"? We also read a number of the writers in North and South America who were closely connected to Bishop, from Robert Lowell and Ernest Hemingway in North America, to Pablo Neruda and Clarice Lispector in South America. Ultimately, we study how craft, poetic process, and an ethical eye on the world can open up the study of poetry and poetics in the 21st century.
Class Format: three hours per week, in addition to small group discussion and archival research
Requirements/Evaluation: two short papers of 4-5 pages, one longer critical research paper of 10-12 pages, three to four discussion posts (300-500 words)
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 25
Enrollment Preferences: English, Comparative Literature, Women's, Gender, and Sexuality Studies, American Studies majors
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
distributions: (D1) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 340 (D1) AMST 340 (D2) WGSS 340 (D2) COMP 342 (D1)
Difference, Power, and Equity Notes: This course employs critical tools (case studies, translation theory, archival research, poetics, close reading, comparative approaches, postcolonial theory) to help students question and articulate the way that social injustice, such as racial inequality, poverty, and colonial conquest, shapes national and individual identities. Students will learn how to articulate how our aesthetic and cultural products also serve to shape these identities but also can challenge the dominant power structures.
Not offered current academic year

COMP 343 (S) Shakespeare on Page, Stage and Screen: Text to Performance (WS)
Cross-listings: THEA 340 ENGL 345 COMP 343
Secondary Cross-listing
Four centuries on, Shakespeare still challenges us. How should we weigh the respective claims of our own era’s concerns—with matters of gender, sexuality, race, class, or materiality, for instance—against historicist attention to the cultural, political and theatrical circumstances in which his plays were actually written? And when it comes to realizing the text in dramatic performance, such challenges—and opportunities—multiply further. Critical fidelity to Shakespeare’s times, language and theatrical milieu prioritizes a historical authenticity that can be constraining or even sterilizing. At the other extreme, staging the plays with the primary aim of making them “speak to our times” risks revisionary absorption in our own interests. We will focus on six Shakespeare plays, from different genres and periods of his career: Romeo and Juliet, Henry V, Twelfth Night, Hamlet, Antony and
Cleopatra, and A Midsummer Night's Dream. Proceeding with each from close reading of the text, we will attend to the demands and opportunities of both interpretation and performance, and assess a range of recent film and stage productions.

**Class Format:** This course will be remote, with occasional smaller tutorial-style sections. If pandemic conditions change significantly, I will move to in-person and/or hybrid meetings as warranted.

**Requirements/Evaluation:** Three papers ranging from 4 to 7 pages; several short reading responses and regular discussion board postings; class participation.

**Prerequisites:** A THEA course; a 100-level ENGL course; a score of 5 on the AP Literature exam or a 6 or 7 on the IB exam; or permission of instructor.

**Enrollment Limit:** 14

**Enrollment Preferences:** Theatre and English majors or prospective majors

**Expected Class Size:** 14

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 340 (D1) ENGL 345 (D1) COMP 343 (D1)

**Writing Skills Notes:** Three papers rising from 4 to 6+ pages; regular discussion board postings and several short response papers. Students will receive timely comments from the instructor on their writing skills, with suggestions for improvement, and there will be opportunities for revision of submitted papers.

Spring 2021

SEM Section: R1 TF 1:30 pm - 2:45 pm James L. Pethica

**COMP 345 (S) Wonderland(s): Alice in Translation**

**Cross-listings:** ENGL 365 COMP 345 GBST 345

**Primary Cross-listing**

“What do you mean by that?” said the Caterpillar, sternly. “Explain yourself!” “I can't explain myself, I'm afraid, Sir,” said Alice, “because I'm not myself, you see?” The confusion around personal identity, which Alice is seen to experience as she makes her way through Wonderland, can be examined productively as an allegory of translation. Beyond experiencing the developmental and socio-cultural transitions of a child, what happens to Alice, a seminal text in children’s literature, when it travels down the rabbit hole to a new linguistic wonderland? For starters, the seven-year-old girl becomes Marie in Danish, Arihi in Maori, Ai-chan in Japanese, and Paapachchi in Kannada. Then there are the highly idiosyncratic humor, word play, embedded English nursery rhymes, and iconic illustrations by Tenniel. How do they fare in new linguistic, cultural, and even genre contexts? Lewis Carroll told his publisher in 1866: “Friends here seem to think the book is untranslatable.” And yet, Over 200 translations later, including Kazakh, Shona, Papiamento, Braille, and Emoji, Alice continues to delight children and adults all over the world and to pose myriad challenges as well as opportunities for translators. This course will serve as an introduction to the theory and practice of translation using Carroll’s Alice as an anchoring primary text. We will examine key disciplinary issues and concepts, such as equivalence, rewriting, fidelity, and ethics, and challenge the old canard that translation leads ineluctably, and exclusively, to loss.

**Class Format:** some Friday workshops

**Requirements/Evaluation:** active and substantive class participation; leading discussion; frequent short writing assignments and exercises; final project

**Prerequisites:** students must have at least three years of college-level second-language instruction, or the equivalent (advanced proficiency), or permission of the instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** COMP majors; language majors; language students

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 365 (D1) COMP 345 (D1) GBST 345 (D1)

Not offered current academic year

COMP 346  (S)  Revolutions and Counter-Revolutions: Narratives from the Arab World, Latin America and the Caribbean  (DPE)
Cross-listings: ARAB 346  COMP 346

Primary Cross-listing
This course offers a South-South comparative reading of revolutions and counter-revolutions in the second half of the 20th century in the Arab World, Latin America and the Caribbean. Throughout we will read novels and watch films that focus on histories of social movements, post-independence revolutions, indigenous autonomies, dictatorship, and counter-revolutions with the aim to investigate narratives of people power vs. absolute power, insurgency vs. neocolonialism, utopias and dystopias. A comparative and critical reading of these texts will introduce you to the complex histories of national liberation, state terrorism and democratic imagination in two geographies in the Global South that share similar struggles against Euro-American imperialism. These texts will also familiarize you with an alternative, yet foundational, canon of Arabic, Latin American and Caribbean literatures and cinema, particularly from the post-Sixties generation in the Arab world and the post-Boom Latin American generation. Although this course is conceptualized as a South-South comparative reading of revolution and counter-revolution, it does not adhere to strict geographical parallels between the Arab World, Latin America and the Caribbean. It is mapped, however, according to major critical questions and thematic tropes that inform this topic. For example, how do contemporary Iraqi and Chilean writers and filmmakers write an aesthetic of evil in narratives that investigate the legacy of prolonged dictatorship? How do national novels in Mexico and Palestine depict parallel movements of indigenous resistance and anti-capitalist struggles? What motifs of dystopia are illustrated in narratives about post-revolution civil wars in Argentina and Syria? What histories of popular nationalism and socialism are revealed in feminist memoirs from Egypt and Cuba from the 1960s and 1970s?

Requirements/Evaluation: active class participation, two short papers (3-4 pages), two film reviews (1-page), two critical reflections (1-page), a performance, and a final paper (7-10 pages)

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ARAB 346 (D1)  COMP 346 (D1)

Difference, Power, and Equity Notes: This course will explore difference, power, and equality through a comparative reading of narratives of dissent and revolt. The novels examines the effects of class, race, ethnicity, gender and sexuality on social and economic inequalities that ultimately have mobilized revolutions in the Arab world, Latin America, and the Caribbean since the 1960s. Reading narratives of socialist revolutions from the Global South, students will hone skills to address global injustices and neoliberalism.

Not offered current academic year

COMP 347  (F)  Silence, Loss, and (Non)Memory in Austria 1900-the Present  (DPE)
Cross-listings: GERM 331  COMP 347

Secondary Cross-listing
One hundred years after the fall of the Austro-Hungarian Empire at the end of World War I, Austria is a tiny fragment of its former self. Since that signal loss, Austria's identity has been closely tied to its ghostly past, for better or for worse. Think of Austria and glittering Klimt paintings come to mind, or the majestic Alps of The Sound of Music, or perhaps a melody from Mozart or Strauss plays in the ear. And no wonder: tourism is one of the largest industries in Austria; the nation lives on being seen and heard. But a great deal is invisible and inaudible to the tourist in Austria. In this course we will explore the hidden core of Austrian culture from 1900 to the present. We'll begin with the tremendous intellectual ferment surrounding Sigmund Freud's elaboration of the unconscious at the turn of the century, from Hofmannsthal's paralysis of language through Schnitzler's streams of consciousness to Kafka's carefully crafted renderings of inner worlds. Then we will turn to an examination of the phenomenon of loss at the end of World War I: loss of empire, loss of relevance, loss of hierarchical certainty. Stefan Zweig documents this phenomenon timelessly. The second half of the course will focus on the driver of Austrian identity from 1938 on, the so-called Anschluss (annexation) by the Nazis, and the (non)memory of the horrors that ensued. We will probe the idiosyncratic mixture of trauma and guilt that characterizes Austria today through the work of contemporary authors and filmmakers. Psychoanalytic theory, especially recent discussions of the transgenerational transmission of trauma and perpetrator guilt, will provide a conceptual framework for the literary works. Austria will serve as a case study of the psychology of right-wing populism and the resistance
against it in the early 21st century; at the end of the course, we will compare the situation there with the United States.

Requirements/Evaluation:  Active participation, frequent written responses, two shorter papers and a longer final project

Prerequisites:  none

Enrollment Limit:  20

Enrollment Preferences:  German or Comparative Literature majors

Expected Class Size:  16

Grading:  yes pass/fail option,  no fifth course option

Distributions:  (D1)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GERM 331 (D1) COMP 347 (D1)

Difference, Power, and Equity Notes:  The course includes a close and critical examination of the exercise and denial of power, namely complicity in the Holocaust and resistance to acknowledging that complicity. The investigation of Austria's curious combination of guilt and trauma can be extended to our own context; we will discuss the consequences of not acknowledging the wrongdoings of oneself and one's own group for the moral and political health of the society.

Not offered current academic year

COMP 348  (F)  Graphic Narratives as Democratic Ideals

Cross-listings:  COMP 348  AMST 348  LATS 348

Secondary Cross-listing

This course examines the graphic narrative in terms of how each author/illustrator employs narrative elements (plotting, structure, characterization, text, and visuals) to express social realities within the context of democratic ideals. The primary focus will be on texts that explore themes of democracy and Latinidades. We will also discuss the "graphic activism" of artists like Sharon Lee De La Cruz of Digital Citizens Lab, a design collective with a focus on civic technology. Throughout the course, students will have the opportunity to create their own graphic narratives, either digitally or in print. Possible guest speaker: comic book artist Ivan Vélez (Planet Bronx, 2015 Creative Capital Award in Visual Arts).

Class Format:  workshop

Requirements/Evaluation:  attendance and class participation, short writing exercises, 4-5 page midterm paper (close-reading a text), 10-15 page final creative paper

Prerequisites:  none

Enrollment Limit:  15

Enrollment Preferences:  LATS concentrators

Expected Class Size:  15

Grading:  no pass/fail option,  no fifth course option

Distributions:  (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 348 (D2) AMST 348 (D2) LATS 348 (D2)

Not offered current academic year

COMP 351  (S)  Friedrich Nietzsche: Philosophizing with a Hammer

Cross-listings:  REL 354  COMP 351

Secondary Cross-listing

In one of his last major writings, *Twilight of the Idols* (Götzen-Dämmerung, 1889), Friedrich Nietzsche described his project as an attempt to sound out various established philosophical truths or intellectual "idols," saying, "they will be touched here with a hammer as with a tuning fork, these are the oldest, most convinced, puffed-up, and fat-headed idols you will ever find...And also the most hollow." To be sure, Nietzsche directed his often combative prose against everything from traditional religion to philosophy itself. Nietzsche is one of the most frequently cited and most frequently misunderstood philosophers of our current era. By reading Nietzsche's writings in context, this course will attempt to liberate Nietzsche from his later reputation. We will think with and sometimes against Nietzsche, focusing on his notions of religion, mythology, power, morality, and enlightenment,
and we will pay special attention to his reflections on the limits of reason/knowledge. Along the way, students will get a new sense of Nietzsche's most famous theoretical formulations including "the death of God," the Übermensch, and the split between Dionysian/Apollonian modes of thought.

Requirements/Evaluation: class participation, weekly responses, 10- to 12-page final paper

Prerequisites: none

Enrollment Limit: 15

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Unit Notes: in-depth seminar on a difficult philosopher who we'll be reading closely

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 354 (D2) COMP 351 (D1)

Not offered current academic year

COMP 352 (S) Mysticism: Vision, Writing, History (WS)

Cross-listings: REL 374 COMP 352 ENGL 374

Secondary Cross-listing

The promise of God's real presence in the world lies at the heart of Christianity as a messianic and scriptural faith. But mystics, who seek out and bear witness to their own experiences of the divine, have often been viewed with suspicion by church and state authorities. At stake in these confrontations between orthodoxy and the individual witness are questions of knowledge and power. To whom does God speak, who speaks for God, and how can anyone, whether mystic or priest, be certain? We will learn how these questions have inflected certain passages in the history of Christian belief and practice: the flourishing culture of mystical writing by medieval women, the efforts of some Protestant sects to distribute authority more horizontally, and early modern philosophers' criticisms of prophecy and fanaticism. But our deepest concerns will be literary and aesthetic. What modes of writing did mystics use to express what was, in fact, inexpressible? What role did visual art play in visionary experience? And how has mysticism influenced the work two of the twentieth century's most significant theorists of language, Ludwig Wittgenstein and Jacques Derrida?

Requirements/Evaluation: biweekly 5-page papers, biweekly 2-page response papers, thoughtful participation in class discussions

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 10

Enrollment Preferences: English majors and those intending to major in English

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 374 (D2) COMP 352 (D1) ENGL 374 (D1)

Writing Skills Notes: This course will develop students' writing skills through biweekly 5-page analytical papers and biweekly 2-page response papers. Written feedback will be provided by the instructor and by the tutorial partner. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Not offered current academic year

COMP 354 (F) The Literary Afterlife

Cross-listings: COMP 354 ENGL 319

Secondary Cross-listing

What do writers mean when they say that they will live on after death through their books? In this course, we will explore the long history of thinking about literature as a way to compensate for mortality, and we will compare the literary afterlife to religious and philosophical versions of eternity. Many of the writers on our syllabus were anxious about the compatibility of the pursuit of worldly fame with the desire for Christian salvation. We will study how their sense of a conflict between the two afterlives changed over time: from the recovery of pagan antiquity during the Renaissance, across the theological transformations of the Reformation, to the consequences of print. The course deals with some of literature's greatest ambitions—to cheat death, to make a lasting contribution to human culture—but we will often find ourselves caught in an undertow of skepticism. Is writing any less...
susceptible to decay than human bodies are? If so, is literary accomplishment worth the risk of one's soul? Authors and texts will include Sappho, Ovid, Lucretius, Ecclesiastes, Augustine, Petrarch, Julian of Norwich, Montaigne, Shakespeare's Hamlet and Richard II, Jonson, Donne, and Milton.

**Requirements/Evaluation:** one 7-page paper, one 12-page paper, in-class presentation, thoughtful participation in discussions

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 354 (D1) ENGL 319 (D1)

Not offered current academic year

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**COMP 355 (S) Contemporary Theatre and Performance**

**Cross-listings:** COMP 355 ENGL 349 THEA 345

**Secondary Cross-listing**

As Gertrude Stein once remarked, “The hardest thing is to know one’s present moment.” What is going on in the world of theatre and performance today? What are the hot topics in our current artistic landscape? Who are the writers, performers, and directors of the past two decades? This seminar will consider both experimental and mainstream drama and performance from the twenty-first century, focusing on topics such as: post-dramatic theatre, devised performance, social practice, participatory and immersive theatre, hyper-naturalism, post-identity performance, and weird theatre. Artists and collectives to be considered may include: Suzan-Lori Parks, Will Eno, Richard Maxwell and the NYC Players, Young Jean Lee, Annie Baker, Lucas Hnath, Branden Jacobs-Jenkins, Quiara Alegría Hudes, Anne Washburn, Taylor Mac, Lynn Nottage, Stephen Adly Guirgis, Miguel Gutierrez, Elevator Repair Service, The Wooster Group, and Nature Theatre of Oklahoma. As a final project, students will work individually or in small groups to create a script or short performance that addresses the question: “What is the most important story to be telling through performance right now?” Students may be required to attend theatre, dance, and other performances at the '62 Center and beyond.

**Requirements/Evaluation:** written and dramaturgical-based assignments, an oral presentation, a mid-term paper, in-class discussions, and a final paper or performance

**Prerequisites:** none

**Enrollment Limit:** 18

**Enrollment Preferences:** Theatre majors; Comparative Literature or English majors

**Expected Class Size:** 8-10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 355 (D1) ENGL 349 (D1) THEA 345 (D1)

Not offered current academic year

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**COMP 356 (S) The Myth of Venice and its Modern Aftermath**

**Cross-listings:** COMP 356 ENGL 358 GBST 356

**Primary Cross-listing**

The Republic of Venice existed for over a millennium, during which time its historical image came to be enmeshed with mythical representations, such as the image of the city rising out of the waters of the lagoon, or the personification of the city itself as a Queen of the Adriatic. This course begins in the year 1797, at the end of the Republic, and the emergence of an extensive body of literature centered on Venice and its mythical facets. Readings will include Romantic views of Venice and the 20th century reshaping of the literary myth surrounding the city. A journey into this fascinating tradition will shed light on how the literary and visual representation of Venice, rather than the focus on a nostalgic evocation of the death of the Republic, became a premise of exploration for literary modernity. Toward the end of the course we will leave the lagoon to explore the postmodern recreations of Venice around the world (from Los Angeles and Las Vegas, to Macao, Yongin, and beyond) Readings will include excerpts from Byron’s *Childe*
Harold's Pilgrimage, John Ruskin's Stones of Venice, as well as full readings of Thomas Mann's Death in Venice, Marinetti's Futurist manifestos, Italo Calvino's Invisible Cities, and more. We will also examine movies, such as Luchino Visconti's Senso and Death in Venice and Nicholas Roeg's Don't Look Now. This course is offered in English; all texts are provided in translation.

Requirements/Evaluation: mini-papers, one individual presentation, mini-presentations, midterm, participation, final project

Prerequisites: familiarity with modern aesthetics such as romanticism, modernism and postmodernism is desirable

Enrollment Limit: 20

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Unit Notes: COMP core course

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 356 (D1) ENGL 358 (D1) GBST 356 (D1)

Not offered current academic year

COMP 357 (F) Re/Generations I: Memory Against Forgetting and the Global American Empire (DPE)

Cross-listings: COMP 357 ENGL 300 AMST 300

Secondary Cross-listing

This is a two-part junior seminar in which we take an expansive approach to memoir as a form, genre, and practice, with specific attention given to texts reckoning with the traumas, transgressions, and transformations of what we understand as "America" and its many discontents. As such, the courses are remote and may be taken in sequence or autonomously. In this first part, we focus on authors charting the lives and afterlives of chattel slavery, settler colonialism, genocide, war, and the expansion of the global American empire, from the 19th through 20th centuries. How do these authors remediate the critical (il)legibility of personhood and place, community and nation? What myths must be dispelled and/or rewritten? What structural elements are deployed to tackle the obstacles of hegemonic power and historical amnesia, and how do these authors re/generate "what remains of lost histories and histories of loss" (Eng and Kazanjian)? Texts to be considered may include: Narrative of the Life of Frederick Douglass, an American Slave; Hawaii's Story by Hawaii's Queen (Lili'oukalani); Notes of a Native Son (James Baldwin); Borderlands/La Frontera (Gloria Anzaldúa); Dictee (Theresa Hak Kyung Cha).

Class Format: Remote

Requirements/Evaluation: weekly reading responses, midtern and final papers

Prerequisites: American Studies 101 and/or 301, previous coursework in race, ethnicity, and diaspora, junior or senior standing, or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: American Studies majors

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 357 (D1) ENGL 300 (D1) AMST 300 (D2)

Difference, Power, and Equity Notes: Analyzes the dynamics of power and privilege in the U.S. from a national and transnational context, examines the perspectives of socially marginalized groups, and fosters an understanding of the beliefs, experiences, and cultural productions of these groups.

Fall 2020

SEM Section: R1 TR 11:30 am - 12:45 pm Anthony Y. Kim

COMP 358 (F) Writing in the Margins: Race, Performance, Playgiarism (DPE)

Cross-listings: ENGL 332 COMP 358 THEA 332
Secondary Cross-listing

There is no such thing as an original play. So says playwright Chuck Mee. Someone else, certainly, said it before him. What does it mean to own a story? This seminar/studio course proceeds from a historical understanding that writing and performance are, and have always been, practices of plagiarism. We begin by looking at how bodies, thoughts, and words come to be understood as ownable property in the modern era, and how that process of commodification is inextricably tied to colonialism and the production of race. How do performance and bodily practices trouble our ideas about individual ownership? We look to writers and other artists of color who have plundered “classic” texts and radically reclaimed the colonial canon. We will read intertextual works by Suzan-Lori Parks, Young Jean Lee, Salman Rushdie, Cherrie Moraga, and others. Taking these artists as inspiration, students will choose a text as source material and write in the margins of that text to create new, re-visioned work.

Requirements/Evaluation: a 5-page paper, a performance analysis, a short creative work, and a longer final creative work

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: if the class is overenrolled, students will submit a letter of interest in the class

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 332 (D1) COMP 358 (D1) THEA 332 (D1)

Difference, Power, and Equity Notes: This course approaches questions of ownership, race, and power both critically and creatively.

Not offered current academic year

COMP 360 (F) Boucicault to McDonagh: Irish Theatre, 1870 to the present

Cross-listings: THEA 336 ENGL 364 COMP 360

Secondary Cross-listing

A survey of Irish drama since 1870, to include plays by Dion Boucicault, Oscar Wilde, W.B. Yeats, J.M. Synge, Lady Gregory, George Bernard Shaw, Douglas Hyde, Sean O'Casey, Samuel Beckett, Brendan Behan, Brian Friel, Marina Carr, Frank McGuinness, Conor McPherson, and Martin McDonagh.

Requirements/Evaluation: 18+ pages of writing, class participation

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: Theatre majors, English and Comparative Literature majors

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 336 (D1) ENGL 364 (D1) COMP 360 (D1)

Not offered current academic year

COMP 362 (F) Stories We Tell

Cross-listings: COMP 362 SOC 362

Secondary Cross-listing

From The Moth to StoryCorps to Williams College's own Storytime, stories are ubiquitous in contemporary society. Indeed, sociologists have argued that social life is itself "storied"—that we locate ourselves within familiar narrative structures, using them to "construct" identities and "tell" our lives. Stories, in this view, are not only the stuff of literature, but also the very fabric of social life: the foundation for individual and collective identities. This course grapples with the role of stories and storytelling in modern social life. What role do stories play in constituting personal identity? What cultural templates structure the stories we tell? Why are memoirs so popular, and how can we explain the more recent resurgence of interest in oral forms of storytelling? What role does storytelling play in politics and social movements? Specific topics will include confessional culture, podcasts, memoir,
politics, and social change. Along the way, we will pay explicit attention to medium, and consider how sociologists might learn from journalists, documentarians, and memoirists to convey stories from their own research.

**Class Format:** This course will be taught in a hybrid format. We will meet primarily in person, with a synchronous remote option during the scheduled class period. Some sessions may be held fully online to facilitate small group work.

**Requirements/Evaluation:** two 4- to 5-page papers; weekly contributions to annotating course readings; thoughtful and consistent participation in class discussion; and a major final project (either a 10- to 12-page analytical paper or an equivalent writing project presented as a podcast)

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** if overenrolled, students will be asked to submit a short statement of interest

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)  (DPE)  (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 362 (D1) SOC 362 (D2)

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**COMP 363 (F) Where are all the Jews?**  (DPE)  (WS)

**Cross-listings:** REL 268  ARAB 363  COMP 363  JWST 268

**Secondary Cross-listing**

Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israelite Universelle's schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews' departure from their ancestral lands left a socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, ethnographies, historiographical works, and anthropological texts alongside documentaries films, the students will understand how literature and film have become a locus in which amnesia about Arab/Berber Jews is actively contested by recreating a bygone world. Resisting both conflict and nostalgia as the primary determinants of Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

**Class Format:** The course will be offered both in-person and remotely. Students enrolled remotely are required to watch the recorded videos of the in-person sessions in order to stay abreast of the discussions that take place in the classroom and enrich their engagement with the materials assigned in the course.

**Requirements/Evaluation:** 400-word weekly, focused responses on Glow; a book review (600 words); two five-page papers as mid-terms; one ten-page final paper; one presentation.

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** students interested in critical and comparative literary, religious or historical studies.

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)  (DPE)  (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 268 (D2) ARAB 363 (D1) COMP 363 (D1) JWST 268 (D2)

**Writing Skills Notes:** Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on each written work to improve students' writing skills. Students are required to incorporate the feedback to improve their drafts before they become final.
Students will receive detailed and consistent feedback about their writing in Arabic language. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Students in this course will understand the historical process that led to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.

Fall 2020

**SEM Section:** H1  MW 10:00 am - 11:15 am  Brahim El Guabli

**COMP 364 (S) Aestheticism & Decadence**

**Cross-listings:** COMP 364 ENGL 344

**Secondary Cross-listing**

"Fin de Siècle": Despair over a seemingly perilous decline in moral standards, scandalous forms of art and writing, anxieties brought on by Britain's uneasy relation to its colonies, and the emergence of new dissident sexual and social identities, led some to fear (and others to celebrate) that the ways of Victorian Britain were not long for this world at end of the 19th century. This course will consider two loosely affiliated artistic movements, aestheticism and decadence, as responses both scandalized and scandalizing to this exhilarating period. The terms themselves are elusive: so, much of our work will entail tracing out the multiple and often contradictory uses of them. Do they designate a distinct cultural and historical moment, a loose set of writers and artists, a set of thematic preoccupations? Or, might we better understand aestheticism and decadence as a style of writing, or even of the self—one we are as likely to find in 21st-century New York as 19th-century London? We'll read writers such as Oscar Wilde, who reveled in amoral manifestos like "art for art's sake" by elevating artifice and shallowness to first principles of life; as well as Sherlock Holmes, who pursued something like "detection for detection's sake". Our reading will range across novels, plays, poetry, essays, and works that seem to exceed or fail short of those genres, all in the period that gave us both science fiction and the detective story. We'll be especially interested in attempts to rethink traditional social bonds in works that value solitude over sociality, the transient encounter over the enduring relationship, new forms of affective communities, and to think about how literary form might relate to those efforts. Along with fiction, essays, and drama, we'll explore their interrelation with the broad and compelling range of visual art produced in this period. Likely authors include: Huysmans, Wilde, H.G. Wells, Darwin, Conan Doyle, RL Stevenson, Kipling, Edith Wharton.

**Requirements/Evaluation:** two papers (one shorter, one longer), a series of shorter response papers, regular and substantial contributions to class discussions

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 25

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 364 (D1) ENGL 344 (D1)

**Not offered current academic year**

**COMP 365 (F) Beckett, Pinter and Stoppard**

**Cross-listings:** ENGL 306 THEA 365 COMP 365 ENGL 365

**Secondary Cross-listing**

Samuel Beckett, Harold Pinter and Tom Stoppard have been amongst the most influential playwrights of the anglophone theatre over much of the last six decades. This course will explore their mutual concern with the capacities and dysfunctions of language, their questioning of Art's value and the scope for originality in the post-nuclear and postmodern era, and, above all, their collective focus on the extent to which selfhood may be realized in and through performance. Besides reading major plays, we will also give some consideration to the dramatic work crafted by these writers for radio, television and film, and to the political and social commitments animating and counterpointing their literary careers. Readings may include: Endgame, The Caretaker, Rosenkrantz and Guildenstern are Dead, Krapp's Last Tape, The Homecoming, No Man's Land, Betrayal, Waiting for Godot, Dogg's Hamlet, The Invention of Love, Arcadia, Rock 'n' Roll, Not I, Rockaby, A Kind of Alaska, Catastrophe, The Real Thing, Indian Ink, Artist Descending a
Staircase and One for the Road. Throughout, we will give consideration to these works as both literary and theatrical texts.

Requirements/Evaluation: two long papers, four 1- to 2-page shorter responses, class participation

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: Theatre and English majors

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 306 (D1) THEA 365 (D1) COMP 365 (D1) ENGL 365 (D1)

Not offered current academic year

COMP 366 (F) Joyce, Woolf, and Proust

Cross-listings: ENGL 325 COMP 366

Secondary Cross-listing

This seminar focuses on novels by three of the most important writers of modernist fiction: Marcel Proust (Swann's Way, the first novel of his sequence In Search of Lost Time); Virginia Woolf (To the Lighthouse); and James Joyce (Ulysses, read in slightly abridged form). By juxtaposing these path breaking texts, we will examine the distinctive yet related ways in which they explore crucial preoccupations of modernism: the threat and the exhilaration of cultural loss in face of social and political transformations in the early twentieth century; the turn to memory, to art, and to objects as stays against de-stabilized subjectivity and as means of re-thinking value; the emergence of new forms of political and sexual identity; the heightening of consciousness to the verge of transport or disintegration; and the roots and perversities of desire. Students who have studied Ulysses in a previous course are welcome.

Requirements/Evaluation: regular class participation, two 8- to 10-page papers

Prerequisites: a 100-level ENGL course, a score of 5 on the AP English Lit exam, or a score of 6 or 7 on the Higher Level IB English exam; students who have taken ENGL 360 are welcome

Enrollment Limit: 20

Enrollment Preferences: English majors

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 325 (D1) COMP 366 (D1)

Not offered current academic year

COMP 367 (F) The Diasporic Impulse in African American Art

Cross-listings: COMP 367 AFR 368

Secondary Cross-listing

Since the mid-20th century, growing numbers of African American artists have explored historical, symbolic, and ritual meanings shared by Blacks in the USA and people of African descent in other parts of the diaspora. Using specific visual, musical, literary, and kinetic themes, Black creatives--across genres--develop work that addresses explicit and implicit points of diasporic connection around issues of identity, indigenous/ancestral wisdom, cultural and political critique, and alternative religious orientations. Looking especially at the work of playwright August Wilson, painters John Biggers and Daniel Minter, dancer Katherine Dunham, and sculptor Elizabeth Catlett Mora, this course examines the symbolic and ritual vocabularies of African American art in diasporic perspective.

Requirements/Evaluation: class participation, two to three short papers (5-7 pages), and a final project

Prerequisites: none

Enrollment Limit: 15
Enrollment Preferences: Africana Studies concentrators

Expected Class Size: 15
Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
COMP 367 (D1) AFR 368 (D2)

Not offered current academic year

COMP 368 (F) Arab Women Writers: Remapping Urban Narratives

Cross-listings: COMP 368 ARAB 368 WGSS 368

Secondary Cross-listing

In "The Lover of Blue Writing above the Sea," (1995) a poem written to console a lover after the death of his beloved, Syrian poet, Ghada al-Samman, pens: "If you are sad and burn the edge of my book/i shall come to you/like the genie in my grandmother's Damascene stories..." As these lines imply, the fantastic grandmother's Damascene stories have the power to equally amend broken hearts and restore memories of loss. In this course, we will adopt "the grandmother's Damascene stories" as a conceptual metaphor that guides our line inquiry into the intersection of Arab women's narrative and the city. We will read novels and short stories by Arab women writers about cities and capitals in the Arab world and the diaspora. The goal of this course is not only to familiarize students with prominent Arab women novelists, such as Hoda Barakat, Radwa Ashur, Liana Badr, Raja'a Alem, Alia Mamdouh, and Ahlam Mosteghanemi, among others, but also to introduce them to the literary and visual cartography of Beirut, Granada (via Cairo), Ramallah, Mecca, Baghdad, and Constantine, respectively. We will also read short stories about other cities in the world, such as New York, Paris, London, Buenos Aires and Tokyo among other world metropolis. Questions we will address include: How does the city appear as a protagonist? How do Arab women novelists represent nationhood, modernity, memory, love, war, sexuality and religion, among other themes, in their construction of urban narratives? How do these narratives map an Arab feminist metropolis? How do Arab women writers represent cities beyond the Arab world? To answer these questions, we will also look at Arab women's blogs and watch films that focus on the city as a site for spatial articulation of national histories, popular revolutions, and feminist public spheres.

Requirements/Evaluation: active class participation, several short response papers, three short papers (3-5 pages), a final performance project, and a final paper (7-10 pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies majors and Comparative Literature majors

Expected Class Size: 15
Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
COMP 368 (D1) ARAB 368 (D1) WGSS 368 (D2)

Not offered current academic year

COMP 369 (S) Indigenous Narratives: From the Fourth World to the Global South (DPE) (WS)

Cross-listings: GBST 369 HIST 306 COMP 369 ARAB 369

Primary Cross-listing

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Tashelhiyt Berber tales in Morocco, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the
aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

Class Format: Course will be offered remotely.

Requirements/Evaluation: active class participation, several short response assignments (3-4 pages), two film reviews (1 page), a performance project, and a final paper (7- to 10 -pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 369 (D2) HIST 306 (D2) COMP 369 (D1) ARAB 369 (D1)

Writing Skills Notes: This course will enable students to write weekly while engaging with various forms of writing skills: articulating arguments in short response papers (3-4 pages each), developing visual criticism through writing two film reviews, (1 page each), journaling through writing a personal reflections on a performance project, and honing research language in producing a final paper of 7-10 pages. Instructor's feedback and peer review sessions will include review of drafts and argumentative structures.

Difference, Power, and Equity Notes: At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.

Spring 2021

SEM Section: R1 MR 1:30 pm - 2:45 pm Amal Eqeiq

COMP 377 (F) Legacies of the Gothic Novel: Feminism and Horror in the Transatlantic World (DPE)

Cross-listings: WGSS 377 ENGL 377 COMP 377

Secondary Cross-listing

Much maligned as a popular or "low" genre at its inception in the late eighteenth century, the gothic form has persisted in its popularity as well as crossed into "higher" forms of modernism, postmodernism, and postcolonialism. In this course, we will read key texts in the gothic mode-Frankenstein, Jane Eyre, and Wuthering Heights among others-and follow the ways in which they are revisited and rewritten by contemporary American and Caribbean writers, filmmakers, and artists. Particularly, we will examine how these texts subvert the realist leanings of Anglo-American narrative fiction and its assumptions of enlightenment rationalism by way of two main processes: narrative hypertrophy and feminist revisions of horror. The class will take up select contemporary criticism on the gothic and horror in literature, film, and art. This course will be of interest to students curious about feminism, postcolonialism, cultural criticism, horror, and comparative literature.

Requirements/Evaluation: presentation, paper plus revision, final research project

Prerequisites: one literature or related course

Enrollment Limit: 25

Enrollment Preferences: any student with relevant coursework in ENGL, COMP, or WGSS

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 377 (D1) ENGL 377 (D1) COMP 377 (D1)

Difference, Power, and Equity Notes: The course will follow the path of radical thinking and generic experimentation by feminist writers of the nineteenth century as they transform in an anti colonial, anti racist, and anti misogynist contexts. We will study power, hegemony, and resistance along axes of gender, race, state form, and literary craft.
COMP 380  (S)  Literary and Critical Theory in the Twentieth Century

Cross-listings:  COMP 380  ENGL 370

Primary Cross-listing

From the rise of modern literary criticism around 1900 to the explosion of high theory in the 1980s and 1990s, the twentieth century witnessed an international flowering of new ideas about how to interpret art and literature: Russian Formalism, American New Criticism, French Structuralism and Deconstruction, and a welter of post- prefixed concepts that claim to transcend national boundaries: the poststructural, the postmodern, the postcolonial, the posthuman. What are the ideas associated with these different movements, and how are they connected? Does each represent a radical break with previous ways of reading, or do they actually build on one another and evolve in a systematic way? And given the entanglement between criticism and teaching, which are the theories that seem to define the work we do (and want to do) here at Williams? This course will focus on a very careful reading of essays representing major 20th-century critical schools (and a couple of their earlier precursors), by critics like Plato, Schiller, Shklovsky, Richards, Barthes, Derrida, de Man, Beauvoir, Butler, and Said. Written assignments will encourage you to parse these theories carefully and apply them to the literary texts that most interest you: prose or poetry from any time and place; film, visual art, or architecture; music, new media, or digital media, etc.

Class Format: This class will have a hybrid format: on-campus students will meet in a classroom during the scheduled class slot (observing campus distancing protocols), while off-campus students participate simultaneously via Zoom. Off-campus students must be able to Zoom in during the scheduled class times.

Requirements/Evaluation: attendance and active participation, several short response assignments, final project consisting of a scripted oral presentation and a 15-page final paper

Prerequisites: at least one previous literature or theory course

Enrollment Limit: 12

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 380 (D1) ENGL 370 (D1)

Spring 2021

SEM Section: H1    WF 1:30 pm - 2:45 pm    Christopher A. Bolton

COMP 382  (S)  Transnational Asian/American Film and Video

Cross-listings:  AMST 382  COMP 382

Secondary Cross-listing

In this course, we will examine transnational Asian/American film and video through the frameworks of film and visual studies, cultural studies, and critical media literacy. We will traverse communal, national, and transnational lines with a heterogeneity of forms and genres, including narrative, documentary, experimental, short film, music video, public access television, and YouTube. We will attend to multiple modes of critical analysis: (1) the conditions of power and visibility being mediated by sites of representation, (2) the networks and platforms helping to make these sites possible, and (3) the materials, meanings, and acts being generated by them. We will also interrogate: How are Asian, American, and/or Asian American representation being produced, performed, embodied, circulated, and consumed? What are the social, political, economic, and cultural forces at play in a given historical context? What artistic and political strategies are at play in the complex nexus of producers, directors, actors, distributors, and viewers? And what are the possibilities, limits, and stakes for different strategies of invention and intervention, activism and resistance? We will consider films from the United States as well as the inter-Asian context. Students will produce a creative media project at the end of the semester.

Requirements/Evaluation: attendance and participation; weekly online journal entries (1-2 pages); midterm paper (5-7 pages); final creative project

Prerequisites: none

Enrollment Limit: 19
**Enrollment Preferences:** American Studies majors

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 382 (D2) COMP 382 (D1)

Not offered current academic year

**COMP 386 (S) Fiction of Beckett and Sebald**

**Cross-listings:** ENGL 386 COMP 386

**Secondary Cross-listing**

This seminar explores the work of two of the most original and influential fiction-writers of the last half of the 20th century, Samuel Beckett and W. G. Sebald. The work of both writers was profoundly influenced by World War II and the Holocaust, and their fiction centers on issues of loss and memory, of decay (of bodies, things, cultures, traditions), of reason and imagination as fragile means of enduring privation. Yet material so sobering and often bleak has rarely been rendered so absorbingly, or with such unorthodox forms of beauty. Their methods for reinventing fiction differ. Beckett increasingly strips his fiction of details of time, place, and even event, and ultimately struggles to free his speaking voice from the burdens of narration itself, the better to focus attention on the simple but logically rigorous, brilliant, often comic effects of his spare language. Sebald, who sometimes called his novels "documentary fiction," fashions a blend of recollection, fiction, geo-cultural history, and dream-like meditation, focused on the decline of European civilizations; his more chromatic prose, marked by obliquity, melancholy, and dry wit, is filled with curious facts and haunting anecdotes. We will read some of Beckett's short fiction and his great trilogy, *Molloy*, *Malone Dies*, and *The Unnamable*; Sebald's major works of fiction, *Vertigo*, *The Emigrants*, *The Rings of Saturn*, and *Austerlitz*; and a few short stories and novellas by precursors or successors such as Kafka, Borges, and Thomas Bernhard.

**Requirements/Evaluation:** regular class participation, two 8- to 10-page papers

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 20

**Enrollment Preferences:** English majors, Comparative Literature majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 386 (D1) COMP 386 (D1)

Not offered current academic year

**COMP 387 (S) Big Game: Adventure, Empire, Ecology** (DPE)

**Cross-listings:** ENGL 347 COMP 387 ENVI 347

**Secondary Cross-listing**

Big Game: Adventure, Empire, Ecology asks how the era of imperial expansion and the study of "natural history" leads into our contemporary ecological crisis. We will begin with readings of influential colonial travel and adventure narratives like Robinson Crusoe, the captivity narrative of Mary Rowlandson, sections of Darwin and Captain Cook's travel journals, and in-class work with archival materials like the Indian Botanical Survey Flora and the photographs of Subhankar Banerjee. In the first weeks, we will consider how the aesthetics of adventure circulated throughout the British empire in both the East Indies and India, and ramifies elsewhere in the Dutch, French, Spanish, Portuguese and Belgian holdings. We will conclude with a suite of readings through which we will attempt to locate a productive intersection between ecocriticism and postcolonial studies, drawing together sensationalist disaster journalism with environmental activism emerging from the Global South. This course will be especially of interest to students in English, Comparative Literature, and Environmental Studies.

**Requirements/Evaluation:** presentation, short paper and revision, final research project

**Prerequisites:** one lower-division literature or related course

**Enrollment Limit:** 25
Enrollment Preferences: students with related course experience

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 347 (D1) COMP 387 (D1) ENVI 347 (D1)

Difference, Power, and Equity Notes: This course will consider the relationship between the practice of the natural sciences (including the human sciences) and imperial power. We will read texts both from and against the aesthetics of empire. The DPE contribution will carry the course from philosophy and nature writing to literature and visual art.

Not offered current academic year

COMP 392 (F) Wonder

Cross-listings: COMP 392 ENGL 392

Secondary Cross-listing

We tend to imagine "wonder" as a naïve, wide-eyed response, something quite distinct from the cold and sophisticated act of critical analysis. In this discussion class, we will consider wonder as an eminently analyzable concept, but one that raises provocative questions about the nature and limits of our own, distinctly modern forms of critical engagement. The course examines three historical incarnations of "wonder," each involving complex relations among the aesthetic, philosophical, and social domains: the Renaissance tradition on wonder and the marvelous (strange births, sea monsters, etc); the eighteenth-century analysis of the sublime; and twentieth-century accounts of the culture of spectacle, including cinema. We will consider writers such as Shakespeare, Sir Thomas Browne, Wordsworth, Coleridge, and W.G. Sebald (all wonderful); painters such as Vermeer and Friedrich, the photography of Andreas Gursky and Thomas Struth; films including Lang's *Metropolis*, Scott's *Blade Runner* and Pipilotti Rist; and critical or philosophical writers, including Aristotle, Descartes, Kant, Benjamin, and Irigaray.

Class Format: This course will be taught virtually, but we will make absolutely every effort to ensure that it takes the form of a genuine discussion class, including breaking periodically into smaller online groups. Requirements: two papers totaling 20 pages.

Requirements/Evaluation: two papers totaling 20 pages

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of instructor.

Enrollment Limit: 16

Enrollment Preferences: English majors using the course to fulfill requirements; Comp Lit majors

Expected Class Size: 16

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
COMP 392 (D1) ENGL 392 (D1)

Fall 2020

SEM Section: R1 TR 9:45 am - 11:00 am Christopher L. Pye

COMP 395 (F) Signs of History

Cross-listings: HIST 395 ENGL 395 COMP 395

Secondary Cross-listing

What is an historical event, and how do such events differ from other occurrences? How are historical changes reflected in or produced by literature, art and other cultural forms? Who or what makes history and what is the nature of historical agency? Is history always "written by the victors," as one says, or are there ways of challenging dominant accounts of the past? This seminar will attempt to answer these questions through readings of works of philosophy, poetry, history, prose fiction, film, photography, and cultural criticism that reflect upon the nature of history. Though answers will be multiple, course reading and discussion will in general strive to determine the consequences of understanding history as a site in which reading and writing, experience and narration, and action and interpretation interpenetrate. May include works by Kant, Burke, Hegel, Charlotte Smith, Marx &
Engels, Woolf, Kafka, Arendt, Benjamin, Mahmood Darwish, Thomas Demand, and Eyal Sivan.

Requirements/Evaluation: two papers, one 6 and one 10-12 pages in length, and general participation

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English, Comparative Literature, History and German majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 395 (D2) ENGL 395 (D1) COMP 395 (D1)

Not offered current academic year

COMP 397 (F) Independent Study: Comparative Literature

Comparative Literature 300-level independent study.

Requirements/Evaluation: To be determined in consultation with the instructor.

Prerequisites: Permission of the instructor

Enrollment Limit: None

Enrollment Preferences: None

Expected Class Size: NA

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2020

IND Section: H1 TBA Sarah M. Allen

COMP 398 (S) Independent Study: Comparative Literature

Comparative Literature 300-level independent study.

Requirements/Evaluation: To be determined in consultation with the instructor.

Prerequisites: Permission of the instructor

Enrollment Limit: None

Enrollment Preferences: None

Expected Class Size: NA

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2021

IND Section: H1 TBA Sarah M. Allen

COMP 401 (F) Senior Seminar: Rethinking the Public: the Arts Take on Neoliberalism (DPE)

Cross-listings: WGSS 401 GERM 401 COMP 401

Primary Cross-listing

Western neoliberalism is a predatory excrescence of late capitalism that overvalues competition, transferring the laws of the market to human relationships. It deliberately creates instability not only in the economic sphere but, more generally, in the social collective by encouraging dangerous risk-taking, fomenting crises and cementing systemic inequity, while suggesting to those under its sway that they are corporate 'entrepreneurs of self.'

This model of self-management also extends into the sphere of intimate relationships. Of course, because predatory neoliberalism heavily favors a
white investor model and is premised on white norms, the racialized body is considered a priori subaltern and subservient. Humanistic and artistic approaches (while not per se immune or outside of neoliberal constraints) effectively polemicize against neoliberalism, and suggest practices that resist its technocratic mindset. Looking at literature, cinema, and critical theory from a range of regions and disciplines, we will focus on Europe and the United States. Moreover, we will ask how forms of neoliberalism affect different regions of the world: Southeast Asia, Russia? Where and how can solidarity be reimagined beyond identity politics? Where is the boundary between animal and human in the neoliberal collective?

Class Format: three hours per week
Requirements/Evaluation: three 3-page papers, a short oral presentation, a 15-page final paper
Prerequisites: 300-level course
Enrollment Limit: 25
Enrollment Preferences: Comparative Literature majors and advanced students in other fields with permission of instructor
Expected Class Size: 20
Grading: yes pass/fail option, no fifth course option
Materials/Lab Fee: course books and reader packet
Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 401 (D2) GERM 401 (D1) COMP 401 (D1)

Difference, Power, and Equity Notes: This course addresses the costs to exploited groups within the neoliberal marketplace. We will discuss theoretical sources from a variety of fields (sociology, economics, philosophy, gender studies) every week that render these forms of expulsion or dispossession explicit. Far from benefiting all, the privileging of self-interest and market relations leads to increased inequality and in turn provokes violent reactions: the birth of new forms of fascism, racism and religious fundamentalism.

Not offered current academic year

COMP 402  (F)  Senior Seminar: A History of the Russian Internet
Cross-listings: RUSS 401  COMP 402

Secondary Cross-listing

How did the Russophone Internet (RuNet) start and develop? What were its predecessors? What are the possible trajectories for its future development? How is the cultural history of post-Soviet Russia inscribed in the history of the RuNet? In this course we will trace the history of the Internet in the Russian-speaking world by reading, watching and analyzing materials on such topics as the rise of the Soviet cybernetics, the fate of Russian search engines and social media platforms, RuNet language and counterculture, Russian "troll-factories" and internet censorship, RuNet as a battleground for civil society, and the idea of a "sovereign Internet." The course will be conducted in Russian.

Class Format: This will be a hybrid course for both in-person and remote students. We will meet twice a week on campus. Students who are remote will participate in class meetings via zoom. The rest of the course components will be delivered online.
Requirements/Evaluation: Participation, weekly viewing and reading responses, vocabulary quizzes, one presentation, final project.
Prerequisites: RUSS 252, or equivalent, or permission of the instructor
Enrollment Limit: 10
Enrollment Preferences: graduating seniors
Expected Class Size: 5
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
RUSS 401 (D1) COMP 402 (D1)

Fall 2020
SEM Section: H1  MR 1:30 pm - 2:45 pm  Olia Kim

COMP 404  (S)  Senior Seminar: The Art of Minor Resistance: Advanced Readings in Race, Gender, Performance
This seminar will study stagings and aesthetic theories of dissent in feminist, queer, anti-colonial, and anti-racist performance. An attunement to performance and to the minor is also a turn toward minoritarian knowledges and lifeworlds. Of interest will be modes of sensing and relating that are not often legible as political—including aesthetics of opacity, quiet, disaffection, aloofness, and inscrutability—but could be understood as critiques of political recognition. Performance is a capacious rubric in this class that will include performance art, social media, photography, music videos, poetry, street protest, and everyday life. Students will learn to describe, interpret, and theorize performance through discussion, writing, and creative form.

**Requirements/Evaluation:** in-class discussion, partner presentation, weekly reading responses, final project

**Prerequisites:** WGSS 101

**Enrollment Limit:** 15

**Enrollment Preferences:** WGSS majors, students with previous performance studies coursework

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 404 (D2) ARTH 416 (D2) THEA 416 (D1) WGSS 416 (D2)

Not offered current academic year

**COMP 406 (S) The Historical Novel**

**Cross-listings:** COMP 406 ENGL 402

Secondary Cross-listing

Setting a novel in a prior time period risks estranging a reader, yet the genre has roused deep-rooted interest, intense critical debate, and aesthetic daring. In this course, we will explore the complex and layered uses of a historical past in literary works of the seventeenth through twenty-first centuries, by way of novels by Madame de Lafayette, Scott, M. Shelley, Dickens, Eliot, Ford, Woolf, Morrison, Sebald, and Roy. Exploring the uses of gothic and sensational effects, dystopian and utopian possibilities, and fractured time, we will consider the aesthetic and political experiments historical novels have spawned. We will do so in context of the sustained critical engagement with the genre by such thinkers as Lukacs, Benjamin, Adorno, Jameson, McKeon and Moretti.

**Requirements/Evaluation:** class discussion and a 20-page final paper

**Prerequisites:** a 100-level English course and a 300-level English course or permission of the instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** English majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 406 (D1) ENGL 402 (D1)

Not offered current academic year

**COMP 407 (F) Literature, Justice and Community (DPE)**

**Cross-listings:** ENGL 407 COMP 407

Secondary Cross-listing

Can we imagine possibilities of justice not dictated by already determined norms? What would a community founded on such a conception of justice look like? Can we imagine a version of community not founded on exclusion? What would the members of such a community look like—what version of subjectivity would that community imply? And might literature in particular have something to say about the possibilities for such versions of community, selfhood, and justice? This course will look at recent, theoretically-oriented writing on justice and community, with an emphasis on the work of Hannah Arendt, Jacques Derrida, Jean-Luc Nancy and Giorgio Agamben. We will place this challenging and exciting philosophical work in
relation to fiction from Euripides to Kafka, Farah and Kushner, films (Almodovar, Farhadi), photography (Silva, Badlands) and worldly examples of competing claims to justice. The course pursues the aims of the DPE initiative by engaging works in which cultural difference and power differentials reveal the limits of universalizing accounts of law and justice, works such as Euripides’ Bacchae, Nuruddin Farah’s Maps, Louise Erdrich’s poetry, and Farhadi’s A Separation. But the course will equally suggest that such contingency is inherent in the concept of justice as such, insofar as the problem of justice is bound up with forms of constituting indebtedness that define humans as communal beings. In that sense, contingency, and differentials of power mark justice even in its most familiar instances-intimately and close to home, as it were.

Class Format: discussion

Requirements/Evaluation: one 5-page paper, and a final 15-page paper

Prerequisites: a 300-level ENGL course or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: English Majors; Comparative Literature Majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: course packet

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 407 (D1) COMP 407 (D1)

Difference, Power, and Equity Notes: The course engages works in which differences of culture and power reveal the limits of universalizing accounts of law and justice, even as it suggests that such contingency is inherent in the concept of justice as such insofar as the problem of justice is inextricable from forms of indebtedness that define humans as communal beings. Differentials of power mark justice even in its most familiar instances--intimately and close to home.

Not offered current academic year

COMP 408 (F) Modernism in Brazil (DPE)

Cross-listings: ARTH 408 COMP 408

Secondary Cross-listing

"Modernism" in art: when we think about it, we may not readily think of Brazil. But Brazil was in fact a vibrant battleground of ideas around what it was to be innovative, modern, and avant-garde. Between 1920 and 1945, artists, poets, and critics in the metropolises of São Paulo and Rio de Janeiro actively debated on the creation, and potential, of a uniquely Brazilian modernist aesthetic that would stand on par with the European avant-gardes. But what did "Brazilianliness" mean to these intellectuals? What role did gender and race relations--indigeneity in particular--play in the construction of this aesthetic? How did the necessities and demands of the national context shape these modernist practices? This seminar will take a deep dive in this fascinatingly contradictory moment in Brazil, a chapter that would become a fundamental reference to Brazilian artists in the 1960s and even to this day. In addition to detailed analyses of artworks, we will read manifestos, novels, and criticism from this period, and the most up to date secondary interpretive texts.

Requirements/Evaluation: participation, short presentations, four 2-page writing assignments, final 12-page research paper

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: none

Expected Class Size: 8

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ARTH 408 (D1) COMP 408 (D1)

Difference, Power, and Equity Notes: This course fulfills DPE requirements through textual, visual, and historical analyses that explore the cultural biases and geopolitical forces that have restricted the exposure of Brazilian modernism in Western art history. The course also centers on contextualizing the artistic practices of Brazilian modernism and analyzing them in relation to race, gender, and class dynamics, and to issues of colonialism, nationalism, and revolutionary politics.
COMP 414 (S) Senior Seminar: Coming of Age: French and Francophone Childhood and Adolescent Film (DPE)

Cross-listings: RLFR 414 COMP 414

Secondary Cross-listing
Like the bildungsroman in literature, the coming of age story is a genre in itself in cinema. In this senior seminar, we will watch, discuss, and analyze French and Francophone childhood and adolescent narrative films whose protagonists bring into focus larger issues such as racial discrimination, class, gender, sexual identity, social mobility, repression from the state, regime change, delinquency, justice, bereavement, and human trafficking. We will watch seminal films by Euzhan Palcy, the Dardennes brothers, Céline Sciamma, Férid Boughédir, François Truffaut, Michel Ocelot, Claude Pinoteau, Abdellatif Kéchiche, Laurent Cantet, and Raoul Peck.

Requirements/Evaluation: three, three-page response papers; thesis statement, methodology, and works cited list on one page; one script of a video essay

Prerequisites: 200-level RLFR courses

Enrollment Limit: 19

Enrollment Preferences: French and Comparative Literature majors and certificate students

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
RLFR 414 (D1) COMP 414 (D1)

Difference, Power, and Equity Notes: This course qualifies for a Difference, Power, and Equity requirement because the films we focus on racial inequality, class, gender, sexual identity, post slavery society in the Caribbean, lack of social mobility, repression from the state, regime change, delinquency, justice, bereavement, and human trafficking.

Not offered current academic year

COMP 416 (S) Postcolonial Theory and the World Literature Debates (DPE)

Cross-listings: ENGL 416 COMP 416

Secondary Cross-listing
When publishers, scholars, reviewers, and critics talk about the massive, beautiful, prismatic literary and cultural traditions outside of Western culture, they sometimes refer to them by their geographical provenance--African literature, say, or Sumerian art--or perhaps by their historical moment--Ottoman architecture, or postcolonial Indonesian poetry--but more and more, the catch-all category of World Literature has begun to hold sway in influential places, and is changing the shape of how we think, learn, and write about non-Western aesthetics, as well as how we participate in our "own" cultures in all their complexity. If we can imagine a kind of literature that truly goes under the headings of "World Literature," or "Global Literature," what can we possibly exclude? Doesn't all literature belong to the world? What might we gain by using this term, and what might we lose? What histories are attached to the various names and classifications we assign to culture and how does cultural "othering" uphold or resist forms of economic, political, and military dominance? In this advanced seminar, we will work carefully through the history and influential writings of postcolonialism as a particular challenge to hegemonic forms of representation, cultural production, and naming, starting with a close consideration of the writings of the movement's founders and key commentators, including Aimé Césaire, Frantz Fanon, Edward Said, Gayatri Spivak, Robert J.C. Young, Gauri Viswanathan, Partha Chatterjee, and Homi Bhabha, and consider their influence on later postcolonial writers and critics around the world. In the second half of the semester, we will turn our attention to the historical underpinnings and current firestorm of debates about World Literature, beginning with Goethe, Marx, Adorno, Frederic Jameson, Franco Moretti, and Pascale Casanova and shifting finally to critics of the ideas of World and Global Literature.

Requirements/Evaluation: two to three papers

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: students who have done relevant coursework in Division I or II

Expected Class Size: 10
Grading:  no pass/fail option,  yes fifth course option
Unit Notes: Theory course
Distributions:  (D1)  (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 416 (D1) COMP 416 (D1)
Difference, Power, and Equity Notes: This course will consider literary canonicity and postcolonial theory's challenges through an examination of
genre, criticism, institutional power, material conditions of publication, and postcolonial culture's relationship to the legacies of colonialism. We will
interrogate power and the writing of history, material and cultural resource extraction, and narrative theory against developmental discourse.
Not offered current academic year

COMP 421  (F) Fanaticism
Cross-listings:  COMP 421  ENGL 421
Secondary Cross-listing
Eighteenth and nineteenth-century writers of literature and political philosophy repudiate fanaticism, whether as a religious, political or amorous
posture. But what is fanaticism, and why should it be considered such a threat, particularly during a period that embraced an enlightened secular
rationalism? In this course, we will examine these questions by considering literary texts that dramatize fanaticism in light of accounts by philosophers
and historians. Readings will include novels by M. Shelley, Hogg, Dickens, Eliot, Conrad, among others, and political philosophy and historical writings
by Voltaire, Kant, Diderot, Burke, Hume, Carlyle, Adorno, and a range of recent critics. We will also watch films by Riefenstahl, Hitchcock and
Pontecorvo, and look at paintings, drawings and sculpture by Fragonard, Goya, and Shibonare. Since fanaticism has recently had considerable
political currency, we will also examine contemporary accounts that reanimate the debates and concerns of the course.
Requirements/Evaluation:  two shorter or one long paper(s), approximately 20 pages
Prerequisites:  a 300-level English course or permission of the instructor
Enrollment Limit:  15
Enrollment Preferences:  junior and senior English majors
Expected Class Size:  15
Grading:  yes pass/fail option,  yes fifth course option
Materials/Lab Fee:  cost of books
Distributions:  (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
COMP 421 (D1) ENGL 421 (D1)
Not offered current academic year

COMP 422  (S) Art, Architecture, and Poetry: Islamic Devotional Culture in South Asia
Cross-listings:  COMP 422  ARTH 422  REL 422
Secondary Cross-listing
How have scholars interpreted and classified terms such as "Islamic art" and "Muslim culture," and how have these classifications affected the
interpretation of the arts in South Asia? There are different points of view regarding what constitutes as "Islamic" art and culture. Is an imperial wine
cup with "God is Great" inscribed on it an "Islamic" object? How is an erotic epic narrating the romance of a Hindu prince understood as embodying
the principles of Muslim devotion? This interdisciplinary seminar, focusing on South Asian Muslim devotional culture as articulated through the material
culture, the arts of the book, architecture, and poetry, will navigate these questions from two perspectives. The first is to understand how Muslim
devotional cultural expression in South Asia circumscribes and interprets itself. The second viewpoint is that of scholarship and the various interpretive
voices that have framed the field over the last century.
Requirements/Evaluation:  class participation, 2-page response papers on class readings, leading class discussion, final 15-20-page research paper
Prerequisites:  none
Enrollment Limit:  14
Enrollment Preferences:  Art Majors, and then to students of any major interested in art and culture of Islam
**Expected Class Size:** 12  
**Grading:** no pass/fail option, no fifth course option  
**Distributions:** (D1)  

This course is cross-listed and the prefixes carry the following divisional credit:  
COMP 422 (D1) ARTH 422 (D1) REL 422 (D2)  

Not offered current academic year  

**COMP 456 (F) Topics in Critical Theory: Hegel and the Dialectic**  
**Cross-listings:** COMP 456 ENGL 456  
**Secondary Cross-listing**  

This course is for students of any major who wish to continue studying critical, cultural, or literary theory. Students will give close attention to a single theorist or philosophical school or perhaps to a single question as taken up by several theorists. Prior coursework in critical theory or continental philosophy, no matter the department, is strongly recommended. The subject of this semester's seminar is the dialectic. "Dialectical" is one of those collegiate words, the kind of word that some people use a lot without knowing for sure what it means. That said, there are a couple of different ways of making sense of dialectics. The word's nearest synonym is "dialogue." Broadly, then, "dialectics" is a name for any philosophy that incorporates into itself the back-and-forth of conversation. Modern dialectics, meanwhile, sets out from two ideas: first, that it is impossible to think about anything in isolation, that we understand all things via relation and contradistinction, that we couldn't call any person "female" if we weren't also compelled to call some people "male"; and second, that all such conceptual pairs (male/female, black/white, east/west) are less settled than they look. You can't not divide the world into oppositions, and all such oppositions will collapse. This is an idea that, systematically pursued, can change the way we think about language, ethics, politics, literature, and art. We will read key texts from major dialectical thinkers: Hegel, Marx, Adorno, but mostly Hegel.  

**Requirements/Evaluation:** 
- seminar paper of 25 pages; informal weekly writing; class participation  

**Prerequisites:** 
- prior coursework in critical theory or continental philosophy is recommended but not necessary, no prior coursework in English is required  

**Enrollment Limit:** 15  
**Enrollment Preferences:** seniors with background in critical theory  

**Expected Class Size:** 15  
**Grading:** yes pass/fail option, yes fifth course option  
**Distributions:** (D1)  

This course is cross-listed and the prefixes carry the following divisional credit:  
COMP 456 (D1) ENGL 456 (D1)  

Not offered current academic year  

**COMP 483 (S) Representing History**  
**Cross-listings:** COMP 483 ENGL 483  
**Secondary Cross-listing**  

Moments of political turmoil expose the highly charged ways in which a culture structures itself around a narrative past. In this course, we will read literary and cinematic works that invoke such moments of upheaval—the French and Russian Revolutions as well as those of 1848, the rise of fascism and the Great Depression of the 1930s, the battle for Algerian independence, the AIDS crisis, among others—in order to explore those fraught narratives of the past. We will consider such issues as the rise of the historical novel, the aesthetics of fascism and of democracy under pressure, fantasies of decolonization, representational clashes of culture, forms of affective and sexual disorientation, and the uses of melancholy in representing historical loss. Readings will be drawn from literary works by Gay, Edgeworth, Scott, Shelley, Balzac, Eliot, Conrad, Kafka, Babel, Mann, Borges, Stoppard, Kushner, Morrison, Pamuk, Bolano, and Philip, and theoretical essays by Kant, Burke, Carlyle, Marx, Benjamin, Adorno, Foucault, de Certeau, Jameson, Lefort and Ahmed. Films will include such works as Eisenstein’s October, Reifenstahl’s The Blue Light, Wellman’s Nothing Sacred and Pontecorvo’s The Battle of Algiers.  

**Class Format:** discussion  

**Requirements/Evaluation:** 
- two shorter or one longer paper/s, approximately 20 pages  

**Prerequisites:** 
- a 300-level English course or permission of the instructor
Enrollment Limit: 15
Enrollment Preferences: junior and senior English majors
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Materials/Lab Fee: cost of books
Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
COMP 483 (D1) ENGL 483 (D1)

Not offered current academic year

COMP 490 (F)(S) Senior Portfolio
This is a required, non-credit, pass/fail course for Comparative Literature majors in their final two semesters at the college who are not writing a senior thesis.

Class Format: There are no regular meetings for this class. Please contact the chair of the Program in Comparative Literature for further information.

Requirements/Evaluation: Students must successfully complete their Senior Portfolio project.

Prerequisites: Majoring in Comparative Literature

Enrollment Limit: none
Enrollment Preferences: Comparative Literature majors in their final two semesters who are not writing a thesis.

Expected Class Size: NA
Grading: pass/fail option only

Distributions: (D1)

Fall 2020
IND Section: H1 TBA Sarah M. Allen

Spring 2021
IND Section: H1 TBA Sarah M. Allen

COMP 493 (F) Senior Thesis: Comparative Literature
Comparative Literature senior thesis; this is part of a full-year thesis (493-494).

Requirements/Evaluation: Substantial progress on research and writing of the senior thesis.

Prerequisites: Permission of the Comparative Literature advisory committee.

Enrollment Limit: none
Enrollment Preferences: Candidates for Honors in Comparative Literature

Expected Class Size: NA
Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2020
HON Section: H1 TBA Sarah M. Allen

COMP 494 (S) Senior Thesis: Comparative Literature
Comparative Literature senior thesis; this is part of a full-year thesis (493-494).

Requirements/Evaluation: Completion of the senior thesis, including presentation of the thesis at the spring Senior Portfolio Symposium or, for fall degree candidates, an equivalent venue in the fall.
Prerequisites: Successful completion of COMP 493 and permission of the Comparative Literature advisory committee.

Enrollment Limit: none

Enrollment Preferences: Candidates for Honors in Comparative Literature

Expected Class Size: NA

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2021
HON Section: H1  TBA  Sarah M. Allen

COMP 497 (F) Independent Study: Comparative Literature

Comparative Literature 400-level independent study.

Requirements/Evaluation: To be determined in consultation with the instructor.

Prerequisites: Permission of the instructor.

Enrollment Limit: None

Enrollment Preferences: None

Expected Class Size: NA

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2020
IND Section: H1  TBA  Sarah M. Allen

COMP 498 (S) Independent Study: Comparative Literature

Comparative Literature 400-level independent study.

Requirements/Evaluation: To be determined in consultation with the instructor.

Prerequisites: Permission of the instructor.

Enrollment Limit: None

Enrollment Preferences: None

Expected Class Size: NA

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2021
IND Section: H1  TBA  Sarah M. Allen

Winter Study ----------------------------------------------------------------------------------

COMP 31 (W) Senior Thesis: Comparative Literature

To be taken by students registered for Comparative Literature 493-494.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year
COMP 99 (W) Independent Study: Comparative Literature

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Not offered current academic year
Computers and computation are pervasive in our society. They play enormously important roles in areas as diverse as education, science, business, and the arts. Understanding the nature of computation and exploring the great potential of computers are the goals of the discipline of computer science. A sample of the areas of research investigated by the Williams Department of Computer Science alone illustrates the vast range of topics that are of interest to computer scientists and computing professionals today. This includes: the use of computer-generated graphic images in the arts and as a tool for visualization in the sciences and other areas; the protocols that make transmission of information over the Internet possible; the design of revolutionary new computer languages that simplify the process of constructing complex programs for computers; the development of machine learning algorithms that can extract useful and even novel information from data that is too complex for humans to analyze; algorithms that can solve problems that were previously too hard to solve in a reasonable amount of time, just by giving up a little bit of optimality in the solution; the investigation of machine architectures and specific hardware aimed at making computing fast.

The department recognizes that students’ interests in computer science will vary widely. The department attempts to meet these varying interests through: (1) the major; (2) a selection of courses intended for those who are interested primarily in an introduction to computer science; (3) recommended course sequences for the non-major who wants a more extensive introduction to computer science in general or who seeks to develop some specific expertise in computing for application in some other discipline.

MAJOR

The goal of the major is to provide an understanding of algorithmic problem solving as well as the conceptual organization of computers and complex programs running on them. Emphasis is placed on the fundamental principles of computer science, building upon the mathematical and theoretical ideas underlying these principles. The introductory and core courses build a broad and solid base for understanding computer science. The more advanced courses allow students to sample a variety of specialized areas including graphics, artificial intelligence, computer architecture, networks, compiler design, human computer interaction, distributed systems, and operating systems. Independent study and honors work provide opportunities for students to study and conduct research on topics of special interest.

The major in Computer Science equips students to pursue a wide variety of career opportunities. It can be used as preparation for a career in computing, for graduate school, or to provide important background and techniques for the student whose future career will extend outside of computer science.

MAJOR REQUIREMENTS

Required Courses in Computer Science

A minimum of 8 courses is required in Computer Science, including the following:

Introductory Courses
Computer Science 134 Introduction to Computer Science
Computer Science 136 Data Structures and Advanced Programming

Core Courses
- Computer Science 237 Computer Organization
- Computer Science 256 Algorithm Design and Analysis
- Computer Science 334 Principles of Programming Languages
- Computer Science 361 Theory of Computation

Elective Courses
Two or more electives (bringing the total number of Computer Science courses to at least 8) chosen from 300- or 400-level courses in Computer Science. Computer Science courses with 9 as the middle digit (reading, research, and thesis courses) will normally not be used to satisfy the elective requirements. Students may petition the department to waive this restriction with good reason.

Required Courses in Mathematics
Any Mathematics or Statistics course at the 200-level or higher except for MATH 200

Required Proficiency in Discrete Mathematics
Students must demonstrate proficiency in discrete mathematics by either passing the departmental Discrete Mathematics Proficiency Exam or by earning a grade of C- or better in MATH 200. This requirement must be met by the end of the sophomore year.

The Discrete Mathematics Proficiency Exam may be taken at most twice and cannot be taken beyond the sophomore year. The exam may not be used to fulfill the requirement for a student who has taken the course pass/fail or who has received a letter grade below C- in Math 200.

Students considering pursuing a major in Computer Science are urged to take Computer Science 134 and to begin satisfying their mathematics requirements early. Note in particular that the Discrete Mathematics Proficiency requirement is a prerequisite for many advanced courses.

Students who take Computer Science 102T, 103, 107, or 109 may use that course as one of the two electives required for the major in Computer Science. Computer Science 102T, 103, 107, 109, and 134 are not open to students who have taken a Computer Science course numbered 136 or higher.

To be eligible for admission to the major, a student must have completed at least two Computer Science courses, including Computer Science 136, as well as fulfilled the Discrete Mathematics Proficiency Requirement by the end of the sophomore year. A Mathematics course at the 200-level or higher (except for MATH 200) must be completed by the end of the junior year. Students are urged to have completed two of the four core courses (Computer Science 237, 256, 334, and 361) by the end of the sophomore year and must normally have completed at least three out of the four core courses by the end of the junior year.

We encourage students to be intellectually engaged in our field beyond the formal structure of courses. As such, all computer science majors must attend at least twenty Computer Science colloquia. Juniors and seniors are encouraged to attend at least five during each semester they are present on campus. Prospective majors in their first and second years are also encouraged to attend. A student studying away on a program approved by the International Education and Study Away Office will receive four colloquium credits for each semester away, up to a total of eight credits.

With the advance permission of the department, two appropriate mathematics or statistics courses may be substituted for one Computer Science elective. Appropriate mathematics classes are those numbered 300 or above, and appropriate statistics courses are those numbered 200 or above. Other variations in the required courses, adapting the requirements to the special needs and interests of the individual student, may be arranged in consultation with the department.

LABORATORY FACILITIES
The Computer Science Department maintains five departmental computer laboratories for students taking Computer Science courses, as well as a lab that can be configured for teaching specialized topics such as robotics. The workstations in these laboratories also support student and faculty research in computer science.

THE DEGREE WITH HONORS IN COMPUTER SCIENCE
The degree with honors in Computer Science is awarded to students who have demonstrated outstanding intellectual achievement in a program of study extending beyond the requirements of the regular major. The principal considerations in recommending a student for the degree with honors will be: mastery of core material, ability to pursue independent study of computer science, originality in methods of investigation, and creativity in research. Honors study is highly recommended for those students with strong academic records in computer science who wish to attend graduate school, pursue high-level industrial positions in computing, or who would simply like to experience research in computer science.

Prospective honors students are urged to consult with their departmental advisor at the time of registration in the spring of the sophomore or at the
beginning of the junior year to arrange a program of study that could lead to the degree with honors. Such a program normally consists of Computer Science 493 and 494 and a WSP of independent research under the guidance of a Computer Science faculty member, culminating in a thesis that is judged acceptable by the department. The program produces a significant piece of written work and often includes a major computer program. All honors candidates are required to give an oral presentation of their research in the Computer Science Colloquium in early spring semester.

Students considering honors work should obtain permission from the department before registering in the fall of the senior year. Formal admission to candidacy occurs at the beginning of the spring semester of the senior year and is based on promising performance in the fall semester and winter study units of honors work. Recommendations for the degree with honors will be made for outstanding performance in the three honors courses. Highest honors will be recommended for students who have displayed exceptional ability, achievement, or originality.

INTRODUCTORY COURSES


Computer Science 134 provides an introduction to computer science with a focus on developing computer programming skills. These skills are essential to most upper-level courses in the department. As a result, Computer Science 134 together with Computer Science 136, are required as a prerequisite to most advanced courses in the department. Those students intending to take several Computer Science courses are urged to take 134 early.

Those students interested in learning more about exciting new ideas in computer science, but not necessarily interested in developing extensive programming skills, should consider Computer Science 102 The Socio-Techno Web, 103 Electronic Textiles, 107 Creating Games, or 109 The Art and Science of Computer Graphics.

Students with significant programming experience should consider electing Computer Science 136 (see “Advanced Placement” below). Students are always welcome to contact a member of the department for guidance in selecting a first course.

COMPUTER SCIENCE 134

Introduction to Computer Science covers fundamental concepts in the design, implementation and testing of computer programs including loops, conditionals, functions, elementary data types and recursion. There is a strong focus on constructing correct, understandable and efficient programs in a structured language such as Java or Python.

STUDY ABROAD

Study abroad can be a wonderful experience. Students who hope to take computer science courses while abroad should discuss their plans in advance with the chair of the department or the departmental study away advisor. Students who plan to study abroad but do not expect to take courses toward the major should work with the department to create a plan to ensure that they will be able to complete the major. While study abroad is generally not an impediment to completing the major, students should be aware that certain computer science courses must be taken in a particular sequence and that not all courses are offered every semester (or every year). Students who wish to discuss their plans are invited to meet with any of the faculty in Computer Science.

FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, and complete syllabus, including readings and assignments.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

Yes. Typically no more than two CSCI courses and one Math course.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

No.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)
Yes. Many CSCI electives are not taught every year. Students should develop a plan to complete all major requirements and discuss them with the department prior to going abroad.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:

Students must have courses pre-approved prior to going abroad to ensure they meet the curricular goals and standards of the department.

ADVANCED PLACEMENT

Students with an extensive background in computer science are urged to take the Advanced Placement Examination in Computer Science. A score of 4 or better on the AP Computer Science A exam is normally required for advanced placement in Computer Science 136.

Students who wish to be placed in Computer Science 136 but who have not taken the Advanced Placement Examination should consult with the department. Such students should have had a good course in computer science using a structured language such as Java or Python.

PLANS OF STUDY FOR NON-MAJORS

The faculty in Computer Science believes that students can substantially enrich their academic experience by completing a coherent plan of study in one or more disciplines outside of their majors. With this in mind, we have attempted to provide students majoring in other departments with options in our department’s curriculum ranging from two-course sequences to collections of courses equivalent to what would constitute a minor at institutions that recognize such a concentration. Students interested in designing such a plan of study are invited to discuss their plans in detail with a member of the faculty. To assist students making such plans, we include some suggestions below.

Students seeking to develop an extensive knowledge of computer science without majoring in the department are encouraged to use the major requirements as a guide. In particular, the four core courses required of majors are intended to provide a broad knowledge of topics underlying all of computer science. Students seeking a concentration in Computer Science are urged to complete at least two of these courses followed by one of our upper-level electives. Such a program would typically require the completion of a total of five Computer Science courses in addition to the Discrete Mathematics Proficiency requirement.

There are several sequences of courses appropriate for those primarily interested in developing skills in programming for use in other areas. For general programming, Computer Science 134 followed by 136 and 256 will provide students with a strong background in algorithm and data structure design together with an understanding of issues of correctness and efficiency. Students of the Bioinformatics program are encouraged to take Computer Science 134 at a minimum, and should also consider Computer Science 136 and 256. The sequence of courses Computer Science 109 and 134 would provide sufficient competence in computer graphics for many students interested in applying such knowledge either in the arts or sciences.

There are, of course, many other alternatives. We encourage interested students to consult with the department chair or other members of the department’s faculty.

GENERAL REMARKS

Divisional Requirements

All Computer Science courses may be used to satisfy the Division III distribution requirement.

Alternate Year Courses

Computer Science 102T, 103, 107, 109, 315, 319, 326, 331, 333, 336T, 337T, 338, 339, 356T, 357, 358, 371, 373, 374T, 375, 376, 432, and 434T are each usually offered every other year. All other Computer Science courses are normally offered every year.

Course Numbering

The increase from 100, through 200 and 300, to 400 indicates in most instances an increasing level of maturity in the subject that is expected of students. Within a series, numeric order does not indicate the relative level of difficulty of courses. Rather, the middle digit of the course number (particularly in upper-level courses) generally indicates the area of computer science covered by the course.

Course Descriptions

Brief descriptions of the courses in Computer Science can be found below. More detailed information on the offerings in the department is available at http://www.cs.williams.edu/.

Courses Open on a Pass-Fail Basis

Students taking a Computer Science course on a pass-fail basis must meet all the requirements set for students taking the course on a graded basis.

With the permission of the department, any course offered by the department may be taken pass-fail (with the exception of tutorials), though courses graded with the pass-fail option may not be used to satisfy any of the major or honors requirements. However, with the permission of the department, courses taken in the department beyond those requirements may be taken on a pass-fail basis.
CSCI 102  (F)  The Socio-Techno Web  (QFR)
This course introduces many fundamental concepts in computer science by examining the social aspects of computing. As more and more people use the technologies and services available via the Internet, online environments like Facebook, Amazon, Google, Twitter, and blogs are flourishing. However, several of the problems related to security, privacy, and trust that exist in the real world transfer and become amplified in the virtual world created by the ubiquity and pervasiveness of the Internet. In this course, we will investigate how the social, technological, and natural worlds are connected, and how the study of networks sheds light on these connections. Topics include the structure of the Social Web and networks in general; issues such as virtual identity, personal and group privacy, trust evaluation and propagation, and online security; and the technology, economics, and politics of Web information and online communities. No background in computer science or programming is required or expected.

Class Format: groups of three or four
Requirements/Evaluation: tutorial discussions, presentations, problem sets and labs, a midterm exam, and a final project or paper
Prerequisites: none
Enrollment Limit: 18
Enrollment Preferences: first-year students and sophomores who have not previously taken a computer science course
Expected Class Size: 18
Grading: no pass/fail option, no fifth course option
Distributions: (D3)  (QFR)
Not offered current academic year

CSCI 103  (F)  Electronic Textiles  (QFR)
Digital data is being infused throughout the entire physical world, escaping the computer monitor and spreading to other devices and appliances, including the human body. Electronic textiles, or eTextiles, is one of the next steps toward making everything interactive and this course aims to introduce learners to the first steps of developing their own wearable interactive technology devices. After completing a series of introductory eTextiles projects to gain practice in necessary sewing, circuitry, and programming skills, students will propose and design their own eTextiles projects, eventually implementing them with sewable Arduino components, and other found electronic components as needed. The scope of the project will depend on the individual's prior background, but can include everything from a sweatshirt with light-up turn signals for bicycling, to a wall banner that displays the current air quality of the room, to a stuffed animal that plays a tune when the lights go on, to whatever project you can conceivably accomplish with sewable Arduino inputs, outputs, and development board in a semester context. This class will introduce students to introductory computer programming, circuitry, and sewing with the goal of creating novel wearable artifacts that interact with the world.

Class Format: interspersed with hands-on activities in a computer lab
Requirements/Evaluation: weekly homework assignments and a final project
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: students who have not previously taken a CSCI course
Expected Class Size: 20
Grading: yes pass/fail option, yes fifth course option
Materials/Lab Fee: a fee of $85 will be added to term bill to cover Lilypad Arduino components (Protosnap Plus Kit, battery holders switched and not-switched, sets of LEDs, temperature sensor, vibe board, tri-color LED), alligator test leads, and fabric scissors
Distributions:  (D3)  (QFR)
Quantitative/Formal Reasoning Notes: The course will teach students the basics of computer programming through projects in which quantitative/formal reasoning skills are practiced and evaluated.
Not offered current academic year

CSCI 134  (F)(S)  Introduction to Computer Science  (QFR)
This course introduces students to the science of computation by exploring the representation and manipulation of data and algorithms. We organize and transform information in order to solve problems using algorithms written in a modern object-oriented language. Topics include organization of data using objects and classes, and the description of processes using conditional control, iteration, methods and classes. We also begin the study of
abstraction, self-reference, reuse, and performance analysis. While the choice of programming language and application area will vary in different offerings, the skills students develop will transfer equally well to more advanced study in many areas. In particular, this course is designed to provide the programming skills needed for further study in computer science and is expected to satisfy introductory programming requirements in other departments.

Requirements/Evaluation: weekly programming projects, weekly written homeworks, and two examinations.

Prerequisites: none, except for the standard prerequisites for a (QFR) course; previous programming experience is not required

Enrollment Limit: 30 (10/lab)

Enrollment Preferences: if the course is over-enrolled, enrollment will be determined by lottery

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Unit Notes: students with prior experience with object-oriented programming should discuss appropriate course placement with members of the department

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course include regular and substantial problem sets, labs, and/or projects in which quantitative/formal reasoning skills are practiced and evaluated.

Fall 2020
LEC Section: 02 MWF 12:00 pm - 12:50 pm Daniel P. Aalberts
LEC Section: R1 MWF 9:20 am - 10:10 am Duane A. Bailey
LAB Section: R3 MR 1:30 pm - 2:45 pm Duane A. Bailey
LAB Section: R4 MR 1:30 pm - 2:45 pm Molly Q Feldman
LAB Section: R5 MR 3:15 pm - 4:30 pm Duane A. Bailey
LAB Section: R6 MR 3:15 pm - 4:30 pm Molly Q Feldman
LAB Section: R7 TR 9:45 am - 11:00 am Daniel P. Aalberts
LAB Section: R8 TF 3:15 pm - 4:30 pm Daniel P. Aalberts

Spring 2021
LEC Section: R1 MWF 9:20 am - 10:10 am Duane A. Bailey, Molly Q Feldman
LEC Section: R2 MWF 10:40 am - 11:30 am Duane A. Bailey, Molly Q Feldman
LAB Section: R3 M 1:30 pm - 2:45 pm Molly Q Feldman
LAB Section: R4 M 1:30 pm - 2:45 pm Duane A. Bailey
LAB Section: R5 M 3:15 pm - 4:30 pm Duane A. Bailey
LAB Section: R6 M 3:15 pm - 4:30 pm Duane A. Bailey
LAB Section: R7 T 9:45 am - 11:00 am Duane A. Bailey
LAB Section: R8 T 3:15 pm - 4:30 pm Duane A. Bailey

CSCI 136 (F)(S) Data Structures and Advanced Programming (QFR)

This course builds on the programming skills acquired in Computer Science 134. It couples work on program design, analysis, and verification with an introduction to the study of data structures. Data structures capture common ways in which to store and manipulate data, and they are important in the construction of sophisticated computer programs. Students are introduced to some of the most important and frequently used data structures: lists, stacks, queues, trees, hash tables, graphs, and files. Students will be expected to write several programs, ranging from very short programs to more elaborate systems. Emphasis will be placed on the development of clear, modular programs that are easy to read, debug, verify, analyze, and modify.

Class Format: Lecture content will be through asynchronously viewed video modules. Three scheduled (MWF) course sections will be used for synchronous conference meetings. Two sections will be in-person and one will be remote. There will be 5 scheduled weekly lab sections that will be remote. Students should sign up for the lecture section, one conference, and one lab.

Requirements/Evaluation: programming and written assignments, quizzes, examinations
Prerequisites: CSCI 134 or equivalent; fulfilling the Discrete Mathematics Proficiency requirement is recommended, but not required

Enrollment Limit: 60(12/lab)

Enrollment Preferences: if the course is over-enrolled, enrollment will be determined by lottery

Expected Class Size: 60

Grading: yes pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course include regular and substantial problem sets, labs, and/or projects in which quantitative/formal reasoning skills are practiced and evaluated.

Fall 2020
CON Section: 03  MWF 10:40 am - 11:30 am  Bill K. Jannen
LEC Section: R1  TBA  Bill K. Jannen, William J. Lenhart
CON Section: R2  MWF 9:20 am - 10:10 am  William J. Lenhart
CON Section: R4  MWF 12:00 pm - 12:50 pm  William J. Lenhart
LAB Section: R5  R 1:00 pm - 2:30 pm  William J. Lenhart
LAB Section: R6  R 1:00 pm - 2:30 pm  Bill K. Jannen
LAB Section: R7  R 3:30 pm - 5:00 pm  William J. Lenhart
LAB Section: R8  R 3:30 pm - 5:00 pm  Bill K. Jannen
LAB Section: R9  R 8:30 pm - 10:00 pm  Bill K. Jannen, William J. Lenhart

Spring 2021
CON Section: H3  MWF 10:40 am - 11:30 am  Samuel McCauley
CON Section: H4  MWF 12:00 pm - 12:50 pm  Samuel McCauley
LEC Section: R1  ASYN  William J. Lenhart, Samuel McCauley
CON Section: R2  MWF 9:20 am - 10:10 am  William J. Lenhart
LAB Section: R5  R 1:00 pm - 2:30 pm  Samuel McCauley
LAB Section: R6  R 1:00 pm - 2:30 pm  William J. Lenhart
LAB Section: R7  R 3:30 pm - 5:00 pm  Samuel McCauley
LAB Section: R8  R 3:30 pm - 5:00 pm  William J. Lenhart
LAB Section: R9  R 9:45 am - 11:15 am  William J. Lenhart, Samuel McCauley

CSCI 237 (F)(S) Computer Organization (QFR)
This course studies the basic instruction set architecture and organization of a modern computer. It provides a programmer's view of how computer systems execute programs, store information, and communicate. Over the semester the student learns the fundamentals of translating higher level languages into assembly language, and the interpretation of machine languages by hardware. At the same time, a model of computer hardware organization is developed from the gate level upward.

Class Format: There is no scheduled time for lectures. They will be available for asynchronous viewing. Each lab section will meet once per week. Students should sign up for lecture and one lab.

Requirements/Evaluation: weekly programming assignments and/or problem sets, midterm and final exams

Prerequisites: CSCI 136

Enrollment Limit: 20(7/lab)

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: The course will consist of programming assignments and problem sets in which quantitative/formal reasoning
This course investigates methods for designing efficient and reliable algorithms. By carefully analyzing the structure of a problem within a mathematical framework, it is often possible to dramatically decrease the computational resources needed to find a solution. In addition, analysis provides a method for verifying the correctness of an algorithm and accurately estimating its running time and space requirements. We will study several algorithm design strategies that build on data structures and programming techniques introduced in Computer Science 136. These include induction, divide-and-conquer, dynamic programming, and greedy algorithms. Additional topics of study include algorithms on graphs and strategies for handling potentially intractable problems.

Class Format: Lectures will be simultaneously recorded in classroom and broadcast over Zoom. Office hours will be done over Zoom. Some additional course materials (examples, solutions, definitions and core concepts, etc.) may be provided as prerecorded videos.

Requirements/Evaluation: Problem sets, midterm and final examinations

Prerequisites: CSCI 136 and fulfillment of the Discrete Mathematics Proficiency requirement

Enrollment Limit: 20

Enrollment Preferences: Preference will be given to students who need the class in order to complete the major. Ties will be broken by seniority (seniors first, then juniors, etc.).

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: This course will have weekly problem sets in which students will formally prove statements about the behavior and performance of algorithms. In short, the entirety of the course is about applying abstract and mathematical reasoning to the way computers work.
This course will provide an overview of Computational Biology, the application of computational, mathematical, statistical, and physical problem-solving techniques to interpret the rapidly expanding amount of biological data. Topics covered will include database searching, DNA sequence alignment, clustering, RNA structure prediction, protein structural alignment, methods of analyzing gene expression, networks, and genome assembly using techniques such as string matching, dynamic programming, hidden Markov models, and expectation-maximization.

**Requirements/Evaluation:** weekly Python programming assignments, problem sets, a few quizzes and a final project

**Prerequisites:** programming experience (e.g., CSCI 136), mathematics (PHYS/MATH 210 or MATH 150), and physical science (PHYS 142 or 151, or CHEM 151 or 153 or 155), or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** based on seniority

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 315 (D3) CSCI 315 (D3)

Not offered current academic year

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**CSCI 319 (S) Integrative Bioinformatics, Genomics, and Proteomics Lab** (QFR)

**Cross-listings:** MATH 319 CHEM 319 BIOL 319 PHYS 319 CSCI 319

**Secondary Cross-listing**

What can computational biology teach us about cancer? In this lab-intensive experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet-lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever-growing gene and protein data-sets can provide key insights into human disease. In this course, we will take advantage of one well-studied system, the highly conserved Ras-related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, and phylogenetics to reconstruct the evolution of gene families by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high through-put approaches to investigate genes involved in the inflammatory and MAPK signal transduction pathways in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation-state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data-mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry may also be used to study networks of interacting proteins in colon tumor cells.

**Class Format:** two afternoons of lab, with one hour of lecture, per week. In most weeks, we will meet one day for lecture discussions.

**Requirements/Evaluation:** lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal

**Prerequisites:** BIOL 202; students who have not taken BIOL 202 but have taken BIOL 101 and a CSCI course, or CSCI/PHYS 315, may enroll with permission of instructor. No prior computer programming experience is required.

**Enrollment Limit:** 12

**Enrollment Preferences:** seniors, then juniors, then sophomores

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** does not satisfy the distribution requirement for the Biology major

**Distributions:** (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

MATH 319 (D3) CHEM 319 (D3) BIOL 319 (D3) PHYS 319 (D3) CSCI 319 (D3)

**Quantitative/Formal Reasoning Notes:** Through lab work, homework sets and a major project, students will learn or further develop their skills in programming in Python, and about the basis of Bayesian approaches to phylogenetic tree estimation.

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Spring 2021
CSCI 326 (S) Software Methods (QFR)

Sophisticated software systems play a prominent role in many aspects of our lives, and while programming can be a very creative and exciting process, building a reliable software system of any size is no easy feat. Moreover, the ultimate outcome of any programming endeavor is likely to be incomplete, unreliable, and unmaintainable unless principled methods for software construction are followed. This course explores those methods. Specific topics include: software processes; specifying requirements and verifying correctness; abstractions; design principles; software architectures; concurrent and scalable systems design; testing and debugging; and performance evaluation.

Requirements/Evaluation: homework, programming assignments, group work, presentations, exams
Prerequisites: CSCI 136, and at least one of CSCI 237, 256, or 334
Enrollment Limit: 24
Enrollment Preferences: current or expected Computer Science majors
Expected Class Size: 24
Grading: no pass/fail option, no fifth course option
Distributions: (D3) (QFR)
Not offered current academic year

CSCI 331 (F) Introduction to Computer Security (QFR)

This class explores common vulnerabilities in computer systems, how attackers exploit them, and how systems engineers design defenses to mitigate them. The goal is to be able to recognize potential vulnerabilities in one’s own software and to practice defensive design. Hands-on experience writing C/C++ code to inspect and modify the low-level operation of running programs is emphasized. Finally, regular reading and writing assignments round out the course to help students understand the cultural and historical background of the computer security “arms race.”

Requirements/Evaluation: assignments, midterm exam, and final exam
Prerequisites: CSCI 136 and CSCI 237
Enrollment Limit: 24
Enrollment Preferences: upper-level students
Expected Class Size: 24
Grading: no pass/fail option, no fifth course option
Distributions: (D3) (QFR)
Not offered current academic year

CSCI 333 (S) Storage Systems (QFR)

This course will examine topics in the design, implementation, and evaluation of storage systems. Topics include the memory hierarchy; ways that data is organized (both logically and physically); storage hardware and its influence on storage software designs; data structures; performance models; and system measurement/evaluation. Readings will be taken from recent technical literature, and an emphasis will be placed on identifying and evaluating design trade-offs.

Class Format: Lecture content will be through asynchronously viewed video modules. Two scheduled conference sections will each meet twice per week. They will be used for synchronous conference meetings that include discussions, activities, and programming tasks. One conference section will be in-person and one will be remote. Students should sign up for the lecture section and one conference section.

Requirements/Evaluation: programming assignments, quizzes, midterm examination, and a final project
Prerequisites: CSCI 136; CSCI 237 or permission of instructor
Enrollment Limit: 40
Enrollment Preferences: current Computer Science majors, students with research experience or interest
Expected Class Size: 40

Grading: yes pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantative/ Formal Reasoning Notes: This course will have students develop quantitative/formal reasoning skills through problem sets and programming assignments.

Spring 2021

CON Section: 03 TR 11:30 am - 12:45 pm Bill K. Jannen
LEC Section: R1 ASYN Bill K. Jannen
CON Section: R2 TR 9:45 am - 11:00 am Bill K. Jannen

CSCI 334 (F)(S) Principles of Programming Languages (QFR)
This course examines the concepts and structures governing the design and implementation of programming languages. It presents an introduction to the concepts behind compilers and run-time representations of programming languages; features of programming languages supporting abstraction and polymorphism; and the procedural, functional, object-oriented, and concurrent programming paradigms. Programs will be required in languages illustrating each of these paradigms.

Class Format: There is no scheduled time for lectures. They will be available online for asynchronous viewing. Each conference section will meet once per week. Students should sign up for lecture and one conference.

Requirements/Evaluation: weekly problem sets and programming assignments, a midterm examination, and a final examination
Prerequisites: CSCI 136
Enrollment Limit: 20(7/conf)
Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantative/ Formal Reasoning Notes: This course include regular and substantial problem sets and labs in which quantitative/formal reasoning skills are practiced and evaluated.

Fall 2020

LEC Section: R1 TBA Stephen N. Freund
CON Section: R2 MW 10:00 am - 11:15 am Stephen N. Freund
CON Section: R3 MR 1:30 pm - 2:45 pm Stephen N. Freund
CON Section: R4 MR 3:15 pm - 4:30 pm Stephen N. Freund
CON Section: R5 TR 9:45 am - 11:00 am Stephen N. Freund

Spring 2021

LEC Section: R1 ASYN Stephen N. Freund
CON Section: R2 M 10:00 am - 11:15 am Stephen N. Freund
CON Section: R3 M 1:30 pm - 2:45 pm Stephen N. Freund
CON Section: R4 T 9:45 am - 11:00 am Stephen N. Freund

CSCI 336 (F) Computer Networks (QFR)
This course explores the design and implementation of computer networks. Topics include wired and wireless networks; techniques for efficient and reliable encoding and transmission of data; addressing schemes and routing mechanisms; resource allocation for bandwidth sharing; and security issues. An important unifying theme is the distributed nature of all network problems. We will examine the ways in which these issues are addressed by current protocols such as TCP/IP and 802.11 WIFI.

Class Format: groups of three or four
Requirements/Evaluation: problem sets, programming assignments, and midterm and final examinations
Prerequisites: CSCI 136 and 237
Enrollment Limit: 18
Enrollment Preferences: current or expected Computer Science majors
Expected Class Size: 18
Grading: no pass/fail option, no fifth course option
Distributions: (D3) (QFR)
Not offered current academic year

CSCI 337 (S) Digital Design and Modern Architecture (QFR)
This tutorial course considers topics in the low-level design of modern architectures. Course meetings will review problems of designing effective architectures including instruction-level parallelism, branch-prediction, caching strategies, and advanced ALU design. Readings will be taken from recent technical literature. Labs will focus on the development of custom CMOS circuits to implement projects from gates to bit-sliced ALUs. Final group projects will develop custom logic demonstrating concepts learned in course meetings.

Class Format: groups of three or four
Requirements/Evaluation: microprocessor design projects, participation in tutorial meetings, and examinations
Prerequisites: CSCI 237
Enrollment Limit: 18
Enrollment Preferences: current or expected Computer Science majors
Expected Class Size: 18
Grading: no pass/fail option, no fifth course option
Distributions: (D3) (QFR)
Not offered current academic year

CSCI 338 (F) Parallel Processing (QFR)
This course explores different parallel programming paradigms used for writing applications on today's parallel computer systems. The course will introduce concurrency (i.e. multiple simultaneous computations) and the synchronization primitives that allow for the creation of correct concurrent applications. It will examine how a variety of systems organize parallel processing resources and enable users to write parallel programs for these systems. Covered programming paradigms will include multiprogramming with processes, message passing, threading in shared memory multiprocessors, vector processing, graphics processor programming, transactions, MapReduce, and other forms of programming for the cloud. Class discussion is based on assigned readings. Assignments provide students the opportunity to develop proficiency in writing software using different parallel programming paradigms.

Requirements/Evaluation: homework assignments, programming projects, and up to two exams
Prerequisites: CSCI 136 or equivalent programming experience, and CSCI 237, or permission of instructor
Enrollment Limit: 24
Enrollment Preferences: current or expected Computer Science majors
Expected Class Size: 24
Grading: no pass/fail option, no fifth course option
Distributions: (D3) (QFR)
Quantitative/Formal Reasoning Notes: The course will consist of substantial problem sets and programming assignments in which quantitative/formal reasoning skills are practiced and evaluated.

Not offered current academic year

CSCI 339 (S) Distributed Systems (QFR)
This course studies the key design principles of distributed systems, which are collections of independent networked computers that function as single coherent systems. Covered topics include communication protocols, processes and threads, naming, synchronization, consistency and replication,
fault tolerance, and security. Students also examine some specific real-world distributed systems case studies, including Google and Amazon. Class discussion is based on readings from the textbook and research papers. The goals of this course are to understand how large-scale computational systems are built, and to provide students with the tools necessary to evaluate new technologies after the course ends.

**Requirements/Evaluation:** weekly homework assignments, midterm exam, 3 major programming projects, and a final project

**Prerequisites:** CSCI 237

**Enrollment Limit:** 24

**Enrollment Preferences:** current or expected Computer Science majors

**Expected Class Size:** 24

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantitative/Formal Reasoning Notes:** The course will consist of programming assignments and problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Not offered current academic year

**CSCI 356 (F) Advanced Algorithms (QFR)**

This course explores advanced concepts in algorithm design, algorithm analysis and data structures. Areas of focus will include algorithmic complexity, randomized and approximation algorithms, geometric algorithms, and advanced data structures. Topics will include combinatorial algorithms for packing, and covering problems, algorithms for proximity and visibility problems, linear programming algorithms, approximation schemes, hardness of approximation, search, and hashing.

**Class Format:** this class will follow the meeting structure of a tutorial, with groups of three or four

**Requirements/Evaluation:** weekly problem sets, several small programming projects, weekly paper summaries, and a small, final project

**Prerequisites:** CSCI 256; CSCI 361 is recommended but not required

**Enrollment Limit:** 10

**Enrollment Preferences:** current or expected Computer Science majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantitative/Formal Reasoning Notes:** This class has regular and substantial problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Not offered current academic year

**CSCI 357 (F) Algorithmic Game Theory (QFR)**

This course focuses on topics in game theory and mechanism design from a computational perspective. We will explore questions such as: how to design algorithms that incentivize truthful behavior, that is, where the participants have no incentive to cheat? Should we let drivers selfishly minimize their commute time or let a central algorithm direct traffic? Does Arrow's impossibility result mean that all voting protocols are doomed? The overarching goal of these questions is to understand and analyze selfish behavior and whether it can or should influence system design. Students will learn how to model and reason about incentives in computational systems both theoretically and empirically. Topics include types of equilibria, efficiency of equilibria, auction design, network games, two-sided markets, incentives in computational applications such as file sharing and cryptocurrencies, and computational social choice.

**Class Format:** Synchronous in-class lectures will be broadcast live to remote students via zoom and recorded for asynchronous viewing. Lecture content may additionally be supplemented with prerecorded videos, and scheduled class time used as exercise or review sessions.

**Requirements/Evaluation:** weekly problem sets and/or programming assignments, two midterm exams, and a final project.

**Prerequisites:** CSCI 256 or permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** current or expected Computer Science majors

**Expected Class Size:** 20
CSCI 358  (S)  Applied Algorithms  (QFR)
This course is about bridging the gap between theoretical running time and writing fast code in practice. The course is divided into two basic topics. The first is algorithmic: we will discuss some of the most useful tools in a coder's toolkit. This includes topics like randomization (hashing, filters, approximate counters), linear and convex programming, similarity search, and cache-efficient algorithms. Our goal is to talk about why these efficient algorithms make seemingly difficult problems solvable in practice. The second topic is applications: we will discuss how to implement algorithms in an efficient way that takes advantage of modern hardware. Specific topics covered include blocking, loop unrolling, pipelining, as well as strategies for performance analysis. Projects and assessments will include both basic theoretical aspects (understanding why the algorithms we discuss actually work), and practical aspects (implementing the algorithms we discuss to solve important problems, and optimizing the code so it runs as quickly as possible).

Requirements/Evaluation:  a course-long project and written final exam, in addition to shorter programming assignments and problem sets
Prerequisites:  CSCI 256 and CSCI 237
Enrollment Limit:  24
Enrollment Preferences:  current or expected Computer Science majors
Expected Class Size:  24
Grading:  no pass/fail option,   no fifth course option
Distributions:  (D3)  (QFR)
Quantative/Formal Reasoning Notes:  The course will consist of programming assignments and problem sets in which quantitative/formal reasoning skills are practiced and evaluated.
Not offered current academic year

CSCI 361  (F)(S)  Theory of Computation  (QFR)
Cross-listings:  MATH 361  CSCI 361
Primary Cross-listing
This course introduces a formal framework for investigating both the computability and complexity of problems. We study several models of computation including finite automata, regular languages, context-free grammars, and Turing machines. These models provide a mathematical basis for the study of computability theory—the examination of what problems can be solved and what problems cannot be solved—and the study of complexity theory—the examination of how efficiently problems can be solved. Topics include the halting problem and the P versus NP problem.
Class Format:  Lecture content will be delivered through asynchronously viewed video modules. Conference sections meeting twice per week will be used for synchronous discussions. Students should sign up for lecture and one conference section.
Requirements/Evaluation:  online multiple choice and short answer questions, weekly problem sets in groups, a research project, and a final examination
Prerequisites:  CSCI 256 or both a 300-level MATH course and permission of instructor
Enrollment Limit:  40(con)
Enrollment Preferences:  current or expected Computer Science majors
Expected Class Size:  40
Grading:  yes pass/fail option,   no fifth course option
Distributions:  (D3)  (QFR)
This course is cross-listed and the prefixes carry the following divisional credit:
Quantitative/Formal Reasoning Notes: This course includes regular and substantial problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Fall 2020
CON Section: 02   MR 1:30 pm - 2:45 pm   Aaron M. Williams
LEC Section: R1   TBA   Aaron M. Williams
CON Section: R3   TR 9:45 am - 11:00 am   Aaron M. Williams

Spring 2021
CON Section: H2   TR 9:45 am - 11:00 am   Aaron M. Williams
CON Section: H3   MR 1:30 pm - 2:45 pm   Aaron M. Williams
LEC Section: R1   ASYN   Aaron M. Williams
CON Section: R4   MW 6:45 pm - 8:00 pm   Aaron M. Williams
CON Section: R5   MW 8:30 pm - 9:45 pm   Aaron M. Williams

CSCI 373  (S)  Artificial Intelligence  (QFR)
Artificial Intelligence (AI) has become part of everyday life, but what is it, and how does it work? This course introduces theories and computational techniques that serve as a foundation for the study of artificial intelligence. Potential topics include the following: Problem solving by search, Logic, Planning, Constraint satisfaction problems, Uncertainty and probabilistic reasoning, Bayesian networks, and Automated Learning.
Requirements/Evaluation: several programming projects in the first half of the semester and a larger project spanning most of the second half of the semester; reading responses and discussion; midterm examination
Prerequisites: CSCI 136 and (CSCI 256 or permission of instructor)
Enrollment Limit: 24
Enrollment Preferences: current or expected Computer Science majors
Expected Class Size: 24
Grading: no pass/fail option, no fifth course option
Distributions: (D3)  (QFR)
Not offered current academic year

CSCI 374  (F)(S)  Machine Learning  (QFR)
This tutorial examines the design, implementation, and analysis of machine learning algorithms. Machine Learning is a field that derives from Artificial Intelligence, Statistics, and others, and aims to develop algorithms that will improve a system's performance. Improvement might involve acquiring new factual knowledge from data, learning to perform a new task, or learning to perform an old task more efficiently or effectively. This tutorial will cover examples of supervised learning algorithms (including Bayesian approaches, support vector machines, and neural networks -- both deep and traditional), unsupervised learning algorithms (including k-means and expectation maximization), and possibly reinforcement learning algorithms (such as Q learning and temporal difference learning). It will also introduce methods for the evaluation of learning algorithms, as well as topics in computational learning theory and ethics.
Class Format: Though this course will be offered remotely by the instructor, pairs of students on campus may choose to meet in person for their tutorial sessions. If so, a classroom will be scheduled for them by the instructor.
Requirements/Evaluation: presentations, problem sets, programming exercises, empirical analyses of algorithms, critical analysis of current literature; the final two weeks are focused on a project of the student's design.
Prerequisites: CSCI 136 and CSCI 256 or permission of instructor
Enrollment Limit: 10
Enrollment Preferences: Computer Science majors
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
CSCI 375 (F) Natural Language Processing (QFR)

Natural language processing is a branch of computer science that studies methods for analyzing and generating written or spoken human language. It is a rapidly developing field that has given rise to many useful applications including search engines, speech recognizers, and automated personal assistants. Potential topics include information retrieval, information extraction, question answering, and language models.

Requirements/Evaluation: exams, problem sets, and programming projects
Prerequisites: CSCI 136 and (CSCI 256 or permission of instructor)
Enrollment Limit: 24
Expected Class Size: 24
Grading: no pass/fail option, no fifth course option
Distributions: (D3) (QFR)

CSCI 376 (F) Human-Computer Interaction

Cross-listings: STS 376 CSCI 376

Primary Cross-listing

Human-Computer Interaction (HCI) principles are practiced in the design and evaluation of most software, greatly impacting the lives of anyone who uses interactive technology and other products. There are many ways to design and build applications for people, so what methods can increase the likelihood that our design is the most useful, intuitive, and enjoyable? This course provides an introduction to the field of human-computer interaction, through a user-centered approach to designing and evaluating interactive systems. HCI draws on methods from computer science, the social and cognitive sciences, and interaction design. In this course we will use these methods to: ideate and propose design problems, study existing systems and challenges, explore design opportunities and tradeoffs, evaluate and improve designs, and communicate design problems and solutions to varying audiences.

Requirements/Evaluation: course projects, in-class group work/participation, and exams
Prerequisites: CSCI 136
Enrollment Limit: 24
Enrollment Preferences: current or expected Computer Science majors
Expected Class Size: 24
Grading: no pass/fail option, no fifth course option
Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:
STS 376 (D2) CSCI 376 (D3)

CSCI 377 (F)(S) Human Work in Computational Systems (QFR)

Cross-listings: CSCI 377 STS 375

Primary Cross-listing
As far as we know, the technological singularity has not yet arrived. Therefore, humans remain a part of our current computation pipeline. However, the role humans play varies greatly: self-driving cars aim to have human involvement only in development and emergencies, whereas educational tools are built for constant human involvement. In this course, we broadly explore human work within computational systems through topics such as crowdsourcing, educational technology, citizen science, human computation, open-source software, micro-labor markets, and online gaming. Students should expect broad exposure to a wide variety of human computing topics and group projects on building and evaluating computational systems that use human work.

Class Format: Lectures will be held on Wednesday and Friday each week. Conference sections will each meet once per week. Students should sign up for the lecture section and one conference.

Requirements/Evaluation: Course projects, in-class group work/participation, weekly written homework assignments/readings.

Prerequisites: CSCI 136

Enrollment Limit: 20

Enrollment Preferences: Preference for current CS majors

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Materials/Lab Fee: $75 for purchase of software and work on crowdsourcing platforms.

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:
CSCI 377 (D3) STS 375 (D2)

Quantitative/Formal Reasoning Notes: This course includes regular homework and projects in which quantitative/formal reasoning skills are practiced and evaluated.

Fall 2020
CON Section: 04  TR 9:45 am - 11:00 am  Molly Q Feldman
CON Section: 05  TR 11:30 am - 12:45 pm  Molly Q Feldman
LEC Section: H1  MWF 11:45 am - 1:00 pm  Molly Q Feldman
CON Section: R2  W 1:30 pm - 2:20 pm  Molly Q Feldman
CON Section: R3  W 2:50 pm - 3:40 pm  Molly Q Feldman

Spring 2021
LEC Section: R1  MWF 11:45 am - 1:00 pm  Molly Q Feldman
CON Section: R2  R 9:45 am - 11:00 am  Molly Q Feldman
CON Section: R3  R 11:30 am - 12:45 pm  Molly Q Feldman
CON Section: R4  R 1:30 pm - 2:45 pm  Molly Q Feldman
CON Section: R5  R 3:15 pm - 4:30 pm  Molly Q Feldman

CSCI 378  (F)(S)  Human Artificial Intelligence Interaction

Cross-listings: STS 378  CSCI 378

Primary Cross-listing

Artificial intelligence (AI) is already transforming society and every industry today. In order to ensure that AI serves the collective needs of humanity, we as computer scientists must guide AI so that it has a positive impact on the human experience. This course is an introduction to harnessing the power of AI so that it benefits people and communities. We will cover a number of general topics such as: agency and initiative, AI and ethics, bias and transparency, confidence and errors, human augmentation and amplification, trust and explainability, and mixed-initiative systems. We explore these topics via readings and projects across the AI spectrum, including: dialog and speech-controlled systems, computer vision, data science, recommender systems, text summarization, and UI personalization, among others.

Class Format: There is no scheduled time for lectures. They will be available for asynchronous viewing. Each conference section will meet once per week, on either Tuesday or Wednesday. Students should sign up for lecture and one conference.

Requirements/Evaluation: homework, programming assignments, group work, participation, and quizzes
Prerequisites: CSCI 136, and at least one of CSCI 237, 256, or 334

Enrollment Limit: 20

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:
STS 378 (D2) CSCI 378 (D3)

Fall 2020
LEC Section: R1    TBA     Iris Howley
CON Section: R2    TF 1:30 pm - 2:45 pm     Iris Howley
CON Section: R3    TF 3:15 pm - 4:30 pm     Iris Howley
CON Section: R4    MWF 9:20 am - 10:10 am     Iris Howley
CON Section: R5    MWF 10:40 am - 11:30 am     Iris Howley
CON Section: R6    MWF 12:00 pm - 12:50 pm     Iris Howley

Spring 2021
LEC Section: R1    ASYN     Iris Howley
CON Section: R2    T 1:30 pm - 2:45 pm     Iris Howley
CON Section: R3    T 3:15 pm - 4:30 pm     Iris Howley
CON Section: R4    W 10:00 am - 11:15 am     Iris Howley

CSCI 397  (F)  Independent Reading: Computer Science
Directed independent reading in Computer Science.

Requirements/Evaluation: To be determined by supervising faculty member.

Prerequisites: permission of department

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: NA

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Fall 2020
IND Section: H1    TBA     Stephen N. Freund

CSCI 398  (S)  Independent Reading: Computer Science
Directed independent reading in Computer Science.

Requirements/Evaluation: To be determined by supervising faculty member.

Prerequisites: permission of department

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: NA

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)
CSCI 432 (S) Operating Systems  (QFR)
This course explores the design and implementation of computer operating systems. Topics include historical aspects of operating systems development, systems programming, process scheduling, synchronization of concurrent processes, virtual machines, memory management and virtual memory, I/O and file systems, system security, os/architecture interaction, and distributed operating systems.

Requirements/Evaluation: several implementation projects that will include significant programming, as well as written homework, and up to two exams
Prerequisites:  CSCI 237 and either CSCI 256 or 334
Enrollment Limit:  24
Enrollment Preferences:  current or expected Computer Science majors
Expected Class Size:  24
Grading:  no pass/fail option,  no fifth course option
Distributions:  (D3)  (QFR)
Quantitative/Formal Reasoning Notes:  The course will consist of substantial problem sets and/or programming assignments in which quantitative/formal reasoning skills are practiced and evaluated.
Not offered current academic year

CSCI 434 (S) Compiler Design  (QFR)
This tutorial covers the principles and practices for the design and implementation of compilers and interpreters. Topics include all stages of the compilation and execution process: lexical analysis; parsing; symbol tables; type systems; scope; semantic analysis; intermediate representations; run-time environments and interpreters; code generation; program analysis and optimization; and garbage collection. The course covers both the theoretical and practical implications of these topics. Students will construct a full compiler for a simple object-oriented language.

Class Format:  groups of three or four
Requirements/Evaluation:  presentations, problem sets, a substantial implementation project, and two exams
Prerequisites:  CSCI 237 and 256  CSCI 334 is recommended, but not required
Enrollment Limit:  10
Enrollment Preferences:  current or expected Computer Science majors
Expected Class Size:  10
Grading:  no pass/fail option,  no fifth course option
Distributions:  (D3)  (QFR)
Not offered current academic year

CSCI 493 (F) Research in Computer Science
This course provides highly-motivated students an opportunity to work independently with faculty on research topics chosen by individual faculty. Students are generally expected to perform a literature review, identify areas of potential contribution, and explore extensions to existing results. The course culminates in a concise, well-written report describing a problem, its background history, any independent results achieved, and directions for future research.

Requirements/Evaluation:  class participation, presentations, and the final written report
Prerequisites:  none
Enrollment Limit:  none
Enrollment Preferences:  open to senior Computer Science majors with permission of instructor
Expected Class Size:  NA
Grading:  yes pass/fail option,  yes fifth course option
Unit Notes:  this course (along with CSCI 31 and CSCI 494) is required for students pursuing honors, but enrollment is not limited to students
pursuing honors

**Distributions:** (D3)

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**Fall 2020**

HON Section: H1    TBA     Stephen N. Freund
HON Section: H6    TBA     Daniel W. Barowy

**CSCI 494  (S) Senior Thesis: Computer Science**

Computer Science thesis; this is part of a full-year thesis (493-494).

**Requirements/Evaluation:** class participation, presentations, and the final written report

**Prerequisites:** CSCI 493

**Enrollment Limit:** none

**Enrollment Preferences:** open to senior Computer Science majors with permission of instructor

**Expected Class Size:** NA

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

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**Spring 2021**

HON Section: R1    TBA     Stephen N. Freund

**CSCI 497  (F) Independent Reading: Computer Science**

Directed independent reading in Computer Science.

**Requirements/Evaluation:** To be determined by supervising faculty member.

**Prerequisites:** permission of department

**Enrollment Limit:** none

**Enrollment Preferences:** none

**Expected Class Size:** NA

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

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**Fall 2020**

IND Section: H1    TBA     Stephen N. Freund

**CSCI 498  (S) Independent Reading: Computer Science**

Directed independent reading in Computer Science.

**Requirements/Evaluation:** To be determined by supervising faculty member.

**Prerequisites:** permission of department

**Enrollment Limit:** none

**Enrollment Preferences:** none

**Expected Class Size:** NA

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

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**Spring 2021**
Winter Study  

CSCI 23 (W) Introduction to Research and Development in Computing
An independent project is completed in collaboration with a member of the Computer Science Department. The projects undertaken will either involve the exploration of a research topic related to the faculty member’s work or the implementation of a software system that will extend the students design and implementation skills. It is expected that the student will spend 20 hours per week working on the project. At the completion of the project, each student will submit a 10-page written report or the software developed together with appropriate documentation of its behavior and design. In addition, students will be expected to give a short presentation or demonstration of their work. Prior to the beginning of the Winter Study registration period, any student interested in enrolling must have arranged with a faculty member in the department to serve as their supervisor for the course.

Class Format: TBA individually arranged
Requirements/Evaluation: final paper and presentation/demonstration
Prerequisites: project must be preapproved by the faculty supervisor
Enrollment Limit: POI
Enrollment Preferences: preference given to sophomores and juniors
Grading: pass/fail only
Materials/Lab Fee: none

Not offered current academic year

CSCI 31 (W) Senior Thesis: Computer Science
To be taken by students registered for Computer Science 493-494.
Class Format: independent study
Grading: pass/fail only

Not offered current academic year

CSCI 99 (W) Independent Study: Computer Science
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.
Class Format: independent study
Grading: pass/fail only

Not offered current academic year
Students with the talent and energy for working independently and with the strong support of faculty advisors may undertake a Contract Major: a coherent study of an interdisciplinary subject not covered by a regularly offered major. The purpose of a Contract Major is to allow highly motivated students to follow a course of study outside the boundaries of established majors. Students have an opportunity to draw from the wealth of offered courses and develop a major that corresponds to their particular interests and goals.

A Contract Major must be in an area suitable to the talents of the faculty in residence and cannot consist of modifications to an existing major. A Contract Major also must conform to the structure and coherence of a departmental or program major—it must embody a disciplined study that moves from an elementary to an advanced level and culminate in a synthesis similar to a senior major course.

Developing a Contract Major proposal is both interesting and demanding. Due to these demands, students should carefully consider the advantage of working within existing majors or programs, taking note of the considerable intellectual pleasures involved in sharing similar educational experiences with other students working within the same area of study.

Students who wish to explore or propose a Contract Major should consult with the Contract Major Advisor and potential faculty advisors as early as possible first semester of sophomore year.

Considerations
A Contract Major cannot be pursued in conjunction with another major or concentration.

Alternatives:
- two majors
- major + concentration
- major + coordinate program
- major + courses of special interest

Identification
A Contract Major is:
- A coherent study of an interdisciplinary subject not covered by a regularly offered major or concentration, consistent with the liberal arts mission.
- A cumulative study that moves from an elementary to an advanced level.
- A course of study that is appropriate for the undergraduate level—not so narrowly defined where it would be considered a graduate level course of study.

A Contract Major cannot consist of minor modifications to an existing major or concentration.

Advising
Before deciding to pursue a Contract Major, schedule an appointment with Amanda Turner, Contract Major Advisor (CMA) prior to November 15. This advising session will help determine if a Contract Major is a good fit and also serve as an overview to the Contract Major approval process.

More information can be found on the Contract Major site.

CMAJ 493 (F) Senior Thesis: Contract Major
A Contract Major senior thesis, which is determined in consultation with faculty advisors, is either: one semester term (CMAJ 493 or CMAJ 494) and one Winter Study term (CMAJ 31); or two semester terms and Winter Study term (CMAJ 493, CMAJ 31, and CMAJ 494).

Grading: yes pass/fail option, yes fifth course option

Unit Notes: Divisional credit is either I, II, or III depending on approved Contract Major proposal.

Distributions: No divisional credit
CMAJ 494 (S) Senior Thesis: Contract Major
A Contract Major senior thesis, which is determined in consultation with faculty advisors, is either: one semester term (CMAJ 493 or CMAJ 494) and one Winter Study term (CMAJ 31); or two semester terms and Winter Study term (CMAJ 493, CMAJ 31, and CMAJ 494).

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** Divisional credit is either I, II, or III depending on approved Contract Major proposal.

**Distributions:** No divisional credit

Spring 2021

CMAJ 497 (F) Independent Study: Contract Major
Contract Major independent study. An independent study petition is required, please see registrar.williams.edu for more information.

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** Divisional credit is either I, II, or III depending on approved Contract Major proposal.

**Distributions:** No divisional credit

Fall 2020

IND Section: H1 TBA Amanda B. Turner

CMAJ 498 (S) Independent Study: Contract Major
Contract Major independent study. An independent study petition is required, please see registrar.williams.edu for more information.

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** Divisional credit is either I, II, or III depending on approved Contract Major proposal.

**Distributions:** No divisional credit

Spring 2021

IND Section: H1 TBA Amanda B. Turner

Winter Study

CMAJ 31 (W) Senior Thesis: Contract Major
To be taken by students registered for Contract Major 493, 494.

**Grading:** pass/fail only

Not offered current academic year

CMAJ 99 (W) Independent Study: Contract Major
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only
Not offered current academic year
The Critical Languages Program enables students to study important foreign languages relevant to their academic interests but not taught in regular courses at Williams. The program can field a limited number of courses per year*, and it has offered one-year of elementary Hebrew, Hindi, Korean, Persian, Portuguese, and Swahili thus far. Students work independently with standard language textbooks and audio materials for roughly ten hours per week and attend twice weekly group review sessions with tutors who are native speakers. Language faculty from other institutions provide the course syllabus, conduct the exams, and determine the final grades. An organizational meeting for enrolled students is held the first week of each semester.

Interested students must present an application and have it approved before registering for a course. Applications are available during the first two weeks of April and can be obtained from the Coordinator at the Center for Foreign Languages, Literatures, and Cultures, Hollander 230 or online at cflc.williams.edu/critical-languages.

Note that like other elementary language courses, the Critical Languages courses are hyphenated, meaning no credit is given for the first semester until the second semester is successfully completed. Students must normally begin a course in the fall semester. It cannot be taken Pass/Fail. An organizational meeting will be held the first week of each semester.

A consecutive year of intermediate language study will be considered only upon petition of those students completing a full year of elementary study with the Critical Languages Program and as long as a minimum of two students are enrolled to continue their language study.

All courses adhere to the guidelines of the National Association of Self-Instructional Language Programs (NASILP).

*A Critical Languages course will be scheduled only if and when at least two students are accepted for study and provided a native tutor and outside examiner have been contracted.

CRHE 101 (F) Elementary Hebrew
Introduction to the alphabet and language structure with emphasis on communicative skills. Students will receive a foundation in the language being able to hold simple conversations, use a range of vocabulary related to daily activities and transactions, and gain familiarity with basic, frequently used grammatical structures and the writing system of the language.

Class Format: twice-weekly review sessions
Requirements/Evaluation: Written and oral midterm and final exams.
Prerequisites: Sophomore or higher standing with a GPA of 3.0 or higher; application to the Critical Language Program in early April.
Enrollment Limit: 8
Enrollment Preferences: Preference given to application submissions received during the information-application period in April.
Expected Class Size: 2-8
Grading: no pass/fail option, yes fifth course option
Unit Notes: minimum of two students in order to schedule the course
Distributions: (D1)
Not offered current academic year

CRHE 102 (S) Elementary Hebrew
Continuation in developing communicative skills, vocabulary building, and furthering familiarity with frequently used grammatical structures and writing.

Class Format: twice-weekly review sessions
Requirements/Evaluation: Written and oral midterm exam and final exam.
Prerequisites: CRHE 101
Enrollment Limit: 8
Enrollment Preferences: Students who have completed CRHE 101.

Expected Class Size: 2-8

Grading: no pass/fail option, yes fifth course option

Unit Notes: minimum of two students in order to schedule the course

Distributions: (D1)

Not offered current academic year

Winter Study

CRHE 99 (W) Independent Study: Hebrew

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year
The Critical Languages Program enables students to study important foreign languages relevant to their academic interests but not taught in regular courses at Williams. The program can field a limited number of courses per year*, and it has offered one-year of elementary Hebrew, Hindi, Korean, Persian, Portuguese, and Swahili thus far. Students work independently with standard language textbooks and audio materials for roughly ten hours per week and attend twice weekly group review sessions with tutors who are native speakers. Language faculty from other institutions provide the course syllabus, conduct the exams, and determine the final grades. An organizational meeting for enrolled students is held the first week of each semester.

Interested students must present an application and have it approved before registering for a course. Applications are available during the first two weeks of April and can be obtained from the Coordinator at the Center for Foreign Languages, Literatures, and Cultures, Hollander 230 or online at cflc.williams.edu/critical-languages.

Note that like other elementary language courses, the Critical Languages courses are hyphenated, meaning no credit is given for the first semester until the second semester is successfully completed. Students must normally begin a course in the fall semester. It cannot be taken Pass/Fail. An organizational meeting will be held the first week of each semester.

A consecutive year of intermediate language study will be considered only upon petition of those students completing a full year of elementary study with the Critical Languages Program and as long as a minimum of two students are enrolled to continue their language study.

All courses adhere to the guidelines of the National Association of Self-Instructional Language Programs (NASILP).

*A Critical Languages course will be scheduled only if and when at least two students are accepted for study and provided a native tutor and outside examiner have been contracted.

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**CRHI 101 (F) Elementary Hindi**

**Cross-listings:** CRHI 101 ASST 197

**Primary Cross-listing**

Introduction to the alphabet and language structure with emphasis on communicative skills. Students will receive a foundation in the language being able to hold simple conversations, use a range of vocabulary related to daily activities and transactions, and gain familiarity with basic, frequently used grammatical structures and the writing system of the language.

**Class Format:** Twice-weekly review sessions

**Requirements/Evaluation:** Written and oral midterm and final exams.

**Prerequisites:** Sophomore or higher standing with a GPA of 3.0 or higher; application to the Critical Language Program in early April.

**Enrollment Limit:** 8

**Enrollment Preferences:** Preference given to application submissions received during the information-application period in April.

**Expected Class Size:** 2-8

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** Minimum of two students in order to schedule the course.

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CRHI 101 (D1) ASST 197 (D1)

Not offered current academic year

**CRHI 102 (S) Elementary Hindi**

**Cross-listings:** ASST 198 CRHI 102

**Primary Cross-listing**
Continuation in developing communicative skills, vocabulary building, and furthering familiarity with frequently used grammatical structures and writing.

**Class Format:** twice-weekly review sessions

**Requirements/Evaluation:** Written and oral midterm and final exams.

**Prerequisites:** CRHI 101

**Enrollment Limit:** 8

**Enrollment Preferences:** Students who have completed CRHI 101.

**Expected Class Size:** 2-8

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** Minimum of two students in order to schedule the course.

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 198 (D1) CRHI 102 (D1)

Not offered current academic year

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**Winter Study** -----------------------------------------------

**CRHI 99 (W) Independent Study: Hindi**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Not offered current academic year
The Critical Languages Program enables students to study important foreign languages relevant to their academic interests but not taught in regular courses at Williams. The program can field a limited number of courses per year*, and it has offered one-year of elementary Hebrew, Hindi, Korean, Persian, Portuguese, and Swahili thus far. Students work independently with standard language textbooks and audio materials for roughly ten hours per week and attend twice weekly group review sessions with tutors who are native speakers. Language faculty from other institutions provide the course syllabus, conduct the exams, and determine the final grades. An organizational meeting for enrolled students is held the first week of each semester.

Interested students must present an application and have it approved before registering for a course. Applications are available during the first two weeks of April and can be obtained from the Coordinator at the Center for Foreign Languages, Literatures, and Cultures, Hollander 230 or online at cflc.williams.edu/critical-languages.

Note that like other elementary language courses, the Critical Languages courses are hyphenated, meaning no credit is given for the first semester until the second semester is successfully completed. Students must normally begin a course in the fall semester. It cannot be taken Pass/Fail. An organizational meeting will be held the first week of each semester.

A consecutive year of intermediate language study will be considered only upon petition of those students completing a full year of elementary study with the Critical Languages Program and as long as a minimum of two students are enrolled to continue their language study.

All courses adhere to the guidelines of the National Association of Self-Instructional Language Programs (NASILP).

*A Critical Languages course will be scheduled only if and when at least two students are accepted for study and provided a native tutor and outside examiner have been contracted.

CRKO 101  (F)  Elementary Korean

Cross-listings:  CRKO 101  ASST 195

Primary Cross-listing

Introduction to the alphabet and language structure with emphasis on communicative skills. Students will receive a foundation in the language being able to hold simple conversations, use a range of vocabulary related to daily activities and transactions, and gain familiarity with basic, frequently used grammatical structures and the writing system of the language.

Class Format: twice-weekly review sessions

Requirements/Evaluation: Written and oral mid-term and final exam.

Prerequisites: Sophomore or higher standing with a GPA of 3.0 or higher; application to the Critical Language Program in early April.

Enrollment Limit:  8

Enrollment Preferences: Preference given to application submissions received during the information-application period in April.

Expected Class Size:  2-8

Grading:  no pass/fail option, yes fifth course option

Unit Notes: Minimum of two students in order to schedule the course

Distributions:  (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CRKO 101 (D1) ASST 195 (D1)

Fall 2020
LEC Section: R1    TBA     Jane E. Canova

CRKO 102  (S)  Elementary Korean
Cross-listings: CRKO 102 ASST 196

Primary Cross-listing
Continuation in developing communicative skills, vocabulary building, and furthering familiarity with frequently used grammatical structures and writing.

Class Format: twice-weekly review sessions
Requirements/Evaluation: Written and oral midterm exam and final exam.
Prerequisites: CRKO 101
Enrollment Limit: 8
Enrollment Preferences: Students who have completed CRKO 101.
Expected Class Size: 2-8
Grading: no pass/fail option, yes fifth course option
Unit Notes: minimum of two students in order to schedule the course
Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
CRKO 102 (D1) ASST 196 (D1)

Spring 2021
LEC Section: R1 TBA Jane E. Canova

CRKO 201 (F) Intermediate Korean
Cross-listings: ASST 297 CRKO 201
Primary Cross-listing
Intermediate level in developing linguistic abilities and fundamental reading, writing, listening and speaking skills. Students will be able to carry on more sophisticated conversations; use the language to manage logistics of everyday life; and demonstrate more complicated grammatical structures in speaking and writing.
Class Format: twice-weekly review sessions
Prerequisites: sophomore or higher standing with a GPA of 3.0 or higher; application to the Critical Language Program in early April
Enrollment Limit: 8
Expected Class Size: 8
Grading: no pass/fail option, yes fifth course option
Unit Notes: minimum of two students in order to schedule the course
Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
ASST 297 (D1) CRKO 201 (D1)

Fall 2020
LEC Section: R1 TBA Jane E. Canova

CRKO 202 (S) Intermediate Korean
Cross-listings: ASST 298 CRKO 202
Primary Cross-listing
Continuation of intermediate skills in speaking and writing.
Class Format: twice-weekly review sessions
Prerequisites: CRKO 201
Enrollment Limit: 8
Expected Class Size: 8
Grading: no pass/fail option, yes fifth course option
Unit Notes: minimum of two students in order to schedule the course
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
ASST 298 (D1) CRKO 202 (D1)

Spring 2021
LEC Section: R1 TBA Jane E. Canova

Winter Study --------------------------------------------------------------

CRKO 99 (W) Independent Study: Korean
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.
Class Format: independent study
Grading: pass/fail only
Not offered current academic year
The Critical Languages Program enables students to study important foreign languages relevant to their academic interests but not taught in regular courses at Williams. The program can field a limited number of courses per year*, and it has offered one-year of elementary Hebrew, Hindi, Korean, Persian, Portuguese, and Swahili thus far. Students work independently with standard language textbooks and audio materials for roughly ten hours per week and attend twice weekly group review sessions with tutors who are native speakers. Language faculty from other institutions provide the course syllabus, conduct the exams, and determine the final grades. An organizational meeting for enrolled students is held the first week of each semester.

Interested students must present an application and have it approved before registering for a course. Applications are available during the first two weeks of April and can be obtained from the Coordinator at the Center for Foreign Languages, Literatures, and Cultures, Hollander 230 or online at cfllc.williams.edu/critical-languages.

Note that like other elementary language courses, the Critical Languages courses are hyphenated, meaning no credit is given for the first semester until the second semester is successfully completed. Students must normally begin a course in the fall semester. It cannot be taken Pass/Fail. An organizational meeting will be held the first week of each semester.

A consecutive year of intermediate language study will be considered only upon petition of those students completing a full year of elementary study with the Critical Languages Program and as long as a minimum of two students are enrolled to continue their language study.

All courses adhere to the guidelines of the National Association of Self-Instructional Language Programs (NASILP).

*A Critical Languages course will be scheduled only if and when at least two students are accepted for study and provided a native tutor and outside examiner have been contracted.

CRPE 101  (F)  Elementary Persian
Introduction to the alphabet and language structure with emphasis on communicative skills. Students will receive a foundation in the language being able to hold simple conversations, use a range of vocabulary related to daily activities and transactions, and gain familiarity with basic, frequently used grammatical structures and the writing system of the language.

Class Format: twice-weekly review sessions
Requirements/Evaluation: Spoken and written midterm and final exams.
Prerequisites: Sophomore or higher standing with a minimum GPA of 3.0; application to the Critical Language Program in early April.
Enrollment Limit:  8
Enrollment Preferences: Preference given to application submission during the information-application period in April.
Expected Class Size:  2 - 8
Grading:  no pass/fail option,     yes fifth course option
Unit Notes:  Minimum enrollment of two students in order to schedule the course.
Distributions:  (D1)

Fall 2020
LEC Section: R1    TBA    Jane E. Canova

CRPE 102  (S)  Elementary Persian
Continuation in developing communicative skills, vocabulary building, and furthering familiarity with frequently used grammatical structures and writing.

Requirements/Evaluation: Oral and written midterm and final exams.
Prerequisites: Must have completed CRPE 101.
Enrollment Limit: 8

Enrollment Preferences: Students who have presented application and enrolled in CRPE 101.

Expected Class Size: 2-8

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2021

LEC Section: H1   TBA   Jane E. Canova
The Critical Languages Program enables students to study important foreign languages relevant to their academic interests but not taught in regular courses at Williams. The program can field a limited number of courses per year*, and it has offered one-year of elementary Hebrew, Hindi, Korean, Persian, Portuguese, and Swahili thus far. Students work independently with standard language textbooks and audio materials for roughly ten hours per week and attend twice weekly group review sessions with tutors who are native speakers. Language faculty from other institutions provide the course syllabus, conduct the exams, and determine the final grades. An organizational meeting for enrolled students is held the first week of each semester.

Interested students must present an application and have it approved before registering for a course. Applications are available during the first two weeks of April and can be obtained from the Coordinator at the Center for Foreign Languages, Literatures, and Cultures, Hollander 230 or online at cflc.williams.edu/critical-languages.

Note that like other elementary language courses, the Critical Languages courses are hyphenated, meaning no credit is given for the first semester until the second semester is successfully completed. Students must normally begin a course in the fall semester. It cannot be taken Pass/Fail. An organizational meeting will be held the first week of each semester.

A consecutive year of intermediate language study will be considered only upon petition of those students completing a full year of elementary study with the Critical Languages Program and as long as a minimum of two students are enrolled to continue their language study.

All courses adhere to the guidelines of the National Association of Self-Instructional Language Programs (NASILP).

* A Critical Languages course will be scheduled only if and when at least two students are accepted for study and provided a native tutor and outside examiner have been contracted.

CRPO 101 (F) Elementary Portuguese

Introduction to the alphabet and language structure with emphasis on communicative skills. Students will receive a foundation in the language being able to hold simple conversations, use a range of vocabulary related to daily activities and transactions, and gain familiarity with basic, frequently used grammatical structures and the writing system of the language.

Class Format: This course is conducted using online technology with Vassar College. The course will be scheduled according to the Vassar College academic calendar. The class meets twice-weekly for one-hour review sessions with Vassar’s native-speaking tutor.

Requirements/Evaluation: Grading is 20% attendance/preparedness, 30% midterm and 50% final; exams are oral and written and administered by an outside consultant.

Prerequisites: Sophomore or higher standing with a GPA of 3.0 or higher; application to the Critical Language Program in early April.

Enrollment Limit: 8

Enrollment Preferences: Based on enrollment numbers at both institutions.

Expected Class Size: 2-4

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2020

LEC Section: R1  TBA  Jane E. Canova

CRPO 102 (S) Elementary Portuguese

Continuation in developing communicative skills, vocabulary building, and furthering familiarity with frequently used grammatical structures and writing.

Class Format: This is a one year with Vassar College, conducted using online technology. The course will be scheduled according to the Vassar
College academic calendar. Classes meet with Vassar's native-speaking tutor.

Requirements/Evaluation: Grading is 20% attendance/preparedness, 30% midterm and 50% final; exams are oral and written and administered by an outside consultant

Prerequisites: CRPO 101.

Enrollment Limit: 8

Enrollment Preferences: Students who have completed CRPO 101.

Expected Class Size: 2-4

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2021
LEC Section: R1 TBA Jane E. Canova

Winter Study -----------------------------------------------

CRPO 99 Independent Study: Portuguese

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: NA

Grading: Not offered current academic year
The Critical Languages Program enables students to study important foreign languages relevant to their academic interests but not taught in regular courses at Williams. The program can field a limited number of courses per year*, and it has offered one-year of elementary Hebrew, Hindi, Korean, Persian, Portuguese, and Swahili thus far. Students work independently with standard language textbooks and audio materials for roughly ten hours per week and attend twice weekly group review sessions with tutors who are native speakers. Language faculty from other institutions provide the course syllabus, conduct the exams, and determine the final grades. An organizational meeting for enrolled students is held the first week of each semester.

Interested students must present an application and have it approved before registering for a course. Applications are available during the first two weeks of April and can be obtained from the Coordinator at the Center for Foreign Languages, Literatures, and Cultures, Hollander 230 or online at cflc.williams.edu/critical-languages.

Note that like other elementary language courses, the Critical Languages courses are hyphenated, meaning no credit is given for the first semester until the second semester is successfully completed. Students must normally begin a course in the fall semester. It cannot be taken Pass/Fail. An organizational meeting will be held the first week of each semester.

A consecutive year of intermediate language study will be considered only upon petition of those students completing a full year of elementary study with the Critical Languages Program and as long as a minimum of two students are enrolled to continue their language study.

All courses adhere to the guidelines of the National Association of Self-Instructional Language Programs (NASILP).

*A Critical Languages course will be scheduled only if and when at least two students are accepted for study and provided a native tutor and outside examiner have been contracted.

CRSW 101 (F) Elementary Swahili
Introduction to the alphabet and language structure with emphasis on communicative skills. Students will receive a foundation in the language being able to hold simple conversations, use a range of vocabulary related to daily activities and transactions, and gain familiarity with basic, frequently used grammatical structures and the writing system of the language.

Class Format: Twice-weekly review sessions
Requirements/Evaluation: Written and oral midterm and final exams.
Prerequisites: Sophomore or higher standing with a GPA of 3.0 or higher; application to the Critical Language Program in early April.
Enrollment Limit: 8
Enrollment Preferences: Preference given to application submissions received during the information-application period in April.
Expected Class Size: 8
Grading: no pass/fail option, yes fifth course option
Unit Notes: minimum of two students in order to schedule the course
Distributions: (D1)

CRSW 102 (S) Elementary Swahili
Continuation in developing communicative skills, vocabulary building, and furthering familiarity with frequently used grammatical structures and writing.

Class Format: twice-weekly review session
Requirements/Evaluation: Written and oral midterm and final exams.
Prerequisites: CRSW 101
Enrollment Limit: 8
Enrollment Preferences: Students who have completed CRSW 101.

Expected Class Size: 2-8

Grading: no pass/fail option, yes fifth course option

Unit Notes: Minimum of two students in order to schedule the course.

Distributions: (D1)

Not offered current academic year

Winter Study

CRSW 99 (W) Independent Study: Swahili

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year
The Dance Department offers students ways to investigate embodied knowledge and to develop multiple perspectives by studying individuals and communities. Our courses support close study of physical practices, histories, cultural context and musical understanding and interpretation. Through techniques, research, and creative inquiry, students deepen capacity for interdisciplinary discovery.

The department curriculum offers complementary study in the disciplines of Theater, Visual Art, Africana Studies, American Studies, Asian-American Studies, Global Studies, Gender Studies, Music, and Performance Studies. Dance technique courses include ballet, modern, and African Dance.

Currently students seeking to anchor their academic and creative study in dance may pursue the Contract Major option. Designated courses are offered for full academic and/or PE credit; you must register for PE courses through the Physical Education department.

All students are welcome to audition for membership in the Department’s performing companies which include: CoDa, whose members train in and perform works created in the vocabularies of modern dance and ballet; Kusika, an African Dance and percussion ensemble which accepts members as dancers, musicians, and storytellers; Sankofa, the college's step team, whose members present this percussive dance form with both respect to tradition and an energetic exploration of new ideas; and the Zambezi Marimba Band, which performs music from Zambia and Zimbabwe, as well as from around the world. Membership is also possible through invitation by the company directors. Company members study with faculty, guest artists and peers. Student choreographers are also supported.

**DANC 100 (F) Foundations in Dance**

This course is an introduction to the fundamentals of dance history and techniques focusing on Ballet, Modern dance and African dance and music genres. Regular physical work that provides experience in dance technique, reading, discussion about cultural context and significant innovators, viewing media, live performance and writing about dance are required. This course may not be taken for PE credit.

**Class Format:** discussion

**Requirements/Evaluation:** active participation and progress in the techniques, quality of written assignments and project presentations

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** beginning dancers and students with no prior experience

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** may not be taken for PE credit

**Distributions:** (D1)

Not offered current academic year

**DANC 102 (F) In the Room Together: An Introduction to Dance, Theatre, and Live Performance**

This course offers an introduction to the time-based art of performance, focusing on the embodied and social act of collaboration. Students will explore through a rotating studio and seminar-based format methods for creating and approaching art across a range of time-based media (dance, theatre, performance art, social media, spoken-word poetry), providing a foundation for the expression of ideas through performance. Over the term, students...
will develop, workshop and perform site-specific pieces, culminating in a final public presentation to the community. Through independent research projects, writing and class discussion, students will study makers whose work unsettles the boundaries of dance, theatre, and performance, such as: Anne Bogart, Bill T. Jones, Pina Bausch, Meredith Monk, Lin Manuel-Miranda, E. Patrick Johnson, Young Jean Lee, and Beyoncé. Evaluation will be based on an assessment of the student's work, participation, commitment, practice, curiosity, creativity, and collaboration with peers. Students will be required to attend '62 Center Series programming as may be required to attend other performance events as well. This course is open to students at all levels of experience and is a gateway and requirement to the major in Theatre.

Requirements/Evaluation: assignments will include writing reflections, showings of works in progress, oral presentations, a final performance, and a 5- to 7-page curatorial paper

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: students considering the major or already majoring in Theatre

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Unit Notes: this course serves as the gateway to the major in Theatre and is a prerequisite for several courses in the Theatre major

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
ARTS 102 (D1) DANC 102 (D1) THEA 102 (D1)

DANC 103 (F) Historical Research in Dance and Performance Studies

Cross-listings: ARTH 204  DANC 103

Primary Cross-listing

This course is an introduction to the historical context of dance forms prevalent in the US and analysis of movement-based performances. While readings and viewings will focus on the socio-historical background of dance genres practiced at Williams and beyond, an important element of the course will be the practice of documenting, interpreting, and writing about performances as historical and cultural mediums. The course will enable students interested in dance, theatrical and visual arts (including advertising and marketing) to hone their skills in the practice of analyzing still and moving images, while also offering students of history and art history the opportunity to develop competency in historical research. This is primarily a discussion-based seminar course. Learning objectives: to understand the social and political contexts for various performance genres; to explore interdisciplinary and embodied modes of engaging with movement; to develop the ability to document, analyze, and write about dance as a historical and cultural text.

Class Format: This class will be held remotely and will include a combination of tutorial-like small group meetings, periodic synchronous sessions, and asynchronous work such as Glow posts or recorded lectures.

Requirements/Evaluation: short weekly assignments, two 5-7 page essays, two group presentations.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first-years and sophomores

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
ARTH 204 (D1) DANC 103 (D1)

Fall 2020

SEM Section: R1  TF 3:15 pm - 4:30 pm  Munjulika Tarah

DANC 104 (S) Ballet I Beginning Ballet Technique
In this class, students learn the fundamentals of ballet technique, in a manner both safe and challenging. This is an absolute beginning course: EVERYONE is welcome! In barre work and center/traveling exercises, the class will begin to develop a working understanding of basic positions of the arms and legs; individual steps such as turns and jumps; and simple combinations. Through repetition and logical progression artistry, musicality, strength and coordination will develop and grow. This course may be repeated for credit. *NOTE: students can receive either partial academic credit for this course (credit which doesn't count toward the number required for graduation, but which does appear on one’s final transcript) or Physical Education credit. For students who wish PE credit, please register through the PE department.

**Class Format:** course meets for the full semester, twice per week

**Requirements/Evaluation:** quality of participation, individual progress with the physical material, and clear understanding of concepts

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** beginning students

**Expected Class Size:** 8

**Grading:** pass/fail option only

**Unit Notes:** May be taken for PE or partial academic credit. If PE, register through the PE dept. Otherwise, students must contact instructors for permission to be put on roster and must attend the first class meeting.

**Materials/Lab Fee:** Ballet class attire, i.e., leotards, tights/leggings, slippers (students should purchase their own clothing); Est. cost: $75

**Distributions:** No divisional credit

Spring 2021

STU Section: H1  MW 10:00 am - 11:15 am  Janine Parker

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**DANC 105  BFF! (Ballet Film Festival!) Ballet Technique, History/Evolution**

This course is for ANYONE interested in learning about ballet, through a variety of experiences. First, of course, will be physical practice. For those who have no (or little) prior ballet training, you'll learn the fundamentals of ballet technique in a safe but challenging class (separate classes are available for intermediate/advanced dancers) twice per week. All course participants will gather together once a week for movie/documentary viewings--a wide range of films (primarily) about ballet and ballet dancers from around the world. Readings and other viewings will be assigned so that all students have a grasp of the overarching history of ballet. We'll consider whether, how, and why "traditional" ballets can be relevant as performance art today, and explore ways in which ballet has stumbled, and ways in which it has soared and evolved. While the course assignments will offer historical context, we'll also take a rigorous look at broader topics in the art form, including some of the ways in which ballet hasn't always lived up to its potential as a dance form for all people regardless of class, race, and gender. We'll consider basic information--plot-lines of ballets we'll be looking at--as well as more subtle ideas--famous dancers’ takes on these roles, the socio-political aspects of the works themselves and the times they were created in. Students will submit (informal) written responses to the assignments. The class may go on one or two field trips to attend performances and will write response papers when applicable. EVERYONE is welcome in this class, and students will be assessed on their individual progress.

**Class Format:** In addition to physical classwork in the dance studio, class will gather to view/discuss dance films; one or two field trips to view live dance will occur over semester

**Requirements/Evaluation:** Workload: in-class physical participation, 2x per week, 75 minutes each class = 2.5 hours/wk; group film viewing/discussion = 3 hours per week; outside of class readings and viewings, with informal written responses, assigned 1x or 2x per week = 2-4 hours/wk; one or two live performance "field trips" with response papers over course of semester. Evaluation: based on quality of participation & individual progress in technique class, (50% of grade); quality of assignment responses and in-class discussions (20% of grade); live performance response papers (10% of grade); final "Film Festival Review" paper (20% of grade)

**Prerequisites:** None

**Enrollment Limit:** 20

**Enrollment Preferences:** Students who express a wish to engage with dance in the future

**Expected Class Size:** 15

**Grading:**

**Materials/Lab Fee:** Ballet class attire: leotard, tights/leggings, ballet slippers (students should purchase their own clothing) approx. $75-100. Field Trip travel/meals: approx. $75 per student per trip (max two trips per semester)

**Distributions:** (D1)
DANC 106 (S) Modern Dance I
This studio course is designed for students with little or no experience in modern dance technique. Students will develop an understanding of basic principles through progression of floor work, standing work, and traveling movement. Skills that will be acquired include strength, coordination, musicality, body alignment, and spatial awareness needed for movers.

Class Format: full semester

Requirements/Evaluation: quality of participation that fosters progress and understanding of principles of movement introduced through the study of dance technique

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: students who have no experience in dance

Expected Class Size: 20-25

Grading: pass/fail option only

Unit Notes: May be taken for PE OR partial academic credit. If PE, register through the PE dept. Otherwise, students must contact instructors for permission to be put on roster and must attend the first class meeting.

Distributions: No divisional credit

Spring 2021
STU Section: H1  Cancelled

DANC 107 (F) Dancing in the Streets
In the summer of 1964 musicians Marvin Gaye, Williams Stevenson and Ivy Jo Hunter composed one of the enduring anthems of the 1960's powerful social and political movements, Dancing in the Streets. Motown's Martha and the Vandellas introduced this song, which continues to be sung by contemporary artists as an expression of celebration and as a call to action. What brought people into the streets in many world communities during the summers of 1964 and 2020? We will examine, discuss and respond to the ways dance, music, visual art and stories offer documentation of lived experiences and develop ways to investigate and document our present experiences. Science and inventions impact how dance, music, visual art and information are made and shared causing culture and experiences to be witnessed and become meaningful beyond the boundaries of their origin. Creating for example, the globally evolving canon of Hip Hop. We will consider: - How artists document major themes in social justice such as anti lynching movement across time through work such as Strange Fruit (as poetry, dance, visual art, music, media) - How the arts documented the 1950's-80's in selected communities such as New York City, Los Angeles, Detroit, Kingston, Johannesburg, Atlanta, Rio, Chicago, Havana, Port au Prince, Lagos and Accra - Selected dance forms such as Charleston, Lindy Hop, Hip Hop, Electric Slide, Vogue, Stepping and Rumba as documents in motion - Contemporary choreographers Camille Brown, Rennie Harris , Vincent Mantsoe and Ephrat Asherie use social dance as an anchor for choreography - Music of the Black Lives Matter, Say Her Name and Civil Rights Movements Course meetings will include: - Study of designated social dance - Making solo and group dances - Learning selected songs - Discussion of selected readings, media and works of visual art in class meetings - Showing of individual and group generated performance and or media or text based material

Class Format: Seminar/Studio. This course is in collaboration with Gotham Arts Academy in Brooklyn, New York and will include sessions and collaboration with participating students. Other resources include guest artists and scholars, Jacob's Pillow Dance Interactive and Archives, the Williams College Museum of Art, New York City Public Library of Performing Arts, and the Schomburg Center for Research in Black Culture.

Requirements/Evaluation: Evaluation will be based upon: 1. Scheduled showings of material you and any collaborators are making in response to course materials, guest artists and scholars. 2. Quality of participation in weekly meetings that are interactive and discussions of course materials. 3. A 7 page paper that provides the research for your final project. 4. A final project presentation that is a synthesis of the information and ideas that inform your final project.

Prerequisites: None. This course is intended for beginning as well as experienced students who are curious about ways that the arts (dance, music, theater, media, etc.) document the present and the past. Please contact the instructor if you have questions

Enrollment Limit: 16

Enrollment Preferences: An interest in the arts, popular culture, history and/ or experience in social dance, music, writing or visual art making.
**DANC 108 (S) Dancing in the Streets**

*Dancing in the Streets* is a song composed during the summer of 1964 and popularized by Motown artists Martha and the Vandellas. This song continues to be interpreted as an enduring anthem for celebration and as a call for action serving as an example of how the practice of artists can embody history. We will examine the impact of vernacular African American dance and music continue to have on use of the body and its' presentation in various performance traditions. How do contemporary artist engage in collaborations that use the body in ways that are specific and that blur cultural referencing? How are they documenting and commenting on the past, the present and embodying history? We will look at the work of artists across genres including dance, theater, music/sound, visual art/media, text and practices that are multidisciplinary. We will examine how dancers/choreographers Rosie Perez, Fatima Robinson, Charles O. Anderson, Nora Chipaumire and Rennie Herris use dance and media to tell personal stories and document public events. Musicians/performers Billie Holiday, Nina Simone, Beyonce, Public Enemy, Kendrick Lamar and visual artists Carrie Mae Weems, Titus Kaphar, Hank Willis Thomas, and Adrian Piper are creators whose work will be referenced. What questions are artists posing? What statements are they making? What can be made that responds to this work and that reflects your own stories? Course meetings will include: 1. Weekly movement and music sessions to learn selected dance and music material 2. Weekly discussion of readings, media and other course materials 3. Making a solo and a collaborative project during the semester to be shared as a final project 4. A short research paper on an artist, movement or form that your work informs your work

**Class Format:** Seminar/Studio. This course is a continuing collaboration with Gotham Arts Academy in Brooklyn, New York and will include sessions and collaboration with participating students. Other resources include guest artists and scholars, Jacob's Pillow Dance Interactive and Archives, Jacob's Pillow Lab, the Williams College Museum of Art, MASS MoCA and the '62 Center for Theatre and Dance Center Series.

**Requirements/Evaluation:** Scheduled showings of material in progress, quality of participation in discussion of materials and class events, quality of a short research paper and final project.

**Prerequisites:** None. Intended as a second part to DANC 107. Courses do not need to be taken in sequence. Please contact the instructor if you have questions. Students who are beginners and experienced makers of dance, music, visual art, theater are welcome.

**Enrollment Limit:** 16

**Enrollment Preferences:** An interest in the arts, culture, history and/or experience in dance, music, writing, visual art, media and theater. Students who have taken the fall course will be given preference however, it is not a requirement, permission of professor may be sought.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

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**DANC 201 (S) African Dance and Percussion**

**Cross-listings:** AFR 201  MUS 220  DANC 201

**Primary Cross-listing**

We will examine two forms that embody continuity of tradition or the impact of cultural shifts in generations. Lamban was created by the Djeli, popularly called Griots who historically served many roles in traditional society from the Kingdom of Ghana and Old Mali spanning the 12th-current centuries. This dance and music form continues as folklore in modern day Guinea, Senegal, Mali and The Gambia where it was created and practiced by the Mandinka people. Bira is an ancient and contemporary spiritual practice of Zimbabwe's Shona people. Both of these forms are enduring cultural practices while Kpanlogo from the modern West African state of Ghana represents the post-colonial identity of this nation's youth at the end of the 1950s. This course can be taken for academic and/or PE credit

**Class Format:** class hours will be divided among research and discussion of the dance, percussion, and music of two forms, as well as physical
learning and group projects; also includes field trips to view an area performance and the archives at Jacob Pillow

Requirements/Evaluation: discussion of assignments, group response performances, and short research paper. Students enrolled for PE credit are responsible only for the performance-based projects

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: students who have taken DANC 100 or DANC 201; have experience in a campus-based performance ensemble; or have permission of the instructors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 201 (D2) MUS 220 (D1) DANC 201 (D1)

Not offered current academic year

DANC 202 (F) African Dance and Percussion

Cross-listings: AFR 206 MUS 221 DANC 202

Primary Cross-listing

Before the 20th century, the African continent was the source of dance and music that influenced new forms rooted on and off the continent. These forms are shaped by the impact of religion, colonialism, national political movements, travel, immigration, and the continuing emergence of technology. In South Africa, the labor conditions of miners instigated the creation of Isicathulo, Gum boots, and in Brazil the history of colonialism is a factor that anchors Samba as a sustaining cultural and socioeconomic force. The birth of Hip Hop in the 20th century finds populations across the globe using its music, dance, lyrics, and swagger as a vehicle for individual and group voice. Hip Hop thrives as a cultural presence in most countries of the African continent and in the Americas. We will examine the factors that moved this form from the Bronx, New York, to Johannesburg, South Africa, and Rio, Brazil. We will examine at least two of these forms learning dance and music technique and composition material that will inform their practice. Each of these genres generated new physical practices, new and enduring communities while continuing to embody specific histories that have moved beyond their place of origin. What is their status in this century?

Class Format: class hours will be divided among discussion of media and readings; rehearsal of dance and music techniques; field trips to view performances; research at the Jacob Pillow's archives; and interaction with visiting artists

Requirements/Evaluation: a series of discussion, research, and individual and group projects; all of which will inform collaboration on mid-term and final projects

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: students who have taken DANC 100 or DANC 201; have experience in a campus based performance ensemble; or have permission of the instructors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 206 (D2) MUS 221 (D1) DANC 202 (D1)

Not offered current academic year

DANC 203 (S) Intermediate Ballet: Technique, Repertoire, History and Now

Designed for dancers who have achieved a beginning/intermediate level, in this course students will explore different eras of ballet through the lens of famous ballets, dancers, choreographers and other key figures. In addition to technique classes, corps de ballet (ensemble) sections and/or variations from the chosen ballets will be taught and coached to students. Learning sequences from these ballets is an excellent training tool, as these short dances are technically, musically, dramatically and spatially challenging. Therefore, this is primarily a studio course, although, through readings and viewings, we will also consider whether, how, and why these ballets can be relevant as performance art today. While the course assignments will offer
historical context, we'll also take a rigorous look at broader topics in the art form, including some of the ways in which ballet hasn't always lived up to its potential as a dance form for all people regardless of class, race, and gender. We'll consider basic information—the plot-lines of the ballets we'll be working on—as well as more subtle ideas—famous dancers' takes on these roles, the socio-political aspects of the works themselves and the times they were created in. Viewings will also be assigned to allow students to fully explore and grasp the ballets. Students will submit (informal) written responses to the assignments. The class may go on one or two field trips to attend performances and will write response papers when applicable. ANY student with adequate prior knowledge is welcome to this class! Students will be assessed on their individual progress. This course MAY BE REPEATED for credit.

**Class Format:** lecture and discussion

**Requirements/Evaluation:** quality of participation & individual progress in tech. class, rehearsals and presentations; as well as quality of assign. responses, quizzes, etc.

**Prerequisites:** prior experience in ballet training; permission from instructor required for all students to enroll

**Enrollment Limit:** 20

**Enrollment Preferences:** students with demonstrated prior experience

**Expected Class Size:** 7

**Grading:** yes pass/fail option, yes fifth course option

**Materials/Lab Fee:** ballet class attire: leotard, tights/leggings, ballet slippers

**Distributions:** (D1)

Not offered current academic year

**DANC 204  (F)  Ballet II Intermediate Technique**

This course is for students who have reached an intermediate level of ballet and are serious about continued progression in their technique and artistry and interested in working with spirit, perseverance, and joy. ANY student with adequate prior knowledge is welcome to this class! Proper alignment and rigorous but safe application of technique are stressed. Classes will follow the traditional ballet class format of barre work proceeding into center work*; vocabulary, ability and stamina will be built in a safe but challenging atmosphere. Students will be guided to work safely and correctly with their individual abilities. The classes have live piano accompaniment. In Fall 2020, classes will be offered each week in the following formats: in-studio for on-campus students; live-streaming for off-campus students in a similar time zone; pre-recorded films for off-campus students unable to realistically engage in the "live" session blocks. If the number of on-campus students exceeds the studio space limit for this year, we will follow an alternating studio/livestream schedule. Classes will be designed with the knowledge that many spaces will be restrictive. Elements such as floor barre will be given as training supplements for students working in very small spaces. *In Fall 2020, traveling exercises such as traditional grand allegro will be greatly reduced/deconstructed.

**Class Format:** Full semester participation, pass/fail or PE credit. In Fall 2020, classes will be offered in these formats: in-studio for on-campus students; live-streaming for off-campus students in a similar time zone; pre-recorded films for off-campus students unable to engage in live session blocks. If the number of on-campus students exceeds the space limit for this year, we’ll follow an alternating studio/livestream schedule. Classes will be designed with the knowledge that many spaces are restrictive.

**Requirements/Evaluation:** Robust participation and individual progress with material, technique and deeper understanding of concepts

**Prerequisites:** Ballet I and/or prior experience in ballet, and permission of instructor.

**Enrollment Limit:** 12

**Enrollment Preferences:** students who have taken level I, placement class with instructor or permission based on prior training

**Expected Class Size:** 8

**Grading:** pass/fail option only

**Unit Notes:** May be taken for PE or partial academic credit. If PE, register through the PE dept. Otherwise, students must contact instructors for permission to be put on roster and must attend the first class meeting.

**Materials/Lab Fee:** Ballet class attire, i.e., leotards, tights/leggings, slippers (students should purchase their own clothing); Est. cost: $75

**Distributions:** No divisional credit

Fall 2020

STU Section: H1    MW 10:00 am - 11:15 am     Janine  Parker
DANC 205 (F)  Modern Rebels: Revolt, Resistance, Reconstruction and Revelation

Cross-listings: AMST 204  DANC 205

Primary Cross-listing

"Dance is the fist with which I fight the sickening ignorance of prejudice." -Pearl Primus  
Early 20th century modern dance exemplified embodied rebellion. The body as a tool for expression, social critique and resistance evolved radically, as the work of modern dance artists in the U.S. exposed and dismantled restrictive aspects of the racial and social dynamics of the 20th century, especially for women and people of color. We will examine particular artists' voices that arose with new aesthetic and thematic concerns in the struggle for artistic freedom and social justice, while examining why some, and not others, had opportunities to advance their art. We will investigate key artists and works in the historic canon in order to understand the ways in which bodies rebel, overtly and covertly, to guide us in the power and importance of embodied resistance. Virtual class visits with artists active in the reconstruction and performance of works of protest such as Talley Beatty's Mourne's Bench, Jane Dudley's Time is Money and Harmonica Breakdown, Martha Graham's Chronicle and Deep Song, Pearl Primus' Strange Fruit and Hard Time Blues, Sophie Maslow's Dustbowl Ballads, and Anna Sokolow's Slaughter of the Innocents and Rooms will enhance our dialogue. We will also connect these historic pieces to the work of current artists such as Dr. Shamell Bell and Akram Khan. We will learn to "read" dance as a language and to develop a critical framework by examining, for example, how we define bodily innovation, what a work reflects about its time, its creator, and the place of dance in society, how the body is constructed/deconstructed in the work, spiritual practice in relation to dance-making, the social identity of the creator and the performers, and the role of music/sound/text in relation to movement expression. We will periodically practice movement ideas in workshops designed for any student; no previous dance experience is expected or required. The class will collaboratively develop final project(s) on our chosen themes, using movement, sound, and research to develop our own call(s) to action. These will be activated in spaces both physical and virtual.

Class Format: Hybrid

Requirements/Evaluation: Students are expected to complete course readings and viewings in order to actively participate in discussions, generate periodic short written responses, and develop and present a final project.

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Preference given via lottery if over-enrolled

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 204 (D2) DANC 205 (D1)

Fall 2020

SEM Section: H1  TF 1:30 pm - 2:45 pm  Erica Dankmeyer

DANC 206 (S) Modern Dance II

This course aims to build upon students' technical skill, such as increased endurance, expanded vocabulary of movement and more complex use of space, with a focus on musical awareness and longer phrases of movement.

Class Format: pass/fail or PE credit, full semester

Requirements/Evaluation: quality of participation and progress made during the semester with the creative and physical concepts taught

Prerequisites: Modern I and /or permission of the instructor; may be repeated for credit. If the student is unsure if their experience in dance provides enough preparation or is not known by the instructor, they should seek permission of the instructor.

Enrollment Limit: 25

Enrollment Preferences: students who have taken Modern I or other department dance courses with technique components, or have previous study in dance technique

Expected Class Size: 20-25

Grading: pass/fail option only

Unit Notes: May be taken for PE or partial academic credit. If PE, register through the PE dept. Otherwise, students must contact instructors for permission to be put on roster and must attend the first class meeting.
DANC 207  (F)  ReReading/Righting Ballet's History: Celebrating BIPOC Figures in Ballet (Intermediate Ballet Tech)

"What does dance give you?" asked the great African American dancer, teacher, and director Arthur Mitchell: "The freedom to be who you are and do what you want to do." In the ballet world, however, Black, Indigenous, and People of Color have struggled to achieve that "freedom" their white counterparts have enjoyed. In this course students continue their technical/artistic training in ballet while also exploring different topics in past and current ballet history; in Fall 2020, our main focus will be on some of the notable BIPOC figures in the world of ballet, with the history of ballet providing both a timeline and a sociopolitical backdrop against which we can trace and discover the intersectionality that has helped shape the aesthetics of ballet as well as other genres we know today. Though this is primarily a studio course (with in-studio or online ballet technique classes given twice-weekly; see formats below) readings and viewings relevant to our coursework will be assigned; a third weekly meeting will be held for virtual group discussions on those assignments. Alongside broader ballet history texts, the essays and articles by authors such as Brenda Dixon Gottschild and Theresa Ruth Howard will offer keen insights into some of the more specific issues and topics regarding race and diversity in the field of ballet. In addition to informal, written responses to the readings and viewings, Howard's website "Memoirs of Blacks in Ballet" will be an important anchor/springboard for course projects. Howard will be a guest collaborator in this course for Fall '20; in addition to joining us (remotely) for discussions, she will guide us in those projects.

Class Format: Two tech classes per level will be offered per week in the following formats: in-studio for on-campus students; live-streaming for off-campus students in a similar time zone; pre-recorded films for off-campus students unable to realistically engage in the "live" session blocks. If the number of on-campus students exceeds the studio space limit for this year, we will follow an alternating studio/livestream schedule. Classes will be designed with the knowledge that many spaces will be restrictive.

Requirements/Evaluation: Robust engagement in technique classes and discussion sessions; timely and thoughtful written (informal) responses to assigned readings and viewings; development and presentation of individual and collaborative final projects.

Prerequisites: Intermediate level (DANC 207): Minimum of one year of ballet training, with permission from instructor; Advanced students (please register for DANC 209): Minimum of three years of ballet training, with permission from instructor

Enrollment Limit: 12

Expected Class Size: 8

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: Ballet class attire (i.e., leotards, tights/leggings, slippers and/or pointe shoes)--students are responsible for acquiring personal clothing and shoes. Est. cost $75-150.

Distributions: (D1)

Fall 2020

STU Section: H1    MW 10:00 am - 11:15 am    Janine  Parker

DANC 209  (F)  ReReading/Righting Ballet's History: Celebrating BIPOC Figures in Ballet (Advanced Ballet Tech)

"What does dance give you?" asked the great African American dancer, teacher, and director Arthur Mitchell: "The freedom to be who you are and do what you want to do." In the ballet world, however, Black, Indigenous, and People of Color have struggled to achieve that "freedom" their white counterparts have enjoyed. In this course students continue their technical/artistic training in ballet while also exploring different topics in past and current ballet history; in Fall 2020, our main focus will be on some of the notable BIPOC figures in the world of ballet, with the history of ballet providing both a timeline and a sociopolitical backdrop against which we can trace and discover the intersectionality that has helped shape the aesthetics of ballet as well as other genres we know today. Though this is primarily a studio course (with in-studio or online ballet technique classes given twice-weekly; see formats below) readings and viewings relevant to our coursework will be assigned; a third weekly meeting will be held for virtual group discussions on those assignments. Alongside broader ballet history texts, the essays and articles by authors such as Brenda Dixon Gottschild and Theresa Ruth Howard will offer keen insights into some of the more specific issues and topics regarding race and diversity in the field of ballet. In addition to informal, written responses to the readings and viewings, Howard's website "Memoirs of Blacks in Ballet" will be an important anchor/springboard for course projects. Howard will be a guest collaborator in this course for Fall '20; in addition to joining us (remotely) for discussions, she will guide us in those projects.

Class Format: Two tech classes per level will be offered per week in the following formats: in-studio for on-campus students; live-streaming for
off-campus students in a similar time zone; pre-recorded films for off-campus students unable to realistically engage in the "live" session blocks. If the number of on-campus students exceeds the studio space limit for this year, we will follow an alternating studio/livestream schedule. Classes will be designed with the knowledge that many spaces will be restrictive.

**Requirements/Evaluation:** Robust engagement in technique classes and discussion sessions; timely and thoughtful written (informal) responses to assigned readings and viewings; development and presentation of individual and collaborative final projects.

**Prerequisites:** Advanced students (DANC 209): Minimum of three years of ballet training, with permission from instructor; Intermediate level students (please register for DANC 207): Minimum of one year of ballet training, with permission from instructor.

**Enrollment Limit:** 12

**Enrollment Preferences:** students who have demonstrated a steady interest in dance and dance training

**Expected Class Size:** 8

**Grading:** yes pass/fail option, yes fifth course option

**Materials/Lab Fee:** Ballet class attire (i.e., leotards, tights/leggings, slippers and/or pointe shoes)--students are responsible for acquiring personal clothing and shoes. Est. cost $75-150.

**Distributions:** (D1)

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**Fall 2020**

STU Section: H1   MWF 11:45 am - 1:00 pm   Janine Parker

**DANC 210 (S) LET'S MAKE A DANCE: Dance Making and Re-Making**

This course is designed for first-time dance makers as well as more experienced dance students who seek the opportunity to practice dance making in a structured, intimate setting. Any genre or style of dance may be explored. Projects are designed primarily to empower the creator to clarify the intent and vision for their work. Central to this is the practice of giving and receiving feedback, using Liz Lerman’s Critical Response Process (CRP). Projects may include solo and group work, site-specific dance making, and creating in collaboration. Students are expected to rigorously build upon and revise their work(s) in three possible roles: artist, responder, and facilitator. Studying the work and philosophies of dance makers in a variety of genres, such as Akram Khan, Pina Bausch, Camille A. Brown, and William Forsythe will give further context to our work. Weekly presentation of assignments, active participation in CRP sessions, reading assignments, identifying to the group one’s intended goal(s) for the week, written reflection on sessions, and final showing will be required. Three seminar sessions will be included in the class.

**Class Format:** plus one full class meeting per week

**Requirements/Evaluation:** weekly presentation of assignments, participation in CRP sessions, identifying to the group one’s intended goal, written reflection on sessions, and final showing

**Prerequisites:** none

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**Not offered current academic year**

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**DANC 214 (F) Performance Ethnography (DPE)**

**Cross-listings:** GBST 215  DANC 214  ANTH 215  AMST 214  THEA 215

**Primary Cross-listing**

The course aims to explore the theory, practice, and ethics of ethnographic research with a focus on dance, movement, and performance. Traditionally considered to be a method of research in anthropology, ethnography is the descriptive and analytical study of a particular community through fieldwork, where the researcher immerses herself in the culture of the people that she researches. In this course students will be introduced to (i) critical theory that grounds ethnography as a research methodology, (ii) readings in ethnographic studies of dance and performance practices from different parts of the world, and (iii) field research in the local community for their own ethnographic projects. This is primarily a discussion-based seminar course and may include fieldwork, attendance at live performances, film screenings, workshop with guest artists etc. No previous dance or performance experience is assumed or required.
Class Format: community-based field work

Requirements/Evaluation: class participation, reading responses, fieldwork and field notes, short papers, and final essay

Prerequisites: none

Enrollment Limit: 15

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 215 (D2) DANC 214 (D1) ANTH 215 (D2) AMST 214 (D1) THEA 215 (D1)

Difference, Power, and Equity Notes: This course focuses on ethnographic research with an emphasis on the ethics of doing ethnography in field sites and making performances based on that research. In fieldwork and performance work, there is a difference in social, cultural, and political (broadly conceived) power between researcher and interlocutors. In the course, students' critical analytical skills are developed for them to be self-reflective about these power differentials and to address issues of social inequality.

Not offered current academic year

DANC 215  (F)  Ways of Knowing: Music, Movement, Memory

Cross-listings: DANC 215  THEA 202  WGSS 215  AFR 215

Secondary Cross-listing

This interdisciplinary seminar proceeds from the premise that the body knows. Ongoing colonial modernity is rooted in a racialized hierarchy: the "civilized" life of the mind vs. the "primitive" instincts of the flesh. According to this binary, the body is marked as irrational, sinful, outside of the archive. The body cannot know because the happenings of the body are ephemeral: unlike documents, they don't last. In this course, we will subject this logic to close scrutiny. As performance scholar Diana Taylor asks, "Whose memories, traditions, and claims to history disappear if performance practices lack the staying power to transmit vital knowledge?" In this course, we look to music, movement, and other repertoires as ways of knowing, remembering, and world-making. How does embodied knowledge travel across time and space? How have performance practices served as modes of what Ashinaabe cultural theorist Gerald Vizenor calls "survivance" (survival + resistance) for indigenous, nomadic, queer, and colored communities. Case studies include: the Middle Passage and the syncretic birth of the Blues in the Americas; nomadism, the nation-state, and the migration of Romani music; and the evolution of queer ball culture. Students will engage with a variety of texts (verbal, sonic, visual, kinesthetic) and respond to them critically not only through writing and discussion, but also through their own performance practices.

Requirements/Evaluation: in-class participation, creative/critical responses to texts, final paper

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Theater majors

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 215 (D1) THEA 202 (D1) WGSS 215 (D2) AFR 215 (D2)

Not offered current academic year

DANC 216  (S)  Asian/American Identities in Motion  (DPE)

Cross-listings: GBST 214  ASST 214  THEA 216  AMST 213  DANC 216

Primary Cross-listing

The course aims to explore dance and movement-based performances as mediums through which identities in Asian and Asian-American (including South-Asian) communities are cultivated, expressed, and contested. It will orient students towards "reading" and analyzing live and mediated performances within historical, social, and political frameworks. Students will explore how socio-historical contexts influence the processes through which dance performances are invested with particular sets of meanings, and how artists use performance to reinforce or resist stereotypical representations. Core readings will be drawn from Dance, Performance, Asian, and Asian American Studies, and will engage with issues such as
nation formation, race and ethnicity, appropriation, tradition and innovation among other topics. This is primarily a discussion-based seminar course, and might also include film screenings, discussion with guest artists and scholars, and opportunities for creative projects. No previous dance experience is required.

**Class Format:** This course will be taught in a virtual format and will be remote.

**Requirements/Evaluation:** reading responses, essays, in-class writing assignments, class participation, and group presentations.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** first years and sophomores

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 214 (D2) ASST 214 (D1) THEA 216 (D1) AMST 213 (D2) DANC 216 (D1)

**Difference, Power, and Equity Notes:** This course introduces students to the role of performance in nation formation in Asia and the history of Asian-Americans in the US through analysis of dance performances and practices. Student will explore how race was central to the formation of Asian and the American nation, and how social and legal discriminatory practices against minorities influenced popular culture. The assigned material provide examples of how artists address these inequalities and differences in social power.

Spring 2021

SEM Section: R1 MR 3:15 pm - 4:30 pm Munjulika Tarah

**DANC 217 (S) Moving While Black**

**Cross-listings:** DANC 217 AFR 216

**Secondary Cross-listing**

Opening your apartment door, driving down the highway, taking a knee, raising a fist, sitting at the lunch counter then or sitting in a café now, these movements have historically and presently prompted fear at a minimum and in the most grave cases death for black people. Whether in the U.S. or globally, moving in the world as a black person often means being perceived as different, foreign and threatening. Crawling, dancing, running and boxing, these movements have countered fear and articulated the beauty, pride, creativity and political resistance of black people. In both cases, black movement matters and means much. While many consider movement to be just organized dance moves, this course expands students' definitions of black movement and teaches them to analyze multiple perceptions, uses, and reactions to it. "Moving while Black" offers examples of physical movement in improvised and practiced performance, quotidian movement, geographical movement across national borders and symbolic, politicized gestures. Students will investigate black movement via interdisciplinary sources that reflect various time periods and locations. Students may analyze such texts as Jacob Lawrence's visual art in The Migration Series, the movement of the rumba dance form between Cuba and the Democratic Republic of Congo, the Alvin Ailey American Dance Theater's "Revelations," William Pope.L's choreographed crawls, the 1995 World Rugby Cup in South Africa, and the 2018 case of a Kansas resident arrested while moving into his own home. Additionally, this course features an important practice element, in which students experiment with in-class movement exercises and workshops, engage with dance archives at Jacob's Pillow, interview participants of Kusika, and create and perform their own choreographies. While no previous experience in performance is required, curiosity and openness to learning through one's own body movement is expected.

**Class Format:** classes will rotate throughout the semester between seminar discussions in the classroom and performance exercises in the studio

**Requirements/Evaluation:** multiple reading/viewing responses in a movement journal, an essay closely analyzing movement; a presentation, and multiple movement-based performances including a final project with outside research and a proposal

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** Africana Studies concentrators

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)
This course is cross-listed and the prefixes carry the following divisional credit:

DANC 217 (D2) AFR 216 (D2)

Not offered current academic year

DANC 226 (S) Gender and the Dancing Body (DPE)

Cross-listings: WGSS 226 THEA 226 AMST 226 DANC 226

Primary Cross-listing

This course posits that the dancing body is a particularly rich site for examining the history of gender and sexuality in America and beyond. The aim of the course is to explore ideas related to gender and sexuality as prescribed by dominant cultural, social, and religious institutions, and how dance has been used to challenge those normative ideologies. We will examine a wide range of dance genres, from stage performances to popular forms to dance on television, with particular attention to the intersections of race and class with gender. This is primarily a discussion-based seminar course and will also include film screenings, discussions with guest artists, and opportunities for creative projects. No previous dance experience required.

Class Format: This course will be taught in a virtual format and will be remote.

Requirements/Evaluation: class participation, reading responses, essays, in-class writing assignments, and group presentations

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first years and sophomores

Expected Class Size: 10-15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 226 (D2) THEA 226 (D1) AMST 226 (D2) DANC 226 (D1)

Difference, Power, and Equity Notes: In the course, students will explore the concept of gender as a social construction and how the body's historical associations to markers of gender and sexuality lead to differences in socio-political power. The assigned texts and viewings provide examples of how bodies and their movements make meaning in a network of power relationships, and how artists use dance to address social inequalities such as sexism, racism, and transmisogyny, to imagine a more just world.

Spring 2021

SEM Section: R1 TF 3:15 pm - 4:30 pm Munjulika Tarah

DANC 230 (S) Dance and Context: Hip-Hop's Roots and Influences Today

This course will focus on the Hip-Hop dance techniques as well as the influence on dance, music, fashion, language, media and personal style throughout the world. Students will develop a physical practice through technique class that supports their investigation of the history and culture through media, reading, discussion and research to develop a performance project. The project will be a part of the Dance Department's contribution to the spring season of events in Dance and Theatre. In addition to technique class and discussion, this class will require additional meeting time for rehearsals.

Requirements/Evaluation: two research projects, short paper or oral presentation; two performances (mid-term and final)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: students who take Shakia's Winter Study then any student who has enrolled in a Dance course (currently or prior)

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Materials/Lab Fee: $25 field trip

Distributions: (D1)

Not offered current academic year
**DANC 267 (S) Performance Studies: An Introduction (DPE)**

**Cross-listings:** DANC 267 WGSS 267 COMP 267 THEA 267

**Secondary Cross-listing**

Since the 1980s, performance studies has emerged as an interdisciplinary field of inquiry, with origins in theater and anthropology, in communications and philosophy. What might theorizing "performance" as mode, analytic, and object of study have to offer scholarship in the interdisciplinary humanities? In this seminar, we will read texts formative of performance studies, paired with multimedia performance examples, where performance speaks to staged theatrics as well as the presentation of everyday life. We will ask, how are race, gender, sexuality, and nation produced as the effects of legal, political, historical, social, and cultural scripts? And--an important partner question--how do discourses and practices of race, gender, sexuality, and nation in fact produce legal, political, historical, social, and cultural effects? This seminar is an introduction to performance studies, an interdisciplinary field in conversation with theater studies, gender studies, anthropology, philosophy, literary theory, visual studies, dance studies, ethnic studies, queer theory, and postcolonial studies. Students will study and experiment with performance while reading theoretical texts to grapple with concepts including ritual, restored behavior, performativity, mimicry, liveness, the body, objecthood, archive, movement, matter, and affect.

**Requirements/Evaluation:** reflection papers, performance analysis, final paper or performance

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

DANC 267 (D1) WGSS 267 (D1) COMP 267 (D1) THEA 267 (D1)

**Difference, Power, and Equity Notes:** This course tracks performance studies' engagement with feminist, queer, post-colonial, and critical ethnic studies scholarship, equipping students with tools and concepts with which to analyze power, difference, and equity.

Not offered current academic year

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**DANC 280 (S) Dancing the Score/Scoring the Dance**

**Cross-listings:** MUS 280 DANC 280

**Secondary Cross-listing**

This course is designed for students interested in intensive collaborative composition work in dance and music. Students in dance will be paired with students in music; both students will be supported in creating in collaboration by practicing composition in their respective disciplines while working closely with each other in a structured, intimate setting. Any genre or style of music or dance may be explored. Projects will allow students to practice methodologies of collaboration and creation. Groups will evolve, and document procedures unique to their group. Students are expected to rigorously build upon and revise their work(s) by making active use of feedback sessions. Studying historic and contemporary dance and music collaborations in a variety of genres will give further context to our work. Weekly presentation of assignments, active participation in feedback sessions, identifying to the group what the next steps are, written reflection on sessions, and final showing will be required. Creating in collaboration trains students to articulate vision and intention while enabling the instructors to differentiate their aesthetic values from those of the students. It also trains students to collaborate with other disciplines during the creative process. The format allows class members to receive undivided focus on their processes, while also challenging them to assess their own abilities, create their own next steps, and discover how movement can inspire music as well as music inspiring dance. This tutorial provides a crucial central aspect of the creative arts: a space for ongoing feedback driven by the questions arising for the students, rather than specific aesthetic preferences or working practices. Investment in the work of one's group is central, sharing responsibility for the development of others' as well as one's own work.

**Class Format:** each student choreographer will work with a student composer; they will share responsibility choosing, creating, developing, completing, and presenting their projects

**Requirements/Evaluation:** 10% class participation, 20% written assignments, 70% composition assignments

**Prerequisites:** permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** composition students and student choreographers
DANC 285 (F) Scenic and Lighting Design for Performance

Cross-listings: DANC 285 THEA 285

Secondary Cross-listing

The artistic, intellectual, and practical roles of a designer vary widely, from the spectacle of Broadway to the do-it-yourself ingenuity of downtown theater to the conceptual frame of the art gallery space. This course explores the art and techniques of lighting and scenic design for performance. While grounded in a conceptual methodology for development of a design based in textual analysis and research, this course is equally concerned with providing instruction in the techniques and craft necessary for bringing a design to fruition, including: sketching, technical drafting, and model-making; basic physics and theories of color in both surfaces and light; the use of volume, movement, color, intensity, and texture as compositional and storytelling tools; the variety of stage lighting instruments and theatrical soft goods available, and their uses; writing cues; and the translation of concept into light plots, channel hookups, plans and elevations. We will use a variety of performance texts (plays, musicals, opera, and dance) to discover and explore the creative process from the perspective of scenic and lighting designers. The class format will be a combination of lectures, discussions and studio work.

Requirements/Evaluation: committed participation in class discussion and feedback; and the thoughtful, timely completion and presentation of multiple design projects of varying scales, focusing on scenic and lighting design, considered both individually and when working in tandem

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: students who have completed THEA 101, 102, 201 or 244, ARTS 100, or equivalent course or practical experience in the performing or studio arts

Expected Class Size: 6

Grading: no pass/fail option, yes fifth course option

Materials/Lab Fee: up to $125 for materials and copying charged to term bill

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 285 (D1) THEA 285 (D1)

Not offered current academic year

DANC 300 (F) Advanced Ballet--Technique, Repertoire, & Revolution: Women at the Barre, on Stage, at the Helm

Cross-listings: DANC 300 WGSS 300

Primary Cross-listing

To loosely paraphrase the feminist Emma Goldman, "If I can't dance, I don't want to be part of your revolution." Designed for intermediate/advanced ballet dancers, in this course students will explore different topics in past and current ballet history through the lens of famous ballets, dancers, choreographers, etc. In Fall 2019, we will focus on some of the notable female figures in the world of ballet: while ballet is often perceived as a primarily "female" art form-and indeed, there are many more females vying for positions in ballet companies than males-historically, women have held far fewer leadership positions than men, and have had fewer choreographic opportunities. In addition to technique classes, variations and/or ensemble sections from selected ballets will be taught and coached to students. This is primarily a studio course, although readings relevant to our coursework will be assigned. These assignments will offer historical context, as well as provide rigorous looks at some of the ways in which ballet hasn't always lived up to its potential as a dance form for all people regardless of class, race, and gender. We'll consider basic information-the plotlines of the ballets-as well as some subtle ideas-famous dancers' takes on these roles, the socio-political aspects of the works themselves and the times they were created in. Viewings will also be assigned to allow students to fully explore and grasp the ballets and to provide additional contextualization. Students will submit (informal) written responses to the assignments. The class may go on one or two field trips to attend performances and will write response papers when applicable. This course MAY BE REPEATED for general academic credit (but not for additional WGGS major credit). ANY student with...
adequate prior training is welcome to this class! Material will be introduced at an intermediate/advanced level, and individuals will be assessed on their own personal progress.

**Requirements/Evaluation:** quality of participation and progress (throughout the semester) in classes, rehearsals, presentations, and assignment responses

**Prerequisites:** a minimum of three years prior training in ballet, and a demonstrated ability to safely keep up with this level of instruction; permission of instructor required

**Enrollment Limit:** 20

**Enrollment Preferences:** students with demonstrated ability and desire to continue rigorous study

**Expected Class Size:** 5

**Grading:** yes pass/fail option, yes fifth course option

**Materials/Lab Fee:** ballet class attire: leotard, tights/leggings, ballet slippers; and for those on pointe, pointe shoes

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

DANC 300 (D1) WGSS 300 (D1)

Not offered current academic year

**DANC 301 (S) Creative Process in Dance**

This course gives the experienced mover the opportunity to develop a personal creative voice by examining and practicing methods used to make dances. Creating and collaborating in virtual platforms will allow us to study dance making as it is being practiced in the current moment. We will focus on theory, methods, and the history of composing dance in various traditions. Students will be asked to identify their own methods and engage in research and regular presentations of their compositions for critical feedback. We will practice giving and receiving feedback designed to support artistic growth by using Liz Lerman's Critical Response Process (CRP). Projects may include solo and group work, site-specific dance making, and creating in collaboration. The class will view works by innovative professional choreographers in various dance genres, both contemporary and historic, such as Ephrat Asherie, Michelle Dorrance, Heddy Malem, Shen Wei, Jawole Willa Jo Zollar, Pina Bausch, Akram Khan, George Balanchine, Eiko and Koma, Rennie Harris, Martha Graham, Camille A. Brown, and Trisha Brown. We will have the opportunity to engage directly with guest artists in order to examine contemporary choreographic processes and repertoire. To more fully understand the context in which works were created, we will read work by dance scholars such as John O. Perpener, Brenda Dixon Gottschild, Liz Lerman, Deborah Jowitt, Sally Banes, and Susan Leigh Foster. One or two virtual field trips to Jacob's Pillow, MassMoCA, or other locations in the Berkshires will be included.

**Class Format:** This course will be taught in an online format.

**Requirements/Evaluation:** Weekly showings of projects, active engagement in feedback sessions and discussion of readings and viewing assignments, written reflections, and final project presentation

**Prerequisites:** Experience with dance/movement practices and by permission of the instructors

**Enrollment Limit:** 10

**Enrollment Preferences:** students who have an active dance practice, defined as study of technique(s) and the habit of composing dances in a specific genre such as Modern dance, Hip Hop, Ballet, African dance forms, social dance and including a hybrid use of dance vocabularies.

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2021

STU Section: R1  MR 1:30 pm - 2:45 pm  Sandra L. Burton, Erica Dankmeyer

**DANC 302 (F) Moving Words, Wording Dance** (DPE) (WS)

**Cross-listings:** DANC 302  ENGL 335

**Primary Cross-listing**

How can we capture the "liveness" of dance and performance through writing? How can the spoken and written word promote a deeper understanding of felt emotions expressed through embodied practice? In this course, we will explore different modes of writing about performance such as fiction,
ethnography, and performative writing. The course material will primarily focus on books by artist-scholars of color with the aim of engaging with both the politics of identity in performance and also the politics of texts and archives. Each of the texts we encounter will be paired with visual materials and/or virtual conversation with artist-scholars to encourage a multilayered experience with writing about performance. Besides engaging deeply with the selected monographs, we will practice skills related to writing creatively and analytically about movement-based performance. This class will be held remotely and will include a combination of tutorial-like small group meetings, periodic synchronous sessions, and asynchronous work such as Glow posts or recorded lectures. The course is reading and writing intensive, and oriented towards juniors, seniors, and those with deep interest in analytical and creative writing. Students will (i) read several monographs during the semester, (ii) participate in discussions about course materials, (iii) produce creative and critical writing (at least 5-6 pages every two weeks and a final cumulative assignment), and (iv) engage in the revision process of their own work and that of their peers based on feedback from the professor and from writing partners.

Requirements/Evaluation: Each student will write three 5- to 6- page papers on which professor and peers will provide critical feedback on content, style, and grammar. Students will also revise the papers and meet with the professor to discuss the revision process. As the final assignment, students will select one of the three papers to develop into a longer essay, which will be 10-15 pages.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Junior and Seniors, and those with specific interest in performance, creative, and analytical writing. Prior dance or performance experience not required.

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 302 (D1) ENGL 335 (D1)

Writing Skills Notes: Each student will write three 5- to 6- page papers on which the professor and peers will provide critical feedback on content, style, and grammar. After each cycle of feedback, students will submit a revision, and will have an individual meeting with the professor to discuss the revision process and the revised paper. As the final assignment, students will select one of the three papers to develop into a longer essay, which will be 10-15 pages.

Difference, Power, and Equity Notes: The monographs which anchor the course engage with the politics of identity as it manifests in both staged and in everyday performances. The introductory points of exploration and the objects of analysis in the course are bodies in motion. So, our inquiry throughout the semester will necessarily include how bodies "make meaning" in a network of power relationships within the context of historical associations to markers of race, class, gender, sexuality, and socially constructed differences.

Fall 2020

SEM Section: R1  MR 3:15 pm - 4:30 pm  Munjulika Tarah

DANC 304  (F)(S)  Ballet III Technique for Intermediate/Advanced Dancers

Designed for dancers who have achieved intermediate/advanced level of ballet technique, and who are interested in working with spirit, perseverance, and joy. Everyone at the appropriate level is welcome! Class includes barre work, center and traveling exercises that incorporate adage, pirouettes, petit and grand allegro*. Proper alignment and rigorous but safe application of technique are expected. (Additional pointe work available if applicable and requested.) Students are encouraged to work safely and correctly within their individual abilities so that artistry, musicality and the dynamics in ballet are explored. The classes have live piano accompaniment. In Spring 2021, classes will be offered each week in the following formats: in-studio for on-campus students; live-streaming for off-campus students in a similar time zone; recorded classes for off-campus students unable to realistically engage in the "live" session blocks. If the number of on-campus students exceeds the studio space limit for this year, we will follow an alternating studio/livestream schedule. It is understood that some students may be taking class in restrictive spaces and, as necessary, students should seek advice from instructor regarding adaptation tools.

Class Format: This class can be repeated and meets for the full semester, twice per week. In Fall 2020, the following formats are available: in-studio for on-campus students; live-streaming for off-campus students in a similar time zone; pre-recorded films for off-campus students unable to realistically engage in the "live" session blocks. If the number of on-campus students exceeds the studio space limit for this year, we will follow an alternating studio/livestream schedule.

Requirements/Evaluation: Robust participation and individual progress with the material, concepts, and technique

Prerequisites: minimum of three years prior experience in ballet or permission of instructor
Enrollment Limit: 12
Enrollment Preferences: students who have at least three years experience in ballet; students with prior engagement with Dance Department
Expected Class Size: 8
Grading: pass/fail option only

Unit Notes: May be taken for PE or partial academic credit. If PE, register through the PE dept. Otherwise, students must contact instructors for permission to be put on roster and must attend the first class meeting.

Materials/Lab Fee: Ballet class attire (i.e., leotards, tights/leggings, slippers and/or pointe shoes)--students are responsible for acquiring personal clothing and shoes. Est. cost $75-150.

Distributions: No divisional credit

Fall 2020
STU Section: H1 MW 11:45 am - 1:00 pm Janine Parker

Spring 2021
STU Section: H1 MW 11:45 am - 1:00 pm Janine Parker

DANC 305  (S)  Advanced Ballet Technique and Performance
Designed for intermediate/advanced ballet dancers, this is primarily a studio course. Twice a week dancers will have a 75 minute ballet technique class composed of barre and center work (adage, pirouettes, petit allegro, grand allegro); pointe work and/or partnering will follow for a 1/2 hour, as applicable. The 3rd weekly class meeting will consist of a warm-up followed by rehearsal of a new ballet that will be created for the class. This new ballet will be performed in a formal setting later in the semester, to be determined based on covid protocols at the time. In Spring 2021, classes will be offered each week in the following formats: in-studio for on-campus students; live-streaming for off-campus students in a similar time zone; recorded classes pre-recorded films for off-campus students unable to realistically engage in the "live" session blocks. If the number of on-campus students exceeds the studio space limit for this year, we will follow an alternating studio/livestream schedule. It is understood that some students may be taking class in restrictive spaces and, as necessary, students should seek advice from instructor regarding adaptation tools. This course MAY BE REPEATED for general academic credit. ANY student with adequate prior training is welcome to this class! Material will be introduced at an intermediate/advanced level, and individuals will be assessed on their own personal progress.

Class Format: There will be at least two performances, outside the informal studio setting, of the original ballet the students will be learning.
Requirements/Evaluation: Quality of participation and progress (throughout the semester) in classes, rehearsals, and performances. Each student will be expected to review/rehearse material on their own, outside of regular classes/rehearsals, in order to come to each meeting prepared and ready to progress.
Prerequisites: a minimum of three years prior training in ballet, and a demonstrated ability to safely keep up with this level of instruction; permission of instructor required

Enrollment Limit: 12
Enrollment Preferences: Students with demonstrated ability and desire to work collaboratively, thoughtfully, rigorously
Expected Class Size: 6
Grading: yes pass/fail option, yes fifth course option
Materials/Lab Fee: Ballet class attire (i.e., leotards, tights/leggings, slippers and/or pointe shoes)--students are responsible for acquiring personal clothing and shoes. Est. cost $75-150.
Distributions: (D1)

Spring 2021
STU Section: H1 MWF 11:45 am - 1:00 pm Janine Parker

DANC 317  (F)  Black Migrations: African American Performance at Home and Abroad
Cross-listings: AFR 317  COMP 319  AMST 317  DANC 317  ENGL 317  THEA 317
Secondary Cross-listing
In this course, students will investigate, critique and define the concepts migration and diaspora with primary attention to the experiences of African
Americans in the United States and Europe. Drawing on a broad definition of performance, students will explore everything from writing and painting to sports and dance to inquire how performance reflects, critiques and negotiates migratory experiences in the African diaspora. For example, how did musician Sidney Bechet’s migration from New Orleans to Chicago to London influence the early jazz era? How did Katherine Dunham’s dance performances in Germany help her shape a new black dance aesthetic? Why did writer James Baldwin go all the way to Switzerland to write his first novel on black, religious culture in Harlem? What drew actor/singer Paul Robeson to Russia, and why did the U.S. revoke his passport in response to his speeches abroad? These questions will lead students to investigate multiple migrations in the African diasporic experience and aid our exploration of the reasons for migration throughout history and geography. In addition to critical discussions and written analysis, students will explore these topics through their own individual and group performances in class. No prior performance experience is necessary.

Class Format: discussion

Requirements/Evaluation: class participation, in-class student performances, several 2-page performance response papers, one 10- to 12-page research paper, a final performance with a 3-page report

Prerequisites: none; open to all

Enrollment Limit: 15

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 317 (D2) COMP 319 (D2) AMST 317 (D2) DANC 317 (D2) ENGL 317 (D2) THEA 317 (D1)

Not offered current academic year

DANC 323 (S) Arts Organizing in Africa and the Diaspora (DPE)

Cross-listings: THEA 321 MUS 323 DANC 323

Secondary Cross-listing

At the heart of this class is the question, how do artists and organizations use the performing arts to effect social change in their communities? Drawing from a number of case studies from throughout Africa and the African Diaspora, we will first endeavor to understand and contextualize issues related to education, social uplift, the environment, and the economy as they relate to specific communities. We will then examine how a series of organizations (from grassroots campaigns to multinational initiatives) utilize the performing arts in response to those issues. Among the issues we will discuss at length are: -How do performers and organizations navigate the interplay between showcasing the performance talents of individuals and groups and foregrounding an issue or cause? More broadly, what dilemmas emerge as social and aesthetic imperatives intermingle? -What are the dynamics between people acting on a local level within their communities and their various international partnerships and audiences? -How can government or NGO sponsorship help and/or hinder systemic change? By the end of the semester, students will be equipped with conceptual frameworks and critical vocabularies that can help them ascertain the functions of performance within larger organizations and in service to complex societal issues. Throughout the course, we will watch and listen to a variety of performances from traditional genres to hip-hop, however this class is less about learning to perform or analyze any particular genre than it is about thinking through how performance is used as a vehicle for social change. Case studies will include youth outreach and uplift in Tanzania through the United African Alliance, campaigns to promote girls’ education in Benin and Zimbabwe, community-wide decolonizing initiatives through the Yole!Africa Center in the Democratic Republic of Congo, and the cultural reclamation of a mining town in Suriname through the arts organization, Stichting Kibii.

Class Format: This is a remote course.

Requirements/Evaluation: Four case study profiles, midterm essay (5-7pages), and a final project. Regular participation in class discussion.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: If the course exceeds the maximum enrollment, selection will be made based on students explanations for why they want to take the class.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 321 (D1) MUS 323 (D1) DANC 323 (D1)
Difference, Power, and Equity Notes: This course interrogates on a fundamental level issues of power and equity. Using the performing arts as a critical lens, we discuss a series of social and environmental challenges that communities of African descent face. These are in direct dialogue with global systems of power and economic factors. Issues include: environment, education, local communities’ interactions with multinational corporations, and representational politics in performance.

Spring 2021
SEM Section: R1    MW 11:45 am - 1:00 pm    Corinna S. Campbell, Tendai Muparutsa

DANC 330  (S) Modern Folklore: Postcolonial Dance and Music in Africa

Cross-listings: AFR 330  MUS 330  DANC 330

Primary Cross-listing

"Folklore is a mixture of traditions, poems, songs, dances and legends of the people, it can be no other than the reflection of the life of the country and if that country develops, there is no reason why the folklore which is the living expression, should not develop as well. Modern folklore in present Africa is as authentic as the Africa of old." --Keita Fodeba, founding Artistic Director of Les Ballet African, Guinea, West Africa. This course will involve intensive dance and musical practice that is rooted in traditional and contemporary/forms from the African continent and the Diaspora. We will examine the international impact of countries who achieved independence from Europe in the late 1950's-1990s such as Les Ballets African, National Dance Company of Senegal, Bembeya Jazz, Ghana Dance Ensemble, and the national dance and music companies of Zimbabwe, Jamaica, and Cuba. Our study will include the impact of artists such as James Brown, Miriam Makeba, Michael Jackson, and Youssou N'Dour, as well as Hip Hop culture and the emergence of new forms of music and dance or modern folklore.

Requirements/Evaluation: student progress with music and dance material taught, quality of assigned short papers, quality of research and performance midterm and final projects

Prerequisites: Any of the following courses offer students preparation or experience DANC 100, 201, 202; MUS 111, 117, 120, 211, 222, 233; AFR 193, 200, 223, experience in a campus-based dance or music ensemble or permission of the instructors

Enrollment Limit: 14

Enrollment Preferences: students who have taken DANC 201, 202 or any of the courses listed in the prerequisites

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: occasional fees to attend concerts; fee range free-$35

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 330 (D2) MUS 330 (D1) DANC 330 (D1)

Not offered current academic year

DANC 397  (F) Independent Study: Dance

This course is intended for students who are juniors or seniors with continued study in department courses and or participation in Dance Department companies (CoDa, Kusika, Sankofa or Zambezi). Students must propose a project that deepens their learning and creativity. The intention is to support research in a historical period that can include cultural, political and economic impact of dance and other modes of performance. Students must meet with faculty to discuss project prior to submitting the proposal.

Requirements/Evaluation: quality of research and presentations

Prerequisites: permission of department and minimum of 2-3 years as a student in the department

Enrollment Limit: 3

Expected Class Size: 1-3

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2020
DANC 398  (S) Independent Study: Dance

This course is intended for students who are juniors or seniors with continued study in department courses and or participation in Dance Department companies (CoDa, Kusika, Sankofa, Zambezi). Students must propose a project that deepens their learning and creativity. The intention is to support research in a historical period that can include cultural, political and economic impact of dance and other modes of performance. Students must meet with faculty to discuss their project prior to submitting the proposal.

Requirements/Evaluation: based on the quality of research and final presentation

Prerequisites: permission of the department and a minimum of 2-3 years as a a student in the department

Enrollment Limit: 3

Expected Class Size: 1-3

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2021

IND Section: R1 TBA Sandra L. Burton

Winter Study ---------------------------------------------------------------

DANC 99  (W) Independent Study: Dance

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year
DIFFERENCE, POWER, AND EQUITY (DPE)

Williams College recognizes that in a diverse and globalized world, the critical examination of difference, power, and equity is an essential part of a liberal arts education. The Difference, Power, and Equity (DPE) requirement provides students with the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change. Courses satisfying the DPE requirement include content that encourages students to confront and reflect on the operations of difference, power and equity. They also provide students with critical tools they will need to be responsible agents of change. Employing a variety of pedagogical approaches and theoretical perspectives, DPE courses examine themes including but not limited to race, class, ethnicity, gender, sexuality, and religion.

All students are required to complete at least ONE course that has the DPE designation. Although this course, which may be counted toward the divisional distribution requirement, can be completed any semester before graduation, students are urged to complete the course by the end of the sophomore year. The requirement may be fulfilled with a course taken away from campus, but students wishing to use this option must petition the Committee on Educational Affairs (CEA) upon their return by providing a clear and detailed explanation of how the course taken away from Williams fulfills the DPE requirement.

Class of 2021

Students who have successfully completed an EDI course do not need to complete a DPE course.

Students who have not taken an EDI course can satisfy the requirement by completing a DPE course.

Class of 2022, 2023, 2024

The Class of 2022 must satisfy the DPE requirement.

AFR 104  (S)  Race and a Global War: Africa during World War II  (DPE) (WS)

Cross-listings: AFR 104  HIST 104

Secondary Cross-listing

This course highlights African experiences of World War II. Although most histories have excluded Africa's role in the war, the continent and its people were at the center of major developments during this global conflict. In fact, many Africans remember the Italian invasion of Ethiopia in 1935 as the start of the war. African servicemen fought alongside the Allied and Axis forces on major warfronts in Europe, Africa and Asia. African communities and individuals also established war charity campaigns to collect funds, which they sent to war ravaged societies in Europe. Indeed, African economies, despite their colonial statuses, kept European imperial nations afloat in their most hour of need. At the same time, African colonial subjects faced severe food shortages, the loss of working-age men to labor and military recruiters, and dramatically increased taxes. We will examine the impact of these and other wartime pressures on different African communities. How did African societies meet such challenges and how did they view the war? In this course we will examine the roles that women played during the war, and the various other ways that African communities met wartime demands. Other topics we will explore include the role of African women; colonial propaganda; political protest against the war; race and racial thought in the wartime era; war crimes; African American support for the liberation of Ethiopia; and the war's impact on decolonization across the continent. We will further study how Africans and outsiders have differently conceptualized the continent's role in the war by analyzing a variety of sources, including scholarly writings, archival materials, films, former soldiers' biographies, and propaganda posters.

Requirements/Evaluation: active participation in discussion, map quiz, 2 short papers (3-5 pages), presentation, and one research paper (8-12 pages)

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 15

Enrollment Preferences: first-year students and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)  (DPE) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:

AFR 104 (D2) HIST 104 (D2)

**Writing Skills Notes:** Students will write two 3-5-page essays each written in two drafts with instructor comments. They will also write an 8-12-page research paper with required submission of a proposed topic, an annotated bibliography, an outline, and a draft before the final paper itself. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course explores the colonial relationship during a major global crisis. Students will examine existing narratives of African contributions to the war and to come up with their own interpretations, and will be called to critically engage the question of why and how colonies made significant contributions to the Allied cause by producing needed materials and resources or by joining the fight. Africans made these contributions spite of various and complex inequities.

Spring 2021

SEM Section: H1  MW 11:45 am - 1:00 pm  Benjamin Twagira

**AFR 115 (F) The Literature of Sports** (DPE) (WS)

**Cross-listings:** AFR 115  ENGL 115

**Secondary Cross-listing**

The ubiquity of the sporting event, the athlete as hero, the athlete as failure, the crowd, the fan, the stadium, and all of the complex conflicts therein have long been the subjects of some of the finest writing in America and throughout the world. Writers have used sport as a context through which to explore and examine ideas such as beauty, the sublime, tragedy, politics, race, class, sexuality, and gender. This course will focus on poetry, fiction, and non-fiction invested in the public spectacles and private revelations of sport ranging from the poetics of praise to issues of urbanism, colonialism, globalization with readings by Pindar, Rankine, CLR James, Baldwin, Hemingway, Oates, DeLillo, and many others. This course will be taught online in a synchronous format.

**Requirements/Evaluation:** Students will be expected to complete a number of short (5 pages or less) papers during the semester and one longer paper (8-10 pages) at the end of the semester.

**Prerequisites:** None.

**Enrollment Limit:** 14

**Enrollment Preferences:** first-year students who have not taken or placed out of a 100-level ENGL course.

**Expected Class Size:** 14

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 115 (D2) ENGL 115 (D1)

**Writing Skills Notes:** Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course will focus on literature about sports that addresses, among other topics, civil rights activism, gentrification, race dynamics and race relations both inside and outside of the USA, American exceptionalism, sociocultural construction of emotional displays, mental health, religious conflict, and anti-blackness.

Fall 2020

SEM Section: R1  MW 10:00 am - 11:15 am  Rowan Ricardo Phillips

**AFR 158 (F) North of Jim Crow, South of Freedom** (DPE) (WS)

**Cross-listings:** AFR 158  HIST 158

**Secondary Cross-listing**

This course analyzes the freedom struggle in the North during the twentieth century. Whereas black northerners drew from broader campaigns and traditions of black resistance, we will explore territorial distinctions in the region that otherwise have been flattened within the long history of civil rights discourse. To accomplish this aim, we will engage the following themes: black culture and radicalism; community formation and residential segregation; demographic and migratory transitions; deindustrialization and the war; gender and respectability politics; labor tensions and civil rights
unionism; northern racial liberalism; and the influence of world affairs—all with an eye toward scrutinizing the freedom struggle in its northern variety.

**Class Format:** This course is designed as a seminar and will be taught remotely. Virtual course meetings will revolve around synchronous discussion and remote learners will be expected to attend class regularly and participate actively in each session held via Zoom (or a similar platform).

**Requirements/Evaluation:** Students are expected to participate actively and will write three short essays (3-4 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (8-10 pages) in consultation with the instructor and will be required to submit a topic proposal.

**Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students and then sophomores who have not previously taken a 100-level seminar

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 158 (D2) HIST 158 (D2)

**Writing Skills Notes:** Students will write three short essays (3-4 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages) in consultation with the instructor and will be required to submit a topic proposal and outline, an annotated bibliography, and a peer-reviewed draft of the final paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course analyzes the long black freedom struggle in the North during the twentieth century. It examines black northerners' efforts to achieve citizenship and equality as well as their challenges and involvements with northern racial liberalism. It offers students the opportunity to think critically about how black resistance campaigns emerged and evolved as discriminatory racial practices persisted in spite of legal and legislative remedies.

Fall 2020

SEM Section: R1 TR 11:30 am - 12:45 pm Tyran K. Steward

AFR 207 (F) "Out of Africa": Cinematic Por(Be)trayals of a Continent (DPE) (WS)

**Cross-listings:** ARTH 207 AFR 207

**Secondary Cross-listing**

This tutorial provides a focused study of the politics / poetics of visualization and identification associated with film and cinema about Africa from past to present. From colonial-era propaganda newsreels about Africa’s 'fighting men’ to contemporary white-savior narratives that exploit current socio-political ruptures on the continent for epic effect, films about Africa produced by a primarily Western cinematic regime have proven themselves to be highly effective apparatuses for framing "Africa" as a concept to be summoned time and time again to tell different stories for different audiences, and in doing so privilege particular viewpoints and imaginaries. This tutorial will provide a space for robust discussion and debate about the various representative tropes, conceptualizations, and visualizations that have been used to shape the contours of "Africa" as understood by a primarily Western audience from past to present, and how these same tropes in many ways have come to define the nature of the relationship between film / cinema and the continent over the history of their engagement. In doing so, it will also address how strategic displays and narratives deployed by cinematic productions often support specific power dynamics that locate an idea of "Africa" within paradigms of specific cultural and political understanding. In zeroing in on how such films promote targeted realities for people and places within the continent, this tutorial will address how "Africa" in Western film and cinematic traditions is positioned within a particular framework of understanding that is more often than not irrevocably tethered to a Western imaginary.

**Class Format:** This tutorial will be predominantly remote, with student pairs meeting with the instructor on a weekly basis via google hangouts. There may be options for in-person events as the semester progresses, but this is to be determined.

**Requirements/Evaluation:** targeted bi-monthly writing assignments (5-7 pages in length) and bi-monthly peer response papers (2 pages in length)

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Art History majors and seniors

**Expected Class Size:** 10
Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 207 (D1) AFR 207 (D2)

Writing Skills Notes: This course fulfills Writing Skills requirements through its focus on the development of writing proficiency in terms of writing mechanics, syntax, and organization. It is also designed to help students craft a general approach to formulating a well-articulated, compelling argument. Students will receive extensive feedback on bi-monthly writing assignments from both the instructor and their peers as well as a comprehensive mid-semester critique from the instructor.

Difference, Power, and Equity Notes: This course fulfills DPE requirements through its exploration of issues of ‘authentic’ representation as they have been applied to representations of “Africa” displayed within the contexts of Western film and cinema. Through discussions of cultural capital and the politics of representation, students analyze how a general African ‘identity’ has been dictated by Western film culture and how this hegemony is currently being disrupted by an emergent generation of African artists and filmmakers.

Fall 2020
TUT Section: RT1 TBA Michelle M. Apotsos

AFR 209 (F)(S) Introduction to Racial Capitalism (DPE) (WS)

Cross-listings: AMST 202 AFR 209

Secondary Cross-listing

The historical relationship between race and capitalism is one of the most enduring debates in U.S. historiography, shaping modes of inquiry and analysis across history, law, economics, sociology, anthropology, and other fields. This course seeks to introduce students to the concept of “racial capitalism”--which rejects treatments of race (and racism) as external to the so-called real workings of capitalism--as a way to understand this relationship and as an activist hermeneutic through which to identify and respond to the conditions that American Studies must reckon with. Students will gain familiarity with the global history of racial capitalism and the power of the concept itself through secondary sources and a wide range of primary sources, and through engaged discussion and short essays. Throughout the course, we will pay special attention to the cultural politics, political geographies, and historical development of racial capitalism, thus attending to how the social relations of racial capitalism have been known, lived, and resisted across time and space. The course is organized around three key themes: the land question; race, capitalism, and nation; and the banalities of racial capitalism. Across these themes, the course will address such issues and topics as North American settler colonialism, circum-Caribbean plantation slave and "Coolie” labor, mass incarceration, the subprime mortgage crisis, and the War on Terror. The course will do so through and against a history of racial capitalism that privileges the U.S. nation-state in particular. By the end of this course, students should be able to: detail and analyze the historical development of and resistance to racial capitalism, doing so in relation to the global itineraries of racial slavery, settler colonialism, imperialism, and white supremacy; trace the history of the concept of racial capitalism itself; and identify how the concept continues to shape the field of American Studies.

Class Format: This course is designated as remote. However, international students who want to take this course but need it to be designated as a hybrid course in order to do so may instead register for an independent study with Prof. Ayazi. As a hybrid course, this independent study will have the same requirements as the listed course, with the exception of a limited number of face-to-face meetings in Williamstown or Boston. Please contact Prof. Ayazi at ha5@williams.edu to discuss such an arrangement.

Requirements/Evaluation: Evaluation will be based on the following requirements: Class Participation: 25%; Weekly Responses (350-500 words): 25%; Essay 1--First submission (5 pgs): 10%: Essay 2 (5 pgs): 15%; Essay 3 (5 pgs): 15%. Class will meet twice per week. Tu. meetings will be asynchronous and Th. meetings will be synchronous. Asynchronous components of the course include pre-recorded lectures, discussion boards, and other exercises that promote as much connection as possible within the constraints of remote education. Toward this end, synchronous meetings will center engaged discussion in small groups and as a class.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: American Studies majors, students specializing in Native American and Indigenous Studies, Africana majors, History majors

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:

AMST 202 (D2) AFR 209 (D2)

Writing Skills Notes: Emphasis on writing process and revision: Three thesis papers at 5 pages each (each receiving critical feedback from professor and peers); one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper.

Difference, Power, and Equity Notes: Throughout, the course addresses the issues of difference, power, and equity amongst groups and the nature of the theoretical tools or perspectives used to understand these issues. It does so familiarizing students with "racial capitalism" as both a way of understanding the historical relationship between race and capitalism, and as an activist hermeneutic to respond to the conditions that American Studies and other fields must reckon with in the present.

Fall 2020
SEM Section: R1 TR 9:45 am - 11:00 am Hossein Ayazi

Spring 2021
SEM Section: R1 TR 9:45 am - 11:00 am Hossein Ayazi

AFR 217 (F) Women and Girls in (Inter)National Politics (DPE)

Cross-listings: INTR 219 PSCI 219 AFR 217 WGSS 219 LEAD 219

Secondary Cross-listing
This tutorial focuses on the writings and autobiographies of women who have shaped national politics through social justice movements in the 20th-21st centuries. Women and girls studied include: Fannie Lou Hamer, Shirley Chisholm, Safiya Bukhari, Erica Garner, Greta Thunberg, Malala Yousafzai, Marielle Franco, Winnie Mandela.

Requirements/Evaluation: Weekly 5-page primary analytical papers and 2-page response papers.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Juniors and seniors, sophomores.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

INTR 219 (D2) PSCI 219 (D2) AFR 217 (D2) WGSS 219 (D2) LEAD 219 (D2)

Difference, Power, and Equity Notes: This tutorial examines how girls and women confront capitalism, imperialism, climate devastation, patriarchy and poverty. The national and international movements that they participated in or led were based on shifting the balance of powers towards the impoverished, colonized, and imprisoned.

Fall 2020
TUT Section: RT1 TBA Joy A. James

AFR 224 (S) Cold War Intellectuals: Civil Rights, Writers and the CIA (DPE)

Cross-listings: AFR 224 PSCI 221 AMST 201 LEAD 220 INTR 220

Secondary Cross-listing
This tutorial focuses on US-based views of the Cold War. It examines how intelligence agencies and intellectuals, as well as government officials, viewed civil rights, human rights, and US hegemony. Readings include: Williams J. Maxwell (F. B. Eyes: How J. Edgar Hoover's Ghostreaders Framed African American Literature); James Baldwin (The Fire Next Time); Ralph Ellison (The Collected Essays of Ralph Ellison); Report to the President by the Commission on CIA Activities Within the United States (1975, VP Nelson Rockefeller, chair); Hugh Wilford (The Mighty Wurlitzer: How the CIA Played America); Hannah Arendt (The Origins of Totalitarianism: On Violence; "Reflections on Little Rock"); Frances Stonor Saunders (Who Paid the Piper? The CIA and the Cultural Cold War). Students alternate weekly between 5-page primary and 2-page secondary papers on assigned readings.
Requirements/Evaluation: Attend all classes; submit completed papers 24 hours before seminar meets.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Juniors and Seniors.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 224 (D2) PSCI 221 (D2) AMST 201 (D2) LEAD 220 (D2) INTR 220 (D2)

Difference, Power, and Equity Notes: This tutorial examines the Cold War between the US and the USSR and attempts to use intellectuals to shape and promote the objectives of powerful state entities. The power struggle between the two "superpowers" impacted cultural production and authors. Some of those authors influenced or enlisted into the Cold War sought equity and equality for their communities and eventually fought against the very political powers that employed them.

Spring 2021

TUT Section: RT1 TBA Joy A. James

AFR 304 (S) A History of Health and Healing in Africa (DPE)

Cross-listings: AFR 304 HIST 305

Secondary Cross-listing

This class will explore the history of health and healing in Africa, with emphasis on the colonial and post-colonial eras. During the semester we will explore diverse medical and social interventions in African health over the past 150 years. How have African societies understood healthy communities and public health? We will examine this question through the study of spirit possession and other African healing practices but also how they have intersected with different biomedical practices and public health programs. We will also study the patterns and social impacts of new diseases in the twentieth century, as well as transformations in the understanding and treatment of diseases long present on the continent. In particular we will explore shifting understandings of the causes, treatment, and social implications of sleeping sickness, malaria, and HIV/AIDS. The development of colonial rule, shifting environmental conditions, changing diets, and urbanization all impacted the disease landscape, as well as the way African societies have understood public health. Indeed, the themes of health, medicine and disease provide a useful lens for understanding important social transformations across the continent.

Requirements/Evaluation: active participation in discussion, map quiz, reading reflections, a primary source analysis paper (3-5 pages), presentation, and one research paper (8-12 pages).

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: if course is over-enrolled, preference to history majors and students with a demonstrated interest in African studies

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 304 (D2) HIST 305 (D2)

Difference, Power, and Equity Notes: This course explores transformations in how Africans in the recent past have experienced, practiced and conceptualized health and healing. These transformations have been triggered by the expansion of global biomedicine, new and lethal epidemics, old diseases in changing environments, and new political and economic decisions by policymakers. The history of health and healing in Africa provides a critical lens through which to examine societal imbalances and and inequalities.

Spring 2021

SEM Section: H1 MW 6:45 pm - 8:00 pm Benjamin Twagira
AFR 328 (F) Feminist and Queer Performance at the Limit of Action (DPE)

Cross-listings: AMST 326 THEA 322 WGSS 321 AFR 328

Secondary Cross-listing

What counts as feminist and queer activism? This course challenges what we dominantly understand as activism—key to the emergence of ethnic studies and feminist and queer theory. Moving away from political actions centered in these fields, such as strikes, protests, and boycotts, this course will turn to visual and performance art works by artists of color, who consider other forms of action that are not overtly visible, resistant, oppositional, agentive, militant, loud, liberatory, and documentable. Each week, we will examine a performance at the limit of action, including silence, sexual abjection, concealment, melancholia, and waiting, alongside issues related to race, gender, sexuality, labor, and migration among others. How might we approach and reconcile with performances that once again reify notions of racialized and gendered bodies as apolitical, passive, submissive, and compliant? Drawing on scholarship within black and women of color feminist criticism, queer of color critique, critical ethnic studies, and performance studies, this course will attune students to the role of aesthetics to interrogate and expand what we typically conceive of as activism, resistance, power, and survival from racialized, feminized, and queer positions.

Requirements/Evaluation: In-class discussion, short weekly reading posts, class presentation, final paper/project

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: WGSS majors and students with experience in American Studies or performance studies coursework

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 326 (D2) THEA 322 (D1) WGSS 321 (D2) AFR 328 (D2)

Difference, Power, and Equity Notes: This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of activism is valued over other forms.

Fall 2020

SEM Section: R1 MR 1:30 pm - 2:45 pm Kelly I Chung

AFR 329 (F) Marxist Feminisms: Race, Performance, and Labor (DPE)

Cross-listings: THEA 323 WGSS 323 AFR 329 AMST 329

Secondary Cross-listing

Who is considered the dominant subject of labor? This course offers an overview of queer, women of color feminist, decolonial, and black and critical ethnic studies critiques of orthodox Marxism. Starting with core texts from the Marxist tradition, we will explore a range of social positions and forms of labor that complicate Marx’s emphasis on the white male industrial worker. Each unit, we will study key scholarship that centers reproduction, slavery, care and domestic work, indentured servitude, sex work, and low wage flexible labor, to name a few, alongside queer and feminist modes of performance that respond to and/or provide strategies to live and survive under racial capitalism. We will discuss seminal works by theorists, including Karl Marx, Luce Irigaray, Cedric Robinson, Jennifer Morgan, Hortense Spillers, Lisa Lowe, Gayatri Chakravorty Spivak, Dorothy Roberts, Angela Davis, José Esteban Muñoz, and Leo Bersani, in tandem with performances, such as paintings, performance art, poetry, protests, photography, prints, music, and sculptures. This course will equip students with a critical understanding of the ways racial capitalism has centrally relied upon the mass capture and recruitment of racialized and gendered labor in and beyond the U.S. and how, through performance, life under these conditions have been reimagined.

Requirements/Evaluation: In-class discussion, short weekly reading posts, class presentation, final paper

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: WGSS majors and students with experience in American Studies or performance studies coursework

Expected Class Size: 12
Grading: yes pass/fail option, no fifth course option

Distributions: (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
THEA 323 (D1)  WGSS 323 (D2)  AFR 329 (D2)  AMST 329 (D2)

Difference, Power, and Equity Notes: This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of labor is valued over other forms.

Fall 2020

SEM Section: R1  TF 1:30 pm - 2:45 pm  Kelly I Chung

AFR 335  (F)  Sacred Custodians: Environmental Conservation in Africa  (DPE)

Cross-listings: AFR 335  ENVI 304  GBST 304  HIST 304

Secondary Cross-listing

In this seminar we will explore environmental conservation in Africa. In particular we will look at African ideas, ethics, and approaches to environmental conservation. Are there African ideas, ethics, and activities that are uniquely conservationist in nature? We will explore well-known African leaders to understand what spurred them to become conservationists, how they interpreted and communicated environmental crises. For example, Wangari Maathai is a world-renowned female scientist who established the Green Belt Movement in Kenya. This movement focuses on addressing the problem of deforestation. Ken Saro-Wiwa was an activist in Nigeria who fought for and alongside local communities against multinational oil corporations. We will examine these and other African conservation practices alongside popular images of environmental crisis that place blame for environmental degradation on Africans. Students will be invited to critically study histories of environmental management on the continent and the emergence, development, and impact of the idea of conservation. We will unpack the rich histories of conservation efforts in Africa, such as resource extraction, game parks, desertification, wildlife and hunting, traditional practices, and climate change.

Class Format: If there's sufficient enrollment, this course will be taught in 2 sections, 1 in-person section and 1 remote section;

Requirements/Evaluation: Requirements/Evaluation: active participation in discussion, map quiz, reading reflections, critical reflections on films, a case study (5-7 pages), and a take-home final exam.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: If course is over-enrolled, preference to History Majors and students with a demonstrated interest in African studies. If there's sufficient enrollment, this course will be taught in 2 sections, 1 in-person section and 1 remote section.

Expected Class Size: 10-12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 335 (D2)  ENVI 304 (D2)  GBST 304 (D2)  HIST 304 (D2)

Difference, Power, and Equity Notes: This course will intensively explore the question of how various global and local actors have defined environmental degradation and promoted approaches to conservation in Africa. It guides students through an examination of the different power dynamics that have shaped environmental conservation thought and practices on the continent. This course, therefore, provides a critical lens through which to examine the inequalities rooted in race, gender, and other forms of difference

Fall 2020

SEM Section: H1  MW 10:00 am - 11:15 am  Benjamin Twagira

SEM Section: R2  TR 11:30 am - 12:45 pm  Benjamin Twagira

AFR 340  (S)  Black Marxism: Political Theory and Anti-Colonialism  (DPE)  (WS)

Cross-listings: AFR 340  INTR 341  PSCI 373  PHIL 341

Secondary Cross-listing
The seminar involves a critical engagement with key Africana political leaders, theorists and liberationists. We will examine the Pan-African writings of:

- Cedric Robinson (*Black Marxism*);
- Walter Rodney (*How Capitalism Underdeveloped Africa*);
- Eric Williams (*Capitalism and Slavery; From Columbus to Castro*);
- Frantz Fanon (*The Wretched of the Earth*);
- Malcolm X (*Malcolm X Speaks*);
- Amilcar Cabral (*Resistance and Decolonization; Unity and Struggle*);
- C. L. R. James (*The Black Jacobins*).

**Requirements/Evaluation:** Attend all classes. Papers are due 24 hours before the start of class. Participate in class discussions.

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** Juniors and Seniors.

**Expected Class Size:** 19

**Grading:**
- yes pass/fail option,
- yes fifth course option

**Distributions:** (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 340 (D2) INTR 341 (D2) PSCI 373 (D2) PHIL 341 (D2)

**Writing Skills Notes:**
- Three thesis papers at five pages each (each receiving critical feedback from professor);
- one thesis paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process;
- one keyword glossary where students develop rigorous definitions of course key terms;
- one roundtable discussion based on the final paper.

**Difference, Power, and Equity Notes:**
- This course focuses on anti-colonial struggles against European powers. Research will include the concept of "internal colonies" in the US.

Spring 2021

SEM Section: R1 TBA Joy A. James

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**AFR 351 (F)(S) Spirits of Rebellion: The L.A. Rebellion Filmmakers** (DPE)

**Cross-listings:** ENGL 357 AFR 351 AMST 359

**Secondary Cross-listing**

When Beyoncé unveiled the *Lemonade* visual album in 2016, her production captured the artistic spirit and gave new life to an earlier work: Julie Dash's *Daughters of the Dust* (1991), a luminous film about three generations of the Gullah people and the first motion picture by a Black woman to obtain wide theatrical release in the United States. Many, however, are unaware of the decades-long cinematic movement to which Dash belongs. In this course, we will devote our critical inquiry to the creative output of the L.A. Rebellion, a group of Black cinematic artists trained at the UCLA Film and Television School between the 1960s and 1990s. Our visual journey will take us through a diverse set of filmmakers like Charles Burnett, Ben Caldwell, Barbara McCullough, Julie Dash, Zeinabu Irene Davis, Haile Gerima, Allie Sharon Larkin, Billy Woodberry, among many, many others, and how they sought to not only redefine the Black image on-screen but also reimagine the infinite possibilities of Blackness. We will pay close attention to the heterogeneity of genres, styles, and techniques that they put into practice from narrative to neorealism to documentary to avant-garde/experimental to African and African American musical and storytelling traditions. We will explore the various social and political issues that were represented by their films including: racial and class oppression, Black feminisms, Black Power, Afrocentrism, anti-colonialism and decolonization, police brutality and mass incarceration, radical social movements and coalition building, and the importance of community-based art and film practices. Finally, we will touch upon some of the recent works that have been inspired by the L.A. Rebellion, including the aforementioned *Lemonade* and Barry Jenkins' *Moonlight* (2016). Our viewership will be supplemented with readings in Black social and cultural criticism.

**Requirements/Evaluation:**
- weekly online journal responses (1-2 pages);
- midterm essay (5-7 pages);
- final project

**Prerequisites:** AMST 101 and/or 301, critical studies in race and ethnicity or cultural studies, or permission of the instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** American Studies majors

**Expected Class Size:** 12

**Grading:**
- yes pass/fail option,
- no fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
**Difference, Power, and Equity Notes:** This course contributes to the Difference, Power, and Equity designation by examining the social, political, cultural, and historical forces that contribute to Black cinematic representation.

Fall 2020

SEM Section: R1  MR 1:30 pm - 2:45 pm  Anthony Y. Kim

Spring 2021

SEM Section: R1  MR 3:15 pm - 4:30 pm  Anthony Y. Kim

**AFR 353 (S) Digging in the Crates: Making and Unmaking Literary Tradition**  (DPE)

**Cross-listings:** ENGL 352  AFR 353

**Secondary Cross-listing**

This interdisciplinary seminar focuses on matters of style in literature, art, and music in order to explore and subsequently reimagine how relationships between texts form literary traditions. Instead of assuming what a literary tradition is, and without prioritizing a teleological chronology of literary influence as literary traditions tend to do, we will study work ranging from antiquity to the present, anachronistically and in tandem, in order to better understand how the past speaks to the present and how the present speaks to the past. As a general, if imperfect, rule of thumb we will be working regularly with pairs of texts, one from prior to 1800 and another from after 1800: for example, a Toni Morrison novel with a Homeric epic, the work of Jamaica Kincaid with John Milton's *Paradise Lost*, or the poetry of John Donne with the lyrics of the Wu Tang Clan.

**Requirements/Evaluation:** Students will be expected to write a number of one-pages response papers during the semester, two papers in the range of 5-8 pages each, and a final paper of 8-10 pages.

**Prerequisites:** None.

**Enrollment Limit:** 16

**Enrollment Preferences:** In the case of overenrollment, preference will be given to English majors and Africana Studies concentrators.

**Expected Class Size:** 16

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)  (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 352 (D1) AFR 353 (D2)

**Difference, Power, and Equity Notes:** This course will focus on the educational system as a means of reproducing hierarchies and inequality.

Spring 2021

SEM Section: R1  MW 10:00 am - 11:15 am  Rowan Ricardo Phillips

**AFR 359 (S) Settler Colonialism, Care, Kinship and Social Reproduction**  (DPE) (WS)

**Cross-listings:** AFR 359  AMST 356

**Secondary Cross-listing**

AMST 356 Settler Colonialism, Care, Kinship and Social Reproduction Contemporary understandings of family, kinship and care were shaped through the invasion of the Indigenous Americas and Transatlantic slavery. Indigenous nations came to be understood by anthropologists and settler states as governed by a logic of kinship, and this understanding was weaponized by the US and Canada to target Indigenous governance for elimination. At the same time, dominant kinship narratives were defined by the property claims made upon Black lives under settler law and by the state-enforced maternal inheritance of racialized bondage. This course will analyze kinship and care as both mechanisms of state control of Indigenous and Black lives and lands, and as sites of insurgency against colonial states. We will analyze how Canada and the U.S. have deployed Child Protective Services, reproductive regulation, Boarding Schools, plantation economies, land dispossession, and the prison industrial complex to target Indigenous, Black, Brown, working class and trans/queer support systems. Applying methodologies and theoretical interventions in Indigenous studies, Black studies and critical political economy to primary texts to US and Canadian law, autobiography, and anthropology, our focus will move from 17th and 18th century British colonial law to autobiographical accounts of slavery and emancipation, to Canada’s 19th century Indian Act, to mid-20th century social scientific debates on Black and Indigenous families. We will end by thinking about insurgent practices of organizing care and kinship outside and against the
The pedagogical aims of the course are to illustrate how kinship narratives anchor settler colonial nationhood and property regimes, and to facilitate the development of skills in writing and independent research, primary source analysis, and critical analysis of law, anthropology, and policy.

**Requirements/Evaluation:** Class Participation and three critical response papers at three to five pages each (each receiving critical feedback from professor); one response paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process. One final paper (15-20 pages) and one roundtable presentation based on the final paper.

**Prerequisites:** Prerequisites: one or more of the following courses: AMST 146, Introduction to Indigenous Studies or AFR 200, Introduction to Africana Studies; HIST 254 / AMST 254(F), Sovereignty, Resistance, and Resilience: Native American Histories to 1865 or AMST 204.

**Enrollment Limit:** 19

**Enrollment Preferences:** AMST majors have first priority, AFRICANA majors have second priority.

**Expected Class Size:** 19

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** This course satisfies EITHER the Space and Place elective OR the Comparative Studies in Race, Ethnicity and Diaspora elective

**Distributions:** (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 359 (D2) AMST 356 (D2)

**Writing Skills Notes:** Explanation: Three critical response papers at three to five pages each (each receiving critical feedback from professor); one response paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process. One final paper (15-20 pages) and one roundtable presentation based on the final paper.

**Difference, Power, and Equity Notes:** This course focuses upon the operations of difference, power and equity in settler colonial governance in the Americas, particularly in terms of how the legal and extralegal regulation of family, kinship and care are sites where racial, colonial, ethnic, gender and sexual difference are produced and reproduced. It aims to provide students with critical tools to become responsible agents of change, by informing them of the ways that concerns for social equity in the field of kinship and family h

Spring 2021

SEM Section: R1 WF 1:30 pm - 2:45 pm Margaux L Kristjansson

**AFR 363 (F) Framing American Slavery (DPE)**

**Cross-listings:** AFR 363 AMST 368 HIST 368

**Secondary Cross-listing**

Readings in American Slavery  This course will delve into how and what historians have written about US slavery for the last century or so. Rather than marching through time, like we might in a survey course, we'll explore the nooks and crannies of slavery's history. We'll consider gender and sexuality, labor and capitalism, regional difference, maritime culture, and every day life. We'll compare histories produced well before the Civil Rights Movement to books written afterward. We'll consider the obstacles and challenges Black scholars faced in the academy and consider the significance of their work. Finally, we'll examine slavery's role in today's world, beginning with the institution’s relationship with American universities and continuing on to the recent protests against monuments and statues.

**Requirements/Evaluation:** Four written essays/reviews, final paper. Students must also complete reading and contribute to class discussions.

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** Priority given to History, American Studies, and Africana Studies concentrators/ majors.

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 363 (D2) AMST 368 (D2) HIST 368 (D2)

**Difference, Power, and Equity Notes:** This course will explicitly examine how power worked and changed during the centuries of legal slavery in the United States. Since lawmakers joined power and violence to definitions of whiteness and blackness, we will study how these definitions emerged and...
changed over time. Students will address issues of violence, legal and extra legal means of continuing slavery through changing political and economic conditions. Additionally, the course will consider the racial barriers in the academy.

Fall 2020

SEM Section: R1 TR 9:45 am - 11:00 am Gretchen Long

AFR 367 (S) Black History is Labor History (DPE)

Cross-listings: AFR 367 HIST 367

Secondary Cross-listing

This seminar explores labor history in relation to black people, spanning the colonial period to the early twenty-first century. It racializes the history of work by tracing the long story of black labor in the U.S. from the plantation to the plant. Whereas the bulk of the course will analyze black labor and labor movements in the twentieth century, specifically focusing on the push for economic inclusion and mobility amid employment, societal and union-related racial discrimination, we will examine what involuntary black labor meant in the context of slavery and the construction of a capitalist economy. Likewise, we will devote attention to black workers with regard to such topics as antiunionism, deindustrialization, economic inequality, Fordism, informal economies, Jim and Jane Crow, labor radicalism and violence, New Deal and welfare, the rise of civil rights unionism, and slavery and capitalism, among other themes.

Requirements/Evaluation: Students are expected to participate actively and will write two comparative essays (5-7 pages) and two primary source analyses (1-2 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages) in consultation with the instructor and will be required to submit a topic proposal and outline, an annotated bibliography, and a peer-reviewed draft of the final paper.

Prerequisites: recommended for students with sophomore standing or above

Enrollment Limit: 25

Enrollment Preferences: HIST and AFR majors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 367 (D2) HIST 367 (D2)

Difference, Power, and Equity Notes: This course racializes the study of labor history, focusing on black people and their experiences in the United States from the plantation to the plant. It challenges students to confront and to redefine what it means to labor, grasping how slavery, segregation, and systemic inequalities amid black people's pursuit of citizenship, equality, and freedom have shaped their economic, political, and social conditions and identities.

Spring 2021

SEM Section: R1 TR 11:30 am - 12:45 pm Tyran K. Steward

AFR 379 (S) Black Women in the United States (DPE)

Cross-listings: HIST 379 WGSS 379 AFR 379

Secondary Cross-listing

As slaves and free women, activists, domestics, artists and writers, African Americans have played exciting and often unexpected roles in U.S. political, social, and cultural history. In this course we will examine black women's lives from the earliest importation of slaves from Africa and the Caribbean through to the expansion of slavery, the Civil War, freedom, Jim Crow, the Civil Rights movements, and up to the present day. Consistent themes we will explore are the significance of gender in African American history and the changing roles and public perceptions of black women both inside and outside the black community. We will read and discuss a combination of primary and secondary sources; we will also consider music, art, and literature, as well as more standard "historical" texts.

Class Format: discussion

Requirements/Evaluation: student participation, three papers, and a brief oral presentation
This course is cross-listed and the prefixes carry the following divisional credit:
HIST 379 (D2) WGSS 379 (D2) AFR 379 (D2)

Difference, Power, and Equity Notes: This course meets the Difference, Power, and Equity requirement. The course focuses on empathetic understanding, power, and privilege, especially in relation to class, gender, and race within a U.S. context. We will study the ways in which the conflicts arose within the Black community and how Black women, usually without official positions as leaders, emerged as organizers and leaders in political and social movements.

Spring 2021
LEC Section: R1 TR 8:30 pm - 9:45 pm Gretchen Long

AFR 390 (F)(S) Race, Identity, Nature (DPE) (WS)
Cross-listings: ENVI 430 AFR 390 AMST 430

Secondary Cross-listing
From 18th-century claims that climate determined character to the 21st-century proliferation of DNA tests underwriting claims to Indigenous ancestry, race, colonialism, identity, and "nature" operate as interconnected terrains of power. Anchored in the contexts of U.S. colonialisms, racialization, and accumulation, this course aims to expose students to the cultural politics of "nature" as a way of "doing" American Studies. Specifically, this course investigates formations of and struggles against U.S. colonialisms, racialization, and accumulation via the many symbolic and material iterations, negotiations, and contestations of the contingent relations between and among human and non-human natures. Organized around a significant research paper and weekly written responses, this course ultimately aims to foster students' critical writing, reading, analytical thinking, and comparative inquiry skills across such contexts and sites of contestation, and across texts of different genres and media. We will work with a wide range of primary sources, including published fiction and poetry, legal documents, newspaper articles, speeches, recorded songs, and films, photos, paintings and other visual culture. By the end of this course, students should be able to describe the historical foundations of dominant ideas, attitudes, and practices toward non-human natures, as well as analyze how ideas of "nature" mediate the ways in which colonial, racial, gender, and sexual categories and structures inform and are (re)produced by U.S. institutions and in public areas such as the law, public policy, and property. Finally, students should be able to interpret how racialized and colonized peoples' visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation.

Class Format: This course is designated as remote. However, international students who want to take this course but need it to be designated as a hybrid course in order to do so may instead register for an independent study with Prof. Ayazi. As a hybrid course, this independent study will have the same requirements as the listed course, with the exception of a limited number of face-to-face meetings in Williamstown or Boston. Please contact Prof. Ayazi at ha5@williams.edu to discuss such an arrangement.

Requirements/Evaluation: Evaluation will be based upon the following: Class Participation: 25%; Weekly Responses (350-500 words): 25%; Final Research Essay: 50%, broken down by Research Proposal (2-3 pgs, 10%), Peer Review and Feedback (2 pgs, 10%), Presentation (10%); Essay (15 pgs): 20%. Class will meet twice per week. Tu. meetings will be synchronous and Th. meetings will be asynchronous. Asynchronous components of the course include pre-recorded lectures, discussion boards, and other exercises that promote as much connection as possible within the constraints of remote education. Toward this end, synchronous meetings will center engaged discussion.

Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: American Studies majors will be given preference; secondary preference given to students specializing in Native American and Indigenous Studies, as well as Africana and Environmental Studies majors.
Expected Class Size: 12
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 430 (D2) AFR 390 (D2) AMST 430 (D2)

Writing Skills Notes: Emphasis on revision and writing process includes: One thesis paper at 15 pages (receiving critical feedback from professor and peers); one thesis paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process; one research proposal (including thesis outline and annotated bibliography of primary texts) with critical feedback from professor; student presentations and roundtable discussion based on the final paper.

Difference, Power, and Equity Notes: By the end of this course, students should be able to interpret how racialized and colonized peoples' visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation. In order to addresses such issues of difference, power, and equity, this course provides students with the necessary th

Fall 2020
SEM Section: R1    TR 11:30 am - 12:45 pm     Hossein Ayazi
Spring 2021
SEM Section: R1    TR 11:30 am - 12:45 pm     Hossein Ayazi

AMST 101  (F)(S) America: The Nation and Its Discontents  (DPE)
American Studies is a capacious, interdisciplinary, and extraordinarily varied field encompassing ethnic studies, women and gender studies, political science, media studies, history, anthropology, literature, ethnography, and more. "America" as a term is itself contentious. Is America transnational and transhistorical? Does America mean the United States? Is it a settler colonial empire? A symbol of liberal democracy? Who or what is American and who or what makes America? In asking and answering these questions, American Studies scholars value scholarship and teaching rooted in praxis, political relevance, intersectionality, and solidarity. In this course, we will anchor the dizzying array of methods and questions surrounding who, what, where, when (and why) is America(n) by focusing on the very real ways these subjects are embodied -- in environments, practices and artifacts, and in the bodies of people who labor under, are colonized and oppressed by, who resist, refuse, reform, and reimagine "America." The goal of this course is to explore the myriad and contradictory ways in which America has been made and unmade, training students in primary source analysis, including political manifestos, autobiographies, historical and archival materials, legal documents, ethnography, art, literature, music, and film.

Class Format: This course will be taught remotely, with a combination of synchronous and asynchronous meetings, assignments, short lectures, and opportunities for engagement (e.g. Zoom, Glow, Panopto & Loom). In the time slots assigned to this course, there will be a single, collective meeting every week, as well as weekly meetings of small groups in which readings are further discussed.

Requirements/Evaluation: Evaluation will be based on class participation, weekly reading questions (via Glow quiz), and series of written assignments (three 3-page papers; and one 5- to 7-page paper.

Prerequisites: none

Enrollment Limit: 20
Enrollment Preferences: first- and second-year students
Expected Class Size: 20
Grading: yes pass/fail option, no fifth course option
Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course satisfies the DPE requirement in its constant interrogation of historical patterns of unequal access to power, wealth, citizenship, and education in the U.S., and in its recognition and analysis of forms of resistance to and corrections of such inequities.

Fall 2020
SEM Section: R1    MW 11:45 am - 1:00 pm     Cassandra J. Cleghorn

Spring 2021
SEM Section: R1    MW 10:00 am - 11:15 am     Eli Nelson

AMST 125  (F)(S) Introduction to Asian American and Pacific Islander Studies  (DPE)
This course covers topics and approaches salient to contemporary Asian American and Pacific Islander (AAPI) Studies as an interdisciplinary field of scholarship and activism. Drawing on primary source documents, scholarship, visual media, and creative work, we will look at cross-racial solidarity and organizing, anti-Asian exclusion and xenophobia, war and refugee communities, public and mental health, and immigration histories and experiences. We will ground our inquiry in the social movements from which the field emerged in the late-1960s and 1970s, then move on to address foundational terms for Asian American and Pacific Islander scholars, such as race, citizenship, queerness, empire, transnationalism, and Indigeneity. Throughout the course we will stay attentive to overlapping histories between AAPI and Native, Indigenous, Black, and Latinx people and communities. Students will also have a number of opportunities to practice analytic writing, do creative work, engage in personal reflection, and participate in community building.

Class Format: This course will be conducted remotely. International students should contact the professor by email if interested.

Requirements/Evaluation: Weekly: an average of 50 pages of reading and/or watch a documentary film; view a pre-recorded mini-lecture made by the professor; submit 200-300-word responses to readings and a 75-100-word discussion question; participate in synchronous class discussions or synchronous small-group discussions with the professor. Three free passes on these assignments. 3x per semester: 3-page writing or creative assignments, including letter writing, interviewing a classmate, analyzing a passage from a historical document, or close reading a scene from a film or story. Final: Each student will participate in a class-wide final project.

Prerequisites: none

Enrollment Limit: 12

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course defines “Asian,” “Asian American,” and “Pacific Islander” as categories of social difference created through historical conditions (e.g. migration, imperialism) that change over time. These terms also refer to forms of personhood with racial, national, and ethnic meaning determined by unequal distribution of power and resources. Students in the course are asked to understand, engage, and articulate these differences, historical, and social process.

Fall 2020

SEM Section: R1 TF 1:30 pm - 2:45 pm Jan Padios

Spring 2021

SEM Section: R1 TF 1:30 pm - 2:45 pm Jan Padios

AMST 146 (F) Introduction to Native American and Indigenous Studies (DPE)

What does it mean to be a citizen of an Indigenous nation? Why are there laws against selling inauthentic Native American art? Who is two spirit and what obligations and politics does that position and identity entail? Where do we locate tradition and Indigenous peoples in time? In this course, we will address these questions and more, surveying Indigeneity as it is constructed and expressed in historical narratives, activism and education, governance and identity, art and literature, science and religion, and gender and sexuality. Knowledge of the Indigenous is a foundational element of the United States. From missionaries documenting Indigenous languages, to sports mascots, DNA testing, and even to New Age spirit quests and sweat lodges, the coherence and legitimacy of this settler colonial empire has demanded expertise in and the appropriation of Indigenous bodies, knowledges, and cultures as a means of continually displacing and erasing them. And yet, that is not the only way to produce knowledge of, by, and with Indigenous people. Indigenous Studies provides a variant way of thinking and learning about Indigeneity. The imperative of Indigenous Studies is to understand Indigenous peoples on their own terms and the world on those same terms. In this course we will explore not only questions related to Native America today, but also the various reasons and implications for why we study it.

Class Format: This course will be taught remotely. Class sessions will include asynchronous lectures and Zoom-based discussion sections. Additionally, we will interact through online message boards and group film screenings.

Requirements/Evaluation: attendance and class participation, three 3- to 5-page essays, and one in-class presentation

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: American Studies majors or first- and second-year students

Expected Class Size: 19
AMST 200  (F)(S)  Ethnographic Directions  (DPE)
This course introduces students to the practice and politics of ethnography, broadly defined as the study and representation of people, culture, and society. We begin the semester by looking at the history of ethnographic methodologies in anthropology and sociology, and examining how ethnography can be decolonized. We then read several examples of ethnographic research related to marginalized or minority groups in the U.S. -- such as undocumented migrants from Latin America, formerly unsheltered Black girls, or Diné fighting resource extraction on the reservation -- along with articles that illuminate issues of power, observation, consent, and representation in ethnographic research. Through readings, discussion, and engagement in ethnographic exercises, students will gain familiarity with the different phases or components of conducting ethnographic research, while also considering different styles of ethnographic production, including creative work. While this course is designed to look specifically at ethnographic directions that intersect with the interdisciplinary field of American Studies, it is open to any student interested in exploring many of the pressing social issues of our time (such as mass incarceration, refugee resettlement, and drug addiction); committed to thinking critically about how to study these problems; and creating communities of care and solidarity for fighting, and quite possibly, solving them.

Class Format: This course will be conducted remotely. International students should contact the professor by email if interested.

Requirements/Evaluation: Weekly: Average 50 pages of reading; submit 200-300-word responses to readings and a 75-100-word discussion question; participate in synchronous class discussions. Three free passes given on these assignments. Three times per semester: Short ethnographic research assignments, such as conducting (socially distant) observation or an interview; coding a transcript; or writing a mini-research proposal. Final: 1) a 5-page scholarly book review of one single-authored ethnographic work. OR 2) a 5-page scholarly blog post about a particular issue in ethnography.

Prerequisites: None
Enrollment Limit: 12
Enrollment Preferences: Enrollment preferences if over enrolled: AMST majors, students seeking methods courses
Expected Class Size: 12
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)  (DPE)
Difference, Power, and Equity Notes: This course covers a range of ethnographic studies of people and cultures around the world, with particular attention to scholarship in which power relations and structural analysis are central. Students are asked to discover how scholars use ethnographic methods to account for differences within and between communities.

Fall 2020
SEM Section: R1  TR 6:45 pm - 8:00 pm  Jan  Padios
Spring 2021
SEM Section: R1  TR 6:45 pm - 8:00 pm  Jan  Padios

AMST 201  (S)  Cold War Intellectuals: Civil Rights, Writers and the CIA  (DPE)
Cross-listings: AFR 224  PSCI 221  AMST 201  LEAD 220  INTR 220
Secondary Cross-listing
This tutorial focuses on US-based views of the Cold War. It examines how intelligence agencies and intellectuals, as well as government officials, viewed civil rights, human rights, and US hegemony. Readings include: Williams J. Maxwell (F. B. Eyes: How J. Edgar Hoover's Ghostreaders Framed African American Literature); James Baldwin (The Fire Next Time); Ralph Ellison (The Collected Essays of Ralph Ellison); Report to the President by
the Commission on CIA Activities Within the United States (1975, VP Nelson Rockefeller, chair); Hugh Wilford (The Mighty Wurlitzer: How the CIA Played America); Hannah Arendt (The Origins of Totalitarianism; On Violence; "Reflections on Little Rock"); Frances Stonor Saunders (Who Paid the Piper? The CIA and the Cultural Cold War). Students alternate weekly between 5-page primary and 2-page secondary papers on assigned readings.

Requirements/Evaluation: Attend all classes; submit completed papers 24 hours before seminar meets.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Juniors and Seniors.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 224 (D2) PSCI 221 (D2) AMST 201 (D2) LEAD 220 (D2) INTR 220 (D2)

Difference, Power, and Equity Notes: This tutorial examines the Cold War between the US and the USSR and attempts to use intellectuals to shape and promote the objectives of powerful state entities. The power struggle between the two “superpowers” impacted cultural production and authors. Some of those authors influenced or enlisted into the Cold War sought equity and equality for their communities and eventually fought against the very political powers that employed them.

Spring 2021

TUT Section: RT1 TBA Joy A. James

AMST 202 (F)(S) Introduction to Racial Capitalism (DPE) (WS)

Cross-listings: AMST 202 AFR 209

Primary Cross-listing

The historical relationship between race and capitalism is one of the most enduring debates in U.S. historiography, shaping modes of inquiry and analysis across history, law, economics, sociology, anthropology, and other fields. This course seeks to introduce students to the concept of “racial capitalism”—which rejects treatments of race (and racism) as external to the so-called real workings of capitalism—as a way to understand this relationship and as an activist hermeneutic through which to identify and respond to the conditions that American Studies must reckon with. Students will gain familiarity with the global history of racial capitalism and the power of the concept itself through secondary sources and a wide range of primary sources, and through engaged discussion and short essays. Throughout the course, we will pay special attention to the cultural politics, political geographies, and historical development of racial capitalism, thus attending to how the social relations of racial capitalism have been known, lived, and resisted across time and space. The course is organized around three key themes: the land question; race, capitalism, and nation; and the banalities of racial capitalism. Across these themes, the course will address such issues and topics as North American settler colonialism, circum-Caribbean plantation slave and “Coolie” labor, mass incarceration, the subprime mortgage crisis, and the War on Terror. The course will do so through and against a history of racial capitalism that privileges the U.S. nation-state in particular. By the end of this course, students should be able to: detail and analyze the historical development of and resistance to racial capitalism, doing so in relation to the global itineraries of racial slavery, settler colonialism, imperialism, and white supremacy; trace the history of the concept of racial capitalism itself; and identify how the concept continues to shape the field of American Studies.

Class Format: This course is designated as remote. However, international students who want to take this course but need it to be designated as a hybrid course in order to do so may instead register for an independent study with Prof. Ayazi. As a hybrid course, this independent study will have the same requirements as the listed course, with the exception of a limited number of face-to-face meetings in Williamstown or Boston. Please contact Prof. Ayazi at ha5@williams.edu to discuss such an arrangement.

Requirements/Evaluation: Evaluation will be based on the following requirements: Class Participation: 25%; Weekly Responses (350-500 words): 25%; Essay 1—First submission (5 pgs): 10%; Essay 2 (5 pgs): 10%; Essay 3 (5 pgs): 15%. Class will meet twice per week. Tu. meetings will be asynchronous and Th. meetings will be synchronous. Asynchronous components of the course include pre-recorded lectures, discussion boards, and other exercises that promote as much connection as possible within the constraints of remote education. Toward this end, synchronous meetings will center engaged discussion in small groups and as a class.

Prerequisites: none
Enrollment Limit: 12

Enrollment Preferences: American Studies majors, students specializing in Native American and Indigenous Studies, Africana majors, History majors

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 202 (D2) AFR 209 (D2)

Writing Skills Notes: Emphasis on writing process and revision: Three thesis papers at 5 pages each (each receiving critical feedback from professor and peers); one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper.

Difference, Power, and Equity Notes: Throughout, the course addresses the issues of difference, power, and equity amongst groups and the nature of the theoretical tools or perspectives used to understand these issues. It does so familiarizing students with "racial capitalism" as both a way of understanding the historical relationship between race and capitalism, and as an activist hermeneutic to respond to the conditions that American Studies and other fields must reckon with in the present.

Fall 2020
SEM Section: R1 TR 9:45 am - 11:00 am Hossein Ayazi

Spring 2021
SEM Section: R1 TR 9:45 am - 11:00 am Hossein Ayazi

AMST 213 (S) Asian/American Identities in Motion (DPE)

Cross-listings: GBST 214 ASST 214 THEA 216 AMST 213 DANC 216

Secondary Cross-listing

The course aims to explore dance and movement-based performances as mediums through which identities in Asian and Asian-American (including South-Asian) communities are cultivated, expressed, and contested. It will orient students towards "reading" and analyzing live and mediated performances within historical, social, and political frameworks. Students will explore how socio-historical contexts influence the processes through which dance performances are invested with particular sets of meanings, and how artists use performance to reinforce or resist stereotypical representations. Core readings will be drawn from Dance, Performance, Asian, and Asian American Studies, and will engage with issues such as nation formation, race and ethnicity, appropriation, tradition and innovation among other topics. This is primarily a discussion-based seminar course, and might also include film screenings, discussion with guest artists and scholars, and opportunities for creative projects. No previous dance experience is required.

Class Format: This course will be taught in a virtual format and will be remote.

Requirements/Evaluation: reading responses, essays, in-class writing assignments, class participation, and group presentations.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first years and sophomores

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
GBST 214 (D2) ASST 214 DANC 216 (D1)

Difference, Power, and Equity Notes: This course introduces students to the role of performance in nation formation in Asia and the history of Asian-Americans in the US through analysis of dance performances and practices. Student will explore how race was central to the formation of Asian and the American nation, and how social and legal discriminatory practices against minorities influenced popular culture. The assigned material provide examples of how artists address these inequalities and differences in social power.
AMST 219 (S) Extreme Persuasions: The Far Right in the United States and Russia (DPE) (WS)

Cross-listings: AMST 219 RUSS 218 WGSS 217

Primary Cross-listing

The purpose of this course is to explore the unexpected recent confluence of the American and Russian far-right movements, among advocates for authoritarianism in both countries who have traditionally understood the 'other' superpower to be an implacable enemy. How have nationalist movements in the United States come to see the Russian Federation as a vanguard for 'whiteness' and traditional masculinity in European identity, overturning the perception of Russia as a racial Other that was prevalent among American conservatives during the Cold War? What are the affinities between the imperial and openly patriarchal aspirations of Putinism and the goals of American religious Reconstructionism, with its interpretation of the Confederacy as a God-given model for racial separatism and gender complementarianism? We will discuss repressive historical legacies and homophobia in both countries, devoting particular attention to debates about protest art and the removal of monuments, and to movements that situate themselves in opposition to neoliberal forms of ethno-nationalism.

Requirements/Evaluation: On average, there will be 100 pages of reading per week. Over the course of the semester, students will be required to view three films, which will be discussed in class. Class participation counts for 25% of the course grade; each of the first three response papers, 15%; the term paper, 25%; the in-class presentation of the term paper, 5%.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: Majors and concentrators in AMST, Russian, and Women's and Gender Studies.

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 219 (D2) RUSS 218 (D1) WGSS 217 (D2)

Writing Skills Notes: The written work is comprised of three response papers (5-7 pages each), a rough draft of the term paper (8-10 pages) that will be ungraded but extensively commented upon, and the term paper itself (10-15 pages). Each student to discuss their writing strategies prior to the deadlines for the essay assignments. For the essays, students may choose from among a range of prompts, or design a topic of their own.

Difference, Power, and Equity Notes: Students will use the assigned readings as points of departure for analyzing and responding to traditionalist configurations of gender and ethno-nationalism in the United States and the Russian Federation. Particular attention will be devoted to the proliferation of different conceptions of power and privilege in both countries, and to ways in which a parsing of them may facilitate an engagement with the arguments of far right movements while retaining the concept of social justice.

Spring 2021

SEM Section: R1 MR 3:15 pm - 4:30 pm Munjulika Tarah

AMST 226 (S) Gender and the Dancing Body (DPE)

Cross-listings: WGSS 226 THEA 226 AMST 226 DANC 226

Secondary Cross-listing

This course posits that the dancing body is a particularly rich site for examining the history of gender and sexuality in America and beyond. The aim of the course is to explore ideas related to gender and sexuality as prescribed by dominant cultural, social, and religious institutions, and how dance has been used to challenge those normative ideologies. We will examine a wide range of dance genres, from stage performances to popular forms to dance on television, with particular attention to the intersections of race and class with gender. This is primarily a discussion-based seminar course and will also include film screenings, discussions with guest artists, and opportunities for creative projects. No previous dance experience required.

Class Format: This course will be taught in a virtual format and will be remote.

Requirements/Evaluation: class participation, reading responses, essays, in-class writing assignments, and group presentations

Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: first years and sophomores
Expected Class Size: 10-15
Grading: yes pass/fail option, no fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 226 (D2) THEA 226 (D1) AMST 226 (D2) DANC 226 (D1)

Difference, Power, and Equity Notes: In the course, students will explore the concept of gender as a social construction and how the body's historical associations to markers of gender and sexuality lead to differences in socio-political power. The assigned texts and viewings provide examples of how bodies and their movements make meaning in a network of power relationships, and how artists use dance to address social inequalities such as sexism, racism, and transmisogyny, to imagine a more just world.

Spring 2021
SEM Section: R1  TF 3:15 pm - 4:30 pm  Munjulika Tarah

AMST 241 (S) Performing Masculinity in Global Popular Culture (DPE)
Cross-listings: WGSS 240  THEA 241  SOC 240  AMST 241  LATS 241
Secondary Cross-listing

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

Requirements/Evaluation: masculinity journal, mid-term essay exam, visual rhetorical analyses of pop culture images
Prerequisites: none
Enrollment Limit: 14
Enrollment Preferences: a short statement of interest will be solicited
Expected Class Size: 14
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 240 (D2) THEA 241 (D1) SOC 240 (D2) AMST 241 (D2) LATS 241 (D2)

Difference, Power, and Equity Notes: This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

Spring 2021
SEM Section: R1  MW 6:45 pm - 8:00 pm  Gregory C. Mitchell

AMST 245 (F) Race, Power, & Food History (DPE)
Cross-listings: HIST 265  ENVI 246  AMST 245
Secondary Cross-listing

Have you ever wondered why Spam is so popular in Hawaii and why Thai food is available all across the United States? Are you curious why
black-eyed peas and collards are considered "soul food"? In this course, we will answer these questions by digging in to the histories of global environmental transformation through colonialism, slavery, and international migration. We will consider the production and consumption of food as a locus of power over the last 300 years. Beginning with the rise of the Atlantic slave trade and continuing through the 20th century, we trace the global movement of plants, foods, flavors, workers, businesses, and agricultural knowledge. Major units include rice production by enslaved people in the Americas; Asian American food histories during the Cold War; and fat studies critiques of obesity discourse. We will discuss food justice, food sovereignty, and contemporary movements for food sustainability in the context of these histories and our contemporary world. Readings are interdisciplinary, but our emphasis will be on historical analyses of race, labor, environment, health, and gender.

Class Format: Fall 2020 only: The course will be taught in a hybrid format that accommodates students on campus and those learning remotely. Depending on enrollment, some break-out discussions may need to be scheduled outside of the allotted time block (as would be the case in a tutorial). Discussion will be supplemented with a mix of synchronous and asynchronous online activities.

Requirements/Evaluation: two to three papers on assigned topics (4-6 pages); one longer final paper (8-10 pages); participation in discussion and online activities

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators; American Studies majors; Public Health concentrators; history majors

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 265 (D2) ENVI 246 (D2) AMST 245 (D2)

Difference, Power, and Equity Notes: This course considers the production and consumption of food as a locus of power over the last 300 years, and contextualizes current movements for food justice and sovereignty in light of those histories. Students will have opportunities to reflect on questions of power, privilege, and racism in contemporary food movements. Our final unit focuses on challenges to critical food studies from fat liberation and body positivity

Fall 2020

SEM Section: R1 WF 1:30 pm - 2:45 pm April Merleaux

AMST 254 (F) Sovereignty, Resistance, and Resilience: Native American Histories to 1865 (DPE)

Cross-listings: HIST 254 AMST 254 LEAD 254

Secondary Cross-listing

This course surveys Native American/Indigenous North American histories from creation through the U.S. Civil War, tracing the complex ways that tribal nations and communities have shaped North America. It also introduces foundational methodologies in Native American and Indigenous Studies and strategies for pursuing decolonizing scholarship and action. Beginning with the diverse Indigenous societies that inhabited the Americas millennia before Columbus's arrival, it discusses the cultural complexity of Native peoples, nations, and worldviews rooted in particular ecosystems and homelands, as well as accounts of beginnings and migrations. It addresses how Native peoples confronted grievous epidemics resulting from the "Columbian Exchange," and contended with Euro-colonial projects of "discovery" and colonization. Indigenous nations' multifaceted efforts to maintain sovereignty and lands through eras of pervasive violence and removal are discussed, as well as the important yet under-recognized ways that Native communities negotiated the tumultuous era and conflicting allegiances of the Civil War. The course centers on Indigenous actors-intellectuals, diplomats, legal strategists, knowledge keepers, spiritual leaders, artists, and others-and consistently connects historical events with present-day debates over land, historical memory, education, and activism. Additionally, it provides an opportunity to engage with original materials pertaining to Native histories in the Williams College Archives/Special Collections and Art Museum. While the scope of the course is continental and transoceanic, it devotes significant attention to the Native Northeast and the particular Indigenous homelands in which Williams College is located.

Class Format: Remote class. Class will blend short pre-recorded lectures with weekly Zoom discussion sections/seminar format, plus time for virtual one-on-one conversations with the instructor.

Requirements/Evaluation: active participation in class discussion, several short essays based on readings and discussion topics, (virtual) museum/archives exercise, final essay

Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: History or American Studies majors, followed by first- and second-year students
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
HIST 254 (D2) AMST 254 (D2) LEAD 254 (D2)
Difference, Power, and Equity Notes: This course intensively explores Native American/Indigenous North American histories, experiences, and forms of critical and creative expression, as well as responses to and engagements with Euro-American settler colonialism. It guides students into methodologies central to Native American and Indigenous Studies (NAIS), and gives opportunities for oral and written reflections on NAIS approaches to historical themes and sources, as well as decolonizing methodologies more broadly.

Fall 2020
SEM Section: R1 TR 9:45 am - 11:00 am Christine Delucia

AMST 260  (F) Indigenous Feminisms  (DPE)
Cross-listings: AMST 260  WGSS 262
Primary Cross-listing
Indigenous women, Two Spirit and trans people have always stood on the frontlines of decolonization struggles in the Americas, from treaty negotiations to self defense against settler invasion, to the Standing Rock Sioux struggle against the Dakota Access Pipeline, to creating independent databases and mutual support networks amongst the loved ones of Missing and Murdered Indigenous Women, Girls, Trans and Two Spirit people. This course maps out some of the intellectual and political interventions of Indigenous feminists in analyzing and struggling against genocide, heteropatriarchy, conquest and racial capitalism in settler states like the US and Canada. This course will focus on how Indigenous women, Two Spirit and trans people have analyzed and struggled against the imposition of colonial constructs of gender and sexuality that mark Indigenous lives and lands as sites of extraction. It will examine how carceral regimes of control produced by the intertwined histories of conquest and Transatlantic slavery have been imposed upon Indigenous lives through the child protection system and the prison industrial complex. Students will be invited to consider how Indigenous feminist practices ‘make a future’ (Brant 1981) against and beyond the settler state. This course aims to familiarize students with historical and contemporary Indigenous feminist works, as well as provide an overview of Indigenous feminist political formations, poetry, fiction, and making practices. Pedagogically, this course will also facilitate the development and sharpening of skills in social analysis, writing and argumentation.

Class Format: Hybrid online/in-person
Requirements/Evaluation: Three one page reading responses, 30%; One two-page critical peer response 10%; One Final paper, 50%; Course participation and attendance 10%
Prerequisites: None
Enrollment Limit: 19
Enrollment Preferences: American Studies majors or potential majors have first preference, WGSS majors have next priority.
Expected Class Size: 19
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
AMST 260 (D2) WGSS 262 (D2)
Difference, Power, and Equity Notes: This course has as its core mission -- both in subject matter and in pedagogical approaches -- the exploration of difference, power and equity.

Fall 2020
SEM Section: H1 TF 3:15 pm - 4:30 pm Margaux L Kristjansson
AMST 300 (F) Re/Generations I: Memory Against Forgetting and the Global American Empire  (DPE)

Cross-listings:  COMP 357  ENGL 300  AMST 300

Primary Cross-listing

This is a two-part junior seminar in which we take an expansive approach to memoir as a form, genre, and practice, with specific attention given to texts reckoning with the traumas, transgressions, and transformations of what we understand as "America" and its many discontents. As such, the courses are remote and may be taken in sequence or autonomously. In this first part, we focus on authors charting the lives and afterlives of chattel slavery, settler colonialism, genocide, war, and the expansion of the global American empire, from the 19th through 20th centuries. How do these authors remediate the critical (il)legibility of personhood and place, community and nation? What myths must be dispelled and/or rewritten? What structural elements are deployed to tackle the obstacles of hegemonic power and historical amnesia, and how do these authors re/generate "what remains of lost histories and histories of loss" (Eng and Kazanjian)? Texts to be considered may include: Narrative of the Life of Frederick Douglass, an American Slave; Hawaii's Story by Hawaii's Queen (Lili'oukalani); Notes of a Native Son (James Baldwin); Borderlands/La Frontera (Gloria Anzaldúa); Dictee (Theresa Hak Kyung Cha).

Class Format: Remote

Requirements/Evaluation: weekly reading responses, midtern and final papers

Prerequisites: American Studies 101 and/or 301, previous coursework in race, ethnicity, and diaspora, junior or senior standing, or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: American Studies majors

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 357 (D1) ENGL 300 (D1) AMST 300 (D2)

Difference, Power, and Equity Notes: Analyzes the dynamics of power and privilege in the U.S. from a national and transnational context, examines the perspectives of socially marginalized groups, and fosters an understanding of the beliefs, experiences, and cultural productions of these groups.

Fall 2020

SEM Section: R1   TR 11:30 am - 12:45 pm   Anthony Y. Kim

AMST 303 (S) Feminist Disability Studies: Bodyminds in Place and Space  (DPE)

Cross-listings:  WGSS 309  AMST 303

Secondary Cross-listing

In this course we will engage anti-racist feminist theory, disability (or 'crip') theory, and human geography to think critically about disability. We will draw on critical geographies of disability to understand the built environment and institutional design; geographic scales of the body and the bodymind; spaces of the home and institutions; and im/mobility and spatial access. We will also consider how disability is shaped by (and shapes) practices of care and mutual aid; experiences of embodiment and impairment; and structures of vulnerability and agency. The course will trace, historically, how ableism has been produced through slavery, colonization, surveillance, and incarceration as well as through movements like eugenics and white liberal feminism. The course will also analyze disability's construction through medicalized notions of wellness, illness, pathology, and cure. Throughout the course, we will consider disability as intersecting with gender, race and ethnicity, queerness, trans*ness, fatness, class, nationality, and citizenship. Most centrally, we will ask: What is the spatiality of dis/ability, and how can space be occupied and reappropriated for radically inclusive uses? How can we understand both normality and deviance as socially constructed concepts that nonetheless have real, and uneven, implications for people's lives?

Class Format: This class will be taught online only.

Requirements/Evaluation: Student participation; two short (2-pg) reflection papers; two longer (4-5-pg) papers; and a final (12-15 pg) research paper

Prerequisites: None

Enrollment Limit: 15
Enrollment Preferences: WGSS and AMST majors; permission of instructor

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 309 (D2) AMST 303 (D2)

Difference, Power, and Equity Notes: This course satisfies the DPE requirement because it examines the political, social, and ideological constructions and theorizations of difference, power, and equity. The course explores the ways in which disability is mutually constructed with other axes of identity and difference, and how different groups of people have defined (and redefined) disability to meet various political aims.

Spring 2021

SEM Section: R1 MW 10:00 am - 11:15 am Emily Mitchell-Eaton

AMST 310 (S) “A language to hear myself”: Advanced Studies in Feminist Poetry and Poetics (DPE) (WS)

Cross-listings: AMST 310 ENGL 302 WGSS 330

Secondary Cross-listing

The title of this course comes from Adrienne Rich's 1969 poem "Tear Gas," grounding our study in 1960s, 70s, and 80s feminist activist poetry but also in our current moment to answer a fundamental question: what can poetry do for us? In this period, feminist activist poets were at the center of a revolutionary social justice movement that changed the world. Feminist presses published much of the new poetry. This course focuses on the theory and practice of feminist poetry and print culture during this period, and how feminist experiments in language changed how we understand American poetry. We focus on the theoretical writings and poetry chapbooks of a diverse group of poets who powered the movement, including Audre Lorde, Mitsuye Yamada, Nelly Wong, Robin Morgan, June Jordan, Joy Harjo, Gloria Anzaldúa, Sonia Sanchez, Adrienne Rich, Judy Grahn, and Pat Parker. We also read the work of some later feminist theorists, such as Judith Butler, as we analyze the kinds of performances that brought together feminist poetry and political activism. We spend some time in the archives, analyzing documents from the period, including original publications of poetry chapbooks often published by the period's many feminist presses and consider how such attention allows us to construct alternative narratives for feminism and American poetry. Writing at the intersections of race, class, gender, and sexuality, and of multiple social justice movements (Civil Rights, anti-Vietnam War, LGBTQ activism, and Black Power), these poets gave us a new language to "hear," not only ourselves, but the experience and pain of others, and, in so doing, they moved personal experience into public discourse around issues of inequality and human flourishing in a democratic society.

Class Format: I anticipate that this class will be a hybrid course for students who are both remote and in-person, with a mix of synchronous and asynchronous elements.

Requirements/Evaluation: two short analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), short presentation, longer final researched paper (10-12 pages)

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: English, Women's, Gender, and Sexuality Studies, American Studies majors

Expected Class Size: 16

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 310 (D2) ENGL 302 (D1) WGSS 330 (D2)

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, critical summaries of feminist criticism, two four-to-five-page graded papers, one creative assignment, a longer, final researched paper (10-12 pages), written in stages over a period of several weeks with feedback at each stage. Critical feedback on written assignments a week prior to due date through conferences and Google Docs and on graded assignments within one week.

Difference, Power, and Equity Notes: The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the feminist movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This
course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the period.

Spring 2021

SEM Section: H1   TF 1:30 pm - 2:45 pm   Bethany Hicok

**AMST 326 (F) Feminist and Queer Performance at the Limit of Action (DPE)**

**Cross-listings:** AMST 326 THEA 322 WGSS 321 AFR 328

**Secondary Cross-listing**

What counts as feminist and queer activism? This course challenges what we dominantly understand as activism—key to the emergence of ethnic studies and feminist and queer theory. Moving away from political actions centered in these fields, such as strikes, protests, and boycotts, this course will turn to visual and performance art works by artists of color, who consider other forms of action that are not overtly visible, resistant, oppositional, agentive, militant, loud, liberatory, and documentable. Each week, we will examine a performance at the limit of action, including silence, sexual abjection, concealment, melancholia, and waiting, alongside issues related to race, gender, sexuality, labor, and migration among others. How might we approach and reconcile with performances that once again reify notions of racialized and gendered bodies as apolitical, passive, submissive, and compliant? Drawing on scholarship within black and women of color feminist criticism, queer of color critique, critical ethnic studies, and performance studies, this course will attune students to the role of aesthetics to interrogate and expand what we typically conceive of as activism, resistance, power, and survival from racialized, feminized, and queer positions.

**Requirements/Evaluation:** In-class discussion, short weekly reading posts, class presentation, final paper/project

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** WGSS majors and students with experience in American Studies or performance studies coursework

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 326 (D2) THEA 322 (D1) WGSS 321 (D2) AFR 328 (D2)

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of activism is valued over other forms.

Fall 2020

SEM Section: R1   MR 1:30 pm - 2:45 pm   Kelly I Chung

**AMST 329 (F) Marxist Feminisms: Race, Performance, and Labor (DPE)**

**Cross-listings:** THEA 323 WGSS 323 AFR 329 AMST 329

**Secondary Cross-listing**

Who is considered the dominant subject of labor? This course offers an overview of queer, women of color feminist, decolonial, and black and critical ethnic studies critiques of orthodox Marxism. Starting with core texts from the Marxist tradition, we will explore a range of social positions and forms of labor that complicate Marx's emphasis on the white male industrial worker. Each unit, we will study key scholarship that centers reproduction, slavery, care and domestic work, indentured servitude, sex work, and low wage flexible labor, to name a few, alongside queer and feminist modes of performance that respond to and/or provide strategies to live and survive under racial capitalism. We will discuss seminal works by theorists, including Karl Marx, Luce Irigaray, Cedric Robinson, Jennifer Morgan, Hortense Spillers, Lisa Lowe, Gayatri Chakravorty Spivak, Dorothy Roberts, Angela Davis, José Esteban Muñoz, and Leo Bersani, in tandem with performances, such as paintings, performance art, poetry, protests, photography, prints, music, and sculptures. This course will equip students with a critical understanding of the ways racial capitalism has centrally relied upon the mass capture and recruitment of racialized and gendered labor in and beyond the U.S. and how, through performance, life under these conditions have been reimagined.
Requirements/Evaluation: In-class discussion, short weekly reading posts, class presentation, final paper
Prerequisites: None
Enrollment Limit: 12
Enrollment Preferences: WGSS majors and students with experience in American Studies or performance studies coursework
Expected Class Size: 12
Grading: yes pass/fail option, no fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
THEA 323 (D1) WGSS 323 (D2) AFR 329 (D2) AMST 329 (D2)

Difference, Power, and Equity Notes: This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of labor is valued over other forms.

Fall 2020
SEM Section: R1    TF 1:30 pm - 2:45 pm     Kelly I Chung

AMST 334 (S) Sexual Economies (DPE)
Cross-listings: ANTH 301  WGSS 301  AMST 334
Secondary Cross-listing
This course examines various forms of sexual labor around the world in order to better understand how gendered and sexual performances are used in a variety of cultures and contexts for material benefit. Our topics include "traditional" forms of sex work such as street prostitution, pornography, and escorting as well as other forms of sexualized performances for benefit such as stripping or camming. We also discuss current issues and debates about discourses of "sex trafficking." Course readings come from a range of fields, but focus most heavily on anthropology, sociology, American studies, and gender studies. The readings for this class will frequently foreground the lived experiences of sex workers from a variety of nations, races, classes, religions, and backgrounds in order to explore the broader social implications of our subject matter. The format is largely discussion-based, with short lectures supplementing the reading with summaries of current scholarly and activist debates. We have a variety of guest speakers to share their diverse lived experiences related to this topic.
Requirements/Evaluation: midterm essay exam, short quizzes, participation, Marco Polo video chat posts
Prerequisites: none, though WGSS 101 and/or 202 may be helpful, but not required
Enrollment Limit: 14
Enrollment Preferences: based on statement of interest
Expected Class Size: 14
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ANTH 301 (D2) WGSS 301 (D2) AMST 334 (D2)

Difference, Power, and Equity Notes: We pay particular attention to the intersecting questions of race, sexuality, gender, and class as we explore the political economy of commercial sex. The course teaches students to examine the underlying political and economic structures that create systems of privilege and power, thereby complicating questions and assumptions about sexual consent, coercion, agency, and empowerment with particular attention to race and gender in comparative transnational contexts.

Spring 2021
SEM Section: R1    MW 8:30 pm - 9:45 pm     Gregory C. Mitchell

AMST 356 (S) Settler Colonialism, Care, Kinship and Social Reproduction (DPE) (WS)
Cross-listings: AFR 359  AMST 356
AMST 356 Settler Colonialism, Care, Kinship and Social Reproduction

Contemporary understandings of family, kinship and care were shaped through the invasion of the Indigenous Americas and Transatlantic slavery. Indigenous nations came to be understood by anthropologists and settler states as governed by a logic of kinship, and this understanding was weaponized by the US and Canada to target Indigenous governance for elimination. At the same time, dominant kinship narratives were defined by the property claims made upon Black lives under settler law and by the state-enforced maternal inheritance of racialized bondage. This course will analyze kinship and care as both mechanisms of state control of Indigenous and Black lives and lands, and as sites of insurgency against colonial states. We will analyze how Canada and the U.S. have deployed Child Protective Services, reproductive regulation, Boarding Schools, plantation economies, land dispossession, and the prison industrial complex to target Indigenous, Black, Brown, working class and trans/queer support systems. Applying methodologies and theoretical interventions in Indigenous studies, Black studies and critical political economy to primary texts to US and Canadian law, autobiography, and anthropology, our focus will move from 17th and 18th century British colonial law to autobiographical accounts of slavery and emancipation, to Canada’s 19th century Indian Act, to mid-20th century social scientific debates on Black and Indigenous families. We will end by thinking about insurgent practices of organizing care and kinship outside and against the confines of whiteness, capital and the state. The pedagogical aims of the course are to illustrate how kinship narratives anchor settler colonial nationhood and property regimes, and to facilitate the development of skills in writing and independent research, primary source analysis, and critical analysis of law, anthropology, and policy.

Requirements/Evaluation: Class Participation and three critical response papers at three to five pages each (each receiving critical feedback from professor); one response paper revision with critical feedback from professor and peers, including one letter of revision explaining the student’s revision process. One final paper (15-20 pages) and one roundtable presentation based on the final paper.

Prerequisites: Prerequisites: one or more of the following courses: AMST 146, Introduction to Indigenous Studies or AFR 200, Introduction to Africana Studies; HIST 254 / AMST 254(F), Sovereignty, Resistance, and Resilience: Native American Histories to 1865 or AMST 204:

Enrollment Limit: 19

Enrollment Preferences: AMST majors have first priority, AFRICANA majors have second priority.

Expected Class Size: 19

Grading: yes pass/fail option, no fifth course option

Unit Notes: This course satisfies EITHER the Space and Place elective OR the Comparative Studies in Race, Ethnicity and Diaspora elective

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 359 (D2) AMST 356 (D2)

Writing Skills Notes: Explanation: Three critical response papers at three to five pages each (each receiving critical feedback from professor); one response paper revision with critical feedback from professor and peers, including one letter of revision explaining the student’s revision process. One final paper (15-20 pages) and one roundtable presentation based on the final paper.

Difference, Power, and Equity Notes: This course focuses upon the operations of difference, power and equity in settler colonial governance in the Americas, particularly in terms of how the legal and extralegal regulation of family, kinship and care are sites where racial, colonial, ethnic, gender and sexual difference are produced and reproduced. It aims to provide students with critical tools to become responsible agents of change, by informing them of the ways that concerns for social equity in the field of kinship and family h

Spring 2021

SEM Section: R1 WF 1:30 pm - 2:45 pm Margaux L Kristjansson

AMST 357 (S) Re/Generations II: Contemporary Experiments in Memory, Trauma, and Self (DPE)

This is a two-part junior seminar in which we take an expansive approach to memoir as a form, genre, and practice, with specific attention given to texts reckoning with the traumas, transgressions, and transformations of what we understand as "America" and its many discontents. As such, the courses are remote and may be taken in sequence or autonomously. In this second part, we convene on a selection from our historical present and explore how categories of identity and experience, memory and history are being constructed and deconstructed, reimagined and remade anew. We will ask: how do these authors narrate the overlapping cycles of loss, pain, grief, survival, resilience, and resistance in the face of historical violence? What possibilities for (individual and collective) healing can exist in and beyond the world as we know it? What does it even mean to have or to not have, to find, to lose, to have stolen, to dissolve, and/or to recover a self in a besieged American present-future tense? Texts to be considered may include: How to Write an Autobiographical Novel (Alexander Chee); When They Call You A Terrorist: A Black Lives Matter Memoir (Patrisse Khan-Cullors and asha bandele); Heart Berries (Terese Marie Mailhot); Know My Name (Chanel Miller); On Earth We’re Briefly Gorgeous (Ocean
AMST 359  (F)(S)  Spirits of Rebellion: The L.A. Rebellion Filmmakers  (DPE)
Cross-listings:  ENGL 357  AFR 351  AMST 359

Primary Cross-listing

When Beyoncé unveiled the Lemonade visual album in 2016, her production captured the artistic spirit and gave new life to an earlier work: Julie Dash's Daughters of the Dust (1991), a luminous film about three generations of the Gullah people and the first motion picture by a Black woman to obtain wide theatrical release in the United States. Many, however, are unaware of the decades-long cinematic movement to which Dash belongs. In this course, we will devote our critical inquiry to the creative output of the L.A. Rebellion, a group of Black cinematic artists trained at the UCLA Film and Television School between the 1960s and 1990s. Our visual journey will take us through a diverse set of filmmakers like Charles Burnett, Ben Caldwell, Barbara McCullough, Julie Dash, Zeinabu irene Davis, Haile Gerima, Alile Sharon Larkin, Billy Woodberry, among many, many others, and how they sought to not only redefine the Black image on-screen but also reimagine the infinite possibilities of Blackness. We will pay close attention to the heterogeneity of genres, styles, and techniques that they put into practice from narrative to neorealism to documentary to avant-garde/experimental to African and African American musical and storytelling traditions. We will explore the various social and political issues that were represented by their films including: racial and class oppression, Black feminisms, Black Power, Afrocentrism, anti-colonialism and decolonization, police brutality and mass incarceration, radical social movements and coalition building, and the importance of community-based art and film practices. Finally, we will touch upon some of the recent works that have been inspired by the L.A. Rebellion, including the aforementioned Lemonade and Barry Jenkins' Moonlight (2016). Our viewership will be supplemented with readings in Black social and cultural criticism.

Requirements/Evaluation:  weekly online journal responses (1-2 pages); midterm essay (5-7 pages); final project
Prerequisites:  AMST 101 and/or 301, critical studies in race and ethnicity or cultural studies, or permission of the instructor
Enrollment Limit:  12
Enrollment Preferences:  American Studies majors
Expected Class Size:  12
Grading:  yes pass/fail option,  no fifth course option
Distributions:  (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 357  (D1)  AFR 351  (D2)  AMST 359  (D2)

Difference, Power, and Equity Notes:  This course contributes to the Difference, Power, and Equity designation by examining the social, political, cultural, and historical forces that contribute to Black cinematic representation.

Spring 2021
SEM Section: R1  MR 1:30 pm - 2:45 pm  Anthony Y. Kim
AMST 368  (F)  Framing American Slavery  (DPE)
Cross-listings:  AFR 363  AMST 368  HIST 368

Secondary Cross-listing
Readings in American Slavery  This course will delve into how and what historians have written about US slavery for the last century or so. Rather than marching through time, like we might in a survey course, we'll explore the nooks and crannies of slavery's history. We'll consider gender and sexuality, labor and capitalism, regional difference, maritime culture, and every day life. We'll compare histories produced well before the Civil Rights Movement to books written afterward. We'll consider the obstacles and challenges Black scholars faced in the academy and consider the significance of their work. Finally, we'll examine slavery's role in today's world, beginning with the institution's relationship with American universities and continuing on to the recent protests against monuments and statues.

Requirements/Evaluation:  Four written essays/reviews, final paper. Students must also complete reading and contribute to class discussions.

Prerequisites:  None

Enrollment Limit:  12

Enrollment Preferences:  Priority given to History, American Studies, and Africana Studies concentrators/ majors.

Expected Class Size:  10

Grading:  yes pass/fail option,   yes fifth course option

Distributions:  (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 363 (D2)  AMST 368 (D2)  HIST 368 (D2)

Difference, Power, and Equity Notes:  This course will explicitly examine how power worked and changed during the centuries of legal slavery in the United States. Since lawmakers joined power and violence to definitions of whiteness and blackness, we will study how these definitions emerged and changed over time. Students will address issues of violence, legal and extra legal means of continuing slavery through changing political and economic conditions. Additionally, the course will consider the racial barriers in the academy.

Fall 2020

SEM Section: R1   TR 9:45 am - 11:00 am   Gretchen Long

AMST 405  (F)  Critical Indigenous Theory  (DPE)

Intellectual decolonization is not a bounded project. On one hand, it demands a vocabulary of difference and refusal that rejects colonial theories and epistemologies. On the other, it demands that we interrogate our own intellectual and cultural traditions and trauma. Critical Indigenous theory is a tool in those projects, as it offers a corrective and an opening up of both dominant critical theory traditions that violently erase Indigenous bodies and political realities and of Indigenous theory that can essentialize difference and replicate oppressive dynamics in our communities. Critical Indigenous theory seeks to understand the structures and relations of power in settler colonialism, nested sovereignty, and culturally specific Indigenous philosophical traditions, like Indigenous studies more broadly, but also questions the key concepts that define Indigenous studies: tradition, sovereignty, authenticity, identity, race, gender, and sexuality. In this course, we will read major works in critical Indigenous theory that address indigeneity as it relates to race, postcolonial theory, feminist and two-spirit critique, alternative political engagement with the settler colonial state, and questions of "colonial unknowing." We will work on cultivating the reading practices needed to parse dense theoretical texts, and over the course of the semester you will develop a research project on a topic of your choosing that will allow you to take critical Indigenous theories and employ them as analytic tools and lenses.

Class Format:  This course will be taught remotely. Class sessions will include Zoom based seminar meetings during the designated course times, as well as asynchronous peer-editing and collaboration on final papers.

Requirements/Evaluation:  attendance and participation, one discussion prospectus, and a 20-page research paper

Prerequisites:  junior or senior status and some background in American Studies, Native American Studies, or Critical Theory or permission of the instructor

Enrollment Limit:  10

Enrollment Preferences:  American Studies majors
Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: Students will be invited to think deeply about the intersections of race, gender, colonialism, sexuality, and epistemology, and develop skills necessary to identify the theoretical basis of decolonial activism.

Fall 2020

SEM Section: R1 MW 6:45 pm - 8:00 pm Eli Nelson

AMST 430 (F)(S) Race, Identity, Nature (DPE) (WS)

Cross-listings: ENVI 430 AFR 390 AMST 430

Primary Cross-listing

From 18th-century claims that climate determined character to the 21st-century proliferation of DNA tests underwriting claims to Indigenous ancestry, race, colonialism, identity, and “nature” operate as interconnected terrains of power. Anchored in the contexts of U.S. colonialisations, racialization, and accumulation, this course aims to expose students to the cultural politics of “nature” as a way of “doing” American Studies. Specifically, this course investigates formations of and struggles against U.S. colonialisations, racialization, and accumulation via the many symbolic and material iterations, negotiations, and contestations of the contingent relations between and among human and non-human natures. Organized around a significant research paper and weekly written responses, this course ultimately aims to foster students’ critical writing, reading, analytical thinking, and comparative inquiry skills across such contexts and sites of contestation, and across texts of different genres and media. We will work with a wide range of primary sources, including published fiction and poetry, legal documents, newspaper articles, speeches, recorded songs, and films, photos, paintings and other visual culture. By the end of this course, students should be able to describe the historical foundations of dominant ideas, attitudes, and practices toward non-human natures, as well as analyze how ideas of “nature” mediate the ways in which colonial, racial, gender, and sexual categories and structures inform and are (re)produced by U.S. institutions and in public areas such as the law, public policy, and property. Finally, students should be able to interpret how racialized and colonized peoples’ visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation.

Class Format: This course is designated as remote. However, international students who want to take this course but need it to be designated as a hybrid course in order to do so may instead register for an independent study with Prof. Ayazi. As a hybrid course, this independent study will have the same requirements as the listed course, with the exception of a limited number of face-to-face meetings in Williamstown or Boston. Please contact Prof. Ayazi at ha5@williams.edu to discuss such an arrangement.

Requirements/Evaluation: Evaluation will be based upon the following: Class Participation: 25%; Weekly Responses (350-500 words): 25%; Final Research Essay: 50%, broken down by Research Proposal (2-3 pgs, 10%), Peer Review and Feedback (2 pgs, 10%), Presentation (10%); Essay (15 pgs): 20%. Class will meet twice per week. Tu. meetings will be synchronous and Th. meetings will be asynchronous. Asynchronous components of the course include pre-recorded lectures, discussion boards, and other exercises that promote as much connection as possible within the constraints of remote education. Toward this end, synchronous meetings will center engaged discussion.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: American Studies majors will be given preference; secondary preference given to students specializing in Native American and Indigenous Studies, as well as Africana and Environmental Studies majors.

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 430 (D2) AFR 390 (D2) AMST 430 (D2)

Writing Skills Notes: Emphasis on revision and writing process includes: One thesis paper at 15 pages (receiving critical feedback from professor and peers); one thesis paper revision with critical feedback from professor and peers, including one letter of revision explaining the student’s revision process; one research proposal (including thesis outline and annotated bibliography of primary texts) with critical feedback from professor; student presentations and roundtable discussion based on the final paper.
**Difference, Power, and Equity Notes:** By the end of this course, students should be able to interpret how racialized and colonized peoples' visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation. In order to address such issues of difference, power, and equity, this course provides students with the necessary th

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**Fall 2020**

SEM Section: R1  TR 11:30 am - 12:45 pm  Hossein Ayazi

**Spring 2021**

SEM Section: R1  TR 11:30 am - 12:45 pm  Hossein Ayazi

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**AMST 462 (F) Art of California: Pacific Standard Time**  (DPE) (WS)

**Cross-listings:** ARTH 462  AMST 462  ARTH 562  LATS 462

**Secondary Cross-listing**

In this course, we will study the visual arts and culture of California after 1960 and consider the region's place in modern art history. We will focus on a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time. Diverse in scope, these shows explored important developments in postwar art in California, including feminist art, African American assemblage, Chicano collectives, Modernist architecture, craft, and queer activism. In this seminar, we will pursue research projects directly related to the art exhibitions we study, and examine southern California conceptualism, photography, performance, painting, sculpture (including assemblage and installation), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions, while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history.

**Requirements/Evaluation:** Several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages written in stages over the course of the semester. The course will feature synchronous online class meetings with some small discussion groups. Student presentations will be recorded offline and posted to GLOW.

**Prerequisites:** ARTH 102 - Grad Art exempt from ARTH 102 prerequisite

**Enrollment Limit:** 12

**Enrollment Preferences:** senior Art major and senior Latina/o Studies concentrators

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:**  (D2)  (DPE)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 462 (D1)  AMST 462 (D2)  ARTH 562 (D1)  LATS 462 (D2)

**Writing Skills Notes:** There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Course themes of art and activism, borders and diaspora, globalism and modernism in the visual arts and how they intersect with the exploration of difference, power, and equity and the various ways that artists have produced works and developed practices that critically probe this intersection. Through discussion, presentations, and writing assignments students will develop skills in analyzing artworks and exhibitions that respond to and/or document social inequality and social injustice.

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**Fall 2020**

SEM Section: R1  MW 6:45 pm - 8:00 pm  C. Ondine Chavoya

**AMST 488 (F) Fictions of African American History**  (DPE) (WS)

**Cross-listings:** HIST 488  AMST 488

**Secondary Cross-listing**

This course examines African American fiction, largely from the late 19th and very early 20th century. These Black authors, none of them professional historians, try to bring African American History to light in an era before this history was taken seriously by the white academy. Many of the authors we
examine were activists and journalists who set their novels and short stories during Slavery and Emancipation. We will consider inherently radical act of reading and writing in a society where black literacy was illegal until after the Civil War. Alongside the fiction we will read modern historiography of the era. We will also delve into some of slave narratives published after Emancipation. Readings will include works by Booker T. Washington, James Weldon Johnson, Charles Chesnutt, Paul Laurence Dunbar, and Sutton Griggs. This is a tutorial and will be taught online.

Requirements/Evaluation: Every week a student will write either an essay or a critique. For the final assignment students may either write a review of 2-3 works of historiography OR substantially revise an essay or critique they did during the semester.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: History, Africana, and American Studies Majors will have preference. As well as students who have never taken a tutorial.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 488 (D2) AMST 488 (D2)

Writing Skills Notes: Students will write every week (essays and critiques) and receive feedback from their partners and from the professors. The final assignment of the semester is major revision of a one essay or critique. Students will receive feedback on their paper's organization and argument as well as points of style. Since we will be reading both fiction and historiography, we will discuss as a group the different challenges each form poses to essay writing.

Difference, Power, and Equity Notes: African Americans writing during this time lived under the laws and customs of Jim Crow and White Supremacy. Lacking political power, they turned to the power of the written word. We will evaluate the way writing and fiction helped ameliorate (or not) the racial power structures.

Fall 2020

TUT Section: RT1 TBA Gretchen Long

ANTH 101 (F)(S) How To Be Human (DPE)

Is there such a thing as ‘human nature’? This course is an introduction to cultural anthropology (also known as social or socio-cultural anthropology), the study of human society in all its profound variety. Through deep, sustained, systematic participation in and observation of a particular social context, anthropologists seek to comprehend and illuminate the human condition. Anthropologists’ insights into the ways in which human institutions-language, economy, religion, social stratification, law, sexuality, art, the state, and many more—are culturally constructed and reproduced have transformed the way the world is understood. Puncturing ethnocentrism, anthropology’s attentiveness to the ideas and practices of cultures in every part of the globe vastly enriches the archive of human answers to human problems. The distinctive methods of the discipline enable anthropologists to discover patterns and phenomena not discernible in other modes of enquiry. With such findings anthropologists are able to make critical interventions in public discourse and to demonstrate how deeply we are all shaped by cultural forces.

Class Format: Hybridity is a beautiful and productive thing. In Fall 2020 we will have regular in-class lecture-and-discussion sessions once a week with virtual learners projected into the classroom and fully participant. The second meeting of the week will be a combination of ethnographic film viewings, synchronous and asynchronous group exercises and group presentations.

Requirements/Evaluation: weekly posts in response to readings, two group presentations, several short writing exercises, final exam

Prerequisites: first-year students and sophomores

Enrollment Limit: 25

Enrollment Preferences: first-year students; sophomores may enroll if there is room

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: The course is an introduction to cultural anthropology and deals extensively with race, ethnicity, religion, gender, etc., as cultural constructs creating social difference, hierarchies of power, and the creation of inequities in communities and societies. Readings in ethnography, social theory, and sociology are designed to give students a deeper appreciation of all these issues.
ANTH 138  (F) Spectacular Sex  (DPE) (WS)

Cross-listings:  WGSS 138  ANTH 138

Secondary Cross-listing

From Beyoncé’s Coachella performance to Donald Trump’s social media antics, spectacles captivate us. Spectacles may be live shows, media events, or even everyday performances ranging from interactive advertisements to viral video sensations. But what are the uses of spectacle? Why are some compelling while others fall flat? How do spectacles control society or maintain social norms? And, importantly for our purposes, how does spectacle shape gender in society? Or from another angle, how does sexuality infuse spectacle? This tutorial introduces students to theories of spectacle ranging from the ancient Greeks to Marxist-inspired thinkers in the 20th century. In particular, we will examine how feminist thinkers have contributed to this literature and how theories of spectacle relate to questions of gender and sexuality. Our weekly readings focus on pairings of theoretical readings with writing on popular cultural examples and case studies. Some possible topics include sporting events, charity ad campaigns, music videos, political events, and social media.

Requirements/Evaluation: weekly response papers; students will also select past papers to develop and rewrite as more formal essays

Prerequisites: none

Enrollment Limit: 10

Expected Class Size: 10

Grading: no pass/fail option,  no fifth course option

Distributions:  (D2)  (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 138 (D2) ANTH 138 (D2)

Writing Skills Notes: This course requires significant attention to the craft of writing. Essential to this craft is the process of editing and rewriting materials with feedback from peers and professors. Students are expected to focus on improving analytical skills, critical thinking, and argumentation through attention to the writing process. They are also expected to give meaningful critical feedback on the writing of their peers. Students will select past response papers for development and rewriting.

Difference, Power, and Equity Notes: This course deals substantively with questions about privilege and power as they interact along the intersections of race, gender, sexuality, class, ability, and other axes of difference.

ANTH 208  (S) The U.S. and Afghanistan: A Post-Mortem  (DPE)

Cross-listings:  GBST 208  ANTH 208  ASST 208  PSCI 220

Primary Cross-listing

The United States attacked and defeated the Afghan Taliban regime over in the course of a few short weeks in 2001. Within a few years, the finality of that victory was brought into question as the Taliban regrouped and eventually reasserted itself as a formidable guerilla army that the U.S. military could not easily defeat. At the same time that it was facing a more difficult military challenge than anticipated, the United States got bogged down in the process of nation-building, as well as efforts at social reform. This course examines the history of American involvement in Afghanistan, beginning with the Cold War when the U.S. used Afghanistan as a test case for new models of political modernization and economic development. We will go on to discuss the U.S. support for Islamist political parties during the Soviet occupation of Afghanistan in the 1980s and the consequent rise of the Taliban, and the role of Afghanistan in the September 11th attacks and the "War on Terror" that followed. The course will conclude with a consideration of the impact and legacy of the two decades of nation-building and social reform carried out by the United States since 9/11.

Requirements/Evaluation: grading will be determined by class participation, two short essays, and a 15-page research paper
Prerequisites: none
Enrollment Limit: 25

Enrollment Preferences: Anthropology and Sociology majors, Global Studies concentrators, Political Science and Asian Studies majors will get preference

Expected Class Size: 15-20
Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
GBST 208 (D2) ANTH 208 (D2) ASST 208 (D2) PSCI 220 (D2)

Difference, Power, and Equity Notes: Among the topics relevant to power and difference to be considered in this course are the American support and later disavowal of Islamist political parties to advance US geopolitical goals, public relations efforts "to save Afghan women" after 9/11, and the uses and misuses of American military, economic, and political power to build a western-style democratic government and bring western-oriented social reforms to a society radically different from U.S. society.

Spring 2021
SEM Section: R1 WF 1:30 pm - 2:45 pm David B. Edwards

ANTH 223 (S) Ethnic Minorities in China: Past and Present (DPE)

Cross-listings: ANTH 223 CHIN 223

Secondary Cross-listing

According to the most recent census conducted in China in 2010, of the 1.3 billion population of China, more than 110 million (8.49%) were ethnic minorities (shaoshu minzu). Most of the minority groups reside in autonomous regions and districts, which constitute 64% of China's total acreage. This course introduces students to the multiethnic aspect of China's past and present. We will ask the central question of "what is minzu" and address various topics such as the minority-group identification project; the definition of minzu (translated as "ethnic group," "nationality," or "race" by different scholars); the intersections between language, religion, tourism, diaspora and ethnicity; historical sino-centric views about "foreigners" and "barbarians" as well as the roles that "barbarians" have played in China's long history. We will examine how social differences and hierarchy are constructed and discuss how power plays in the shaping of "ethnicity." A multidisciplinary approach will be adopted for the course, taking in sources from anthropology, history, literature, ethnic studies, and cultural studies. Throughout the course, the pedagogical techniques of "intercultural dialogue" will be adopted to encourage students to discuss their own ethnic experiences and compare ethnic minority issues in China with similar issues in the United States. Students are also encouraged to come up with real-world solutions and strategies to deal with issues of racism, bias, and discrimination.

Class Format: The course will be offered remotely and adopt a learner-centered, quasi-tutorial format. Every week students will view recorded lectures and participate in an online discussion forum asynchronously. In addition, students will be placed into smaller groups and meet with the instructor once a week for synchronous discussions.

Requirements/Evaluation: class attendance, weekly quizzes, active participation in both the online discussion forum and in-class meetings, two short (5-page) response papers, and one final research paper (10-12 pages).

Prerequisites: none, open to all students; no knowledge of Chinese language required
Enrollment Limit: 15

Enrollment Preferences: current and prospective majors in the Department of Asian Studies, then to first-years

Expected Class Size: 15
Grading: no pass/fail option, yes fifth course option

Materials/Lab Fee: books and reading packet

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ANTH 223 (D2) CHIN 223 (D2)

Difference, Power, and Equity Notes: We explore the interactions between "power" and "ethnicity," "center" and "periphery" in the Chinese context and compare them with students' own experiences. Students are required to write one short response paper on their personal encounter with the
concept of "race" or "ethnicity." For the final research paper, students are required to identify one problem among all the ethnic minority issues in the Chinese context and write a policy recommendation to make real-world changes.

Spring 2021

SEM Section: R1    TF 1:30 pm - 2:45 pm     Li  Yu

ANTH 269  (F) Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience  (DPE) (WS)
Cross-listings:  REL 269  STS 269  ASST 269  ANTH 269

Primary Cross-listing
This course offers a social analysis and condensed genealogy of mindfulness from its roots as a Buddhist meditation practice through its modern application as a tool to improve our awareness of the related processes of mind, behavior, and emotions. We consider how mindfulness relates to Buddhist discourses and practices, and to the rapid rise of fields like contemplative neuroscience, affective neuroscience, and integrative neurobiology. How and why has the research on mindfulness and other applied meditative practices exploded since 2000? How has this research helped us understand and explain the intersection of mind, emotion, behavior, and human development? We critically examine the models of the mind developed by clinical and evolutionary psychologists and researchers in fields such as affective neuroscience to better understand the applications of mindfulness in the US today. Specifically, we consider how mindfulness and other forms of meditation are being used to improve the training of health care providers and educators, while augmenting and deepening the quality of their engagement with patients, students, and others they serve. We examine and train in a variety of meditation practices including mindfulness and forest bathing, while unpacking the subjective experience of our minds and emotions first-hand. Students will be asked to engage in mindfulness practices the entire semester.

Class Format: Offered in a hybrid format, but students are encouraged to attend in person if they can. Studies will be grouped in pairs or threesomes, that will meet in-person or remotely. Please email me (Kgutschow@williams.edu) to indicate whether you intend to take this class in-person or remotely.

Requirements/Evaluation: weekly tutorial papers and discussion

Prerequisites: A prior class or some experience with meditation is recommended

Enrollment Limit:  10

Enrollment Preferences:  ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

Expected Class Size:  10

Grading:  no pass/fail option,  no fifth course option

Distributions:  (D2)  (DPE)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 269 (D2)  STS 269 (D2)  ASST 269 (D2)  ANTH 269 (D2)

Writing Skills Notes: This class will involve weekly tutorial essays of 1200 or 600 words, written feedback on every essay, and a mid-semester 'writing chat' with the instructor.

Difference, Power, and Equity Notes: This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can alleviate pervasive and population-wide health issues in the US including rising rates of anxiety, depression, and other mental health issues that are exacerbated by stress related to social inequality and structural violence. It also explores the ways that mindfulness has been marketed as an elite and non-inclusive practice within the US.

Fall 2020

TUT Section: HT1    TBA     Kim Gutschow

ANTH 301  (S) Sexual Economies  (DPE)
Cross-listings:  ANTH 301  WGSS 301  AMST 334

Secondary Cross-listing
This course examines various forms of sexual labor around the world in order to better understand how gendered and sexual performances are used in a variety of cultures and contexts for material benefit. Our topics include "traditional" forms of sex work such as street prostitution, pornography, and escorting as well as other forms of sexualized performances for benefit such as stripping or camming. We also discuss current issues and debates about discourses of "sex trafficking." Course readings come from a range of fields, but focus most heavily on anthropology, sociology, American
studies, and gender studies. The readings for this class will frequently foreground the lived experiences of sex workers from a variety of nations, races, classes, religions, and backgrounds in order to explore the broader social implications of our subject matter. The format is largely discussion-based, with short lectures supplementing the reading with summaries of current scholarly and activist debates. We have a variety of guest speakers to share their diverse lived experiences related to this topic.

Requirements/Evaluation: midterm essay exam, short quizzes, participation, Marco Polo video chat posts

Prerequisites: none, though WGSS 101 and/or 202 may be helpful, but not required

Enrollment Limit: 14

Enrollment Preferences: based on statement of interest

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ANTH 301 (D2) WGSS 301 (D2) AMST 334 (D2)

Difference, Power, and Equity Notes: We pay particular attention to the intersecting questions of race, sexuality, gender, and class as we explore the political economy of commercial sex. The course teaches students to examine the underlying political and economic structures that create systems of privilege and power, thereby complicating questions and assumptions about sexual consent, coercion, agency, and empowerment with particular attention to race and gender in comparative transnational contexts.

Spring 2021

SEM Section: R1 MW 8:30 pm - 9:45 pm Gregory C. Mitchell

ANTH 311 (S) Islam and the Critical Study of Secularism (DPE)

Cross-listings: ANTH 311 REL 311

Secondary Cross-listing

Since the Iranian Revolution of 1979, successive Islamist movements have sought to transform Muslim states along religious lines. In Euro-American discourses on political Islam, such blatant disregard for the separation of religion and state is often seen as a tragic failure of secularization. Islam, in other words, is understood as a religion out of place in the modern world. While the global resurgence of religion in the face of much scientific and material progress has tempered scholarly enthusiasm for the secularization thesis, contemporary Islamic religiosity is increasingly viewed as an aberration from the regular course of history. Moreover, as scholars rewrite the script of secularization by unearthing modern secularism's European-Christian heritage, they unwittingly bolster a narrative of civilizational difference between Islam and the secular West. Our understanding of Islam is thus inextricably tied to its oppositional framing as the other of secularism. In this course, we will critically assess Euro-centric representations of Islam as created through canonical and critical discourses on secularism. Rather than assuming a natural opposition between Islam and secularism, we will examine the various modalities of power, institutional formations, habits of thinking, normative presuppositions, and cultural and visceral sensibilities that configure their agonistic relationship. This examination amounts to deconstructing the very category of the secular in its cognitive and sensory dimensions. To accomplish this task, we will rely on the work of Talal Asad and his interlocutors in Religious Studies, Anthropology, Continental Philosophy, Postcolonial Studies, and Comparative Literature. The course content is divided into 2 modules. Module A: "Theorizations" will examine Euro-centric theories of secularism and problematize their portrayals of Islam as an intrinsically asecular religion. In Module B: "Secularism Beyond Europe," we will read postcolonial critiques of secularization and examine its alternative trajectories in non-European contexts. Crucially, we will shift from a conventional emphasis on the state by comparing Islamic and secular disciplines of subject formation. By the end of the course, students will be able to appreciate how secular legal, political, and cultural institutions have re-defined religion in the modern world. Further, they will be able to discern the ways in which contemporary Islamic movements are both responses to and manifestations of a global secular condition.

Class Format: This course will be conducted online in its entirety and will rely on a combination of synchronous and asynchronous modes of learning. The synchronous component will consist of weekly class meetings via Zoom. A discussion leader will be assigned once a week to present on the week’s readings and lead class discussion. The asynchronous component will consist of weekly reading responses (500 words each), 2 essays (1,000 words each), and a final paper (2,500 words)

Requirements/Evaluation: Weekly Reading Responses (500 words each): 30%; 2 Essays (1,000 words each): 20%; Attendance and Class Participation: 10%; Term Paper (10 double-spaced pages/2,500 words): 40%. Note: Out of the 13 weekly reading responses, you can choose to skip a maximum of 3

Prerequisites: None.
Enrollment Limit: 19
Enrollment Preferences: Juniors and seniors.
Expected Class Size: 19
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ANTH 311 (D2) REL 311 (D2)

Difference, Power, and Equity Notes: This course will sensitize students to the intractable difficulties of securing religious freedom, diversity, and tolerance under secular law. Students will gain a nuanced historical understanding of the role of Islam as a political force in postcolonial Muslim societies and its implications for religious minorities. Notably, they will understand how religiously motivated forms of violence and oppression are often deeply imbricated with secular power and institutions.

Spring 2021
SEM Section: R1 TR 6:45 pm - 8:00 pm Sohaib I. Khan

ANTH 371 (F) Medicine and Campus Health in Disruptive Times (DPE)
Cross-listings: STS 370 WGSS 371 ANTH 371
Primary Cross-listing

This class uses the methods and theories of critical medical anthropology and medical sociology to help students design and pursue innovative ethnographic projects that explore campus health or community health. Students will use an array of ethnographic techniques such as observant participation, interviewing, focus groups, and qualitative surveys to explore our campus community comprised of students, faculty, and/or staff, that build on weekly discussions, feedback, and design exercises. We situate our campus health projects within the wider context of how power and intersectionality inflect and structure health and well-being locally and globally. Our case studies explore how structural racism shapes medical education, pediatric care, and maternity care in the US, how the spread of US psychiatry inflects the landscape of global mental health, and how queer activism responded to the HIV/AIDS crisis. We consider how disruptive moments like COVID-19 or HIV/AIDS can serve as focal moments in social history that reveal underlying inequalities of health outcomes and access. We attend to the parallel roles of narrative in medicine and ethnography, as we contrast the discourse of providers & patients as well as researchers & interlocutors. Throughout our goal is to better understand the strengths and limits of ethnographic inquiry while exploring the challenges of collaborative and participatory research within communities always already structured by power, privilege, and engaged practices.

Class Format: Offered in hybrid format, yet students are encouraged to attend in person if they can. Students will be grouped into in-person or remote sections and can be reassigned during the semester if they request or require it for health reasons. Students should complete all assignments, weekly exercises, and attendance in class discussion. Please email me (Kgutscho@williams.edu) to indicate whether you plan to attend in person or remotely.

Requirements/Evaluation: Three written fieldnotes, weekly attendance and other writing exercises, midterm and final presentations on fieldwork projects
Prerequisites: none, but a class in Anthropology, Sociology, Science & Technology Studies, or other social science is recommended
Enrollment Limit: 20
Enrollment Preferences: Majors in Anthropology, Sociology, Women's, Gender and Sexuality Studies; Concentrators in Public Health, Science and Technology Studies
Expected Class Size: 20
Grading: yes pass/fail option, no fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
STS 370 (D2) WGSS 371 (D2) ANTH 371 (D2)

Difference, Power, and Equity Notes: This class examines the intersection of race, gender, class, and sexuality in structuring health outcomes, well-being, and access to health resources. It theorizes the ways that intersectionality shapes health of individuals and societies, including patient/provider encounters and efforts to ‘improve’ community health within contexts of social inequality and social suffering.
ARAB 109  (S)  The Iranian Revolution  (DPE) (WS)

Cross-listings:  ARAB 109  HIST 109

Secondary Cross-listing

The Iranian Revolution was a major turning point in world history that resulted in the establishment of the Islamic Republic of Iran. This tutorial will evaluate the causes and impact of the revolution and how this seminal event continues to have widespread repercussions around the globe. The first weeks will explore the history of pre-revolutionary Iran with special attention to religious and intellectual trends such as the ideas of Ayatollah Ruhollah Khomeini, Jalal al-e Ahmad, and Ali Shariati. We will then evaluate the revolution itself including the US hostage crisis, the downfall of the Shah Muhammad Reza Pahlavi Shah, and how Khomeini’s vision of society became paramount. Finally, we will explore the aftermath of the revolution including Iran’s geopolitics, the nature of the theocratic system in Iran as well as how the revolution impacted every day lives of Iranians in Iran and abroad particularly how they reflect on the revolution in memoirs, films, and literature.

Class Format: Hybrid
Requirements/Evaluation:  Weekly meetings. Weekly papers - either a 5 page primary paper or a 2-3 page response paper.
Prerequisites:  No prerequisites.
Enrollment Limit:  10
Enrollment Preferences:  First Years and Sophomores.
Expected Class Size:  10
Grading:  no pass/fail option,  no fifth course option
Distributions:  (D2)  (DPE)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 109 (D2)  HIST 109 (D2)

Writing Skills Notes: As a tutorial, students are expected to regularly write analytical and critical papers on the readings. They will receive regular and consistent feedback from the instructor and their partner and will be given the opportunity to re-write some of their assignments.

Difference, Power, and Equity Notes: The Iranian Revolution, like other major social movements, offered a compelling critique of the status quo and promised a more just society that would be more equitable for all Iranians. The tutorial will consider the relationship between the rhetoric of the Revolution and the lived reality, especially how this seminal event impacted the lives ordinary Iranians. Was the Revolution simply a change in the composition of the political elite or did it yield new realities and more access for Iranians.

Spring 2021
TUT Section: HT1  TBA  Magnús T. Bernhardsson

ARAB 201  (F)  Intermediate Arabic I  (DPE)  (WS)

This course will build on the students' acquisitions in Arabic 102 to consolidate their learning of the Modern Standard Arabic and one variety of spoken Arabic. In addition to expanding students' vocabulary and enhancing their communication skills, the course will deepen their knowledge and use of grammar in both speaking and writing. Upon successful completion of this course, students will be able to hold conversations in Arabic with some fluency on a variety of topics while developing cultural appreciation of Arabic-speaking countries.

Class Format: Three 75-minute sessions. The class will be taught remotely synchronously three times a week, with asynchronous online material.
Requirements/Evaluation:  quizzes, tests, homework, and active class participation
Prerequisites:  ARAB 102 or placement test
Enrollment Limit:  12
Enrollment Preferences:  If the course is overenrolled preference will be given to those who intend to major or do a certificate in Arabic.
Expected Class Size:  12
Grading:  no pass/fail option,  no fifth course option
Distributions:  (D1)  (DPE)  (WS)
Writing Skills Notes: This course involves a great deal of writing, ranging from vocabulary and grammar-focused exercises to written assignments about a variety of topics. Students will receive extensive and timely feedback on this written work.

Difference, Power, and Equity Notes: Any language is the locus of issues of difference, power, and equity. Students will learn about gender and pronouns. They will wonder why Arabic does not have a gender neutral pronoun. Students will understand how Arabic acts as a dominant language in places minority languages in the Middle East and North Africa. Students will emerge from the course with a critical understanding of Arabic language's politics.

Fall 2020
SEM Section: R1  MWF 10:00 am - 11:15 am  Radwa M. El Barouni

ARAB 209  (S) Saharan Imaginations  (DPE) (WS)
Cross-listings: ARAB 209  ENVI 208  COMP 234

Primary Cross-listing
Literary representations of the Sahara challenge facile assumptions about this undertheorized place. Approached mainly through the prism of adventure and exploitation, the desert is portrayed as a dead space. However, literature and film furnish a unique opportunity to engage critically with the ways Maghrebi and Middle Eastern culture production represents deserts and raises issues of fundamental importance to these societies. This course offers students the opportunity to engage in close readings of novels and film through the theme of the Sahara and Saharan space. Reading through the politics of human mobility and life in the desert will help students to understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the Saharan sub-genre of African and Middle Eastern literatures. Whether grappling with transcontinental issues of climate change, cannibalization of biodiversity or overexploitation of natural resources, desert-focused cultural production invites us to think critically about the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature. Deconstructing reductive Saharanisms, students will see the desert for what it is, rather than what it is portrayed to be or stand for.

Class Format: hybrid
Requirements/Evaluation: active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper
Prerequisites: none
Enrollment Limit: 14
Enrollment Preferences: Students are admitted into the course on a first-come-first-serve basis. If the course is over-enrolled, preference will be given to Arabic Studies and Comparative Literature majors and certificates.
Expected Class Size: 14
Grading:  yes pass/fail option,  yes fifth course option
Distributions:  (D1)  (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ARAB 209  (D1) ENVI 208  (D1) COMP 234  (D1)

Writing Skills Notes: Students will receive constant and extensive feedback on their written work. Students will write regular weekly responses on Glow, a reflection statement, two 5pp. papers for midterms, and one 10pp. final paper.

Difference, Power, and Equity Notes: Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.

Spring 2021
SEM Section: H1  MW 10:00 am - 11:15 am  Brahim El Guabli

ARAB 242  (S) Women, Gender, and Sexuality in Islam  (DPE)
Cross-listings: REL 242  WGSS 242  ARAB 242

Secondary Cross-listing
The figure of the Muslim woman is an object of intense scrutiny in Western society. Claims that Muslim women are oppressed and the incompatibility
of Islam and feminism abound. This course will consider women and gender roles in the Islamic tradition and how Muslim women have interpreted and negotiated these discourses. We will explore questions of masculinity, femininity, and sexuality across various historical periods as well as through contemporary Muslim feminist scholarship and literature (including film and novels). We will begin with insights into the politics of representing Muslim women, exploring how Muslim women are depicted in popular culture and media and ask the crucial question: do Muslim women need saving? We will then explore: how Muslim women have claimed religious authority through scriptural interpretation; how they have negotiated their position in Islamic law both historically and in contemporary Muslim societies; and the lives of pious women in Sufism—the mystical tradition of Islam. We will conclude with Muslim feminist scholarship and recent works on Islamic masculinities. Throughout the course, emphasis will be placed on the diversity of interpretations in Islam around women, gender, and sexuality and on Muslim women's own articulations about their religious identity and experiences. Some of the topics covered in this course include: marriage and divorce, slavery, modesty and veiling, and homosexuality.

Requirements/Evaluation:  weekly discussion post, midterm essay, and final paper (6-8 pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Religion, Women's, Gender and Sexuality Studies and Arabic majors

Expected Class Size: 14

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 242 (D2) WGG 242 (D2) ARAB 242 (D2)

Difference, Power, and Equity Notes: This course explores the relationship between gender, authority, and civilizational discourse. To that end, the course will explore: 1) how assumptions about gender shaped the legal and Quranic exegetical tradition and Muslim feminist critiques. 2) The construction of the oppressed Muslim woman in justifying military invasion and nationalistic rhetoric. This course will introduce students to critical tools in decolonial feminism and the relationship between gender and power.

Spring 2021

SEM Section: R1   TR 9:45 am - 11:00 am   Saadia Yacoob

ARAB 302 (S) Advanced Arabic 2 (DPE) (WS)

A continuation of Advanced Arabic 1, ARAB 302 aims to reinforce students' listening, reading, writing, and speaking skills in Arabic through a deeper engagement with authentic materials in Modern Standard Arabic. Built around a plethora of texts and audiovisual materials, the course seeks to assist students to develop their language and critical thinking skills in Arabic. Situated at the intersection of language learning and content teaching, this course will prepare students for more scholarly engagement with and in MSA in the fourth year. Like ARAB 301, the course will be conducted entirely in Arabic.

Class Format: course offered remotely

Requirements/Evaluation: quizzes, exams, presentations, papers, midterm examinations, and projects

Prerequisites: ARAB 301 or equivalent

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies, or students who completed ARAB 301

Expected Class Size: 6

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: In addition to the weekly writing assignments of 400-word essays, students will produce four portfolios that will involve a careful process of revisions. Each portfolio will include a series of critical reflections on graphic novels and visual storytelling in Arabic. The portfolio will be based on rigorous research in Arabic recourses, summary and essays that can range to 800 words.

Difference, Power, and Equity Notes: As a content course, ARAB 302 will focus on graphic novels, graffiti and caricature in contemporary Arab visual culture. Most of the texts assigned will address the particularity of political language involved in this form and its popularity among Arab youth (and adults) as a cultural expression of dissent. The selected texts will also expose students to stories about class struggle, gender inequality, the social struggles of immigrants and refugees.
ARAB 307  (F)  To Die For? Nationalism in the Middle East  (DPE)

Cross-listings:  HIST 307  ARAB 307

Secondary Cross-listing

In 1932, or twelve years into his rule and twelve years after the establishment of Iraq, King Faysal I lamented that there were "no Iraqi people but only unimaginable masses of human beings, devoid of any patriotic idea, imbued with religious traditions and absurdities, connected by no common tie." This course will consider how true the King's statement still holds by evaluating the various attempts at state and nation building in the modern Middle East. Some of the more prominent questions that this course will examine include: What is a nation? What are essential characteristics of a nation? Who are a people? Why are people ready to die for the nation? And who is included and excluded in the nationalist narrative? After assessing some of the more influential theories of nationalism, we will explore the historical experience of nationalism and national identity in Egypt, Israel, Turkey, Iran, and Iraq. What has been at the basis of nationhood? How did European concepts of nation translate into the Middle Eastern context? What was the role of religion in these modern societies? How did traditional notions of gender effect concepts of citizenship? We will also explore some of the unresolved issues facing the various nations of the Middle East, such as unfulfilled nationalist aspirations, disputes over land and borders, and challenges to sovereignty.

Class Format: A hybrid course for students who are both on campus and remote. Depending on the number of students, the course will primarily be taught seminar style on campus following appropriate social distancing guidelines or in the tutorial format with a mix of on campus and remote groups. Some class meetings may be remote and asynchronous but this will mostly be a synchronous campus class.

Requirements/Evaluation: There will be several options to fulfill the requirements of this course including a weekly journal, oral exam or a final research paper (12-15 pages).

Prerequisites: None.

Enrollment Limit:  15

Enrollment Preferences: History and Arabic Studies majors, seniors, and students with a demonstrated interest in the Middle East.  

Expected Class Size:  8-10

Grading:  yes pass/fail option,  no fifth course option

Distributions:  (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 307 (D2)  ARAB 307 (D2)

Difference, Power, and Equity Notes: This course examines the power of the state to decide who is included and not included in the nationalist narrative. How does it seek to promote unity and how does it explain differences within and outside of society? Though nationalism can be a very powerful unifying factor, this course will also consider examples where nationalism has the opposite effect.

Fall 2020

SEM Section: H1  MWF 11:45 am - 1:00 pm  Magnús T. Bernhardsson

ARAB 323  (F)  Born to be Wild: Rethinking Animals in Pre-modern and Modern Texts  (DPE)

Cross-listings:  COMP 323  ARAB 323  ENVI 321

Primary Cross-listing

In the past few months, images of dolphins appearing in the Venetian canals, and wild animals roaming eerie looking post-apocalyptic deserted streets have gone viral. The majority of these images have proven to be fake, however their popularity was witness to people’s hope that we can "reset" the environment and a yearning to reframe animals' positionality vis-à-vis their habitats and humans. Using critical lenses from ecocriticism and animal studies, we will be exploring texts from non-Western traditions in which animals figure strongly from pre-modern times to the age of the Anthropocene. The focus will be on Arabic, Persian and Turkish texts all in translation. The course will be traversing several genres and texts from Pre-Islamic poetry, the Quran, the 10th century Ikhwan as-Safa's epistle The Case of Animals versus Man Before the King of the Jin, the fables of Kaila and Dimna, Farid ed-Din 'Attar's Conference of Birds, travelogues, paintings, contemporary film till we reach recent fiction with cyborgs and drones. Throughout the course, we will be examining themes such as diverse conceptualizations of what it means to be an "animal", what constitutes' animal agency and animal subjectivity irrespective of humans and their often utilitarian lens. We will do this by investigating how animals through these texts have been
represented, imagined and reconfigured whether allegorically or otherwise as communities and in relation to humans and the environment and the implications of that. Finally, we will explore what a poetics of animal studies in these cultural and literary traditions could look like. The course will consist of multiple forms of evaluation like participation, Glow posts, essays, experiential reflections and creative tasks.

**Class Format:** This class will be offered remotely synchronously twice a week (75 minutes each session), in addition to prerecorded asynchronous material at times.

**Requirements/Evaluation:** The course will consist of multiple forms of evaluation like participation, Glow posts, essays, experiential reflections and creative tasks.

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** Arabic majors, Comparative Literature Majors, Environmental Studies Majors and Arabic certificate holders.

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 323 (D1) ARAB 323 (D1) ENVI 321 (D1)

**Difference, Power, and Equity Notes:** This course deals with different literary traditions and their aesthetics. The approach is both synchronic and diachronic by looking at texts and their texts from different time periods and at different genres. The course will be examining what it means to be an "animal" vis-a-vis human beings and their environment and animal agency in these literary traditions as opposed to the often utilitarian lens that animals have often been viewed through.

Fall 2020

SEM Section: R1    MW 11:45 am - 1:00 pm     Radwa M. El Barouni

**ARAB 363 (F) Where are all the Jews?** (DPE) (WS)

**Cross-listings:** REL 268  ARAB 363  COMP 363  JWST 268

**Primary Cross-listing**

Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israelite Universelle’s schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews’ departure from their ancestral lands left a socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shily. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, ethnographies, historiographical works, and anthropological texts alongside documentaries films, the students will understand how literature and film have become a locus in which amnesia about Arab/Berber Jews is actively contested by recreating a bygone world. Resisting both conflict and nostalgia as the primary determinants of Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

**Class Format:** The course will be offered both in-person and remotely. Students enrolled remotely are required to watch the recorded videos of the in-person sessions in order to stay abreast of the discussions that take place in the classroom and enrich their engagement with the materials assigned in the course.

**Requirements/Evaluation:** 400-word weekly, focused responses on Glow; a book review (600 words); two five-page papers as mid-terms; one ten-page final paper; one presentation.

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** students interested in critical and comparative literary, religious or historical studies.

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option
Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 268 (D2) ARAB 363 (D1) COMP 363 (D1) JWST 268 (D2)

Writing Skills Notes: Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on each written work to improve students' writing skills. Students are required to incorporate the feedback to improve their drafts before they become final. Students will receive detailed and consistent feedback about their writing in Arabic language. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Students in this course will understand the historical process that lead to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.

Fall 2020

SEM Section: H1    MW 10:00 am - 11:15 am     Brahim El Guabli

ARAB 369 (S) Indigenous Narratives: From the Fourth World to the Global South (DPE) (WS)

Cross-listings: GBST 369   HIST 306   COMP 369   ARAB 369

Secondary Cross-listing

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Forma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Tashelhiyt Berber tales in Morocco, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

Class Format: Course will be offered remotely.

Requirements/Evaluation: active class participation, several short response assignments (3-4 pages), two film reviews (1 page), a performance project, and a final paper (7-10 pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 369 (D2) HIST 306 (D2) COMP 369 (D1) ARAB 369 (D1)

Writing Skills Notes: This course will enable students to write weekly while engaging with various forms of writing skills: articulating arguments in short response papers (3-4 pages each), developing visual criticism through writing two film reviews, (1 page each), journaling through writing a personal reflections on a performance project, and honing research language in producing a final paper of 7-10 pages. Instructor's feedback and peer review sessions will include review of drafts and argumentative structures.

Difference, Power, and Equity Notes: At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.
ARAB 401  (F)(S)  Topics in Advanced Arabic: Contemporary Arab Cinema  (DPE) (WS)

The Arab world is a fascinating region with rich traditions and vibrant societies. Through an exploration of contemporary Arab cinema, this course will introduce you to issues in modern Arab societies that represent the diversity of the region as well as the shared concerns and challenges. We will analyze select movies and texts, exploring how Arab filmmakers represent social, political, and economic change and realities in their societies. Some topics include nationalism and national identity, gender identities, civil wars, religion, social justice, and the recent revolts. The course will be conducted in Arabic, and we will employ linguistic and paralinguistic analyses of the movies as a means to explore modern Arab thought and cultures.

Class Format: The course will be offered remotely (Final course format to be determined closer to the semester)
Requirements/Evaluation: class participation, daily writing and reflections, quizzes, blogs, leading a movie discussion, and a final project.
Prerequisites: ARAB 302 or equivalent.
Enrollment Limit: 19
Enrollment Preferences: if the course is overenrolled, preference will be given to Arabic majors.
Expected Class Size: 5-7
Grading: no pass/fail option, no fifth course option
Distributions:  (D1)  (DPE) (WS)

Writing Skills Notes: Students will engage in daily writing and reflections involving prose responses to discussion prompts, movies, YouTube videos, articles, and quiz prompts. The students will also write blogs, a minimum of one speech, and a 5-7 pp. final research paper. The instructor will give daily feedback on students' writing as well as training in writing skills to advance their writing abilities.

Difference, Power, and Equity Notes: The students will engage in an exploration of social, political, and economic realities in Arab societies. They will examine similarities and differences across a variety of contexts involving differential power dynamics, biases, and gender roles. They will reflect on issues of power based on internal and external factors in these societies as positioned in a region torn by political, social, and religious conflicts.

ARAB 408  (F)  Appropriating History. Who Owns the Past?  (DPE) (WS)

Cross-listings:  HIST 489  ARAB 408

Secondary Cross-listing

Who owns the past? How have modern states appropriated history? The political use of history is a critical ingredient in any nationalist discourse. In such narratives, the selective utilization of archaeology and ancient history often serves important functions in articulating a conscious and deliberate national history. Thus, in nationalist renderings, archaeological sites and artifacts are not merely relics of the past; they can also be potent and conspicuous symbols of national identity for the modern nation-state. In the Middle East, with its rich archaeological heritage, the relationship among politics, nationalism, and archeology has been particularly strong and interesting. This tutorial addresses the powerful nexus between history and nationalism with a special emphasis on the Middle East. It will explore the battle over who controls history and the "stuff" of history such as antiquities, land, heritage sites, and museum exhibitions and how that control has expressed itself in several Middle Eastern countries, including Iraq, Israel, Turkey, Egypt, Lebanon, and Iran. Furthermore, it will discuss how archaeology entered the political discourse, the ethics of repatriation and appropriation, and archaeology's role in contested terrains and political disputes.

Class Format: This tutorial can be taken entirely Remote. On campus students may request in-person tutorial sessions, pending the agreement of other students and the availability of appropriate rooms.
Requirements/Evaluation: Format: tutorial. Requirements: 5-7 page essays or 2-3 response papers due each week
Prerequisites: None, though a demonstrated interest in the Middle East is important.
Enrollment Limit: 10
**Enrollment Preferences:**  Seniors and to History and Arabic Studies majors.

**Expected Class Size:**  8

**Grading:**  no pass/fail option,  no fifth course option

**Distributions:**  (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 489 (D2)  ARAB 408 (D2)

**Writing Skills Notes:**  As a tutorial, students will receive extensive feedback on their writing each week both from the professor and their partner. Further, students will be given the opportunity to rewrite two of their papers in light of the criticism that they receive during the semester.

**Difference, Power, and Equity Notes:**  This is a tutorial on a particular form of power, namely how the powerful seek to control the past. The ultimate question that this tutorial seeks to answer is: who owns the past? Which history is emphasized and which histories are overlooked? How do modern nation states in different Middle Eastern states cherry-pick the past in order to maintain and develop a national narrative that is suitable to the political and economic powers often at the expense of religious or linguistic minorities.

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**Fall 2020**

**TUT Section:** RT1  TBA  Magnús T. Bernhardsson

**ARTH 103  (F)  East Asian Art  (DPE)**

**Cross-listings:**  ASST 103  ARTH 103

**Primary Cross-listing**

This course is an introduction to the history of East Asian art from prehistory to the present with particular emphasis on China, Korea, and Japan. Through four thematic units (memorialization, religion, nature, and identity), we look at artworks in their original contexts and consider how cross-cultural exchanges stimulated new interpretations across time and space. We examine a broad range of objects including ritual bronze vessels, Buddhist temples, landscape paintings, woodblock prints, and installations. We also discuss these artworks in relation to other forms of creative expression such as ritual practice, performance, and literature. How is East Asia defined geographically and culturally? How did the exchange in ideas, trade, and travel impact the formation of East Asian art? How do artworks and artifacts help us understand East Asia's past? These fundamental questions guide our discussion. Through this course, students learn to think critically about shared and diverse human experiences across cultures and historical periods. Students also reflect on historiographical issues surrounding East Asian art and analyze why certain types of artworks were historically underrepresented in museum spaces and academic scholarship. To contribute to public knowledge, students will also develop and edit a Wikipedia page on an artwork or artist of their choice. Visits to the Williams College Museum of Art and Special Collections also form an integral part of the course.

**Class Format:**  Some classes may be conducted at WCMA; course content will be delivered asynchronously; interactive activities will take place in synchronous sessions

**Requirements/Evaluation:**  Class participation, open-book midterm and final exam, 4 object or reading response papers (2-3 pages in length), key work presentation (5-7 minutes long), Wikipedia page editing project and presentation (5-7 minutes long)

**Prerequisites:**  none

**Enrollment Limit:**  30

**Enrollment Preferences:**  Open to all students regardless of major

**Expected Class Size:**  30

**Grading:**  yes pass/fail option,  no fifth course option

**Distributions:**  (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 103 (D1)  ARTH 103 (D1)

**Difference, Power, and Equity Notes:**  This course fulfills the Difference, Power, and Equity requirement by investigating the ways that migration and cross-cultural exchange shaped artistic developments in East Asia. Students will reflect on the cultural production of diverse peoples and traditions within this geographical region and confront the ways in which historical legacies of imperialism and colonialism continue to shape international relations.
ARTh 105 (S) Arts of South Asia (DPE)

Cross-listings: ASST 107 ARTH 105

Primary Cross-listing

South Asia, which includes the modern-day nations of Afghanistan, Pakistan, India, Bangladesh, Sri Lanka, Nepal, Bhutan and Maldives, is often compared to the European continent. Regional societies in the Indian "subcontinent" are as distinct from each other as those of Italy, Germany and France. Similarly, they also differ in their language, dress, diet, rituals and politics. However, parallel to the wealth of diversity, South Asia also demonstrates a rich history of interconnectedness. This complex web of culture, language, religion and politics is best manifested in the arts of the region. How does visual culture reflect regional variations? How does a survey of artistic style and iconography help uncover networks of exchange across South Asia? What role did the arts play in the expression of religious traditions such as Buddhism, Hinduism, Jainism and Islam? With these questions in mind, this course is designed as a survey of the arts of South Asia starting with the height of the Indus Valley Civilization in 2600 BCE and ending in 1857 CE, a date that marks the cessation of independent rule in South Asia. Using the study of architecture, painting, sculpture and textiles, students will learn how to make stylistic and iconographic analyses, while also improving their art historical writing and analytic skills.


Prerequisites: none, open to all students

Enrollment Limit: 25

Enrollment Preferences: First years, sophomores and juniors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 107 (D1) ARTH 105 (D1)

Difference, Power, and Equity Notes: In addition to a survey, the course also highlights the conceptual differences between the arts of South Asia and Western constructs of art and culture. The survey will analyze how South Asian art was codified and examined during the colonial and post-colonial periods, and how that understanding has come to define the field over the last century. The course will encourage students to challenge longstanding biases and assumptions when studying these artworks.

Spring 2021

LEC Section: R1 MW 10:00 am - 11:15 am Murad K. Mumtaz

ARTh 106 (S) An Invitation to World Architecture (DPE)

What is architecture? Built form? Object? Space? How do we think about architecture as we move around, within, and through it? What can architecture tell us not only about material, design, and engineering, but also about the individuals, groups, and communities who make it? These inquiries provide the starting points for thinking about what architecture means as concept, space, and practice, and how it affects the ways in which human beings experience the world. As the primary mode through which we organize our lived reality, architecture not only channels human behavior into specific repertoires of action and reaction but also symbolizes beliefs, value systems, and ideas about the self, gender, nation, race/ethnicity, community, life, death, and the transcendent. Such themes, thus, constitute the critical lenses that students will use over the course of the semester to unpack how structural form has and continues to define the human condition in the broadest sense. Drawing from a variety of texts and examples that emphasize the diversity and complexity of architectonic traditions around the world, this course will analyze how individuals have employed architectural strategies to solve the problems of living within diverse contexts and how such spaces not only provide meaning in everyday life but also actively and dynamically order the world as space, object, environment, text, process, and symbol.

Class Format: Remote

Requirements/Evaluation: weekly discussion question submissions on GLOW, weekly written responses to class prompts, 1 individual presentation per student, group class projects

Prerequisites: none

Enrollment Limit: 15
Enrollment Preferences: First / second years and senior art majors who need a 100-level course to fulfill their major requirements

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course fulfills DPE requirements in two ways. First, it unsettles established presuppositions, biases, and predispositions that have positioned the "West" as "best" in canons of architectural history. Secondly, it explores how architecture - past and present - communicates, supports, and/or resists hierarchies of power and socio-political influence in society by acting as modes of propaganda, tools of imperialism, sites of resistance, and/or spaces of affirmation.

Spring 2021

LEC Section: R1    TR 9:45 am - 11:00 am     Michelle M. Apotsos

ARTH 207 (F) "Out of Africa": Cinematic Por(Be)trayals of a Continent (DPE) (WS)

Cross-listings: ARTH 207 AFR 207

Primary Cross-listing

This tutorial provides a focused study of the politics / poetics of visualization and identification associated with film and cinema about Africa from past to present. From colonial-era propaganda newsreels about Africa's 'fighting men' to contemporary white-savior narratives that exploit current socio-political ruptures on the continent for epic effect, films about Africa produced by a primarily Western cinematic regime have proven themselves to be highly effective apparatuses for framing "Africa" as a concept to be summoned time and time again to tell different stories for different audiences, and in doing so privilege particular viewpoints and imaginaries. This tutorial will provide a space for robust discussion and debate about the various representative tropes, conceptualizations, and visualizations that have been used to shape the contours of "Africa" as understood by a primarily Western audience from past to present, and how these same tropes in many ways have come to define the nature of the relationship between film / cinema and the continent over the history of their engagement. In doing so, it will also address how strategic displays and narratives deployed by cinematic productions often support specific power dynamics that locate an idea of "Africa" within paradigms of specific cultural and political understanding. In zeroing in on how such films promote targeted realities for people and places within the continent, this tutorial will address how "Africa" in Western film and cinematic traditions is positioned within a particular framework of understanding that is more often than not irrevocably tethered to a Western imaginary.

Class Format: This tutorial will be predominantly remote, with student pairs meeting with the instructor on a weekly basis via google hangouts. There may be options for in-person events as the semester progresses, but this is to be determined.

Requirements/Evaluation: targeted bi-monthly writing assignments (5-7 pages in length) and bi-monthly peer response papers (2 pages in length)

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Art History majors and seniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 207 (D1) AFR 207 (D2)

Writing Skills Notes: This course fulfills Writing Skills requirements through its focus on the development of writing proficiency in terms of writing mechanics, syntax, and organization. It is also designed to help students craft a general approach to formulating a well-articulated, compelling argument. Students will receive extensive feedback on bi-monthly writing assignments from both the instructor and their peers as well as a comprehensive mid-semester critique from the instructor.

Difference, Power, and Equity Notes: This course fulfills DPE requirements through its exploration of issues of 'authentic' representation as they have been applied to representations of "Africa" displayed within the contexts of Western film and cinema. Through discussions of cultural capital and the politics of representation, students analyze how a general African 'identity' has been dictated by Western film culture and how this hegemony is currently being disrupted by an emergent generation of African artists and filmmakers.

Fall 2020
ARTH 246 (F) Do You See What I See?! Museum Culture  (DPE)
We are all entangled in global visual culture, an endless stream of images, information, and experiences. However, how we make meaning of it depends on so many variables--who we are, where we are, and what we view and value. It also depends on what tools we bring to bear, especially in such challenging times! A critical question is how "art" figures and what agency it wields among people. By extension, what role do museums play in the education of individuals and the formation of communities? This class is an opportunity to explore these issues with particular reference to our own institution (Williams College Museum of Art or WCMA) and the objects enshrined therein. We will consider how the collection has grown and changed over time, and compare that trajectory with those of other museums to broaden our inquiry. How, for example, are local and/or globalizing agendas manifest in exhibitions and acquisitions? And how does the heritage industry factor in transnational museum culture? Along the way, we will consider diverse materials--from oil painting to wooden sculpture, numismatics to manuscripts, photography to performance---and how different cultures might be presented, distorted and even erased in gallery installations and public spaces. A primary focus will be the role of curators---what do they do and how does their work help to shape the world we occupy? This will be a hands-on class beginning with the following question: What have YOU curated lately?

Class Format: Class will be synchronous and remote. We will use Power Point and Zoom to support discussion about visual materials.

Requirements/Evaluation: Mandatory class attendance and substantive participation, weekly Glow Posts, curatorial term project.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Sophomores and majors.

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: We will cover museums in diverse cultures, serving differences of power and communities of difference. The geographic spread will encompass the "Orient", Europe and America.

Fall 2020

SEM Section: R1    TF 1:30 pm - 2:45 pm     Holly  Edwards

ARTH 311 (S) Women and Art in East Asia  (DPE)

Cross-listings: ARTH 311  ASST 311

Primary Cross-listing

For over a thousand years, women in East Asia profoundly influenced the development of the visual arts, yet their formidable presence remains largely hidden. This seminar explores the critical roles women played as patrons, artists, and collectors of the arts in China, Korea, and Japan. We cover historical periods from the 10th century to the present day and discuss both traditional and nontraditional media including painting, sculpture, photography, embroidery, and even inkstones. Topics include didactic paintings for women in the Song court, calligraphy and painting as gendered modes of expression in Heian period Japan, the revival of Buddhist arts in Korea under the patronage of imperial women, and artworks by modern and contemporary artists that contest dominant representations of gender and sexuality. The course does not simply focus on artistic production, but also contextualizes these topics in light of emergent theorizations and readings on femininity, feminism, and the sexual politics of representation. Along with a final research paper, students will generate a substantial Wikipedia entry on a certain aspect of the course to promote the coverage of women and the arts online. No prior knowledge of Asian art history is required or assumed.

Requirements/Evaluation: Class participation, 4 object or reading response papers (2-3 pages), Wikipedia page editing project and presentation (5-7 minutes long), and 12-15-page final research paper (written in stages over the semester including a 15-minute presentation)

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Art History and Asian Studies majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option
Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 311 (D1) ASST 311 (D1) (WS)

Difference, Power, and Equity Notes: This course fulfills the Difference, Power, and Equity by exploring the construction of gender in relation to power. We discuss how Daoist, Confucian, Shinto, and Buddhist ideas historically shaped attitudes toward women and address the ways in which colonialism and Orientalism shaped understandings of gender differences and roles in East Asia. Students will be introduced to theoretical texts of feminism and postcolonialism and learn to identify key issues to the feminist art historical project.

Spring 2021

SEM Section: H1           MR 1:30 pm - 2:45 pm     Carolyn J. Wargula

ARTH 462 (F) Art of California: Pacific Standard Time (DPE) (WS)

Cross-listings: ARTH 462 AMST 462 ARTH 562 LATS 462

Primary Cross-listing

In this course, we will study the visual arts and culture of California after 1960 and consider the region's place in modern art history. We will focus on a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time. Diverse in scope, these shows explored important developments in postwar art in California, including feminist art, African American assemblage, Chicano collectives, Modernist architecture, craft, and queer activism. In this seminar, we will pursue research projects directly related to the art exhibitions we study, and examine southern California conceptualism, photography, performance, painting, sculpture (including assemblage and installation), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions, while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history.

Requirements/Evaluation: Several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages written in stages over the course of the semester. The course will feature synchronous online class meetings with some small discussion groups. Student presentations will be recorded offline and posted to GLOW.

Prerequisites: ARTH 102 - Grad Art exempt from ARTH 102 prerequisite

Enrollment Limit: 12

Enrollment Preferences: senior Art major and senior Latina/o Studies concentrators

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 462 (D1) AMST 462 (D1) ARTH 562 (D1) LATS 462 (D2)

Writing Skills Notes: There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Course themes of art and activism, borders and diaspora, globalism and modernism in the visual arts and how they intersect with the exploration of difference, power, and equity and the various ways that artists have produced works and developed practices that critically probe this intersection. Through discussion, presentations, and writing assignments students will develop skills in analyzing artworks and exhibitions that respond to and/or document social inequality and social injustice.

Fall 2020

SEM Section: R1           MW 6:45 pm - 8:00 pm     C. Ondine  Chavoya

ARTH 537 (F) HIV + AIDS in Film and Video (DPE) (WS)

Spanning activist works, experimental film, Hollywood dramas and documentary, this course examines the role of moving images in the global AIDS crisis, its aftermath, and its ongoing aftershocks. The AIDS crisis of the 1980s and 1990s was, in the words of Larry Kramer, a 'plague' of epic
proportions, with an entire generation obliterated before it could reach maturity. And yet, the plague years also spawned a remarkable amount of creative and activist image-making aimed at fighting, mourning, and grappling with AIDS. Now, we find ourselves in another pivotal moment: while the past decade has provoked a new wave of AIDS historiography, the COVID-19 pandemic has caused AIDS to reverberate with even greater force. Together, we will ask difficult and probing questions about this phenomenon called the ‘AIDS epidemic,’ examining the role of art in frontline activism, the ethics of AIDS historiography, mainstream visions of the AIDS body, and the need for a diversity of AIDS narratives. This seminar-style course will combine weekly screenings with readings, short writing assignments, student-led discussion, and a final research project of the student's design. In order to facilitate robust discussions and maximize student and faculty safety, the majority of this course will occur online. It will contain some in-person experiences when possible.

Class Format: This course will be largely conducted online, in order to facilitate robust discussions and maximize student and faculty safety. It will contain some in-person experiences when possible.

Requirements/Evaluation: Students will be evaluated according to the following criteria: weekly attendance, readings and participation in seminar discussion; leading class discussion once during the semester; 3 short response papers; one paper of 20+ pages of original student research.

Prerequisites: MA student, Art History or Studio Art major, or instructor permission

Enrollment Limit: 10

Enrollment Preferences: MA students first, followed by Art History and Studio Art majors

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will be required to conduct regular writing assignments which will culminate in a graduate-level research paper.

Difference, Power, and Equity Notes: This course explores an epidemic that had devastating effects on LGBTQ+ people, and has disproportionately affected communities of color. Questions of difference, power, and equity are absolutely central to the course.

Fall 2020

SEM Section: R1  M 1:30 pm - 3:30 pm  Cecilia Aldarondo

ARTH 562 (F) Art of California: Pacific Standard Time (DPE) (WS)

Cross-listings: ARTH 462 AMST 462 ARTH 562 LATS 462

Secondary Cross-listing

In this course, we will study the visual arts and culture of California after 1960 and consider the region's place in modern art history. We will focus on a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time. Diverse in scope, these shows explored important developments in postwar art in California, including feminist art, African American assemblage, Chicano collectives, Modernist architecture, craft, and queer activism. In this seminar, we will pursue research projects directly related to the art exhibitions we study, and examine southern California conceptualism, photography, performance, painting, sculpture (including assemblage and installation), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions, while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history.

Requirements/Evaluation: Several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages written in stages over the course of the semester. The course will feature synchronous online class meetings with some small discussion groups. Student presentations will be recorded offline and posted to GLOW.

Prerequisites: ARTH 102 - Grad Art exempt from ARTH 102 prerequisite

Enrollment Limit: 12

Enrollment Preferences: senior Art major and senior Latina/o Studies concentrators

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 462 (D1) AMST 462 (D2) ARTH 562 (D1) LATS 462 (D2)

Writing Skills Notes: There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a
Difference, Power, and Equity Notes: Course themes of art and activism, borders and diaspora, globalism and modernism in the visual arts and how they intersect with the exploration of difference, power, and equity and the various ways that artists have produced works and developed practices that critically probe this intersection. Through discussion, presentations, and writing assignments students will develop skills in analyzing artworks and exhibitions that respond to and/or document social inequality and social injustice.

Fall 2020
SEM Section: R1  MW 6:45 pm - 8:00 pm  C. Ondine Chavoya

ARTS 112  (S) Introduction to Documentary Filmmaking  (DPE)
In a 2010 article, New York Times film critic A. O. Scott described the field of contemporary documentary film as 'heterogeneous to the point of anarchy.' This course takes this heterogeneity to heart, acquainting students with a wide array of creative approaches and key debates in documentary film. In addition to a historical, ethical and critical foundation in the field of documentary, students will acquire a basic grounding in the fundamentals of video production, including cinematography, sound and editing. Course requirements include class attendance and regular critiques, weekly film screenings and readings outside class, 2-3 minor filmmaking exercises, and major assignments in the form of 3-4 short nonfiction video projects.

Requirements/Evaluation: timely and committed completion of assignments, attendance and participation
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: majors have priority
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Materials/Lab Fee: $150
Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: The practice of documentary film is centrally bound to ethics--who and how we represent onscreen. Historically, documentary has tended to gaze on marginalized communities in problematic ways; this course will make issues of power, race, class and representation central to the production of documentary media.

Spring 2021
STU Section: R1  M 1:30 pm - 4:30 pm  Cecilia Aldarondo

ARTS 251  (F) The Personal Documentary  (DPE)
In this course, we will survey the terrain of personal documentary in all its complexity--its marginal roots, and its current mainstream appeal. Examining a wide array of formal approaches from diary films, to archival excavations, to first-person odysseys, we will ask: what does it mean to tell a story that is personal, vulnerable, ethical? How is the current watershed moment of COVID provoking us to re-imagine our ideas of self and community, private and public? How to avoid predictability and narcissism, and instead use self-reflection productively? How do race, sexuality, class and gender inflect personal filmmaking? Major assignments will include 3-4 short videos; supplementary assignments include a daily diary, weekly film screenings, and 1-2 readings per week. In order to comply with social distancing mandates, the majority of this course will occur online and production assignments will be designed to ensure maximum student safety. While students will have access to campus equipment and lab space, assignments will embrace the possibilities of at-home, DIY approaches to filmmaking.

Class Format: In order to comply with social distancing mandates, the majority of this course will occur online and production assignments will be designed to ensure maximum student safety. While students will have access to campus equipment and lab space, assignments will embrace the possibilities of at-home, DIY approaches to filmmaking.

Requirements/Evaluation: preparation and participation; 3-4 short videos; daily diary; weekly film screenings, 1-2 readings per week
Prerequisites: 100 level video course or permission of instructor
Enrollment Limit: 10
Enrollment Preferences: sophomores, juniors, majors
**Expected Class Size:** 10  
**Grading:** yes pass/fail option, no fifth course option  
**Materials/Lab Fee:** $230  
**Distributions:** (D1) (DPE)  
**Difference, Power, and Equity Notes:** This course will consider the role of race, gender and sexuality in representing personal experience onscreen.

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Fall 2020

STU Section: R1  T 6:45 pm - 9:45 pm  Cecilia Aldarondo

**ARTS 344 (S) Taswirkhana: Technique and Practice of Indian Drawing and Painting** (DPE)  
**Cross-listings:** ASST 344  ARTS 344  
**Primary Cross-listing**

Small in scale but vast in its representation, the world of Indian painting is famous for its stylized naturalism and mastery of line. It is an artistic practice whose legacy stretches back to at least the first century CE. This studio course will introduce students to the technique and practice of traditional Indian drawing and painting. The course is designed as a workshop in which students will learn to use materials and techniques of this art form. By engaging with a non-western traditional practice, the aim of the course is to expose students to a pluralistic engagement with art making. Students will learn paper and pigment preparation, as well as the basics of traditional drawing and painting techniques. The class will learn from studying a selection of original masterworks of Indian art from the Williams College Museum of Art that will be displayed in the Object Lab. Working with original artworks will help students situate the hands-on study of Indian painting practice alongside exemplary historical examples.

**Requirements/Evaluation:** Class participation, discussions and critiques, successful completion of all assignments and attendance  
**Prerequisites:** none, open to all students  
**Enrollment Limit:** 10  
**Enrollment Preferences:** Preference will be given to studio and art history majors  
**Expected Class Size:** 8  
**Grading:** no pass/fail option, no fifth course option  
**Distributions:** (D1) (DPE)  
**This course is cross-listed and the prefixes carry the following divisional credit:**  
ASST 344 (D1) ARTS 344 (D1)  
**Difference, Power, and Equity Notes:** The course invites students to engage with a pluralistic studio practice that is in stark contrast to mainstream modern and contemporary art practices. The course will follow a traditional, Indian workshop-style format which has its own particular rules and unique visual vocabulary. From the material preparation of pigments, paper and brushes, to the techniques of drawing and painting, the course will introduce students to an alternative, non-Western, mode of art making.

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Spring 2021

STU Section: H1  MR 1:30 pm - 2:45 pm  Murad K. Mumtaz

**ARTS 345 (S) Art in Times of Crisis** (DPE)  

In an era of ever-increasing emergency, what is the role of art? Can poems save us? What media and forms of exhibition are best suited to respond to urgent crises? What creative methodologies might we develop in collaboration with one another, in the interest of building community as well as making great art? This course is an interdisciplinary, experimental intervention into our present era. In addition to producing multiple original artworks, will do deep dives into 3 art activist case studies: Puerto Rico's current societal collapse, the HIV + AIDS movement, and global climate justice. Readings and artists will include Octavia Butler, Adrienne Marie-Brown, Rebecca Solnit, Raquel Salas-Rivera, Yarimar Bonilla, David Wojnarowicz, Douglas Crimp, and many others.

**Requirements/Evaluation:** readings, screenings, attendance, participation, and committed completion of assignments  
**Prerequisites:** any 200-level art studio class or submit a portfolio for consideration  
**Enrollment Limit:** 10
Enrollment Preferences: majors and seniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: $150

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course examines crises which disproportionately impact communities of color and marginalized people. Race and class will be central areas of inquiry.

Spring 2021

STU Section: R1 T 1:30 pm - 4:30 pm Cecilia Aldarondo

ASST 103 (F) East Asian Art (DPE)

Cross-listings: ASST 103 ARTH 103

Secondary Cross-listing

This course is an introduction to the history of East Asian art from prehistory to the present with particular emphasis on China, Korea, and Japan. Through four thematic units (memorialization, religion, nature, and identity), we look at artworks in their original contexts and consider how cross-cultural exchanges stimulated new interpretations across time and space. We examine a broad range of objects including ritual bronze vessels, Buddhist temples, landscape paintings, woodblock prints, and installations. We also discuss these artworks in relation to other forms of creative expression such as ritual practice, performance, and literature. How is East Asia defined geographically and culturally? How did the exchange in ideas, trade, and travel impact the formation of East Asian art? How do artworks and artifacts help us understand East Asia's past? These fundamental questions guide our discussion. Through this course, students learn to think critically about shared and diverse human experiences across cultures and historical periods. Students also reflect on historiographical issues surrounding East Asian art and analyze why certain types of artworks were historically underrepresented in museum spaces and academic scholarship. To contribute to public knowledge, students will also develop and edit a Wikipedia page on an artwork or artist of their choice. Visits to the Williams College Museum of Art and Special Collections also form an integral part of the course.

Class Format: Some classes may be conducted at WCMA; course content will be delivered asynchronously; interactive activities will take place in synchronous sessions

Requirements/Evaluation: Class participation, open-book midterm and final exam, 4 object or reading response papers (2-3 pages in length), key work presentation (5-7 minutes long), Wikipedia page editing project and presentation (5-7 minutes long)

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Open to all students regardless of major

Expected Class Size: 30

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 103 (D1) ARTH 103 (D1)

Difference, Power, and Equity Notes: This course fulfills the Difference, Power, and Equity requirement by investigating the ways that migration and cross-cultural exchange shaped artistic developments in East Asia. Students will reflect on the cultural production of diverse peoples and traditions within this geographical region and confront the ways in which historical legacies of imperialism and colonialism continue to shape international relations.

Fall 2020

LEC Section: H1 WF 1:30 pm - 2:45 pm Carolyn J. Wargula

ASST 107 (S) Arts of South Asia (DPE)

Cross-listings: ASST 107 ARTH 105
Secondary Cross-listing

South Asia, which includes the modern-day nations of Afghanistan, Pakistan, India, Bangladesh, Sri Lanka, Nepal, Bhutan and Maldives, is often compared to the European continent. Regional societies in the Indian "subcontinent" are as distinct from each other as those of Italy, Germany and France. Similarly, they also differ in their language, dress, diet, rituals and politics. However, parallel to the wealth of diversity, South Asia also demonstrates a rich history of interconnectedness. This complex web of culture, language, religion and politics is best manifested in the arts of the region. How does visual culture reflect regional variations? How does a survey of artistic style and iconography help uncover networks of exchange across South Asia? What role did the arts play in the expression of religious traditions such as Buddhism, Hinduism, Jainism and Islam? With these questions in mind, this course is designed as a survey of the arts of South Asia starting with the height of the Indus Valley Civilization in 2600 BCE and ending in 1857 CE, a date that marks the cessation of independent rule in South Asia. Using the study of architecture, painting, sculpture and textiles, students will learn how to make stylistic and iconographic analyses, while also improving their art historical writing and analytic skills.

Requirements/Evaluation:  
Weekly reading discussion GLOW posts. Two short quizzes. Mid-term. Final exam 

Prerequisites: none, open to all students 

Enrollment Limit: 25 

Enrollment Preferences: First years, sophomores and juniors 

Expected Class Size: 20 

Grading:  yes pass/fail option, yes fifth course option 

Distributions: (D1) (DPE) 

This course is cross-listed and the prefixes carry the following divisional credit:  
ASST 107 (D1) ARTH 105 (D1) 

Difference, Power, and Equity Notes: In addition to a survey, the course also highlights the conceptual differences between the arts of South Asia and Western constructs of art and culture. The survey will analyze how South Asian art was codified and examined during the colonial and post-colonial periods, and how that understanding has come to define the field over the last century. The course will encourage students to challenge longstanding biases and assumptions when studying these artworks.

Spring 2021 
LEC Section: R1    MW 10:00 am - 11:15 am     Murad K. Mumtaz

ASST 127  (S)  Spring Grass: A Peek into Inequality in China  (DPE) (WS) 

Cross-listings:  WGSS 127  CHIN 427  ASST 127 

Secondary Cross-listing 

Spring Grass (Chuncao) is a Chinese novel written by award-winning author Qiu Shanshan (1958-). Using the literary techniques of social realism, the novel chronicles the life of a young rural woman from 1961 to 2001. Spring Grass, the protagonist of the novel, was born in a rural village to a mother who preferred sons over daughters. At a young age, Spring Grass was deprived of the opportunity to attend school. Against all odds, she managed to marry for love, venture into the city, and become an enterprising migrant worker. This novel not only reflects the struggles of women in contemporary China but also captures the economic transformation of modern China since 1978 when the Reform and Open-Door Policy (gaige kaifang) was initiated. The novel was adapted into a television drama series and became an instant hit in 2008. This course takes an interdisciplinary, cultural studies and humanistic approach to studying a literary text, using literature as a means to help students better understand social and cultural issues. Through close readings of the novel, the eponymous TV drama series, documentaries, films, and short stories depicting rural life and women's roles in China, as well as in-depth discussions of both primary and secondary sources that deal with the cultural, historical, and socioeconomic background of the unfolding story of Spring Grass, this course aims to provide a window for students to examine the issues of inequality in the Chinese village and society at large. Why would mothers be harsh to their own daughters and bar girls' right to education? Why would young people leave their village and migrate to the city? Why would migrant workers leave their children behind in the village? Why would economic developments in China exacerbate the problem of gender inequality in society? Why would the ideology and cultural logic behind Mao Zedong's proclamation "women can hold up half of the sky" add more burden to women rather than truly liberate them? Why would city people discriminate against country folks? After taking this course, students will gain a deeper understanding of the issues related to gender inequality (nannü bu pingdeng) and the urban/rural-gap (chengxiang chabie) in China. Throughout the course, they are also encouraged to critically think about how to achieve equity in different societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or WGSS and language learners wishing to take the course in Chinese should register under CHIN.
**Class Format:** remote instruction

**Requirements/Evaluation:** active participation in tutorial meetings, five 4-5 page tutorial papers, five 2-page critiques, online writing portfolio as the final project.

**Prerequisites:** For students registering under CHIN, the prerequisite is CHIN 402 or a language proficiency interview conducted by the instructor. For students registering under ASST or WGSS, there is no prerequisite.

**Enrollment Limit:** 10

**Enrollment Preferences:** Enrollment priorities will be given to freshmen and sophomores who register under ASST or WGSS, and to Chinese language learners who register under CHIN.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** books and course packet.

**Distributions:** (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 127 (D2) CHIN 427 (D1) ASST 127 (D1)

**Writing Skills Notes:** Writing is taught using the writing-as-process pedagogical approach. The writing process consists of invention, composition, and revision. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. The instructor gives detailed feedback to students' first drafts and students are required to turn in a revised version. At the end of the semester, students will compile an online writing portfolio to include their best works.

**Difference, Power, and Equity Notes:** The issue of "inequality," including both gender inequality and regional inequality is the driving force behind the readings and discussions of this tutorial. Students are guided to develop an empathetic way of interpreting a literary work that features a rural woman/migrant worker. They will critically analyze the sources of inequality in the Chinese cultural context and explore ways to address such inequality.

Spring 2021

TUT Section: RT1 TBA Li Yu

**ASST 208 (S) The U.S. and Afghanistan: A Post-Mortem (DPE)**

**Cross-listings:** GBST 208 ANTH 208 ASST 208 PSCI 220

**Secondary Cross-listing**

The United States attacked and defeated the Afghan Taliban regime over in the course of a few short weeks in 2001. Within a few years, the finality of that victory was brought into question as the Taliban regrouped and eventually reasserted itself as a formidable guerilla army that the U.S. military could not easily defeat. At the same time that it was facing a more difficult military challenge than anticipated, the United States got bogged down in the process of nation-building, as well as efforts at social reform. This course examines the history of American involvement in Afghanistan, beginning with the Cold War when the U.S. used Afghanistan as a test case for new models of political modernization and economic development. We will go on to discuss the U.S. support for Islamist political parties during the Soviet occupation of Afghanistan in the 1980s and the consequent rise of the Taliban, and the role of Afghanistan in the September 11th attacks and the "War on Terror" that followed. The course will conclude with a consideration of the impact and legacy of the two decades of nation-building and social reform carried out by the United States since 9/11.

**Requirements/Evaluation:** grading will be determined by class participation, two short essays, and a 15-page research paper

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Anthropology and Sociology majors, Global Studies concentrators, Political Science and Asian Studies majors will get preference

**Expected Class Size:** 15-20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 208 (D2) ANTH 208 (D2) ASST 208 (D2) PSCI 220 (D2)
Difference, Power, and Equity Notes: Among the topics relevant to power and difference to be considered in this course are the American support and later disavowal of Islamist political parties to advance US geopolitical goals, public relations efforts "to save Afghan women" after 9/11, and the uses and misuses of American military, economic, and political power to build a western-style democratic government and bring western-oriented social reforms to a society radically different from U.S. society.

Spring 2021
SEM Section: R1   WF 1:30 pm - 2:45 pm   David B. Edwards

ASST 214 (S)  Asian/American Identities in Motion  (DPE)
Cross-listings: GBST 214  ASST 214  THEA 216  AMST 213  DANC 216
Secondary Cross-listing
The course aims to explore dance and movement-based performances as mediums through which identities in Asian and Asian-American (including South-Asian) communities are cultivated, expressed, and contested. It will orient students towards "reading" and analyzing live and mediated performances within historical, social, and political frameworks. Students will explore how socio-historical contexts influence the processes through which dance performances are invested with particular sets of meanings, and how artists use performance to reinforce or resist stereotypical representations. Core readings will be drawn from Dance, Performance, Asian, and Asian American Studies, and will engage with issues such as nation formation, race and ethnicity, appropriation, tradition and innovation among other topics. This is primarily a discussion-based seminar course, and might also include film screenings, discussion with guest artists and scholars, and opportunities for creative projects. No previous dance experience is required.

Class Format: This course will be taught in a virtual format and will be remote.

Requirements/Evaluation: reading responses, essays, in-class writing assignments, class participation, and group presentations.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first years and sophomores

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
GBST 214 (D2)  ASST 214 (D1)  THEA 216 (D1)  AMST 213 (D2)  DANC 216 (D1)

Difference, Power, and Equity Notes: This course introduces students to the role of performance in nation formation in Asia and the history of Asian-Americans in the US through analysis of dance performances and practices. Student will explore how race was central to the formation of Asian and the American nation, and how social and legal discriminatory practices against minorities influenced popular culture. The assigned material provide examples of how artists address these inequalities and differences in social power.

Spring 2021
SEM Section: R1   MR 3:15 pm - 4:30 pm   Munjulika Tarah

ASST 220 (S)  Being Korean in Japan  (DPE)
Cross-listings: JAPN 220  ASST 220
Secondary Cross-listing
Who are Zainichi Koreans (Koreans in Japan)? How are they different from Koreans in Korea or in the United States? Contemporary Korean TV dramas and films have depicted Koreans as attractive and successful people appealing to Hallyu (Korean Wave) fans around the world. However, Zainichi Koreans, who are the largest ethnic minority in Japan, have been frequently portrayed as abusive husbands/fathers, pitiful wives/mothers, or juvenile delinquents in both Japanese and Korean cinema and literature. Through close readings of films, novels, and short essays, we will explore little-known yet significant representations of Zainichi Koreans by focusing on Japanese and Korean historical contexts. By doing so, we will discover new aspects of transnational exchange not only between Japanese and Koreans, but also between South and North Koreans in Japan. All class materials will be available in English translation or with English subtitles.
Requirements/Evaluation: attendance/participation; short written responses; midterm essay; group presentation; final essay
Prerequisites: none
Enrollment Limit: 21
Enrollment Preferences: Open to all students, but if over-enrolled, priority will be given to Asian Studies and Japanese majors
Expected Class Size: 21
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
JAPN 220 (D1) ASST 220 (D1)

Difference, Power, and Equity Notes: This course looks at the dynamics of unequal power in the social marginality of Korean immigrants in Japan. Exploring historical contexts, students will analyze how the ethnic particularity of the Korean minority has engaged with and against Japanese society. Students will also examine how we might associate the minority culture and history with extensive global issues, including the relationships between environmental problems and minorities, wars and women, and imperialism and migration.

Spring 2021
LEC Section: H1 MR 3:15 pm - 4:30 pm Eun Young Seong

ASST 269 (F) Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience (DPE) (WS)

Cross-listings: REL 269 STS 269 ASST 269 ANTH 269

Secondary Cross-listing
This course offers a social analysis and condensed genealogy of mindfulness from its roots as a Buddhist meditation practice through its modern application as a tool to improve our awareness of the related processes of mind, behavior, and emotions. We consider how mindfulness relates to Buddhist discourses and practices, and to the rapid rise of fields like contemplative neuroscience, affective neuroscience, and integrative neurobiology. How and why has the research on mindfulness and other applied meditative practices exploded since 2000? How has this research helped us understand and explain the intersection of mind, emotion, behavior, and human development? We critically examine the models of the mind developed by clinical and evolutionary psychologists and researchers in fields such as affective neuroscience to better understand the applications of mindfulness in the US today. Specifically, we consider how mindfulness and other forms of meditation are being used to improve the training of health care providers and educators, while augmenting and deepening the quality of their engagement with patients, students, and others they serve. We examine and train in a variety of meditation practices including mindfulness and forest bathing, while unpacking the subjective experience of our minds and emotions first-hand. Students will be asked to engage in mindfulness practices the entire semester.

Class Format: Offered in a hybrid format, but students are encouraged to attend in person if they can. Studies will be grouped in pairs or threesomes, that will meet in-person or remotely. Please email me (Kgutschlo@williams.edu) to indicate whether you intend to take this class in-person or remotely.

Requirements/Evaluation: weekly tutorial papers and discussion
Prerequisites: A prior class or some experience with meditation is recommended
Enrollment Limit: 10
Enrollment Preferences: ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 269 (D2) STS 269 (D2) ASST 269 (D2) ANTH 269 (D2)

Writing Skills Notes: This class will involve weekly tutorial essays of 1200 or 600 words, written feedback on every essay, and a mid-semester 'writing chat' with the instructor.

Difference, Power, and Equity Notes: This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can alleviate pervasive and population-wide health issues in the US including rising rates of anxiety, depression, and other mental health issues that are exacerbated by stress related to social inequality and structural violence. It also explores the ways that mindfulness has been marketed as an elite and non-inclusive practice within the US.
ASST 311 (S) Women and Art in East Asia (DPE)

Cross-listings: ARTH 311 ASST 311

Secondary Cross-listing

For over a thousand years, women in East Asia profoundly influenced the development of the visual arts, yet their formidable presence remains largely hidden. This seminar explores the critical roles women played as patrons, artists, and collectors of the arts in China, Korea, and Japan. We cover historical periods from the 10th century to the present day and discuss both traditional and nontraditional media including painting, sculpture, photography, embroidery, and even inks. Topics include didactic paintings for women in the Song court, calligraphy and painting as gendered modes of expression in Heian period Japan, the revival of Buddhist arts in Korea under the patronage of imperial women, and artworks by modern and contemporary artists that contest dominant representations of gender and sexuality. The course does not simply focus on artistic production, but also contextualizes these topics in light of emergent theorizations and readings on femininity, feminism, and the sexual politics of representation. Along with a final research paper, students will generate a substantial Wikipedia entry on a certain aspect of the course to promote the coverage of women and the arts online. No prior knowledge of Asian art history is required or assumed.

Requirements/Evaluation: Class participation, 4 object or reading response papers (2-3 pages), Wikipedia page editing project and presentation (5-7 minutes long), and 12-15-page final research paper (written in stages over the semester including a 15-minute presentation)

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Art History and Asian Studies majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 311 (D1) ASST 311 (D1)

Difference, Power, and Equity Notes: This course fulfills the Difference, Power, and Equity by exploring the construction of gender in relation to power. We discuss how Daoist, Confucian, Shinto, and Buddhist ideas historically shaped attitudes toward women and address the ways in which colonialism and Orientalism shaped understandings of gender differences and roles in East Asia. Students will be introduced to theoretical texts of feminism and postcolonialism and learn to identify key issues to the feminist art historical project

Spring 2021

SEM Section: H1  MR 1:30 pm - 2:45 pm  Carolyn J. Wargula

ASST 319 (F) Gender and the Family in Chinese History (DPE)

Cross-listings: WGSS 319 ASST 319 HIST 319

Secondary Cross-listing

Although sometimes claimed as part of a set of immutable "Asian values," the Chinese family has not remained fixed or stable over time. In this course, we will use the framework of "family" to gain insight into gender, generation, and sexuality in different historical periods. Beginning in the late imperial period (16th-18th Centuries), we will examine the religious, marital, sexual, and child-rearing practices associated with traditional ideals of family. We will also examine the wide variety of "heterodox" practices that existed alongside these ideals, debates over and critiques of gender, family, and sexuality in the twentieth century and in China today.

Class Format: Remote in Fall 2020. Emphasis will be on synchronous discussions and small group work via Zoom (or similar).

Requirements/Evaluation: active participation in discussions and group work, short skills-based writing assignments (2-4 pgs) and short essays (5-7 pgs) leading toward a final paper.

Prerequisites: none; open to first year-students with instructors permission

Enrollment Limit: 15

Enrollment Preferences: History, Asian Studies, and WGSS majors
Expected Class Size: 10
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 319 (D2) ASST 319 (D2) HIST 319 (D2)

Difference, Power, and Equity Notes: This course focuses on historical regimes of gender and sexuality in China and their transformations over time. Students will be asked to consider these regimes both on their own terms and in comparative perspective.

Fall 2020
SEM Section: R1 TF 1:30 pm - 2:45 pm Anne Reinhardt

ASST 321 (S) History of U.S.-Japan Relations, 1853-Present (DPE)
Cross-listings: LEAD 321 ASST 321 HIST 321

Secondary Cross-listing
An unabating tension between conflict and compromise has been an undercurrent of U.S.-Japan relations since the 1850s, at times erupting into clashes reaching the scale of world war and at times allowing for measured collaboration. We will explore the U.S.-Japan relationship from the perspectives of both countries with a focus on how culture, domestic concerns, economic and political aims, international contexts, and race have helped shape its course and nature. This course will fulfill the Difference, Power, and Equity requirement by examining not just the diplomatic relationship between the U.S. and Japan, but also how various types of interactions have influenced the dynamics of power between these two countries and have shaped the ways in which each country has understood and portrayed the other.

Class Format: remote with synchronous, seminar-style discussion
Requirements/Evaluation: class participation, response papers (500 words), one short paper (5 pages), and a research paper (12-15 pages)
Prerequisites: none; open to first-year students with instructors permission
Enrollment Limit: 15
Enrollment Preferences: History or Asian Studies majors/prospective majors
Expected Class Size: 10-15
Grading: no pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
LEAD 321 (D2) ASST 321 (D2) HIST 321 (D2)

Difference, Power, and Equity Notes: The course focuses on differences in power (economic, cultural, political, and military) between Japan and the U.S., from the 1850s through the present. It considers the ways in which Japan has been subordinate to the U.S. for much of this history, and the conflicts that have resulted when Japan has attempted to overturn this dynamic of power. Students will acquire the skills of history and international relations to examine how race, culture, and politics have shaped this relationship.

Spring 2021
SEM Section: R1 TF 3:15 pm - 4:30 pm Eiko Maruko Siniawer

ASST 344 (S) Taswirkhana: Technique and Practice of Indian Drawing and Painting (DPE)
Cross-listings: ASST 344 ARTS 344

Secondary Cross-listing
Small in scale but vast in its representation, the world of Indian painting is famous for its stylized naturalism and mastery of line. It is an artistic practice whose legacy stretches back to at least the first century CE. This studio course will introduce students to the technique and practice of traditional Indian drawing and painting. The course is designed as a workshop in which students will learn to use materials and techniques of this art form. By engaging with a non-western traditional practice, the aim of the course is to expose students to a pluralistic engagement with art making. Students will learn paper and pigment preparation, as well as the basics of traditional drawing and painting techniques. The class will learn from studying a selection
of original masterworks of Indian art from the Williams College Museum of Art that will be displayed in the Object Lab. Working with original artworks will help students situate the hands-on study of Indian painting practice alongside exemplary historical examples.

**Requirements/Evaluation:** Class participation, discussions and critiques, successful completion of all assignments and attendance

**Prerequisites:** none, open to all students

**Enrollment Limit:** 10

**Enrollment Preferences:** Preference will be given to studio and art history majors

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 344 (D1) ARTS 344 (D1)

**Difference, Power, and Equity Notes:** The course invites students to engage with a pluralistic studio practice that is in stark contrast to mainstream modern and contemporary art practices. The course will follow a traditional, Indian workshop-style format which has its own particular rules and unique visual vocabulary. From the material preparation of pigments, paper and brushes, to the techniques of drawing and painting, the course will introduce students to an alternative, non-Western, mode of art making.

**Spring 2021**

STU Section: H1 MR 1:30 pm - 2:45 pm Murad K. Mumtaz

**ASST 389 (S) The Vietnam Wars** (DPE)

**Cross-listings:** LEAD 389 HIST 389 ASST 389

**Secondary Cross-listing**

This course explores Vietnam's twentieth century wars, including an anti-colonial war against France (1946-1954), a massive Cold War conflict involving the United States (1965-1973), and postcolonial confrontations with China and Cambodia in the late-1970s. Course materials will focus primarily on Vietnam's domestic politics and its relations with other countries. Lectures, readings, films, and discussions will explore the process by which Vietnam's anti-colonial struggle became one of the central conflicts of the Cold War, and examine the ramifications of that fact for all parties involved. The impact of these wars can hardly be overstated, as they affected the trajectory of French decolonization, altered America's domestic politics and foreign policy, invigorated anti-colonial movements across the Third World, and left Vietnam isolated in the international community. Students will read a number of scholarly texts, primary sources, memoirs, and novels to explore everything from high-level international diplomacy to personal experiences of conflict and dramatic social change wrought by decolonization and decades of warfare.

**Class Format:** This course will be fully remote. The course format will prioritize synchronous discussions and small group work via Zoom.

**Requirements/Evaluation:** class participation, several short papers, and a 10- to 12-page final paper

**Prerequisites:** none; open to all

**Enrollment Limit:** 15

**Enrollment Preferences:** History and Asian Studies majors

**Expected Class Size:** 10-15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 389 (D2) HIST 389 (D2) ASST 389 (D2)

**Difference, Power, and Equity Notes:** This course traces Vietnam's anti-colonial movements from colonization to liberation. Students will examine power struggles among Vietnamese nationalists from a variety of different religious, class, ideological, and regional backgrounds, as well as Vietnam's diplomatic and military rivalries with France, China, the Soviet Union, and the United States. Readings will focus on Vietnamese voices to explore how the country surmounted seemingly impossible international power dynamics.

**Spring 2021**
ASST 391 (S) When India was the World: Trade, Travel and History in the Indian Ocean (DPE) (WS)

Cross-listings: GBST 391 ASST 391 HIST 391

Secondary Cross-listing

What do Ibrahim Ben Yiju, a Jewish merchant from 11th century Yemen, Ibn Batutah, a Muslim scholar from 15th century Morocco and Captain Kidd, a 17th century English pirate have in common? All three men travelled and lived in the Indian Ocean region! This course explores the history of one of the world's oldest maritime highways that has connected the diverse cultures of Asia, Africa and Europe for millennia, thus making it a vital element in the birth of globalization. Moving away from conventional land-centric histories, we will focus instead on understanding the human past through oceanic interactions. South Asian ports and port cities remained the fulcrum of the Indian Ocean world throughout its history; traders, travellers, nobles, scholars, pilgrims and pirates from all over the world travelled to the Indian coast in search of adventure, spices, knowledge and wealth. Thus we will primarily focus on India's role in the Indian Ocean roughly from the rise of Islam in the seventh century CE through the expansion of various European communities in the region and the subsequent rise of the global economy and colonialism in the nineteenth century. Rather than following a strict temporal chronology we will concentrate on themes such as travel and adventure; trade and exchange; trust and friendship; religion and society; pilgrimage; piracy; the culture of port cities; and food across time.

Requirements/Evaluation: class participation and weekly responses to readings, 4 short papers (4-5 pages), an oral presentation and final research (10 pages) paper based on any one of the 4 papers written during the course.

Prerequisites: none; open to all

Enrollment Limit: 15

Enrollment Preferences: history majors and students with demonstrable interest in maritime/Indian Ocean history

Expected Class Size: 10-12

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 391 (D2) ASST 391 (D2) HIST 391 (D2)

Writing Skills Notes: Students will write 4 short papers (4-5 pages) each and receive detailed feedback from the instructor. One of the four papers will become the basis of a final research paper (10-12 pages) on which each student will work closely with the instructor and receive feedback on improving research and writing skills.

Difference, Power, and Equity Notes: This course questions the conventional view that global interconnectedness was the result of Europe's discovery of ‘new worlds’. Instead, it centers non-European actors in facilitating global networks before colonialism. Throughout, students will critically engage questions of how Asian and African players forged and shaped global connections across the Indian Ocean arena and examine the ways in which these contributions have been overshadowed in traditional historiography.

Spring 2021

SEM Section: R1 TR 8:30 pm - 9:45 pm Aparna Kapadia

BIOL 154 (F) The Tropics: Biology and Social Issues (DPE)

Cross-listings: BIOL 154 ENVI 154

Primary Cross-listing

This course counts towards the Biology major but is also accessible to non-majors. It explores the biological dimensions of social issues in tropical societies, and focuses specifically on the peoples of tropical regions in Africa, Asia, Latin America, Oceania, and the Caribbean. Tropical issues have become prominent on a global scale, and many social issues in the tropics are inextricably bound to human ecology, evolution, and physiology. The course highlights differences between the tropics and areas at higher latitudes. It begins with a survey of the tropical environment, including major climatic and habitat features. The next section focuses on human population biology, and emphasizes demography and the role of disease particularly malaria, AIDS and Covid-19 (SARS-CoV-2). The final part of the course covers the place of human societies in local and global ecosystems including the challenges of tropical food production and the interaction of humans with their supporting ecological environment. This course fulfills the DPE requirement. Through lectures, debates and readings, students confront social issues and policies from the perspective of biologists. This builds a framework for lifelong exploration of human diversity in terms of difference, power and equity.
**Class Format:** Debate

**Requirements/Evaluation:** two hour exams, a short paper, debate presentation, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 24

**Enrollment Preferences:** Preference will be given to biology majors, environmental studies majors and students who were previously dropped from the course.

**Expected Class Size:** 24

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Counts for credit in the Biology major. Satisfies the distribution requirement for the Biology major.

**Distributions:** (D3) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
BIOL 154 (D3) ENVI 154 (D3)

**Difference, Power, and Equity Notes:** This course highlights differences between the tropics and areas at higher latitudes. For each section we focus on difference—different natural habitats and biodiversity, different patterns of population growth, different human disease profiles, different types of agriculture and impacts of climate change. For each section we highlight differences in power and the inequities of resource distribution. We then debate potential policies to ameliorate these inequities.

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**Fall 2020**

**LEC Section:** R1  MWF 12:00 pm - 12:50 pm  Joan Edwards

**CHIN 223 (S) Ethnic Minorities in China: Past and Present (DPE)**

**Cross-listings:** ANTH 223  CHIN 223

**Primary Cross-listing**

According to the most recent census conducted in China in 2010, of the 1.3 billion population of China, more than 110 million (8.49%) were ethnic minorities (shaoshu minzu). Most of the minority groups reside in autonomous regions and districts, which constitute 64% of China's total acreage. This course introduces students to the multiethnic aspect of China's past and present. We will ask the central question of "what is minzu" and address various topics such as the minority-group identification project; the definition of minzu (translated as "ethnic group," "nationality," or "race" by different scholars); the intersections between language, religion, tourism, diaspora and ethnicity; historical sino-centric views about "foreigners" and "barbarians" as well as the roles that "barbarians" have played in China's long history. We will examine how social differences and hierarchy are constructed and discuss how power plays in the shaping of "ethnicity." A multidisciplinary approach will be adopted for the course, taking in sources from anthropology, history, literature, ethnic studies, and cultural studies. Throughout the course, the pedagogical techniques of "intercultural dialogue" will be adopted to encourage students to discuss their own ethnic experiences and compare ethnic minority issues in China with similar issues in the United States. Students are also encouraged to come up with real-world solutions and strategies to deal with issues of racism, bias, and discrimination.

**Class Format:** The course will be offered remotely and adopt a learner-centered, quasi-tutorial format. Every week students will view recorded lectures and participate in an online discussion forum asynchronously. In addition, students will be placed into smaller groups and meet with the instructor once a week for synchronous discussions.

**Requirements/Evaluation:** class attendance, weekly quizzes, active participation in both the online discussion forum and in-class meetings, two short (5-page) response papers, and one final research paper (10-12 pages).

**Prerequisites:** none, open to all students; no knowledge of Chinese language required

**Enrollment Limit:** 15

**Enrollment Preferences:** current and prospective majors in the Department of Asian Studies, then to first-years

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Materials/Lab Fee:** books and reading packet

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
Difference, Power, and Equity Notes: We explore the interactions between "power" and "ethnicity," "center" and "periphery" in the Chinese context and compare them with students' own experiences. Students are required to write one short response paper on their personal encounter with the concept of "race" or "ethnicity." For the final research paper, students are required to identify one problem among all the ethnic minority issues in the Chinese context and write a policy recommendation to make real-world changes.

Spring 2021
SEM Section: R1    TF 1:30 pm - 2:45 pm     Li  Yu

CHIN 226 (S) Chinese Film and Its Significant Others (DPE)

Cross-listings: CHIN 226 COMP 296

Primary Cross-listing

From the "wows" that the first short films invoked at a Shanghai teahouse in 1896 to the $527 million (or 3.4 billion RMB) grossed at the box-office by a 3D fantasy in 2019, Chinese films have struck a responsive chord among domestic and foreign audiences. In this survey course, we will explore the evolving relationships between Chinese films and five "significant others" that are central to film and film-making. Roughly following a chronological order, this course will examine 1) the effect of new technological developments (such as photography, sound, color, special FX) on film; 2) the tension between film and traditional modes of public entertainment (such as operas and shadow plays); 3) film's social role to affirm and contest gender, national, and class identities; 4) the need to garner differing sources of financial support (state funding, cultural entrepreneurs, and transnational capital); and 5) the circulation of Chinese films in the global market. Class materials include various genre films (melodrama, horror, martial arts, comedy, etc.), directors' notes, contemporary reviews, and scholarship in China and media studies. All materials and discussions are in English.

Class Format: All regular course meetings will be conducted ONLINE with mostly a synchronous mode of instruction. Students are also expected to complete asynchronous preparations (view the films and Panopto lecture clips, read scholarship, and contribute to the discussion board) before the regular class hour. All materials are posted on GLOW. For full information, please contact the instructor.

Requirements/Evaluation: Evaluation will be based on 1) ACTIVE in-class discussion; 2) Pre-class discussion posts based on reading and recorded lectures (Graded as Complete or Incomplete); 3) two short papers (3-5 pages); 4) two peer review papers (1-2 pages); and 5) the final project (including a presentation, and a paper or other form of project).

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: current or prospective Chinese, Japanese, Asian Studies, and Comparative Literature majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 226 (D1) COMP 296 (D1)

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze the clashes and negotiations between Western media technological modernities and Chinese indigenous understanding of shadows, visuality, and sound. By discussing various films produced from mainland China, Hong Kong, Taiwan, and other diaspora areas from 1920 to now, this course asks students to explore how cinema invokes (and erases) differences, and consolidates (and challenges) hegemonic notions of nation, gender, and class.

Spring 2021
SEM Section: R1    MR 3:15 pm - 4:30 pm     Man  He

CHIN 253 (F) "Illness" in Modern and Contemporary Chinese Literature and Culture (DPE)

Cross-listings: CHIN 253 COMP 254 WGSS 255

Primary Cross-listing

From early modern anxieties about China's status as the "sick man of Asia" to contemporary concerns regarding the prospect of transnational pandemics, "illnesses" and their related stories have played a critical role in making and contesting individual psychologies and Chinese modernity in
the 20th and 21st centuries. Actual illnesses, from tuberculosis to AIDS to the Novel Coronavirus, constitute not only social realities that trouble political and popular minds in their own right; but further provide powerful metaphors for exploring issues of human rights, national identity, and transnational circulation. This course examines how Chinese literature in the 20th and 21st centuries writes and visualizes "illness"—a universal human experience that is nevertheless heavily bounded by culture and history. Specifically, we examine the cultural and social meaning of "illness"; the relationship between illness on the one hand, and the politics of body, gender, and class on the other; we ask how infectious disease, and mental illness are defined, represented, and understood in both male and female writers' analytical essays and fictional writings in the 20th century; we examine how metaphorical "illness" such as infectious cannibalism and fin-de-siècle "viruses," are imagined and interpreted by key culture figures ranging from the founding father of modern literature (Lu Xun), to the winner of the 2012 Nobel Prize in Literature (Mo Yan). Throughout the course, we will focus on the interplay between literature canons (fictions, essays, and dramas) and popular media and genres: blockbuster cinemas and art house films, popular novels, photographs and posters, etc.

**Class Format:** All regular course meetings will be conducted ONLINE with mostly a synchronous mode of instruction. FIRST MEETING: for those who are on campus, we will have our FIRST meeting outdoors; those who remain remote can choose either "Zoom" in or attend a separate online FIRST meeting. For full information, please contact the instructor.

**Requirements/Evaluation:** Evaluation will be based on 1) ACTIVE in-class discussion; 2) Pre-class quizzes based on reading and recorded lectures (Graded as Complete or Incomplete); 3) Post-class discussion in forms of paragraph writing and/or video clips (graded as Complete or Incomplete); 4) two short papers (3-5 pages); 5) the final project (including a presentation, and a paper or other form of project).

**Prerequisites:** None; no knowledge of Chinese language required, though students with Chinese language background are encouraged to work with Chinese sources if they wish; open to all

**Enrollment Limit:** 10

**Enrollment Preferences:** Chinese, Asian Studies, or Japanese majors; and then to first-year students

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

CHIN 253 (D1) COMP 254 (D1) WGSS 255 (D1)

**Difference, Power, and Equity Notes:** This course provides students with the opportunity to analyze the shaping of social stigma as well as the dynamics of unequal power by means of closely reading "illness" in 20th and 21st century China. We will exam how "illness" is sometimes gendered and politicized; how "illness", in other times, empowers individuals and bonds underrepresented minorities. Illness, as a seemingly universal human experience, tells diverse stories of (in)difference, (dis)power, and (un)equity.

Fall 2020

LEC Section: R1 TF 3:15 pm - 4:30 pm Man He

**CHIN 427 (S) Spring Grass: A Peek into Inequality in China (DPE) (WS)**

**Cross-listings:** WGSS 127 CHIN 427 ASST 127

**Primary Cross-listing**

*Spring Grass (Chuncao)* is a Chinese novel written by award-winning author Qiu Shanshan (1958-). Using the literary techniques of social realism, the novel chronicles the life of a young rural woman from 1961 to 2001. Spring Grass, the protagonist of the novel, was born in a rural village to a mother who preferred sons over daughters. At a young age, Spring Grass was deprived of the opportunity to attend school. Against all odds, she managed to marry for love, venture into the city, and become an enterprising migrant worker. This novel not only reflects the struggles of women in contemporary China but also captures the economic transformation of modern China since 1978 when the Reform and Open-Door Policy (gaige kaifang) was initiated. The novel was adapted into a television drama series and became an instant hit in 2008. This course takes an interdisciplinary, cultural studies and humanistic approach to studying a literary text, using literature as a means to help students better understand social and cultural issues. Through close readings of the novel, the eponymous TV drama series, documentaries, films, and short stories depicting rural life and women's roles in China, as well as in-depth discussions of both primary and secondary sources that deal with the cultural, historical, and socioeconomic background of the unfolding story of Spring Grass, this course aims to provide a window for students to examine the issues of inequality in the Chinese village and society at large. Why would mothers be harsh to their own daughters and bar girls' right to education? Why would young people leave their village and migrate to the city? Why would migrant workers leave their children behind in the village? Why would economic developments in China exacerbate the problem of gender inequality in society? Why would the ideology and cultural logic behind Mao Zedong's proclamation "women can hold up half of the
sky” add more burden to women rather than truly liberate them? Why would city people discriminate against country folks? After taking this course, students will gain a deeper understanding of the issues related to gender inequality (nannü bu pingdeng) and the urban/rural-gap (chengxiang chabie) in China. Throughout the course, they are also encouraged to critically think about how to achieve equity in different societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or WGSS and language learners wishing to take the course in Chinese should register under CHIN.

Class Format: remote instruction

Requirements/Evaluation: active participation in tutorial meetings, five 4-5 page tutorial papers, five 2-page critiques, online writing portfolio as the final project.

Prerequisites: For students registering under CHIN, the prerequisite is CHIN 402 or a language proficiency interview conducted by the instructor. For students registering under ASST or WGSS, there is no prerequisite.

Enrollment Limit: 10

Enrollment Preferences: Enrollment priorities will be given to freshmen and sophomores who register under ASST or WGSS, and to Chinese language learners who register under CHIN.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: books and course packet.

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 127 (D2) CHIN 427 (D1) ASST 127 (D1)

Writing Skills Notes: Writing is taught using the writing-as-process pedagogical approach. The writing process consists of invention, composition, and revision. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. The instructor gives detailed feedback to students’ first drafts and students are required to turn in a revised version. At the end of the semester, students will compile an online writing portfolio to include their best works.

Difference, Power, and Equity Notes: The issue of “inequality,” including both gender inequality and regional inequality is the driving force behind the readings and discussions of this tutorial. Students are guided to develop an empathetic way of interpreting a literary work that features a rural woman/migrant worker. They will critically analyze the sources of inequality in the Chinese cultural context and explore ways to address such inequality.

Spring 2021

TUT Section: RT1 TBA Li Yu

COMP 107 (S) Advanced French: Danger and Desire in French Film and Fiction (DPE)

Cross-listings: RLFR 106 COMP 107

Secondary Cross-listing

This is an advanced course in French language designed to help you improve your speaking, comprehension, reading, and writing, through the dynamic study of short literary texts and films focusing on danger and desire in nineteenth-, twentieth-, and twenty-first-century France. Through active discussion and debate, textual and cinematic analysis, grammatical review, and careful writing and revision, you will improve your command of spoken and written French, strengthen your ability to express complex ideas, expand your vocabulary, and deepen your understanding of French fiction, film, and culture. This is an ideal course to prepare for study abroad or for more advanced coursework in French literature and cinema. As a focus for improving your French, we will examine a broad range of texts and films on danger and desire in France from 1820 to 2020, with an emphasis on passion and ambition, infatuation and seduction, betrayal and vengeance, courage and cruelty, warfare and resistance. Works to include nineteenth-century texts by Chateaubriand, Duras, Balzac, Mérimée, Flaubert, Maupassant, Zola; twentieth-century texts by Colette, Camus, Sartre, Beauvoir, Duras, Ernaux, Guibert, Quint, Lindon, Vilrouge; and twenty-first-century films by Caron, Ozon, Ducastel, Martineau, Dercourt, and Becker. Conducted in French.

Class Format: This will be a remote course for all students, whether they are on campus or not. We will convene synchronously via web-conferencing, with an emphasis on speaking practice in small groups. There will also be opportunities for students to engage with online activities both during and between our synchronous sessions. Remote office hours will provide even more opportunities for follow-up, questions, and practice.

Requirements/Evaluation: active class participation, grammar exercises, two short papers, midterm, and final paper
Prerequisites: Exceptional performance in RLFR 104; successful performance in RLFR 105; or by placement test; or permission of the instructor.

Enrollment Limit: 12

Enrollment Preferences: All are welcome, but if over-enrolled, preference will be given to French majors and certificate students; and those with compelling justification for admission.

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 106 (D1) COMP 107 (D1)

Difference, Power, and Equity Notes: This course centers on a critical examination of difference, power, and equity in French film & fiction. The content examines the effects of class, ethnicity, gender, and sexuality on social inequalities among rich & poor, soldiers & civilians, nations & colonies, men & women. The course employs critical tools to teach students how to articulate and interrogate social injustice, through reading, viewing, discussion, writing, and revision.

Spring 2021

SEM Section: R1 TR 9:45 am - 11:00 am Brian Martin

COMP 230 (F) The Renaissance in England and the European Continent: Self and World (DPE) (WS)

Cross-listings: ENGL 228 COMP 230

Secondary Cross-listing

At the same time as the individual human being in possession of a distinctive personality was taking on enormous importance in politics, philosophy, literature, and the visual arts, early modern Europeans were encountering unprecedented levels of cultural diversity. In this interdisciplinary course, we will consider these two developments both separately and together. As Renaissance humanists were acquiring a sophisticated understanding of the distance between the present and various European pasts (the recent medieval past and the remote history of antiquity), they were also coming into contact with non-European cultures in Africa, the Americas, and Asia via trade and economic development, imperial expansion, and religious conversion. Always at stake in these encounters was the question of who counted as an individual; the self was not considered to be intrinsic to human nature but rather the product of historical and cultural developments. Themes will include religious pluralism, the sacred and the secular, vernacularity, exploration and empire, the relationship between mind and body, slavery, trade, wealth, gender, self-fashioning, and style. We will consider such English writers as the Pearl poet, More, Marlowe, Spenser, Shakespeare, Browne, and Milton; such continental intellectuals as Descartes, Erasmus, Las Casas, and Castiglione; and such continental artists as Michelangelo, Velázquez, Bruegel, and Rembrandt.

Class Format: This course will be conducted synchronously online.

Requirements/Evaluation: Five four-page papers, in-class presentation, thoughtful participation in discussions

Prerequisites: A 100-level ENGL course, a score of 5 on the AP English Literature exam, a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor

Enrollment Limit: 14

Enrollment Preferences: First- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 14

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 228 (D1) COMP 230 (D1)

Writing Skills Notes: The course asks students to write five four-page papers and offers exposure to a range of humanistic modes, from close reading to visual analysis to the exposition of philosophical claims. One paper will involve independent research. The instructor will provide frequent and extensive written feedback on student work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course examines the role of historical and cultural difference within and beyond Europe at the very beginning of globalization. Students will become acquainted with the origins of colonialism and the global traffic in slaves, as well as with the complex
role of writers and intellectuals in questioning, defending, and imagining these practices. We will consider the epistemological challenges of accessing the testimony of subordinated persons.

Fall 2020
SEM Section: R1 MR 1:30 pm - 2:45 pm Emily Vasiliauskas

COMP 232 (S) Nordic Lights: Literary and Cultural Diversity in Modern Scandinavia (DPE)
Cross-listings: WGSS 200 COMP 232

Primary Cross-listing
Mythologized as the land of the aurora borealis and the midnight sun, Scandinavia's five distinct nations--Iceland, Norway, Sweden, Denmark, and Finland--are often mistakenly associated with blond-haired and blue-eyed uniformity. Modern Scandinavia, however, is a place of great social and cultural diversity. From medieval Viking sagas to contemporary Nordic rap, the Scandinavian literary tradition is rich in tales of global exploration, childhood imagination, sexual revolution, and multicultural confrontation. Through readings of nineteenth-century drama, twentieth-century novels, and twenty-first century cinema, we will investigate a wide range of issues on class, ethnicity, and identity, including the indigenous reindeer-herding Sámi people, Danish colonialism and the Greenlandic Inuit, Norwegian collaboration and resistance during World War II, and Nordic emigration (to North America) and immigration (from Africa, Asia, Latin America, and the Middle East). Discussion will also focus on Scandinavia's leadership in gender equality and sexual liberation, Scandinavian political isolation and integration (into both the UN and the EU), and the global effects of Nordic pop (ABBA to Björk), glamour (Greta Garbo to Alicia Vikander), technology (Volvo to Nokia), design (IKEA to H&M), and activism (Alfred Nobel to Greta Thunberg). Readings to include works by Henrik Ibsen, August Strindberg, Hans Christian Andersen, Karen Blixen, Astrid Lindgren, Halldór Laxness, Reidar Jönsson, and Peter Høeg. Films to include works by Ingmar Bergman, Lasse Hallström, Bille August, Colin Nutley, Lukas Moodysson, Josef Fares, Tomas Alfredson, and Tomas Vinterberg. All readings and discussions in English.

Class Format: This will be a remote course for all students, whether they are on campus or not. We will convene synchronously via web-conferencing, with an emphasis on group discussion. There will also be opportunities for students to engage with online activities both during and between our synchronous sessions. Remote office hours will provide even more opportunities for follow-up, questions, and further discussion.

Requirements/Evaluation: active participation, two shorter papers, a midterm, and a longer final paper
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: Comparative Literature and Women's, Gender & Sexuality Studies majors, and those with compelling justification for admission
Expected Class Size: 12
Grading: yes pass/fail option, no fifth course option
Distributions: (D1) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 200 (D2) COMP 232 (D1)

Difference, Power, and Equity Notes: As the course description explains, this course centers on a critical examination of difference, power, and equity in modern Scandinavia. The content examines the effects of class, race, ethnicity, gender, and sexuality on social (in)equality among citizens, institutions, communities, and identities. The course also employs critical tools to teach students how to interrogate Scandinavian diversity and modernity, through reading, film analysis, discussion, and writing.

Spring 2021
SEM Section: R1 TR 11:30 am - 12:45 pm Brian Martin

COMP 234 (S) Saharan Imaginations (DPE) (WS)
Cross-listings: ARAB 209 ENVI 208 COMP 234

Secondary Cross-listing
Literary representations of the Sahara challenge facile assumptions about this undertheorized place. Approached mainly through the prism of adventure and exploitation, the desert is portrayed as a dead space. However, literature and film furnish a unique opportunity to engage critically with
the ways Maghrebi and Middle Eastern culture production represents deserts and raises issues of fundamental importance to these societies. This course offers students the opportunity to engage in close readings of novels and film through the theme of the Sahara and Saharan space. Reading through the politics of human mobility and life in the desert will help students to understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the Saharan sub-genre of African and Middle Eastern literatures. Whether grappling with transcontinental issues of climate change, cannibalization of biodiversity or overexploitation of natural resources, desert-focused cultural production invites us to think critically about the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature. Deconstructing reductive Saharanisms, students will see the desert for what it is, rather than what it is portrayed to be or stand for.

Class Format: hybrid
Requirements/Evaluation: active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper
Prerequisites: none
Enrollment Limit: 14
Enrollment Preferences: Students are admitted into the course on a first-come-first-serve basis. If the course is over-enrolled, preference will be given to Arabic Studies and Comparative Literature majors and certificates.
Expected Class Size: 14
Grading: yes pass/fail option, yes fifth course option

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 209 (D1) ENVI 208 (D1) COMP 234 (D1)

Writing Skills Notes: Students will receive constant and extensive feedback on their written work. Students will write regular weekly responses on Glow, a reflection statement, two 5pp. papers for midterms, and one 10pp. final paper.

Difference, Power, and Equity Notes: Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.

Spring 2021
SEM Section: H1 MW 10:00 am - 11:15 am Brahim El Guabli

COMP 244 (S) Black Mediterranean (DPE) (WS)
Cross-listings: GBST 244 COMP 244

Primary Cross-listing

Though European border management today seeks to limit and control movement, the Mediterranean region is a historical site of mediation between cultural differences and religious views. This course centers primarily on the works of migrant intellectuals and artists from North Africa and the Middle East, who have emerged from the Mediterranean region to become a significant part of the new voice of Europe. Borrowing from Deleuze and Guattari's definition of "minor literature" as literature that a "minority constructs within a major language" and in which "language is affected with a high coefficient of deterritorialization," we explore the political, cultural and anthropological effects of such literature in today's European public discourse.

Today the Mediterranean has become a graveyard where black and brown bodies transit a hostile and deadly passage. Therefore, a centerpiece of this course will be an examination of the racist discourse in Europe in the light of the Black Lives Matter's quest for decolonizing knowledge. In this interdisciplinary course, we read both literary works (Ali Farah, Khatibi, Lakhous, Scengo), and critical theory (Cassano, Chambers, Fanon, Hall, Theo Goldberg); we also analyze films, documentaries, podcasts, exhibits and museums of colonialism in Europe.

Class Format: This will be an hybrid course. Students will meet twice a week with me.
Requirements/Evaluation: weekly writing assignments, midterm and final exams, final paper, oral presentation
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Comparative Literature majors
Expected Class Size: 19
Grading: yes pass/fail option, yes fifth course option
Distributions:  (D1)  (DPE)  (WS)
This course is cross-listed and the prefixes carry the following divisional credit:

GBST 244 (D2)  COMP 244 (D1)

Writing Skills Notes: This course is designed to be writing-intensive, as it requires weekly response papers, midterm, and final papers, and blog discussions.

Difference, Power, and Equity Notes: Within the theoretical framework of postcolonial studies, this course examines themes such as: race; Europe and its postcolonial legacy; power imbalances in the current European policies of migration; the urban space of Rome as site of conflictual representations of center/periphery.

Spring 2021
SEM Section: H1    TF 1:30 pm - 2:45 pm     Michele Monserrati

COMP 254  (F)  “Illness” in Modern and Contemporary Chinese Literature and Culture  (DPE)

Cross-listings:  CHIN 253  COMP 254  WGSS 255

Secondary Cross-listing
From early modern anxieties about China’s status as the “sick man of Asia” to contemporary concerns regarding the prospect of transnational pandemics, “illnesses” and their related stories have played a critical role in making and contesting individual psychologies and Chinese modernity in the 20th and 21st centuries. Actual illnesses, from tuberculosis to AIDS to the Novel Coronavirus, constitute not only social realities that trouble political and popular minds in their own right; but further provide powerful metaphors for exploring issues of human rights, national identity, and transnational circulation. This course examines how Chinese literature in the 20th and 21st centuries writes and visualizes “illness”—a universal human experience that is nevertheless heavily bounded by culture and history. Specifically, we examine the cultural and social meaning of “illness”; the relationship between illness on the one hand, and the politics of body, gender, and class on the other; we ask how infectious disease, and mental illness are defined, represented, and understood in both male and female writers’ analytical essays and fictional writings in the 20th century; we examine how metaphorical “illness” such as infectious cannibalism and fin-de-siècle “viruses,” are imagined and interpreted by key culture figures ranging from the founding father of modern literature (Lu Xun), to the winner of the 2012 Nobel Prize in Literature (Mo Yan). Throughout the course, we will focus on the interplay between literature canons (fictions, essays, and dramas) and popular media and genres: blockbuster cinemas and art house films, popular novels, photographs and posters, etc.

Class Format: All regular course meetings will be conducted ONLINE with mostly a synchronous mode of instruction. FIRST MEETING: for those who are on campus, we will have our FIRST meeting outdoors; those who remain remote can choose either “Zoom” in or attend a separate online FIRST meeting. For full information, please contact the instructor.

Requirements/Evaluation: Evaluation will be based on 1) ACTIVE in-class discussion; 2) Pre-class quizzes based on reading and recorded lectures (Graded as Complete or Incomplete); 3) Post-class discussion in forms of paragraph writing and/or video clips (graded as Complete or Incomplete); 4) two short papers (3-5 pages); 5) the final project (including a presentation, and a paper or other form of project).

Prerequisites: None; no knowledge of Chinese language required, though students with Chinese language background are encouraged to work with Chinese sources if they wish; open to all

Enrollment Limit: 10

Enrollment Preferences: Chinese, Asian Studies, or Japanese majors; and then to first-year students

Expected Class Size: 10

Grading:  yes pass/fail option,  yes fifth course option

Distributions:  (D1)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 253 (D1)  COMP 254 (D1)  WGSS 255 (D1)

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze the shaping of social stigma as well as the dynamics of unequal power by means of closely reading “illness” in 20th and 21st century China. We will examine how “illness” is sometimes gendered and politicized; how “illness”, in other times, empowers individuals and bonds underrepresented minorities. Illness, as a seemingly universal human experience, tells diverse stories of (in)difference, (dis)power, and (un)equity.

Fall 2020
COMP 296 (S)  Chinese Film and Its Significant Others  (DPE)

Cross-listings:  CHIN 226  COMP 296

Secondary Cross-listing
From the "wows" that the first short films invoked at a Shanghai teahouse in 1896 to the $527 million (or 3.4 billion RMB) grossed at the box-office by a 3D fantasy in 2019, Chinese films have struck a responsive chord among domestic and foreign audiences. In this survey course, we will explore the evolving relationships between Chinese films and five "significant others" that are central to film and film-making. Roughly following a chronological order, this course will examine 1) the effect of new technological developments (such as photography, sound, color, special FX) on film; 2) the tension between film and traditional modes of public entertainment (such as operas and shadow plays); 3) film's social role to affirm and contest gender, national, and class identities; 4) the need to garner differing sources of financial support (state funding, cultural entrepreneurs, and transnational capital); and 5) the circulation of Chinese films in the global market. Class materials include various genre films (melodrama, horror, martial arts, comedy, etc.), directors' notes, contemporary reviews, and scholarship in China and media studies. All materials and discussions are in English.

Class Format: All regular course meetings will be conducted ONLINE with mostly a synchronous mode of instruction. Students are also expected to complete asynchronous preparations (view the films and Panopto lecture clips, read scholarship, and contribute to the discussion board) before the regular class hour. All materials are posted on GLOW. For full information, please contact the instructor.

Requirements/Evaluation: Evaluation will be based on 1) ACTIVE in-class discussion; 2) Pre-class discussion posts based on reading and recorded lectures (Graded as Complete or Incomplete); 3) two short papers (3-5 pages); 4) two peer review papers (1-2 pages); and 5) the final project (including a presentation, and a paper or other form of project).

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: current or prospective Chinese, Japanese, Asian Studies, and Comparative Literature majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
CHIN 226 (D1) COMP 296 (D1)

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze the clashes and negotiations between Western media technological modernities and Chinese indigenous understanding of shadows, visuality, and sound. By discussing various films produced from mainland China, Hong Kong, Taiwan, and other diaspora areas from 1920 to now, this course asks students to explore how cinema invokes (and erases) differences, and consolidates (and challenges) hegemonic notions of nation, gender, and class.

Spring 2021

COMP 303 (F)  Global Theatre and Performance Histories  (DPE)

Cross-listings:  THEA 301  COMP 303

Secondary Cross-listing
A survey of theatre and performance traditions from across the globe, from the classical period to roughly 1880. This course provides students with an overview of theatre's many diverse histories, emphasizing its dual role as both an artistic and social practice. While attending to theatre's formal and aesthetic aspects, we will at the same time focus on the relationship of performance practices to the legacies of state power, hegemony, imperialism, and colonialism in which they are historically embedded. Topics of inquiry may include: classical Greek and Roman theatre; dance/drama of pre-colonial Africa; Indian classical drama; pre-modern theatres of Japan; Medieval and Renaissance theatre in England; Pre-Columbian indigenous performance practices; French and Spanish court theatres; German nationalist theatre; nineteenth-century popular performance in the U.S.; and the rise of realist theatre in Scandinavia. Through close analysis and interpretation of primary sources, including encounters with archival sources housed in Chapin and WCMA and also available in digital form, students will practice and learn the skills of the theatre historian, applying them to their own creative and critical research projects. This course is required for Theatre majors and is a prerequisite for THEA 401.
Class Format: For Fall 2020, this course will be conducted in a hybrid fashion, with both synchronous and asynchronous components. For the remote component, students will view brief lectures and online video content, meet with one another in Zoom, engage with required readings on their own time, and complete brief assignments based on prompts. Synchronous class discussions (either in small groups or in a larger group) and experiences in the archives will be conducted either in Zoom or in a classroom setting.

Requirements/Evaluation: weekly writing and participation in discussions; a midterm "maker" or "critic" project; participation as a "discussion leader" for one class; and a final "maker" or "critic" project

Prerequisites: For theatre majors: THEA 101, 102, 103, or another 100-level theatre course. Students who are not Theatre majors are welcome into the class by permission of instructor. Please email Prof. Holzapfel at: ash2@williams.edu

Enrollment Limit: 16
Enrollment Preferences: Theatre majors

Expected Class Size: 8-10
Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
THEA 301 (D1) COMP 303 (D1)

Difference, Power, and Equity Notes: This course works to dismantle the ongoing bias in theatre studies that positions textual and literary forms of theatre in the globalized north as the principal (or in some cases only) sites of knowledge transfer, status, and value in our field. Instead, theatre and performance are approached as diverse and embodied forms of repertoire that must be analyzed in relation to the structures of social inequity and power in which they arise.

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Fall 2020
SEM Section: H1  TR 11:30 am - 12:45 pm  Amy S. Holzapfel

COMP 323  (F)  Born to be Wild: Rethinking Animals in Pre-modern and Modern Texts  (DPE)
Cross-listings: COMP 323  ARAB 323  ENVI 321

Secondary Cross-listing
In the past few months, images of dolphins appearing in the Venetian canals, and wild animals roaming eerie looking post-apocalyptic deserted streets have gone viral. The majority of these images have proven to be fake, however their popularity was witness to people's hope that we can "reset" the environment and a yearning to reframe animals' positionality vis-à-vis their habitats and humans. Using critical lenses from ecocriticism and animal studies, we will be exploring texts from non-Western traditions in which animals figure strongly from pre-modern times to the age of the Anthropocene. The focus will be on Arabic, Persian and Turkish texts all in translation. The course will be traversing several genres and texts from Pre-Islamic poetry, the Quran, the 10th century Ikhwan as-Safa's epistle The Case of Animals versus Man Before the King of the Jinn, the fables of Kalila and Dimna, Farid ed-Din 'Attar's Conference of Birds, travelogues, paintings, contemporary film till we reach recent fiction with cyborgs and drones. Throughout the course, we will be examining themes such as diverse conceptualizations of what it means to be an "animal", what constitutes' animal agency and animal subjectivity irrespective of humans and their often utilitarian lens. We will do this by investigating how animals through these texts have been represented, imagined and reconfigured whether allegorically or otherwise as communities and in relation to humans and the environment and the implications of that. Finally, we will explore what a poetics of animal studies in these cultural and literary traditions could look like. The course will consist of multiple forms of evaluation like participation, Glow posts, essays, experiential reflections and creative tasks.

Class Format: This class will be offered remotely synchronously twice a week (75 minutes each session), in addition to prerecorded asynchronous material at times.

Requirements/Evaluation: The course will consist of multiple forms of evaluation like participation, Glow posts, essays, experiential reflections and creative tasks.

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: Arabic majors, Comparative Literature Majors, Environmental Studies Majors and Arabic certificate holders.

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:

COMP 323 (D1) ARAB 323 (D1) ENVI 321 (D1)

**Difference, Power, and Equity Notes:** This course deals with different literary traditions and their aesthetics. The approach is both synchronic and diachronic by looking at texts and their texts from different time periods and at different genres. The course will be examining what it means to be an "animal" vis-a-vis human beings and their environment and animal agency in these literary traditions as opposed to the often utilitarian lens that animals have often been viewed through.

Fall 2020
SEM Section: R1    MW 11:45 am - 1:00 pm     Radwa M. El Barouni

**COMP 357 (F) Re/Generations I: Memory Against Forgetting and the Global American Empire**  (DPE)

**Cross-listings:** COMP 357 ENGL 300 AMST 300

**Secondary Cross-listing**
This is a two-part junior seminar in which we take an expansive approach to memoir as a form, genre, and practice, with specific attention given to texts reckoning with the traumas, transgressions, and transformations of what we understand as "America" and its many discontents. As such, the courses are remote and may be taken in sequence or autonomously. In this first part, we focus on authors charting the lives and afterlives of chattel slavery, settler colonialism, genocide, war, and the expansion of the global American empire, from the 19th through 20th centuries. How do these authors remediate the critical (il)legibility of personhood and place, community and nation? What myths must be dispelled and/or rewritten? What structural elements are deployed to tackle the obstacles of hegemonic power and historical amnesia, and how do these authors re/generate "what remains of lost histories and histories of loss" (Eng and Kazanjian)? Texts to be considered may include: *Narrative of the Life of Frederick Douglass, an American Slave; Hawaii's Story by Hawaii's Queen (Lili'oukalani); Notes of a Native Son (James Baldwin); Borderlands/La Frontera (Gloria Anzaldúa); Dictée (Theresa Hak Kyung Cha).*

**Class Format:** Remote

**Requirements/Evaluation:** weekly reading responses, midtern and final papers

**Prerequisites:** American Studies 101 and/or 301, previous coursework in race, ethnicity, and diaspora, junior or senior standing, or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** American Studies majors

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 357 (D1) ENGL 300 (D1) AMST 300 (D2)

**Difference, Power, and Equity Notes:** Analyzes the dynamics of power and privilege in the U.S. from a national and transnational context, examines the perspectives of socially marginalized groups, and fosters an understanding of the beliefs, experiences, and cultural productions of these groups.

Fall 2020
SEM Section: R1    TR 11:30 am - 12:45 pm     Anthony Y. Kim

**COMP 363 (F) Where are all the Jews?**  (DPE) (WS)

**Cross-listings:** REL 268 ARAB 363 COMP 363 JWST 268

**Secondary Cross-listing**
Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israélite Universelle's schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews’ departure from their ancestral lands left a
socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help
students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their
disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, ethnographies, historiographical works, and
anthropological texts alongside documentaries films, the students will understand how literature and film have become a locus in which amnesia about
Arab/Berber Jews is actively contested by recreating a bygone world. Resisting both conflict and nostalgia as the primary determinants of
Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite
their differences and disagreements.

Class Format: The course will be offered both in-person and remotely. Students enrolled remotely are required to watch the recorded videos of the
in-person sessions in order to stay abreast of the discussions that take place in the classroom and enrich their engagement with the materials
assigned in the course.

Requirements/Evaluation: 400-word weekly, focused responses on Glow; a book review (600 words); two five-page papers as mid-terms; one
ten-page final paper; one presentation.

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students interested in critical and comparative literary, religious or historical studies.

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 268 (D2) ARAB 363 (D1) COMP 363 (D1) JWST 268 (D2)

Writing Skills Notes: Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on
each written work to improve students’ writing skills. Students are required to incorporate the feedback to improve their drafts before they become final.
Students will receive detailed and consistent feedback about their writing in Arabic language. Students will receive from the instructor timely comments
on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Students in this course will understand the historical process that lead to the disappearance of Arab/Berber
Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the
course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.

Fall 2020
SEM Section: H1 MW 10:00 am - 11:15 am Brahim El Guabli

COMP 369 (S) Indigenous Narratives: From the Fourth World to the Global South (DPE) (WS)

Cross-listings: GBST 369 HIST 306 COMP 369 ARAB 369

Primary Cross-listing

In the late 20th century, world literature has witnessed a “boom” in indigenous literature. Many critics and historians describe this global re-emergence
of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of
Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we
will investigate this “indigenous boom” by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the
present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about
conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will
consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the
Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales,
Tashelhiyt Berber tales in Morocco, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the
aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the
mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? Ultimately, our goal is to
trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

Class Format: Course will be offered remotely.

Requirements/Evaluation: active class participation, several short response assignments (3-4 pages), two film reviews (1 page), a performance
Writing Skills Notes: This course will enable students to write weekly while engaging with various forms of writing skills: articulating arguments in short response papers (3-4 pages each), developing visual criticism through writing two film reviews, (1 page each), journaling through writing a personal reflections on a performance project, and honing research language in producing a final paper of 7-10 pages. Instructor's feedback and peer review sessions will include review of drafts and argumentative structures.

Difference, Power, and Equity Notes: At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.

Spring 2021

SEM Section: R1    MR 1:30 pm - 2:45 pm     Amal Eqeiq
DANC 226 (S) Gender and the Dancing Body (DPE)

Cross-listings: WGSS 226 THEA 226 AMST 226 DANC 226

Primary Cross-listing

This course posits that the dancing body is a particularly rich site for examining the history of gender and sexuality in America and beyond. The aim of the course is to explore ideas related to gender and sexuality as prescribed by dominant cultural, social, and religious institutions, and how dance has been used to challenge those normative ideologies. We will examine a wide range of dance genres, from stage performances to popular forms to dance on television, with particular attention to the intersections of race and class with gender. This is primarily a discussion-based seminar course and will also include film screenings, discussions with guest artists, and opportunities for creative projects. No previous dance experience required.

Class Format: This course will be taught in a virtual format and will be remote.

Requirements/Evaluation: class participation, reading responses, essays, in-class writing assignments, and group presentations

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first years and sophomores

Expected Class Size: 10-15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 226 (D2) THEA 226 (D1) AMST 226 (D2) DANC 226 (D1)

Difference, Power, and Equity Notes: In the course, students will explore the concept of gender as a social construction and how the body’s historical associations to markers of gender and sexuality lead to differences in socio-political power. The assigned texts and viewings provide examples of how bodies and their movements make meaning in a network of power relationships, and how artists use dance to address social inequalities such as sexism, racism, and transmisogyny, to imagine a more just world.

Spring 2021

SEM Section: R1 TF 3:15 pm - 4:30 pm Munjulika Tarah

DANC 302 (F) Moving Words, Wording Dance (DPE) (WS)

Cross-listings: DANC 302 ENGL 335

Primary Cross-listing

How can we capture the "liveness" of dance and performance through writing? How can the spoken and written word promote a deeper understanding of felt emotions expressed through embodied practice? In this course, we will explore different modes of writing about performance such as fiction, ethnography, and performative writing. The course material will primarily focus on books by artist-scholars of color with the aim of engaging with both the politics of identity in performance and also the politics of texts and archives. Each of the texts we encounter will be paired with visual materials and/or virtual conversation with artist-scholars to encourage a multilayered experience with writing about performance. Besides engaging deeply with the selected monographs, we will practice skills related to writing creatively and analytically about movement-based performance. This class will be held remotely and will include a combination of tutorial-like small group meetings, periodic synchronous sessions, and asynchronous work such as Glow posts or recorded lectures. The course is reading and writing intensive, and oriented towards juniors, seniors, and those with deep interest in analytical and creative writing. Students will (i) read several monographs during the semester, (ii) participate in discussions about course materials, (iii) produce creative and critical writing (at least 5-6 pages every two weeks and a final cumulative assignment), and (iv) engage in the revision process of their own work and that of their peers based on feedback from the professor and from writing partners.

Requirements/Evaluation: Each student will write three 5- to 6-page papers on which professor and peers will provide critical feedback on content, style, and grammar. Students will also revise the papers and meet with the professor to discuss the revision process. As the final assignment, students will select one of the three papers to develop into a longer essay, which will be 10-15 pages.

Prerequisites: none

Enrollment Limit: 15
Enrollment Preferences: Junior and Seniors, and those with specific interest in performance, creative, and analytical writing. Prior dance or performance experience not required.

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 302 (D1) ENGL 335 (D1)

Writing Skills Notes: Each student will write three 5- to 6-page papers on which the professor and peers will provide critical feedback on content, style, and grammar. After each cycle of feedback, students will submit a revision, and will have an individual meeting with the professor to discuss the revision process and the revised paper. As the final assignment, students will select one of the three papers to develop into a longer essay, which will be 10-15 pages.

Difference, Power, and Equity Notes: The monographs which anchor the course engage with the politics of identity as it manifests in both staged and in everyday performances. The introductory points of exploration and the objects of analysis in the course are bodies in motion. So, our inquiry throughout the semester will necessarily include how bodies "make meaning" in a network of power relationships within the context of historical associations to markers of race, class, gender, sexuality, and socially constructed differences.

Fall 2020

SEM Section: R1 MR 3:15 pm - 4:30 pm Munjulika Tarah

DANC 323 (S) Arts Organizing in Africa and the Diaspora (DPE)

Cross-listings: THEA 321 MUS 323 DANC 323

Secondary Cross-listing

At the heart of this class is the question, how do artists and organizations use the performing arts to effect social change in their communities? Drawing from a number of case studies from throughout Africa and the African Diaspora, we will first endeavor to understand and contextualize issues related to education, social uplift, the environment, and the economy as they relate to specific communities. We will then examine how a series of organizations (from grassroots campaigns to multinational initiatives) utilize the performing arts in response to those issues. Among the issues we will discuss at length are: -How do performers and organizations navigate the interplay between showcasing the performance talents of individuals and groups and foregrounding an issue or cause? More broadly, what dilemmas emerge as social and aesthetic imperatives intermingle? -What are the dynamics between people acting on a local level within their communities and their various international partnerships and audiences? -How can government or NGO sponsorship help and/or hinder systemic change? By the end of the semester, students will be equipped with conceptual frameworks and critical vocabularies that can help them ascertain the functions of performance within larger organizations and in service to complex societal issues. Throughout the course, we will watch and listen to a variety of performances from traditional genres to hip-hop, however this class is less about learning to perform or analyze any particular genre than it is about thinking through how performance is used as a vehicle for social change. Case studies will include youth outreach and uplift in Tanzania through the United African Alliance, campaigns to promote girls' education in Benin and Zimbabwe, community-wide decolonizing initiatives through the Yole!Africa Center in the Democratic Republic of Congo, and the cultural reclamation of a mining town in Suriname through the arts organization, Stichting Kibii.

Class Format: This is a remote course.

Requirements/Evaluation: Four case study profiles, midterm essay (5-7pages), and a final project. Regular participation in class discussion.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: If the course exceeds the maximum enrollment, selection will be made based on students explanations for why they want to take the class.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 321 (D1) MUS 323 (D1) DANC 323 (D1)

Difference, Power, and Equity Notes: This course interrogates on a fundamental level issues of power and equity. Using the performing arts as a
critical lens, we discuss a series of social and environmental challenges that communities of African descent face. These are in direct dialogue with global systems of power and economic factors. Issues include: environment, education, local communities' interactions with multinational corporations, and representational politics in performance.

Spring 2021
SEM Section: R1  MW 11:45 am - 1:00 pm  Corinna S. Campbell,  Tendai Muparutsa

ECON 204 (S) Economics of Developing Countries  (DPE)
Cross-listings:  ENVI 234  ECON 204

Primary Cross-listing
The leaders of developing countries almost universally proclaim "economic development" to be their eventual destination, but it is not easy to visualize the journey. Is rapid economic growth sufficient to generate development, or do governments need to invest proactively in health, education and social protection? Can agriculture support incomes and provide jobs, or is urban industrial development a prerequisite? How do households in developing countries insure themselves against adverse outcomes? Can policies enable entrepreneurship and innovation in such economies? Is it true that corruption is a significant obstacle? Has the climate crisis upended our traditional models to the point where we need to rethink the notion of development? How does the global COVID-19 pandemic threaten the progress developing countries have achieved, and what policy responses will be most effective in addressing the crisis? The class will introduce these and other issues, as analyzed by economists.

Class Format: discussion
Requirements/Evaluation: short essays/assignments; two individual take-home exams; final group project
Prerequisites: one ECON class at Williams or prior course deemed equivalent by the Economics Department

Enrollment Limit:  25
Enrollment Preferences:  first-year and sophomore students
Expected Class Size:  25
Grading:  no pass/fail option,  no fifth course option
Distributions:  (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 234 (D2)  ECON 204 (D2)

Difference, Power, and Equity Notes: This course provides a setting for students to learn about the causes and consequences of poverty in developing countries. It requires students to engage with questions of political and economic power, stressing attentiveness to how market relationships may not generate welfare-maximizing opportunities for poor and marginalized populations. Through exercises and a group project, the course builds analytical and empirical skills for diagnosing and addressing constraints on economic development.

Spring 2021
LEC Section: R1  MW 6:45 pm - 8:00 pm  Michael Samson

ECON 257 (F) The Economics of Race  (DPE)

This course will examine the causes and consequences of racial disparities in economic outcomes. Specific topics will include the economic history of slavery, Reconstruction and the Civil Rights Movement; racial gaps in earnings, wealth, educational attainment, standardized test scores, and health outcomes; formal models of taste-based and statistical discrimination; and the structure and efficacy of government anti-discrimination policies. Much of the course will focus on racial discrimination faced by African Americans specifically, but there will also be coverage of other racial and ethnic minority groups. The course will additionally focus almost exclusively on the US, although many of the theories and techniques we will develop are applicable to other contexts as well. The course will utilize basic microeconomic tools, such as straightforward extensions of the supply and demand model, and ECON 110 is a prerequisite. We will also make extensive use of descriptive statistics, and an introductory statistics course such as STAT 101 will be useful, but is not required.

Class Format: I anticipate conducting the "hybrid" version of the course broadly similarly to the in-person version, but with students participating remotely attending synchronous discussions/lectures via Zoom. A teaching assistant will monitor the Zoom feed so I can respond to questions and comments from students participating online.
ECON 382 (S) Gentrification and Neighborhood Change (DPE)

While the phenomenon we call "gentrification" was first noted in the 1960s, these changes in urban neighborhoods have recently drawn increasing scrutiny and concern. Coming at a time of growing income inequality, the movement of higher income households into neighborhoods previously occupied by lower-income households has raised concerns about displacement, housing affordability, access to employment and other problems that may be associated with a gentrifying city. These problems may be further exacerbated by residential segregation and reduced support for public housing and transportation. This course will provide an opportunity to study these issues in depth. What, exactly, is gentrification? What do we know about the economic causes and consequences of gentrification and neighborhood change? How are these causes and consequences affected by growing income inequality and continued segregation in housing? What policy options might be pursued that could improve the well-being of existing and potential residents of the neighborhoods in US cities?

Class Format: The initial meeting of the class and all meetings of tutorial pairs will be held remotely via Zoom teleconference. Students will need a computer and reliable internet connection to participate.

Requirements/Evaluation: Students will meet in pairs once per week. On alternate weeks students will write a 10-12 page primary paper on an assigned topic, and on the next week write a 4-5 page comment and discussion on the primary paper. At least one of the primary papers written by each student during the course must incorporate some analysis of data on gentrification using data introduced in discussion.

Prerequisites: Economics 251 (Price and Allocation Theory), Statistics 161 or Economics 255 (Econometrics) or POEC 253 (Empirical Methods in Political Economy) or instructor permission.

Enrollment Limit: 10

Enrollment Preferences: Economics and Political Economy majors, Juniors and Seniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: Gentrification has been identified in the survey of DPE suggestions as a worthwhile and important topic for a course satisfying the DPE requirement. Gentrification, with its consequent displacement of low-income and frequently minority households in cities is widely viewed as a problem and there have been increasing demands for local policies to limit the rate or extent of gentrification. We will address the causes, measurement of gentrification and extent to which it burdens poor households.
have long been the subjects of some of the finest writing in America and throughout the world. Writers have used sport as a context through which to explore and examine ideas such as beauty, the sublime, tragedy, politics, race, class, sexuality, and gender. This course will focus on poetry, fiction, and non-fiction invested in the public spectacles and private revelations of sport ranging from the poetics of praise to issues of urbanism, colonialism, globalization with readings by Pindar, Rankine, CLR James, Baldwin, Hemingway, Oates, DeLillo, and many others. This course will be taught online in a synchronous format.

Requirements/Evaluation: Students will be expected to complete a number of short (5 pages or less) papers during the semester and one longer paper (8-10 pages) at the end of the semester.

Prerequisites: None.

Enrollment Limit: 14

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course.

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 115 (D2) ENGL 115 (D1)

Writing Skills Notes: Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course will focus on literature about sports that addresses, among other topics, civil rights activism, gentrification, race dynamics and race relations both inside and outside of the USA, American exceptionalism, sociocultural construction of emotional displays, mental health, religious conflict, and anti-blackness.

Fall 2020

SEM Section: R1    MW 10:00 am - 11:15 am     Rowan Ricardo Phillips

ENGL 223  (S) Apocalypse Now and Then: Poets Confronting Political Crisis  (DPE) (WS)

In moments of great crisis, common wisdom says to turn to the poets; where, then, do the poets turn? Tracing the history of Poetry of Witness throughout the 20th and 21st Centuries, this course explore various strategies poets have used to write about the end of the world, however that may be defined. We will read contemporary poets (such as Danez Smith, Ilya Kaminsky, Aracelis Girmay, and Solmaz Sharif) alongside 20th Century writers who were responding to the catastrophes of their own times (Paul Celan, Pablo Neruda, Gwendolyn Brooks, Bei Dao, and others). Looking backward to other times when the world seemed to be ending, this course will examine some of the strategies that poets have used to navigate writing about war, genocide, forced migration, gendered violence, climate crisis, and other dystopias. The readings we encounter will span various schools and poetic forms, from documentary poetics, to surrealism and the avant garde, to the Black Arts Movement, to speculative writing, and so on. They will be supplemented with critical texts on the political stakes of writing and reading practices by thinkers like Eve Sedgwick, James Baldwin, and Audre Lorde. This is a course that views creative writing as a valid form of critical inquiry; therefore, students will have opportunities to engage creatively with texts throughout the semester. For the final, students will have the option of either writing an analytical paper or submitting a creative project with a critical introduction.

Requirements/Evaluation: Students will write short weekly response papers, a 3-5 page midterm essay and an 8-10 page final essay. Creative options will be available in place of some of these assignments.

Prerequisites: None.

Enrollment Limit: 16

Enrollment Preferences: Freshmen and sophomores intending to pursue more advanced work in English; non-English majors interested in creative writing. Application may be required.

Expected Class Size: 16

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will produce and receive feedback on short writing assignments throughout the semester. These assignments will build skills for students to write either a final comparative analysis paper or a creative project accompanied by a critical introduction.

Difference, Power, and Equity Notes: This course focuses on the interactions between political engagements and poetic craft in the 20th and 21st centuries. As such, we will discuss the interplay between artists and the popular resistance movements of their times, the effects of power on literary
forms, and the shaping of minoritarian aesthetics. Readings will center writing by poets from marginalized backgrounds whose work engages race, class, ethnicity, gender, sexuality, religion, and disability.

Spring 2021

SEM Section: R1    TR 11:30 am - 12:45 pm     Franny  Choi

ENGL 228  (F) The Renaissance in England and the European Continent: Self and World  (DPE) (WS)
Cross-listings:  ENGL 228  COMP 230

Primary Cross-listing
At the same time as the individual human being in possession of a distinctive personality was taking on enormous importance in politics, philosophy, literature, and the visual arts, early modern Europeans were encountering unprecedented levels of cultural diversity. In this interdisciplinary course, we will consider these two developments both separately and together. As Renaissance humanists were acquiring a sophisticated understanding of the distance between the present and various European pasts (the recent medieval past and the remote history of antiquity), they were also coming into contact with non-European cultures in Africa, the Americas, and Asia via trade and economic development, imperial expansion, and religious conversion. Always at stake in these encounters was the question of who counted as an individual; the self was not considered to be intrinsic to human nature but rather the product of historical and cultural developments. Themes will include religious pluralism, the sacred and the secular, vernacularity, exploration and empire, the relationship between mind and body, slavery, trade, wealth, gender, self-fashioning, and style. We will consider such English writers as the Pearl poet, More, Marlowe, Spenser, Shakespeare, Browne, and Milton; such continental intellectuals as Descartes, Erasmus, Las Casas, and Castiglione; and such continental artists as Michelangelo, Velázquez, Bruegel, and Rembrandt.

Class Format: This course will be conducted synchronously online.
Requirements/Evaluation: Five four-page papers, in-class presentation, thoughtful participation in discussions
Prerequisites: A 100-level ENGL course, a score of 5 on the AP English Literature exam, a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor
Enrollment Limit: 14
Enrollment Preferences: First- and second-year students, and English majors who have yet to take a Gateway course
Expected Class Size: 14
Grading: no pass/fail option, yes fifth course option
Distributions: (D1)  (DPE) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 228 (D1) COMP 230 (D1)

Writing Skills Notes: The course asks students to write five four-page papers and offers exposure to a range of humanistic modes, from close reading to visual analysis to the exposition of philosophical claims. One paper will involve independent research. The instructor will provide frequent and extensive written feedback on student work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course examines the role of historical and cultural difference within and beyond Europe at the very beginning of globalization. Students will become acquainted with the origins of colonialism and the global traffic in slaves, as well as with the complex role of writers and intellectuals in questioning, defending, and imagining these practices. We will consider the epistemological challenges of accessing the testimony of subordinated persons.

Fall 2020

SEM Section: R1    MR 1:30 pm - 2:45 pm     Emily  Vasiliauskas

ENGL 253  (S) Feminist Theatres: A Global Perspective  (DPE) (WS)
Cross-listings:  ENGL 253  WGSS 250  THEA 250

Secondary Cross-listing
What makes a work of theatre feminist? How do plays, social practices, and performances engage with different models of feminism: liberal, radical, materialist, intersectional, reluctant? Why has feminism mattered to theatre makers of the past? Should it still matter to us now? If so, what forms
might future feminist theatres and performance practices take? In this tutorial, students will work in pairs to examine the political relation of models of feminism to plays and performances by theatre artists, companies, and collaboratives from across the globe, from the late-twentieth century to today. Interrogating feminism's own legacies of exclusionary and biased tactics, we will focus on the racialized and class-based aspects of feminist performance practices and the history of radical and intersectional feminism in theatre. Artists, companies, and movements to be considered may include: Spiderwoman Theatre, The WOW Café, Hélène Cixous, Adrienne Kennedy, Caryl Churchill, Sphinx Theatre Company, Wendy Wasserstein, Ntozake Shange, Griselda Gambaro, Manjula Padmanabhan, Cherrie Moraga, Karen Finley, Suzan-Lori Parks, Young Jean Lee, Lisa Kron, Tori Sampson, Areutha Speaks, Women's Project and Productions, Sarah DeLappe, and others. Close reading and analysis of source material will occur alongside engagement with critical essays and writings by: Audre Lorde, Judith Butler, bell hooks, Gloria Anzaldúa, Kimberlé Crenshaw, Eve K. Sedgwick, Gayatri Spivak, Jill Dolan, Sue-Ellen Case, José E. Muñoz, and Donna Haraway. This course will follow a standard tutorial format, with students alternating the presentation and reading of a series of 5-page papers.

Class Format: For Spring 2021, the format for the course is to be determined. Ideally, we will meet weekly and in-person in groups of 3 (two students and professor). Should necessary social distancing measures be in place, we will conduct our tutorial meetings remotely in either Zoom or Google Meet.

Requirements/Evaluation: students will meet with instructor in pairs for an hour each week; they will write a 5-page paper every other week (five in all), and comment on their partner's papers in alternate weeks; emphasis will be placed on developing skills in reading, interpretation, critical argumentation, and critical written and oral response

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Theatre majors; WGSS majors; ART majors; COMP majors. Students from all majors are welcome and invited to contact Prof. Holzapfel about their interest in the class: ash2@williams.edu

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 253 (D1) WGSS 250 (D2) THEA 250 (D1)

Writing Skills Notes: As a tutorial, this course will require extensive practice in writing, editing, and revising. Emphasis be directed towards building and developing a compelling argument, providing thorough evidence for one's interpretation, and fluidly integrating theory into one's argumentation.

Difference, Power, and Equity Notes: This tutorial examines intersections between gender, race, sexuality, class, and ethnicity in relation to theatre's ongoing engagement with feminism. We will consider how articulations of difference, power, and equity arise and are, in fact, prioritized in quite different ways within the politics of feminism itself, leading to their variable expressions through art.

Spring 2021
TUT Section: HT1 TBA Amy S. Holzapfel

ENGL 300 (F) Re/Generations I: Memory Against Forgetting and the Global American Empire (DPE)

Cross-listings: COMP 357 ENGL 300 AMST 300

Secondary Cross-listing

This is a two-part junior seminar in which we take an expansive approach to memoir as a form, genre, and practice, with specific attention given to texts reckoning with the traumas, transgressions, and transformations of what we understand as "America" and its many discontents. As such, the courses are remote and may be taken in sequence or autonomously. In this first part, we focus on authors charting the lives and afterlives of chattel slavery, settler colonialism, genocide, war, and the expansion of the global American empire, from the 19th through 20th centuries. How do these authors remediate the critical (il)legibility of personhood and place, community and nation? What myths must be dispelled and/or rewritten? What structural elements are deployed to tackle the obstacles of hegemonic power and historical amnesia, and how do these authors re/generate "what remains of lost histories and histories of loss" (Eng and Kazanjian)? Texts to be considered may include: *Narrative of the Life of Frederick Douglass, an American Slaver; Hawaii's Story by Hawaii's Queen (Lil'oukalani); Notes of a Native Son* (James Baldwin); *Borderlands/La Frontera* (Gloria Anzaldúa); *Dictee* (Theresa Hak Kyung Cha).

Class Format: Remote

Requirements/Evaluation: weekly reading responses, midterm and final papers
Difference, Power, and Equity Notes: Analyzes the dynamics of power and privilege in the U.S. from a national and transnational context, examines the perspectives of socially marginalized groups, and fosters an understanding of the beliefs, experiences, and cultural productions of these groups.

Fall 2020

SEM Section: R1    TR 11:30 am - 12:45 pm     Anthony Y. Kim

ENGL 302  (S)  "A language to hear myself": Advanced Studies in Feminist Poetry and Poetics  (DPE) (WS)

Cross-listings: AMST 310  ENGL 302  WGSS 330

Primary Cross-listing

The title of this course comes from Adrienne Rich's 1969 poem "Tear Gas," grounding our study in 1960s, 70s, and 80s feminist activist poetry but also in our current moment to answer a fundamental question: what can poetry do for us? In this period, feminist activist poets were at the center of a revolutionary social justice movement that changed the world. Feminist presses published much of the new poetry. This course focuses on the theory and practice of feminist poetry and print culture during this period, and how feminist experiments in language changed how we understand American poetry. We focus on the theoretical writings and poetry chapbooks of a diverse group of poets who powered the movement, including Audre Lorde, Mitsuye Yamada, Nelly Wong, Robin Morgan, June Jordan, Joy Harjo, Gloria Anzaldúa, Sonia Sanchez, Adrienne Rich, Judy Grahn, and Pat Parker. We also read the work of some later feminist theorists, such as Judith Butler, as we analyze the kinds of performances that brought together feminist poetry and political activism. We spend some time in the archives, analyzing documents from the period, including original publications of poetry chapbooks often published by the period's many feminist presses and consider how such attention allows us to construct alternative narratives for feminism and American poetry. Writing at the intersections of race, class, gender, and sexuality, and of multiple social justice movements (Civil Rights, anti-Vietnam War, LGBTQ activism, and Black Power), these poets gave us a new language to "hear," not only ourselves, but the experience and pain of others, and, in so doing, they moved personal experience into public discourse around issues of inequality and human flourishing in a democratic society.

Class Format: I anticipate that this class will be a hybrid course for students who are both remote and in-person, with a mix of synchronous and asynchronous elements.

Requirements/Evaluation: two short analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), short presentation, longer final researched paper (10-12 pages)

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: English, Women's, Gender, and Sexuality Studies, American Studies majors

Expected Class Size: 16

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 310 (D2) ENGL 302 (D1) WGSS 330 (D2)

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, critical summaries of feminist criticism, two four-to-five-page graded papers, one creative assignment, a longer, final researched paper (10-12 pages), written in stages over a period of several weeks with feedback at each stage. Critical feedback on written assignments a week prior to due date.
through conferences and Google Docs and on graded assignments within one week.

**Difference, Power, and Equity Notes:** The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the feminist movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the period.

Spring 2021

SEM Section: H1   TF 1:30 pm - 2:45 pm   Bethany Hicok

**ENGL 335 (F) Moving Words, Wording Dance** (DPE) (WS)

**Cross-listings:** DANC 302  ENGL 335

**Secondary Cross-listing**

How can we capture the "liveness" of dance and performance through writing? How can the spoken and written word promote a deeper understanding of felt emotions expressed through embodied practice? In this course, we will explore different modes of writing about performance such as fiction, ethnography, and performative writing. The course material will primarily focus on books by artist-scholars of color with the aim of engaging with both the politics of identity in performance and also the politics of texts and archives. Each of the texts we encounter will be paired with visual materials and/or virtual conversation with artist-scholars to encourage a multilayered experience with writing about performance. Besides engaging deeply with the selected monographs, we will practice skills related to writing creatively and analytically about movement-based performance. This class will be held remotely and will include a combination of tutorial-like small group meetings, periodic synchronous sessions, and asynchronous work such as Glow posts or recorded lectures. The course is reading and writing intensive, and oriented towards juniors, seniors, and those with deep interest in analytical and creative writing. Students will (i) read several monographs during the semester, (ii) participate in discussions about course materials, (iii) produce creative and critical writing (at least 5-6 pages every two weeks and a final cumulative assignment), and (iv) engage in the revision process of their own work and that of their peers based on feedback from the professor and from writing partners.

**Requirements/Evaluation:** Each student will write three 5- to 6- page papers on which professor and peers will provide critical feedback on content, style, and grammar. Students will also revise the papers and meet with the professor to discuss the revision process. As the final assignment, students will select one of the three papers to develop into a longer essay, which will be 10-15 pages.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Junior and Seniors, and those with specific interest in performance, creative, and analytical writing. Prior dance or performance experience not required.

**Expected Class Size:** 10

**Grading:** yes pass/fail option,   no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

DANC 302 (D1) ENGL 335 (D1)

**Writing Skills Notes:** Each student will write three 5- to 6- page papers on which the professor and peers will provide critical feedback on content, style, and grammar. After each cycle of feedback, students will submit a revision, and will have an individual meeting with the professor to discuss the revision process and the revised paper. As the final assignment, students will select one of the three papers to develop into a longer essay, which will be 10-15 pages.

**Difference, Power, and Equity Notes:** The monographs which anchor the course engage with the politics of identity as it manifests in both staged and in everyday performances. The introductory points of exploration and the objects of analysis in the course are bodies in motion. So, our inquiry throughout the semester will necessarily include how bodies "make meaning" in a network of power relationships within the context of historical associations to markers of race, class, gender, sexuality, and socially constructed differences.

Fall 2020

SEM Section: R1   MR 3:15 pm - 4:30 pm   Munjulika Tarah

**ENGL 352 (S) Digging in the Crates: Making and Unmaking Literary Tradition** (DPE)
**Cross-listings:** ENGL 352  AFR 353

**Primary Cross-listing**

This interdisciplinary seminar focuses on matters of style in literature, art, and music in order to explore and subsequently reimagine how relationships between texts form literary traditions. Instead of assuming what a literary tradition is, and without prioritizing a teleological chronology of literary influence as literary traditions tend to do, we will study work ranging from antiquity to the present, anachronistically and in tandem, in order to better understand how the past speaks to the present and how the present speaks to the past. As a general, if imperfect, rule of thumb we will be working regularly with pairs of texts, one from prior to 1800 and another from after 1800: for example, a Toni Morrison novel with a Homeric epic, the work of Jamaica Kincaid with John Milton's *Paradise Lost*, or the poetry of John Donne with the lyrics of the Wu Tang Clan.

**Requirements/Evaluation:** Students will be expected to write a number of one-pages response papers during the semester, two papers in the range of 5-8 pages each, and a final paper of 8-10 pages.

**Prerequisites:** None.

**Enrollment Limit:** 16

**Enrollment Preferences:** In the case of overenrollment, preference will be given to English majors and Africana Studies concentrators.

**Expected Class Size:** 16

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 352 (D1) AFR 353 (D2)

**Difference, Power, and Equity Notes:** This course will focus on the educational system as a means of reproducing hierarchies and inequality.

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Spring 2021

SEM Section: R1  MW 10:00 am - 11:15 am  Rowan Ricardo Phillips

**ENGL 357 (F)(S) Spirits of Rebellion: The L.A. Rebellion Filmmakers** (DPE)

**Cross-listings:** ENGL 357  AFR 351  AMST 359

**Secondary Cross-listing**

When Beyoncé unveiled the *Lemonade* visual album in 2016, her production captured the artistic spirit and gave new life to an earlier work: Julie Dash's *Daughters of the Dust* (1991), a luminous film about three generations of the Gullah people and the first motion picture by a Black woman to obtain wide theatrical release in the United States. Many, however, are unaware of the decades-long cinematic movement to which Dash belongs. In this course, we will devote our critical inquiry to the creative output of the L.A. Rebellion, a group of Black cinematic artists trained at the UCLA Film and Television School between the 1960s and 1990s. Our visual journey will take us through a diverse set of filmmakers like Charles Burnett, Ben Caldwell, Barbara McCullough, Julie Dash, Zeinabu irene Davis, Haile Gerima, Allie Sharon Larkin, Billy Woodberry, among many, many others, and how they sought to not only redefine the Black image on-screen but also reimagine the infinite possibilities of Blackness. We will pay close attention to the heterogeneity of genres, styles, and techniques that they put into practice from narrative to neorealism to documentary to avant-garde/experimental to African and African American musical and storytelling traditions. We will explore the various social and political issues that were represented by their films including: racial and class oppression, Black feminisms, Black Power, Afrocentrism, anti-colonialism and decolonization, police brutality and mass incarceration, radical social movements and coalition building, and the importance of community-based art and film practices. Finally, we will touch upon some of the recent works that have been inspired by the L.A. Rebellion, including the aforementioned *Lemonade* and Barry Jenkins' *Moonlight* (2016). Our viewership will be supplemented with readings in Black social and cultural criticism.

**Requirements/Evaluation:** weekly online journal responses (1-2 pages); midterm essay (5-7 pages); final project

**Prerequisites:** AMST 101 and/or 301, critical studies in race and ethnicity or cultural studies, or permission of the instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** American Studies majors

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 357 (D1) AFR 351 (D2) AMST 359 (D2)

Difference, Power, and Equity Notes: This course contributes to the Difference, Power, and Equity designation by examining the social, political, cultural, and historical forces that contribute to Black cinematic representation.

Fall 2020
SEM Section: R1  MR 1:30 pm - 2:45 pm  Anthony Y. Kim

Spring 2021
SEM Section: R1  MR 3:15 pm - 4:30 pm  Anthony Y. Kim

ENVI 154 (F) The Tropics: Biology and Social Issues (DPE)

Cross-listings: BIOL 154  ENVI 154

Secondary Cross-listing

This course counts towards the Biology major but is also accessible to non-majors. It explores the biological dimensions of social issues in tropical societies, and focuses specifically on the peoples of tropical regions in Africa, Asia, Latin America, Oceania, and the Caribbean. Tropical issues have become prominent on a global scale, and many social issues in the tropics are inextricably bound to human ecology, evolution, and physiology. The course highlights differences between the tropics and areas at higher latitudes. It begins with a survey of the tropical environment, including major climatic and habitat features. The next section focuses on human population biology, and emphasizes demography and the role of disease particularly malaria, AIDS and Covid-19 (SARS-CoV-2). The final part of the course covers the place of human societies in local and global ecosystems including the challenges of tropical food production and the interaction of humans with their supporting ecological environment. This course fulfills the DPE requirement. Through lectures, debates and readings, students confront social issues and policies from the perspective of biologists. This builds a framework for lifelong exploration of human diversity in terms of difference, power and equity.

Class Format: Debate

Requirements/Evaluation: two hour exams, a short paper, debate presentation, and a final exam

Prerequisites: none

Enrollment Limit: 24

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Unit Notes: Counts for credit in the Biology major. Satisfies the distribution requirement for the Biology major.

Distributions: (D3) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
BIOL 154 (D3) ENVI 154 (D3)

Difference, Power, and Equity Notes: This course highlights differences between the tropics and areas at higher latitudes. For each section we focus on difference--different natural habitats and biodiversity, different patterns of population growth, different human disease profiles, different types of agriculture and impacts of climate change. For each section we highlight differences in power and the inequities of resource distribution. We then debate potential policies to ameliorate these inequities.

Fall 2020
LEC Section: R1  MWF 12:00 pm - 12:50 pm  Joan Edwards

ENVI 201 (F)(S) The Geoscience of Epidemiology and Public Health (DPE)

Cross-listings: ENVI 201  GEOS 207

Secondary Cross-listing

The Coronavirus pandemic has highlighted the many ways that diseases can be transmitted in the environment. As a society we are becoming aware
of the many ways that geological processes and materials influence human health, in ways both beneficial and dangerous. This course unites geoscience, biomedicine and public health approaches to address a wide range of environmental health problems. These include water-related illnesses (e.g. diarrhea, malaria); minerals and metals, both toxic (e.g. asbestos, arsenic) and essential (e.g. iodine); radioactive poisoning (e.g. radon gas); and the transport of pathogens by water and wind. In many cases, the environmental health problems disproportionately affect marginalised populations, contributing to greater disease and death among poor communities and populations of colour. We will examine the broad array of dynamic connections between human health and the natural world. We will discuss the social justice implications of a range of environmental health problems. And we will examine current research into how coronaviruses, such as the one causing COVID-19, are transported in the environment. This course is in the Sediments and Life group for the Geosciences Major.

**Class Format:** Hybrid format. Specific organisational details will depend on the number of students enrolled, but will include both synchronous and asynchronous components, with both in-person and remote teaching. Particular care will be taken to make sure that fully remote students can participate fully and experience the same content and discussion richness. To make sure that remote students receive equal attention, some sections will be designated as fully remote and others as in-person.

**Requirements/Evaluation:** Evaluation will be based on short weekly writing assignments as well as an individual project and poster presentation.

**Prerequisites:** No prerequisites

**Enrollment Limit:** 34

**Enrollment Preferences:** Preference to first-years, sophomores, and prospective Geosciences majors

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 201 (D3) GEOS 207 (D3)

**Difference, Power, and Equity Notes:** Through a series of case studies, we will examine ways in which marginalised groups (whether due to poverty, race, or ethnicity) are disproportionately affected by environmental health issues. Themes of power and equity in terms of decision making, access to knowledge, and funding availability, will be woven into all aspects of the class and will underpin our analysis of the science.

Fall 2020

| CON Section: 02 | T 1:15 pm - 3:00 pm | Rónadh Cox |
| LEC Section: H1 | TR 11:30 am - 12:45 pm | Rónadh Cox |
| CON Section: R3 | R 1:15 pm - 3:00 pm | Rónadh Cox |

Spring 2021

| LEC Section: H1 | TR 11:30 am - 12:45 pm | Rónadh Cox |
| LAB Section: H2 | T 1:15 pm - 3:15 pm | Rónadh Cox |
| LAB Section: H3 | R 1:15 pm - 3:15 pm | Rónadh Cox |

**ENVI 208 (S) Saharan Imaginations** (DPE) (WS)

**Cross-listings:** ARAB 209 ENVI 208 COMP 234

**Secondary Cross-listing**

Literary representations of the Sahara challenge facile assumptions about this undertheorized place. Approached mainly through the prism of adventure and exploitation, the desert is portrayed as a dead space. However, literature and film furnish a unique opportunity to engage critically with the ways Maghrebi and Middle Eastern culture production represents deserts and raises issues of fundamental importance to these societies. This course offers students the opportunity to engage in close readings of novels and film through the theme of the Sahara and Saharan space. Reading through the politics of human mobility and life in the desert will help students to understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the Saharan sub-genre of African and Middle Eastern literatures. Whether grappling with transcontinental issues of climate change, cannibalization of biodiversity or overexploitation of natural resources, desert-focused cultural production invites us to think critically about the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature. Deconstructing reductive Saharanisms, students will see the desert for what it is, rather than what it is portrayed to be or stand for.

**Class Format:** hybrid
Requirements/Evaluation: active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Students are admitted into the course on a first-come-first-serve basis. If the course is over-enrolled, preference will be given to Arabic Studies and Comparative Literature majors and certificates.

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 209 (D1) ENVI 208 (D1) COMP 234 (D1)

Writing Skills Notes: Students will receive constant and extensive feedback on their written work. Students will write regular weekly responses on Glow, a reflection statement, two 5pp. papers for midterms, and one 10pp. final paper.

Difference, Power, and Equity Notes: Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.

Spring 2021

SEM Section: H1 MW 10:00 am - 11:15 am Brahim El Guabli

ENVI 233  (S) Latin American Environmental Literature and Cultural Production  (DPE)

Cross-listings: RLSP 216  ENVI 233

Secondary Cross-listing

This foundational course explores a wide array of ecocultural texts from Latin America, ranging from accounts of Europeans’ first arrival to the crisis of mass extinction and anthropogenic climate change today. In between we consider an eclectic mix of styles and genres, including poetry, essays, prose fiction and speeches produced by a varied group of cultural agents. We read classic texts by canonical figures (José Martí’s “Our América,” the Popol vuh), which take on new meaning in the current context, as well as some little-known gems of ecological consciousness. Readings and discussion trace connections between environmental thought and the region’s long and multi-layered history of colonialism, and students are encouraged to develop their own positions by responding to some of the leading theoretical discourses that animate the field of Latin American ecocriticism: decolonial and creole ecologies, ecofeminism, transcultural materialism, and postdevelopment. Conducted in English.

Class Format: This class will be fully remote. Students are expected to be active participants at all scheduled class meetings; there may be some additional asynchronous activities.

Requirements/Evaluation: Students will write and revise three formal essays over the course of the semester. There will also be shorter written assignments and intermittent discussion-leading.

Prerequisites: None.

Enrollment Limit: 15

Enrollment Preferences: Preference given to students majoring in Spanish or Environmental Studies.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLSP 216 (D1) ENVI 233 (D1)

Difference, Power, and Equity Notes: This course meets the goals of the DPE requirement in that it focalizes the current environmental crisis through the long history of political, economic and cultural struggles in Latin America. We examine the genealogies of environmental culture, tracing the emergence of ecofeminism, for example, through generations of writers. We also examine the phenomenon of creolization and its relationship to the environmental cultures of Latin America’s originary peoples.
Spring 2021
SEM Section: R1    TR 11:30 am - 12:45 pm     Jennifer L. French

ENVI 234  (S)  Economics of Developing Countries  (DPE)
Cross-listings: ENVI 234  ECON 204

Secondary Cross-listing
The leaders of developing countries almost universally proclaim "economic development" to be their eventual destination, but it is not easy to visualize the journey. Is rapid economic growth sufficient to generate development, or do governments need to invest proactively in health, education and social protection? Can agriculture support incomes and provide jobs, or is urban industrial development a prerequisite? How do households in developing countries insure themselves against adverse outcomes? Can policies enable entrepreneurship and innovation in such economies? Is it true that corruption is a significant obstacle? Has the climate crisis upended our traditional models to the point where we need to rethink the notion of development? How does the global COVID-19 pandemic threaten the progress developing countries have achieved, and what policy responses will be most effective in addressing the crisis? The class will introduce these and other issues, as analyzed by economists.

Class Format: discussion

Requirements/Evaluation: short essays/assignments; two individual take-home exams; final group project

Prerequisites: one ECON class at Williams or prior course deemed equivalent by the Economics Department

Enrollment Limit: 25

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 25

Grading:  no pass/fail option,  no fifth course option

Distributions:  (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 234 (D2) ECON 204 (D2)

Difference, Power, and Equity Notes: This course provides a setting for students to learn about the causes and consequences of poverty in developing countries. It requires students to engage with questions of political and economic power, stressing attentiveness to how market relationships may not generate welfare-maximizing opportunities for poor and marginalized populations. Through exercises and a group project, the course builds analytical and empirical skills for diagnosing and addressing constraints on economic development.

Spring 2021
LEC Section: R1    MW 6:45 pm - 8:00 pm     Michael Samson

ENVI 246  (F)  Race, Power, & Food History  (DPE)
Cross-listings: HIST 265  ENVI 246  AMST 245

Primary Cross-listing
Have you ever wondered why Spam is so popular in Hawaii and why Thai food is available all across the United States? Are you curious why black-eyed peas and collards are considered "soul food"? In this course, we will answer these questions by digging in to the histories of global environmental transformation through colonialism, slavery, and international migration. We will consider the production and consumption of food as a locus of power over the last 300 years. Beginning with the rise of the Atlantic slave trade and continuing through the 20th century, we trace the global movement of plants, foods, flavors, workers, businesses, and agricultural knowledge. Major units include rice production by enslaved people in the Americas; Asian American food histories during the Cold War; and fat studies critiques of obesity discourse. We will discuss food justice, food sovereignty, and contemporary movements for food sustainability in the context of these histories and our contemporary world. Readings are interdisciplinary, but our emphasis will be on historical analyses of race, labor, environment, health, and gender.

Class Format: Fall 2020 only: The course will be taught in a hybrid format that accommodates students on campus and those learning remotely. Depending on enrollment, some break-out discussions may need to be scheduled outside of the allotted time block (as would be the case in a tutorial). Discussion will be supplemented with a mix of synchronous and asynchronous online activities.

Requirements/Evaluation: two to three papers on assigned topics (4-6 pages); one longer final paper (8-10 pages); participation in discussion and online activities
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Environmental Studies majors and concentrators; American Studies majors; Public Health concentrators; history majors
Expected Class Size: 12
Grading: yes pass/fail option, no fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 265 (D2) ENVI 246 (D2) AMST 245 (D2)

Difference, Power, and Equity Notes: This course considers the production and consumption of food as a locus of power over the last 300 years, and contextualizes current movements for food justice and sovereignty in light of those histories. Students will have opportunities to reflect on questions of power, privilege, and racism in contemporary food movements. Our final unit focuses on challenges to critical food studies from fat liberation and body positivity.

Fall 2020
SEM Section: R1 WF 1:30 pm - 2:45 pm April Merleaux

ENVI 267 (F) Coastal Communities and Climate Justice (DPE)

Cross-listings: PSCI 256 GEOS 257 MAST 267 ENVI 267

Secondary Cross-listing
Climate change poses extraordinary challenges to our country's coastal communities; the impacts of which will not be borne equally. Access to innovative technological, scientific, financial and legal resources is controlled by policy makers. Equal access is critical for the sustainability of our coastal communities. But fair decisions require vulnerable communities to have a voice in local climate change adaptation decisions. This seminar course will introduce you to basic concepts of climate justice in the context of our Nation's coastal communities, guided by the UN Framework Convention on Climate Change. The course will introduce you to fundamental coastal and ocean-based climate-induced impacts with a focus on sea level rise, ocean warming, ocean acidification and coastal infrastructure. We will examine these impacts, as well as local, state, regional and federal policy responses to them through the lens of climate justice. We will identify what's working and what more needs to be done to advance climate equity and justice in the wake of formidable global and local change. Proficiency will be demonstrated through class participation, work conducted in small group strategy exercises, discussion board posts, short research assessment papers and a final written project. There are three goals in this course: first to broaden your understanding of the disproportionate effects of climate change to underrepresented, disempowered, poor, urban and indigenous populations living in American coastal communities; second to provide you with tools to identify inequity; third, to increase your own voice to promote avenues to seek climate justice.

Class Format: remote
Requirements/Evaluation: Weekly Readings; Class Participation; Small group strategy exercises; Four on-line discussion board posts; Two 2-3-page data & research assessment papers; Final written project--multiple formats available

Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: first-years and sophomores
Expected Class Size: 15
Grading: yes pass/fail option, no fifth course option

Unit Notes: social science; This course does not count toward the Geosciences Major.

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
PSCI 256 (D2) GEOS 257 (D2) MAST 267 (D2) ENVI 267 (D2)

Difference, Power, and Equity Notes: This course examines the persistent disproportionate climate changes impacts on underrepresented, poor, urban and indigenous populations living in U.S. coastal communities. Students will analyze multi-disciplinary data and conduct research to reveal unequal distributions of power and resources and to strengthen their integrative, analytical, writing, and advocacy skills. They will structure discussions on the pervasiveness of climate injustice and craft potential avenues for corrective actions.
ENVI 304  (F)  Sacred Custodians: Environmental Conservation in Africa  (DPE)

Cross-listings:  AFR 335  ENVI 304  GBST 304  HIST 304

Secondary Cross-listing

In this seminar we will explore environmental conservation in Africa. In particular we will look at African ideas, ethics, and approaches to environmental conservation. Are there African ideas, ethics, and activities that are uniquely conservationist in nature? We will explore well-known African leaders to understand what spurred them to become conservationists, how they interpreted and communicated environmental crises. For example, Wangari Maathai is a world-renowned female scientist who established the Green Belt Movement in Kenya. This movement focuses on addressing the problem of deforestation. Ken Saro-Wiwa was an activist in Nigeria who fought for and alongside local communities against multinational oil corporations. We will examine these and other African conservation practices alongside popular images of environmental crisis that place blame for environmental degradation on Africans. Students will be invited to critically study histories of environmental management on the continent and the emergence, development, and impact of the idea of conservation. We will unpack the rich histories of conservation efforts in Africa, such as resource extraction, game parks, desertification, wildlife and hunting, traditional practices, and climate change.

Class Format: If there's sufficient enrollment, this course will be taught in 2 sections, 1 in-person section and 1 remote section;

Requirements/Evaluation: Requirements/Evaluation: active participation in discussion, map quiz, reading reflections, critical reflections on films, a case study (5-7 pages), and a take-home final exam.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: If course is over-enrolled, preference to History Majors and students with a demonstrated interest in African studies. If there's sufficient enrollment, this course will be taught in 2 sections, 1 in-person section and 1 remote section.

Expected Class Size: 10-12

Grading:  yes pass/fail option,  yes fifth course option

Distributions:  (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 335 (D2)  ENVI 304 (D2)  GBST 304 (D2)  HIST 304 (D2)

Difference, Power, and Equity Notes: This course will intensively explore the question of how various global and local actors have defined environmental degradation and promoted approaches to conservation in Africa. It guides students through an examination of the different power dynamics that have shaped environmental conservation thought and practices on the continent. This course, therefore, provides a critical lens through which to examine the inequalities rooted in race, gender, and other forms of difference.
Class Format: This will be a remote course available to all students, whether they are on campus or completing coursework 100% remotely. We will convene synchronously via Zoom multiple times per week, with an emphasis on discussion and small group work. Students are also required to attend a monthly colloquium featuring renowned Caribbean scholars and participate in online activities both during and in-between our synchronous sessions.

Requirements/Evaluation: Students will be required to submit four 2-page position papers that incorporate critical readings with analysis of the books being read in their entirety; each student will also be responsible for making a twenty-five minute oral presentation on a critical/theoretical area related to class readings and discussion; the semester will conclude with a 6-8 page research paper to include footnotes and a bibliography. Attendance is mandatory and active, and informed class participation is required of all students. In addition, students are asked to come up with discussion questions three times throughout the semester.

Prerequisites: Successful performance in RLFR 105 or 106; or a previous RLFR 200-level or 300-level course; or by placement test; or permission of the instructor.

Enrollment Limit: 12

Enrollment Preferences: All are welcome, but if over-enrolled, preference will be given to French majors and certificate students; and those with compelling justification for admission.

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
RLFR 313 (D1) ENVI 311 (D1)

Difference, Power, and Equity Notes: As the course description show, this course critically examines difference, power, and equity in the Francophone Caribbean. The content focuses on race and ethnicity, slavery and colonialism, ecology and environmental disaster, and their effects on Caribbean histories, peoples, and cultures. The course teaches students how to critically investigate racial, cultural, and environmental in/justice(s), through texts, films, discussion, debate, and writing.

Spring 2021

SEM Section: R1  TF 1:30 pm - 2:45 pm  Regine M Jean-Charles

ENVI 321  (F) Born to be Wild: Rethinking Animals in Pre-modern and Modern Texts  (DPE)

Cross-listings: COMP 323  ARAB 323  ENVI 321

Secondary Cross-listing

In the past few months, images of dolphins appearing in the Venetian canals, and wild animals roaming eerie looking post-apocalyptic deserted streets have gone viral. The majority of these images have proven to be fake, however their popularity was witness to people's hope that we can "reset" the environment and a yearning to reframe animals' positionality vis-à-vis their habitats and humans. Using critical lenses from ecocriticism and animal studies, we will be exploring texts from non-Western traditions in which animals figure strongly from pre-modern times to the age of the Anthropocene. The focus will be on Arabic, Persian and Turkish texts all in translation. The course will be traversing several genres and texts from Pre-Islamic poetry, the Quran, the 10th century Ikhwan as-Safa's epistle *The Case of Animals versus Man Before the King of the Jinn*, the fables of *Kalila and Dimna*, Farid ed-Din 'Attar's *Conference of Birds*, travelogues, paintings, contemporary film till we reach recent fiction with cyborgs and drones. Throughout the course, we will be examining themes such as diverse conceptualizations of what it means to be an "animal", what constitutes' animal agency and animal subjectivity irrespective of humans and their often utilitarian lens. We will do this by investigating how animals through these texts have been represented, imagined and reconfigured whether allegorically or otherwise as communities and in relation to humans and the environment and the implications of that. Finally, we will explore what a poetics of animal studies in these cultural and literary traditions could look like. The course will consist of multiple forms of evaluation like participation, Glow posts, essays, experiential reflections and creative tasks.

Class Format: This class will be offered remotely synchronously twice a week (75 minutes each session), in addition to prerecorded asynchronous material at times.

Requirements/Evaluation: The course will consist of multiple forms of evaluation like participation, Glow posts, essays, experiential reflections and creative tasks.

Prerequisites: None

Enrollment Limit: 12
Enrollment Preferences: Arabic majors, Comparative Literature Majors, Environmental Studies Majors and Arabic certificate holders.

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 323 (D1) ARAB 323 (D1) ENVI 321 (D1)

Difference, Power, and Equity Notes: This course deals with different literary traditions and their aesthetics. The approach is both synchronic and diachronic by looking at texts and their texts from different time periods and at different genres. The course will be examining what it means to be an "animal" vis-a-vis human beings and their environment and animal agency in these literary traditions as opposed to the often utilitarian lens that animals have often been viewed through.

Fall 2020

SEM Section: R1 MW 11:45 am - 1:00 pm Radwa M. El Barouni

ENVI 430 (F)(S) Race, Identity, Nature (DPE) (WS)

Cross-listings: ENVI 430 AFR 390 AMST 430

Secondary Cross-listing

From 18th-century claims that climate determined character to the 21st-century proliferation of DNA tests underwriting claims to Indigenous ancestry, race, colonialism, identity, and "nature" operate as interconnected terrains of power. Anchored in the contexts of U.S. colonialisms, racialization, and accumulation, this course aims to expose students to the cultural politics of "nature" as a way of "doing" American Studies. Specifically, this course investigates formations of and struggles against U.S. colonialisms, racialization, and accumulation via the many symbolic and material iterations, negotiations, and contestations of the contingent relations between and among human and non-human natures. Organized around a significant research paper and weekly written responses, this course ultimately aims to foster students' critical writing, reading, analytical thinking, and comparative inquiry skills across such contexts and sites of contestation, and across texts of different genres and media. We will work with a wide range of primary sources, including published fiction and poetry, legal documents, newspaper articles, speeches, recorded songs, and films, photos, paintings and other visual culture. By the end of this course, students should be able to describe the historical foundations of dominant ideas, attitudes, and practices toward non-human natures, as well as analyze how ideas of "nature" mediate the ways in which colonial, racial, gender, and sexual categories and structures inform and are (re)produced by U.S. institutions and in public areas such as the law, public policy, and property. Finally, students should be able to interpret how racialized and colonized peoples' visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation.

Class Format: This course is designated as remote. However, international students who want to take this course but need it to be designated as a hybrid course in order to do so may instead register for an independent study with Prof. Ayazi. As a hybrid course, this independent study will have the same requirements as the listed course, with the exception of a limited number of face-to-face meetings in Williamstown or Boston. Please contact Prof. Ayazi at ha5@williams.edu to discuss such an arrangement.

Requirements/Evaluation: Evaluation will be based upon the following: Class Participation: 25%; Weekly Responses (350-500 words): 25%; Final Research Essay: 50%, broken down by Research Proposal (2-3 pgs, 10%), Peer Review and Feedback (2 pgs, 10%), Presentation (10%); Essay (15 pgs): 20%. Class will meet twice per week. Tu. meetings will be synchronous and Th. meetings will be asynchronous. Asynchronous components of the course include pre-recorded lectures, discussion boards, and other exercises that promote as much connection as possible within the constraints of remote education. Toward this end, synchronous meetings will center engaged discussion.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: American Studies majors will be given preference; secondary preference given to students specializing in Native American and Indigenous Studies, as well as Africana and Environmental Studies majors.

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
Writing Skills Notes: Emphasis on revision and writing process includes: One thesis paper at 15 pages (receiving critical feedback from professor and peers); one thesis paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process; one research proposal (including thesis outline and annotated bibliography of primary texts) with critical feedback from professor; student presentations and roundtable discussion based on the final paper.

Difference, Power, and Equity Notes: By the end of this course, students should be able to interpret how racialized and colonized peoples' visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation. In order to address such issues of difference, power, and equity, this course provides students with the necessary th...
The course aims to explore dance and movement-based performances as mediums through which identities in Asian and Asian-American (including South-Asian) communities are cultivated, expressed, and contested. It will orient students towards "reading" and analyzing live and mediated performances within historical, social, and political frameworks. Students will explore how socio-historical contexts influence the processes through which dance performances are invested with particular sets of meanings, and how artists use performance to reinforce or resist stereotypical representations. Core readings will be drawn from Dance, Performance, Asian, and Asian American Studies, and will engage with issues such as nation formation, race and ethnicity, appropriation, tradition and innovation among other topics. This is primarily a discussion-based seminar course, and might also include film screenings, discussion with guest artists and scholars, and opportunities for creative projects. No previous dance experience is required.

**Class Format:** This course will be taught in a virtual format and will be remote.

**Requirements/Evaluation:** reading responses, essays, in-class writing assignments, class participation, and group presentations.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** first years and sophomores

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 214 (D2) ASST 214 (D1) THEA 216 (D1) AMST 213 (D2) DANC 216 (D1)

**Difference, Power, and Equity Notes:** This course introduces students to the role of performance in nation formation in Asia and the history of Asian-Americans in the US through analysis of dance performances and practices. Student will explore how race was central to the formation of Asian and the American nation, and how social and legal discriminatory practices against minorities influenced popular culture. The assigned material provide examples of how artists address these inequalities and differences in social power.

Spring 2021

SEM Section: R1  MR 3:15 pm - 4:30 pm  Munjulika Tarah

**GBST 217 (F) Viral Inequality: Power and Difference in Pandemics** (DPE)

**Cross-listings:** GBST 217  STS 215

**Secondary Cross-listing**

From contested data to controversial containment strategies, the shape and course of pandemics are influenced at every level by the question: *Who matters? Who lives are prioritized and protected? Who expertise is made actionable, and why?* Focusing on the uneven distribution of risk and care during pandemics, this course explores how global health emergencies are not states of exception, but rather events that lay bare the priorities and interests of their host societies. Our investigation into pandemics--including Black Death, cholera, "Spanish" flu, HIV/AIDS, Ebola and novel coronaviruses--will provide a critical entry point into understanding the social, political, and economic processes that shape health interventions and outcomes, and their divergences along lines of social difference. We will ground our discussion and analysis using key concepts in Science & Technology Studies, while drawing from critical medical anthropology, disability studies, theories of capitalism and disaster studies to enrich our conversation.

**Class Format:** Online seminar

**Requirements/Evaluation:** Several short essays and reflection papers

**Prerequisites:** None, open to all students

**Enrollment Limit:** 12

**Enrollment Preferences:** If overenrolled, preference will be given to first-years and sophomores

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 217 (D2) STS 215 (D2)
Difference, Power, and Equity Notes: This course takes an intersectional approach to understanding how global pandemics unfold. It will emphasize how power dynamics and social differences shape responses to, and outcomes of, health emergencies. Readings in social and critical race theory are designed to give students a deeper appreciation of these issues.

Fall 2020

SEM Section: R1   TR 11:30 am - 12:45 pm   Shoan Yin Cheung

GBST 244 (S) Black Mediterranean (DPE) (WS)
Cross-listings: GBST 244 COMP 244

Secondary Cross-listing
Though European border management today seeks to limit and control movement, the Mediterranean region is a historical site of mediation between cultural differences and religious views. This course centers primarily on the works of migrant intellectuals and artists from North Africa and the Middle East, who have emerged from the Mediterranean region to become a significant part of the new voice of Europe. Borrowing from Deleuze and Guattari's definition of "minor literature" as literature that a "minority constructs within a major language" and in which "language is affected with a high coefficient of deterritorialization," we explore the political, cultural and anthropological effects of such literature in today's European public discourse. Today the Mediterranean has become a graveyard where black and brown bodies transit a hostile and deadly passage. Therefore, a centerpiece of this course will be an examination of the racist discourse in Europe in the light of the Black Lives Matter's quest for decolonizing knowledge. In this interdisciplinary course, we read both literary works (Ali Farah, Khatibi, Lakhous, Scego), and critical theory (Cassano, Chambers, Fanon, Hall, Theo Goldberg); we also analyze films, documentaries, podcasts, exhibits and museums of colonialism in Europe.

Class Format: This will be an hybrid course. Students will meet twice a week with me.
Requirements/Evaluation: weekly writing assignments, midterm and final exams, final paper, oral presentation
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Comparative Literature majors
Expected Class Size: 19
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
GBST 244 (D2) COMP 244 (D1)

Writing Skills Notes: This course is designed to be writing-intensive, as it requires weekly response papers, midterm, and final papers, and blog discussions.

Difference, Power, and Equity Notes: Within the theoretical framework of postcolonial studies, this course examines themes such as: race; Europe and its postcolonial legacy; power imbalances in the current European policies of migration; the urban space of Rome as site of conflictual representations of center/periphery.

Spring 2021

SEM Section: H1   TF 1:30 pm - 2:45 pm   Michele Monserrati

GBST 247 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WS)
Cross-listings: SOC 248 GBST 247 RUSS 248

Secondary Cross-listing
Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the Russia-Ukraine conflict or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus
especially closely on Russia, but will also read studies on East Germany, Bulgaria, Poland, Latvia and Ukraine. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

Class Format: The course will meet remotely for the most part, although in-person meetings with the appropriate precautions may be arranged at the tutorial partners' and instructor's discretion.

Requirements/Evaluation: 5-page paper every other week, written comments on the partner's paper in alternate weeks

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Anthropology, Sociology, and Russian majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
SOC 248 (D2) GBST 247 (D2) RUSS 248 (D1)

Writing Skills Notes: This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written feedback from both the instructor and the tutorial partner, and are workshopped during the tutorial meetings.

Difference, Power, and Equity Notes: Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. We will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

Fall 2020

TUT Section: RT1 TBA Olga Shevchenko

GBST 304 (F) Sacred Custodians: Environmental Conservation in Africa (DPE)

Cross-listings: AFR 335 ENVI 304 GBST 304 HIST 304

Secondary Cross-listing

In this seminar we will explore environmental conservation in Africa. In particular we will look at African ideas, ethics, and approaches to environmental conservation. Are there African ideas, ethics, and activities that are uniquely conservationist in nature? We will explore well-known African leaders to understand what spurred them to become conservationists, how they interpreted and communicated environmental crises. For example, Wangari Maathai is a world-renowned female scientist who established the Green Belt Movement in Kenya. This movement focuses on addressing the problem of deforestation. Ken Saro-Wiwa was an activist in Nigeria who fought for and alongside local communities against multinational oil corporations. We will examine these and other African conservation practices alongside popular images of environmental crisis that place blame for environmental degradation on Africans. Students will be invited to critically study histories of environmental management on the continent and the emergence, development, and impact of the idea of conservation. We will unpack the rich histories of conservation efforts in Africa, such as resource extraction, game parks, desertification, wildlife and hunting, traditional practices, and climate change.

Class Format: If there's sufficient enrollment, this course will be taught in 2 sections, 1 in-person section and 1 remote section;

Requirements/Evaluation: Requirements/Evaluation: active participation in discussion, map quiz, reading reflections, critical reflections on films, a case study (5-7 pages), and a take-home final exam.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: If course is over-enrolled, preference to History Majors and students with a demonstrated interest in African studies. If there's sufficient enrollment, this course will be taught in 2 sections, 1 in-person section and 1 remote section.

Expected Class Size: 10-12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 335 (D2) ENVI 304 (D2) GBST 304 (D2) HIST 304 (D2)
Difference, Power, and Equity Notes: This course will intensively explore the question of how various global and local actors have defined environmental degradation and promoted approaches to conservation in Africa. It guides students through an examination of the different power dynamics that have shaped environmental conservation thought and practices on the continent. This course, therefore, provides a critical lens through which to examine the inequalities rooted in race, gender, and other forms of difference.

Fall 2020

SEM Section: H1  MW 10:00 am - 11:15 am  Benjamin Twagira
SEM Section: R2  TR 11:30 am - 12:45 pm  Benjamin Twagira

GBST 352  (F)  Politics in Mexico  (DPE)
Cross-listings:  GBST 352  PSCI 352

Secondary Cross-listing

Geography has decreed that the futures of Mexico and the United States will be tightly bound. Yet Mexico enters this future with a very different past, a distinctive political system, important cultural differences, and mixed feelings about its neighbor to the north. This course has four parts differing in content and format. The first is historical and mostly lecture. It considers several themes, including the slow emergence of a stable national state and the interplay between politics and economic change. In the second section, following a modified tutorial format, we consider politics and cultural policies around Mexican national identity in the twentieth century, looking at films, journalism, popular music, and cultural criticism. Topics include the politics of race; rapid urbanization, especially in the valley of Mexico; and the cultural impact of the turn toward the north, after 1990, in economic policy. Then, after a few discussion classes on migration, organized crime, political corruption, the COVID-19 pandemic, and other issues facing the current government of Andrés Manuel López Obrador, we turn to a seminar-style discussion of student research projects.

Class Format: lectures will be recorded for viewing before class sessions; four weeks of modified tutorials in pairs or small groups online; discussion classes to include in-person and online, in distinct sections if appropriate; online seminar

Requirements/Evaluation: map quiz; one three-page and three two-page essays; two one-page commentaries; and a seven- to eight-page research proposal, an early version to be presented to the class in online seminar

Prerequisites: some knowledge of Mexican history

Enrollment Limit: 15

Enrollment Preferences: Political Science majors and seniors

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
GBST 352 (D2) PSCI 352 (D2)

Difference, Power, and Equity Notes: One unit of the course directly engages the tension between racial and cultural diversity, on one side, and national identity in 20th century Mexico. Another critically analyzes the reception in Mexican national discourse of the experiences of discrimination suffered by migrants in the USA.

Fall 2020

LEC Section: H1  TR 9:45 am - 11:00 am  James E. Mahon
CON Section: H2  TBA  James E. Mahon

GBST 369  (S)  Indigenous Narratives: From the Fourth World to the Global South  (DPE) (WS)
Cross-listings:  GBST 369  HIST 306  COMP 369  ARAB 369

Secondary Cross-listing

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we
will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Forma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Tashelhit Berber tales in Morocco, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

Class Format: Course will be offered remotely.

Requirements/Evaluation: active class participation, several short response assignments (3-4 pages), two film reviews ( 1 page ), a performance project, and a final paper (7- to 10 -pages)

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 369 (D2) HIST 306 (D2) COMP 369 (D1) ARAB 369 (D1)

Writing Skills Notes: This course will enable students to write weekly while engaging with various forms of writing skills: articulating arguments in short response papers (3-4 pages each), developing visual criticism through writing two film reviews, (1 page each), journaling through writing a personal reflections on a performance project, and honing research language in producing a final paper of 7-10 pages. Instructor's feedback and peer review sessions will include review of drafts and argumentative structures.

Difference, Power, and Equity Notes: At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.

Spring 2021

SEM Section: R1 MR 1:30 pm - 2:45 pm Amal Eqeiq

GBST 391 (S) When India was the World: Trade, Travel and History in the Indian Ocean (DPE) (WS)

Cross-listings: GBST 391 ASST 391 HIST 391

Secondary Cross-listing

What do Ibrahim Ben Yiju, a Jewish merchant from 11th century Yemen, Ibn Batutah, a Muslim scholar from 15th century Morocco and Captain Kidd, a 17th century English pirate have in common? All three men travelled and lived in the Indian Ocean region! This course explores the history of one of the world's oldest maritime highways that has connected the diverse cultures of Asia, Africa and Europe for millennia, thus making it a vital element in the birth of globalization. Moving away from conventional land-centric histories, we will focus instead on understanding the human past through oceanic interactions. South Asian ports and port cities remained the fulcrum of the Indian Ocean world throughout its history; traders, travellers, nobles, scholars, pilgrims and pirates from all over the world travelled to the Indian coast in search of adventure, spices, knowledge and wealth. Thus we will primarily focus on India's role in the Indian Ocean roughly from the rise of Islam in the seventh century CE through the expansion of various European communities in the region and the subsequent rise of the global economy and colonialism in the nineteenth century. Rather than following a strict temporal chronology we will concentrate on themes such as travel and adventure; trade and exchange; trust and friendship; religion and society; pilgrimage; piracy; the culture of port cities; and food across time.

Requirements/Evaluation: class participation and weekly responses to readings, 4 short papers (4-5 pages), an oral presentation and final research (10 pages) paper based on any one of the 4 papers written during the course.

Prerequisites: none; open to all

Enrollment Limit: 15
Enrollment Preferences: history majors and students with demonstrable interest in maritime/Indian Ocean history

Expected Class Size: 10-12

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 391 (D2) ASST 391 (D2) HIST 391 (D2)

Writing Skills Notes: Students will write 4 short papers (4-5 pages) each and receive detailed feedback from the instructor. One of the four papers will become the basis of a final research paper (10-12 pages) on which each student will work closely with the instructor and receive feedback on improving research and writing skills.

Difference, Power, and Equity Notes: This course questions the conventional view that global interconnectedness was the result of Europe's discovery of 'new worlds'. Instead, it centers non-European actors in facilitating global networks before colonialism. Throughout, students will critically engage questions of how Asian and African players forged and shaped global connections across the Indian Ocean arena and examine the ways in which these contributions have been overshadowed in traditional historiography.

Spring 2021

SEM Section: R1    TR 8:30 pm - 9:45 pm     Aparna Kapadia

GEOS 207 (F)(S) The Geoscience of Epidemiology and Public Health (DPE)

Cross-listings: ENVI 201 GEOS 207

Primary Cross-listing

The Coronavirus pandemic has highlighted the many ways that diseases can be transmitted in the environment. As a society we are becoming aware of the many ways that geological processes and materials and influence human health, in ways both beneficial and dangerous. This course unites geoscience, biomedicine and public health approaches to address a wide range of environmental health problems. These include water-related illnesses (e.g. diarrhea, malaria); minerals and metals, both toxic (e.g. asbestos, arsenic) and essential (e.g. iodine); radioactive poisoning (e.g. radon gas); and the transport of pathogens by water and wind. In many cases, the environmental health problems disproportionately affect marginalised populations, contributing to greater disease and death among poor communities and populations of colour. We will examine the broad array of dynamic connections between human health and the natural world. We will discuss the social justice implications of a range of environmental health problems. And we will examine current research into how coronaviruses, such as the one causing COVID-19, are transported in the environment. This course is in the Sediments and Life group for the Geosciences Major.

Class Format: Hybrid format. Specific organisational details will depend on the number of students enrolled, but will include both synchronous and asynchronous components, with both in-person and remote teaching. Particular care will be taken to make sure that fully remote students can participate fully and experience the same content and discussion richness. To make sure that remote students receive equal attention, some sections will be designated as fully remote and others as in-person.

Requirements/Evaluation: Evaluation will be based on short weekly writing assignments as well as an individual project and poster presentation.

Prerequisites: No prerequisites

Enrollment Limit: 34

Enrollment Preferences: Preference to first-years, sophomores, and prospective Geosciences majors

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 201 (D3) GEOS 207 (D3)

Difference, Power, and Equity Notes: Through a series of case studies, we will examine ways in which marginalised groups (whether due to poverty, race, or ethnicity) are disproportionately affected by environmental health issues. Themes of power and equity in terms of decision making, access to knowledge, and funding availability, will be woven into all aspects of the class and will underpin our analysis of the science.

Fall 2020
GEOS 257 (F) Coastal Communities and Climate Justice  (DPE)

Cross-listings:  PSCI 256  GEOS 257  MAST 267  ENVI 267

Secondary Cross-listing
Climate change poses extraordinary challenges to our country's coastal communities; the impacts of which will not be borne equally. Access to innovative technological, scientific, financial and legal resources is controlled by policy makers. Equal access is critical for the sustainability of our coastal communities. But fair decisions require vulnerable communities to have a voice in local climate change adaptation decisions. This seminar course will introduce you to basic concepts of climate justice in the context of our Nation's coastal communities, guided by the UN Framework Convention on Climate Change. The course will introduce you to fundamental coastal and ocean-based climate-induced impacts with a focus on sea level rise, ocean warming, ocean acidification and coastal infrastructure. We will examine these impacts, as well as local, state, regional and federal policy responses to them through the lens of climate justice. We will identify what's working and what more needs to be done to advance climate equity and justice in the wake of formidable global and local change. Proficiency will be demonstrated through class participation, work conducted in small group strategy exercises, discussion board posts, short research assessment papers and a final written project. There are three goals in this course: first to broaden your understanding of the disproportionate effects of climate change to underrepresented, disempowered, poor, urban and indigenous populations living in American coastal communities; second to provide you with tools to identify inequity; third, to increase your own voice to promote avenues to seek climate justice.

Class Format: remote

Requirements/Evaluation:  Weekly Readings; Class Participation; Small group strategy exercises; Four on-line discussion board posts; Two 2-3-page data & research assessment papers; Final written project--multiple formats available

Prerequisites:  none

Enrollment Limit:  20

Enrollment Preferences:  first-years and sophomores

Expected Class Size:  15

Grading:  yes pass/fail option,  no fifth course option

Unit Notes:  social science; This course does not count toward the Geosciences Major.

Distributions:  (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 256 (D2) GEOS 257 (D2) MAST 267 (D2) ENVI 267 (D2)

Difference, Power, and Equity Notes:  This course examines the persistent disproportionate climate changes impacts on underrepresented, poor, urban and indigenous populations living in U.S. coastal communities. Students will analyze multi-disciplinary data and conduct research to reveal unequal distributions of power and resources and to strengthen their integrative, analytical, writing, and advocacy skills. They will structure discussions on the pervasiveness of climate injustice and craft potential avenues for corrective actions.

Fall 2020

SEM Section: R1  MR 3:15 pm - 4:30 pm  Catherine Robinson Hall

HIST 104 (S) Race and a Global War: Africa during World War II  (DPE) (WS)

Cross-listings:  AFR 104  HIST 104

Primary Cross-listing
This course highlights African experiences of World War II. Although most histories have excluded Africa's role in the war, the continent and its people
were at the center of major developments during this global conflict. In fact, many Africans remember the Italian invasion of Ethiopia in 1935 as the start of the war. African servicemen fought alongside the Allied and Axis forces on major warfronts in Europe, Africa and Asia. African communities and individuals also established war charity campaigns to collect funds, which they sent to war ravaged societies in Europe. Indeed, African economies, despite their colonial statuses, kept European imperial nations afloat in their most hour of need. At the same time, African colonial subjects faced severe food shortages, the loss of working-age men to labor and military recruiters, and dramatically increased taxes. We will examine the impact of these and other wartime pressures on different African communities. How did African societies meet such challenges and how did they view the war? In this course we will examine the roles that women played during the war, and the various other ways that African communities met wartime demands. Other topics we will explore include the role of African women; colonial propaganda; political protest against the war; race and racial thought in the wartime era; war crimes; African American support for the liberation of Ethiopia; and the war's impact on decolonization across the continent. We will further study how Africans and outsiders have differently conceptualized the continent's role in the war by analyzing a variety of sources, including scholarly writings, archival materials, films, former soldiers' biographies, and propaganda posters.

Requirements/Evaluation: active participation in discussion, map quiz, 2 short papers (3-5 pages), presentation, and one research paper (8-12 pages)

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 15

Enrollment Preferences: first-year students and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 104 (D2) HIST 104 (D2)

Writing Skills Notes: Students will write two 3-5-page essays each written in two drafts with instructor comments. They will also write an 8-12-page research paper with required submission of a proposed topic, an annotated bibliography, an outline, and a draft before the final paper itself. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course explores the colonial relationship during a major global crisis. Students will examine existing narratives of African contributions to the war and to come up with their own interpretations, and will be called to critically engage the question of why and how colonies made significant contributions to the Allied cause by producing needed materials and resources or by joining the fight. Africans made these contributions despite various and complex inequities.

Spring 2021

SEM Section: H1  MW 11:45 am - 1:00 pm  Benjamin Twagira

HIST 109 (S)  The Iranian Revolution  (DPE) (WS)

Cross-listings: ARAB 109  HIST 109

Primary Cross-listing

The Iranian Revolution was a major turning point in world history that resulted in the establishment of the Islamic Republic of Iran. This tutorial will evaluate the causes and impact of the revolution and how this seminal event continues to have widespread repercussions around the globe. The first weeks will explore the history of pre-revolutionary Iran with special attention to religious and intellectual trends such as the ideas of Ayatollah Ruhollah Khomeini, Jalal al-e Ahmad, and Ali Shariati. We will then evaluate the revolution itself including the US hostage crisis, the downfall of the Shah Muhammad Reza Pahlavi Shah, and how Khomeini’s vision of society became paramount. Finally, we will explore the aftermath of the revolution including Iran’s geopolitics, the nature of the theocratic system in Iran as well as how the revolution impacted every day lives of Iranians in Iran and abroad particularly how they reflect on the revolution in memoirs, films, and literature.

Class Format: Hybrid

Requirements/Evaluation: Weekly meetings. Weekly papers - either a 5 page primary paper or a 2-3 page response paper.

Prerequisites: No prerequisites.

Enrollment Limit: 10

Enrollment Preferences: First Years and Sophomores.

Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ARAB 109 (D2) HIST 109 (D2)

Writing Skills Notes: As a tutorial, students are expected to regularly write analytical and critical papers on the readings. They will receive regular and consistent feedback from the instructor and their partner and will be given the opportunity to re-write some of their assignments.

Difference, Power, and Equity Notes: The Iranian Revolution, like other major social movements, offered a compelling critique of the status quo and promised a more just society that would be more equitable for all Iranians. The tutorial will consider the relationship between the rhetoric of the Revolution and the lived reality, especially how this seminal event impacted the lives of ordinary Iranians. Was the Revolution simply a change in the composition of the political elite or did it yield new realities and more access for Iranians

Spring 2021
TUT Section: HT1 TBA Magnús T. Bernhardsson

HIST 158 (F) North of Jim Crow, South of Freedom (DPE) (WS)
Cross-listings: AFR 158 HIST 158

Primary Cross-listing
This course analyzes the freedom struggle in the North during the twentieth century. Whereas black northerners drew from broader campaigns and traditions of black resistance, we will explore territorial distinctions in the region that otherwise have been flattened within the long history of civil rights discourse. To accomplish this aim, we will engage the following themes: black culture and radicalism; community formation and residential segregation; demographic and migratory transitions; deindustrialization and the war; gender and respectability politics; labor tensions and civil rights unionism; northern racial liberalism; and the influence of world affairs—all with an eye toward scrutinizing the freedom struggle in its northern variety.

Class Format: This course is designed as a seminar and will be taught remotely. Virtual course meetings will revolve around synchronous discussion and remote learners will be expected to attend class regularly and participate actively in each session held via Zoom (or a similar platform).

Requirements/Evaluation: Students are expected to participate actively and will write three short essays (3-4 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (8-10 pages) in consultation with the instructor and will be required to submit a topic proposal.

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first-year students and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option
Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 158 (D2) HIST 158 (D2)

Writing Skills Notes: Students will write three short essays (3-4 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages) in consultation with the instructor and will be required to submit a topic proposal and outline, an annotated bibliography, and a peer-reviewed draft of the final paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course analyzes the long black freedom struggle in the North during the twentieth century. It examines black northerners’ efforts to achieve citizenship and equality as well as their challenges and involvements with northern racial liberalism. It offers students the opportunity to think critically about how black resistance campaigns emerged and evolved as discriminatory racial practices persisted in spite of legal and legislative remedies.

Fall 2020
SEM Section: R1 TR 11:30 am - 12:45 pm Tyran K. Steward
HIST 163  (S)  From Wampum to Phillis Wheatley: Communications in Early America  (DPE) (WS)
How did the diverse peoples who inhabited early North America communicate with each other, across profound linguistic, cultural, social, and religious differences? This course examines histories of communication in early America and the technologies that communities developed across landscapes of coexistence and also contestation. We will study Indigenous oral traditions, traditional ecological knowledge, and wampum belts as signifiers of identity, meaning, and diplomacy for Native American nations and peoples; artistic and scientific paintings, engravings, and visual culture that moved around the Atlantic World; political orations, newspapers, and pamphlets that galvanized public opinion in the "Age of Revolutions"; stone memorials and monuments that connected communities to ancestral pasts; and the powerful poetry of African American writer Phillis Wheatley along with the orations of Pequot intellectual William Apess. Together we will raise new questions about the meanings and ongoing legacies of early American histories, and grapple with diverse approaches to understanding the past. Additionally, this course provides an opportunity to engage with original materials pertaining to early American histories in the Williams College Archives/Special Collections and Art Museum.

Class Format: Remote course. Class will meet synchronously on Zoom once per week for group conversation, with additional time devoted to Glow discussion posts and other activities. Students are encouraged to virtually meet with the instructor one-on-one to work on writing and projects.

Requirements/Evaluation: active participation in class discussions, several short essays based on readings and discussion topics, museum/archives exercise, final essay

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: limited to first- and second-year students who have not yet taken a 100-level course in History; juniors and seniors only with the permission of the instructor

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: Short essays (3-5 pages) spaced throughout the semester with instructor feedback on writing skills as well as historical content; written reflection and analysis related to museum/archives visit with original materials; final essay (8-10 pages) due at end of semester that synthesizes findings from across the whole semester and allows students to closely examine primary/secondary sources; regular opportunities to conference with instructor about writing ideas and drafts.

Difference, Power, and Equity Notes: This course delves into histories and experiences of diverse early Americans, including substantial focus on Native American/Indigenous and African/African American peoples. It introduces students to foundational methods for historical study, including decolonizing methodologies from Native American and Indigenous Studies (NAIS) and African American histories, along with critical vantages on Euro-American settler colonialism and the complex entanglements that arose in multiracial communities.

Spring 2021
SEM Section: R1 TR 11:30 am - 12:45 pm Christine DeLucia

HIST 254  (F)  Sovereignty, Resistance, and Resilience: Native American Histories to 1865  (DPE)

Cross-listings: HIST 254  AMST 254  LEAD 254

Primary Cross-listing

This course surveys Native American/Indigenous North American histories from creation through the U.S. Civil War, tracing the complex ways that tribal nations and communities have shaped North America. It also introduces foundational methodologies in Native American and Indigenous Studies and strategies for pursuing decolonizing scholarship and action. Beginning with the diverse Indigenous societies that inhabited the Americas millennia before Columbus's arrival, it discusses the cultural complexity of Native peoples, nations, and worldviews rooted in particular ecosystems and homelands, as well as accounts of beginnings and migrations. It addresses how Native peoples confronted grievous epidemics resulting from the "Columbian Exchange," and contended with Euro-colonial projects of "discovery" and colonization. Indigenous nations' multifaceted efforts to maintain sovereignty and lands through eras of pervasive violence and removal are discussed, as well as the important yet under-recognized ways that Native communities negotiated the tumultuous era and conflicting allegiances of the Civil War. The course centers on Indigenous actors-intellectuals, diplomats, legal strategists, knowledge keepers, spiritual leaders, artists, and others-and consistently connects historical events with present-day debates over land, historical memory, education, and activism. Additionally, it provides an opportunity to engage with original materials pertaining to Native histories in the Williams College Archives/Special Collections and Art Museum. While the scope of the course is continental and transoceanic, it devotes significant attention to the Native Northeast and the particular Indigenous homelands in which Williams College is located.

Class Format: Remote class. Class will blend short pre-recorded lectures with weekly Zoom discussion sections/seminar format, plus time for virtual
one-on-one conversations with the instructor.

Requirements/Evaluation: active participation in class discussion, several short essays based on readings and discussion topics, (virtual) museum/archives exercise, final essay

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: History or American Studies majors, followed by first- and second-year students

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 254 (D2) AMST 254 (D2) LEAD 254 (D2)

Difference, Power, and Equity Notes: This course intensively explores Native American/Indigenous North American histories, experiences, and forms of critical and creative expression, as well as responses to and engagements with Euro-American settler colonialism. It guides students into methodologies central to Native American and Indigenous Studies (NAIS), and gives opportunities for oral and written reflections on NAIS approaches to historical themes and sources, as well as decolonizing methodologies more broadly.

Fall 2020

SEM Section: R1 TR 9:45 am - 11:00 am Christine DeLucia

HIST 255 (S) From Sand Creek to Standing Rock: Recent Native American Histories (DPE)

This course surveys Native American/Indigenous histories from the era of the U.S. Civil War to the present as well as future. Beginning with the violence experienced by Native communities at Sand Creek in 1864, it traces how diverse Native nations navigated the tumultuous times that followed, up to the recent actions at Standing Rock and Mauna Kea in the 21st century. Topics include Indigenous perspectives on "modernities"; creation and contestation of reservation systems; connections with African-American families and communities; residential school experiences of Native youth and families; Indigenous visual and performative artistic traditions and transformations, both in North America and abroad; "urban Indians" and the relocation era; Red Power activism and Indigenous internationalism; treaty rights, American Indian Law, and federal recognition debates; environmental interventions and food sovereignty movements; and critiques of settler colonialism. The course stresses the resilience of sovereign Indigenous nations into the present, and introduces students to a wide range of methodological approaches from Native American and Indigenous Studies and history. It blends big-picture vantages on these topics with microhistorical accounts of particular individuals, communities, and events, and offers a continental view of historical changes coupled with attention to the specific area of the Native Northeast in which Williams College is situated.

Class Format: Remote course. Class will meet synchronously on Zoom once per week for group conversation, with additional time devoted to Glow discussion posts and other activities. Students are encouraged to virtually meet with the instructor one-on-one to work on writing and projects.

Requirements/Evaluation: class discussion, reading responses, short analytic essays, archival/object analysis, final essay

Prerequisites: Hist/AmSt 254: Native American Histories to 1865 is good preparation for this course, but is not required.

Enrollment Limit: 15

Enrollment Preferences: History and American Studies majors; then first- and second-year students from any major

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course focuses on Native American/Indigenous experiences in North American and transnationally, and offers immersion in critical perspectives on settler colonialism and U.S. law and practice, and well as introduction to methodologies in Native American and Indigenous Studies.

Spring 2021

SEM Section: R1 MW 10:00 am - 11:15 am Christine DeLucia
HIST 265 (F) Race, Power, & Food History (DPE)

Cross-listings: HIST 265 ENVI 246 AMST 245

Secondary Cross-listing

Have you ever wondered why Spam is so popular in Hawaii and why Thai food is available all across the United States? Are you curious why black-eyed peas and collards are considered “soul food”? In this course, we will answer these questions by digging into the histories of global environmental transformation through colonialism, slavery, and international migration. We will consider the production and consumption of food as a locus of power over the last 300 years. Beginning with the rise of the Atlantic slave trade and continuing through the 20th century, we trace the global movement of plants, foods, flavors, workers, businesses, and agricultural knowledge. Major units include rice production by enslaved people in the Americas; Asian American food histories during the Cold War; and fat studies critiques of obesity discourse. We will discuss food justice, food sovereignty, and contemporary movements for food sustainability in the context of these histories and our contemporary world. Readings are interdisciplinary, but our emphasis will be on historical analyses of race, labor, environment, health, and gender.

Class Format: Fall 2020 only: The course will be taught in a hybrid format that accommodates students on campus and those learning remotely. Depending on enrollment, some break-out discussions may need to be scheduled outside of the allotted time block (as would be the case in a tutorial). Discussion will be supplemented with a mix of synchronous and asynchronous online activities.

Requirements/Evaluation: two to three papers on assigned topics (4-6 pages); one longer final paper (8-10 pages); participation in discussion and online activities

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators; American Studies majors; Public Health concentrators; history majors

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 265 (D2) ENVI 246 (D2) AMST 245 (D2)

Difference, Power, and Equity Notes: This course considers the production and consumption of food as a locus of power over the last 300 years, and contextualizes current movements for food justice and sovereignty in light of those histories. Students will have opportunities to reflect on questions of power, privilege, and racism in contemporary food movements. Our final unit focuses on challenges to critical food studies from fat liberation and body positivity.

Fall 2020

SEM Section: R1 WF 1:30 pm - 2:45 pm April Merleaux

HIST 286 (F) Conquests and (Im)migrations: Latina/o History, 1848 to the Present (DPE)

Cross-listings: LATS 286 HIST 286

Secondary Cross-listing

The first Latinx communities were formed in 1848 when the United States conquered half of Mexico’s territory. In 1898 the United States annexed Puerto Rico and has retained sovereignty to this day. These early conquests and continuing im/migrations created Mexican and Puerto Rican communities in the United States. U.S. imperialism continued to shape the im/migrations that created Cuban, Dominican, Salvadoran, Guatemalan, and other Latinx communities in the United States. This course explores U.S. military, political, and economic interventions and their impact on im/migrations and the making of Latinx communities. We also explore the impact of U.S. employers’ and the U.S. government’s recruitment of low wage workers in shaping im/migrations, destinations, and the formation of Latinx working-class communities. Emigration and refugee policies have long defined who is eligible to enter and how, as well as who is deemed eligible for citizenship and belonging. Within this context, Latinas and Latinos have developed survival and family reunification strategies for themselves, their families, and their communities.

Class Format: This course is a discussion format. It will be offered in a “hybrid” format with synchronous class meetings and group discussion sections, offered in-person and remote.

Requirements/Evaluation: Class participation with short 1-2 page writing assignments; two 4-5 page essays, and a final 5-7 page essay. All writing assignments are based on course materials.

Prerequisites: none
**HIST 293 (F) The Global Uprisings of 1968-69 (DPE)**

In 1968 and 1969, social rebellions erupted around the world to an extent never seen before. Tens of millions of people joined protests, riots, strikes, and armed groups that confronted a wide range of oppressive systems. This course focuses on four key issues that were central these upheavals: the intersection of Black liberation and decolonization struggles; challenges to state policing and authoritarian practices; the valorization (and criminalization) of youth; and new practices of gender and sexual liberation. Most English-language scholarship about these movements has focused on Europe, the United States, and Mexico. In addition to studying events in these regions, this class integrates histories from Senegal, Pakistan, Congo, Uruguay, Vietnam, Egypt, Jamaica, and Japan to provide a broader global perspective. Although focused on just two years, the class locates the events of 1968-69 in the context of longer-term historical developments taking place before and afterward. Doing so allows us to assess the degree to which rebellions were borne of longstanding local conflicts, and the degree to which they were fueled by transnational connections (intellectual, personal, or political) between geographically-distant movements. Finally, the course explores how the rebellions of these two years changed the world that we live in today and what lessons they offer to those seeking systemic change in 2020.

**Class Format:** Course offered remotely. Students will be asked to upload short written or verbal assignments weekly, as well as participating in a group video-conference discussion once per week during class hours. Alternative options can be developed for students whose ability to participate in video-conference discussions is limited.

**Requirements/Evaluation:** Participation in weekly videoconference discussions; short written or oral weekly assignments; a 3-page written analysis of a primary source; and semester-long research project resulting in a 10-page paper or public history project.

**Prerequisites:** None, open to all.

**Enrollment Limit:** 15

**Enrollment Preferences:** In case of over-enrollment, preference will be given to History majors, Global Studies concentrators and those interested in social justice work.

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course focuses on the mass involvement of people in activities intended to create more equitable societies. We will analyze how historical actors from 1968-69 formulated differing conceptions of liberation and how to achieve it. Students also examine how social rebellions challenged existing structures of authority and created alternative forms of power. Throughout the class, students are asked to draw upon these historical examples to develop their own visions of equity and liberation.

Fall 2020

**LEC Section:** H1  MWF 11:45 am - 1:00 pm  Carmen T. Whalen

**SEM Section: R1** MW 8:30 pm - 9:45 pm  Matthew Swagler

**SEM Section: R2** TR 3:15 pm - 4:30 pm  Matthew Swagler

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**HIST 304 (F) Sacred Custodians: Environmental Conservation in Africa (DPE)**

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Cross-listings: AFR 335  ENVI 304  GBST 304  HIST 304

Primary Cross-listing

In this seminar we will explore environmental conservation in Africa. In particular we will look at African ideas, ethics, and approaches to environmental conservation. Are there African ideas, ethics, and activities that are uniquely conservationist in nature? We will explore well-known African leaders to understand what spurred them to become conservationists, how they interpreted and communicated environmental crises. For example, Wangari Maathai is a world-renowned female scientist who established the Green Belt Movement in Kenya. This movement focuses on addressing the problem of deforestation. Ken Saro-Wiwa was an activist in Nigeria who fought for and alongside local communities against multinational oil corporations. We will examine these and other African conservation practices alongside popular images of environmental crisis that place blame for environmental degradation on Africans. Students will be invited to critically study histories of environmental management on the continent and the emergence, development, and impact of the idea of conservation. We will unpack the rich histories of conservation efforts in Africa, such as resource extraction, game parks, desertification, wildlife and hunting, traditional practices, and climate change.

Class Format: If there's sufficient enrollment, this course will be taught in 2 sections, 1 in-person section and 1 remote section;

Requirements/Evaluation: active participation in discussion, map quiz, reading reflections, critical reflections on films, a case study (5-7 pages), and a take-home final exam.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: If course is over-enrolled, preference to History Majors and students with a demonstrated interest in African studies. If there's sufficient enrollment, this course will be taught in 2 sections, 1 in-person section and 1 remote section.

Expected Class Size: 10-12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 335 (D2) ENVI 304 (D2) GBST 304 (D2) HIST 304 (D2)

Difference, Power, and Equity Notes: This course will intensively explore the question of how various global and local actors have defined environmental degradation and promoted approaches to conservation in Africa. It guides students through an examination of the different power dynamics that have shaped environmental conservation thought and practices on the continent. This course, therefore, provides a critical lens through which to examine the inequalities rooted in race, gender, and other forms of difference

Fall 2020

SEM Section: H1  MW 10:00 am - 11:15 am  Benjamin Twagira

SEM Section: R2  TR 11:30 am - 12:45 pm  Benjamin Twagira

HIST 305  (S)  A History of Health and Healing in Africa  (DPE)

Cross-listings: AFR 304  HIST 305

Primary Cross-listing

This class will explore the history of health and healing in Africa, with emphasis on the colonial and post-colonial eras. During the semester we will explore diverse medical and social interventions in African health over the past 150 years. How have African societies understood healthy communities and public health? We will examine this question through the study of spirit possession and other African healing practices but also how they have intersected with different biomedical practices and public health programs. We will also study the patterns and social impacts of new diseases in the twentieth century, as well as transformations in the understanding and treatment of diseases long present on the continent. In particular we will explore shifting understandings of the causes, treatment, and social implications of sleeping sickness, malaria, and HIV/AIDS. The development of colonial rule, shifting environmental conditions, changing diets, and urbanization all impacted the disease landscape, as well as the way African societies have understood public health. Indeed, the themes of health, medicine and disease provide a useful lens for understanding important social transformations across the continent.

Requirements/Evaluation: active participation in discussion, map quiz, reading reflections, a primary source analysis paper (3-5 pages), presentation, and one research paper (8-12 pages).

Prerequisites: none

Enrollment Limit: 15
Enrollment Preferences: if course is over-enrolled, preference to history majors and students with a demonstrated interest in African studies

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 304 (D2) HIST 305 (D2)

Difference, Power, and Equity Notes: This course explores transformations in how Africans in the recent past have experienced, practiced and conceptualized health and healing. These transformations have been triggered by the expansion of global biomedicine, new and lethal epidemics, old diseases in changing environments, and new political and economic decisions by policymakers. The history of health and healing in Africa provides a critical lens through which to examine societal imbalances and and inequalities.

Spring 2021

SEM Section: H1 MW 6:45 pm - 8:00 pm Benjamin Twagira

HIST 306 (S) Indigenous Narratives: From the Fourth World to the Global South (DPE) (WS)

Cross-listings: GBST 369 HIST 306 COMP 369 ARAB 369

Secondary Cross-listing

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Tashelhiyt Berber tales in Morocco, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

Class Format: Course will be offered remotely.

Requirements/Evaluation: active class participation, several short response assignments (3-4 pages), two film reviews (1 page), a performance project, and a final paper (7- to 10 -pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 369 (D2) HIST 306 (D2) COMP 369 (D1) ARAB 369 (D1)

Writing Skills Notes: This course will enable students to write weekly while engaging with various forms of writing skills: articulating arguments in short response papers (3-4 pages each), developing visual criticism through writing two film reviews, (1 page each), journaling through writing a personal reflections on a performance project, and honing research language in producing a final paper of 7-10 pages. Instructor's feedback and peer review sessions will include review of drafts and argumentative structures.

Difference, Power, and Equity Notes: At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.
HIST 307 (F) To Die For? Nationalism in the Middle East (DPE)

Cross-listings: HIST 307 ARAB 307

Primary Cross-listing

In 1932, or twelve years into his rule and twelve years after the establishment of Iraq, King Faysal I lamented that there were "no Iraqi people but only unimaginable masses of human beings, devoid of any patriotic idea, imbued with religious traditions and absurdities, connected by no common tie." This course will consider how true the King's statement still holds by evaluating the various attempts at state and nation building in the modern Middle East. Some of the more prominent questions that this course will examine include: What is a nation? What are essential characteristics of a nation? Who are a people? Why are people ready to die for the nation? And who is included and excluded in the nationalist narrative? After assessing some of the more influential theories of nationalism, we will explore the historical experience of nationalism and national identity in Egypt, Israel, Turkey, Iran, and Iraq. What has been at the basis of nationhood? How did European concepts of nation translate into the Middle Eastern context? What was the role of religion in these modern societies? How did traditional notions of gender effect concepts of citizenship? We will also explore some of the unresolved issues facing the various nations of the Middle East, such as unfulfilled nationalist aspirations, disputes over land and borders, and challenges to sovereignty.

Class Format: A hybrid course for students who are both on campus and remote. Depending on the number of students, the course will primarily be taught seminar style on campus following appropriate social distancing guidelines or in the tutorial format with a mix of on campus and remote groups. Some class meetings may be remote and asynchronous but this will mostly be a synchronous campus class.

Requirements/Evaluation: There will be several options to fulfill the requirements of this course including a weekly journal, oral exam or a final research paper (12-15 pages).

Prerequisites: None.

Enrollment Limit: 15

Enrollment Preferences: History and Arabic Studies majors, seniors, and students with a demonstrated interest in the Middle East.

Expected Class Size: 8-10

Grading: yes pass/fail option, no fifth course option

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 307 (D2) ARAB 307 (D2)

Difference, Power, and Equity Notes: This course examines the power of the state to decide who is included and not included in the nationalist narrative. How does it seek to promote unity and how does it explain differences within and outside of society? Though nationalism can be a very powerful unifying factor, this course will also consider examples where nationalism has the opposite effect.

Fall 2020

SEM Section: H1 MWF 11:45 am - 1:00 pm Magnús T. Bernhardsson

HIST 319 (F) Gender and the Family in Chinese History (DPE)

Cross-listings: WGSS 319 ASST 319 HIST 319

Primary Cross-listing

Although sometimes claimed as part of a set of immutable "Asian values," the Chinese family has not remained fixed or stable over time. In this course, we will use the framework of "family" to gain insight into gender, generation, and sexuality in different historical periods. Beginning in the late imperial period (16th-18th Centuries), we will examine the religious, marital, sexual, and child-rearing practices associated with traditional ideals of family. We will also examine the wide variety of "heterodox" practices that existed alongside these ideals, debates over and critiques of gender, family, and sexuality in the twentieth century and in China today.

Class Format: Remote in Fall 2020. Emphasis will be on synchronous discussions and small group work via Zoom (or similar).

Requirements/Evaluation: active participation in discussions and group work, short skills-based writing assignments (2-4 pgs) and short essays (5-7 pgs) leading toward a final paper.
Prerequisites: none; open to first year-students with instructors permission

Enrollment Limit: 15

Enrollment Preferences: History, Asian Studies, and WGSS majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 319 (D2) ASST 319 (D2) HIST 319 (D2)

Difference, Power, and Equity Notes: This course focuses on historical regimes of gender and sexuality in China and their transformations over time. Students will be asked to consider these regimes both on their own terms and in comparative perspective.

Fall 2020

SEM Section: R1    TF 1:30 pm - 2:45 pm     Anne Reinhardt

HIST 321  (S)  History of U.S.-Japan Relations, 1853-Present   (DPE)

Cross-listings: LEAD 321 ASST 321 HIST 321

Primary Cross-listing

An unabating tension between conflict and compromise has been an undercurrent of U.S.-Japan relations since the 1850s, at times erupting into clashes reaching the scale of world war and at times allowing for measured collaboration. We will explore the U.S.-Japan relationship from the perspectives of both countries with a focus on how culture, domestic concerns, economic and political aims, international contexts, and race have helped shape its course and nature. This course will fulfill the Difference, Power, and Equity requirement by examining not just the diplomatic relationship between the U.S. and Japan, but also how various types of interactions have influenced the dynamics of power between these two countries and have shaped the ways in which each country has understood and portrayed the other.

Class Format: remote with synchronous, seminar-style discussion

Requirements/Evaluation: class participation, response papers (500 words), one short paper (5 pages), and a research paper (12-15 pages)

Prerequisites: none; open to first-year students with instructors permission

Enrollment Limit: 15

Enrollment Preferences: History or Asian Studies majors/prospective majors

Expected Class Size: 10-15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
LEAD 321 (D2) ASST 321 (D2) HIST 321 (D2)

Difference, Power, and Equity Notes: The course focuses on differences in power (economic, cultural, political, and military) between Japan and the U.S., from the 1850s through the present. It considers the ways in which Japan has been subordinate to the U.S. for much of this history, and the conflicts that have resulted when Japan has attempted to overturn this dynamic of power. Students will acquire the skills of history and international relations to examine how race, culture, and politics have shaped this relationship.

Spring 2021

SEM Section: R1    TF 3:15 pm - 4:30 pm     Eiko Maruko Siniawer

HIST 332  (F)  Queer Europe: Sexualities and Politics since 1850   (DPE)

Cross-listings: HIST 332 WGSS 331

Primary Cross-listing

This course explores the construction, articulation, and politics of queer sexual desire in Europe from the mid-nineteenth century to the present. By placing queer sexualities in their broader social and political context, the course examines the ways in which sexuality has become central to questions
of identity, both personal and national, in modern European society. Topics include: ways of thinking about the queer past; women's "friendships" in Victorian Britain; the role of the new science of sexology in specifying various "sexual perversions"; the rise of sexual undergrounds in the context of European urbanization; the birth of campaigns for "homosexual emancipation"; attempts to regulate and suppress "deviant" sexualities, especially under the fascist and Nazi regimes in the 1930s; the effects of the postwar consumer revolution on the practices of sexual selfhood; the postwar "sex change" debates; the politics of 1950s homophile organizing and the 1970s Gay Liberation Movement; and recent debates about migrant queer identities in an increasingly multicultural Europe. The course will focus primarily on experiences in Britain, France, and Germany, but with some detours to Italy and Russia. Readings will be drawn from sexological texts, political tracts, memoirs, and the writings of recent historians and theorists. Several films will be screened and will also be central to our discussions of the changing meanings of sexual selfhood in modern European societies.

**Class Format:** This will hopefully be a 'hybrid' class, taught in person on campus, primarily as a discussion course. After Thanksgiving, the final course readings will be discussed remotely via Zoom. Depending on the numbers, if both on-campus and off-campus students enroll in the course -- or if masks and in-class social distance interfere with fruitful discussions -- instruction may shift to an all-remote format.

**Requirements/Evaluation:** The class will be taught entirely in discussion mode and students will be expected regularly to contribute to the discussion of the readings and films for the course. Evaluation will be based on the quality of those contributions, the posting of four 500-word response papers on the readings (chosen by the students), two 7- to 8-page interpretive essays, and a final research paper of 12- to 15-pages.

**Prerequisites:** None; open to all students.

**Enrollment Limit:** 15

**Enrollment Preferences:** Junior and Senior History majors, along with Women's, Gender and Sexuality Studies majors, will be given enrollment preference if the class is over-enrolled. But other students are welcome if space is available.

**Expected Class Size:** 8-12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 332 (D2) WGSS 331 (D2)

**Difference, Power, and Equity Notes:** "Queer Europe" is a DPE course insofar as it explores the mechanisms by which sexual difference has been constituted, contested, and experienced and addresses how what we assume to be the "sexual norm" has a profoundly political history. It focuses on the means by which norms are created and enforced through the operations of power and on how those norms have been challenged and resisted by individuals who have come to understand themselves outside the normative categories of sexual selfhood.

Fall 2020

SEM Section: H1 TR 6:45 pm - 8:00 pm Chris Waters

**HIST 347 (S) Democracy and Dictatorship in Latin America** (DPE)

The scarcity of stable and democratic governments in Latin America has frustrated observers across the region and beyond for almost 200 years. This course will examine the historical creation of both democratic and anti-democratic regimes in different national cases, seeking to identify the conditions that have fostered the apparent persistence of dictatorial tendencies as well as diverse forms of pro-democratic and social justice activism. Our main cases will be Brazil, Argentina, Mexico, Peru, and the countries of Central America, but we will address the region as a whole. In this regard we will look at the social and economic forces as well as the political actors and ideologies that have contributed to distinct, if often parallel, outcomes. At the same time, we will also question the criteria we use to label regimes "democratic" or "dictatorial"--and the implications of our choice of criteria.

**Class Format:** remote

**Requirements/Evaluation:** class participation, response papers, two short papers, and a longer (10-page) final essay

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** History majors

**Expected Class Size:** 12-15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course examines the production of unequal power relations along racial/ethnic, gender, national, and regional lines. Furthermore, it analyzes the creation of diverse--and biased--categories by which Latin Americans and their political movements and
systems have been evaluated since the nineteenth century.

Spring 2021
SEM Section: R1    TR 9:45 am - 11:00 am    Roger A. Kittleson

HIST 360  (F)  Mapping North America: Critical Cartographies  (DPE)
This course examines histories of mapping: what maps show, and what places the practices of cartography have tended to erase, distort, or conceal. Focusing on North America, it examines how Native Americans, African-Americans, and Euro-colonial peoples strongly contested the meanings and representations of "place." Course topics include Indigenous mapping traditions and concepts of homelands spaces; European navigational strategies and colonialism; urban planning; and scientific as well as military depictions of particular lands and waters, especially west of the Mississippi River. The course teaches strategies for employing maps as primary sources, and ways of understanding the historical and ideological circumstances of their production and circulation. It will offer opportunities to critically engage cartographic materials in Williams College's archival and museum collections, and to develop independent research projects.

Class Format: Remote class. Class will center on weekly Zoom discussions in a seminar format, plus virtual one-on-one discussions with the instructor about writing projects.

Requirements/Evaluation: class discussion, response papers, short analytic essays, final project

Prerequisites: one History or American Studies course

Enrollment Limit: 15

Enrollment Preferences: sophomore, junior, and senior History and American Studies majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)  (DPE)

Difference, Power, and Equity Notes: This course offers critical perspectives on mapping and the close connections between representations of space/place and the exercise as well as contestation of power. Particular attention is devoted to Native American/Indigenous mapping and "counter-mapping" projects and methodologies, as well as scholarship from the African diaspora that stresses the active role of mapping in creating and also resisting racialized social regimes.

Fall 2020
SEM Section: R1    MW 11:45 am - 1:00 pm    Christine DeLucia

HIST 367  (S)  Black History is Labor History  (DPE)
Cross-listings: AFR 367  HIST 367

Primary Cross-listing

This seminar explores labor history in relation to black people, spanning the colonial period to the early twenty-first century. It racializes the history of work by tracing the long story of black labor in the U.S. from the plantation to the plant. Whereas the bulk of the course will analyze black labor and labor movements in the twentieth century, specifically focusing on the push for economic inclusion and mobility amid employment, societal and union-related racial discrimination, we will examine what involuntary black labor meant in the context of slavery and the construction of a capitalist economy. Likewise, we will devote attention to black workers with regard to such topics as antiunionism, deindustrialization, economic inequality, Fordism, informal economies, Jim and Jane Crow, labor radicalism and violence, New Deal and welfare, the rise of civil rights unionism, and slavery and capitalism, among other themes.

Requirements/Evaluation: Students are expected to participate actively and will write two comparative essays (5-7 pages) and two primary source analyses (1-2 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages) in consultation with the instructor and will be required to submit a topic proposal and outline, an annotated bibliography, and a peer-reviewed draft of the final paper.

Prerequisites: recommended for students with sophomore standing or above

Enrollment Limit: 25

Enrollment Preferences: HIST and AFR majors
Expected Class Size: 20
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 367 (D2) HIST 367 (D2)

Difference, Power, and Equity Notes: This course racializes the study of labor history, focusing on black people and their experiences in the United States from the plantation to the plant. It challenges students to confront and to redefine what it means to labor, grasping how slavery, segregation, and systemic inequalities amid black people's pursuit of citizenship, equality, and freedom have shaped their economic, political, and social conditions and identities.

Spring 2021
SEM Section: R1 TR 11:30 am - 12:45 pm Tyran K. Steward

HIST 368 (F) Framing American Slavery (DPE)
Cross-listings: AFR 363 AMST 368 HIST 368
Primary Cross-listing
Readings in American Slavery This course will delve into how and what historians have written about US slavery for the last century or so. Rather than marching through time, like we might in a survey course, we'll explore the nooks and crannies of slavery's history. We'll consider gender and sexuality, labor and capitalism, regional difference, maritime culture, and every day life. We'll compare histories produced well before the Civil Rights Movement to books written afterward. We'll consider the obstacles and challenges Black scholars faced in the academy and consider the significance of their work. Finally, we'll examine slavery’s role in today’s world, beginning with the institution’s relationship with American universities and continuing on to the recent protests against monuments and statues.

Requirements/Evaluation: Four written essays/reviews, final paper. Students must also complete reading and contribute to class discussions.
Prerequisites: None
Enrollment Limit: 12
Enrollment Preferences: Priority given to History, American Studies, and Africana Studies concentrators/ majors.
Expected Class Size: 10
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 363 (D2) AMST 368 (D2) HIST 368 (D2)

Difference, Power, and Equity Notes: This course will explicitly examine how power worked and changed during the centuries of legal slavery in the United States. Since lawmakers joined power and violence to definitions of whiteness and blackness, we will study how these definitions emerged and changed over time. Students will address issues of violence, legal and extra legal means of continuing slavery through changing political and economic conditions. Additionally, the course will consider the racial barriers in the academy.

Fall 2020
SEM Section: R1 TR 9:45 am - 11:00 am Gretchen Long

HIST 379 (S) Black Women in the United States (DPE)
Cross-listings: HIST 379 WGSS 379 AFR 379
Primary Cross-listing
As slaves and free women, activists, domestics, artists and writers, African Americans have played exciting and often unexpected roles in U.S. political, social, and cultural history. In this course we will examine black women's lives from the earliest importation of slaves from Africa and the Caribbean through to the expansion of slavery, the Civil War, freedom, Jim Crow, the Civil Rights movements, and up to the present day. Consistent themes we will explore are the significance of gender in African American history and the changing roles and public perceptions of black women both inside and outside the black community. We will read and discuss a combination of primary and secondary sources; we will also consider music, art,
and literature, as well as more standard "historical" texts.

**Class Format:** discussion

**Requirements/Evaluation:** student participation, three papers, and a brief oral presentation

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** History, WGSS, and American Studies Majors, and Africana Concentrators.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 379 (D2) WGSS 379 (D2) AFR 379 (D2)

**Difference, Power, and Equity Notes:** This course meets the Difference, Power, and Equity requirement. The course focuses on empathetic understanding, power, and privilege, especially in relation to class, gender, and race within a U.S. context. We will study the ways in which the conflicts arose within the Black community and how Black women, usually without official positions as leaders, emerged as organizers and leaders in political and social movements.

Spring 2021

LEC Section: R1  TR 8:30 pm - 9:45 pm  Gretchen Long

**HIST 380 (F) Comparative American Immigration History** (DPE)

This course covers the history of immigration to the U.S. from the 1800s to the present. It compares the experiences of immigrants from Europe, Asia, Latin America, and the Middle East.

**Class Format:** This class will be REMOTE

**Requirements/Evaluation:** a series of papers and a final oral history or family history

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** I am hoping to teach this course in two sections of 10-12 students.

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** By examining American history through immigration law and texts (novels, census materials, legal cases, oral histories, and secondary sources) this class will reveal a constant tension in American society that vacillates between welcoming and shunning immigrants, depending on their race, religion, class, gender, and sexuality. The power to include and exclude various people wishing to become part of our society has been a conflict that has played out for nearly all of our national history.

Fall 2020

LEC Section: R1  TR 11:30 am - 12:45 pm  Scott Wong

LEC Section: R2  TF 1:30 pm - 2:45 pm  Scott Wong

**HIST 385 (S) Latinx Politics in New York City and Beyond** (DPE)

**Cross-listings:** HIST 385  LATS 385

**Primary Cross-listing**

Latinas and Latinos have long sought inclusion in the U.S. polity and society. The meanings and terms of inclusion have shifted historically, as have the methods for seeking that inclusion. This course explores activism that has included community building to meet immediate needs, social service approaches, community-based organizing, political and social movements, and participation in pre-existing unions and political groups, as well as electoral politics. At times working within existing structures, Latinx communities have also questioned and challenged those existing structures.
Activists have addressed a wide variety of often intersecting issues including education, workers' rights, women's rights and feminism, immigration rights and legal status, environmental justice, LBGTQ+ visibility and rights, as well as others. New York City has long been home to a diverse group of Latinas and Latinos, and provides an important lens to Latinidades and to the politics of recognition, inclusion, and radical transformation. For final projects, students will select a contemporary issue to explore in greater depth and/or explore Latinx politics in another community.

**Class Format:** This is a discussion-based course, so reading and full participation is important. Taught hybrid style, the format of the course will depend on enrollments and be flexible. My initial plan is to teach one class session all remote and then divide the class into two discussion sections—one in person and one remote. The remote discussion section will have a day and time to be determined based on schedules.

**Requirements/Evaluation:** Class participation including short writing assignments, two essays of 4-5 pages each, final project of 7 to 10 pages, and final presentation

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** History majors and Latina/o Studies concentrators, seniors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 385 (D2) LATS 385 (D2)

**Difference, Power, and Equity Notes:** This course explores how Latinx communities have sought inclusion in the U.S. polity and society, in the face of marginalization based on race, ethnicity, class, gender, sexuality, and/or political perspective, as well as other intersecting markers of difference. At times working within existing structures, Latinx communities also challenged those structures and power relations. Questions of difference, power and equity are explored at the structural, community, and individual levels.

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**Spring 2021**

SEM Section: H1    WF 1:30 pm - 2:45 pm    Carmen T. Whalen

**HIST 389 (S) The Vietnam Wars** (DPE)

**Cross-listings:** LEAD 389 HIST 389 ASST 389

**Primary Cross-listing**

This course explores Vietnam's twentieth century wars, including an anti-colonial war against France (1946-1954), a massive Cold War conflict involving the United States (1965-1973), and postcolonial confrontations with China and Cambodia in the late-1970s. Course materials will focus primarily on Vietnam's domestic politics and its relations with other countries. Lectures, readings, films, and discussions will explore the process by which Vietnam's anti-colonial struggle became one of the central conflicts of the Cold War, and examine the ramifications of that fact for all parties involved. The impact of these wars can hardly be overstated, as they affected the trajectory of French decolonization, altered America's domestic politics and foreign policy, invigorated anti-colonial movements across the Third World, and left Vietnam isolated in the international community. Students will read a number of scholarly texts, primary sources, memoirs, and novels to explore everything from high-level international diplomacy to personal experiences of conflict and dramatic social change wrought by decolonization and decades of warfare.

**Class Format:** This course will be fully remote. The course format will prioritize synchronous discussions and small group work via Zoom.

**Requirements/Evaluation:** class participation, several short papers, and a 10- to 12-page final paper

**Prerequisites:** none; open to all

**Enrollment Limit:** 15

**Enrollment Preferences:** History and Asian Studies majors

**Expected Class Size:** 10-15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 389 (D2) HIST 389 (D2) ASST 389 (D2)

**Difference, Power, and Equity Notes:** This course traces Vietnam's anti-colonial movements from colonization to liberation. Students will examine
power struggles among Vietnamese nationalists from a variety of different religious, class, ideological, and regional backgrounds, as well as Vietnam's diplomatic and military rivalries with France, China, the Soviet Union, and the United States. Readings will focus on Vietnamese voices to explore how the country surmounted seemingly impossible international power dynamics.

Spring 2021
SEM Section: R1  MWF 11:45 am - 1:00 pm  Jessica  Chapman

HIST 390 (S) Race, gender and science: A Black, Brown, and Queer inquiry into Science and Technology Studies  (DPE)

Cross-listings: HIST 390  STS 302

Secondary Cross-listing
The protests that followed the murder of George Floyd have brought to the fore the realities of racism and violence that Black, Indigenous and People of Color experience daily. They also motivated a long overdue reckoning in various fields and institutions with the legacy of structural racism, and of colonial history. The history of modern science, technology and medicine is intractably connected to questions of race, gender, sexuality and colonialism. Scientific knowledge has been influenced by debates related to human difference and to colonialism, and has also contributed to the production of ideas around difference and distinction as well as around equality and equity. In this course, we will take a deeper look into different episodes in the history of modern science, technology and medicine, and will engage in a Black, Brown and Queer reading and investigation of science and technology. The course will offer a deep historical and methodological introduction to STS, as well as to a number of critical disciplines, such as Critical Race Theory, Postcolonial and decolonial theory, queer theory, in relation to science, technology and medicine. This course can serve as an alternative to STS 101.

Class Format: The course will be held remotely

Requirements/Evaluation: 2 response papers (3-5 pages each) + final project (could be a 10-15p paper or creative project of any kind)

Prerequisites: Previous courses in STS, history, CRT, WGS, or similar disciplines is preferred but not necessary.

Enrollment Limit: 10

Enrollment Preferences: Juniors and Seniors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 390 (D2) STS 302 (D2)

Difference, Power, and Equity Notes: The course addresses how the history of science, technology and medicine is impacted by issues related to race, gender, sexuality and colonialism

Spring 2021
SEM Section: R1  MW 10:00 am - 11:15 am  Ahmed  Ragab

HIST 391 (S) When India was the World: Trade, Travel and History in the Indian Ocean  (DPE) (WS)

Cross-listings: GBST 391  ASST 391  HIST 391

Primary Cross-listing

What do Ibrahim Ben Yiju, a Jewish merchant from 11th century Yemen, Ibn Batutah, a Muslim scholar from 15th century Morocco and Captain Kidd, a 17th century English pirate have in common? All three men travelled and lived in the Indian Ocean region! This course explores the history of one of the world's oldest maritime highways that has connected the diverse cultures of Asia, Africa and Europe for millennia, thus making it a vital element in the birth of globalization. Moving away from conventional land-centric histories, we will focus instead on understanding the human past through oceanic interactions. South Asian ports and port cities remained the fulcrum of the Indian Ocean world throughout its history; traders, travellers, nobles, scholars, pilgrims and pirates from all over the world travelled to the Indian coast in search of adventure, spices, knowledge and wealth. Thus we will primarily focus on India's role in the Indian Ocean roughly from the rise of Islam in the seventh century CE through the expansion of various European communities in the region and the subsequent rise of the global economy and colonialism in the nineteenth century. Rather than following a strict temporal chronology we will concentrate on themes such as travel and adventure; trade and exchange; trust and friendship; religion and society;
pilgrimage; piracy; the culture of port cities; and food across time.

Requirements/Evaluation: class participation and weekly responses to readings, 4 short papers (4-5 pages), an oral presentation and final research (10 pages) paper based on any one of the 4 papers written during the course.

Prerequisites: none; open to all

Enrollment Limit: 15

Enrollment Preferences: history majors and students with demonstrable interest in maritime/Indian Ocean history

Expected Class Size: 10-12

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 391 (D2) ASST 391 (D2) HIST 391 (D2)

Writing Skills Notes: Students will write 4 short papers (4-5 pages) each and receive detailed feedback from the instructor. One of the four papers will become the basis of a final research paper (10-12 pages) on which each student will work closely with the instructor and receive feedback on improving research and writing skills.

Difference, Power, and Equity Notes: This course questions the conventional view that global interconnectedness was the result of Europe's discovery of 'new worlds'. Instead, it centers non-European actors in facilitating global networks before colonialism. Throughout, students will critically engage questions of how Asian and African players forged and shaped global connections across the Indian Ocean arena and examine the ways in which these contributions have been overshadowed in traditional historiography.

Spring 2021

SEM Section: R1    TR 8:30 pm - 9:45 pm     Aparna Kapadia

HIST 483  (S)  Sport and Diplomacy  (DPE) (WS)

Sport has emerged in recent years as a hot topic of study among diplomatic historians. Once considered a marginal topic, sport is now seen as a critical window into the world of international relations. Recent works address not only official state policies pertaining to international sport, but also issues of nationalism, imperialism, racial ideologies, transnational migration, public diplomacy, culture in foreign relations, and the role of sport governing bodies in the international system. In this tutorial, students will read key essays and monographs that contribute to this emerging literature, alongside state-of-the-field essays that explore the methodological and thematic approaches that historians have used to grapple with the complex interactions between countries, peoples, and cultures that occur within the realm of sport.

Class Format: This course will be remote. If conditions allow, I may set up in-person tutorial sessions for on-campus students.

Requirements/Evaluation: Students will write and present orally six essays (5-7 pages each) on assigned readings each week; students not presenting an essay in a given week will produce a 2-3 page written critique

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: History majors and students with some prior course work in foreign relations and/or international history

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: Students will each write six (6) tutorial papers of 5-7 pages and six (6) critiques of 2-3 pages. The professor will provide weekly written feedback on each of these papers, and they will be discussed at length in tutorial sessions.

Difference, Power, and Equity Notes: Modern sport emerged in a colonial context as a means of asserting and maintaining control and has become a key site of contestation over the color line in both domestic and international contexts. International sport competitions like the Olympics and the World Cup have served as proxies for military power and showcases for national cultures in ways that have both revealed and concealed ongoing racial tensions. This course explores diversity, power, and equity in international sport.

Spring 2021

TUT Section: RT1    TBA     Jessica Chapman
HIST 488 (F) Fictions of African American History (DPE) (WS)

Cross-listings: HIST 488 AMST 488

Primary Cross-listing

This course examines African American fiction, largely from the late 19th and very early 20th century. These Black authors, none of them professional historians, try to bring African American History to light in an era before this history was taken seriously by the white academy. Many of the authors we examine were activists and journalists who set their novels and short stories during Slavery and Emancipation. We will consider inherently radical act of reading and writing in a society where black literacy was illegal until after the Civil War. Alongside the fiction we will read modern historiography of the era. We will also delve into some of slave narratives published after Emancipation. Readings will include works by Booker T. Washington, James Weldon Johnson, Charles Chesnutt, Paul Laurence Dunbar, and Sutton Griggs. This is a tutorial and will be taught online.

Requirements/Evaluation: Every week a student will write either an essay or a critique. For the final assignment students may either write a review of 2-3 works of historiography OR substantially revise an essay or critique they did during the semester.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: History, Africana, and American Studies Majors will have preference. As well as students who have never taken a tutorial.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 488 (D2) AMST 488 (D2)

Writing Skills Notes: Students will write every week (essays and critiques) and receive feedback from their partners and from the professors. The final assignment of the semester is major revision of a one essay or critique. Students will receive feedback on their paper's organization and argument as well as points of style. Since we will be reading both fiction and historiography, we will discuss as a group the different challenges each form poses to essay writing.

Difference, Power, and Equity Notes: African Americans writing during this time lived under the laws and customs of Jim Crow and White Supremacy. Lacking political power, they turned to the power of the written word. We will evaluate the way writing and fiction helped ameliorate (or not) the racial power structures.

Fall 2020

TUT Section: RT1 TBA Gretchen Long

HIST 489 (F) Appropriating History. Who Owns the Past? (DPE) (WS)

Cross-listings: HIST 489 ARAB 408

Primary Cross-listing

Who owns the past? How have modern states appropriated history? The political use of history is a critical ingredient in any nationalist discourse. In such narratives, the selective utilization of archaeology and ancient history often serves important functions in articulating a conscious and deliberate national history. Thus, in nationalist renderings, archaeological sites and artifacts are not merely relics of the past; they can also be potent and conspicuous symbols of national identity for the modern nation-state. In the Middle East, with its rich archaeological heritage, the relationship among politics, nationalism, and archeology has been particularly strong and interesting. This tutorial addresses the powerful nexus between history and nationalism with a special emphasis on the Middle East. It will explore the battle over who controls history and the "stuff" of history such as antiquities, land, heritage sites, and museum exhibitions and how that control has expressed itself in several Middle Eastern countries, including Iraq, Israel, Turkey, Egypt, Lebanon, and Iran. Furthermore, it will discuss how archaeology entered the political discourse, the ethics of repatriation and appropriation, and archaeology's role in contested terrains and political disputes.

Class Format: This tutorial can be taken entirely Remote. On campus students may request in-person tutorial sessions, pending the agreement of other students and the availability of appropriate rooms.

Requirements/Evaluation: Format: tutorial. Requirements: 5-7 page essays or 2-3 response papers due each week

Prerequisites: None, though a demonstrated interest in the Middle East is important.
Enrollment Limit: 10
Enrollment Preferences: Seniors and to History and Arabic Studies majors.
Expected Class Size: 8
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 489 (D2) ARAB 408 (D2)

Writing Skills Notes: As a tutorial, students will receive extensive feedback on their writing each week both from the professor and their partner. Further, students will be given the opportunity to rewrite two of their papers in light of the criticism that they receive during the semester.

Difference, Power, and Equity Notes: This is a tutorial on a particular form of power, namely how the powerful seek to control the past. The ultimate question that this tutorial seeks to answer is: who owns the past? Which history is emphasized and which histories are overlooked? How do modern nation states in different Middle Eastern states cherry-pick the past in order to maintain and develop a national narrative that is suitable to the political and economic powers often at the expense of religious or linguistic minorities.

Fall 2020
TUT Section: RT1     Magnús T. Bernhardsson

HSCI 101 (S) Science, Technology and colonialism: A Critical global introduction to Science and Technology Studies (DPE)

Cross-listings: STS 101 HSCI 101

Secondary Cross-listing

The protests that followed the murder of George Floyd have brought to the fore the realities of racism and violence that Black, Indigenous and People of Color experience daily. They also motivated a long overdue reckoning in various fields and institutions with the legacy of structural racism, and of colonial history. The history of modern science and technology is intractably connected to colonial expansion, decolonization and neo-colonialism. From genocide of Indigenous peoples and the enslavement of Africans, to colonial medicine, eugenics and the atomic bomb, to the out-sourcing of expensive and environmentally hazardous technologies to the Global South, modern science and technology cannot be fully understood without serious reckoning with the history of colonialism, race, gender and sexuality. In this course, we will investigate the history of modern science and technology at a global level from the sixteenth century to today. We will look at how scientific knowledge and institutions influenced and were influenced by colonial expansion and decolonization, by racism and antiracist struggles, by questions of gender and sexuality and by feminist and LGBTQ+ activism. The course will move through different episodes using objects and case studies to understand the history of science and technology, and discuss the methods of science and technology studies. This course is an introduction to Science and Technology Studies. It will be accompanied by an advanced seminar (201) for more advanced students interested in these questions.

Class Format: Remote
Requirements/Evaluation: two or three short exercises, two papers (3-5 pages and 5-7 pages), and two hour exams
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: first-years and sophomores
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
STS 101 (D2) HSCI 101 (D2)

Difference, Power, and Equity Notes: The course addresses how epidemics, and the way medical and political institutions dealt with them, were shaped by issues of race, gender, sexuality and human difference, and how epidemics in turn impacted perception of race, gender and sexuality.

Spring 2021
SEM Section: H1     MW 11:45 am - 1:00 pm     Ahmed Ragab
**INTR 219 (F) Women and Girls in (Inter)National Politics**  
**Primary Cross-listing**

This tutorial focuses on the writings and autobiographies of women who have shaped national politics through social justice movements in the 20th-21st centuries. Women and girls studied include: Fannie Lou Hamer, Shirley Chisholm, Safiya Bukhari, Erica Garner, Greta Thunberg, Malala Yousafzai, Marielle Franco, Winnie Mandela.

**Requirements/Evaluation:** Weekly 5-page primary analytical papers and 2-page response papers.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Juniors and seniors, sophomores.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

INTR 219 (D2) PSCI 219 (D2) AFR 217 (D2) WGSS 219 (D2) LEAD 219 (D2)

**Difference, Power, and Equity Notes:** This tutorial examines how girls and women confront capitalism, imperialism, climate devastation, patriarchy and poverty. The national and international movements that they participated in or led were based on shifting the balance of powers towards the impoverished, colonized, and imprisoned.

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**INTR 220 (S) Cold War Intellectuals: Civil Rights, Writers and the CIA**  
**Primary Cross-listing**


**Requirements/Evaluation:** Attend all classes; submit completed papers 24 hours before seminar meets.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Juniors and Seniors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 224 (D2) PSCI 221 (D2) AMST 201 (D2) LEAD 220 (D2) INTR 220 (D2)

**Difference, Power, and Equity Notes:** This tutorial examines the Cold War between the US and the USSR and attempts to use intellectuals to shape and promote the objectives of powerful state entities. The power struggle between the two "superpowers" impacted cultural production and authors. Some of those authors influenced or enlisted into the Cold War sought equity and equality for their communities and eventually fought against the very political powers that employed them.
INTR 320  (F)  Angela Davis: Political Theory, Activism, and Alliances  (DPE) (WS)

Cross-listings:  LEAD 319  PSCI 376  INTR 320

Primary Cross-listing

This seminar examines the political thought, activism, and iconography of abolitionist Angela Davis. The seminar involves a critical engagement with the philosopher, former political prisoner, and their relationship with other theorists, authors and activists. Readings include: *Angela Davis: An Autobiography; Soledad Brother: The Prison Letters of George Jackson; The Morning Breaks: The Trial of Angela Davis; Women, Race, and Class; If They Come in the Morning.*

Requirements/Evaluation:  Requirements: students attend each seminar class and come prepared to discuss the readings. Papers are due by email 24 hours before the seminar begins.

Prerequisites:  Preferences: Juniors and Seniors who have taken courses in Africana Studies, American Studies, Political Science, Philosophy.

Enrollment Limit:  19

Enrollment Preferences:  Juniors and Seniors with previous courses taken in Africana Studies, American Studies, Political Science, Philosophy.

Expected Class Size:  19

Grading:  yes pass/fail option,  yes fifth course option

Distributions:  (D2)  (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 319 (D2)  PSCI 376 (D2)  INTR 320 (D2)

Writing Skills Notes:  Three thesis papers at five pages each will receive critical feedback from the professor; one of the three papers will be revised with critical feedback from professor and peers, accompanied by a one-page statement explaining student's revisions; one keyword glossary where students define their key terms used in the paper; one roundtable discussion based on the final paper.

Difference, Power, and Equity Notes:  This course examines political activism in the 1960s-1970s during the Cold War in which the civil rights, black power and student anti-war movements challenged traditional US domestic and foreign policies. Examining the differential powers of university Regents, governors, presidents, and police forces and prison administrations in relation to social justice movements led by people under the age of thirty, we examine the structures of institutional power and the agency of cadre theorists.

Fall 2020

SEM Section: R1    TBA    Joy A. James

INTR 341  (S)  Black Marxism: Political Theory and Anti-Colonialism  (DPE) (WS)

Cross-listings:  AFR 340  INTR 341  PSCI 373  PHIL 341

Primary Cross-listing

The seminar involves a critical engagement with key Africana political leaders, theorists and liberationists. We will examine the Pan-African writings of: Cedric Robinson (*Black Marxism*); Walter Rodney (*How Capitalism Underdeveloped Africa*), Eric Williams (*Capitalism and Slavery, From Columbus to Castro*); Frantz Fanon (*The Wretched of the Earth*); Malcolm X (*Malcolm X Speaks*); Amilcar Cabral (*Resistance and Decolonization, Unity and Struggle*); C. L. R. James (*The Black Jacobins*).

Requirements/Evaluation:  Attend all classes. Papers are due 24 hours before the start of class. Participate in class discussions.

Prerequisites:  None

Enrollment Limit:  19

Enrollment Preferences:  Juniors and Seniors.

Expected Class Size:  19

Grading:  yes pass/fail option,  yes fifth course option

Distributions:  (D2)  (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
Writing Skills Notes: Three thesis papers at five pages each (each receiving critical feedback from professor); one thesis paper revision with critical feedback from professor and peers, including one letter of revision explaining the student’s revision process; one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper.

Difference, Power, and Equity Notes: This course focuses on anti-colonial struggles against European powers. Research will include the concept of "internal colonies" in the US.

Spring 2021

SEM Section: R1   TBA   Joy A. James

JAPN 220  (S) Being Korean in Japan  (DPE)

Cross-listings:  JAPN 220  ASST 220

Primary Cross-listing

Who are Zainichi Koreans (Koreans in Japan)? How are they different from Koreans in Korea or in the United States? Contemporary Korean TV dramas and films have depicted Koreans as attractive and successful people appealing to Hallyu (Korean Wave) fans around the world. However, Zainichi Koreans, who are the largest ethnic minority in Japan, have been frequently portrayed as abusive husbands/fathers, pitiful wives/mothers, or juvenile delinquents in both Japanese and Korean cinema and literature. Through close readings of films, novels, and short essays, we will explore little-known yet significant representations of Zainichi Koreans by focusing on Japanese and Korean historical contexts. By doing so, we will discover new aspects of transnational exchange not only between Japanese and Koreans, but also between South and North Koreans in Japan. All class materials will be available in English translation or with English subtitles.

Requirements/Evaluation: attendance/participation; short written responses; midterm essay; group presentation; final essay

Prerequisites: none

Enrollment Limit: 21

Enrollment Preferences: Open to all students, but if over-enrolled, priority will be given to Asian Studies and Japanese majors

Expected Class Size: 21

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
JAPN 220  (D1) ASST 220  (D1)

Difference, Power, and Equity Notes: This course looks at the dynamics of unequal power in the social marginality of Korean immigrants in Japan. Exploring historical contexts, students will analyze how the ethnic particularity of the Korean minority has engaged with and against Japanese society. Students will also examine how we might associate the minority culture and history with extensive global issues, including the relationships between environmental problems and minorities, wars and women, and imperialism and migration.

Spring 2021

LEC Section: H1   MR 3:15 pm - 4:30 pm   Eun Young Seong

JWST 268  (F) Where are all the Jews?  (DPE) (WS)

Cross-listings:  REL 268  ARAB 363  COMP 363  JWST 268

Secondary Cross-listing

Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israélite Universelle’s schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews’ departure from their ancestral lands left a socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, ethnographies, historiographical works, and
anthropological texts alongside documentaries films, the students will understand how literature and film have become a locus in which amnesia about Arab/Berber Jews is actively contested by recreating a bygone world. Resisting both conflict and nostalgia as the primary determinants of Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

Class Format: The course will be offered both in-person and remotely. Students enrolled remotely are required to watch the recorded videos of the in-person sessions in order to stay abreast of the discussions that take place in the classroom and enrich their engagement with the materials assigned in the course.

Requirements/Evaluation: 400-word weekly, focused responses on Glow; a book review (600 words); two five-page papers as mid-terms; one ten-page final paper; one presentation.

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students interested in critical and comparative literary, religious or historical studies.

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 268 (D2) ARAB 363 (D1) COMP 363 (D1) JWST 268 (D2)

Writing Skills Notes: Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on each written work to improve students' writing skills. Students are required to incorporate the feedback to improve their drafts before they become final. Students will receive detailed and consistent feedback about their writing in Arabic language. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Students in this course will understand the historical process that led to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.

Fall 2020

SEM Section: H1 MW 10:00 am - 11:15 am Brahim El Guabli

LATS 241 (S) Performing Masculinity in Global Popular Culture (DPE)

Cross-listings: WGSS 240 THEA 241 SOC 240 AMST 241 LATS 241

Secondary Cross-listing

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

Requirements/Evaluation: masculinity journal, mid-term essay exam, visual rhetorical analyses of pop culture images

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: a short statement of interest will be solicited

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
Difference, Power, and Equity Notes: This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinities, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

Spring 2021

SEM Section: R1    MW 6:45 pm - 8:00 pm     Gregory C. Mitchell

LATS 286 (F) Conquests and (Im)migrations: Latina/o History, 1848 to the Present (DPE)

Cross-listings: LATS 286  HIST 286

Primary Cross-listing

The first Latinx communities were formed in 1848 when the United States conquered half of Mexico's territory. In 1898 the United States annexed Puerto Rico and has retained sovereignty to this day. These early conquests and continuing im/migrations created Mexican and Puerto Rican communities in the United States. U.S. imperialism continued to shape the im/migrations that created Cuban, Dominican, Salvadoran, Guatemalan and other Latinx communities in the United States. This course explores U.S. military, political, and economic interventions and their impact on im/migrations and the making of Latinx communities. We also explore the impact of U.S. employers' and the U.S. government's recruitment of low wage workers in shaping im/migrations, destinations, and the formation of Latinx working-class communities. Im/migration and refugee policies have long defined who is eligible to enter and how, as well as who is deemed eligible for citizenship and belonging. Within this context, Latinas and Latinos have developed survival and family reunification strategies for themselves, their families, and their communities.

Class Format: This course is a discussion format. It will be offered in a "hybrid" format with synchronous class meetings and group discussion sections, offered in-person and remote.

Requirements/Evaluation: Class participation with short 1-2 page writing assignments; two 4-5 page essays, and a final 5-7 page essay. All writing assignments are based on course materials.

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: LATS concentrators, History majors, or those intending to become concentrators or majors, seniors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
LATS 286 (D2) HIST 286 (D2)

Difference, Power, and Equity Notes: This Difference, Power, and Equity course explores racialized dimensions of U.S. imperialism and U.S. labor recruitment, encouraging critical analysis. The course considers the impact on the formation of Latinx communities in the U.S. and on Latinas' and Latinos' lived experiences in the United States.

Fall 2020

LEC Section: H1    MWF 11:45 am - 1:00 pm     Carmen T. Whalen

LATS 385 (S) Latinx Politics in New York City and Beyond (DPE)

Cross-listings: HIST 385  LATS 385

Secondary Cross-listing

Latinas and Latinos have long sought inclusion in the U.S. polity and society. The meanings and terms of inclusion have shifted historically, as have the methods for seeking that inclusion. This course explores activism that has included community building to meet immediate needs, social service approaches, community-based organizing, political and social movements, and participation in pre-existing unions and political groups, as well as electoral politics. At times working within existing structures, Latinx communities have also questioned and challenged those existing structures. Activists have addressed a wide variety of often intersecting issues including education, workers' rights, women's rights and feminism, immigration rights and legal status, environmental justice, LBGTQ+ visibility and rights, as well as others. New York City has long been home to a diverse group of
Latinas and Latinos, and provides an important lens to Latinidades and to the politics of recognition, inclusion, and radical transformation. For final projects, students will select a contemporary issue to explore in greater depth and/or explore Latinx politics in another community.

**Class Format:** This is a discussion-based course, so reading and full participation is important. Taught hybrid style, the format of the course will depend on enrollments and be flexible. My initial plan is to teach one class session all remote and then divide the class into two discussion sections—one in person and one remote. The remote discussion section will have a day and time to be determined based on schedules.

**Requirements/Evaluation:** Class participation including short writing assignments, two essays of 4-5 pages each, final project of 7 to 10 pages, and final presentation

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** History majors and Latina/o Studies concentrators, seniors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 385 (D2) LATS 385 (D2)

**Difference, Power, and Equity Notes:** This course explores how Latinx communities have sought inclusion in the U.S. polity and society, in the face of marginalization based on race, ethnicity, class, gender, sexuality, and/or political perspective, as well as other intersecting markers of difference. At times working within existing structures, Latinx communities also challenged those structures and power relations. Questions of difference, power and equity are explored at the structural, community, and individual levels.

Spring 2021

SEM Section: H1 WF 1:30 pm - 2:45 pm Carmen T. Whalen

LATS 462 (F) Art of California: Pacific Standard Time (DPE) (WS)

**Cross-listings:** ARTH 462 AMST 462 ARTH 562 LATS 462

**Secondary Cross-listing**

In this course, we will study the visual arts and culture of California after 1960 and consider the region's place in modern art history. We will focus on a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time. Diverse in scope, these shows explored important developments in postwar art in California, including feminist art, African American assemblage, Chicano collectives, Modernist architecture, craft, and queer activism. In this seminar, we will pursue research projects directly related to the art exhibitions we study, and examine southern California conceptualism, photography, performance, painting, sculpture (including assemblage and installation), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions, while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history.

**Requirements/Evaluation:** Several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages written in stages over the course of the semester. The course will feature synchronous online class meetings with some small discussion groups. Student presentations will be recorded offline and posted to GLOW.

**Prerequisites:** ARTH 102 - Grad Art exempt from ARTH 102 prerequisite

**Enrollment Limit:** 12

**Enrollment Preferences:** senior Art major and senior Latina/o Studies concentrators

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 462 (D1) AMST 462 (D2) ARTH 562 (D1) LATS 462 (D2)

**Writing Skills Notes:** There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.
Difference, Power, and Equity Notes: Course themes of art and activism, borders and diaspora, globalism and modernism in the visual arts and how they intersect with the exploration of difference, power, and equity and the various ways that artists have produced works and developed practices that critically probe this intersection. Through discussion, presentations, and writing assignments students will develop skills in analyzing artworks and exhibitions that respond to and/or document social inequality and social injustice.

Fall 2020

SEM Section: R1 MW 6:45 pm - 8:00 pm C. Ondine Chavoya

LEAD 219 (F) Women and Girls in (Inter)National Politics (DPE)

Cross-listings: INTR 219 PSCI 219 AFR 217 WGSS 219 LEAD 219

Secondary Cross-listing

This tutorial focuses on the writings and autobiographies of women who have shaped national politics through social justice movements in the 20th-21st centuries. Women and girls studied include: Fannie Lou Hamer, Shirley Chisholm, Safiya Bukhari, Erica Garner, Greta Thunberg, Malala Yousafzai, Marielle Franco, Winnie Mandela.

Requirements/Evaluation: Weekly 5-page primary analytical papers and 2-page response papers.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Juniors and seniors, sophomores.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

INTR 219 (D2) PSCI 219 (D2) AFR 217 (D2) WGSS 219 (D2) LEAD 219 (D2)

Difference, Power, and Equity Notes: This tutorial examines how girls and women confront capitalism, imperialism, climate devastation, patriarchy and poverty. The national and international movements that they participated in or led were based on shifting the balance of powers towards the impoverished, colonized, and imprisoned.

Fall 2020

TUT Section: RT1 TBA Joy A. James

LEAD 220 (S) Cold War Intellectuals: Civil Rights, Writers and the CIA (DPE)

Cross-listings: AFR 224 PSCI 221 AMST 201 LEAD 220 INTR 220

Secondary Cross-listing

This tutorial focuses on US-based views of the Cold War. It examines how intelligence agencies and intellectuals, as well as government officials, viewed civil rights, human rights, and US hegemony. Readings include: Williams J. Maxwell (F. B. Eyes: How J. Edgar Hoover's Ghostreaders Framed African American Literature); James Baldwin (The Fire Next Time); Ralph Ellison (The Collected Essays of Ralph Ellison); Report to the President by the Commission on CIA Activities Within the United States (1975, VP Nelson Rockefeller, chair); Hugh Wilford (The Mighty Wurlitzer: How the CIA Played America); Hannah Arendt (The Origins of Totalitarianism; On Violence; "Reflections on Little Rock"); Frances Stonor Saunders (Who Paid the Piper? The CIA and the Cultural Cold War). Students alternate weekly between 5-page primary and 2-page secondary papers on assigned readings.

Requirements/Evaluation: Attend all classes; submit completed papers 24 hours before seminar meets.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Juniors and Seniors.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option
Distributions:  (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 224 (D2)  PSCI 221 (D2)  AMST 201 (D2)  LEAD 220 (D2)  INTR 220 (D2)

Difference, Power, and Equity Notes: This tutorial examines the Cold War between the US and the USSR and attempts to use intellectuals to shape and promote the objectives of powerful state entities. The power struggle between the two “superpowers” impacted cultural production and authors. Some of those authors influenced or enlisted into the Cold War sought equity and equality for their communities and eventually fought against the very political powers that employed them.

Spring 2021
TUT Section: RT1   TBA   Joy A. James

LEAD 254  (F)  Sovereignty, Resistance, and Resilience: Native American Histories to 1865  (DPE)

Cross-listings: HIST 254  AMST 254  LEAD 254

Secondary Cross-listing

This course surveys Native American/Indigenous North American histories from creation through the U.S. Civil War, tracing the complex ways that tribal nations and communities have shaped North America. It also introduces foundational methodologies in Native American and Indigenous Studies and strategies for pursuing decolonizing scholarship and action. Beginning with the diverse Indigenous societies that inhabited the Americas millennia before Columbus’s arrival, it discusses the cultural complexity of Native peoples, nations, and worldviews rooted in particular ecosystems and homelands, as well as accounts of beginnings and migrations. It addresses how Native peoples confronted grievous epidemics resulting from the “Columbian Exchange,” and contended with Euro-colonial projects of “discovery” and colonization. Indigenous nations’ multifaceted efforts to maintain sovereignty and lands through eras of pervasive violence and removal are discussed, as well as the important yet under-recognized ways that Native communities negotiated the tumultuous era and conflicting allegiances of the Civil War. The course centers on Indigenous actors-intellectuals, diplomats, legal strategist, knowledge keepers, spiritual leaders, artists, and others-and consistently connects historical events with present-day debates over land, historical memory, education, and activism. Additionally, it provides an opportunity to engage with original materials pertaining to Native histories in the Williams College Archives/Special Collections and Art Museum. While the scope of the course is continental and transoceanic, it devotes significant attention to the Native Northeast and the particular Indigenous homelands in which Williams College is located.

Class Format: Remote class. Class will blend short pre-recorded lectures with weekly Zoom discussion sections/seminar format, plus time for virtual one-on-one conversations with the instructor.

Requirements/Evaluation: active participation in class discussion, several short essays based on readings and discussion topics, (virtual) museum/archives exercise, final essay

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: History or American Studies majors, followed by first- and second-year students

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions:  (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 254 (D2)  AMST 254 (D2)  LEAD 254 (D2)

Difference, Power, and Equity Notes: This course intensively explores Native American/Indigenous North American histories, experiences, and forms of critical and creative expression, as well as responses to and engagements with Euro-American settler colonialism. It guides students into methodologies central to Native American and Indigenous Studies (NAIS), and gives opportunities for oral and written reflections on NAIS approaches to historical themes and sources, as well as decolonizing methodologies more broadly.

Fall 2020
SEM Section: R1   TR 9:45 am - 11:00 am   Christine DeLucia

LEAD 319  (F)  Angela Davis: Political Theory, Activism, and Alliances  (DPE) (WS)
This seminar examines the political thought, activism, and iconography of abolitionist Angela Davis. The seminar involves a critical engagement with the philosopher, former political prisoner, and their relationship with other theorists, authors and activists. Readings include: **Angela Davis: An Autobiography; Soledad Brother: The Prison Letters of George Jackson; The Morning Breaks: The Trial of Angela Davis; Women, Race, and Class; If They Come in the Morning.**

**Requirements/Evaluation:** Requirements: students attend each seminar class and come prepared to discuss the readings. Papers are due by email 24 hours before the seminar begins.

**Prerequisites:** Preferences: Juniors and Seniors who have taken courses in Africana Studies, American Studies, Political Science, Philosophy.

**Enrollment Limit:** 19

**Enrollment Preferences:** Juniors and Seniors with previous courses taken in Africana Studies, American Studies, Political Science, Philosophy.

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 319 (D2) PSCI 376 (D2) INTR 320 (D2)

**Writing Skills Notes:** Three thesis papers at five pages each will receive critical feedback from the professor; one of the three papers will be revised with critical feedback from professor and peers, accompanied by a one-page statement explaining student's revisions; one keyword glossary where students define their key terms used in the paper; one roundtable discussion based on the final paper.

**Difference, Power, and Equity Notes:** This course examines political activism in the 1960s-1970s during the Cold War in which the civil rights, black power and student anti-war movements challenged traditional US domestic and foreign policies. Examining the differential powers of university Regents, governors, presidents, and police forces and prison administrations in relation to social justice movements led by people under the age of thirty, we examine the structures of institutional power and the agency of cadre theorists.

**Fall 2020**

**SEM Section:** R1 TBA Joy A. James

**LEAD 321 (S) History of U.S.-Japan Relations, 1853-Present** (DPE)

**Cross-listings:** LEAD 321 ASST 321 HIST 321

**Secondary Cross-listing**

An unabating tension between conflict and compromise has been an undercurrent of U.S.-Japan relations since the 1850s, at times erupting into clashes reaching the scale of world war and at times allowing for measured collaboration. We will explore the U.S.-Japan relationship from the perspectives of both countries with a focus on how culture, domestic concerns, economic and political aims, international contexts, and race have helped shape its course and nature. This course will fulfill the Difference, Power, and Equity requirement by examining not just the diplomatic relationship between the U.S. and Japan, but also how various types of interactions have influenced the dynamics of power between these two countries and have shaped the ways in which each country has understood and portrayed the other.

**Class Format:** remote with synchronous, seminar-style discussion

**Requirements/Evaluation:** class participation, response papers (500 words), one short paper (5 pages), and a research paper (12-15 pages)

**Prerequisites:** none; open to first-year students with instructors permission

**Enrollment Limit:** 15

**Enrollment Preferences:** History or Asian Studies majors/prospective majors

**Expected Class Size:** 10-15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 321 (D2) ASST 321 (D2) HIST 321 (D2)
**Difference, Power, and Equity Notes:** The course focuses on differences in power (economic, cultural, political, and military) between Japan and the U.S., from the 1850s through the present. It considers the ways in which Japan has been subordinate to the U.S. for much of this history, and the conflicts that have resulted when Japan has attempted to overturn this dynamic of power. Students will acquire the skills of history and international relations to examine how race, culture, and politics have shaped this relationship.

Spring 2021
SEM Section: R1  TF 3:15 pm - 4:30 pm  Eiko Maruko Siniawer

**LEAD 389 (S) The Vietnam Wars** (DPE)

**Cross-listings:** LEAD 389  HIST 389  ASST 389

**Secondary Cross-listing**

This course explores Vietnam's twentieth century wars, including an anti-colonial war against France (1946-1954), a massive Cold War conflict involving the United States (1965-1973), and postcolonial confrontations with China and Cambodia in the late-1970s. Course materials will focus primarily on Vietnam's domestic politics and its relations with other countries. Lectures, readings, films, and discussions will explore the process by which Vietnam's anti-colonial struggle became one of the central conflicts of the Cold War, and examine the ramifications of that fact for all parties involved. The impact of these wars can hardly be overstated, as they affected the trajectory of French decolonization, altered America's domestic politics and foreign policy, invigorated anti-colonial movements across the Third World, and left Vietnam isolated in the international community.

Students will read a number of scholarly texts, primary sources, memoirs, and novels to explore everything from high-level international diplomacy to personal experiences of conflict and dramatic social change wrought by decolonization and decades of warfare.

**Class Format:** This course will be fully remote. The course format will prioritize synchronous discussions and small group work via Zoom.

**Requirements/Evaluation:** class participation, several short papers, and a 10- to 12-page final paper

**Prerequisites:** none; open to all

**Enrollment Limit:** 15

**Enrollment Preferences:** History and Asian Studies majors

**Expected Class Size:** 10-15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 389 (D2)  HIST 389 (D2)  ASST 389 (D2)

**Difference, Power, and Equity Notes:** This course traces Vietnam's anti-colonial movements from colonization to liberation. Students will examine power struggles among Vietnamese nationalists from a variety of different religious, class, ideological, and regional backgrounds, as well as Vietnam's diplomatic and military rivalries with France, China, the Soviet Union, and the United States. Readings will focus on Vietnamese voices to explore how the country surmounted seemingly impossible international power dynamics.

Spring 2021
SEM Section: R1  MWF 11:45 am - 1:00 pm  Jessica Chapman

**MAST 267 (F) Coastal Communities and Climate Justice** (DPE)

**Cross-listings:** PSCI 256  GEOS 257  MAST 267  ENVI 267

**Primary Cross-listing**

Climate change poses extraordinary challenges to our country's coastal communities; the impacts of which will not be borne equally. Access to innovative technological, scientific, financial and legal resources is controlled by policy makers. Equal access is critical for the sustainability of our coastal communities. But fair decisions require vulnerable communities to have a voice in local climate change adaptation decisions. This seminar course will introduce you to basic concepts of climate justice in the context of our Nation's coastal communities, guided by the UN Framework Convention on Climate Change. The course will introduce you to fundamental coastal and ocean-based climate-induced impacts with a focus on sea level rise, ocean warming, ocean acidification and coastal infrastructure. We will examine these impacts, as well as local, state, regional and federal policy responses to them through the lens of climate justice. We will identify what's working and what more needs to be done to advance climate equity.
and justice in the wake of formidable global and local change. Proficiency will be demonstrated through class participation, work conducted in small group strategy exercises, discussion board posts, short research assessment papers and a final written project. There are three goals in this course: first to broaden your understanding of the disproportionate effects of climate change to underrepresented, disempowered, poor, urban and indigenous populations living in American coastal communities; second to provide you with tools to identify inequity; third, to increase your own voice to promote avenues to seek climate justice.

**Class Format:** remote

**Requirements/Evaluation:** Weekly Readings; Class Participation; Small group strategy exercises; Four on-line discussion board posts; Two 2-3-page data & research assessment papers; Final written project--multiple formats available

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** first-years and sophomores

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** social science; This course does not count toward the Geosciences Major.

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 256 (D2) GEOS 257 (D2) MAST 267 (D2) ENVI 267 (D2)

**Difference, Power, and Equity Notes:** This course examines the persistent disproportionate climate changes impacts on underrepresented, poor, urban and indigenous populations living in U.S. coastal communities. Students will analyze multi-disciplinary data and conduct research to reveal unequal distributions of power and resources and to strengthen their integrative, analytical, writing, and advocacy skills. They will structure discussions on the pervasiveness of climate injustice and craft potential avenues for corrective actions.

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**MUS 111 (F) Music Cultures of the World (DPE)**

This course introduces a variety of musical genres and practices from around the world, alongside a discussion of the processes and politics of their global circulation. Through learning about a combination of contemporary styles and longstanding musical traditions spanning a broad geographical range, students will develop a working knowledge of musical terms, concepts, and influential musicians. Beyond engaging with music’s sound and structure, we will address its capacity to express personal and group identity, and its ability to both reflect and shape broader social ideas and circumstances. In particular, we will consider music's global circulation, and how its contents and meanings reflect those processes. Genres covered in the course vary intermittently but often include: “throat singing” genres in Tuva and Sardinia, Zimbabwean mbira and Chimurenga music, Argentine Tango, Ghanaian azonto and highlife, Balinese gamelan, and North Indian classical music. No prior musical training is required.

**Class Format:** This course is offered remotely. Online meetings will be a mixture of large group lecture/discussion and smaller breakout groups.

**Requirements/Evaluation:** class attendance and participation, regular short writing assignments and projects, and a 10-12 page final paper

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** current or prospective majors in Music, Anthropology, Sociology, and Arabic, Asian, Africana, and Latino/a Studies.

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** Not only are students exposed to a wide range of musical material from across the globe, they also consider how music becomes meaningful and powerful in light of local contexts and the politics of circulation. Discussions and written assignments address issues including gender identity, economic disparity, the politics of cultural preservation, and music's potential in situations of political unrest.

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**Fall 2020**

**LEC Section: R1  MW 10:00 am - 11:15 am  Corinna S. Campbell**
MUS 177 (S) Gender and Sexuality in Music  (DPE)  
Cross-listings: MUS 177  WGSS 177  

Primary Cross-listing  
This course explores key themes in the expression of gender and sexuality through music. It draws from primarily 21st century examples, across cultures and genres, ranging from pop boy bands to Indian bhangra dance to the musical avant-garde. Themes will include: communicating gendered ideals, dance and embodiment, transgressive performances, biography and subjectivity, intersectionality, music and sexual violence, and marketing. We will explore the ways in which ideas and identities related to sex and gender are formulated and mobilized in music's performance and consumption. Inevitably, issues of sound and stagecraft intersect with factors such as race, age, and class, further informing these experiences. Students will consider their own processes of identifying and interpreting expressions of gender and sexuality in sound and movement, and contemplate the role of culture and society in informing those interpretations.  

Requirements/Evaluation: attendance/participation, intermittent GLOW posts and short assignments (2 pgs or less), midterm project, and either a 12-page final paper or a project with supplementary paper (length to be determined in consultation with the instructor).  

Prerequisites: open to all students; familiarity with musical terminology is helpful but not required  

Enrollment Limit: 15  
Enrollment Preferences: WGSS and MUSC majors/prospective majors  
Expected Class Size: 15  

Grading: yes pass/fail option, yes fifth course option  

Unit Notes: This is a hybrid course, with the majority of the classes taking place remotely. The character and frequency of in-person class sessions will depend on the size of the class and the number of students taking part in the in-person option.  

Distributions:  (D1)  (DPE)  

This course is cross-listed and the prefixes carry the following divisional credit:  
MUS 177 (D1) WGSS 177 (D2)  

Difference, Power, and Equity Notes: This course critically examines the ways in which music constructs and reflects gendered and sexual identities in intersectional space. We discuss how normative viewpoints come to be accepted and interpreted as 'natural,' and how musicians and audiences have maneuvered within and against those socio-political expectations. Music and readings span a wide range of sources—elite, popular, counter-cultural; from Euro-American sources to genres hailing from Brazil, Korea, and India.  

Spring 2021  
SEM Section: H1  TR 11:30 am - 12:45 pm  Corinna S. Campbell  

MUS 211 (F) Music, Nationalism, and Popular Culture  (DPE)  
This course surveys the manner, function, and contexts through which sound and ideas of national belonging are linked. We will consider influential and iconic musicians (Umm Kalthoum, Amalia Rodriguez, Bob Marley, Carlos Gardel), international forums for the expression of national sentiment (the Olympics, Miss Universe and Eurovision competitions), and a wide range of instruments, genres, and anthems that are strong conduits for national sentiment. Drawing on the work of critical theorists including Benedict Anderson, Michael Herzfeld, and Ernest Gellner, we will pursue a number of analytical questions: What parallels exist between musical and political structure? How do nations adjust as their policies and demographics change? How are cultural forms implicated in postcolonial nation building projects? What marginal populations or expressive forms are included, excluded, or appropriated in the formation of national identity? Finally, what differences emerge as we change our focus from a national to an international perspective, or from officially endorsed representations of national culture to unofficial popular forms of entertainment?  

Class Format: This course is a hybrid model, involving a combination of exclusively remote all-class meetings and small group meetings in which remote students and in-person students will meet separately.  

Requirements/Evaluation: Class participation, regular short (1 page) written responses, two 5- to 6-page papers, a Final Paper/Project  

Prerequisites: none  

Enrollment Limit: 15  
Enrollment Preferences: Upperclass students and music majors, international students who need to fulfill in-person requirement.  

Expected Class Size: 15
Grading:  yes pass/fail option,  yes fifth course option

Distributions:  (D1)  (DPE)

Difference, Power, and Equity Notes: Owing to its global focus and attention to power and privilege in political and musical structures, this course meets the DPE requirement. Topics include the use of music for social control and subversion in Mobutu's Zaire, its affective power in U.S. campaign ads, and the ways in which constructions of 'folk music' impact power differentials in a national political structure. Assignments help students develop an awareness of the specific strategies whereby music mobilizes national ideologies.

Fall 2020

SEM Section: H1    MR 3:15 pm - 4:30 pm     Corinna S. Campbell

MUS 278  (S) Carmen, 1845 to Now  (DPE) (WS)

Cross-listings:  MUS 278  WGSS 248

Primary Cross-listing

The story of the gypsy femme fatale Carmen has endured for over 150 years. In Western culture and beyond, she exemplifies the seductive, exotic, independent, and dangerous woman who drives an upstanding man to a life of crime and finally murder. This course explores a broad array of treatments of this archetypal and problematic narrative, starting with Prosper Mérimée's 1845 novella on which Bizet based his famous 1875 opera Carmen. We will consider various staged and film versions of the opera itself, including Francesco Rosi's stunning 1984 movie, and discuss various other film transformations of the story, from DeMille's 1915 silent film through Hammerstein's 1954 all-black musical Carmen Jones, to the MTV version A Hip Hopera of 2004. Comic approaches will also be assessed, from Charlie Chaplin's Carmen Burlesque of 1915 through Spike Jones' 1952 Carmen Murdered! and The Naked Carmen of 1970. We will explore provocative dance interpretations ranging from Carlos Saura's 1983 flamenco version through David Bourne's choreography in his 2001 gay reading called The Car Man. Our journey concludes with a comparison of two post-colonial sub-Saharan African films--the Senegalese director Ramaka's Karmen Geï (2001) and U-Carmen eKhayelitsha (2005) by the South African director Domford-May--that push critical reaction to Bizet's story and music beyond Western cultural boundaries.

Class Format: Remote format. After four initial 75-minute group meetings to discuss Mérimée's novella and Bizet's music, students will meet with the instructor in pairs for one hour each week. The scheduled class time is obligatory only for the first two weeks, after which weekly pair meetings will be individually scheduled.

Requirements/Evaluation:  Each student will write a 5- to 6-page essay every other week (five in all), and provide 2-page written and oral peer reviews in alternate weeks; evaluation will be based on the quality of written work, discussions, and oral presentation.

Prerequisites:  None; ability to read music useful but not necessary

Enrollment Limit:  10

Enrollment Preferences:  Preference given to current or prospective Music and Women's Gender & Sexuality Studies majors, then seniors and juniors.

Expected Class Size:  8

Grading:  no pass/fail option,  no fifth course option

Distributions:  (D1)  (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 278 (D1) WGSS 248 (D2)

Writing Skills Notes: Students will write five short essays of 5-6 pages each, and receive oral and written feedback addressing structure, argumentation, and style from their tutorial partner and the instructor on every essay.

Difference, Power, and Equity Notes: This course satisfies the DPE requirement through a critical examination of the ways in which the Carmen story has served as a stage on which multifaceted textual and musical constructions and conflicts express the power dynamics between individual and group identities, encompassing gender and sexuality, nationality, race, ethnicity, and class.

Spring 2021

TUT Section: RT1    MW 11:45 am - 1:00 pm     M. Jennifer Bloxam

MUS 279  (F) American Pop Orientalism  (DPE) (WS)
This tutorial will investigate the representation of Asians and Asian Americans in American popular culture since the late nineteenth century. Our focus will be on music's role in Orientalist representation in a wide variety of media and genres, including Hollywood film, television, popular song, music videos, Broadway musicals, hip hop, and novels. We will begin with major texts in cultural theory (Said, Bhabha) and will attempt throughout the semester to revise and refine their tenets. Can American Orientalism be distinguished in any fundamental way from nineteenth-century European imperialist thought? How does Orientalist representation calibrate when the "exotic others" being represented are themselves Americans? Our own critical thought will be sharpened through analysis and interpretation of specific works, such as Madame Butterfly, "Chinatown, My Chinatown," Sayonara, Flower Drum Song, Miss Saigon, Rising Sun, M. Butterfly, Aladdin, and Weezer's Pinkerton. We will end the semester by considering the current state of Orientalism in American popular culture.

Requirements/Evaluation: five 5- to 6-page essays and five critical oral responses

Prerequisites: previous related coursework and/or musical experience is desirable, but is not required

Enrollment Limit: 10

Enrollment Preferences: students with prior related course experience

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will receive detailed comments on each paper, allowing them to build upon those comments in subsequent writing assignments. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Students will develop analytical and interpretive skills applicable to their future engagements with a wide range of art forms as we investigate the musical, literary, and visual techniques employed in works of exotic representation. We will focus on how popular culture has shaped and reflected perceptions of race and gender in American history since the late 19th century.

Fall 2020

TUT Section: HT1  TBA  W. Anthony Sheppard

MUS 323  (S) Arts Organizing in Africa and the Diaspora  (DPE)

Cross-listings: THEA 321  MUS 323  DANC 323

Primary Cross-listing

At the heart of this class is the question, how do artists and organizations use the performing arts to effect social change in their communities? Drawing from a number of case studies from throughout Africa and the African Diaspora, we will first endeavor to understand and contextualize issues related to education, social uplift, the environment, and the economy as they relate to specific communities. We will then examine how a series of organizations (from grassroots campaigns to multinational initiatives) utilize the performing arts in response to those issues. Among the issues we will discuss at length are: -How do performers and organizations navigate the interplay between showcasing the performance talents of individuals and groups and foregrounding an issue or cause? More broadly, what dilemmas emerge as social and aesthetic imperatives intermingle? -What are the dynamics between people acting on a local level within their communities and their various international partnerships and audiences? -How can government or NGO sponsorship help and/or hinder systemic change? By the end of the semester, students will be equipped with conceptual frameworks and critical vocabularies that can help them ascertain the functions of performance within larger organizations and in service to complex societal issues. Throughout the course, we will watch and listen to a variety of performances from traditional genres to hip-hop, however this class is less about learning to perform or analyze any particular genre than it is about thinking through how performance is used as a vehicle for social change. Case studies will include youth outreach and uplift in Tanzania through the United African Alliance, campaigns to promote girls' education in Benin and Zimbabwe, community-wide decolonizing initiatives through the Yole!Africa Center in the Democratic Republic of Congo, and the cultural reclamation of a mining town in Suriname through the arts organization, Stichting Kibii.

Class Format: This is a remote course.

Requirements/Evaluation: Four case study profiles, midterm essay (5-7pages), and a final project. Regular participation in class discussion.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: If the course exceeds the maximum enrollment, selection will be made based on students explanations for why they want to take the class.

Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
THEA 321 (D1) MUS 323 (D1) DANC 323 (D1)

Difference, Power, and Equity Notes: This course interrogates on a fundamental level issues of power and equity. Using the performing arts as a critical lens, we discuss a series of social and environmental challenges that communities of African descent face. These are in direct dialogue with global systems of power and economic factors. Issues include: environment, education, local communities’ interactions with multinational corporations, and representational politics in performance.

Spring 2021

SEM Section: R1    MW 11:45 am - 1:00 pm     Corinna S. Campbell, Tendai Muparutsa

PHIL 326 (S) Foucault Now (DPE) (WS)

Cross-listings: WGSS 336   PHIL 326

Primary Cross-listing
If we think of Michel Foucault as engaged in writing histories, or genealogies, of his own present designed to undercut the sense of the obviousness of certain practices and ways of thinking, categorizing, and knowing, we can easily imagine that he might now be questioning different aspects of our contemporary "present" than the ones standardly associated with his name, namely, panopticons and surveillance, discipline, criminalization, the biopolitics of health, the normal and the abnormal, etc. In this course we address the question: How is the present we find ourselves living today different from the one that the author Foucault wrote about in the 1960s, 70s and early 80s before his untimely death in 1984? What differentiates today from yesterday? And what present practices and ways of thinking and knowing might be questioned using Foucault's tools, genealogy in particular, for resisting unnecessary constraints on freedom and the perpetuation of unnecessary suffering? What is his legacy today? In this tutorial you will read from a selection of Foucault's texts (books, lectures, interviews) in order to acquire a firm grasp of his method of "critique" and his way of looking at the interconnections between forms of power and the knowledge associated with particular disciplines. We will also read more recent work by scholars that draw on Foucault to address problems in today's present. Among the contemporary texts assigned might be the following: Bernard Harcourt's Exposed: Desire and Disobedience in the Digital Age, Saidiya Hartman's Wayward Lives, Beautiful Experiments (2019), Verena Ehrlenbusch's Terrorism: A Genealogy, Cressida Heyes' Anaesthetics, Ladelle McWhorter's Racism and Sexism in Anglo-America: A Genealogy, and Active Intolerance: Michel Foucault, The Prisons Information Group, and the Future of Abolition, eds. Perry Zurn and Andrew Dilts.

Class Format: I will meet with students in a seminar format at various points throughout the semester. I have requested a class block for this reason.

Requirements/Evaluation: evaluation will be based on written work (six 5- to 6-page papers, and six 2-3 page commentaries on their partner's papers) as well as the quality and level of preparation and intellectual engagement in our weekly meetings.

Prerequisites: Relevant background in critical theory, social theory, political theory or philosophy.

Enrollment Limit: 10

Enrollment Preferences: I will give preference to philosophy majors and to upper class students with a demonstrated background in critical theories. Some sophomores may be eligible.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 336 (D2) PHIL 326 (D2)

Writing Skills Notes: This is a tutorial. Students will write five or six 5-6-page papers during the course of the semester and receive significant feedback on each paper. At the end of each tutorial meeting the student is asked to reflect on how they would approach the paper differently if they were to rewrite it. In this version of the course, I may ask students to select one paper to revise as a final assignment.

Difference, Power, and Equity Notes: In this course we address power and domination, reflect on the difference between them, and treat power relations as not only an inevitable feature of any society, but as both enabling and constraining. Moreover, we will read material that uses Foucauldian tools to address contemporary issues involving sexism and racism, digital surveillance, and the abolition of prisons.

Spring 2021
PHIL 341  (S)  Black Marxism: Political Theory and Anti-Colonialism  (DPE) (WS)

Cross-listings:  AFR 340  INTR 341  PSCI 373  PHIL 341

Secondary Cross-listing

The seminar involves a critical engagement with key Africana political leaders, theorists and liberationists. We will examine the Pan-African writings of: Cedric Robinson (Black Marxism); Walter Rodney (How Capitalism Underdeveloped Africa), Eric Williams (Capitalism and Slavery; From Columbus to Castro); Frantz Fanon (The Wretched of the Earth); Malcolm X (Malcolm X Speaks); Amilcar Cabral (Resistance and Decolonization; Unity and Struggle); C. L. R. James (The Black Jacobins).

Requirements/Evaluation:  Attend all classes. Papers are due 24 hours before the start of class. Participate in class discussions.

Prerequisites:  None

Enrollment Limit:  19

Enrollment Preferences:  Juniors and Seniors.

Expected Class Size:  19

Grading:  yes pass/fail option,  yes fifth course option

Distributions:  (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 340 (D2) INTR 341 (D2) PSCI 373 (D2) PHIL 341 (D2)

Writing Skills Notes:  Three thesis papers at five pages each (each receiving critical feedback from professor); one thesis paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process; one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper.

Difference, Power, and Equity Notes:  This course focuses on anti-colonial struggles against European powers. Research will include the concept of "internal colonies" in the US.

Spring 2021

SEM Section: R1  TBA  Joy A. James

PHLH 201  (S)  Dimensions of Public Health  (DPE)

Public health is concerned with protecting and improving health at the level of a community or population. Although individual behavior is an essential element of public health, collective, rather than individual, outcomes are the focus of public health study. In this course we will survey the field of public health, introducing students to core concepts and methods that highlight the interrelationship of individual choice and social institutions with environmental and biological factors in producing health outcomes at the population level. We will develop these concepts and methods within the context of signal cases and public health crises, covering infectious disease epidemics and prevention, sexual health, and mental health.

Class Format:  Course will be taught remotely.

Requirements/Evaluation:  two papers on a selected population or country and health issue, peer reviews and active contribution to class discussion, including on Glow

Prerequisites:  none

Enrollment Limit:  14

Enrollment Preferences:  sophomores, potential Public Health concentrators

Expected Class Size:  14

Grading:  no pass/fail option,  yes fifth course option

Distributions:  No divisional credit (DPE)

Difference, Power, and Equity Notes:  This course fulfills the DPE requirement because of its central focus on the ways that difference and power shape health outcomes in the U.S. and internationally. It uses an interdisciplinary approach to explore issues including the historical relations between communities of color, healthcare providers, and public health practitioners; contestation over the role of markets and government in public health; and
differing explanations for the patterns of race, class, etc., in health outcomes.

Spring 2021
SEM Section: H1    MW 10:00 am - 11:15 am     Kiaran Honderich
SEM Section: H2    MWF 11:45 am - 1:00 pm     Kiaran Honderich

**PHLH 220 (F) International Nutrition (DPE) (WS)**
Global malnutrition continues to represent one of the most challenging issues of international development. Problems of both under- and overnutrition beginning as early as in utero can detrimentally influence the health, development and survival of resource-limited populations. This course introduces students to the most prevalent nutritional issues through a food policy perspective and exposes them to a wide variety of interventions, policies and current debates in the field of international nutrition. In addition to exploring the multi-level programmatic approaches for the prevention and treatment of the related nutritional problems, students will gain exposure and experience in program design and program proposal writing. Readings will involve both real-world programmatic documents/evaluations as well as peer-reviewed journal articles. Examples will be drawn from Africa, Asia and Latin America.

**Class Format:** This class will be remote. Each week students will typically be asked to (1) watch a series of short lectures- think 10-15' clips, (2) read peer reviewed articles and post on discussion boards (3) attend synchronous meetings - both in small groups of and as a whole class during assigned class time. Instructor will also be available for one-on-one online meetings/check-ins.

**Requirements/Evaluation:** six 1-page essays, one final term paper (10-15 pages), one oral presentation, and active class participation

**Prerequisites:** PHLH 201 or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Public Health concentrators

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**Writing Skills Notes:** As a writing skills course, students will write six 1-page essays (each with an optional rewrite) which will help build the specific writing skills necessary for the final 10- to 15 page paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course exposes the issues of difference, power and inequity by exploring the unequal distribution of resources and power at the global, national and intra-national level within the international nutrition context. We will also critically engage with issues of power, cultural difference and related ethics in the context of international development and nutrition programming.

Fall 2020
SEM Section: R1    MW 6:45 pm - 8:00 pm     Marion Min-Barron

**PSCI 160 (F) Refugees in International Politics (DPE) (WS)**
Globally, refugees seem to create, and be caught up in, chronic crisis. This course evaluates how this can be--how a crisis can be chronic. We investigate who refugees are, in international law and popular understanding; examine international and national laws distinguishing refugees from other categories of migrants; evaluate international organizations’ roles in managing population displacement; look at the way that images convey stereotypes; consider refugee camps in theory and example; and reflect on what exclusion, integration, and assimilation mean to newcomers and host populations. In whose interest is the prevailing system? Who might change it, and how?

**Requirements/Evaluation:** eleven essays: five lead, five response, and one statement. The first two weeks' essays' grades will be unrecorded.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)
Writing Skills Notes: In addition to writing every week, students will have a chance to write ungraded work; will have a chance to revise submitted work; and will have a chance to work on specific skills cumulatively.

Difference, Power, and Equity Notes: This course examines the way in which home states categorize people and oppress some, producing refugees; the way that host states categorize people and oppress some, using immigration to shore up the prevailing ethnic hierarchy; and why we worry about some of these categories of oppression more than others.

Fall 2020
TUT Section: RT1 TBA Cheryl Shanks

PSCI 219 (F) Women and Girls in (Inter)National Politics (DPE)

Cross-listings: INTR 219 PSCI 219 AFR 217 WGSS 219 LEAD 219

Secondary Cross-listing
This tutorial focuses on the writings and autobiographies of women who have shaped national politics through social justice movements in the 20th-21st centuries. Women and girls studied include: Fannie Lou Hamer, Shirley Chisholm, Safiya Bukhari, Erica Garner, Greta Thunberg, Malala Yousafzai, Marielle Franco, Winnie Mandela.

Requirements/Evaluation: Weekly 5-page primary analytical papers and 2-page response papers.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Juniors and seniors, sophomores.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
INTR 219 (D2) PSCI 219 (D2) AFR 217 (D2) WGSS 219 (D2) LEAD 219 (D2)

Difference, Power, and Equity Notes: This tutorial examines how girls and women confront capitalism, imperialism, climate devastation, patriarchy and poverty. The national and international movements that they participated in or led were based on shifting the balance of powers towards the impoverished, colonized, and imprisoned.

Fall 2020
TUT Section: RT1 TBA Joy A. James

PSCI 220 (S) The U.S. and Afghanistan: A Post-Mortem (DPE)

Cross-listings: GBST 208 ANTH 208 ASST 208 PSCI 220

Secondary Cross-listing
The United States attacked and defeated the Afghan Taliban regime over in the course of a few short weeks in 2001. Within a few years, the finality of that victory was brought into question as the Taliban regrouped and eventually reasserted itself as a formidable guerilla army that the U.S. military could not easily defeat. At the same time that it was facing a more difficult military challenge than anticipated, the United States got bogged down in the process of nation-building, as well as efforts at social reform. This course examines the history of American involvement in Afghanistan, beginning with the Cold War when the U.S. used Afghanistan as a test case for new models of political modernization and economic development. We will go on to discuss the U.S. support for Islamist political parties during the Soviet occupation of Afghanistan in the 1980s and the consequent rise of the Taliban, and the role of Afghanistan in the September 11th attacks and the "War on Terror" that followed. The course will conclude with a consideration of the impact and legacy of the two decades of nation-building and social reform carried out by the United States since 9/11.

Requirements/Evaluation: grading will be determined by class participation, two short essays, and a 15-page research paper

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Anthropology and Sociology majors, Global Studies concentrators, Political Science and Asian Studies majors will get
Expected Class Size: 15-20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
GBST 208 (D2) ANTH 208 (D2) ASST 208 (D2) PSCI 220 (D2)

Difference, Power, and Equity Notes: Among the topics relevant to power and difference to be considered in this course are the American support and later disavowal of Islamist political parties to advance US geopolitical goals, public relations efforts "to save Afghan women" after 9/11, and the uses and misuses of American military, economic, and political power to build a western-style democratic government and bring western-oriented social reforms to a society radically different from U.S. society.

Spring 2021

SEM Section: R1 WF 1:30 pm - 2:45 pm David B. Edwards

PSCI 221  (S)  Cold War Intellectuals: Civil Rights, Writers and the CIA  (DPE)

Cross-listings: AFR 224  PSCI 221  AMST 201  LEAD 220  INTR 220

Secondary Cross-listing

This tutorial focuses on US-based views of the Cold War. It examines how intelligence agencies and intellectuals, as well as government officials, viewed civil rights, human rights, and US hegemony. Readings include: Williams J. Maxwell (F. B. Eyes: How J. Edgar Hoover's Ghostreaders Framed African American Literature); James Baldwin (The Fire Next Time); Ralph Ellison (The Collected Essays of Ralph Ellison); Report to the President by the Commission on CIA Activities Within the United States (1975, VP Nelson Rockefeller, chair); Hugh Wilford (The Mighty Wurlitzer: How the CIA Played America); Hannah Arendt (The Origins of Totalitarianism; On Violence; "Reflections on Little Rock"); Frances Stonor Saunders (Who Paid the Piper? The CIA and the Cultural Cold War). Students alternate weekly between 5-page primary and 2-page secondary papers on assigned readings.

Requirements/Evaluation: Attend all classes; submit completed papers 24 hours before seminar meets.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Juniors and Seniors.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 224 (D2) PSCI 221 (D2) AMST 201 (D2) LEAD 220 (D2) INTR 220 (D2)

Difference, Power, and Equity Notes: This tutorial examines the Cold War between the US and the USSR and attempts to use intellectuals to shape and promote the objectives of powerful state entities. The power struggle between the two "superpowers" impacted cultural production and authors. Some of those authors influenced or enlisted into the Cold War sought equity and equality for their communities and eventually fought against the very political powers that employed them.

Spring 2021

TUT Section: RT1 TBA Joy A. James

PSCI 256  (F)  Coastal Communities and Climate Justice  (DPE)

Cross-listings: PSCI 256 GEOS 257 MAST 267 ENVI 267

Secondary Cross-listing

Climate change poses extraordinary challenges to our country's coastal communities; the impacts of which will not be borne equally. Access to innovative technological, scientific, financial and legal resources is controlled by policy makers. Equal access is critical for the sustainability of our
coastal communities. But fair decisions require vulnerable communities to have a voice in local climate change adaptation decisions. This seminar course will introduce you to basic concepts of climate justice in the context of our Nation's coastal communities, guided by the UN Framework Convention on Climate Change. The course will introduce you to fundamental coastal and ocean-based climate-induced impacts with a focus on sea level rise, ocean warming, ocean acidification and coastal infrastructure. We will examine these impacts, as well as local, state, regional and federal policy responses to them through the lens of climate justice. We will identify what's working and what more needs to be done to advance climate equity and justice in the wake of formidable global and local change. Proficiency will be demonstrated through class participation, work conducted in small group strategy exercises, discussion board posts, short research assessment papers and a final written project. There are three goals in this course: first to broaden your understanding of the disproportionate effects of climate change to underrepresented, disempowered, poor, urban and indigenous populations living in American coastal communities; second to provide you with tools to identify inequity; third, to increase your own voice to promote avenues to seek climate justice.

Class Format: remote

Requirements/Evaluation: Weekly Readings; Class Participation; Small group strategy exercises; Four on-line discussion board posts; Two 2-3-page data & research assessment papers; Final written project--multiple formats available

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: first-years and sophomores

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Unit Notes: social science; This course does not count toward the Geosciences Major.

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
PSCI 256 (D2) GEOS 257 (D2) MAST 267 (D2) ENVI 267 (D2)

Difference, Power, and Equity Notes: This course examines the persistent disproportionate climate changes impacts on underrepresented, poor, urban and indigenous populations living in U.S. coastal communities. Students will analyze multi-disciplinary data and conduct research to reveal unequal distributions of power and resources and to strengthen their integrative, analytical, writing, and advocacy skills. They will structure discussions on the pervasiveness of climate injustice and craft potential avenues for corrective actions.

Fall 2020

SEM Section: R1 MR 3:15 pm - 4:30 pm Catherine Robinson Hall

PSCI 281 (S) Contemporary African Politics (DPE) (WS)

This course is an introduction to the contemporary politics of Africa, with the aim of sparking a life-long interest in the affairs of the region. Comprised of nearly 50 countries and home to over 1 billion people, sub-Saharan Africa is remarkable in its diversity, particularly in regards to a number of outcomes central to the study of political science: how do institutions of the past shape current dynamics of political competition and economic growth? Why are some countries stable democracies while others struggle with military coups or authoritarian rule? What sparks political violence and how can countries emerge from conflict? Our focus is both contemporary and comparative, organized thematically around common political experiences and attributes across the region. We begin with the legacies of colonialism, the slave trade, and the politics of liberation. We then interrogate dynamics central to political life in Africa over the 60 years since independence: the role of ethnic diversity in shaping competition, the prominence of patronage politics, and the evolution of elections. We next assess major dimensions that have historically shaped the study of African politics, including conflict and violence, economic development, and foreign aid. The final section takes a comparative approach to some of the most pressing issues in Africa today: health crises, migration and mobility, technological revolution, climate change, and the emerging power of women and youth.

Class Format: A typical class session will be about 40% lecture and 60% discussion

Requirements/Evaluation: Class Participation, Map Quiz, Country Case Study (12 - 15 pages, written incrementally throughout semester) and Presentation

Prerequisites: None.

Enrollment Limit: 12

Enrollment Preferences: all first-years and sophomores; those juniors and seniors majoring in political science or concentrating in Global Studies.

Expected Class Size: 12
Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: Over the course of the semester, students will produce a substantive political science research paper. We will break the writing assignment into component parts throughout the semester, focusing on structure, substance, style, and citations. We will revise drafts based on individual feedback, engage in collective writing exercises, as well as learn the elements of peer review.

Difference, Power, and Equity Notes: This course takes the racial, ethnic, linguistic, and religious diversity of sub-Saharan Africa as a starting point for understanding the contemporary politics of the region. The course addresses the legacies of systemic inequality as well as strategies of resistance to oppression. We also examine how ethnic and religious diversity shape political institutions, competition, and conflict, comparing different countries and over time.

Spring 2021
SEM Section: H1 MR 3:15 pm - 4:30 pm Elizabeth Iams Wellman

PSCI 332 (S) The Body as Property (DPE)

From an ethical standpoint, human bodies are fundamentally different from objects that can be owned, acquired, and exchanged. Yet history furnishes us with countless examples of laws, administrative rules, and social conventions that treat the human body as a form of property. The institution of slavery is a particularly egregious example. But there are other examples of treating the body as property that seem more ambiguous, or even benign: the employment contract in which bodily services are offered in exchange for payment; the feminist slogan "my body, my choice"; or even the every-day transfer of bodily properties into creative projects that then become part of the things people own --- chairs, tables, houses, music, art, and intellectual property. If it is not itself a form of property, how can we explain the use of the human body to acquire possessions, create wealth, and mediate the exchange of other kinds of property? These and other tensions between the concept of property and that of humanity will be the focus of this course. How is property defined, and how far should law go to erode or reinforce distinctions between property and humanity? Course readings focus on Locke, Hegel, Marx, and critical perspectives from feminist theory, critical theory, and critical legal studies (Cheryl Harris, Alexander Kluge, Oskar Negt, Carole Pateman, Rosalind Petchesky, and Dorothy Roberts, among others).

Class Format: Hybrid: Tutorial pairs with both students on campus will meet in person for the majority of our sessions (some weeks may be online). Pairs with one or both students learning remotely will meet exclusively online.

Requirements/Evaluation: five 5- to 7-page essays, five 2- to 3-page critiques, and a revised and extended 10- to 12-page final essay

Prerequisites: prior coursework in political theory, cultural theory, philosophy, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Political Science majors (priority given to those concentrating in Political Theory ); Justice & Law Studies concentrators (priority given to those with extensive JLST coursework).

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: The course fulfills the Difference, Power, and Equity (DPE) requirement by examining how, in the context of legally-sanctioned power relations, bodily differences are constructed, monetized, and used to generate wealth. Race, class, and gender inequalities are central to the analysis.

Spring 2021
TUT Section: HT1 TR 8:00 am - 9:15 am Nimu Njoya

PSCI 352 (F) Politics in Mexico (DPE)

Cross-listings: GBST 352 PSCI 352

Primary Cross-listing

Geography has decreed that the futures of Mexico and the United States will be tightly bound. Yet Mexico enters this future with a very different past, a distinctive political system, important cultural differences, and mixed feelings about its neighbor to the north. This course has four parts differing in content and format. The first is historical and mostly lecture. It considers several themes, including the slow emergence of a stable national state and the interplay between politics and economic change. In the second section, following a modified tutorial format, we consider politics and cultural
policies around Mexican national identity in the twentieth century, looking at films, journalism, popular music, and cultural criticism. Topics include the politics of race; rapid urbanization, especially in the valley of Mexico; and the cultural impact of the turn toward the north, after 1990, in economic policy. Then, after a few discussion classes on migration, organized crime, political corruption, the COVID-19 pandemic, and other issues facing the current government of Andrés Manuel López Obrador, we turn to a seminar-style discussion of student research projects.

Class Format: lectures will be recorded for viewing before class sessions; four weeks of modified tutorials in pairs or small groups online; discussion classes to include in-person and online, in distinct sections if appropriate; online seminar

Requirements/Evaluation: map quiz; one three-page and three two-page essays; two one-page commentaries; and a seven- to eight-page research proposal, an early version to be presented to the class in online seminar

Prerequisites: some knowledge of Mexican history

Enrollment Limit: 15

Enrollment Preferences: Political Science majors and seniors

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 352 (D2) PSCI 352 (D2)

Difference, Power, and Equity Notes: One unit of the course directly engages the tension between racial and cultural diversity, on one side, and national identity in 20th century Mexico. Another critically analyzes the reception in Mexican national discourse of the experiences of discrimination suffered by migrants in the USA.

Fall 2020
LEC Section: H1   TR 9:45 am - 11:00 am   James E. Mahon
CON Section: H2   TBA   James E. Mahon

PSCI 373  (S)  Black Marxism: Political Theory and Anti-Colonialism  (DPE) (WS)

Cross-listings: AFR 340  INTR 341  PSCI 373  PHIL 341

Secondary Cross-listing

The seminar involves a critical engagement with key Africana political leaders, theorists and liberationists. We will examine the Pan-African writings of: Cedric Robinson (Black Marxism); Walter Rodney (How Capitalism Underdeveloped Africa), Eric Williams (Capitalism and Slavery; From Columbus to Castro); Frantz Fanon (The Wretched of the Earth); Malcolm X (Malcolm X Speaks); Amilcar Cabral (Resistance and Decolonization; Unity and Struggle); C. L. R. James (The Black Jacobins).

Requirements/Evaluation: Attend all classes. Papers are due 24hours before the start of class. Participate in class discussions.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: Juniors and Seniors.

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 340 (D2) INTR 341 (D2) PSCI 373 (D2) PHIL 341 (D2)

Writing Skills Notes: Three thesis papers at five pages each (each receiving critical feedback from professor); one thesis paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process; one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper.

Difference, Power, and Equity Notes: This course focuses on anti-colonial struggles against European powers. Research will include the concept of "internal colonies" in the US.
PSCI 376  (F)  Angela Davis: Political Theory, Activism, and Alliances  (DPE) (WS)

Cross-listings:  LEAD 319  PSCI 376  INTR 320

Secondary Cross-listing

This seminar examines the political thought, activism, and iconography of abolitionist Angela Davis. The seminar involves a critical engagement with the philosopher, former political prisoner, and their relationship with other theorists, authors and activists. Readings include: Angela Davis: An Autobiography; Soledad Brother: The Prison Letters of George Jackson; The Morning Breaks: The Trial of Angela Davis; Women, Race, and Class; If They Come in the Morning.

Requirements/Evaluation:  Requirements: students attend each seminar class and come prepared to discuss the readings. Papers are due by email 24 hours before the seminar begins.

Prerequisites:  Preferences: Juniors and Seniors who have taken courses in Africana Studies, American Studies, Political Science, Philosophy.

Enrollment Limit:  19

Expected Class Size:  19

Grading:  yes pass/fail option, yes fifth course option

Distributions:  (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 319 (D2) PSCI 376 (D2) INTR 320 (D2)

Writing Skills Notes:  Three thesis papers at five pages each will receive critical feedback from the professor; one of the three papers will be revised with critical feedback from professor and peers, accompanied by a one-page statement explaining student's revisions; one keyword glossary where students define their key terms used in the paper; one roundtable discussion based on the final paper.

Difference, Power, and Equity Notes:  This course examines political activism in the 1960s-1970s during the Cold War in which the civil rights, black power and student anti-war movements challenged traditional US domestic and foreign policies. Examining the differential powers of university Regents, governors, presidents, and police forces and prison administrations in relation to social justice movements led by people under the age of thirty, we examine the structures of institutional power and the agency of cadre theorists.

Fall 2020

SEM Section: R1    TBA     Joy A. James

PSCI 382  (F)  The Politics of Migration: Citizen, Immigrant, Alien, Refugee  (DPE)

Currently 272 million international migrants live in a country different from where they were born, an increase of 78% since 1990. What are the social, economic, and political consequences of unprecedented global mobility in both destination countries and countries of origin? This class investigates one of the most polarizing and relevant issues of our time: the politics of migration. Throughout the semester we interrogate four themes central to migration politics: rights, representation, access, and agency. The course is organized with a focus on status: which "categories" of people (i.e. citizens, migrants, refugees) have differential access to rights, services, and representation and why. Drawing on political speeches, documentary films, humanitarian campaigns, and a variety of academic texts, we critically analyze how those categories are constructed, as well as the political work they do in making claims, justifying policies, and shaping public opinion. The class situates contemporary US migration policies within a global context and over time, placing the US case in conversation with considerations of migration politics and policies in countries around the world. As an experiential education course, we will (virtually) attend a US naturalization ceremony as well as interview officials from organizations working with migrants and refugees here and abroad.

Class Format:  As a hybrid course, the class will feature both in-person and online components. I will post 1-2 short lectures on GLOW to accompany assigned readings/media for the week. Our scheduled course time will be a mix of discussions, interactive learning exercises, and presentations. At least one class per week will be held in-person; whether the other class will be online or in-person will depend on a number of factors, including the distribution of students taking the course on campus or remotely.

Requirements/Evaluation:  Active class participation, 3 short papers (3 pages each), policy project (8-10 pages), and presentation.

Prerequisites:  Prior course work in political science or global studies.
Enrollment Limit: 12
Enrollment Preferences: Political Science majors, Global Studies Concentrators.
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)
Difference, Power, and Equity Notes: This course examines the politics of migration with a focus on the power inherent within particular categorizations of people in relation to the state (i.e. citizens, migrants, aliens, refugees). We compare policies shaping the lives of migrants around the world, with particular considerations of how race, gender, age, and religion shape migration experiences (and migration policy). We focus on rights, access, and migrant agency throughout the course.

Fall 2020
SEM Section: H1  MR 3:15 pm - 4:30 pm  Elizabeth Iams Wellman

PSYC 348  (F)  Psychology of Prejudice  (DPE)
Prejudice is everywhere. This class is intended to help you understand why. Readings and discussion will seek to illuminate the roots of prejudice, its many forms, and how it may be reduced. We will investigate how scientists measure undesirable and even unacknowledged attitudes, and consider the effects of people being unaware of their own biases, both psychologically and societally. Overall, we will use scientific evidence to inform our understanding of social identities, their complexities, and their consequences, and students will design and conduct empirical research projects based on the course material.
Class Format: This is a hybrid course for both remote and in-person students. We will meet on campus twice a week for seminar-style discussions, with a synchronous video link provided for those who are not physically present. Weekly lab sessions will primarily be conducted remotely, with students completing projects over the course of the semester in groups of 3 or 4. This structure is subject to change, however, in consultation with the whole class about their experience.
Requirements/Evaluation: participation in class discussions, oral reports, several brief (1-2 page) writing assignments, and participation in the empirical project including a final written report
Prerequisites: PSYC 201 and PSYC 242 or permission of instructor
Enrollment Limit: 12
Enrollment Preferences: senior, then junior Psychology majors
Expected Class Size: 12
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)
Difference, Power, and Equity Notes: This course introduces students to the phenomenon of prejudice, including racism, sexism, and other forms. It will explore the psychological origins of prejudice and students will discuss and develop empirically-supported strategies for reducing prejudice.

Fall 2020
SEM Section: H1  MW 11:45 am - 1:00 pm  Jeremy C Simon
LAB Section: H2  T 1:00 pm - 3:00 pm  Jeremy C Simon

REL 242  (S)  Women, Gender, and Sexuality in Islam  (DPE)
Cross-listings: REL 242  WGSS 242  ARAB 242
Primary Cross-listing
The figure of the Muslim woman is an object of intense scrutiny in Western society. Claims that Muslim women are oppressed and the incompatibility of Islam and feminism abound. This course will consider women and gender roles in the Islamic tradition and how Muslim women have interpreted and negotiated these discourses. We will explore questions of masculinity, femininity, and sexuality across various historical periods as well as through contemporary Muslim feminist scholarship and literature (including film and novels). We will begin with insights into the politics of representing Muslim women, exploring how Muslim women are depicted in popular culture and media and ask the crucial question: do Muslim women need saving? We will then explore: how Muslim women have claimed religious authority through scriptural interpretation; how they have negotiated their position in Islamic
law both historically and in contemporary Muslim societies; and the lives of pious women in Sufism—the mystical tradition of Islam. We will conclude with Muslim feminist scholarship and recent works on Islamic masculinities. Throughout the course, emphasis will be placed on the diversity of interpretations in Islam around women, gender, and sexuality and on Muslim women's own articulations about their religious identity and experiences. Some of the topics covered in this course include: marriage and divorce, slavery, modesty and veiling, and homosexuality.

Requirements/Evaluation: weekly discussion post, midterm essay, and final paper (6-8 pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Religion, Women's, Gender and Sexuality Studies and Arabic majors

Expected Class Size: 14

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 242 (D2) WGSS 242 (D2) ARAB 242 (D2)

Difference, Power, and Equity Notes: This course explores the relationship between gender, authority, and civilizational discourse. To that end, the course will explore: 1) how assumptions about gender shaped the legal and Quranic exegetical tradition and Muslim feminist critiques. 2) The construction of the oppressed Muslim woman in justifying military invasion and nationalistic rhetoric. This course will introduce students to critical tools in decolonial feminism and the relationship between gender and power.

Spring 2021

SEM Section: R1 TR 9:45 am - 11:00 am Saadia Yacoob

REL 268 (F) Where are all the Jews? (DPE) (WS)

Cross-listings: REL 268 ARAB 363 COMP 363 JWST 268

Secondary Cross-listing

Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israélite Universelle's schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews' departure from their ancestral lands left a socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, ethnographies, historiographical works, and anthropological texts alongside documentaries films, the students will understand how literature and film have become a locus in which amnesia about Arab/Berber Jews is actively contested by recreating a bygone world. Resisting both conflict and nostalgia as the primary determinants of Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

Class Format: The course will be offered both in-person and remotely. Students enrolled remotely are required to watch the recorded videos of the in-person sessions in order to stay abreast of the discussions that take place in the classroom and enrich their engagement with the materials assigned in the course.

Requirements/Evaluation: 400-word weekly, focused responses on Glow; a book review (600 words); two five-page papers as mid-terms; one ten-page final paper; one presentation.

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students interested in critical and comparative literary, religious or historical studies.

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
Writing Skills Notes: Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on each written work to improve students' writing skills. Students are required to incorporate the feedback to improve their drafts before they become final. Students will receive detailed and consistent feedback about their writing in Arabic language. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Students in this course will understand the historical process that lead to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.

Fall 2020

SEM Section: H1  MW 10:00 am - 11:15 am  Brahim El Guabli

REL 269  (F)  Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience  (DPE) (WS)

Cross-listings:  REL 269  STS 269  ASST 269  ANTH 269

Secondary Cross-listing

This course offers a social analysis and condensed genealogy of mindfulness from its roots as a Buddhist meditation practice through its modern application as a tool to improve our awareness of the related processes of mind, behavior, and emotions. We consider how mindfulness relates to Buddhist discourses and practices, and to the rapid rise of fields like contemplative neuroscience, affective neuroscience, and integrative neurobiology. How and why has the research on mindfulness and other applied meditative practices exploded since 2000? How has this research helped us understand and explain the intersection of mind, emotion, behavior, and human development? We critically examine the models of the mind developed by clinical and evolutionary psychologists and researchers in fields such as affective neuroscience to better understand the applications of mindfulness in the US today. Specifically, we consider how mindfulness and other forms of meditation are being used to improve the training of health care providers and educators, while augmenting and deepening the quality of their engagement with patients, students, and others they serve. We examine and train in a variety of meditation practices including mindfulness and forest bathing, while unpacking the subjective experience of our minds and emotions first-hand. Students will be asked to engage in mindfulness practices the entire semester.

Class Format: Offered in a hybrid format, but students are encouraged to attend in person if they can. Studies will be grouped in pairs or threesomes, that will meet in-person or remotely. Please email me (Kgutschow@williams.edu) to indicate whether you intend to take this class in-person or remotely.

Requirements/Evaluation: weekly tutorial papers and discussion

Prerequisites: A prior class or some experience with meditation is recommended

Enrollment Limit:  10

Enrollment Preferences:  ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

Expected Class Size:  10

Grading:  no pass/fail option, no fifth course option

Distributions:  (D2)  (DPE)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 269 (D2) STS 269 (D2) ASST 269 (D2) ANTH 269 (D2)

Writing Skills Notes: This class will involve weekly tutorial essays of 1200 or 600 words, written feedback on every essay, and a mid-semester 'writing chat' with the instructor.

Difference, Power, and Equity Notes: This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can alleviate pervasive and population-wide health issues in the US including rising rates of anxiety, depression, and other mental health issues that are exacerbated by stress related to social inequality and structural violence. It also explores the ways that mindfulness has been marketed as an elite and non-inclusive practice within the US.

Fall 2020

TUT Section: HT1  TBA  Kim Gutschow

REL 311  (S)  Islam and the Critical Study of Secularism  (DPE)
Since the Iranian Revolution of 1979, successive Islamist movements have sought to transform Muslim states along religious lines. In Euro-American discourses on political Islam, such blatant disregard for the separation of religion and state is often seen as a tragic failure of secularization. Islam, in other words, is understood as a religion out of place in the modern world. While the global resurgence of religion in the face of much scientific and material progress has tempered scholarly enthusiasm for the secularization thesis, contemporary Islamic religiosity is increasingly viewed as an aberration from the regular course of history. Moreover, as scholars rewrite the script of secularization by unearthing modern secularism's European-Christian heritage, they unwittingly bolster a narrative of civilizational difference between Islam and the secular West. Our understanding of Islam is thus inextricably tied to its oppositional framing as the other of secularism. In this course, we will critically assess Euro-centric representations of Islam as created through canonical and critical discourses on secularism. Rather than assuming a natural opposition between Islam and secularism, we will examine the various modalities of power, institutional formations, habits of thinking, normative presuppositions, and cultural and visceral sensibilities that configure their agonistic relationship. This examination amounts to deconstructing the very category of the secular in its cognitive and sensory dimensions. To accomplish this task, we will rely on the work of Talal Asad and his interlocutors in Religious Studies, Anthropology, Continental Philosophy, Postcolonial Studies, and Comparative Literature. The course content is divided into 2 modules. Module A: "Theorizations" will examine Euro-centric theories of secularism and problematize their portrayals of Islam as an intrinsically asecular religion. In Module B: "Secularism Beyond Europe," we will read postcolonial critiques of secularization and examine its alternative trajectories in non-European contexts. Crucially, we will shift from a conventional emphasis on the state by comparing Islamic and secular disciplines of subject formation. By the end of the course, students will be able to appreciate how secular legal, political, and cultural institutions have re-defined religion in the modern world. Further, they will be able to discern the ways in which contemporary Islamic movements are both responses to and manifestations of a global secular condition.

Class Format: This course will be conducted online in its entirety and will rely on a combination of synchronous and asynchronous modes of learning. The synchronous component will consist of weekly class meetings via Zoom. A discussion leader will be assigned once a week to present on the week's readings and lead class discussion. The asynchronous component will consist of weekly reading responses (500 words each), 2 essays (1,000 words each), and a final paper (2,500 words).

Requirements/Evaluation: Weekly Reading Responses (500 words each): 30%; 2 Essays (1,000 words each): 20%; Attendance and Class Participation: 10%; Term Paper (10 double-spaced pages/2,500 words): 40%. Note: Out of the 13 weekly reading responses, you can choose to skip a maximum of 3.

Prerequisites: None.

Enrollment Limit: 19

Enrollment Preferences: Juniors and seniors.

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 311 (D2) REL 311 (D2)

Difference, Power, and Equity Notes: This course will sensitize students to the intractable difficulties of securing religious freedom, diversity, and tolerance under secular law. Students will gain a nuanced historical understanding of the role of Islam as a political force in postcolonial Muslim societies and its implications for religious minorities. Notably, they will understand how religiously motivated forms of violence and oppression are often deeply imbricated with secular power and institutions.

Spring 2021

SEM Section: R1 TR 6:45 pm - 8:00 pm Sohaib I. Khan

REL 376 (F) Islam and Capitalism (DPE)

Islam and Capitalism are two widely debated and yet increasingly elusive phenomena of our contemporary age. This course offers a chronological and thematic study of the conceptual and material entanglements between Islam and Capitalism. The mere juxtaposition of Islam and Capitalism is beset with conceptual difficulty and anachronism: can Islam be conceived as a religion proper given the Shari'a's extensive regulation of commercial life? Is faith in the providence of free markets akin to religious belief? Are Islam and Capitalism universal goods, or are they isomorphic to distinct cultures? Does the simultaneous rise of Islamic banking and "halal" consumerism signal a revolt against capitalist modernity, or does it mark the domestication of religion by forces of the market? How do Islamic conceptions of socioeconomic justice and ecological preservation respond to the environmental
crises of Capitalism and the Anthropocene? We will explore these questions and address their underlying assumptions from within the disciplinary frameworks of History, Anthropology, and Religious Studies. In terms of theory, students will comprehend key debates and methodological approaches to the broader study of religion and capitalism, including formal resemblances between theoretical concepts and theorizations of the market; the analytical purchase of binary oppositions between religion (enchantment) and economics (rationality); the cultural embeddedness of markets versus their formalistic autonomy; postcolonial critiques of corporate sovereignty and neoliberalism; and, finally, economic/ecological assemblages and "religious economies." In addition to harnessing theoretical tools of analysis, students will also acquire substantial knowledge of the Shari'a, its commercial laws, institutions, and contracts by studying the history of commerce in Muslim societies from 7th-century agrarianism to contemporary Islamic finance. The diverse topics, regions, and periods covered in the course are organized into 5 modules: (1) theoretical concepts in religion and economics; (2) the Shari'a and Islamic commercial law; (3) commerce in medieval Islam; (4) modernity, colonialism, and industrial capitalism; and, finally, (5) globalization, modern Islamic finance, and environmentalism.

Class Format: This course will be conducted online in its entirety and will rely on a combination of synchronous and asynchronous modes of learning. The synchronous component will consist of weekly class meetings via Zoom. A discussion leader will be assigned for each session and, depending on enrollment, students will be separated into break-out sessions to facilitate group discussion. The asynchronous component will consist of weekly reading responses, the mid-term, and final paper.

Requirements/Evaluation: Weekly Reading Responses (approx. 300 words): 20%; Class Participation (based on a weekly assignment of in-class discussion leaders): 20%; Take-home Midterm Exam (5 double-spaced pages/1250 words max.): 20%; Term Paper (10 double-spaced pages/2500 words max.): 40%

Prerequisites: There are no prerequisites for enrollment. However, an elementary exposure to the history of economic thought will be useful.

Enrollment Limit: 19

Enrollment Preferences: Seniors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course examines trajectories of capitalism—beyond its isomorphic relationship with Western culture—in the Muslim world. It offers a critical perspective on economic inequality and underdevelopment in postcolonial Muslim states and their historical linkages with extractive/settler colonialism. Students explore connections between petrodollar capitalism, climate change, exploitation of migrant labor in the Arabian Gulf, and the fight for regional domination through proxy religious wars.

Fall 2020

SEM Section: R1 MWF 11:45 am - 1:00 pm Sohaib I. Khan

RLFR 106  (S)  Advanced French: Danger and Desire in French Film and Fiction  (DPE)

Cross-listings: RLFR 106  COMP 107

Primary Cross-listing

This is an advanced course in French language designed to help you improve your speaking, comprehension, reading, and writing, through the dynamic study of short literary texts and films focusing on danger and desire in nineteenth-, twentieth-, and twenty-first-century France. Through active discussion and debate, textual and cinematic analysis, grammatical review, and careful writing and revision, you will improve your command of spoken and written French, strengthen your ability to express complex ideas, expand your vocabulary, and deepen your understanding of French fiction, film, and culture. This is an ideal course to prepare for study abroad or for more advanced coursework in French literature and cinema. As a focus for improving your French, we will examine a broad range of texts and films on danger and desire in France from 1820 to 2020, with an emphasis on passion and ambition, infatuation and seduction, betrayal and vengeance, courage and cruelty, warfare and resistance. Works to include nineteenth-century texts by Chateaubriand, Duras, Balzac, Mérimée, Flaubert, Maupassant, Zola; twentieth-century texts by Colette, Camus, Sartre, Beauvoir, Duras, Emaux, Guibert, Quint, Lindon, Vilrouge; and twenty-first-century films by Caron, Ozon, Ducastel, Martineau, Dercourt, and Becker. Conducted in French.

Class Format: This will be a remote course for all students, whether they are on campus or not. We will convene synchronously via web-conferencing, with an emphasis on speaking practice in small groups. There will also be opportunities for students to engage with online activities both during and between our synchronous sessions. Remote office hours will provide even more opportunities for follow-up, questions, and practice.

Requirements/Evaluation: active class participation, grammar exercises, two short papers, midterm, and final paper

Prerequisites: Exceptional performance in RLFR 104; successful performance in RLFR 105; or by placement test; or permission of the instructor.
Enrollment Limit: 12

Enrollment Preferences: All are welcome, but if over-enrolled, preference will be given to French majors and certificate students; and those with compelling justification for admission.

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
RLFR 106 (D1) COMP 107 (D1)

Difference, Power, and Equity Notes: This course centers on a critical examination of difference, power, and equity in French film & fiction. The content examines the effects of class, ethnicity, gender, and sexuality on social inequalities among rich & poor, soldiers & civilians, nations & colonies, men & women. The course employs critical tools to teach students how to articulate and interrogate social injustice, through reading, viewing, discussion, writing, and revision.

Spring 2021
SEM Section: R1    TR 9:45 am - 11:00 am     Brian Martin

RLFR 211 (F) Explorers, Missionaries, Colonizers: French Travel Narratives in the Age of Discovery  (DPE)

Often referred to in European history as the "Age of Discovery" or the "Age of Exploration," the 15th and 16th centuries saw the rise of overseas exploration from Europe to the Americas, Asia and Africa. These travels both contributed to the expansion of the known world for Europeans and also laid the foundations for commercial routes and colonisation. French travelers played a key role in this process and documented their journeys in detailed narratives. After reading short excerpts of earlier works that built the travel narrative genre, such as Ibn Battuta's Travels and Marco Polo's Book of Marvels, we will read longer excerpts from Jacques Cartier's Brief narration of the Navigation to the Islands of Canada, Jean de Léry's History of a Voyage to the Land of Brazil, Pierre Belon's Voyage to the Levant, and study the maps that were created during this time period. We will analyze the representation of the journey itself, the descriptions of the lands traveled to and their inhabitants, and also the enunciation of the goals of such travels. We will see how a rhetoric of fascination, wonder and curiosity is intertwined with economical, political and religious agendas. There is no "official" travel narrative written by a woman in this time period: we will wonder why and study the representation of women in these texts. Conducted in French.

Class Format: Remote. This will be a remote course available to all students, whether they are on campus or completing coursework 100% remotely. We will convene synchronously via web-conferencing multiple times per week, with an emphasis on speaking practice in small groups. There will be many opportunities for all course members to interact via a series of varied online activities both during and in-between our synchronous sessions.

Requirements/Evaluation: Participation, weekly readings, online homework, one-page written responses or audio-recorded responses every two weeks, presentation of a visual document, final project.

Prerequisites: Exceptional performance in RLFR 105, strong performance in RLFR 106, or by Placement Test, or Permission of the Instructor.

Enrollment Limit: 12

Enrollment Preferences: If overenrolled, preference given to French Majors & French Certificate Students, and those with compelling justification for admission (statement of interest required).

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course qualifies for a DPE requirement because it addresses the early history of French colonization. The 15th and 16th century travel narratives we will focus on will allow students to critically engage with the first interactions of French people with indigenous populations and inhabitants of the Americas, Africa and India, with the religious and commercial projects undertaken by France vis-à-vis these territories, and with the racial and power dynamics that structure these narratives.

Fall 2020
SEM Section: R1    MR 3:15 pm - 4:30 pm     Cécile Tresfels
The lushness of the mangroves, the flora and fauna of tropical landscapes, the intricacy of the rhizome, the flow of great rivers, the crashing waves of the Atlantic, the heights of mountainous lands, and expanse of the plateau—the natural world is an important site of Caribbean art in general and, more specifically, the francophone Caribbean novel of the 20th and 21st centuries. Applying eco-criticism to the field of francophone Caribbean literature, the goal of this class is to examine the ways that fiction explores the relationship between human activity and the environment. How does the novel inhabit Caribbean ecologies and topographies? How does it represent nature? In what ways do Caribbean texts meditate on nature and culture together or against one another? As the earthquake in Haiti demonstrated in 2010 with calamitous force, and the cycles of Caribbean hurricanes have shown over the years, natural disaster is also a political crisis. In view of this, we will also consider the legacies of slavery and colonialism in terms of class, gender and race politics. This investigation of the dynamics of natural and cultural phenomena will also have a theoretical frame rooted in critical texts of Caribbean of literary and political movements such as *Indigenisme*, *Négritude*, and *Créolité*. Conducted in French.

Class Format: This will be a remote course available to all students, whether they are on campus or completing coursework 100% remotely. We will convene synchronously via Zoom multiple times per week, with an emphasis on discussion and small group work. Students are also required to attend a monthly colloquium featuring renowned Caribbean scholars and participate in online activities both during and in-between our synchronous sessions.

Requirements/Evaluation: Students will be required to submit four 2-page position papers that incorporate critical readings with analysis of the books being read in their entirety; each student will also be responsible for making a twenty-five minute oral presentation on a critical/theoretical area related to class readings and discussion; the semester will conclude with a 6-8 page research paper to include footnotes and a bibliography. Attendance is mandatory and active, and informed class participation is required of all students. In addition, students are asked to come up with discussion questions three times throughout the semester.

Prerequisites: Successful performance in RLFR 105 or 106; or a previous RLFR 200-level or 300-level course; or by placement test; or permission of the instructor.

Enrollment Limit: 12

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
RLFR 313 (D1) ENVI 311 (D1)

Difference, Power, and Equity Notes: As the course description show, this course critically examines difference, power, and equity in the Francophone Caribbean. The content focuses on race and ethnicity, slavery and colonialism, ecology and environmental disaster, and their effects on Caribbean histories, peoples, and cultures. The course teaches students how to critically investigate racial, cultural, and environmental in/justice(s), through texts, films, discussion, debate, and writing.

Spring 2021

SEM Section: R1  TF 1:30 pm - 2:45 pm  Regine M Jean-Charles
opportunities for all course members to interact via a series of varied online activities both during and in-between our synchronous sessions.

**Requirements/Evaluation:** Active participation, weekly readings, weekly posts on GLOW, weekly audio recordings, one presentation of a visual document (narrated PowerPoint), multiple steps towards final project: recording a podcast in French [this project, as well as the rest of the course, will take into account accessibility needs and can be modified accordingly].

**Prerequisites:** Any 200-level or 300-level RLFR literature course at Williams; advanced coursework during study abroad; or by permission of the instructor

**Enrollment Limit:** 14

**Enrollment Preferences:** French majors and certificate students in their senior year; if overenrolled: statement of interest required.

**Expected Class Size:** 14

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** This course addresses the discrepancy between the values promoted by the national French motto and their actual application in French society throughout history. Students will investigate how inclusion within the French nation varies according to race, class, gender, sexuality and ability. They will explore the history of French Republican concepts of inclusion such as universalism and "laïcité" as well as their divisive and excluding potential.

Spring 2021

SEM Section: R1   TF 3:15 pm - 4:30 pm   Cécile Tresfels

**RLSP 216 (S) Latin American Environmental Literature and Cultural Production (DPE)**

**Cross-listings:** RLSP 216 ENVI 233

**Primary Cross-listing**

This foundational course explores a wide array of ecocultural texts from Latin America, ranging from accounts of Europeans' first arrival to the crisis of mass extinction and anthropogenic climate change today. In between we consider an eclectic mix of styles and genres, including poetry, essays, prose fiction and speeches produced by a varied group of cultural agents. We read classic texts by canonical figures (José Martí's "Our América," the Popol vuh), which take on new meaning in the current context, as well as some little-known gems of ecological consciousness. Readings and discussion trace connections between environmental thought and the region's long and multi-layered history of colonialism, and students are encouraged to develop their own positions by responding to some of the leading theoretical discourses that animate the field of Latin American ecocriticism: decolonial and creole ecologies, ecofeminism, transcultural materialism, and postdevelopment. Conducted in English.

**Class Format:** This class will be fully remote. Students are expected to be active participants at all scheduled class meetings; there may be some additional asynchronous activities.

**Requirements/Evaluation:** Students will write and revise three formal essays over the course of the semester. There will also be shorter written assignments and intermittent discussion-leading.

**Prerequisites:** None.

**Enrollment Limit:** 15

**Enrollment Preferences:** Preference given to students majoring in Spanish or Environmental Studies.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RLSP 216 (D1) ENVI 233 (D1)

**Difference, Power, and Equity Notes:** This course meets the goals of the DPE requirement in that it focalizes the current environmental crisis through the long history of political, economic and cultural struggles in Latin America. We examine the genealogies of environmental culture, tracing the emergence of ecofeminism, for example, through generations of writers. We also examine the phenomenon of creolization and its relationship to the environmental cultures of Latin America's originary peoples.

Spring 2021
RLSP 230 (F) Mexican Literature and Cultural Production (DPE) (WS)

This course will offer a survey of the rich and varied cultural production of Mexico, from the pre-Hispanic past to the present. Students will explore a variety of literary genres (pre-Hispanic poetry, creation stories and songs; chronicles of conquest; short works of prose fiction and novels; and modern poetry and essays) as well as other kinds of cultural production within a framework of historical contextualization and formal analysis. The course meets twice per week and it is taught remotely. Conducted in Spanish.

Requirements/Evaluation: Each student will write three 4- to 5-page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner’s papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version. Excellent preparation, active and engaged participation in class discussions.

Prerequisites: RLSP 105, placement exam results, permission of instructor.

Enrollment Limit: 19

Enrollment Preferences: Spanish majors and certificate students, current and potential; LATS concentrators

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Each student will write three 4- to 5-page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner’s papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version.

Difference, Power, and Equity Notes: This course will introduce students to the rich and varied cultural production of Mexico across time and space. It will highlight the often marginalized and neglected intellectual histories of indigenous peoples and other minoritized sectors of Mexican society. As such, students will acquire critical tools to examine and understand the rich and varied cultural production of Mexico.

Fall 2020

SEM Section: R1 TF 1:30 pm - 2:45 pm Carlos Macias Prieto

RLSP 308 (S) Survey of Colonial Latin American Literature from 1492 to the Early 19th Century (DPE) (WS)

This course will focus on major works of Spanish American literature from 1492 through the first part of the 19th century. Readings will include narrative texts such as Cartas de relación, chronicles of conquest, religious texts, and indigenous annals, as well as poetry and drama. While many of the texts will focus on colonial Mexico, we will also study texts from Central and South America. We will focus on the historical contexts and formal aspects of these works, and study methods of textual analysis that are particularly relevant to these texts via selected critical readings. Special attention will be given to colonial encounters and the clash of cultures that produced new identities and textualities under Spanish colonial rule. The course meets twice per week and it is taught remotely. Conducted in Spanish.

Requirements/Evaluation: Each student will write three 4-6 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner’s papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version. Excellent preparation and class participation.

Prerequisites: One RLSP course at the 200-level or above or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Spanish majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Each student will write three 4-6 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner’s papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version.

Difference, Power, and Equity Notes: This course will highlight intellectual production of indigenous peoples of the Americas under Spanish colonial
rule. It will explore the new identities and textualities that emerge as a result of the encounter and subsequent conquest of the Americas. As such, students will gain critical skills to analyze and understand a diversity of Spanish-American colonial texts from the 16th century to the early 19th century.

Spring 2021
SEM Section: R1  TF 1:30 pm - 2:45 pm  Carlos Macias Prieto

RLSP 319  (F)  Dictatorship and the Latin-American Novel  (DPE)
Military dictatorship is among the most crucial factors in Latin-American society and history, and some of the continent's leading novelists have taken it upon themselves to depict the experience in their work. In this course we will examine both the fact of dictatorship itself and the diverse representation thereof in Spanish-American fiction. Novels by García Márquez, Vargas Llosa, Poniatowska, and Tomas Eloy Martinez will be closely studied. Students will also read Absalom! Absalom! by Faulkner, whose influence on Latin-American authors' techniques of representation has been decisive and profound.

Class Format: In-person.
Requirements/Evaluation: three 8-page papers, response journals, an oral report, a final 3-page paper, and class participation
Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor
Enrollment Limit: 12
Enrollment Preferences: Spanish majors, Latina/o Studies concentrators
Expected Class Size: 5-10
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course focuses on the ultimate sort of power-namely, military dictatorship. And it focuses on the historical fact of such a phenomenon within the U.S. political sphere of influence--Latin America. To study dictatorship and its depiction in literature is a means of understanding the nature of that power imbalance and of taking a first step toward some sense of equity.

Fall 2020
SEM Section: H1  MR 1:30 pm - 2:45 pm  Gene H. Bell-Villada

RLSP 404  (F)  Spain’s Tale of Two Cities: Madrid and Barcelona  (DPE)
The ancient rivalries between Madrid and Barcelona may be best known because of their internationally watched soccer teams, but there's much more to the story than meets the eye in a stadium. Barcelona, immortalized for world audiences in George Orwell’s classic Homage to Catalonia(1938), has a complicated political and cultural history. Catalans have a fascinating and unique culture and language. Their identity has often been cause for political unrest in their relationship with the rest of Spain, and even amongst Catalans themselves. In recent years, tensions with Spain's capital, Madrid, home to the central government and the Royal family, have filled headlines and divided politicians and even families. In this senior seminar we will focus on these two cities in their own right, and explore the counterpoints between them. We will consider the historical roots of lesser known aspects of Catalan culture and identity in order to tease out some of the myriad perspectives that are at play in Spain today. Materials will come from many different media: historical pieces, music, art and architecture, classic novels and films, recent fiction and essays by second generation authors who have been raised by immigrant parents in both cities, and media pieces. We will also invite cultural observers and players to be guest speakers and help us stay up to date as we follow this ever evolving relationship that keeps journalists and politicians on tenterhooks.

Class Format: Remote Instruction.
Requirements/Evaluation: This course will be conducted entirely in Spanish. Students will be expected to participate actively in weekly online classes. There will be two short writing assignments of 3-5 pp. Each student will prepare a presentation for one of our class meetings, and be a discussion leader for part of another meeting. Students will be expected to schedule remote office hours with me individually, and to work on an independent research project towards the end of the semester which will culminate in a final paper of 10-15 pp.
Prerequisites: Students should be seniors on the road to fulfilling their degree requirements for the Spanish major.
Enrollment Limit: 11
Enrollment Preferences: Senior Spanish Majors. This is the 20-21 Senior Seminar for the Spanish Major.
Expected Class Size: 10
Grading: yes pass/fail option, no fifth course option
Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course fulfills the DPE requirement because it compares two rival cities and the struggles for power between a majority (Spanish) and minority (Catalan) culture and language. We will also read texts by first generation authors for whom Spanish and Catalan are dominant but secondary languages and cultures. The syllabus seeks to offer a multiplicity of perspectives in order to help students critically engage with centuries-old patterns of difference and exclusion.

Fall 2020
SEM Section: R1  TR 9:45 am - 11:00 am  Soledad Fox

RUSS 218 (S) Extreme Persuasions: The Far Right in the United States and Russia (DPE) (WS)
Cross-listings: AMST 219  RUSS 218  WGSS 217

Secondary Cross-listing
The purpose of this course is to explore the unexpected recent confluence of the American and Russian far-right movements, among advocates for authoritarianism in both countries who have traditionally understood the ‘other’ superpower to be an implacable enemy. How have nationalist movements in the United States come to see the Russian Federation as a vanguard for ‘whiteness’ and traditional masculinity in European identity, overturning the perception of Russia as a racial Other that was prevalent among American conservatives during the Cold War? What are the affinities between the imperial and openly patriarchal aspirations of Putinism and the goals of American religious Reconstructionism, with its interpretation of the Confederacy as a God-given model for racial separatism and gender complementarianism? We will discuss repressive historical legacies and homophobia in both countries, devoting particular attention to debates about protest art and the removal of monuments, and to movements that situate themselves in opposition to neoliberal forms of ethno-nationalism.

Requirements/Evaluation: On average, there will be 100 pages of reading per week. Over the course of the semester, students will be required to view three films, which will be discussed in class. Class participation counts for 25% of the course grade; each of the first three response papers, 15%; the term paper, 25%; the in-class presentation of the term paper, 5%.

Prerequisites: None
Enrollment Limit: 19

Enrollment Preferences: Majors and concentrators in AMST, Russian, and Women's and Gender Studies.

Expected Class Size: 19
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 219 (D2) RUSS 218 (D1) WGSS 217 (D2)

Writing Skills Notes: The written work is comprised of three response papers (5-7 pages each), a rough draft of the term paper (8-10 pages) that will be ungraded but extensively commented upon, and the term paper itself (10-15 pages). Each student to discuss their writing strategies prior to the deadlines for the essay assignments. For the essays, students may choose from among a range of prompts, or design a topic of their own.

Difference, Power, and Equity Notes: Students will use the assigned readings as points of departure for analyzing and responding to traditionalist configurations of gender and ethno-nationalism in the United States and the Russian Federation. Particular attention will be devoted to the proliferation of different conceptions of power and privilege in both countries, and to ways in which a parsing of them may facilitate an engagement with the arguments of far right movements while retaining the concept of social justice.

Spring 2021
SEM Section: H1  TR 11:30 am - 12:45 pm  Alexandar Mihailovic

RUSS 248 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WS)
Cross-listings: SOC 248  GBST 247  RUSS 248

Secondary Cross-listing
Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the Russia-Ukraine conflict or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Bulgaria, Poland, Latvia and Ukraine. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

**Class Format:** The course will meet remotely for the most part, although in-person meetings with the appropriate precautions may be arranged at the tutorial partners’ and instructor’s discretion.

**Requirements/Evaluation:** 5-page paper every other week, written comments on the partner’s paper in alternate weeks

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Anthropology, Sociology, and Russian majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 248 (D2) 
GBST 247 (D2) 
RUSS 248 (D1)

**Writing Skills Notes:** This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written feedback from both the instructor and the tutorial partner, and are workshopped during the tutorial meetings.

**Difference, Power, and Equity Notes:** Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. We will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

Fall 2020

TUT Section: RT1   TBA   Olga Shevchenko

**SOC 228 (F) The Panopticon: Surveillance, Power, and Inequality (DPE)**

**Cross-listings:** STS 229 SOC 228

**Primary Cross-listing**

Surveillance is built into the very fabric of modern life. From CCTV cameras, to supermarket loyalty cards, to the massive gathering of personal data on social media sites, people participate in today’s “surveillance societies” just by doing everyday activities. This course uses the metaphor of the “Panopticon” as a doorway to engagement with traditional and new forms of surveillance. First described by philosopher and social theorist Jeremy Bentham, the Panopticon is a physical structure that enables one observer to see all inhabitants without those inhabitants knowing when they are being observed. In *Discipline and Punish*, Michel Foucault famously expanded thinking on the Panopticon as a metaphor for the "disciplinary" power that lies at the heart of inequality in modern society. Since Bentham and Foucault’s time, however, surveillance technologies have changed significantly. To what extent does the concept of the Panopticon give us purchase on today's surveillance societies? How does watching people with new digital and algorithmic surveillance technologies shape the exercise of power and, in turn, (re)produce forms of inequality? Can privacy, convenience, and safety ever be truly balanced? Topics include: the historical origins and expansion of surveillance in modern societies, the emerging total surveillance state in Baltimore City, and whether social media is turning us all into self-surveillance addicts.

**Class Format:** This class will be taught online only with both synchronous and asynchronous components. Students will be asked to attend one synchronous video meeting per week. The asynchronous portion will involve discussion of readings and video lectures.

**Requirements/Evaluation:** participation, reading responses, midterm essay, final paper

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** Anthropology and Sociology majors
Expected Class Size: 16
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
STS 229 (D2) SOC 228 (D2)

Difference, Power, and Equity Notes: This course explores how power is distributed unequally through the mechanism of surveillance technologies, particularly in regard to racial and class differences. Among other topics, it will consider the concrete case of surveillance in Baltimore City and the question of if and when surveillance is appropriate there, given the city's ongoing crisis of citizen and police violence. Students will discuss police surveillance in a context shaped by racial segregation and class inequality.

Fall 2020
SEM Section: R1  MW 10:00 am - 11:15 am  Ben Snyder

SOC 230 (S) Memory and Forgetting (DPE)

On the surface, remembering generally confronts us as a deeply personal act. What is more private than nostalgic reverie or the secrets of a dark and painful past? Yet even "individual" memories take shape through social frameworks, and we also remember "collectively" through shared myths, narratives, traditions, and the like. This course will explore the social dimensions of memory and remembering as well as their inevitable counterpart--forgetting. How do social frameworks inform our individual understandings of the past and shape our sense of selfhood? How and why are figures from the past cast as heroes or villains? How do collectivities celebrate past glories, and how do they deal with shameful or embarrassing episodes? How do economic and political power relations shape struggles over the past? In an increasingly global society, can we speak of "cosmopolitan" or "transcultural" forms of memory? Topics will include autobiographical memory and self-identity; memorials, museums, and monuments; reputations, commemorations, and collective trauma; silence, denial, and forgetting; and transitional justice, official apologies, and reparations.

Class Format: For spring 2021, we will adopt a hybrid approach. Students studying on campus will adhere to the traditional format as far as possible, meeting for in-person seminars during the class block. Students studying remotely will cover the same material in a slightly different format, meeting for one synchronous discussion per week and maintaining asynchronous discussion threads using Slack.

Requirements/Evaluation: thoughtful and consistent class participation; an autobiographical essay (4-5 pages); a position paper (4-5 pages); and a research paper (8-10 pages) with class presentation

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: if overenrolled, students will be asked to submit a short statement of interest

Expected Class Size: 14
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course pays particular attention to how power and inequality shape narratives about the past. We will examine and compare several efforts to transform national memories, such as the Equal Justice Initiative memorial in the United States and the Truth and Reconciliation Commission in South Africa. In doing so, we will also consider the role of memory and memorialization in broader processes of social change.

Spring 2021
SEM Section: H1  TF 1:30 pm - 2:45 pm  Christina E. Simko

SOC 240 (S) Performing Masculinity in Global Popular Culture (DPE)

Cross-listings: WGSS 240  THEA 241  SOC 240  AMST 241  LATS 241

Secondary Cross-listing

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how
does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

Requirements/Evaluation: masculinity journal, mid-term essay exam, visual rhetorical analyses of pop culture images

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: a short statement of interest will be solicited

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 240 (D2) THEA 241 (D1) SOC 240 (D2) AMST 241 (D2) LATS 241 (D2)

Difference, Power, and Equity Notes: This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

Spring 2021

SEM Section: R1    MW 6:45 pm - 8:00 pm    Gregory C. Mitchell

SOC 248  (F)  Altering States: Post-Soviet Paradoxes of Identity and Difference  (DPE) (WS)

Cross-listings: SOC 248  GBST 247  RUSS 248

Primary Cross-listing

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the Russia-Ukraine conflict or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Bulgaria, Poland, Latvia and Ukraine. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

Class Format: The course will meet remotely for the most part, although in-person meetings with the appropriate precautions may be arranged at the tutorial partners' and instructor's discretion.

Requirements/Evaluation: 5-page paper every other week, written comments on the partner's paper in alternate weeks

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Anthropology, Sociology, and Russian majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 248 (D2) GBST 247 (D2) RUSS 248 (D1)

Writing Skills Notes: This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written feedback from both the instructor and the tutorial partner, and are workshopped during the tutorial meetings.
Difference, Power, and Equity Notes: Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. We will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

Fall 2020
TUT Section: RT1    TBA     Olga Shevchenko

STS 101 (S) Science, Technology and colonialism: A Critical Global introduction to Science and Technology Studies (DPE)

Cross-listings: STS 101 HSCI 101

Primary Cross-listing
The protests that followed the murder of George Floyd have brought to the fore the realities of racism and violence that Black, Indigenous and People of Color experience daily. They also motivated a long overdue reckoning in various fields and institutions with the legacy of structural racism, and of colonial history. The history of modern science and technology is intractably connected to colonial expansion, decolonization and neo-colonialism. From genocide of Indigenous peoples and the enslavement of Africans, to colonial medicine, eugenics and the atomic bomb, to the out-sourcing of expensive and environmentally hazardous technologies to the Global South, modern science and technology cannot be fully understood without serious reckoning with the history of colonialism, race, gender and sexuality. In this course, we will investigate the history of modern science and technology at a global level from the sixteenth century to today. We will look at how scientific knowledge and institutions influenced and were influenced by colonial expansion and decolonization, by racism and antiracist struggles, by questions of gender and sexuality and by feminist and LGBTQ+ activism. The course will move through different episodes using objects and case studies to understand the history of science and technology, and discuss the methods of science and technology studies. This course is an introduction to Science and Technology Studies. It will be accompanied by an advanced seminar (201) for more advanced students interested in these questions.

Class Format: Remote
Requirements/Evaluation: two or three short exercises, two papers (3-5 pages and 5-7 pages), and two hour exams
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: first-years and sophomores
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
STS 101 (D2) HSCI 101 (D2)

Difference, Power, and Equity Notes: The course addresses how epidemics, and the way medical and political institutions dealt with them, were shaped by issues of race, gender, sexuality and human difference, and how epidemics in turn impacted perception of race, gender and sexuality.

Spring 2021
SEM Section: H1    MW 11:45 am - 1:00 pm     Ahmed Ragab

STS 215 (F) Viral Inequality: Power and Difference in Pandemics (DPE)

Cross-listings: GBST 217    STS 215

Primary Cross-listing
From contested data to controversial containment strategies, the shape and course of pandemics are influenced at every level by the question: Who matters? Whose lives are prioritized and protected? Whose expertise is made actionable, and why? Focusing on the uneven distribution of risk and care during pandemics, this course explores how global health emergencies are not states of exception, but rather events that lay bare the priorities and interests of their host societies. Our investigation into pandemics—including Black Death, cholera, “Spanish” flu, HIV/AIDS, Ebola and novel coronaviruses—will provide a critical entry point into understanding the social, political, and economic processes that shape health interventions and outcomes, and their divergences along lines of social difference. We will ground our discussion and analysis using key concepts in Science & Technology Studies, while drawing from critical medical anthropology, disability studies, theories of capitalism and disaster studies to enrich our
Class Format: Online seminar

Requirements/Evaluation: Several short essays and reflection papers

Prerequisites: None, open to all students

Enrollment Limit: 12

Enrollment Preferences: If overenrolled, preference will be given to first-years and sophomores

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 217 (D2) STS 215 (D2)

Difference, Power, and Equity Notes: This course takes an intersectional approach to understanding how global pandemics unfold. It will emphasize how power dynamics and social differences shape responses to, and outcomes of, health emergencies. Readings in social and critical race theory are designed to give students a deeper appreciation of these issues.

Fall 2020

SEM Section: R1 TR 11:30 am - 12:45 pm Shoan Yin Cheung

STS 229 (F) The Panopticon: Surveillance, Power, and Inequality (DPE)

Cross-listings: STS 229 SOC 228

Secondary Cross-listing

Surveillance is built into the very fabric of modern life. From CCTV cameras, to supermarket loyalty cards, to the massive gathering of personal data on social media sites, people participate in today's "surveillance societies" just by doing everyday activities. This course uses the metaphor of the "Panopticon" as a doorway to engagement with traditional and new forms of surveillance. First described by philosopher and social theorist Jeremy Bentham, the Panopticon is a physical structure that enables one observer to see all inhabitants without those inhabitants knowing when they are being observed. In Discipline and Punish, Michel Foucault famously expanded thinking on the Panopticon as a metaphor for the "disciplinary" power that lies at the heart of inequality in modern society. Since Bentham and Foucault's time, however, surveillance technologies have changed significantly. To what extent does the concept of the Panopticon give us purchase on today's surveillance societies? How does watching people with new digital and algorithmic surveillance technologies shape the exercise of power and, in turn, (re)produce forms of inequality? Can privacy, convenience, and safety ever be truly balanced? Topics include: the historical origins and expansion of surveillance in modern societies, the emerging total surveillance state in Baltimore City, and whether social media is turning us all into self-surveillance addicts.

Class Format: This class will be taught online only with both synchronous and asynchronous components. Students will be asked to attend one synchronous video meeting per week. The asynchronous portion will involve discussion of readings and video lectures.

Requirements/Evaluation: participation, reading responses, midterm essay, final paper

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 229 (D2) SOC 228 (D2)

Difference, Power, and Equity Notes: This course explores how power is distributed unequally through the mechanism of surveillance technologies, particularly in regard to racial and class differences. Among other topics, it will consider the concrete case of surveillance in Baltimore City and the question of if and when surveillance is appropriate there, given the city's ongoing crisis of citizen and police violence. Students will discuss police surveillance in a context shaped by racial segregation and class inequality.
STS 243  (F)  Epidemic! A Critical History of Medicine, Science and Power  (DPE)

The world after COVID won't look the same. It has disrupted our lives and laid bare the racial, gendered and economic inequalities in our health system, and the deficiencies of political and public health institutions, as it continues to claim more victims. For centuries, communicable diseases ravaged different communities and led to massive mortality and morbidity. The death toll disrupted social organizations, destroyed families and communities, and challenged medical institutions and State authority. Medical thought and practice struggled to make sense of contagion, disease factors and treatment; State authorities were faced with demands to intervene, protect and support the sick, all while its own institutions were ravaged by diseases; race, gender, sexuality and other human differences were deployed to justify why some died more, and to show that, for the State, some lives mattered more than others. In this course, we trace how epidemics influenced the history of medicine, science and technology, and how they impacted social structures around the world. We ask about the meaning of contagion, how medical and scientific thought understood diseases. We investigate the history of quarantines and isolations. We ask about race, gender and sexuality and their place in the making of epidemics, and we investigate the history of colonialism and its connection to changing disease landscape. Tracing epidemics from the nineteenth century plagues to COVID, the course investigates the place of epidemics and contagion in medical and scientific thought, how they relate to race, gender, sexuality and colonialism, and how they changed and shaped the world we live in.

Class Format: The class will be hybrid with once a month F2F meeting outside. All other meetings will be conducted remotely

Requirements/Evaluation:  2 response papers (3-5pages each) + final project (could be a 10-15p paper or creative project of any kind)

Prerequisites: none

Enrollment Limit:  15

Enrollment Preferences: Concentrators, followed by seniors

Expected Class Size:  15

Grading:  yes pass/fail option,  yes fifth course option

Distributions:  (D2)  (DPE)

Difference, Power, and Equity Notes: The course addresses how epidemics, and the way medical and political institutions dealt with them, were shaped by issues of race, gender, sexuality and human difference, and how epidemics in turn impacted perception of race, gender and sexuality. Students will engage with a number of theories and methods related to difference, such as critical race theory, postcolonial theory and queer theory.

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STS 269  (F)  Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience  (DPE) (WS)

Cross-listings: REL 269  STS 269  ASST 269  ANTH 269

Secondary Cross-listing

This course offers a social analysis and condensed genealogy of mindfulness from its roots as a Buddhist meditation practice through its modern application as a tool to improve our awareness of the related processes of mind, behavior, and emotions. We consider how mindfulness relates to Buddhist discourses and practices, and to the rapid rise of fields like contemplative neuroscience, affective neuroscience, and integrative neurobiology. How and why has the research on mindfulness and other applied meditative practices exploded since 2000? How has this research helped us understand and explain the intersection of mind, emotion, behavior, and human development? We critically examine the models of the mind developed by clinical and evolutionary psychologists and researchers in fields such as affective neuroscience to better understand the applications of mindfulness in the US today. Specifically, we consider how mindfulness and other forms of meditation are being used to improve the training of health care providers and educators, while augmenting and deepening the quality of their engagement with patients, students, and others they serve. We examine and train in a variety of meditation practices including mindfulness and forest bathing, while unpacking the subjective experience of our minds and emotions first-hand. Students will be asked to engage in mindfulness practices the entire semester.

Class Format: Offered in a hybrid format, but students are encouraged to attend in person if they can. Studies will be grouped in pairs or threesomes, that will meet in-person or remotely. Please email me (Kgutscho@williams.edu) to indicate whether you intend to take this class in-person or remotely.

Requirements/Evaluation: weekly tutorial papers and discussion

Prerequisites: A prior class or some experience with meditation is recommended
Enrollment Limit: 10
Enrollment Preferences: ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
REL 269 (D2) STS 269 (D2) ASST 269 (D2) ANTH 269 (D2)
Writing Skills Notes: This class will involve weekly tutorial essays of 1200 or 600 words, written feedback on every essay, and a mid-semester 'writing chat' with the instructor.
Difference, Power, and Equity Notes: This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can alleviate pervasive and population-wide health issues in the US including rising rates of anxiety, depression, and other mental health issues that are exacerbated by stress related to social inequality and structural violence. It also explores the ways that mindfulness has been marketed as an elite and non-inclusive practice within the US.

Fall 2020
TUT Section: HT1 TBA Kim Gutschow

STS 302 (S) Race, gender and science: A Black, Brown, and Queer inquiry into Science and Technology Studies (DPE)
Cross-listings: HIST 390 STS 302
Primary Cross-listing
The protests that followed the murder of George Floyd have brought to the fore the realities of racism and violence that Black, Indigenous and People of Color experience daily. They also motivated a long overdue reckoning in various fields and institutions with the legacy of structural racism, and of colonial history. The history of modern science, technology and medicine is intractably connected to questions of race, gender, sexuality and colonialism. Scientific knowledge has been influenced by debates related to human difference and to colonialism, and has also contributed to the production of ideas around difference and distinction as well as around equality and equity. In this course, we will take a deeper look into different episodes in the history of modern science, technology and medicine, and will engage in a Black, Brown and Queer reading and investigation of science and technology. The course will offer a deep historical and methodological introduction to STS, as well as to a number of critical disciplines, such as Critical Race Theory, Postcolonial and decolonial theory, queer theory, in relation to science, technology and medicine. This course can serve as an alternative to STS 101.
Class Format: The course will be held remotely
Requirements/Evaluation: 2 response papers (3-5 pages each) + final project (could be a 10-15p paper or creative project of any kind)
Prerequisites: Previous courses in STS, history, CRT, WGS, or similar disciplines is preferred but not necessary.
Enrollment Limit: 10
Enrollment Preferences: Juniors and Seniors
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
HIST 390 (D2) STS 302 (D2)
Difference, Power, and Equity Notes: The course addresses how the history of science, technology and medicine is impacted by issues related to race, gender, sexuality and colonialism

Spring 2021
SEM Section: R1 MW 10:00 am - 11:15 am Ahmed Ragab

STS 370 (F) Medicine and Campus Health in Disruptive Times (DPE)
Cross-listings: STS 370  WGSS 371  ANTH 371

Secondary Cross-listing

This class uses the methods and theories of critical medical anthropology and medical sociology to help students design and pursue innovative ethnographic projects that explore campus health or community health. Students will use an array of ethnographic techniques such as observant participation, interviewing, focus groups, and qualitative surveys to explore our campus community comprised of students, faculty, and/or staff, that build on weekly discussions, feedback, and design exercises. We situate our campus health projects within the wider context of how power and intersectionality inflect and structure health and well-being locally and globally. Our case studies explore how structural racism shapes medical education, pediatric care, and maternity care in the US, how the spread of US psychiatry inflects the landscape of global mental health, and how queer activism responded to the HIV/AIDS crisis. We consider how disruptive moments like COVID-19 or HIV/AIDS can serve as focal moments in social history that reveal underlying inequalities of health outcomes and access. We attend to the parallel roles of narrative in medicine and ethnography, as we contrast the discourse of providers & patients as well as researchers & interlocutors. Throughout our goal is to better understand the strengths and limits of ethnographic inquiry while exploring the challenges of collaborative and participatory research within communities always already structured by power, privilege, and engaged practices.

Class Format: Offered in hybrid format, yet students are encouraged to attend in person if they can. Students will be grouped into in-person or remote sections and can be reassigned during the semester if they request or require it for health reasons. Students should complete all assignments, weekly exercises, and attendance in class discussion. Please email me (Kgutschow@williams.edu) to indicate whether you plan to attend in person or remotely.

Requirements/Evaluation: Three written fieldnotes, weekly attendance and other writing exercises, midterm and final presentations on fieldwork projects

Prerequisites: none, but a class in Anthropology, Sociology, Science & Technology Studies, or other social science is recommended

Enrollment Limit: 20

Enrollment Preferences: Majors in Anthropology, Sociology, Women's, Gender and Sexuality Studies; Concentrators in Public Health, Science and Technology Studies

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 370 (D2) WGSS 371 (D2) ANTH 371 (D2)

Difference, Power, and Equity Notes: This class examines the intersection of race, gender, class, and sexuality in structuring health outcomes, well-being, and access to health resources. It theorizes the ways that intersectionality shapes health of individuals and societies, including patient/provider encounters and efforts to 'improve' community health within contexts of social inequality and social suffering.

Fall 2020

SEM Section: H1  WF 1:30 pm - 2:45 pm  Kim Gutschow

STS 413 (S) Feminist Technoscience (DPE)

Cross-listings: WGSS 413  STS 413

Primary Cross-listing

Are Feminism and Science compatible commitments? What do these nouns mean when paired with one another, when capitalized (or not), when pluralized (or not), and when deployed by a range of authors in different disciplines? What features do they share as ethical, political, and epistemological practices? What have scientific feminism and feminist science looked like in print and in practice since the middle of the 20th century, and how have they shaped our present, 21st-century technoscientific culture? To address these questions, we will read a set of essays and academic articles that are connected by a trail of citations. These will include works of theory -- like Donna Haraway’s "Situated Knowledges" and "A Cyborg Manifesto" -- research write-ups like Pat Treusch's "The Art of Failure in Robotics," and ethnographic work like Sophia Roosth's "Evolutionary Yarns in Seahorse Valley." We will also examine the editorial introduction to “Science Out of Feminist Theory,” a 2017 special issue of Catalyst, and we will circle outward and backward to make sense of the terms and arguments we encounter there. While some of the readings will be set in advance, students will help shape the syllabus as we travel toward a better understanding of feminist technoscience's potentials and limitations at a time when technical change often outpaces careful consideration of its consequences.

Class Format: This course will meet remotely in Spring 2021.
**Requirements/Evaluation:** discussion participation; five response papers (~2 pages); mid-semester essay (8 pages); final essay (12-15 pages + in-class presentation)

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Science and Technology Studies concentrators

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 413 (D2) STS 413 (D2)

**Difference, Power, and Equity Notes:** Central to “Feminist Technoscience” is a recognition of and engagement with the historical under-privileging of women, women’s work, and women’s bodies in capital-S “Science” and in a wide range of other technoscientific practices. We will examine and elucidate several branches of feminist theory. We will also develop feminist accounts of contemporary technoscientific work, even as we critique a number of such accounts from the past several decades.

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**THEA 216 (S) Asian/American Identities in Motion (DPE)**

**Cross-listings:** GBST 214 ASST 214 THEA 216 AMST 213 DANC 216

**Secondary Cross-listing**

The course aims to explore dance and movement-based performances as mediums through which identities in Asian and Asian-American (including South-Asian) communities are cultivated, expressed, and contested. It will orient students towards “reading” and analyzing live and mediated performances within historical, social, and political frameworks. Students will explore how socio-historical contexts influence the processes through which dance performances are invested with particular sets of meanings, and how artists use performance to reinforce or resist stereotypical representations. Core readings will be drawn from Dance, Performance, Asian, and Asian American Studies, and will engage with issues such as nation formation, race and ethnicity, appropriation, tradition and innovation among other topics. This is primarily a discussion-based seminar course, and might also include film screenings, discussion with guest artists and scholars, and opportunities for creative projects. No previous dance experience is required.

**Class Format:** This course will be taught in a virtual format and will be remote.

**Requirements/Evaluation:** reading responses, essays, in-class writing assignments, class participation, and group presentations.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** first years and sophomores

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 214 (D2) ASST 214 (D1) THEA 216 (D1) AMST 213 (D2) DANC 216 (D1)

**Difference, Power, and Equity Notes:** This course introduces students to the role of performance in nation formation in Asia and the history of Asian-Americans in the US through analysis of dance performances and practices. Student will explore how race was central to the formation of Asian and the American nation, and how social and legal discriminatory practices against minorities influenced popular culture. The assigned material provide examples of how artists address these inequalities and differences in social power.

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Spring 2021

**SEM Section:** R1 TR 9:45 am - 11:00 am Ezra D. Feldman

**THEA 216 (S) Asian/American Identities in Motion (DPE)**

**Cross-listings:** GBST 214 ASST 214 THEA 216 AMST 213 DANC 216

**Secondary Cross-listing**

The course aims to explore dance and movement-based performances as mediums through which identities in Asian and Asian-American (including South-Asian) communities are cultivated, expressed, and contested. It will orient students towards “reading” and analyzing live and mediated performances within historical, social, and political frameworks. Students will explore how socio-historical contexts influence the processes through which dance performances are invested with particular sets of meanings, and how artists use performance to reinforce or resist stereotypical representations. Core readings will be drawn from Dance, Performance, Asian, and Asian American Studies, and will engage with issues such as nation formation, race and ethnicity, appropriation, tradition and innovation among other topics. This is primarily a discussion-based seminar course, and might also include film screenings, discussion with guest artists and scholars, and opportunities for creative projects. No previous dance experience is required.

**Class Format:** This course will be taught in a virtual format and will be remote.

**Requirements/Evaluation:** reading responses, essays, in-class writing assignments, class participation, and group presentations.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** first years and sophomores

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 214 (D2) ASST 214 (D1) THEA 216 (D1) AMST 213 (D2) DANC 216 (D1)

**Difference, Power, and Equity Notes:** This course introduces students to the role of performance in nation formation in Asia and the history of Asian-Americans in the US through analysis of dance performances and practices. Student will explore how race was central to the formation of Asian and the American nation, and how social and legal discriminatory practices against minorities influenced popular culture. The assigned material provide examples of how artists address these inequalities and differences in social power.

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Spring 2021

**SEM Section:** R1 MR 3:15 pm - 4:30 pm Munjulika Tarah
THEA 226  (S)  Gender and the Dancing Body  (DPE)

Cross-listings:  WGSS 226  THEA 226  AMST 226  DANC 226

Secondary Cross-listing

This course posits that the dancing body is a particularly rich site for examining the history of gender and sexuality in America and beyond. The aim of the course is to explore ideas related to gender and sexuality as prescribed by dominant cultural, social, and religious institutions, and how dance has been used to challenge those normative ideologies. We will examine a wide range of dance genres, from stage performances to popular forms to dance on television, with particular attention to the intersections of race and class with gender. This is primarily a discussion-based seminar course and will also include film screenings, discussions with guest artists, and opportunities for creative projects. No previous dance experience required.

Class Format: This course will be taught in a virtual format and will be remote.

Requirements/Evaluation: class participation, reading responses, essays, in-class writing assignments, and group presentations

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first years and sophomores

Expected Class Size: 10-15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 226 (D2) THEA 226 (D1) AMST 226 (D2) DANC 226 (D1)

Difference, Power, and Equity Notes: In the course, students will explore the concept of gender as a social construction and how the body’s historical associations to markers of gender and sexuality lead to differences in socio-political power. The assigned texts and viewings provide examples of how bodies and their movements make meaning in a network of power relationships, and how artists use dance to address social inequalities such as sexism, racism, and transmisogyny, to imagine a more just world.

Spring 2021

SEM Section: R1    TF 3:15 pm - 4:30 pm    Munjulika  Tarah

THEA 241  (S)  Performing Masculinity in Global Popular Culture  (DPE)

Cross-listings:  WGSS 240  THEA 241  SOC 240  AMST 241  LATS 241

Secondary Cross-listing

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

Requirements/Evaluation: masculinity journal, mid-term essay exam, visual rhetorical analyses of pop culture images

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: a short statement of interest will be solicited

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 240 (D2) THEA 241 (D1) SOC 240 (D2) AMST 241 (D2) LATS 241 (D2)
Difference, Power, and Equity Notes: This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

Spring 2021
SEM Section: R1    MW 6:45 pm - 8:00 pm    Gregory C. Mitchell

THEA 250  (S) Feminist Theatres: A Global Perspective  (DPE) (WS)
Cross-listings: ENGL 253  WGSS 250  THEA 250

Primary Cross-listing
What makes a work of theatre feminist? How do plays, social practices, and performances engage with different models of feminism: liberal, radical, materialist, intersectional, reluctant? Why has feminism mattered to theatre makers of the past? Should it still matter to us now? If so, what forms might future feminist theatres and performance practices take? In this tutorial, students will work in pairs to examine the political relation of models of feminism to plays and performances by theatre artists, companies, and collaboratives from across the globe, from the late-twentieth century to today. Interrogating feminism’s own legacies of exclusionary and biased tactics, we will focus on the racialized and class-based aspects of feminist performance practices and the history of radical and intersectional feminism in theatre. Artists, companies, and movements to be considered may include: Spiderwoman Theatre, The WOW Café, Hélène Cixous, Adrienne Kennedy, Caryl Churchill, Sphinx Theatre Company, Wendy Wasserstein, Ntozake Shange, Griselda Gambaro, Manjula Padmanabhan, Cherrie Moraga, Karen Finley, Suzan-Lori Parks, Young Jean Lee, Lisa Kron, Tori Sampson, Arethusa Speaks, Women's Project and Productions, Sarah DeLappe, and others. Close reading and analysis of source material will occur alongside engagement with critical essays and writings by: Audre Lorde, Judith Butler, bell hooks, Gloria Anzaldúa, Kimberlé Crenshaw, Eve K. Sedgwick, Gayatri Spivak, Jill Dolan, Sue-Ellen Case, José E. Muñoz, and Donna Haraway. This course will follow a standard tutorial format, with students alternating the presentation and reading of a series of 5-page papers.

Class Format: For Spring 2021, the format for the course is to be determined. Ideally, we will meet weekly and in-person in groups of 3 (two students and professor). Should necessary social distancing measures be in place, we will conduct our tutorial meetings remotely in either Zoom or Google Meet.

Requirements/Evaluation: students will meet with instructor in pairs for an hour each week; they will write a 5-page paper every other week (five in all), and comment on their partner's papers in alternate weeks; emphasis will be placed on developing skills in reading, interpretation, critical argumentation, and critical written and oral response

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Theatre majors; WGSS majors; ART majors; COMP majors. Students from all majors are welcome and invited to contact Prof. Holzapfel about their interest in the class: ash2@williams.edu

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions:  (D1)  (DPE)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 253  (D1) WGSS 250  (D2) THEA 250  (D1)

Writing Skills Notes: As a tutorial, this course will require extensive practice in writing, editing, and revising. Emphasis be directed towards building and developing a compelling argument, providing thorough evidence for one's interpretation, and fluidly integrating theory into one's argumentation.

Difference, Power, and Equity Notes: This tutorial examines intersections between gender, race, sexuality, class, and ethnicity in relation to theatre’s ongoing engagement with feminism. We will consider how articulations of difference, power, and equity arise and are, in fact, prioritized in quite different ways within the politics of feminism itself, leading to their variable expressions through art.

Spring 2021
TUT Section: HT1    TBA    Amy S. Holzapfel

THEA 284  (F) Global Digital Performance  (DPE)
This course explores the ways in which digital technologies are shaping performance practices. We will consider theater, dance and performance art,
as well as the use of social media in political movements and everyday life. We will begin by examining the long history of mediatization in performance. From painting, puppetry and photography to video, VR and Tik Tok, performers' bodies have always been, in some sense, "mediated." We will interrogate the affects and power relations at stake in questions of "liveness," paying particular attention to how the representation of bodies is embroiled in longstanding imperialist projects of representing the "Other," racialized and gendered modes of viewing, and global regimes of neoliberal surveillance. On the other hand, we will examine the role digital communication platforms play in political resistance. We will apply our growing understanding of the pitfalls and potential of digital technologies to examining the aesthetic strategies and political projects of artists and their audiences from various parts of the world. Throughout our work we will acknowledge how access to new technologies, as well as the meaning given to their use, vary between national, cultural, and class contexts. This includes keeping in mind the "digital divide" so that we can chip away at our common sense assumptions that the internet and digital art making are inherently democratic.

Class Format: For Fall 2020, this course will be conducted in a hybrid fashion, with both synchronous and asynchronous components. For the remote learning component, students will view brief lectures and online video content, engage with required readings on their own time, and complete handouts and assignments based on prompts. Weekly synchronous discussions (either in small groups or in a larger group) will be conducted either in Zoom or, if it is safe to do so, in a classroom.

Requirements/Evaluation: reading responses, class presentations, short digital performance projects, and active discussion participation

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Theatre majors; Art majors; Global Studies concentrators. This course is open and welcoming to all students. Please be in touch with Prof. Pillai or Prof. Holzapfel with questions or to express interest in the course.

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course interrogates the role of artistic and social practices of digital performance in producing and sustaining power structures (state, imperial, colonial, neoliberal) and inequities (racial, gendered, class-based). Focus will include the ways that interactions between makers and users in the virtual realm replicate or contest the inequitable social, racialized, and gendered dynamics that organize daily life offline.

Fall 2020

SEM Section: H1    TR 6:45 pm - 8:00 pm    Shanti Pillai, Amy S. Holzapfel

THEA 301 (F) Global Theatre and Performance Histories (DPE)

Cross-listings: THEA 301 COMP 303

Primary Cross-listing

A survey of theatre and performance traditions from across the globe, from the classical period to roughly 1880. This course provides students with an overview of theatre's many diverse histories, emphasizing its dual role as both an artistic and social practice. While attending to theatre's formal and aesthetic aspects, we will at the same time focus on the relationship of performance practices to the legacies of state power, hegemony, imperialism, and colonialism in which they are historically embedded. Topics of inquiry may include: classical Greek and Roman theatre; dance/drama of pre-colonial Africa; Indian classical drama; pre-modern theatres of Japan; Medieval and Renaissance theatre in England; Pre-Columbian indigenous performance practices; French and Spanish court theatres; German nationalist theatre; nineteenth-century popular performance in the U.S.; and the rise of realist theatre in Scandinavia. Through close analysis and interpretation of primary sources, including encounters with archival sources housed in Chapin and WCMA and also available in digital form, students will practice and learn the skills of the theatre historian, applying them to their own creative and critical research projects. This course is required for Theatre majors and is a prerequisite for THEA 401.

Class Format: For Fall 2020, this course will be conducted in a hybrid fashion, with both synchronous and asynchronous components. For the remote component, students will view brief lectures and online video content, meet with one another in Zoom, engage with required readings on their own time, and complete brief assignments based on prompts. Synchronous class discussions (either in small groups or in a larger group) and experiences in the archives will be conducted either in Zoom or in a classroom setting.

Requirements/Evaluation: weekly writing and participation in discussions; a midterm "maker" or "critic" project; participation as a "discussion leader" for one class; and a final "maker" or "critic" project

Prerequisites: For theatre majors: THEA 101, 102, 103, or another 100-level theatre course. Students who are not Theatre majors are welcome into the class by permission of instructor. Please email Prof. Holzapfel at: ash2@williams.edu
Enrollment Limit: 16
Enrollment Preferences: Theatre majors
Expected Class Size: 8-10
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
THEA 301 (D1) COMP 303 (D1)

Difference, Power, and Equity Notes: This course works to dismantle the ongoing bias in theatre studies that positions textual and literary forms of theatre in the globalized north as the principal (or in some cases only) sites of knowledge transfer, status, and value in our field. Instead, theatre and performance are approached as diverse and embodied forms of repertoire that must be analyzed in relation to the structures of social inequity and power in which they arise.

Fall 2020
SEM Section: H1 TR 11:30 am - 12:45 pm Amy S. Holzapfel

THEA 321 (S) Arts Organizing in Africa and the Diaspora (DPE)

Cross-listings: THEA 321 MUS 323 DANC 323

Secondary Cross-listing

At the heart of this class is the question, how do artists and organizations use the performing arts to effect social change in their communities? Drawing from a number of case studies from throughout Africa and the African Diaspora, we will first endeavor to understand and contextualize issues related to education, social uplift, the environment, and the economy as they relate to specific communities. We will then examine how a series of organizations (from grassroots campaigns to multinational initiatives) utilize the performing arts in response to those issues. Among the issues we will discuss at length are: -How do performers and organizations navigate the interplay between showcasing the performance talents of individuals and groups and foregrounding an issue or cause? More broadly, what dilemmas emerge as social and aesthetic imperatives intermingle? -What are the dynamics between people acting on a local level within their communities and their various international partnerships and audiences? -How can government or NGO sponsorship help and/or hinder systemic change? By the end of the semester, students will be equipped with conceptual frameworks and critical vocabularies that can help them ascertain the functions of performance within larger organizations and in service to complex societal issues. Throughout the course, we will watch and listen to a variety of performances from traditional genres to hip-hop, however this class is less about learning to perform or analyze any particular genre than it is about thinking through how performance is used as a vehicle for social change. Case studies will include youth outreach and uplift in Tanzania through the United African Alliance, campaigns to promote girls’ education in Benin and Zimbabwe, community-wide decolonizing initiatives through the Yole!Africa Center in the Democratic Republic of Congo, and the cultural reclamation of a mining town in Suriname through the arts organization, Stichting Kibii.

Class Format: This is a remote course.

Requirements/Evaluation: Four case study profiles, midterm essay (5-7 pages), and a final project. Regular participation in class discussion.

Prerequisites: None

Enrollment Limit: 15
Enrollment Preferences: If the course exceeds the maximum enrollment, selection will be made based on students explanations for why they want to take the class.

Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
THEA 321 (D1) MUS 323 (D1) DANC 323 (D1)

Difference, Power, and Equity Notes: This course interrogates on a fundamental level issues of power and equity. Using the performing arts as a critical lens, we discuss a series of social and environmental challenges that communities of African descent face. These are in direct dialogue with global systems of power and economic factors. Issues include: environment, education, local communities’ interactions with multinational corporations, and representational politics in performance.
THEA 322  (F) Feminist and Queer Performance at the Limit of Action  (DPE)

Cross-listings: AMST 326  THEA 322  WGSS 321  AFR 328

Secondary Cross-listing

What counts as feminist and queer activism? This course challenges what we dominantly understand as activism—key to the emergence of ethnic studies and feminist and queer theory. Moving away from political actions centered in these fields, such as strikes, protests, and boycotts, this course will turn to visual and performance art works by artists of color, who consider other forms of action that are not overtly visible, resistant, oppositional, agentive, militant, loud, liberatory, and documentable. Each week, we will examine a performance at the limit of action, including silence, sexual abjection, concealment, melancholia, and waiting, alongside issues related to race, gender, sexuality, labor, and migration among others. How might we approach and reconcile with performances that once again reify notions of racialized and gendered bodies as apolitical, passive, submissive, and compliant? Drawing on scholarship within black and women of color feminist criticism, queer of color critique, critical ethnic studies, and performance studies, this course will attune students to the role of aesthetics to interrogate and expand what we typically conceive of as activism, resistance, power, and survival from racialized, feminized, and queer positions.

Requirements/Evaluation: In-class discussion, short weekly reading posts, class presentation, final paper/project

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: WGSS majors and students with experience in American Studies or performance studies coursework

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 326 (D2) THEA 322 (D1) WGSS 321 (D2) AFR 328 (D2)

Difference, Power, and Equity Notes: This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of activism is valued over other forms.

Fall 2020

SEM Section: R1  MR 1:30 pm - 2:45 pm  Kelly I Chung

THEA 323  (F) Marxist Feminisms: Race, Performance, and Labor  (DPE)

Cross-listings: THEA 323  WGSS 323  AFR 329  AMST 329

Secondary Cross-listing

Who is considered the dominant subject of labor? This course offers an overview of queer, women of color feminist, decolonial, and black and critical ethnic studies critiques of orthodox Marxism. Starting with core texts from the Marxist tradition, we will explore a range of social positions and forms of labor that complicate Marx’s emphasis on the white male industrial worker. Each unit, we will study key scholarship that centers reproduction, slavery, care and domestic work, indentured servitude, sex work, and low wage flexible labor, to name a few, alongside queer and feminist modes of performance that respond to and provide strategies to live and survive under racial capitalism. We will discuss seminal works by theorists, including Karl Marx, Luce Irigaray, Cedric Robinson, Jennifer Morgan, Hortense Spillers, Lisa Lowe, Gayatri Chakravorty Spivak, Dorothy Roberts, Angela Davis, José Esteban Muñoz, and Leo Bersani, in tandem with performances, such as paintings, performance art, poetry, protests, photography, prints, music, and sculptures. This course will equip students with a critical understanding of the ways racial capitalism has centrally relied upon the mass capture and recruitment of racialized and gendered labor in and beyond the U.S. and how, through performance, life under these conditions have been reimagined.

Requirements/Evaluation: In-class discussion, short weekly reading posts, class presentation, final paper

Prerequisites: None

Enrollment Limit: 12
**Enrollment Preferences:** WGSS majors and students with experience in American Studies or performance studies coursework

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 323 (D1) WGSS 323 (D2) AFR 329 (D2) AMST 329 (D2)

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of labor is valued over other forms.

**Fall 2020**

SEM Section: R1  TF 1:30 pm - 2:45 pm  Kelly I Chung

**WGSS 101 (F)(S) Introduction to Women's, Gender & Sexuality Studies (DPE) (WS)**

This course is designed to initiate you into the pleasures, pains and perplexities of critical thinking about gender and the situations of women across the globe. We will survey a wide variety of writers and issues—historical and contemporary, theoretical and practical. Above all, the course is intended as an exploration of the tremendous diversity of thought contained under the general rubrics of feminist and gender studies and a vehicle for developing skills in writing and research as well as analytical tools for further work in the field. The goal is not to bring about a specific point of view, but rather to learn to analyze issues critically using the methods and frameworks that feminist theory and queer theory have developed as academic disciplines.

**Class Format:** remote only, mixture of synchronous online discussions and mini-lectures, etc.

**Requirements/Evaluation:** Participation during class and in online forums, weekly reading responses, two short essays with revisions, and a final research paper

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** WGSS majors and potential WGSS majors

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** required course for the Women's, Gender and Sexuality Studies major

**Distributions:** (D2) (DPE) (WS)

**Writing Skills Notes:** This course requires significant attention to the craft of writing. Essential to this craft is the process of editing and rewriting materials with feedback from peers and professors. Students are expected to focus on improving analytical skills, critical thinking, and argumentation through attention to the writing process. They are also expected to give meaningful critical feedback on the writing of their peers.

**Difference, Power, and Equity Notes:** This course meets the DPE requirement because it asks students to reflect critically on issues of gender and sexuality around the world in a comparative contextual framework. Students will be asked in seminar space to discuss the operation of difference and power within as well as across different gender, class, racial, and sexual identities while learning in lecture meetings about feminist and queer studies' history, activism, and theory.

**Fall 2020**

SEM Section: R1  MW 6:45 pm - 8:00 pm  Alison A. Case

SEM Section: R2  MW 11:45 am - 1:00 pm  Emily Mitchell-Eaton

**Spring 2021**

SEM Section: R1  MR 3:15 pm - 4:30 pm  Kelly I Chung

SEM Section: R2  MW 10:00 am - 11:15 am  Greta F. Snyder

**WGSS 127 (S) Spring Grass: A Peek into Inequality in China (DPE) (WS)**
Spring Grass (Chunjiao) is a Chinese novel written by award-winning author Qiu Shanshan (1958-). Using the literary techniques of social realism, the novel chronicles the life of a young rural woman from 1961 to 2001. Spring Grass, the protagonist of the novel, was born in a rural village to a mother who preferred sons over daughters. At a young age, Spring Grass was deprived of the opportunity to attend school. Against all odds, she managed to marry for love, venture into the city, and become an enterprising migrant worker. This novel not only reflects the struggles of women in contemporary China but also captures the economic transformation of modern China since 1978 when the Reform and Open-Door Policy (gaige kaiyang) was initiated. The novel was adapted into a television drama series and became an instant hit in 2008. This course takes an interdisciplinary, cultural studies and humanistic approach to studying a literary text, using literature as a means to help students better understand social and cultural issues. Through close readings of the novel, the eponymous TV drama series, documentaries, films, and short stories depicting rural life and women's roles in China, as well as in-depth discussions of both primary and secondary sources that deal with the cultural, historical, and socioeconomic background of the unfolding story of Spring Grass, this course aims to provide a window for students to examine the issues of inequality in the Chinese village and society at large. Why would mothers be harsh to their own daughters and bar girls' right to education? Why would young people leave their village and migrate to the city? Why would migrant workers leave their children behind in the village? Why would economic developments in China exacerbate the problem of gender inequality in society? Why would the ideology and cultural logic behind Mao Zedong's proclamation "women can hold up half of the sky" add more burden to women rather than truly liberate them? Why would city people discriminate against country folks? After taking this course, students will gain a deeper understanding of the issues related to gender inequality (nannü bu pingdeng) and the urban/rural-gap (chengxiang chabie) in China. Throughout the course, they are also encouraged to critically think about how to achieve equity in different societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or WGSS and language learners wishing to take the course in Chinese should register under CHIN.

Class Format: remote instruction

Requirements/Evaluation: active participation in tutorial meetings, five 4-5 page tutorial papers, five 2-page critiques, online writing portfolio as the final project.

Prerequisites: For students registering under CHIN, the prerequisite is CHIN 402 or a language proficiency interview conducted by the instructor. For students registering under ASST or WGSS, there is no prerequisite.

Enrollment Limit: 10

Enrollment Preferences: Enrollment priorities will be given to freshmen and sophomores who register under ASST or WGSS, and to Chinese language learners who register under CHIN.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: books and course packet.

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 127 (D2) CHIN 427 (D1) ASST 127 (D1)

Writing Skills Notes: Writing is taught using the writing-as-process pedagogical approach. The writing process consists of invention, composition, and revision. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. The instructor gives detailed feedback to students' first drafts and students are required to turn in a revised version. At the end of the semester, students will compile an online writing portfolio to include their best works.

Difference, Power, and Equity Notes: The issue of "inequality," including both gender inequality and regional inequality is the driving force behind the readings and discussions of this tutorial. Students are guided to develop an empathetic way of interpreting a literary work that features a rural woman/migrant worker. They will critically analyze the sources of inequality in the Chinese cultural context and explore ways to address such inequality.

Spring 2021

TUT Section: RT1 TBA Li Yu

WGSS 138 (F) Spectacular Sex (DPE) (WS)

Cross-listings: WGSS 138 ANTH 138
From Beyoncé's Coachella performance to Donald Trump's social media antics, spectacles captivate us. Spectacles may be live shows, media events, or even everyday performances ranging from interactive advertisements to viral video sensations. But what are the uses of spectacle? Why are some compelling while others fall flat? How do spectacles control society or maintain social norms? And, importantly for our purposes, how does spectacle shape gender in society? Or from another angle, how does sexuality infuse spectacle? This tutorial introduces students to theories of spectacle ranging from the ancient Greeks to Marxist-inspired thinkers in the 20th century. In particular, we will examine how feminist thinkers have contributed to this literature and how theories of spectacle relate to questions of gender and sexuality. Our weekly readings focus on pairings of theoretical readings with writing on popular cultural examples and case studies. Some possible topics include sporting events, charity ad campaigns, music videos, political events, and social media.

**Requirements/Evaluation:** weekly response papers; students will also select past papers to develop and rewrite as more formal essays

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first- and second-year students; a statement of interest will be solicited from pre-registrants

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 138 (D2) ANTH 138 (D2)

**Writing Skills Notes:** This course requires significant attention to the craft of writing. Essential to this craft is the process of editing and rewriting materials with feedback from peers and professors. Students are expected to focus on improving analytical skills, critical thinking, and argumentation through attention to the writing process. They are also expected to give meaningful critical feedback on the writing of their peers. Students will select past response papers for development and rewriting.

**Difference, Power, and Equity Notes:** This course deals substantively with questions about privilege and power as they interact along the intersections of race, gender, sexuality, class, ability, and other axes of difference.

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**WGSS 177 (S) Gender and Sexuality in Music**  (DPE)

**Cross-listings:** MUS 177  WGSS 177

**Secondary Cross-listing**

This course explores key themes in the expression of gender and sexuality through music. It draws from primarily 21st century examples, across cultures and genres, ranging from pop boy bands to Indian bhangra dance to the musical avant-garde. Themes will include: communicating gendered ideals, dance and embodiment, transgressive performances, biography and subjectivity, intersectionality, music and sexual violence, and marketing. We will explore the ways in which ideas and identities related to sex and gender are formulated and mobilized in music's performance and consumption. Inevitably, issues of sound and stagecraft intersect with factors such as race, age, and class, further informing these experiences. Students will consider their own processes of identifying and interpreting expressions of gender and sexuality in sound and movement, and contemplate the role of culture and society in informing those interpretations.

**Requirements/Evaluation:** attendance/participation, intermittent GLOW posts and short assignments (2 pgs or less), midterm project, and either a 12-page final paper or a project with supplementary paper (length to be determined in consultation with the instructor).

**Prerequisites:** open to all students; familiarity with musical terminology is helpful but not required

**Enrollment Limit:** 15

**Enrollment Preferences:** WGSS and MUSC majors/prospective majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** This is a hybrid course, with the majority of the classes taking place remotely. The character and frequency of in-person class sessions will depend on the size of the class and the number of students taking part in the in-person option.
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 177 (D1) WGSS 177 (D2)

Difference, Power, and Equity Notes: This course critically examines the ways in which music constructs and reflects gendered and sexual identities in intersectional space. We discuss how normative viewpoints come to be accepted and interpreted as 'natural,' and how musicians and audiences have maneuvered within and against those socio-political expectations. Music and readings span a wide range of sources—elite, popular, counter-cultural; from Euro-American sources to genres hailing from Brazil, Korea, and India.

Spring 2021
SEM Section: H1 TR 11:30 am - 12:45 pm Corinna S. Campbell

WGSS 200 (S) Nordic Lights: Literary and Cultural Diversity in Modern Scandinavia (DPE)

Cross-listings: WGSS 200 COMP 232

Secondary Cross-listing

Mythologized as the land of the aurora borealis and the midnight sun, Scandinavia's five distinct nations—Iceland, Norway, Sweden, Denmark, and Finland—are often mistakenly associated with blond-haired and blue-eyed uniformity. Modern Scandinavia, however, is a place of great social and cultural diversity. From medieval Viking sagas to contemporary Nordic rap, the Scandinavian literary tradition is rich in tales of global exploration, childhood imagination, sexual revolution, and multicultural confrontation. Through readings of nineteenth-century drama, twentieth-century novels, and twenty-first century cinema, we will investigate a wide range of issues on class, ethnicity, and identity, including the indigenous reindeer-herding Sámi people, Danish colonialism and the Greenlandic Inuit, Norwegian collaboration and resistance during World War II, and Nordic emigration (to North America) and immigration (from Africa, Asia, Latin America, and the Middle East). Discussion will also focus on Scandinavia's leadership in gender equality and sexual liberation, Scandinavian political isolation and integration (into both the UN and the EU), and the global effects of Nordic pop (ABBA to Björk), glamour (Greta Garbo to Alicia Vikander), technology (Volvo to Nokia), and activism (Alfred Nobel to Greta Thunberg). Readings to include works by Henrik Ibsen, August Strindberg, Hans Christian Andersen, Karen Blixen, Astrid Lindgren, Halldór Laxness, Reidar Jönsson, and Peter Heeg. Films to include works by Ingmar Bergman, Lasse Hallström, Bille August, Colin Nutley, Lukas Moodysson, Josef Fares, Tomas Alfredson, and Tomas Vinterberg. All readings and discussions in English.

Class Format: This will be a remote course for all students, whether they are on campus or not. We will convene synchronously via web-conferencing, with an emphasis on group discussion. There will also be opportunities for students to engage with online activities both during and between our synchronous sessions. Remote office hours will provide even more opportunities for follow-up, questions, and further discussion.

Requirements/Evaluation: active participation, two shorter papers, a midterm, and a longer final paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Comparative Literature and Women's, Gender & Sexuality Studies majors, and those with compelling justification for admission

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 200 (D2) COMP 232 (D1)

Difference, Power, and Equity Notes: As the course description explains, this course centers on a critical examination of difference, power, and equity in modern Scandinavia. The content examines the effects of class, race, ethnicity, gender, and sexuality on social (in)equalities among citizens, institutions, communities, and identities. The course also employs critical tools to teach students how to interrogate Scandinavian diversity and modernity, through reading, film analysis, discussion, and writing.

Spring 2021
SEM Section: R1 TR 11:30 am - 12:45 pm Brian Martin
WGSS 202 (F)(S) Foundations in Sexuality Studies (DPE)

This course will offer an introduction to the burgeoning interdisciplinary field of sexuality studies in part through examining historical, legal, literary, filmic, cultural studies, sociological, and popular texts, as well as work done under the umbrella of queer theory. It explores the role of race, class, religion, science, region, and nation in the construction of modern gender and sexual identities and in the lived experiences of dissident genders and sexualities. We will examine a range of issues, including histories and strategies of resistance; transgender and intersex theory and activism; critiques of the white racial hegemony of lesbian and gay studies; the consequences of gay marriage; the politics of AIDS and its theoretical implications; globalisation and sexuality; the rise of queer visibility and its relation to commodity culture; and recent conceptualizations of homonormativity. The goal of the course is not to achieve any kind of political or intellectual consensus, but to have rigorous debate over some of the key issues in queer studies.

Class Format: discussion

Requirements/Evaluation: Short quizzes, participation, mid-term essay exam, online discussion forum. (No final exam or final paper this semester.)

Prerequisites: None. WGSS 101 may be helpful as background knowledge, but is not required.

Enrollment Limit: 12

Enrollment Preferences: Women's Gender & Sexuality Studies majors, short statement of interest in case of over-enrollment

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course examines sexual diversity in various forms and asks students to interrogate questions of privilege and positionality, including the intersectional contemplation of sexuality's relationship to race, ethnicity, ability, class, religion, and other axes of identity. It investigates not only sexual difference, but the history of sexual identity and progressive narratives of "gay rights" that have developed over time.

Fall 2020

SEM Section: R1 TR 6:45 pm - 8:00 pm  Gregory C. Mitchell

Spring 2021

SEM Section: R1 TF 3:15 pm - 4:30 pm  Kelly I Chung

WGSS 217 (S) Extreme Persuasions: The Far Right in the United States and Russia (DPE) (WS)

Cross-listings: AMST 219 RUSS 218 WGSS 217

Secondary Cross-listing

The purpose of this course is to explore the unexpected recent confluence of the American and Russian far-right movements, among advocates for authoritarianism in both countries who have traditionally understood the 'other' superpower to be an implacable enemy. How have nationalist movements in the United States come to see the Russian Federation as a vanguard for 'whiteness' and traditional masculinity in European identity, overturning the perception of Russia as a racial Other that was prevalent among American conservatives during the Cold War? What are the affinities between the imperial and openly patriarchal aspirations of Putinism and the goals of American religious Reconstructionism, with its interpretation of the Confederacy as a God-given model for racial separatism and gender complementarianism? We will discuss repressive historical legacies and homophobia in both countries, devoting particular attention to debates about protest art and the removal of monuments, and to movements that situate themselves in opposition to neoliberal forms of ethno-nationalism.

Requirements/Evaluation: On average, there will be 100 pages of reading per week. Over the course of the semester, students will be required to view three films, which will be discussed in class. Class participation counts for 25% of the course grade; each of the first three response papers, 15%; the term paper, 25%; the in-class presentation of the term paper, 5%.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: Majors and concentrators in AMST, Russian, and Women's and Gender Studies.

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
AMST 219 (D2) RUSS 218 (D1) WGSS 217 (D2)

Writing Skills Notes: The written work is comprised of three response papers (5-7 pages each), a rough draft of the term paper (8-10 pages) that will be ungraded but extensively commented upon, and the term paper itself (10-15 pages). Each student to discuss their writing strategies prior to the deadlines for the essay assignments. For the essays, students may choose from among a range of prompts, or design a topic of their own.

Difference, Power, and Equity Notes: Students will use the assigned readings as points of departure for analyzing and responding to traditionalist configurations of gender and ethno-nationalism in the United States and the Russian Federation. Particular attention will be devoted to the proliferation of different conceptions of power and privilege in both countries, and to ways in which a parsing of them may facilitate an engagement with the arguments of far right movements while retaining the concept of social justice.

Spring 2021
SEM Section: H1    TR 11:30 am - 12:45 pm     Alexandar Mihailovic

WGSS 219  (F)  Women and Girls in (Inter)National Politics  (DPE)
Cross-listings:  INTR 219  PSCI 219  AFR 217  WGSS 219  LEAD 219
Secondary Cross-listing
This tutorial focuses on the writings and autobiographies of women who have shaped national politics through social justice movements in the 20th-21st centuries. Women and girls studied include: Fannie Lou Hamer, Shirley Chisholm, Safiya Bukhari, Erica Garner, Greta Thunberg, Malala Yousafzai, Marielle Franco, Winnie Mandela.
Requirements/Evaluation: Weekly 5-page primary analytical papers and 2-page response papers.
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: Juniors and seniors, sophomores.
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
INTR 219 (D2) PSCI 219 (D2) AFR 217 (D2) WGSS 219 (D2) LEAD 219 (D2)

Difference, Power, and Equity Notes: This tutorial examines how girls and women confront capitalism, imperialism, climate devastation, patriarchy and poverty. The national and international movements that they participated in or led were based on shifting the balance of powers towards the impoverished, colonized, and imprisoned.

Fall 2020
TUT Section: RT1    TBA     Joy A. James

WGSS 226  (S)  Gender and the Dancing Body  (DPE)
Cross-listings:  WGSS 226  THEA 226  AMST 226  DANC 226
Secondary Cross-listing
This course posits that the dancing body is a particularly rich site for examining the history of gender and sexuality in America and beyond. The aim of the course is to explore ideas related to gender and sexuality as prescribed by dominant cultural, social, and religious institutions, and how dance has been used to challenge those normative ideologies. We will examine a wide range of dance genres, from stage performances to popular forms to dance on television, with particular attention to the intersections of race and class with gender. This is primarily a discussion-based seminar course and will also include film screenings, discussions with guest artists, and opportunities for creative projects. No previous dance experience required.
Class Format: This course will be taught in a virtual format and will be remote.
Requirements/Evaluation: class participation, reading responses, essays, in-class writing assignments, and group presentations
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: first years and sophomores
Expected Class Size: 10-15
Grading: yes pass/fail option, no fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 226 (D2) THEA 226 (D1) AMST 226 (D2) DANC 226 (D1)

Difference, Power, and Equity Notes: In the course, students will explore the concept of gender as a social construction and how the body’s historical associations to markers of gender and sexuality lead to differences in socio-political power. The assigned texts and viewings provide examples of how bodies and their movements make meaning in a network of power relationships, and how artists use dance to address social inequalities such as sexism, racism, and transmisogyny, to imagine a more just world.

Spring 2021
SEM Section: R1 TF 3:15 pm - 4:30 pm Munjulika Tarah

WGSS 240 (S) Performing Masculinity in Global Popular Culture (DPE)
Cross-listings: WGSS 240 THEA 241 SOC 240 AMST 241 LATS 241
Primary Cross-listing
This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

Requirements/Evaluation: masculinity journal, mid-term essay exam, visual rhetorical analyses of pop culture images
Prerequisites: none
Enrollment Limit: 14
Enrollment Preferences: a short statement of interest will be solicited
Expected Class Size: 14
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 240 (D2) THEA 241 (D1) SOC 240 (D2) AMST 241 (D2) LATS 241 (D2)

Difference, Power, and Equity Notes: This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

Spring 2021
SEM Section: R1 MW 6:45 pm - 8:00 pm Gregory C. Mitchell

WGSS 242 (S) Women, Gender, and Sexuality in Islam (DPE)
Cross-listings: REL 242 WGSS 242 ARAB 242
Secondary Cross-listing
The figure of the Muslim woman is an object of intense scrutiny in Western society. Claims that Muslim women are oppressed and the incompatibility
of Islam and feminism abound. This course will consider women and gender roles in the Islamic tradition and how Muslim women have interpreted and negotiated these discourses. We will explore questions of masculinity, femininity, and sexuality across various historical periods as well as through contemporary Muslim feminist scholarship and literature (including film and novels). We will begin with insights into the politics of representing Muslim women, exploring how Muslim women are depicted in popular culture and media and ask the crucial question: do Muslim women need saving? We will then explore: how Muslim women have claimed religious authority through scriptural interpretation; how they have negotiated their position in Islamic law both historically and in contemporary Muslim societies; and the lives of pious women in Sufism--the mystical tradition of Islam. We will conclude with Muslim feminist scholarship and recent works on Islamic masculinities. Throughout the course, emphasis will be placed on the diversity of interpretations in Islam around women, gender, and sexuality and on Muslim women's own articulations about their religious identity and experiences. Some of the topics covered in this course include: marriage and divorce, slavery, modesty and veiling, and homosexuality.

Requirements/Evaluation: weekly discussion post, midterm essay, and final paper (6-8 pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Religion, Women's, Gender and Sexuality Studies and Arabic majors

Expected Class Size: 14

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 242 (D2) WGSS 242 (D2) ARAB 242 (D2)

Difference, Power, and Equity Notes: This course explores the relationship between gender, authority, and civilizational discourse. To that end, the course will explore: 1) how assumptions about gender shaped the legal and Quranic exegetical tradition and Muslim feminist critiques. 2) The construction of the oppressed Muslim woman in justifying military invasion and nationalistic rhetoric. This course will introduce students to critical tools in decolonial feminism and the relationship between gender and power.

Spring 2021

SEM Section: R1 TR 9:45 am - 11:00 am Saadia Yacoob

WGSS 244 (F) Actually Existing Alternative Economies (DPE)

Capitalism has a way of constriciting our imaginations so that we come to believe the only possible form of economic institution is one based on profit seeking, competition and individualism. However movements in countries including Brazil, France, Canada and Spain--and now parts of the U.S.--are demonstrating otherwise. Theorists, practitioners and social activists are adopting labels including ‘Solidarity Economy’ and 'New Economy' to group together economic activities based on ideals of human provisioning, social justice and environmental sustainability. They point out that many of these activities are already taking place and are often crucial to our lives, but are rendered invisible by economic theory. In the words of Brazilian popular educator and economist Marcos Arruda, 'a solidarity economy does not arise from thinkers or ideas; it is the outcome of the concrete historical struggle of the human being to live and to develop him/herself as an individual and a collective.' Feminist geographers Julie Graham and Katherine Gibson developed practices of ‘mapping’ local economies with communities in Australia and Western Massachusetts in ways that bring to light the invisible resources and practices of provisioning and solidarity, and challenge what they describe, drawing on the work of feminist theorist Sharon Marcus, as a 'script' of local helplessness to resist the 'rape' of their economies by the forces of global capitalism. Do these proposed discursive practices actually present realistic possibilities for producing sustained economic change? In this tutorial we will learn and debate about some of the activities being named and built under the label of solidarity economy, such as the networks of worker-owned cooperatives in Mondragon, Spain, the growth of local currencies and time exchanges, fair trade organizations and different ways of organizing care work. We will look at some of the history and debates around worker-owned cooperatives, ranging from Victorian England through African-American experiences throughout the 20th century and examples in post-Independence Africa, to the recent establishment of Cooperation Jackson in Jackson, Mississippi. The ILO has argued that co-ops are a particularly appropriate form to African development. Is this plausible, and what role might they play in AIDS-affected communities? Why has the recent U.S. growth of the solidarity economy been so concentrated in communities of color, and how is it gendered? We will visit some examples in New York or Boston.

Requirements/Evaluation: six papers of 5-7 pages, six written responses to partner's papers, participation in tutorial discussion

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: open to sophomores and above
**Difference, Power, and Equity Notes:** The course fulfills the DPE requirement because of its central focus on the diversity of economic institutions within and across countries and the power imbalances that call them into being and challenge some of their survival. The course considers ways the hegemonic discourse of economics tends to render that diversity invisible, and tools, both analytical and activist, for bringing it out into view. It teaches tools to evaluate economic institutions in terms of equity and solidarity.

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Spring 2021

**TUT Section:** RT1    MW 11:45 am - 1:00 pm    M. Jennifer Bloxam

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MUS 278 (D1) WGSS 248 (D2)

**Writing Skills Notes:** Students will write five short essays of 5-6 pages each, and receive oral and written feedback addressing structure, argumentation, and style from their tutorial partner and the instructor on every essay.

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement through a critical examination of the ways in which the Carmen story has served as a stage on which multifaceted textual and musical constructions and conflicts express the power dynamics between individual and group identities, encompassing gender and sexuality, nationality, race, ethnicity, and class.
WGSS 250 (S) Feminist Theatres: A Global Perspective (DPE) (WS)

Cross-listings: ENGL 253 WGSS 250 THEA 250

Secondary Cross-listing

What makes a work of theatre feminist? How do plays, social practices, and performances engage with different models of feminism: liberal, radical, materialist, intersectional, reluctant? Why has feminism mattered to theatre makers of the past? Should it still matter to us now? If so, what forms might future feminist theatres and performance practices take? In this tutorial, students will work in pairs to examine the political relation of models of feminism to plays and performances by theatre artists, companies, and collaboratives from across the globe, from the late-twentieth century to today. Interrogating feminism's own legacies of exclusionary and biased tactics, we will focus on the racialized and class-based aspects of feminist performance practices and the history of radical and intersectional feminism in theatre. Artists, companies, and movements to be considered may include: Spiderwoman Theatre, The WOW Café, Hélène Cixous, Adrienne Kennedy, Caryl Churchill, Sphinx Theatre Company, Wendy Wasserstein, Ntozake Shange, Griselda Gambaro, Manjula Padmanabhan, Cherrie Moraga, Karen Finley, Suzan-Lori Parks, Young Jean Lee, Lisa Kron, Tori Sampson, Arethusa Speaks, Women's Project and Productions, Sarah DeLappe, and others. Close reading and analysis of source material will occur alongside engagement with critical essays and writings by: Audre Lorde, Judith Butler, bell hooks, Gloria Anzaldúa, Kimberlé Crenshaw, Eve K. Sedgwick, Gayatri Spivak, Jill Dolan, Sue-Ellen Case, José E. Muñoz, and Donna Haraway. This course will follow a standard tutorial format, with students alternating the presentation and reading of a series of 5-page papers.

Class Format: For Spring 2021, the format for the course is to be determined. Ideally, we will meet weekly and in-person in groups of 3 (two students and professor). Should necessary social distancing measures be in place, we will conduct our tutorial meetings remotely in either Zoom or Google Meet.

Requirements/Evaluation: students will meet with instructor in pairs for an hour each week; they will write a 5-page paper every other week (five in all), and comment on their partner's papers in alternate weeks; emphasis will be placed on developing skills in reading, interpretation, critical argumentation, and critical written and oral response

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Theatre majors; WGSS majors; ART majors; COMP majors. Students from all majors are welcome and invited to contact Prof. Holzapfel about their interest in the class: ash2@williams.edu

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 253 (D1) WGSS 250 (D2) THEA 250 (D1)

Writing Skills Notes: As a tutorial, this course will require extensive practice in writing, editing, and revising. Emphasis be directed towards building and developing a compelling argument, providing thorough evidence for one's interpretation, and fluidly integrating theory into one's argumentation.

Difference, Power, and Equity Notes: This tutorial examines intersections between gender, race, sexuality, class, and ethnicity in relation to theatre's ongoing engagement with feminism. We will consider how articulations of difference, power, and equity arise and are, in fact, prioritized in quite different ways within the politics of feminism itself, leading to their variable expressions through art.

Spring 2021
TUT Section: HT1 TBA Amy S. Holzapfel

WGSS 255 (F) "Illness" in Modern and Contemporary Chinese Literature and Culture (DPE)

Cross-listings: CHIN 253 COMP 254 WGSS 255

Secondary Cross-listing

From early modern anxieties about China's status as the "sick man of Asia" to contemporary concerns regarding the prospect of transnational pandemics, "illnesses" and their related stories have played a critical role in making and contesting individual psychologies and Chinese modernity in the 20th and 21st centuries. Actual illnesses, from tuberculosis to AIDS to the Novel Coronavirus, constitute not only social realities that trouble political and popular minds in their own right; but further provide powerful metaphors for exploring issues of human rights, national identity, and transnational circulation. This course examines how Chinese literature in the 20th and 21st centuries writes and visualizes "illness"—a universal human experience that is nevertheless heavily bounded by culture and history. Specifically, we examine the cultural and social meaning of "illness"; the
relationship between illness on the one hand, and the politics of body, gender, and class on the other; we ask how infectious disease, and mental illness are defined, represented, and understood in both male and female writers' analytical essays and fictional writings in the 20th century; we examine how metaphorical "illness" such as infectious cannibalism and fin-de-siècle "viruses," are imagined and interpreted by key culture figures ranging from the founding father of modern literature (Lu Xun), to the winner of the 2012 Nobel Prize in Literature (Mo Yan). Throughout the course, we will focus on the interplay between literature canons (fictions, essays, and dramas) and popular media and genres: blockbuster cinemas and art house films, popular novels, photographs and posters, etc.

Class Format: All regular course meetings will be conducted ONLINE with mostly a synchronous mode of instruction. FIRST MEETING: for those who are on campus, we will have our FIRST meeting outdoors; those who remain remote can choose either "Zoom" in or attend a separate online FIRST meeting. For full information, please contact the instructor.

Requirements/Evaluation: Evaluation will be based on 1) ACTIVE in-class discussion; 2) Pre-class quizzes based on reading and recorded lectures (Graded as Complete or Incomplete); 3) Post-class discussion in forms of paragraph writing and/or video clips (graded as Complete or Incomplete); 4) two short papers (3-5 pages); 5) the final project (including a presentation, and a paper or other form of project).

Prerequisites: None; no knowledge of Chinese language required, though students with Chinese language background are encouraged to work with Chinese sources if they wish; open to all

Enrollment Limit: 10

Enrollment Preferences: Chinese, Asian Studies, or Japanese majors; and then to first-year students

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 253 (D1) COMP 254 (D1) WGSS 255 (D1)

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze the shaping of social stigma as well as the dynamics of unequal power by means of closely reading "illness" in 20th and 21st century China. We will exam how "illness" is sometimes gendered and politicized; how "illness", in other times, empowers individuals and bonds underrepresented minorities. Illness, as a seemingly universal human experience, tells diverse stories of (in)difference, (dis)power, and (un)equity.

Fall 2020
LEC Section: R1  TF 3:15 pm - 4:30 pm  Man  He

WGSS 262  (F) Indigenous Feminisms  (DPE)

Cross-listings: AMST 260  WGSS 262

Secondary Cross-listing

Indigenous women, Two Spirit and trans people have always stood on the frontlines of decolonization struggles in the Americas, from treaty negotiations to self defense against settler invasion, to the Standing Rock Sioux struggle against the Dakota Access Pipeline, to creating independent databases and mutual support networks amongst the loved ones of Missing and Murdered Indigenous Women, Girls, Trans and Two Spirit people. This course maps out some of the intellectual and political interventions of Indigenous feminists in analyzing and struggling against genocide, heteropatriarchy, conquest and racial capitalism in settler states like the US and Canada. This course will focus on how Indigenous women, Two Spirit and trans people have analyzed and struggled against the imposition of colonial constructs of gender and sexuality that mark Indigenous lives and lands as sites of extraction. It will examine how carceral regimes of control produced by the intertwined histories of conquest and Transatlantic slavery have been imposed upon Indigenous lives through the child protection system and the prison industrial complex. Students will be invited to consider how Indigenous feminist practices 'make a future' (Brant 1981) against and beyond the settler state. This course aims to familiarize students with historical and contemporary Indigenous feminist works, as well as provide an overview of Indigenous feminist political formations, poetry, fiction, and making practices. Pedagogically, this course will also facilitate the development and sharpening of skills in social analysis, writing and argumentation.

Class Format: Hybrid online/in-person

Requirements/Evaluation: Three one page reading responses, 30%; One two-page critical peer response 10%; One Final paper, 50%; Course participation and attendance 10%

Prerequisites: None
Enrollment Limit: 19

Enrollment Preferences: American Studies majors or potential majors have first preference, WGSS majors have next priority.

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 260 (D2) WGSS 262 (D2)

Difference, Power, and Equity Notes: This course has as its core mission -- both in subject matter and in pedagogical approaches -- the exploration of difference, power and equity.

Fall 2020

SEM Section: H1 TF 3:15 pm - 4:30 pm Margaux L Kristjansson

WGSS 301 (S) Sexual Economies (DPE)

Cross-listings: ANTH 301 WGSS 301 AMST 334

Primary Cross-listing

This course examines various forms of sexual labor around the world in order to better understand how gendered and sexual performances are used in a variety of cultures and contexts for material benefit. Our topics include "traditional" forms of sex work such as street prostitution, pornography, and escorting as well as other forms of sexualized performances for benefit such as stripping or camming. We also discuss current issues and debates about discourses of "sex trafficking." Course readings come from a range of fields, but focus most heavily on anthropology, sociology, American studies, and gender studies. The readings for this class will frequently foreground the lived experiences of sex workers from a variety of nations, races, classes, religions, and backgrounds in order to explore the broader social implications of our subject matter. The format is largely discussion-based, with short lectures supplementing the reading with summaries of current scholarly and activist debates. We have a variety of guest speakers to share their diverse lived experiences related to this topic.

Requirements/Evaluation: midterm essay exam, short quizzes, participation, Marco Polo video chat posts

Prerequisites: none, though WGSS 101 and/or 202 may be helpful, but not required

Enrollment Limit: 14

Enrollment Preferences: based on statement of interest

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 301 (D2) WGSS 301 (D2) AMST 334 (D2)

Difference, Power, and Equity Notes: We pay particular attention to the intersecting questions of race, sexuality, gender, and class as we explore the political economy of commercial sex. The course teaches students to examine the underlying political and economic structures that create systems of privilege and power, thereby complicating questions and assumptions about sexual consent, coercion, agency, and empowerment with particular attention to race and gender in comparative transnational contexts.

Spring 2021

SEM Section: R1 MW 8:30 pm - 9:45 pm Gregory C. Mitchell

WGSS 309 (S) Feminist Disability Studies: Bodyminds in Place and Space (DPE)

Cross-listings: WGSS 309 AMST 303

Primary Cross-listing

In this course we will engage anti-racist feminist theory, disability (or ‘crip’) theory, and human geography to think critically about disability. We will draw on critical geographies of disability to understand the built environment and institutional design; geographic scales of the body and the bodymind;
spaces of the home and institutions; and im/mobility and spatial access. We will also consider how disability is shaped by (and shapes) practices of care and mutual aid; experiences of embodiment and impairment; and structures of vulnerability and agency. The course will trace, historically, how ableism has been produced through slavery, colonization, surveillance, and incarceration as well as through movements like eugenics and white liberal feminism. The course will also analyze disability’s construction through medicalized notions of wellness, illness, pathology, and cure. Throughout the course, we will consider disability as intersecting with gender, race and ethnicity, queerness, trans*ness, fatness, class, nationality, and citizenship. Most centrally, we will ask: What is the spatiality of dis/ability, and how can space be occupied and reappropriated for radically inclusive uses? How can we understand both normality and deviance as socially constructed concepts that nonetheless have real, and uneven, implications for people’s lives?

**Class Format:** This class will be taught online only.

**Requirements/Evaluation:** Student participation; two short (2-pg) reflection papers; two longer (4-5-pg) papers; and a final (12-15 pg) research paper

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** WGSS and AMST majors; permission of instructor

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 309 (D2) AMST 303 (D2)

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement because it examines the political, social, and ideological constructions and theorizations of difference, power, and equity. The course explores the ways in which disability is mutually constructed with other axes of identity and difference, and how different groups of people have defined (and redefined) disability to meet various political aims.

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**WGSS 319 (F) Gender and the Family in Chinese History (DPE)**

**Cross-listings:** WGSS 319 ASST 319 HIST 319

**Secondary Cross-listing**

Although sometimes claimed as part of a set of immutable "Asian values," the Chinese family has not remained fixed or stable over time. In this course, we will use the framework of "family" to gain insight into gender, generation, and sexuality in different historical periods. Beginning in the late imperial period (16th-18th Centuries), we will examine the religious, marital, sexual, and child-rearing practices associated with traditional ideals of family. We will also examine the wide variety of "heterodox" practices that existed alongside these ideals, debates over and critiques of gender, family, and sexuality in the twentieth century and in China today.

**Class Format:** Remote in Fall 2020. Emphasis will be on synchronous discussions and small group work via Zoom (or similar).

**Requirements/Evaluation:** active participation in discussions and group work, short skills-based writing assignments (2-4 pgs) and short essays (5-7 pgs) leading toward a final paper.

**Prerequisites:** none; open to first year-students with instructors permission

**Enrollment Limit:** 15

**Enrollment Preferences:** History, Asian Studies, and WGSS majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 319 (D2) ASST 319 (D2) HIST 319 (D2)

**Difference, Power, and Equity Notes:** This course focuses on historical regimes of gender and sexuality in China and their transformations over time. Students will be asked to consider these regimes both on their own terms and in comparative perspective.
**WGSS 321 (F) Feminist and Queer Performance at the Limit of Action** (DPE)

**Cross-listings:** AMST 326 THEA 322 WGSS 321 AFR 328

**Primary Cross-listing**

What counts as feminist and queer activism? This course challenges what we dominantly understand as activism---key to the emergence of ethnic studies and feminist and queer theory. Moving away from political actions centered in these fields, such as strikes, protests, and boycotts, this course will turn to visual and performance art works by artists of color, who consider other forms of action that are not overtly visible, resistant, oppositional, agentive, militant, loud, liberatory, and documentable. Each week, we will examine a performance at the limit of action, including silence, sexual abjection, concealment, melancholia, and waiting, alongside issues related to race, gender, sexuality, labor, and migration among others. How might we approach and reconcile with performances that once again reify notions of racialized and gendered bodies as apolitical, passive, submissive, and compliant? Drawing on scholarship within black and women of color feminist criticism, queer of color critique, critical ethnic studies, and performance studies, this course will attune students to the role of aesthetics to interrogate and expand what we typically conceive of as activism, resistance, power, and survival from racialized, feminized, and queer positions.

**Requirements/Evaluation:** In-class discussion, short weekly reading posts, class presentation, final paper/project

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** WGSS majors and students with experience in American Studies or performance studies coursework

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 326 (D2) THEA 322 (D1) WGSS 321 (D2) AFR 328 (D2)

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of activism is valued over other forms.

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**WGSS 323 (F) Marxist Feminisms: Race, Performance, and Labor** (DPE)

**Cross-listings:** THEA 323 WGSS 323 AFR 329 AMST 329

**Primary Cross-listing**

Who is considered the dominant subject of labor? This course offers an overview of queer, women of color feminist, decolonial, and black and critical ethnic studies critiques of orthodox Marxism. Starting with core texts from the Marxist tradition, we will explore a range of social positions and forms of labor that complicate Marx's emphasis on the white male industrial worker. Each unit, we will study key scholarship that centers reproduction, slavery, care and domestic work, indentured servitude, sex work, and low wage flexible labor, to name a few, alongside queer and feminist modes of performance that respond to and/or provide strategies to live and survive under racial capitalism. We will discuss seminal works by theorists, including Karl Marx, Luce Irigaray, Cedric Robinson, Jennifer Morgan, Hortense Spillers, Lisa Lowe, Gayatri Chakravorty Spivak, Dorothy Roberts, Angela Davis, José Esteban Muñoz, and Leo Bersani, in tandem with performances, such as paintings, performance art, poetry, protests, photography, prints, music, and sculptures. This course will equip students with a critical understanding of the ways racial capitalism has centrally relied upon the mass capture and recruitment of racialized and gendered labor in and beyond the U.S. and how, through performance, life under these conditions have been reimagined.

**Requirements/Evaluation:** In-class discussion, short weekly reading posts, class presentation, final paper

**Prerequisites:** None
Enrollment Limit: 12

Enrollment Preferences: WGSS majors and students with experience in American Studies or performance studies coursework

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
THEA 323 (D1) WGSS 323 (D2) AFR 329 (D2) AMST 329 (D2)

Difference, Power, and Equity Notes: This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of labor is valued over other forms.

Fall 2020

SEM Section: R1  TF 1:30 pm - 2:45 pm  Kelly I Chung

WGSS 330  (S)  "A language to hear myself": Advanced Studies in Feminist Poetry and Poetics  (DPE) (WS)

Cross-listings: AMST 310  ENGL 302  WGSS 330

Secondary Cross-listing

The title of this course comes from Adrienne Rich's 1969 poem "Tear Gas," grounding our study in 1960s, 70s, and 80s feminist activist poetry but also in our current moment to answer a fundamental question: what can poetry do for us? In this period, feminist activist poets were at the center of a revolutionary social justice movement that changed the world. Feminist presses published much of the new poetry. This course focuses on the theory and practice of feminist poetry and print culture during this period, and how feminist experiments in language changed how we understand American poetry. We focus on the theoretical writings and poetry chapbooks of a diverse group of poets who powered the movement, including Audre Lorde, Mitsuye Yamada, Nelly Wong, Robin Morgan, June Jordan, Joy Harjo, Gloria Anzaldúa, Sonia Sánchez, Adrienne Rich, Judy Grahn, and Pat Parker. We also read the work of some later feminist theorists, such as Judith Butler, as we analyze the kinds of performances that brought together feminist poetry and political activism. We spend some time in the archives, analyzing documents from the period, including original publications of poetry chapbooks often published by the period's many feminist presses and consider how such attention allows us to construct alternative narratives for feminism and American poetry. Writing at the intersections of race, class, gender, and sexuality, and of multiple social justice movements (Civil Rights, anti-Vietnam War, LGBTQ activism, and Black Power), these poets gave us a new language to "hear," not only ourselves, but the experience and pain of others, and, in so doing, they moved personal experience into public discourse around issues of inequality and human flourishing in a democratic society.

Class Format: I anticipate that this class will be a hybrid course for students who are both remote and in-person, with a mix of synchronous and asynchronous elements.

Requirements/Evaluation: two short analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), short presentation, longer final researched paper (10-12 pages)

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: English, Women's, Gender, and Sexuality Studies, American Studies majors

Expected Class Size: 16

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 310 (D2) ENGL 302 (D1) WGSS 330 (D2)

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, critical summaries of feminist criticism, two four-to-five-page graded papers, one creative assignment, a longer, final researched paper (10-12 pages), written in stages over a period of several weeks with feedback at each stage. Critical feedback on written assignments a week prior to due date through conferences and Google Docs and on graded assignments within one week.
Difference, Power, and Equity Notes: The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the feminist movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the period.

Spring 2021
SEM Section: H1 TF 1:30 pm - 2:45 pm Bethany Hicok

WGSS 331 (F) Queer Europe: Sexualities and Politics since 1850 (DPE)
Cross-listings: HIST 332 WGSS 331
Secondary Cross-listing

This course explores the construction, articulation, and politics of queer sexual desire in Europe from the mid-nineteenth century to the present. By placing queer sexualities in their broader social and political context, the course examines the ways in which sexuality has become central to questions of identity, both personal and national, in modern European society. Topics include: ways of thinking about the queer past; women's "friendships" in Victorian Britain; the role of the new science of sexology in specifying various "sexual perversions"; the rise of sexual undergrounds in the context of European urbanization; the birth of campaigns for "homosexual emancipation"; attempts to regulate and suppress "deviant" sexualities, especially under the fascist and Nazi regimes in the 1930s; the effects of the postwar consumer revolution on the practices of sexual selfhood; the postwar "sex change" debates; the politics of 1950s homophile organizing and the 1970s Gay Liberation Movement; and recent debates about migrant queer identities in an increasingly multicultural Europe. The course will focus primarily on experiences in Britain, France, and Germany, but with some detours to Italy and Russia. Readings will be drawn from sexological texts, political tracts, memoirs, and the writings of recent historians and theorists. Several films will be screened and will also be central to our discussions of the changing meanings of sexual selfhood in modern European societies.

Class Format: This will hopefully be a 'hybrid' class, taught in person on campus, primarily as a discussion course. After Thanksgiving, the final course readings will be discussed remotely via Zoom. Depending on the numbers, if both on-campus and off-campus students enroll in the course -- or if masks and in-class social distance interfere with fruitful discussions -- instruction may shift to an all-remote format.

Requirements/Evaluation: The class will be taught entirely in discussion mode and students will be expected regularly to contribute to the discussion of the readings and films for the course. Evaluation will be based on the quality of those contributions, the posting of four 500-word response papers on the readings (chosen by the students), two 7- to 8-page interpretive essays, and a final research paper of 12- to 15-pages.

Prerequisites: None; open to all students.

Enrollment Limit: 15
Enrollment Preferences: Junior and Senior History majors, along with Women's, Gender and Sexuality Studies majors, will be given enrollment preference if the class is over-enrolled. But other students are welcome if space is available.

Expected Class Size: 8-12
Grading: no pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 332 (D2) WGSS 331 (D2)

Difference, Power, and Equity Notes: "Queer Europe" is a DPE course insofar as it explores the mechanisms by which sexual difference has been constituted, contested, and experienced and addresses how what we assume to be the "sexual norm" has a profoundly political history. It focuses on the means by which norms are created and enforced through the operations of power and on how those norms have been challenged and resisted by individuals who have come to understand themselves outside the normative categories of sexual selfhood.

Fall 2020
SEM Section: H1 TR 6:45 pm - 8:00 pm Chris Waters

WGSS 336 (S) Foucault Now (DPE) (WS)
Cross-listings: WGSS 336 PHIL 326
Secondary Cross-listing
If we think of Michel Foucault as engaged in writing histories, or genealogies, of his own present designed to undercut the sense of the obviousness of certain practices and ways of thinking, categorizing, and knowing, we can easily imagine that he might now be questioning different aspects of our contemporary "present" than the ones standardly associated with his name, namely, panopticons and surveillance, discipline, criminalization, the biopolitics of health, the normal and the abnormal, etc. In this course we address the question: How is the present we find ourselves living today different from the one that the author Foucault wrote about in the 1960s, 70s and early 80s before his untimely death in 1984? What differentiates today from yesterday? And what present practices and ways of thinking and knowing might be questioned using Foucault's tools, genealogy in particular, for resisting unnecessary constraints on freedom and the perpetuation of unnecessary suffering? What is his legacy today? In this tutorial you will read from a selection of Foucault's texts (books, lectures, interviews) in order to acquire a firm grasp of his method of "critique" and his way of looking at the interconnections between forms of power and the knowledge associated with particular disciplines. We will also read more recent work by scholars that draw on Foucault to address problems in today's present. Among the contemporary texts assigned might be the following: Bernard Harcourt's Exposed: Desire and Disobedience in the Digital Age, Saidiya Hartman's Wayward Lives, Beautiful Experiments (2019), Verena Ehrlenbusch's Terrorism: A Genealogy, Cressida Heyes' Anaesthetics, Ladelle McWhorter's Racism and Sexism in Anglo-America: A Genealogy, and Active Intolerance: Michel Foucault, The Prisons Information Group, and the Future of Abolition, eds. Perry Zurn and Andrew Dilts.

**Class Format:** I will meet with students in a seminar format at various points throughout the semester. I have requested a class block for this reason.

**Requirements/Evaluation:** evaluation will be based on written work (six 5- to 6-page papers, and six 2-3 page commentaries on their partner's papers) as well as the quality and level of preparation and intellectual engagement in our weekly meetings.

**Prerequisites:** Relevant background in critical theory, social theory, political theory or philosophy.

**Enrollment Limit:** 10

**Enrollment Preferences:** I will give preference to philosophy majors and to upper class students with a demonstrated background in critical theories. Some sophomores may be eligible.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 336 (D2) PHIL 326 (D2)

**Writing Skills Notes:** This is a tutorial. Students will write five or six 5-6-page papers during the course of the semester and receive significant feedback on each paper. At the end of each tutorial meeting the student is asked to reflect on how they would approach the paper differently if they were to rewrite it. In this version of the course, I may ask students to select one paper to revise as a final assignment.

**Difference, Power, and Equity Notes:** In this course we address power and domination, reflect on the difference between them, and treat power relations as not only an inevitable feature of any society, but as both enabling and constraining. Moreover, we will read material that uses Foucauldian tools to address contemporary issues involving sexism and racism, digital surveillance, and the abolition of prisons.

Spring 2021

CON Section: R2  MR 3:15 pm - 4:30 pm  Jana Sawicki

TUT Section: RT1  TBA  Jana Sawicki

**WGSS 371 (F) Medicine and Campus Health in Disruptive Times** (DPE)

**Cross-listings:** STS 370  WGSS 371  ANTH 371

**Secondary Cross-listing**

This class uses the methods and theories of critical medical anthropology and medical sociology to help students design and pursue innovative ethnographic projects that explore campus health or community health. Students will use an array of ethnographic techniques such as observant participation, interviewing, focus groups, and qualitative surveys to explore our campus community comprised of students, faculty, and/or staff, that build on weekly discussions, feedback, and design exercises. We situate our campus health projects within the wider context of how power and intersectionality inflect and structure health and well-being locally and globally. Our case studies explore how structural racism shapes medical education, pediatric care, and maternity care in the US, how the spread of US psychiatry inflects the landscape of global mental health, and how queer activism responded to the HIV/AIDS crisis. We consider how disruptive moments like COVID-19 or HIV/AIDS can serve as focal moments in social history that reveal underlying inequalities of health outcomes and access. We attend to the parallel roles of narrative in medicine and ethnography, as we contrast the discourse of providers & patients as well as researchers & interlocutors. Throughout our goal is to better understand the strengths and limits of ethnographic inquiry while exploring the challenges of collaborative and participatory research within communities always already structured.
by power, privilege, and engaged practices.

**Class Format:** Offered in hybrid format, yet students are encouraged to attend in person if they can. Students will be grouped into in-person or remote sections and can be reassigned during the semester if they request or require it for health reasons. Students should complete all assignments, weekly exercises, and attendance in class discussion. Please email me (Kgutschow@williams.edu) to indicate whether you plan to attend in person or remotely.

**Requirements/Evaluation:** Three written fieldnotes, weekly attendance and other writing exercises, midterm and final presentations on fieldwork projects

**Prerequisites:** none, but a class in Anthropology, Sociology, Science & Technology Studies, or other social science is recommended

**Enrollment Limit:** 20

**Enrollment Preferences:** Majors in Anthropology, Sociology, Women's, Gender and Sexuality Studies; Concentrators in Public Health, Science and Technology Studies

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 370 (D2) WGSS 371 (D2) ANTH 371 (D2)

**Difference, Power, and Equity Notes:** This class examines the intersection of race, gender, class, and sexuality in structuring health outcomes, well-being, and access to health resources. It theorizes the ways that intersectionality shapes health of individuals and societies, including patient/provider encounters and efforts to 'improve' community health within contexts of social inequality and social suffering.

Fall 2020

SEM Section: H1  WF 1:30 pm - 2:45 pm  Kim Gutschow

**WGSS 379 (S) Black Women in the United States**  (DPE)

**Cross-listings:** HiST 379  WGSS 379  AFR 379

**Secondary Cross-listing**

As slaves and free women, activists, domestics, artists and writers, African Americans have played exciting and often unexpected roles in U.S. political, social, and cultural history. In this course we will examine black women's lives from the earliest importation of slaves from Africa and the Caribbean through to the expansion of slavery, the Civil War, freedom, Jim Crow, the Civil Rights movements, and up to the present day. Consistent themes we will explore are the significance of gender in African American history and the changing roles and public perceptions of black women both inside and outside the black community. We will read and discuss a combination of primary and secondary sources; we will also consider music, art, and literature, as well as more standard "historical" texts.

**Class Format:** discussion

**Requirements/Evaluation:** student participation, three papers, and a brief oral presentation

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** History, WGSS, and American Studies Majors, and Africana Concentrators.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 379 (D2) WGSS 379 (D2) AFR 379 (D2)

**Difference, Power, and Equity Notes:** This course meets the Difference, Power, and Equity requirement. The course focuses on empathetic understanding, power, and privilege, especially in relation to class, gender, and race within a U.S. context. We will study the ways in which the conflicts arose within the Black community and how Black women, usually without official positions as leaders, emerged as organizers and leaders in political and social movements.
WGSS 403 (S) The Pedagogy of Liberation (DPE)

Education is inherently political, and politics necessarily involves pedagogy. Who should teach, what is taught, how it is taught, and why it is taught are questions hotly debated at all levels and in all sites of education because the answers have implications for societal reproduction or transformation. Politicians, activists, even family members at the dinner table all seek to educate in ways that incline us toward particular political positions. At the heart of this class stands the question: if different pedagogies point us in different political directions, then what kind of pedagogy or pedagogies serve the end of liberation from oppression and why? Are there certain pedagogical “goods” that reliably serve the goal of liberation across sites? Or do different sites require different approaches? To begin to answer these questions, we will engage a variety of thinker-teachers and groups known for their commitment to a “pedagogy of liberation.” While feminist thinkers will be foregrounded, we may also look to thinker-teachers who and groups that do not claim this label. In addition to engaging texts which reflect on different aspects of radical pedagogy (content, form, method, etc.) and radical pedagogy in different settings (the college classroom, the social movement headquarters, the home), we will witness radical pedagogy in practice. Moreover, we will enact various radical pedagogical strategies in our own classroom and beyond.

Requirements/Evaluation: Participation, assistance developing syllabus, presentation, final paper or paper equivalent

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Preference will be given to WGSS majors.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This class is concerned with the relationship between pedagogy and equity - how can pedagogy be leveraged to combat oppression and encourage equity? In it, students will gain not just insight on, but practice in enacting radical democratic pedagogies that flatten power differentials and encourage effective engagement across difference.

Spring 2021

SEM Section: R1 MW 11:45 am - 1:00 pm Greta F. Snyder

WGSS 413 (S) Feminist Technoscience (DPE)

Cross-listings: WGSS 413 STS 413

Secondary Cross-listing

Are Feminism and Science compatible commitments? What do these nouns mean when paired with one another, when capitalized (or not), when pluralized (or not), and when deployed by a range of authors in different disciplines? What features do they share as ethical, political, and epistemological practices? What have scientific feminism and feminist science looked like in print and in practice since the middle of the 20th century, and how have they shaped our present, 21st-century technoscientific culture? To address these questions, we will read a set of essays and academic articles that are connected by a trail of citations. These will include works of theory -- like Donna Haraway’s “Situated Knowledges” and “A Cyborg Manifesto” -- research write-ups like Pat Treusch’s “The Art of Failure in Robotics,” and ethnographic work like Sophia Roosth’s “Evolutionary Yarns in Seahorse Valley.” We will also examine the editorial introduction to “Science Out of Feminist Theory,” a 2017 special issue of Catalyst, and we will circle outward and backward to make sense of the terms and arguments we encounter there. While some of the readings will be set in advance, students will help shape the syllabus as we travel toward a better understanding of feminist technoscience’s potentials and limitations at a time when technical change often outpaces careful consideration of its consequences.

Class Format: This course will meet remotely in Spring 2021.

Requirements/Evaluation: discussion participation; five response papers (~2 pages); mid-semester essay (8 pages); final essay (12-15 pages + in-class presentation)

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Science and Technology Studies concentrators

Expected Class Size: 12
Distributions:

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 413 (D2) STS 413 (D2)

Difference, Power, and Equity Notes: Central to "Feminist Technoscience" is a recognition of and engagement with the historical under-privileging of women, women's work, and women's bodies in capital-S "Science" and in a wide range of other technoscientific practices. We will examine and elucidate several branches of feminist theory. We will also develop feminist accounts of contemporary technoscientific work, even as we critique a number of such accounts from the past several decades.

Spring 2021

SEM Section: R1 TR 9:45 am - 11:00 am Ezra D. Feldman

Difference, Power, and Equity

AFR 104 (S) Race and a Global War: Africa during World War II (DPE) (WS)

Cross-listings: AFR 104 HIST 104

Secondary Cross-listing

This course highlights African experiences of World War II. Although most histories have excluded Africa's role in the war, the continent and its people were at the center of major developments during in this global conflict. In fact, many Africans remember the Italian invasion of Ethiopia in 1935 as the start of the war. African servicemen fought alongside the Allied and Axis forces on major warfronts in Europe, Africa and Asia. African communities and individuals also established war charity campaigns to collect funds, which they sent to war ravaged societies in Europe. Indeed, African economies, despite their colonial statuses, kept European imperial nations afloat in their most hour of need. At the same time, African colonial subjects faced severe food shortages, the loss of working-age men to labor and military recruiters, and dramatically increased taxes. We will examine the impact of these and other wartime pressures on different African communities. How did African societies meet such challenges and how did they view the war? In this course we will examine the roles that women played during the war, and the various other ways that African communities met wartime demands. Other topics we will explore include the role of African women; colonial propaganda; political protest against the war; race and racial thought in the wartime era; war crimes; African American support for the liberation of Ethiopia; and the war's impact on decolonization across the continent. We will further study how Africans and outsiders have differently conceptualized the continent's role in the war by analyzing a variety of sources, including scholarly writings, archival materials, films, former soldiers' biographies, and propaganda posters.

Requirements/Evaluation: active participation in discussion, map quiz, 2 short papers (3-5 pages), presentation, and one research paper (8-12 pages)

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 15

Enrollment Preferences: first-year students and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 104 (D2) HIST 104 (D2)

Writing Skills Notes: Students will write two 3-5-page essays each written in two drafts with instructor comments. They will also write an 8-12-page research paper with required submission of a proposed topic, an annotated bibliography, an outline, and a draft before the final paper itself. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course explores the colonial relationship during a major global crisis. Students will examine existing narratives of African contributions to the war and to come up with their own interpretations, and will be called to critically engage the question of why and how colonies made significant contributions to the Allied cause by producing needed materials and resources or by joining the fight. Africans made these contributions spite of various and complex inequities.

Spring 2021
AFR 115  (F)  The Literature of Sports  (DPE) (WS)

Cross-listings:  AFR 115  ENGL 115

Secondary Cross-listing

The ubiquity of the sporting event, the athlete as hero, the athlete as failure, the crowd, the fan, the stadium, and all of the complex conflicts therein have long been the subjects of some of the finest writing in America and throughout the world. Writers have used sport as a context through which to explore and examine ideas such as beauty, the sublime, tragedy, politics, race, class, sexuality, and gender. This course will focus on poetry, fiction, and non-fiction invested in the public spectacles and private revelations of sport ranging from the poetics of praise to issues of urbanism, colonialism, globalization with readings by Pindar, Rankine, CLR James, Baldwin, Hemingway, Oates, DeLillo, and many others. This course will be taught online in a synchronous format.

Requirements/Evaluation:  Students will be expected to complete a number of short (5 pages or less) papers during the semester and one longer paper (8-10 pages) at the end of the semester.

Prerequisites:  None.

Enrollment Limit:  14

Enrollment Preferences:  first-year students who have not taken or placed out of a 100-level ENGL course.

Expected Class Size:  14

Grading:  yes pass/fail option,  yes fifth course option

Distributions:  (D2)  (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 115 (D2) ENGL 115 (D1)

Writing Skills Notes:  Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes:  This course will focus on literature about sports that addresses, among other topics, civil rights activism, gentrification, race dynamics and race relations both inside and outside of the USA, American exceptionalism, sociocultural construction of emotional displays, mental health, religious conflict, and anti-blackness.

Fall 2020

SEM Section: R1  MW 10:00 am - 11:15 am  Rowan Ricardo Phillips

AFR 158  (F)  North of Jim Crow, South of Freedom  (DPE) (WS)

Cross-listings:  AFR 158  HIST 158

Secondary Cross-listing

This course analyzes the freedom struggle in the North during the twentieth century. Whereas black northerners drew from broader campaigns and traditions of black resistance, we will explore territorial distinctions in the region that otherwise have been flattened within the long history of civil rights discourse. To accomplish this aim, we will engage the following themes: black culture and radicalism; community formation and residential segregation; demographic and migratory transitions; deindustrialization and the war; gender and respectability politics; labor tensions and civil rights unionism; northern racial liberalism; and the influence of world affairs—all with an eye toward scrutinizing the freedom struggle in its northern variety.

Class Format:  This course is designed as a seminar and will be taught remotely. Virtual course meetings will revolve around synchronous discussion and remote learners will be expected to attend class regularly and participate actively in each session held via Zoom (or a similar platform).

Requirements/Evaluation:  Students are expected to participate actively and will write three short essays (3-4 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (8-10 pages) in consultation with the instructor and will be required to submit a topic proposal.

Prerequisites:  first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit:  10

Enrollment Preferences:  first-year students and then sophomores who have not previously taken a 100-level seminar

Expected Class Size:  10

Grading:  yes pass/fail option,  no fifth course option
Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 158 (D2) HIST 158 (D2)

Writing Skills Notes: Students will write three short essays (3-4 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages) in consultation with the instructor and will be required to submit a topic proposal and outline, an annotated bibliography, and a peer-reviewed draft of the final paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course analyzes the long black freedom struggle in the North during the twentieth century. It examines black northerners' efforts to achieve citizenship and equality as well as their challenges and involvements with northern racial liberalism. It offers students the opportunity to think critically about how black resistance campaigns emerged and evolved as discriminatory racial practices persisted in spite of legal and legislative remedies.

Fall 2020
SEM Section: R1    TR 11:30 am - 12:45 pm     Tyran K. Steward

AFR 207  (F)  "Out of Africa": Cinematic Por(Be)traitys of a Continent (DPE) (WS)

Cross-listings:  ARTH 207  AFR 207

Secondary Cross-listing

This tutorial provides a focused study of the politics / poetics of visualization and identification associated with film and cinema about Africa from past to present. From colonial-era propaganda newsreels about Africa’s ‘fighting men’ to contemporary white-savior narratives that exploit current socio-political ruptures on the continent for epic effect, films about Africa produced by a primarily Western cinematic regime have proven themselves to be highly effective apparatuses for framing “Africa” as a concept to be summoned time and time again to tell different stories for different audiences, and in doing so privilege particular viewpoints and imaginaries. This tutorial will provide a space for robust discussion and debate about the various representative tropes, conceptualizations, and visualizations that have been used to shape the contours of “Africa” as understood by a primarily Western audience from past to present, and how these same tropes in many ways have come to define the nature of the relationship between film / cinema and the continent over the history of their engagement. In doing so, it will also address how strategic displays and narratives deployed by cinematic productions often support specific power dynamics that locate an idea of “Africa” within paradigms of specific cultural and political understanding. In zeroing in on how such films promote targeted realities for people and places within the continent, this tutorial will address how “Africa” in Western film and cinematic traditions is positioned within a particular framework of understanding that is more often than not irrevocably tethered to a Western imaginary.

Class Format: This tutorial will be predominantly remote, with student pairs meeting with the instructor on a weekly basis via google hangouts. There may be options for in-person events as the semester progresses, but this is to be determined.

Requirements/Evaluation: targeted bi-monthly writing assignments (5-7 pages in length) and bi-monthly peer response papers (2 pages in length)

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences:  Art History majors and seniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 207 (D1) AFR 207 (D2)

Writing Skills Notes: This course fulfills Writing Skills requirements through its focus on the development of writing proficiency in terms of writing mechanics, syntax, and organization. It is also designed to help students craft a general approach to formulating a well-articulated, compelling argument. Students will receive extensive feedback on bi-monthly writing assignments from both the instructor and their peers as well as a comprehensive mid-semester critique from the instructor.

Difference, Power, and Equity Notes: This course fulfills DPE requirements through its exploration of issues of ‘authentic’ representation as they have been applied to representations of “Africa” displayed within the contexts of Western film and cinema. Through discussions of cultural capital and
the politics of representation, students analyze how a general African 'identity' has been dictated by Western film culture and how this hegemony is currently being disrupted by an emergent generation of African artists and filmmakers.

Fall 2020
TUT Section: RT1 TBA Michelle M. Apotsos

AFR 209 (F)(S) Introduction to Racial Capitalism (DPE) (WS)

Cross-listings: AMST 202  AFR 209

Secondary Cross-listing
The historical relationship between race and capitalism is one of the most enduring debates in U.S. historiography, shaping modes of inquiry and analysis across history, law, economics, sociology, anthropology, and other fields. This course seeks to introduce students to the concept of "racial capitalism"--which rejects treatments of race (and racism) as external to the so-called real workings of capitalism--as a way to understand this relationship and as an activist hermeneutic through which to identify and respond to the conditions that American Studies must reckon with. Students will gain familiarity with the global history of racial capitalism and the power of the concept itself through secondary sources and a wide range of primary sources, and through engaged discussion and short essays. Throughout the course, we will pay special attention to the cultural politics, political geographies, and historical development of racial capitalism, thus attending to how the social relations of racial capitalism have been known, lived, and resisted across time and space. The course is organized around three key themes: the land question; race, capitalism, and nation; and the banalities of racial capitalism. Across these themes, the course will address such issues and topics as North American settler colonialism, circum-Caribbean plantation slave and "Coolie" labor, mass incarceration, the subprime mortgage crisis, and the War on Terror. The course will do so through and against a history of racial capitalism that privileges the U.S. nation-state in particular. By the end of this course, students should be able to: detail and analyze the historical development of and resistance to racial capitalism, doing so in relation to the global itineraries of racial slavery, settler colonialism, imperialism, and white supremacy; trace the history of the concept of racial capitalism itself; and identify how the concept continues to shape the field of American Studies.

Class Format: This course is designated as remote. However, international students who want to take this course but need it to be designated as a hybrid course in order to do so may instead register for an independent study with Prof. Ayazi. As a hybrid course, this independent study will have the same requirements as the listed course, with the exception of a limited number of face-to-face meetings in Williamstown or Boston. Please contact Prof. Ayazi at ha5@williams.edu to discuss such an arrangement.

Requirements/Evaluation: Evaluation will be based on the following requirements: Class Participation: 25%; Weekly Responses (350-500 words): 25%; Essay 1--First submission (5 pgs): 10%; Essay--Revision (5 pgs): 10%; Essay 2 (5 pgs): 15%; Essay 3 (5 pgs): 15%. Class will meet twice per week. Tu. meetings will be asynchronous and Th. meetings will be synchronous. Asynchronous components of the course include pre-recorded lectures, discussion boards, and other exercises that promote as much connection as possible within the constraints of remote education. Toward this end, synchronous meetings will center engaged discussion in small groups and as a class.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: American Studies majors, students specializing in Native American and Indigenous Studies, Africana majors, History majors

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 202 (D2) AFR 209 (D2)

Writing Skills Notes: Emphasis on writing process and revision: Three thesis papers at 5 pages each (each receiving critical feedback from professor and peers); one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper.

Difference, Power, and Equity Notes: Throughout, the course addresses the issues of difference, power, and equity amongst groups and the nature of the theoretical tools or perspectives used to understand these issues. It does so familiarizing students with "racial capitalism" as both a way of understanding the historical relationship between race and capitalism, and as an activist hermeneutic to respond to the conditions that American Studies and other fields must reckon with in the present.
AFR 217  (F)  Women and Girls in (Inter)National Politics  (DPE)

Cross-listings:  INTR 219  PSCI 219  AFR 217  WGSS 219  LEAD 219

Secondary Cross-listing

This tutorial focuses on the writings and autobiographies of women who have shaped national politics through social justice movements in the 20th-21st centuries. Women and girls studied include: Fannie Lou Hamer, Shirley Chisholm, Safiya Bukhari, Erica Garner, Greta Thunberg, Malala Yousafzai, Marielle Franco, Winnie Mandela.

Requirements/Evaluation:  Weekly 5-page primary analytical papers and 2-page response papers.

Prerequisites:  none

Enrollment Limit:  10

Enrollment Preferences:  Juniors and seniors, sophomores.

Expected Class Size:  10

Grading:  no pass/fail option,  no fifth course option

Distributions:  (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

INTR 219 (D2)  PSCI 219 (D2)  AFR 217 (D2)  WGSS 219 (D2)  LEAD 219 (D2)

Difference, Power, and Equity Notes:  This tutorial examines how girls and women confront capitalism, imperialism, climate devastation, patriarchy and poverty. The national and international movements that they participated in or led were based on shifting the balance of powers towards the impoverished, colonized, and imprisoned.

AFR 224  (S)  Cold War Intellectuals: Civil Rights, Writers and the CIA  (DPE)

Cross-listings:  AFR 224  PSCI 221  AMST 201  LEAD 220  INTR 220

Secondary Cross-listing

This tutorial focuses on US-based views of the Cold War. It examines how intelligence agencies and intellectuals, as well as government officials, viewed civil rights, human rights, and US hegemony. Readings include: Williams J. Maxwell (F. B. Eyes: How J. Edgar Hoover's Ghostreaders Framed African American Literature); James Baldwin (The Fire Next Time); Ralph Ellison (The Collected Essays of Ralph Ellison); Report to the President by the Commission on CIA Activities Within the United States (1975, VP Nelson Rockefeller, chair); Hugh Wilford (The Mighty Wurlitzer: How the CIA Played America); Hannah Arendt (The Origins of Totalitarianism; On Violence; "Reflections on Little Rock"); Frances Stonor Saunders (Who Paid the Piper? The CIA and the Cultural Cold War). Students alternate weekly between 5-page primary and 2-page secondary papers on assigned readings.

Requirements/Evaluation:  Attend all classes; submit completed papers 24 hours before seminar meets.

Prerequisites:  none

Enrollment Limit:  10

Enrollment Preferences:  Juniors and Seniors.

Expected Class Size:  10

Grading:  no pass/fail option,  no fifth course option

Distributions:  (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 224 (D2)  PSCI 221 (D2)  AMST 201 (D2)  LEAD 220 (D2)  INTR 220 (D2)
**AFR 304** (S) *A History of Health and Healing in Africa* (DPE)

**Cross-listings:** AFR 304  HIST 305

**Secondary Cross-listing**

This class will explore the history of health and healing in Africa, with emphasis on the colonial and post-colonial eras. During the semester we will explore diverse medical and social interventions in African health over the past 150 years. How have African societies understood healthy communities and public health? We will examine this question through the study of spirit possession and other African healing practices but also how they have intersected with different biomedical practices and public health programs. We will also study the patterns and social impacts of new diseases in the twentieth century, as well as transformations in the understanding and treatment of diseases long present on the continent. In particular we will explore shifting understandings of the causes, treatment, and social implications of sleeping sickness, malaria, and HIV/AIDS. The development of colonial rule, shifting environmental conditions, changing diets, and urbanization all impacted the disease landscape, as well as the way African societies have understood public health. Indeed, the themes of health, medicine and disease provide a useful lens for understanding important social transformations across the continent.

**Requirements/Evaluation:** active participation in discussion, map quiz, reading reflections, a primary source analysis paper (3-5 pages), presentation, and one research paper (8-12 pages).

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** if course is over-enrolled, preference to history majors and students with a demonstrated interest in African studies

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 304 (D2) HIST 305 (D2)

**Difference, Power, and Equity Notes:** This course explores transformations in how Africans in the recent past have experienced, practiced and conceptualized health and healing. These transformations have been triggered by the expansion of global biomedicine, new and lethal epidemics, old diseases in changing environments, and new political and economic decisions by policymakers. The history of health and healing in Africa provides a critical lens through which to examine societal imbalances and and inequalities.

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**AFR 328** (F) *Feminist and Queer Performance at the Limit of Action* (DPE)

**Cross-listings:** AMST 326  THEA 322  WGSS 321  AFR 328

**Secondary Cross-listing**

What counts as feminist and queer activism? This course challenges what we dominantly understand as activism—key to the emergence of ethnic studies and feminist and queer theory. Moving away from political actions centered in these fields, such as strikes, protests, and boycotts, this course will turn to visual and performance art works by artists of color, who consider other forms of action that are not overtly visible, resistant, oppositional, agentive, militant, loud, liberatory, and documentable. Each week, we will examine a performance at the limit of action, including silence, sexual abjection, concealment, melancholia, and waiting, alongside issues related to race, gender, sexuality, labor, and migration among others. How might we approach and reconcile with performances that once again reify notions of racialized and gendered bodies as apolitical, passive, submissive, and
compliant? Drawing on scholarship within black and women of color feminist criticism, queer of color critique, critical ethnic studies, and performance studies, this course will attune students to the role of aesthetics to interrogate and expand what we typically conceive of as activism, resistance, power, and survival from racialized, feminized, and queer positions.

**Requirements/Evaluation:** In-class discussion, short weekly reading posts, class presentation, final paper/project

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** WGSS majors and students with experience in American Studies or performance studies coursework

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 326 (D2) THEA 322 (D1) WGSS 321 (D2) AFR 328 (D2)

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of activism is valued over other forms.

Fall 2020

SEM Section: R1  MR 1:30 pm - 2:45 pm  Kelly I Chung

**AFR 329 (F) Marxist Feminisms: Race, Performance, and Labor** (DPE)

**Cross-listings:** THEA 323  WGSS 323  AFR 329  AMST 329

**Secondary Cross-listing**

Who is considered the dominant subject of labor? This course offers an overview of queer, women of color feminist, decolonial, and black and critical ethnic studies critiques of orthodox Marxism. Starting with core texts from the Marxist tradition, we will explore a range of social positions and forms of labor that complicate Marx's emphasis on the white male industrial worker. Each unit, we will study key scholarship that centers reproduction, slavery, care and domestic work, indentured servitude, sex work, and low wage flexible labor, to name a few, alongside queer and feminist modes of performance that respond to and/or provide strategies to live and survive under racial capitalism. We will discuss seminal works by theorists, including Karl Marx, Luce Irigaray, Cedric Robinson, Jennifer Morgan, Hortense Spillers, Lisa Lowe, Gayatri Chakravorty Spivak, Dorothy Roberts, Angela Davis, José Esteban Muñoz, and Leo Bersani, in tandem with performances, such as paintings, performance art, poetry, protests, photography, prints, music, and sculptures. This course will equip students with a critical understanding of the ways racial capitalism has centrally relied upon the mass capture and recruitment of racialized and gendered labor in and beyond the U.S. and how, through performance, life under these conditions have been reimagined.

**Requirements/Evaluation:** In-class discussion, short weekly reading posts, class presentation, final paper

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** WGSS majors and students with experience in American Studies or performance studies coursework

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 323 (D1) WGSS 323 (D2) AFR 329 (D2) AMST 329 (D2)

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of labor is valued over other forms.

Fall 2020

SEM Section: R1  TF 1:30 pm - 2:45 pm  Kelly I Chung
AFR 335 (F) Sacred Custodians: Environmental Conservation in Africa (DPE)

Cross-listings: AFR 335  ENVI 304  GBST 304  HIST 304

Secondary Cross-listing

In this seminar we will explore environmental conservation in Africa. In particular we will look at African ideas, ethics, and approaches to environmental conservation. Are there African ideas, ethics, and activities that are uniquely conservationist in nature? We will explore well-known African leaders to understand what spurred them to become conservationists, how they interpreted and communicated environmental crises. For example, Wangari Maathai is a world-renowned female scientist who established the Green Belt Movement in Kenya. This movement focuses on addressing the problem of deforestation. Ken Saro-Wiwa was an activist in Nigeria who fought for and alongside local communities against multinational oil corporations. We will examine these and other African conservation practices alongside popular images of environmental crisis that place blame for environmental degradation on Africans. Students will be invited to critically study histories of environmental management on the continent and the emergence, development, and impact of the idea of conservation. We will unpack the rich histories of conservation efforts in Africa, such as resource extraction, game parks, desertification, wildlife and hunting, traditional practices, and climate change.

Class Format: If there’s sufficient enrollment, this course will be taught in 2 sections, 1 in-person section and 1 remote section;

Requirements/Evaluation: Requirements/Evaluation: active participation in discussion, map quiz, reading reflections, critical reflections on films, a case study (5-7 pages), and a take-home final exam.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: If course is over-enrolled, preference to History Majors and students with a demonstrated interest in African studies. If there’s sufficient enrollment, this course will be taught in 2 sections, 1 in-person section and 1 remote section.

Expected Class Size: 10-12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 335 (D2) ENVI 304 (D2) GBST 304 (D2) HIST 304 (D2)

Difference, Power, and Equity Notes: This course will intensively explore the question of how various global and local actors have defined environmental degradation and promoted approaches to conservation in Africa. It guides students through an examination of the different power dynamics that have shaped environmental conservation thought and practices on the continent. This course, therefore, provides a critical lens through which to examine the inequalities rooted in race, gender, and other forms of difference.

Fall 2020

SEM Section: H1  MW 10:00 am - 11:15 am  Benjamin Twagira

SEM Section: R2  TR 11:30 am - 12:45 pm  Benjamin Twagira

AFR 340 (S) Black Marxism: Political Theory and Anti-Colonialism (DPE) (WS)

Cross-listings: AFR 340 INTR 341 PSCI 373 PHIL 341

Secondary Cross-listing

The seminar involves a critical engagement with key Africana political leaders, theorists and liberationists. We will examine the Pan-African writings of: Cedric Robinson (Black Marxism); Walter Rodney (How Capitalism Underdeveloped Africa), Eric Williams (Capitalism and Slavery; From Columbus to Castro); Frantz Fanon (The Wretched of the Earth); Malcolm X (Malcolm X Speaks); Amilcar Cabral (Resistance and Decolonization; Unity and Struggle); C. L. R. James (The Black Jacobins).

Requirements/Evaluation: Attend all classes. Papers are due 24 hours before the start of class. Participate in class discussions.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: Juniors and Seniors.

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option
This course is cross-listed and the prefixes carry the following divisional credit:

AFR 340 (D2) INTR 341 (D2) PSCI 373 (D2) PHIL 341 (D2)

Writing Skills Notes: Three thesis papers at five pages each (each receiving critical feedback from professor); one thesis paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process; one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper.

Difference, Power, and Equity Notes: This course focuses on anti-colonial struggles against European powers. Research will include the concept of "internal colonies" in the US.

Spring 2021
SEM Section: R1 TBA Joy A. James

AFR 351 (F)(S) Spirits of Rebellion: The L.A. Rebellion Filmmakers (DPE)

Cross-listings: ENGL 357 AFR 351 AMST 359

Secondary Cross-listing
When Beyoncé unveiled the Lemonade visual album in 2016, her production captured the artistic spirit and gave new life to an earlier work: Julie Dash's Daughters of the Dust (1991), a luminous film about three generations of the Gullah people and the first motion picture by a Black woman to obtain wide theatrical release in the United States. Many, however, are unaware of the decades-long cinematic movement to which Dash belongs. In this course, we will devote our critical inquiry to the creative output of the L.A. Rebellion, a group of Black cinematic artists trained at the UCLA Film and Television School between the 1960s and 1990s. Our visual journey will take us through a diverse set of filmmakers like Charles Burnett, Ben Caldwell, Barbara McCullough, Julie Dash, Zeinabu irene Davis, Haile Gerima, Allie Sharon Larkin, Billy Woodberry, among many, many others, and how they sought to not only redefine the Black image on-screen but also reimagine the infinite possibilities of Blackness. We will pay close attention to the heterogeneity of genres, styles, and techniques that they put into practice from narrative to neorealism to documentary to avant-garde/experimental to African and African American musical and storytelling traditions. We will explore the various social and political issues that were represented by their films including: racial and class oppression, Black feminisms, Black Power, Afrocentrism, anti-colonialism and decolonization, police brutality and mass incarceration, radical social movements and coalition building, and the importance of community-based art and film practices. Finally, we will touch upon some of the recent works that have been inspired by the L.A. Rebellion, including the aforementioned Lemonade and Barry Jenkins' Moonlight (2016). Our viewership will be supplemented with readings in Black social and cultural criticism.

Requirements/Evaluation: weekly online journal responses (1-2 pages); midterm essay (5-7 pages); final project

Prerequisites: AMST 101 and/or 301, critical studies in race and ethnicity or cultural studies, or permission of the instructor

Enrollment Limit: 12

Enrollment Preferences: American Studies majors

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 357 (D1) AFR 351 (D2) AMST 359 (D2)

Difference, Power, and Equity Notes: This course contributes to the Difference, Power, and Equity designation by examining the social, political, cultural, and historical forces that contribute to Black cinematic representation.

Fall 2020
SEM Section: R1 MR 1:30 pm - 2:45 pm Anthony Y. Kim

Spring 2021
SEM Section: R1 MR 3:15 pm - 4:30 pm Anthony Y. Kim

AFR 353 (S) Digging in the Crates: Making and Unmaking Literary Tradition (DPE)
Cross-listings: ENGL 352  AFR 353

Secondary Cross-listing

This interdisciplinary seminar focuses on matters of style in literature, art, and music in order to explore and subsequently reimagine how relationships between texts form literary traditions. Instead of assuming what a literary tradition is, and without prioritizing a teleological chronology of literary influence as literary traditions tend to do, we will study work ranging from antiquity to the present, anachronistically and in tandem, in order to better understand how the past speaks to the present and how the present speaks to the past. As a general, if imperfect, rule of thumb we will be working regularly with pairs of texts, one from prior to 1800 and another from after 1800: for example, a Toni Morrison novel with a Homeric epic, the work of Jamaica Kincaid with John Milton's *Paradise Lost*, or the poetry of John Donne with the lyrics of the Wu Tang Clan.

Requirements/Evaluation: Students will be expected to write a number of one-pages response papers during the semester, two papers in the range of 5-8 pages each, and a final paper of 8-10 pages.

Prerequisites: None.

Enrollment Limit: 16

Enrollment Preferences: In the case of overenrollment, preference will be given to English majors and Africana Studies concentrators.

Expected Class Size: 16

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 352 (D1) AFR 353 (D2)

Difference, Power, and Equity Notes: This course will focus on the educational system as a means of reproducing hierarchies and inequality.

Spring 2021

SEM Section: R1  MW 10:00 am - 11:15 am  Rowan Ricardo Phillips

AFR 359 (S) Settler Colonialism, Care, Kinship and Social Reproduction  (DPE) (WS)

Cross-listings: AFR 359  AMST 356

Secondary Cross-listing

AMST 356 Settler Colonialism, Care, Kinship and Social Reproduction Contemporary understandings of family, kinship and care were shaped through the invasion of the Indigenous Americas and Transatlantic slavery. Indigenous nations came to be understood by anthropologists and settler states as governed by a logic of kinship, and this understanding was weaponized by the US and Canada to target Indigenous governance for elimination. At the same time, dominant kinship narratives were defined by the property claims made upon Black lives under settler law and by the state-enforced maternal inheritance of racialized bondage. This course will analyze kinship and care as both mechanisms of state control of Indigenous and Black lives and lands, and as sites of insurgency against colonial states. We will analyze how Canada and the U.S. have deployed Child Protective Services, reproductive regulation, Boarding Schools, plantation economies, land dispossession, and the prison industrial complex to target Indigenous, Black, Brown, working class and trans/queer support systems. Applying methodologies and theoretical interventions in Indigenous studies, Black studies and critical political economy to primary texts to US and Canadian law, autobiography, and anthropology, our focus will move from 17th and 18th century British colonial law to autobiographical accounts of slavery and emancipation, to Canada’s 19th century Indian Act, to mid-20th century social scientific debates on Black and Indigenous families. We will end by thinking about insurgent practices of organizing care and kinship outside and against the confines of whiteness, capital and the state. The pedagogical aims of the course are to illustrate how kinship narratives anchor settler colonial nationhood and property regimes, and to facilitate the development of skills in writing and independent research, primary source analysis, and critical analysis of law, anthropology, and policy.

Requirements/Evaluation: Class Participation and three critical response papers at three to five pages each (each receiving critical feedback from professor); one response paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process. One final paper (15-20 pages) and one roundtable presentation based on the final paper.

Prerequisites: Prerequisites: one or more of the following courses: AMST 146,Introduction to Indigenous Studies or AFR 200, Introduction to Africana Studies; HIST 254 / AMST 254(F),Sovereignty, Resistance, and Resilience: Native American Histories to 1865 or AMST 204;

Enrollment Limit: 19

Enrollment Preferences: AMST majors have first priority, AFRICANA majors have second priority.

Expected Class Size: 19
Grading: yes pass/fail option, no fifth course option

Unit Notes: This course satisfies EITHER the Space and Place elective OR the Comparative Studies in Race, Ethnicity and Diaspora elective

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 359 (D2) AMST 356 (D2)

Writing Skills Notes: Explanation: Three critical response papers at three to five pages each (each receiving critical feedback from professor); one response paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process. One final paper (15-20 pages) and one roundtable presentation based on the final paper.

Difference, Power, and Equity Notes: This course focuses upon the operations of difference, power and equity in settler colonial governance in the Americas, particularly in terms of how the legal and extralegal regulation of family, kinship and care are sites where racial, colonial, ethnic, gender and sexual difference are produced and reproduced. It aims to provide students with critical tools to become responsible agents of change, by informing them of the ways that concerns for social equity in the field of kinship and family h

Spring 2021
SEM Section: R1  WF 1:30 pm - 2:45 pm     Margaux L Kristjansson

AFR 363  (F) Framing American Slavery  (DPE)
Cross-listings: AFR 363  AMST 368  HIST 368

Secondary Cross-listing
Readings in American Slavery  This course will delve into how and what historians have written about US slavery for the last century or so. Rather than marching through time, like we might in a survey course, we'll explore the nooks and crannies of slavery's history. We'll consider gender and sexuality, labor and capitalism, regional difference, maritime culture, and every day life. We'll compare histories produced well before the Civil Rights Movement to books written afterward. We'll consider the obstacles and challenges Black scholars faced in the academy and consider the significance of their work. Finally, we'll examine slavery's role in today's world, beginning with the institution's relationship with American universities and continuing on to the recent protests against monuments and statues.

Requirements/Evaluation: Four written essays/reviews, final paper. Students must also complete reading and contribute to class discussions.

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: Priority given to History, American Studies, and Africana Studies concentrators/ majors.

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 363 (D2) AMST 368 (D2) HIST 368 (D2)

Difference, Power, and Equity Notes: This course will explicitly examine how power worked and changed during the centuries of legal slavery in the United States. Since lawmakers joined power and violence to definitions of whiteness and blackness, we will study how these definitions emerged and changed over time. Students will address issues of violence, legal and extra legal means of continuing slavery through changing political and economic conditions. Additionally, the course will consider the racial barriers in the academy.

Fall 2020
SEM Section: R1  TR 9:45 am - 11:00 am     Gretchen Long

AFR 367  (S) Black History is Labor History  (DPE)

Cross-listings: AFR 367  HIST 367

Secondary Cross-listing
This seminar explores labor history in relation to black people, spanning the colonial period to the early twenty-first century. It racializes the history of
work by tracing the long story of black labor in the U.S. from the plantation to the plant. Whereas the bulk of the course will analyze black labor and labor movements in the twentieth century, specifically focusing on the push for economic inclusion and mobility amid employment, societal and union-related racial discrimination, we will examine what involuntary black labor meant in the context of slavery and the construction of a capitalist economy. Likewise, we will devote attention to black workers with regard to such topics as antiunionism, deindustrialization, economic inequality, Fordism, informal economies, Jim and Jane Crow, labor radicalism and violence, New Deal and welfare, the rise of civil rights unionism, and slavery and capitalism, among other themes.

Requirements/Evaluation: Students are expected to participate actively and will write two comparative essays (5-7 pages) and two primary source analyses (1-2 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages) in consultation with the instructor and will be required to submit a topic proposal and outline, an annotated bibliography, and a peer-reviewed draft of the final paper.

Prerequisites: recommended for students with sophomore standing or above

Enrollment Limit: 25

Enrollment Preferences: HIST and AFR majors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 367 (D2) HIST 367 (D2)

Difference, Power, and Equity Notes: This course racializes the study of labor history, focusing on black people and their experiences in the United States from the plantation to the plant. It challenges students to confront and to redefine what it means to labor, grasping how slavery, segregation, and systemic inequalities amid black people's pursuit of citizenship, equality, and freedom have shaped their economic, political, and social conditions and identities.

Spring 2021

SEM Section: R1 TR 11:30 am - 12:45 pm Tyran K. Steward

AFR 379 (S) Black Women in the United States (DPE)

Cross-listings: HIST 379 WGSS 379 AFR 379

Secondary Cross-listing

As slaves and free women, activists, domestics, artists and writers, African Americans have played exciting and often unexpected roles in U.S. political, social, and cultural history. In this course we will examine black women's lives from the earliest importation of slaves from Africa and the Caribbean through to the expansion of slavery, the Civil War, freedom, Jim Crow, the Civil Rights movements, and up to the present day. Consistent themes we will explore are the significance of gender in African American history and the changing roles and public perceptions of black women both inside and outside the black community. We will read and discuss a combination of primary and secondary sources; we will also consider music, art, and literature, as well as more standard "historical" texts.

Class Format: discussion

Requirements/Evaluation: student participation, three papers, and a brief oral presentation

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: History, WGSS, and American Studies Majors, and Africana Concentrators.

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 379 (D2) WGSS 379 (D2) AFR 379 (D2)

Difference, Power, and Equity Notes: This course meets the Difference, Power, and Equity requirement. The course focuses on empathetic understanding, power, and privilege, especially in relation to class, gender, and race within a U.S. context. We will study the ways in which the
conflicts arose within the Black community and how Black women, usually without official positions as leaders, emerged as organizers and leaders in political and social movements.

Spring 2021

LEC Section: R1    TR 8:30 pm - 9:45 pm     Gretchen Long

AFR 390 (F)(S) Race, Identity, Nature (DPE) (WS)

Cross-listings: ENVI 430  AFR 390  AMST 430

Secondary Cross-listing

From 18th-century claims that climate determined character to the 21st-century proliferation of DNA tests underwriting claims to Indigenous ancestry, race, colonialism, identity, and "nature" operate as interconnected terrains of power. Anchored in the contexts of U.S. colonialisms, racialization, and accumulation, this course aims to expose students to the cultural politics of "nature" as a way of "doing" American Studies. Specifically, this course investigates formations of and struggles against U.S. colonialisms, racialization, and accumulation via the many symbolic and material iterations, negotiations, and contestations of the contingent relations between and among human and non-human natures. Organized around a significant research paper and weekly written responses, this course ultimately aims to foster students' critical writing, reading, analytical thinking, and comparative inquiry skills across such contexts and sites of contestation, and across texts of different genres and media. We will work with a wide range of primary sources, including published fiction and poetry, legal documents, newspaper articles, speeches, recorded songs, and films, photos, paintings and other visual culture. By the end of this course, students should be able to describe the historical foundations of dominant ideas, attitudes, and practices toward non-human natures, as well as analyze how ideas of "nature" mediate the ways in which colonial, racial, gender, and sexual categories and structures inform and are (re)produced by U.S. institutions and in public areas such as the law, public policy, and property. Finally, students should be able to interpret how racialized and colonized peoples' visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation.

Class Format: This course is designated as remote. However, international students who want to take this course but need it to be designated as a hybrid course in order to do so may instead register for an independent study with Prof. Ayazi. As a hybrid course, this independent study will have the same requirements as the listed course, with the exception of a limited number of face-to-face meetings in Williamstown or Boston. Please contact Prof. Ayazi at ha5@williams.edu to discuss such an arrangement.

Requirements/Evaluation: Evaluation will be based upon the following: Class Participation: 25%; Weekly Responses (350-500 words): 25%; Final Research Essay: 50%, broken down by Research Proposal (2-3 pgs, 10%), Peer Review and Feedback (2 pgs, 10%), Presentation (10%); Essay (15 pgs): 20%. Class will meet twice per week. Tu. meetings will be synchronous and Th. meetings will be asynchronous. Asynchronous components of the course include pre-recorded lectures, discussion boards, and other exercises that promote as much connection as possible within the constraints of remote education. Toward this end, synchronous meetings will center engaged discussion.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: American Studies majors will be given preference; secondary preference given to students specializing in Native American and Indigenous Studies, as well as Africana and Environmental Studies majors.

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 430 (D2) AFR 390 (D2) AMST 430 (D2)

Writing Skills Notes: Emphasis on revision and writing process includes: One thesis paper at 15 pages (receiving critical feedback from professor and peers); one thesis paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process; one research proposal (including thesis outline and annotated bibliography of primary texts) with critical feedback from professor; student presentations and roundtable discussion based on the final paper.

Difference, Power, and Equity Notes: By the end of this course, students should be able to interpret how racialized and colonized peoples' visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation. In order to addresses such issues of difference, power, and equity, this course provides students with the necessary th
AMST 101  (F)(S) America: The Nation and Its Discontents  (DPE)
American Studies is a capacious, interdisciplinary, and extraordinarily varied field encompassing ethnic studies, women and gender studies, political science, media studies, history, anthropology, literature, ethnography, and more. "America" as a term is itself contentious. Is America transnational and transhistorical? Does America mean the United States? Is it a settler colonial empire? A symbol of liberal democracy? Who or what is American and who or what makes America? In asking and answering these questions, American Studies scholars value scholarship and teaching rooted in praxis, political relevance, intersectionality, and solidarity. In this course, we will anchor the dizzying array of methods and questions surrounding who, what, where, when (and why) is America(n) by focusing on the very real ways these subjects are embodied -- in environments, practices and artifacts, and in the bodies of people who labor under, are colonized and oppressed by, who resist, refuse, reform, and reimagine "America." The goal of this course is to explore the myriad and contradictory ways in which America has been made and unmade, training students in primary source analysis, including political manifestos, autobiographies, historical and archival materials, legal documents, ethnography, art, literature, music, and film.

Class Format: This course will be taught remotely, with a combination of synchronous and asynchronous meetings, assignments, short lectures, and opportunities for engagement (e.g. Zoom, Glow, Panopto & Loom). In the time slots assigned to this course, there will be a single, collective meeting every week, as well as weekly meetings of small groups in which readings are further discussed.

Requirements/Evaluation: Evaluation will be based on class participation, weekly reading questions (via Glow quiz), and series of written assignments (three 3-page papers; and one 5- to 7-page paper.

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: first- and second-year students

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course satisfies the DPE requirement in its constant interrogation of historical patterns of unequal access to power, wealth, citizenship, and education in the U.S., and in its recognition and analysis of forms of resistance to and corrections of such inequities.

AMST 125  (F)(S) Introduction to Asian American and Pacific Islander Studies  (DPE)
This course covers topics and approaches salient to contemporary Asian American and Pacific Islander (AAPI) Studies as an interdisciplinary field of scholarship and activism. Drawing on primary source documents, scholarship, visual media, and creative work, we will look at cross-racial solidarity and organizing, anti-Asian exclusion and xenophobia, war and refugee communities, public and mental health, and immigration histories and experiences. We will ground our inquiry in the social movements from which the field emerged in the late-1960s and 1970s, then move on to address foundational terms for Asian American and Pacific Islander scholars, such as race, citizenship, queerness, empire, transnationalism, and Indigeneity. Throughout the course we will stay attentive to overlapping histories between AAPI and Native, Indigenous, Black, and Latinx people and communities. Students will also have a number of opportunities to practice analytic writing, do creative work, engage in personal reflection, and participate in community building.

Class Format: This course will be conducted remotely. International students should contact the professor by email if interested.

Requirements/Evaluation: Weekly: an average of 50 pages of reading and/or watch a documentary film; view a pre-recorded mini-lecture made by the professor; submit 200-300-word responses to readings and a 75-100-word discussion question; participate in synchronous class discussions or
synchronous small-group discussions with the professor. Three free passes on these assignments. 3x per semester: 3-page writing or creative assignments, including letter writing, interviewing a classmate, analyzing a passage from a historical document, or close reading a scene from a film or story. Final: Each student will participate in a class-wide final project.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: If over enrolled: first-year students, AMST majors, or graduating students without prior experience with the topic

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course defines "Asian," "Asian American," and "Pacific Islander" as categories of social difference created through historical conditions (e.g. migration, imperialism) that change over time. These terms also refer to forms of personhood with racial, national, and ethnic meaning determined by unequal distribution of power and resources. Students in the course are asked to understand, engage, and articulate these differences, historical, and social process.

Fall 2020

SEM Section: R1 TF 1:30 pm - 2:45 pm Jan Padios

Spring 2021

SEM Section: R1 TF 1:30 pm - 2:45 pm Jan Padios

AMST 146 (F) Introduction to Native American and Indigenous Studies (DPE)

What does it mean to be a citizen of an Indigenous nation? Why are there laws against selling inauthentic Native American art? Who is two spirit and what obligations and politics does that position and identity entail? Where do we locate tradition and Indigenous peoples in time? In this course, we will address these questions and more, surveying indigeneity as it is constructed and expressed in historical narratives, activism and education, governance and identity, art and literature, science and religion, and gender and sexuality. Knowledge of the Indigenous is a foundational element of the United States. From missionaries documenting Indigenous languages, to sports mascots, DNA testing, and even to New Age spirit quests and sweat lodges, the coherence and legitimacy of this settler colonial empire has demanded expertise in and the appropriation of Indigenous bodies, knowledges, and cultures as a means of continually displacing and erasing them. And yet, that is not the only way to produce knowledge of, by, and with Indigenous people. Indigenous Studies provides a variant way of thinking and learning about indigeneity. The imperative of Indigenous Studies is to understand Indigenous peoples on their own terms and the world on those same terms. In this course we will explore not only questions related to Native America today, but also the various reasons and implications for why we study it.

Class Format: This course will be taught remotely. Class sessions will include asynchronous lectures and Zoom-based discussion sections. Additionally, we will interact through online message boards and group film screenings.

Requirements/Evaluation: attendance and class participation, three 3- to 5-page essays, and one in-class presentation

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: American Studies majors or first- and second-year students

Expected Class Size: 19

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course addresses the dynamics of power inherent in studying Indigenous people in the academy, and will provide students the vocabulary and framework necessary to interrogate how settler colonialism and Indigenous survivance intersects with questions of race, gender, sexuality, and the construction of difference.

Fall 2020

SEM Section: R1 MR 3:15 pm - 4:30 pm Eli Nelson

AMST 200 (F)(S) Ethnographic Directions (DPE)
This course introduces students to the practice and politics of ethnography, broadly defined as the study and representation of people, culture, and society. We begin the semester by looking at the history of ethnographic methodologies in anthropology and sociology, and examining how ethnography can be decolonized. We then read several examples of ethnographic research related to marginalized or minority groups in the U.S. — such as undocumented migrants from Latin America, formerly unsheltered Black girls, or Diné fighting resource extraction on the reservation — along with articles that illuminate issues of power, observation, consent, and representation in ethnographic research. Through readings, discussion, and engagement in ethnographic exercises, students will gain familiarity with the different phases or components of conducting ethnographic research, while also considering different styles of ethnographic production, including creative work. While this course is designed to look specifically at ethnographic directions that intersect with the interdisciplinary field of American Studies, it is open to any student interested in exploring many of the pressing social issues of our time (such as mass incarceration, refugee resettlement, and drug addiction); committed to thinking critically about how to study these problems; and creating communities of care and solidarity for fighting, and quite possibly, solving them.

Class Format: This course will be conducted remotely. International students should contact the professor by email if interested.

Requirements/Evaluation: Weekly: Average 50 pages of reading; submit 200-300-word responses to readings and a 75-100-word discussion question; participate in synchronous class discussions. Three free passes given on these assignments. Three times per semester: Short ethnographic research assignments, such as conducting (socially distant) observation or an interview; coding a transcript; or writing a mini-research proposal. Final: 1) a 5-page scholarly book review of one single-authored ethnographic work. OR 2) a 5-page scholarly blog post about a particular issue in ethnography.

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: Enrollment preferences if over enrolled: AMST majors, students seeking methods courses

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course covers a range of ethnographic studies of people and cultures around the world, with particular attention to scholarship in which power relations and structural analysis are central. Students are asked to discover how scholars use ethnographic methods to account for differences within and between communities.

Fall 2020

SEM Section: R1 TR 6:45 pm - 8:00 pm Jan Padios

Spring 2021

SEM Section: R1 TR 6:45 pm - 8:00 pm Jan Padios

AMST 201 (S) Cold War Intellectuals: Civil Rights, Writers and the CIA (DPE)

Cross-listings: AFR 224 PSCI 221 AMST 201 LEAD 220 INTR 220

Secondary Cross-listing

This tutorial focuses on US-based views of the Cold War. It examines how intelligence agencies and intellectuals, as well as government officials, viewed civil rights, human rights, and US hegemony. Readings include: Williams J. Maxwell (F. B. Eyes: How J. Edgar Hoover's Ghostreaders Framed African American Literature); James Baldwin (The Fire Next Time); Ralph Ellison (The Collected Essays of Ralph Ellison); Report to the President by the Commission on CIA Activities Within the United States (1975, VP Nelson Rockefeller, chair); Hugh Wilford (The Mighty Wurlitzer: How the CIA Played America); Hannah Arendt (The Origins of Totalitarianism; On Violence; "Reflections on Little Rock"); Frances Stonor Saunders (Who Paid the Piper? The CIA and the Cultural Cold War). Students alternate weekly between 5-page primary and 2-page secondary papers on assigned readings.

Requirements/Evaluation: Attend all classes; submit completed papers 24 hours before seminar meets.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Juniors and Seniors.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:

AFR 224 (D2) PSCI 221 (D2) AMST 201 (D2) LEAD 220 (D2) INTR 220 (D2)

**Difference, Power, and Equity Notes:** This tutorial examines the Cold War between the US and the USSR and attempts to use intellectuals to shape and promote the objectives of powerful state entities. The power struggle between the two "superpowers" impacted cultural production and authors. Some of those authors influenced or enlisted into the Cold War sought equity and equality for their communities and eventually fought against the very political powers that employed them.

Spring 2021
TUT Section: RT1   TBA   Joy A. James

**AMST 202 (F)(S) Introduction to Racial Capitalism (DPE) (WS)**

**Cross-listings:** AMST 202 AFR 209

**Primary Cross-listing**

The historical relationship between race and capitalism is one of the most enduring debates in U.S. historiography, shaping modes of inquiry and analysis across history, law, economics, sociology, anthropology, and other fields. This course seeks to introduce students to the concept of "racial capitalism"—which rejects treatments of race (and racism) as external to the so-called real workings of capitalism—as a way to understand this relationship and as an activist hermeneutic through which to identify and respond to the conditions that American Studies must reckon with. Students will gain familiarity with the global history of racial capitalism and the power of the concept itself through secondary sources and a wide range of primary sources, and through engaged discussion and short essays. Throughout the course, we will pay special attention to the cultural politics, political geographies, and historical development of racial capitalism, thus attending to how the social relations of racial capitalism have been known, lived, and resisted across time and space. The course is organized around three key themes: the land question; race, capitalism, and nation; and the banalities of racial capitalism. Across these themes, the course will address such issues and topics as North American settler colonialism, circum-Caribbean plantation slave and "Coolie" labor, mass incarceration, the subprime mortgage crisis, and the War on Terror. The course will do so through and against a history of racial capitalism that privileges the U.S. nation-state in particular. By the end of this course, students should be able to: detail and analyze the historical development of and resistance to racial capitalism, doing so in relation to the global itineraries of racial slavery, settler colonialism, imperialism, and white supremacy; trace the history of the concept of racial capitalism itself; and identify how the concept continues to shape the field of American Studies.

**Class Format:** This course is designated as remote. However, international students who want to take this course but need it to be designated as a hybrid course in order to do so may instead register for an independent study with Prof. Ayazi. As a hybrid course, this independent study will have the same requirements as the listed course, with the exception of a limited number of face-to-face meetings in Williamstown or Boston. Please contact Prof. Ayazi at ha5@williams.edu to discuss such an arrangement.

**Requirements/Evaluation:** Evaluation will be based on the following requirements: Class Participation: 25%; Weekly Responses (350-500 words): 25%; Essay 1--First submission (5 pgs): 10%; Essay--Revision (5 pgs): 10%; Essay 2 (5 pgs): 15%; Essay 3 (5 pgs): 15%. Class will meet twice per week. Tu. meetings will be asynchronous and Th. meetings will be synchronous. Asynchronous components of the course include pre-recorded lectures, discussion boards, and other exercises that promote as much connection as possible within the constraints of remote education. Toward this end, synchronous meetings will center engaged discussion in small groups and as a class.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** American Studies majors, students specializing in Native American and Indigenous Studies, Africana majors, History majors

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 202 (D2) AFR 209 (D2)

**Writing Skills Notes:** Emphasis on writing process and revision: Three thesis papers at 5 pages each (each receiving critical feedback from professor and peers); one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper.
Difference, Power, and Equity Notes: Throughout, the course addresses the issues of difference, power, and equity amongst groups and the nature of the theoretical tools or perspectives used to understand these issues. It does so familiarizing students with "racial capitalism" as both a way of understanding the historical relationship between race and capitalism, and as an activist hermeneutic to respond to the conditions that American Studies and other fields must reckon with in the present.

Fall 2020
SEM Section: R1    TR 9:45 am - 11:00 am     Hossein Ayazi

Spring 2021
SEM Section: R1    TR 9:45 am - 11:00 am     Hossein Ayazi

AMST 213 (S) Asian/American Identities in Motion  (DPE)

Cross-listings:  GBST 214  ASST 214  THEA 216  AMST 213  DANC 216

Secondary Cross-listing

The course aims to explore dance and movement-based performances as mediums through which identities in Asian and Asian-American (including South-Asian) communities are cultivated, expressed, and contested. It will orient students towards "reading" and analyzing live and mediated performances within historical, social, and political frameworks. Students will explore how socio-historical contexts influence the processes through which dance performances are invested with particular sets of meanings, and how artists use performance to reinforce or resist stereotypical representations. Core readings will be drawn from Dance, Performance, Asian, and Asian American Studies, and will engage with issues such as nation formation, race and ethnicity, Appropriation, tradition and innovation among other topics. This is primarily a discussion-based seminar course, and might also include film screenings, discussion with guest artists and scholars, and opportunities for creative projects. No previous dance experience is required.

Class Format: This course will be taught in a virtual format and will be remote.

Requirements/Evaluation: reading responses, essays, in-class writing assignments, class participation, and group presentations.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first years and sophomores

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions:  (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 214 (D2) ASST 214 (D1) THEA 216 (D1) AMST 213 (D2) DANC 216 (D1)

Difference, Power, and Equity Notes: This course introduces students to the role of performance in nation formation in Asia and the history of Asian-Americans in the US through analysis of dance performances and practices. Student will explore how race was central to the formation of Asian and the American nation, and how social and legal discriminatory practices against minorities influenced popular culture. The assigned material provide examples of how artists address these inequalities and differences in social power.

Spring 2021
SEM Section: R1    MR 3:15 pm - 4:30 pm     Munjulika Tarah

AMST 219 (S) Extreme Persuasions: The Far Right in the United States and Russia  (DPE) (WS)

Cross-listings:  AMST 219  RUSS 218  WGSS 217

Primary Cross-listing

The purpose of this course is to explore the unexpected recent confluence of the American and Russian far-right movements, among advocates for authoritarianism in both countries who have traditionally understood the ‘other’ superpower to be an implacable enemy. How have nationalist movements in the United States come to see the Russian Federation as a vanguard for ‘whiteness’ and traditional masculinity in European identity, overturning the perception of Russia as a racial Other that was prevalent among American conservatives during the Cold War? What are the affinities
between the imperial and openly patriarchal aspirations of Putinism and the goals of American religious Reconstructionism, with its interpretation of the Confederacy as a God-given model for racial separatism and gender complementarianism? We will discuss repressive historical legacies and homophobia in both countries, devoting particular attention to debates about protest art and the removal of monuments, and to movements that situate themselves in opposition to neoliberal forms of ethno-nationalism.

**Requirements/Evaluation:** On average, there will be 100 pages of reading per week. Over the course of the semester, students will be required to view three films, which will be discussed in class. Class participation counts for 25% of the course grade; each of the first three response papers, 15%; the term paper, 25%; the in-class presentation of the term paper, 5%.

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** Majors and concentrators in AMST, Russian, and Women's and Gender Studies.

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 219 (D2) RUSS 218 (D1) WGSS 217 (D2)

**Writing Skills Notes:** The written work is comprised of three response papers (5-7 pages each), a rough draft of the term paper (8-10 pages) that will be ungraded but extensively commented upon, and the term paper itself (10-15 pages). Each student to discuss their writing strategies prior to the deadlines for the essay assignments. For the essays, students may choose from among a range of prompts, or design a topic of their own.

**Difference, Power, and Equity Notes:** Students will use the assigned readings as points of departure for analyzing and responding to traditionalist configurations of gender and ethno-nationalism in the United States and the Russian Federation. Particular attention will be devoted to the proliferation of different conceptions of power and privilege in both countries, and to ways in which a parsing of them may facilitate an engagement with the arguments of far right movements while retaining the concept of social justice.

Spring 2021

SEM Section: H1 TR 11:30 am - 12:45 pm  Alexandar Mihailovic

**AMST 226 (S) Gender and the Dancing Body** (DPE)

**Cross-listings:** WGSS 226 THEA 226 AMST 226 DANC 226

**Secondary Cross-listing**

This course posits that the dancing body is a particularly rich site for examining the history of gender and sexuality in America and beyond. The aim of the course is to explore ideas related to gender and sexuality as prescribed by dominant cultural, social, and religious institutions, and how dance has been used to challenge those normative ideologies. We will examine a wide range of dance genres, from stage performances to popular forms to dance on television, with particular attention to the intersections of race and class with gender. This is primarily a discussion-based seminar course and will also include film screenings, discussions with guest artists, and opportunities for creative projects. No previous dance experience required.

**Class Format:** This course will be taught in a virtual format and will be remote.

**Requirements/Evaluation:** class participation, reading responses, essays, in-class writing assignments, and group presentations

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** first years and sophomores

**Expected Class Size:** 10-15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 226 (D2) THEA 226 (D1) AMST 226 (D2) DANC 226 (D1)

**Difference, Power, and Equity Notes:** In the course, students will explore the concept of gender as a social construction and how the body's historical associations to markers of gender and sexuality lead to differences in socio-political power. The assigned texts and viewings provide examples of how bodies and their movements make meaning in a network of power relationships, and how artists use dance to address social
inequalities such as sexism, racism, and transmisogyny, to imagine a more just world.

Spring 2021
SEM Section: R1 TF 3:15 pm - 4:30 pm Munjulika Tarah

AMST 241 (S) Performing Masculinity in Global Popular Culture (DPE)

Cross-listings: WGSS 240 THEA 241 SOC 240 AMST 241 LATS 241

Secondary Cross-listing

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of “males” at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

Requirements/Evaluation: masculinity journal, mid-term essay exam, visual rhetorical analyses of pop culture images

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: a short statement of interest will be solicited

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 240 (D2) THEA 241 (D1) SOC 240 (D2) AMST 241 (D2) LATS 241 (D2)

Difference, Power, and Equity Notes: This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

Spring 2021
SEM Section: R1 MW 6:45 pm - 8:00 pm Gregory C. Mitchell

AMST 245 (F) Race, Power, & Food History (DPE)

Cross-listings: HIST 265 ENVI 246 AMST 245

Secondary Cross-listing

Have you ever wondered why Spam is so popular in Hawaii and why Thai food is available all across the United States? Are you curious why black-eyed peas and collards are considered “soul food”? In this course, we will answer these questions by digging in to the histories of global environmental transformation through colonialism, slavery, and international migration. We will consider the production and consumption of food as a locus of power over the last 300 years. Beginning with the rise of the Atlantic slave trade and continuing through the 20th century, we trace the global movement of plants, foods, flavors, workers, businesses, and agricultural knowledge. Major units include rice production by enslaved people in the Americas; Asian American food histories during the Cold War; and fat studies critiques of obesity discourse. We will discuss food justice, food sovereignty, and contemporary movements for food sustainability in the context of these histories and our contemporary world. Readings are interdisciplinary, but our emphasis will be on historical analyses of race, labor, environment, health, and gender.

Class Format: Fall 2020 only: The course will be taught in a hybrid format that accommodates students on campus and those learning remotely. Depending on enrollment, some break-out discussions may need to be scheduled outside of the allotted time block (as would be the case in a tutorial). Discussion will be supplemented with a mix of synchronous and asynchronous online activities.

Requirements/Evaluation: two to three papers on assigned topics (4-6 pages); one longer final paper (8-10 pages); participation in discussion and
online activities

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators; American Studies majors; Public Health concentrators; history majors

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 265 (D2) ENVI 246 (D2) AMST 245 (D2)

Difference, Power, and Equity Notes: This course considers the production and consumption of food as a locus of power over the last 300 years, and contextualizes current movements for food justice and sovereignty in light of those histories. Students will have opportunities to reflect on questions of power, privilege, and racism in contemporary food movements. Our final unit focuses on challenges to critical food studies from fat liberation and body positivity

Fall 2020

SEM Section: R1 WF 1:30 pm - 2:45 pm April Merleaux

AMST 254  (F)  Sovereignty, Resistance, and Resilience: Native American Histories to 1865  (DPE)

Cross-listings: HIST 254  AMST 254  LEAD 254

Secondary Cross-listing

This course surveys Native American/Indigenous North American histories from creation through the U.S. Civil War, tracing the complex ways that tribal nations and communities have shaped North America. It also introduces foundational methodologies in Native American and Indigenous Studies and strategies for pursuing decolonizing scholarship and action. Beginning with the diverse Indigenous societies that inhabited the Americas millennia before Columbus’s arrival, it discusses the cultural complexity of Native peoples, nations, and worldviews rooted in particular ecosystems and homelands, as well as accounts of beginnings and migrations. It addresses how Native peoples confronted grievous epidemics resulting from the "Columbian Exchange," and contended with Euro-colonial projects of "discovery" and colonization. Indigenous nations’ multifaceted efforts to maintain sovereignty and lands through eras of pervasive violence and removal are discussed, as well as the important yet under-recognized ways that Native communities negotiated the tumultuous era and conflicting allegiances of the Civil War. The course centers on Indigenous actors-intellectuals, diplomats, legal strategists, knowledge keepers, spiritual leaders, artists, and others-and consistently connects historical events with present-day debates over land, historical memory, education, and activism. Additionally, it provides an opportunity to engage with original materials pertaining to Native histories in the Williams College Archives/Special Collections and Art Museum. While the scope of the course is continental and transoceanic, it devotes significant attention to the Native Northeast and the particular Indigenous homelands in which Williams College is located.

Class Format: Remote class. Class will blend short pre-recorded lectures with weekly Zoom discussion sections/seminar format, plus time for virtual one-on-one conversations with the instructor.

Requirements/Evaluation: active participation in class discussion, several short essays based on readings and discussion topics, (virtual) museum/archives exercise, final essay

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: History or American Studies majors, followed by first- and second-year students

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 254 (D2) AMST 254 (D2) LEAD 254 (D2)

Difference, Power, and Equity Notes: This course intensively explores Native American/Indigenous North American histories, experiences, and forms of critical and creative expression, as well as responses to and engagements with Euro-American settler colonialism. It guides students into methodologies central to Native American and Indigenous Studies (NAIS), and gives opportunities for oral and written reflections on NAIS approaches
Indigenous women, Two Spirit and trans people have always stood on the frontlines of decolonization struggles in the Americas, from treaty negotiations to self defense against settler invasion, to the Standing Rock Sioux struggle against the Dakota Access Pipeline, to creating independent databases and mutual support networks amongst the loved ones of Missing and Murdered Indigenous Women, Girls, Trans and Two Spirit people. This course maps out some of the intellectual and political interventions of Indigenous feminists in analyzing and struggling against genocide, heteropatriarchy, conquest and racial capitalism in settler states like the US and Canada. This course will focus on how Indigenous women, Two Spirit and trans people have analyzed and struggled against the imposition of colonial constructs of gender and sexuality that mark Indigenous lives and lands as sites of extraction. It will examine how carceral regimes of control produced by the intertwined histories of conquest and Transatlantic slavery have been imposed upon Indigenous lives through the child protection system and the prison industrial complex. Students will be invited to consider how Indigenous feminist practices 'make a future' (Brant 1981) against and beyond the settler state. This course aims to familiarize students with historical and contemporary Indigenous feminist works, as well as provide an overview of Indigenous feminist political formations, poetry, fiction, and making practices. Pedagogically, this course will also facilitate the development and sharpening of skills in social analysis, writing and argumentation.

Class Format: Hybrid online/in-person

Requirements/Evaluation: Three one page reading responses, 30%; One two-page critical peer response 10%; One Final paper, 50%; Course participation and attendance 10%

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: American Studies majors or potential majors have first preference, WGSS majors have next priority.

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 260 (D2) WGSS 262 (D2)

Difference, Power, and Equity Notes: This course has as its core mission -- both in subject matter and in pedagogical approaches -- the exploration of difference, power and equity.

AMST 300 (F) Re/Generations I: Memory Against Forgetting and the Global American Empire (DPE)

Cross-listings: COMP 357 ENGL 300 AMST 300

Primary Cross-listing

This is a two-part junior seminar in which we take an expansive approach to memoir as a form, genre, and practice, with specific attention given to texts reckoning with the traumas, transgressions, and transformations of what we understand as "America" and its many discontents. As such, the courses are remote and may be taken in sequence or autonomously. In this first part, we focus on authors charting the lives and afterlives of chattel slavery, settler colonialism, genocide, war, and the expansion of the global American empire, from the 19th through 20th centuries. How do these authors remEDIATE the critical (il)legibility of personhood and place, community and nation? What myths must be dispelled and/or rewritten? What structural elements are deployed to tackle the obstacles of hegemonic power and historical amnesia, and how do these authors re/generate "what remains of lost histories and histories of loss" (Eng and Kazanjian)? Texts to be considered may include: Narrative of the Life of Frederick Douglass,
an American Slave; Hawaii's Story by Hawaii's Queen (Lili'uokalani); Notes of a Native Son (James Baldwin); Borderlands/La Frontera (Gloria Anzaldúa); Dictee (Theresa Hak Kyung Cha).

**Class Format:** Remote

**Requirements/Evaluation:** weekly reading responses, midterm and final papers

**Prerequisites:** American Studies 101 and/or 301, previous coursework in race, ethnicity, and diaspora, junior or senior standing, or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** American Studies majors

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 357 (D1) ENGL 300 (D1) AMST 300 (D2)

**Difference, Power, and Equity Notes:** Analyzes the dynamics of power and privilege in the U.S. from a national and transnational context, examines the perspectives of socially marginalized groups, and fosters an understanding of the beliefs, experiences, and cultural productions of these groups.

Fall 2020

SEM Section: R1    TR 11:30 am - 12:45 pm     Anthony Y. Kim

**AMST 303 (S) Feminist Disability Studies: Bodyminds in Place and Space** (DPE)

**Cross-listings:** WGSS 309 AMST 303

**Secondary Cross-listing**

In this course we will engage anti-racist feminist theory, disability (or 'crip') theory, and human geography to think critically about disability. We will draw on critical geographies of disability to understand the built environment and institutional design; geographic scales of the body and the bodymind; spaces of the home and institutions; and im/mobility and spatial access. We will also consider how disability is shaped by (and shapes) practices of care and mutual aid; experiences of embodiment and impairment; and structures of vulnerability and agency. The course will trace, historically, how ableism has been produced through slavery, colonization, surveillance, and incarceration as well as through movements like eugenics and white liberal feminism. The course will also analyze disability's construction through medicalized notions of wellness, illness, pathology, and cure. Throughout the course, we will consider disability as intersecting with gender, race and ethnicity, queerness, trans*ness, fatness, class, nationality, and citizenship. Most centrally, we will ask: What is the spatiality of dis/ability, and how can space be occupied and reappropriated for radically inclusive uses? How can we understand both normality and deviance as socially constructed concepts that nonetheless have real, and uneven, implications for people's lives?

**Class Format:** This class will be taught online only.

**Requirements/Evaluation:** Student participation; two short (2-pg) reflection papers; two longer (4-5-pg) papers; and a final (12-15 pg) research paper

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** WGSS and AMST majors; permission of instructor

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 309 (D2) AMST 303 (D2)

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement because it examines the political, social, and ideological constructions and theorizations of difference, power, and equity. The course explores the ways in which disability is mutually constructed with other axes of identity and difference, and how different groups of people have defined (and redefined) disability to meet various political aims.
AMST 310 (S) "A language to hear myself": Advanced Studies in Feminist Poetry and Poetics (DPE) (WS)

Cross-listings: AMST 310 ENGL 302 WGSS 330

Secondary Cross-listing

The title of this course comes from Adrienne Rich’s 1969 poem "Tear Gas," grounding our study in 1960s, 70s, and 80s feminist activist poetry but also in our current moment to answer a fundamental question: what can poetry do for us? In this period, feminist activist poets were at the center of a revolutionary social justice movement that changed the world. Feminist presses published much of the new poetry. This course focuses on the theory and practice of feminist poetry and print culture during this period, and how feminist experiments in language changed how we understand American poetry. We focus on the theoretical writings and poetry chapbooks of a diverse group of poets who powered the movement, including Audre Lorde, Mitsuye Yamada, Nelly Wong, Robin Morgan, June Jordan, Joy Harjo, Gloria Anzaldúa, Sonia Sanchez, Adrienne Rich, Judy Grahn, and Pat Parker. We also read the work of some later feminist theorists, such as Judith Butler, as we analyze the kinds of performances that brought together feminist poetry and political activism. We spend some time in the archives, analyzing documents from the period, including original publications of poetry chapbooks often published by the period's many feminist presses and consider how such attention allows us to construct alternative narratives for feminism and American poetry. Writing at the intersections of race, class, gender, and sexuality, and of multiple social justice movements (Civil Rights, anti-Vietnam War, LGBTQ activism, and Black Power), these poets gave us a new language to "hear," not only ourselves, but the experience and pain of others, and, in so doing, they moved personal experience into public discourse around issues of inequality and human flourishing in a democratic society.

Class Format: I anticipate that this class will be a hybrid course for students who are both remote and in-person, with a mix of synchronous and asynchronous elements.

Requirements/Evaluation: two short analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), short presentation, longer final researched paper (10-12 pages)

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: English, Women's, Gender, and Sexuality Studies, American Studies majors

Expected Class Size: 16

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 310 (D2) ENGL 302 (D1) WGSS 330 (D2)

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, critical summaries of feminist criticism, two four-to-five-page graded papers, one creative assignment, a longer, final researched paper (10-12 pages), written in stages over a period of several weeks with feedback at each stage. Critical feedback on written assignments a week prior to due date through conferences and Google Docs and on graded assignments within one week.

Difference, Power, and Equity Notes: The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the feminist movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the period.

Spring 2021

SEM Section: H1 TF 1:30 pm - 2:45 pm Bethany Hicok

AMST 326 (F) Feminist and Queer Performance at the Limit of Action (DPE)

Cross-listings: AMST 326 THEA 322 WGSS 331 AFR 328

Secondary Cross-listing

What counts as feminist and queer activism? This course challenges what we dominantly understand as activism—key to the emergence of ethnic
studies and feminist and queer theory. Moving away from political actions centered in these fields, such as strikes, protests, and boycotts, this course will turn to visual and performance art works by artists of color, who consider other forms of action that are not overtly visible, resistant, oppositional, agentive, militant, loud, liberatory, and documentable. Each week, we will examine a performance at the limit of action, including silence, sexual abjection, concealment, melancholia, and waiting, alongside issues related to race, gender, sexuality, labor, and migration among others. How might we approach and reconcile with performances that once again reify notions of racialized and gendered bodies as apolitical, passive, submissive, and compliant? Drawing on scholarship within black and women of color feminist criticism, queer of color critique, critical ethnic studies, and performance studies, this course will attune students to the role of aesthetics to interrogate and expand what we typically conceive of as activism, resistance, power, and survival from racialized, feminized, and queer positions.

**Requirements/Evaluation:** In-class discussion, short weekly reading posts, class presentation, final paper/project

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** WGSS majors and students with experience in American Studies or performance studies coursework

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 326 (D2) THEA 322 (D1) WGSS 321 (D2) AFR 328 (D2)

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of activism is valued over other forms.

Fall 2020

SEM Section: R1  MR 1:30 pm - 2:45 pm  Kelly I Chung

**AMST 329 (F) Marxist Feminisms: Race, Performance, and Labor** (DPE)

**Cross-listings:** THEA 323  WGSS 323  AFR 329  AMST 329

**Secondary Cross-listing**

Who is considered the dominant subject of labor? This course offers an overview of queer, women of color feminist, decolonial, and black and critical ethnic studies critiques of orthodox Marxism. Starting with core texts from the Marxist tradition, we will explore a range of social positions and forms of labor that complicate Marx's emphasis on the white male industrial worker. Each unit, we will study key scholarship that centers reproduction, slavery, care and domestic work, indentured servitude, sex work, and low wage flexible labor, to name a few, alongside queer and feminist modes of performance that respond to and/or provide strategies to live and survive under racial capitalism. We will discuss seminal works by theorists, including Karl Marx, Luce Irigaray, Cedric Robinson, Jennifer Morgan, Hortense Spillers, Lisa Lowe, Gayatri Chakravorty Spivak, Dorothy Roberts, Angela Davis, José Esteban Muñoz, and Leo Bersani, in tandem with performances, such as paintings, performance art, poetry, protests, photography, prints, music, and sculptures. This course will equip students with a critical understanding of the ways racial capitalism has centrally relied upon the mass capture and recruitment of racialized and gendered labor in and beyond the U.S. and how, through performance, life under these conditions have been reimagined.

**Requirements/Evaluation:** In-class discussion, short weekly reading posts, class presentation, final paper

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** WGSS majors and students with experience in American Studies or performance studies coursework

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

THEA 323 (D1) WGSS 323 (D2) AFR 329 (D2) AMST 329 (D2)

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial,
gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of labor is valued over other forms.

Fall 2020

SEM Section: R1  TF 1:30 pm - 2:45 pm  Kelly I Chung

AMST 334  (S)  Sexual Economies  (DPE)

Cross-listings: ANTH 301  WGSS 301  AMST 334

Secondary Cross-listing

This course examines various forms of sexual labor around the world in order to better understand how gendered and sexual performances are used in a variety of cultures and contexts for material benefit. Our topics include "traditional" forms of sex work such as street prostitution, pornography, and escorting as well as other forms of sexualized performances for benefit such as stripping or camming. We also discuss current issues and debates about discourses of "sex trafficking." Course readings come from a range of fields, but focus most heavily on anthropology, sociology, American studies, and gender studies. The readings for this class will frequently foreground the lived experiences of sex workers from a variety of nations, races, classes, religions, and backgrounds in order to explore the broader social implications of our subject matter. The format is largely discussion-based, with short lectures supplementing the reading with summaries of current scholarly and activist debates. We have a variety of guest speakers to share their diverse lived experiences related to this topic.

Requirements/Evaluation: midterm essay exam, short quizzes, participation, Marco Polo video chat posts

Prerequisites: none, though WGSS 101 and/or 202 may be helpful, but not required

Enrollment Limit: 14

Enrollment Preferences: based on statement of interest

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions:  (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 301 (D2) WGSS 301 (D2) AMST 334 (D2)

Difference, Power, and Equity Notes: We pay particular attention to the intersecting questions of race, sexuality, gender, and class as we explore the political economy of commercial sex. The course teaches students to examine the underlying political and economic structures that create systems of privilege and power, thereby complicating questions and assumptions about sexual consent, coercion, agency, and empowerment with particular attention to race and gender in comparative transnational contexts.

Spring 2021

SEM Section: R1  MW 8:30 pm - 9:45 pm  Gregory C. Mitchell

AMST 356  (S)  Settler Colonialism, Care, Kinship and Social Reproduction  (DPE) (WS)

Cross-listings: AFR 359  AMST 356

Primary Cross-listing

AMST 356 Settler Colonialism, Care, Kinship and Social Reproduction Contemporary understandings of family, kinship and care were shaped through the invasion of the Indigenous Americas and Transatlantic slavery. Indigenous nations came to be understood by anthropologists and settler states as governed by a logic of kinship, and this understanding was weaponized by the US and Canada to target Indigenous governance for elimination. At the same time, dominant kinship narratives were defined by the property claims made upon Black lives under settler law and by the state-enforced maternal inheritance of racialized bondage. This course will analyze kinship and care as both mechanisms of state control of Indigenous and Black lives and lands, and as sites of insurgency against colonial states. We will analyze how Canada and the U.S. have deployed Child Protective Services, reproductive regulation, Boarding Schools, plantation economies, land dispossession, and the prison industrial complex to target Indigenous, Black, Brown, working class and trans/queer support systems. Applying methodologies and theoretical interventions in Indigenous studies, Black studies and critical political economy to primary texts to US and Canadian law, autobiography, and anthropology, our focus will move from 17th and 18th century British colonial law to autobiographical accounts of slavery and emancipation, to Canada’s 19th century Indian Act, to mid-20th century social scientific debates on Black and Indigenous families. We will end by thinking about insurgent practices of organizing care and kinship outside and against the
confines of whiteness, capital and the state. The pedagogical aims of the course are to illustrate how kinship narratives anchor settler colonial nationhood and property regimes, and to facilitate the development of skills in writing and independent research, primary source analysis, and critical analysis of law, anthropology, and policy.

Requirements/Evaluation: Class Participation and three critical response papers at three to five pages each (each receiving critical feedback from professor); one response paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process. One final paper (15-20 pages) and one roundtable presentation based on the final paper.

Prerequisites: Prerequisites: one or more of the following courses: AMST 146, Introduction to Indigenous Studies or AFR 200, Introduction to Africana Studies; HIST 254 / AMST 254(F), Sovereignty, Resistance, and Resilience: Native American Histories to 1885 or AMST 204.

Enrollment Limit: 19

Enrollment Preferences: AMST majors have first priority, AFRICANA majors have second priority.

Expected Class Size: 19

Grading: yes pass/fail option, no fifth course option

Unit Notes: This course satisfies EITHER the Space and Place elective OR the Comparative Studies in Race, Ethnicity and Diaspora elective

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 359 (D2) AMST 356 (D2)

Writing Skills Notes: Explanation: Three critical response papers at three to five pages each (each receiving critical feedback from professor); one response paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process. One final paper (15-20 pages) and one roundtable presentation based on the final paper.

Difference, Power, and Equity Notes: This course focuses upon the operations of difference, power and equity in settler colonial governance in the Americas, particularly in terms of how the legal and extralegal regulation of family, kinship and care are sites where racial, colonial, ethnic, gender and sexual difference are produced and reproduced. It aims to provide students with critical tools to become responsible agents of change, by informing them of the ways that concerns for social equity in the field of kinship and family h

Spring 2021

SEM Section: R1 WF 1:30 pm - 2:45 pm Margaux L Kristjansson

AMST 357 (S) Re/Generations II: Contemporary Experiments in Memory, Trauma, and Self (DPE)

This is a two-part junior seminar in which we take an expansive approach to memoir as a form, genre, and practice, with specific attention given to texts reckoning with the traumas, transgressions, and transformations of what we understand as "America" and its many discontents. As such, the courses are remote and may be taken in sequence or autonomously. In this second part, we convene on a selection from our historical present and explore how categories of identity and experience, memory and history are being constructed and deconstructed, reimagined and remade anew. We will ask: how do these authors narrate the overlapping cycles of loss, pain, grief, survival, resilience, and resistance in the face of historical violence? What possibilities for (individual and collective) healing can exist in and beyond the world as we know it? What does it even mean to have or to not have, to find, to lose, to have stolen, to dissolve, and/or to recover a self in a besieged American present-future tense? Texts to be considered may include: How to Write an Autobiographical Novel (Alexander Chee); When They Call You A Terrorist: A Black Lives Matter Memoir (Patrisse Khan-Cullors and asha bandele); Heart Berries (Terese Marie Mailhot); Know My Name (Chanel Miller); On Earth We're Briefly Gorgeous (Ocean Vuong).

Class Format: Remote

Requirements/Evaluation: weekly reading responses, midterm and final papers

Prerequisites: American Studies 101 and/or 301, previous coursework in race, ethnicity, and diaspora, junior or senior standing, or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: American Studies Majors

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)
Difference, Power, and Equity Notes: Analyzes the dynamics of power and privilege in the U.S. from a national and transnational context, examines the perspectives of socially marginalized groups, and fosters an understanding of the beliefs, experiences, and cultural productions of these groups.

Spring 2021
SEM Section: R1  MR 1:30 pm - 2:45 pm  Anthony Y. Kim

AMST 359  (F)(S)  Spirits of Rebellion: The L.A. Rebellion Filmmakers  (DPE)

Cross-listings:  ENGL 357  AFR 351  AMST 359

Primary Cross-listing
When Beyoncé unveiled the Lemonade visual album in 2016, her production captured the artistic spirit and gave new life to an earlier work: Julie Dash's Daughters of the Dust (1991), a luminous film about three generations of the Gullah people and the first motion picture by a Black woman to obtain wide theatrical release in the United States. Many, however, are unaware of the decades-long cinematic movement to which Dash belongs. In this course, we will devote our critical inquiry to the creative output of the L.A. Rebellion, a group of Black cinematic artists trained at the UCLA Film and Television School between the 1960s and 1990s. Our visual journey will take us through a diverse set of filmmakers like Charles Burnett, Ben Caldwell, Barbara McCullough, Julie Dash, Zeinabu irene Davis, Haile Gerima, Alile Sharon Larkin, Billy Woodberry, among many, many others, and how they sought to not only redefine the Black image on-screen but also reimagine the infinite possibilities of Blackness. We will pay close attention to the heterogeneity of genres, styles, and techniques that they put into practice from narrative to neorealism to documentary to avant-garde/experimental to African and African American musical and storytelling traditions. We will explore the various social and political issues that were represented by their films including: racial and class oppression, Black feminisms, Black Power, Afrocentrism, anti-colonialism and decolonization, police brutality and mass incarceration, radical social movements and coalition building, and the importance of community-based art and film practices. Finally, we will touch upon some of the recent works that have been inspired by the L.A. Rebellion, including the aforementioned Lemonade and Barry Jenkins’ Moonlight (2016). Our viewership will be supplemented with readings in Black social and cultural criticism.

Requirements/Evaluation: weekly online journal responses (1-2 pages); midterm essay (5-7 pages); final project
Prerequisites:  AMST 101 and/or 301, critical studies in race and ethnicity or cultural studies, or permission of the instructor
Enrollment Limit:  12
Enrollment Preferences:  American Studies majors
Expected Class Size:  12
Grading:  yes pass/fail option,  no fifth course option
Distributions:  (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 357 (D1) AFR 351 (D2) AMST 359 (D2)

Difference, Power, and Equity Notes: This course contributes to the Difference, Power, and Equity designation by examining the social, political, cultural, and historical forces that contribute to Black cinematic representation.

Fall 2020
SEM Section: R1  MR 1:30 pm - 2:45 pm  Anthony Y. Kim

Spring 2021
SEM Section: R1  MR 3:15 pm - 4:30 pm  Anthony Y. Kim

AMST 368  (F)  Framing American Slavery  (DPE)

Cross-listings:  AFR 363  AMST 368  HIST 368

Secondary Cross-listing
Readings in American Slavery  This course will delve into how and what historians have written about US slavery for the last century or so. Rather than marching through time, like we might in a survey course, we'll explore the nooks and crannies of slavery's history. We'll consider gender and sexuality, labor and capitalism, regional difference, maritime culture, and every day life. We'll compare histories produced well before the Civil Rights Movement to books written afterward. We'll consider the obstacles and challenges Black scholars faced in the academy and consider the significance of their work. Finally, we'll examine slavery's role in today's world, beginning with the institution's relationship with American universities and continuing
on to the recent protests against monuments and statues.

Requirements/Evaluation: Four written essays/reviews, final paper. Students must also complete reading and contribute to class discussions.

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: Priority given to History, American Studies, and Africana Studies concentrators/ majors.

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 363 (D2) AMST 368 (D2) HIST 368 (D2)

Difference, Power, and Equity Notes: This course will explicitly examine how power worked and changed during the centuries of legal slavery in the United States. Since lawmakers joined power and violence to definitions of whiteness and blackness, we will study how these definitions emerged and changed over time. Students will address issues of violence, legal and extra legal means of continuing slavery through changing political and economic conditions. Additionally, the course will consider the racial barriers in the academy.

Fall 2020

SEM Section: R1    TR 9:45 am - 11:00 am     Gretchen Long

AMST 405  (F)  Critical Indigenous Theory  (DPE)

Intellectual decolonization is not a bounded project. On one hand, it demands a vocabulary of difference and refusal that rejects colonial theories and epistemologies. On the other, it demands that we interrogate our own intellectual and cultural traditions and trauma. Critical Indigenous theory is a tool in those projects, as it offers a corrective and an opening up of both dominant critical theory traditions that violently erase Indigenous bodies and political realities and of Indigenous theory that can essentialize difference and replicate oppressive dynamics in our communities. Critical Indigenous theory seeks to understand the structures and relations of power in settler colonialism, nested sovereignty, and culturally specific Indigenous philosophical traditions, like Indigenous studies more broadly, but also questions the key concepts that define Indigenous studies: tradition, sovereignty, authenticity, identity, race, gender, and sexuality. In this course, we will read major works in critical Indigenous theory that address indigeneity as it relates to race, postcolonial theory, feminist and two-spirit critique, alternative political engagement with the settler colonial state, and questions of "colonial unknowing." We will work on cultivating the reading practices needed to parse dense theoretical texts, and over the course of the semester you will develop a research project on a topic of your choosing that will allow you to take critical Indigenous theories and employ them as analytic tools and lenses.

Class Format: This course will be taught remotely. Class sessions will include Zoom based seminar meetings during the designated course times, as well as asynchronous peer-editing and collaboration on final papers.

Requirements/Evaluation: attendance and participation, one discussion prospectus, and a 20-page research paper

Prerequisites: junior or senior status and some background in American Studies, Native American Studies, or Critical Theory or permission of the instructor

Enrollment Limit: 10

Enrollment Preferences: American Studies majors

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: Students will be invited to think deeply about the intersections of race, gender, colonialism, sexuality, and epistemology, and develop skills necessary to identify the theoretical basis of decolonial activism.

Fall 2020

SEM Section: R1    MW 6:45 pm - 8:00 pm     Eli Nelson

AMST 430  (F)(S)  Race, Identity, Nature  (DPE) (WS)
From 18th-century claims that climate determined character to the 21st-century proliferation of DNA tests underwriting claims to Indigenous ancestry, race, colonialism, identity, and "nature" operate as interconnected terrains of power. Anchored in the contexts of U.S. colonialisms, racialization, and accumulation, this course aims to expose students to the cultural politics of "nature" as a way of "doing" American Studies. Specifically, this course investigates formations of and struggles against U.S. colonialisms, racialization, and accumulation via the many symbolic and material iterations, negotiations, and contestations of the contingent relations between and among human and non-human natures. Organized around a significant research paper and weekly written responses, this course ultimately aims to foster students' critical writing, reading, analytical thinking, and comparative inquiry skills across such contexts and sites of contestation, and across texts of different genres and media. We will work with a wide range of primary sources, including published fiction and poetry, legal documents, newspaper articles, speeches, recorded songs, and films, photos, paintings and other visual culture. By the end of this course, students should be able to describe the historical foundations of dominant ideas, attitudes, and practices toward non-human natures, as well as analyze how ideas of "nature" mediate the ways in which colonial, racial, gender, and sexual categories and structures inform and are (re)produced by U.S. institutions and in public areas such as the law, public policy, and property. Finally, students should be able to interpret how racialized and colonized peoples' visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation.

Class Format: This course is designated as remote. However, international students who want to take this course but need it to be designated as a hybrid course in order to do so may instead register for an independent study with Prof. Ayazi. As a hybrid course, this independent study will have the same requirements as the listed course, with the exception of a limited number of face-to-face meetings in Williamstown or Boston. Please contact Prof. Ayazi at ha5@williams.edu to discuss such an arrangement.

Requirements/Evaluation: Evaluation will be based upon the following: Class Participation: 25%; Weekly Responses (350-500 words): 25%; Final Research Essay: 50%, broken down by Research Proposal (2-3 pgs, 10%), Peer Review and Feedback (2 pgs, 10%), Presentation (10%); Essay (15 pgs): 20%. Class will meet twice per week. Tu. meetings will be synchronous and Th. meetings will be asynchronous. Asynchronous components of the course include pre-recorded lectures, discussion boards, and other exercises that promote as much connection as possible within the constraints of remote education. Toward this end, synchronous meetings will center engaged discussion.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: American Studies majors will be given preference; secondary preference given to students specializing in Native American and Indigenous Studies, as well as Africana and Environmental Studies majors.

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 430 (D2) AFR 390 (D2) AMST 430 (D2)

Writing Skills Notes: Emphasis on revision and writing process includes: One thesis paper at 15 pages (receiving critical feedback from professor and peers); one thesis paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process; one research proposal (including thesis outline and annotated bibliography of primary texts) with critical feedback from professor; student presentations and roundtable discussion based on the final paper.

Difference, Power, and Equity Notes: By the end of this course, students should be able to interpret how racialized and colonized peoples' visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation. In order to addresses such issues of difference, power, and equity, this course provides students with the necessary th
In this course, we will study the visual arts and culture of California after 1960 and consider the region's place in modern art history. We will focus on a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time. Diverse in scope, these shows explored important developments in postwar art in California, including feminist art, African American assemblage, Chicano collectives, Modernist architecture, craft, and queer activism. In this seminar, we will pursue research projects directly related to the art exhibitions we study, and examine southern California conceptualism, photography, performance, painting, sculpture (including assemblage and installation), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions, while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history.

Requirements/Evaluation: Several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages written in stages over the course of the semester. The course will feature synchronous online class meetings with some small discussion groups. Student presentations will be recorded offline and posted to GLOW.

Prerequisites: ARTH 102 - Grad Art exempt from ARTH 102 prerequisite

Enrollment Limit: 12

Enrollment Preferences: senior Art major and senior Latina/o Studies concentrators

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 462 (D1) AMST 462 (D2) ARTH 562 (D1) LATS 462 (D2)

Writing Skills Notes: There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Course themes of art and activism, borders and diaspora, globalism and modernism in the visual arts and how they intersect with the exploration of difference, power, and equity and the various ways that artists have produced works and developed practices that critically probe this intersection. Through discussion, presentations, and writing assignments students will develop skills in analyzing artworks and exhibitions that respond to and/or document social inequality and social injustice.
Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 488 (D2) AMST 488 (D2)

Writing Skills Notes: Students will write every week (essays and critiques) and receive feedback from their partners and from the professors. The final assignment of the semester is major revision of a one essay or critique. Students will receive feedback on their paper’s organization and argument as well as points of style. Since we will be reading both fiction and historiography, we will discuss as a group the different challenges each form poses to essay writing.

Difference, Power, and Equity Notes: African Americans writing during this time lived under the laws and customs of Jim Crow and White Supremacy. Lacking political power, they turned to the power of the written word. We will evaluate the way writing and fiction helped ameliorate (or not) the racial power structures.

Fall 2020
TUT Section: RT1 TBA Gretchen Long

ANTH 101 (F)(S) How To Be Human (DPE)
Is there such a thing as ‘human nature’? This course is an introduction to cultural anthropology (also known as social or socio-cultural anthropology), the study of human society in all its profound variety. Through deep, sustained, systematic participation in and observation of a particular social context, anthropologists seek to comprehend and illuminate the human condition. Anthropologists’ insights into the ways in which human institutions—language, economy, religion, social stratification, law, sexuality, art, the state, and many more—are culturally constructed and reproduced have transformed the way the world is understood. Puncturing ethnocentrism, anthropology’s attentiveness to the ideas and practices of cultures in every part of the globe vastly enriches the archive of human answers to human problems. The distinctive methods of the discipline enable anthropologists to discover patterns and phenomena not discernible in other modes of enquiry. With such findings anthropologists are able to make critical interventions in public discourse and to demonstrate how deeply we are all shaped by cultural forces.

Class Format: Hybridity is a beautiful and productive thing. In Fall 2020 we will have regular in-class lecture-and-discussion sessions once a week with virtual learners projected into the classroom and fully participant. The second meeting of the week will be a combination of ethnographic film viewings, synchronous and asynchronous group exercises and group presentations.

Requirements/Evaluation: weekly posts in response to readings, two group presentations, several short writing exercises, final exam

Prerequisites: first-year students and sophomores

Enrollment Limit: 25

Enrollment Preferences: first-year students; sophomores may enroll if there is room

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: The course is an introduction to cultural anthropology and deals extensively with race, ethnicity, religion, gender, etc., as cultural constructs creating social difference, hierarchies of power, and the creation of inequities in communities and societies. Readings in ethnography, social theory, and sociology are designed to give students a deeper appreciation of all these issues.

Fall 2020
LEC Section: H1 TR 11:30 am - 12:45 pm Joel Lee

Spring 2021
LEC Section: H1 MWF 11:45 am - 1:00 pm David B. Edwards

ANTH 138 (F) Spectacular Sex (DPE) (WS)

Cross-listings: WGSS 138 ANTH 138

Secondary Cross-listing
From Beyoncé’s Coachella performance to Donald Trump’s social media antics, spectacles captivate us. Spectacles may be live shows, media
events, or even everyday performances ranging from interactive advertisements to viral video sensations. But what are the uses of spectacle? Why are some compelling while others fall flat? How do spectacles control society or maintain social norms? And, importantly for our purposes, how does spectacle shape gender in society? Or from another angle, how does sexuality infuse spectacle? This tutorial introduces students to theories of spectacle ranging from the ancient Greeks to Marxist-inspired thinkers in the 20th century. In particular, we will examine how feminist thinkers have contributed to this literature and how theories of spectacle relate to questions of gender and sexuality. Our weekly readings focus on pairings of theoretical readings with writing on popular cultural examples and case studies. Some possible topics include sporting events, charity ad campaigns, music videos, political events, and social media.

Requirements/Evaluation: weekly response papers; students will also select past papers to develop and rewrite as more formal essays

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first- and second-year students; a statement of interest will be solicited from pre-registrants

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 138 (D2) ANTH 138 (D2)

Writing Skills Notes: This course requires significant attention to the craft of writing. Essential to this craft is the process of editing and rewriting materials with feedback from peers and professors. Students are expected to focus on improving analytical skills, critical thinking, and argumentation through attention to the writing process. They are also expected to give meaningful critical feedback on the writing of their peers. Students will select past response papers for development and rewriting.

Difference, Power, and Equity Notes: This course deals substantively with questions about privilege and power as they interact along the intersections of race, gender, sexuality, class, ability, and other axes of difference.

Fall 2020

TUT Section: RT1 TBA Gregory C. Mitchell

ANTH 208 (S) The U.S. and Afghanistan: A Post-Mortem (DPE)

Cross-listings: GBST 208 ANTH 208 ASST 208 PSCI 220

Primary Cross-listing

The United States attacked and defeated the Afghan Taliban regime over in the course of a few short weeks in 2001. Within a few years, the finality of that victory was brought into question as the Taliban regrouped and eventually reasserted itself as a formidable guerilla army that the U.S. military could not easily defeat. At the same time that it was facing a more difficult military challenge than anticipated, the United States got bogged down in the process of nation-building, as well as efforts at social reform. This course examines the history of American involvement in Afghanistan, beginning with the Cold War when the U.S. used Afghanistan as a test case for new models of political modernization and economic development. We will go on to discuss the U.S. support for Islamist political parties during the Soviet occupation of Afghanistan in the 1980s and the consequent rise of the Taliban, and the role of Afghanistan in the September 11th attacks and the "War on Terror" that followed. The course will conclude with a consideration of the impact and legacy of the two decades of nation-building and social reform carried out by the United States since 9/11.

Requirements/Evaluation: grading will be determined by class participation, two short essays, and a 15-page research paper

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Anthropology and Sociology majors, Global Studies concentrators, Political Science and Asian Studies majors will get preference

Expected Class Size: 15-20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 208 (D2) ANTH 208 (D2) ASST 208 (D2) PSCI 220 (D2)
Difference, Power, and Equity Notes: Among the topics relevant to power and difference to be considered in this course are the American support and later disavowal of Islamist political parties to advance US geopolitical goals, public relations efforts "to save Afghan women" after 9/11, and the uses and misuses of American military, economic, and political power to build a western-style democratic government and bring western-oriented social reforms to a society radically different from U.S. society.

Spring 2021
SEM Section: R1    WF 1:30 pm - 2:45 pm     David B. Edwards

ANTH 223 (S) Ethnic Minorities in China: Past and Present (DPE)
Cross-listings: ANTH 223 CHIN 223
Secondary Cross-listing
According to the most recent census conducted in China in 2010, of the 1.3 billion population of China, more than 110 million (8.49%) were ethnic minorities (shaoshu minzu). Most of the minority groups reside in autonomous regions and districts, which constitute 64% of China's total acreage. This course introduces students to the multiethnic aspect of China's past and present. We will ask the central question of "what is minzu" and address various topics such as the minority-group identification project; the definition of minzu (translated as "ethnic group," "nationality," or "race" by different scholars); the intersections between language, religion, tourism, diaspora and ethnicity; historical sino-centric views about "foreigners" and "barbarians" as well as the roles that "barbarians" have played in China's long history. We will examine how social differences and hierarchy are constructed and discuss how power plays in the shaping of "ethnicity." A multidisciplinary approach will be adopted for the course, taking in sources from anthropology, history, literature, ethnic studies, and cultural studies. Throughout the course, the pedagogical techniques of "intercultural dialogue" will be adopted to encourage students to discuss their own ethnic experiences and compare ethnic minority issues in China with similar issues in the United States. Students are also encouraged to come up with real-world solutions and strategies to deal with issues of racism, bias, and discrimination.

Class Format: The course will be offered remotely and adopt a learner-centered, quasi-tutorial format. Every week students will view recorded lectures and participate in an online discussion forum asynchronously. In addition, students will be placed into smaller groups and meet with the instructor once a week for synchronous discussions.

Requirements/Evaluation: class attendance, weekly quizzes, active participation in both the online discussion forum and in-class meetings, two short (5-page) response papers, and one final research paper (10-12 pages).

Prerequisites: none, open to all students; no knowledge of Chinese language required
Enrollment Limit: 15
Enrollment Preferences: current and prospective majors in the Department of Asian Studies, then to first-years
Expected Class Size: 15
Grading: no pass/fail option, yes fifth course option
Materials/Lab Fee: books and reading packet
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ANTH 223 (D2) CHIN 223 (D2)

Difference, Power, and Equity Notes: We explore the interactions between "power" and "ethnicity," "center" and "periphery" in the Chinese context and compare them with students' own experiences. Students are required to write one short response paper on their personal encounter with the concept of "race" or "ethnicity." For the final research paper, students are required to identify one problem among all the ethnic minority issues in the Chinese context and write a policy recommendation to make real-world changes.

Spring 2021
SEM Section: R1    TF 1:30 pm - 2:45 pm     Li Yu

ANTH 269 (F) Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience (DPE) (WS)
Cross-listings: REL 269 STS 269 ASST 269 ANTH 269
Primary Cross-listing
This course offers a social analysis and condensed genealogy of mindfulness from its roots as a Buddhist meditation practice through its modern application as a tool to improve our awareness of the related processes of mind, behavior, and emotions. We consider how mindfulness relates to Buddhist discourses and practices, and to the rapid rise of fields like contemplative neuroscience, affective neuroscience, and integrative neurobiology. How and why has the research on mindfulness and other applied meditative practices exploded since 2000? How has this research helped us understand and explain the intersection of mind, emotion, behavior, and human development? We critically examine the models of the mind developed by clinical and evolutionary psychologists and researchers in fields such as affective neuroscience to better understand the applications of mindfulness in the US today. Specifically, we consider how mindfulness and other forms of meditation are being used to improve the training of health care providers and educators, while augmenting and deepening the quality of their engagement with patients, students, and others they serve. We examine and train in a variety of meditation practices including mindfulness and forest bathing, while unpacking the subjective experience of our minds and emotions first-hand. Students will be asked to engage in mindfulness practices the entire semester.

Class Format: Offered in a hybrid format, but students are encouraged to attend in person if they can. Studies will be grouped in pairs or threesomes, that will meet in-person or remotely. Please email me (Kgutscho@williams.edu) to indicate whether you intend to take this class in-person or remotely.

Requirements/Evaluation: weekly tutorial papers and discussion

Prerequisites: A prior class or some experience with meditation is recommended

Enrollment Limit: 10

Enrollment Preferences: ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 269 (D2) STS 269 (D2) ASST 269 (D2) ANTH 269 (D2)

Writing Skills Notes: This class will involve weekly tutorial essays of 1200 or 600 words, written feedback on every essay, and a mid-semester 'writing chat' with the instructor.

Difference, Power, and Equity Notes: This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can alleviate pervasive and population-wide health issues in the US including rising rates of anxiety, depression, and other mental health issues that are exacerbated by stress related to social inequality and structural violence. It also explores the ways that mindfulness has been marketed as an elite and non-inclusive practice within the US.

Fall 2020
TUT Section: HT1 TBA Kim Gutschow

ANTH 301 (S) Sexual Economies (DPE)

Cross-listings: ANTH 301 WGST 301 AMST 334

Secondary Cross-listing

This course examines various forms of sexual labor around the world in order to better understand how gendered and sexual performances are used in a variety of cultures and contexts for material benefit. Our topics include "traditional" forms of sex work such as street prostitution, pornography, and escorting as well as other forms of sexualized performances for benefit such as stripping or camming. We also discuss current issues and debates about discourses of "sex trafficking." Course readings come from a range of fields, but focus most heavily on anthropology, sociology, American studies, and gender studies. The readings for this class will frequently foreground the lived experiences of sex workers from a variety of nations, races, classes, religions, and backgrounds in order to explore the broader social implications of our subject matter. The format is largely discussion-based, with short lectures supplementing the reading with summaries of current scholarly and activist debates. We have a variety of guest speakers to share their diverse lived experiences related to this topic.

Requirements/Evaluation: midterm essay exam, short quizzes, participation, Marco Polo video chat posts

Prerequisites: none, though WGST 101 and/or 202 may be helpful, but not required

Enrollment Limit: 14

Enrollment Preferences: based on statement of interest

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 301 (D2) WGSS 301 (D2) AMST 334 (D2)

Difference, Power, and Equity Notes: We pay particular attention to the intersecting questions of race, sexuality, gender, and class as we explore the political economy of commercial sex. The course teaches students to examine the underlying political and economic structures that create systems of privilege and power, thereby complicating questions and assumptions about sexual consent, coercion, agency, and empowerment with particular attention to race and gender in comparative transnational contexts.

Spring 2021

SEM Section: R1    MW 8:30 pm - 9:45 pm    Gregory C. Mitchell

ANTH 311  (S)  Islam and the Critical Study of Secularism  (DPE)

Cross-listings: ANTH 311  REL 311

Secondary Cross-listing

Since the Iranian Revolution of 1979, successive Islamist movements have sought to transform Muslim states along religious lines. In Euro-American discourses on political Islam, such blatant disregard for the separation of religion and state is often seen as a tragic failure of secularization. Islam, in other words, is understood as a religion out of place in the modern world. While the global resurgence of religion in the face of much scientific and material progress has tempered scholarly enthusiasm for the secularization thesis, contemporary Islamic religiosity is increasingly viewed as an aberration from the regular course of history. Moreover, as scholars rewrite the script of secularization by unearthing modern secularism's European-Christian heritage, they unwittingly bolster a narrative of civilizational difference between Islam and the secular West. Our understanding of Islam is thus inextricably tied to its oppositional framing as the other of secularism. In this course, we will critically assess Euro-centric representations of Islam as created through canonical and critical discourses on secularism. Rather than assuming a natural opposition between Islam and secularism, we will examine the various modalities of power, institutional formations, habits of thinking, normative presuppositions, and cultural and visceral sensibilities that configure their agonistic relationship. This examination amounts to deconstructing the very category of the secular in its cognitive and sensory dimensions. To accomplish this task, we will rely on the work of Talal Asad and his interlocutors in Religious Studies, Anthropology, Continental Philosophy, Postcolonial Studies, and Comparative Literature. The course content is divided into 2 modules. Module A: "Theorizations" will examine Euro-centric theories of secularism and problematize their portrayals of Islam as an intrinsically asecular religion. In Module B: "Secularism Beyond Europe," we will read postcolonial critiques of secularization and examine its alternative trajectories in non-European contexts. Crucially, we will shift from a conventional emphasis on the state by comparing Islamic and secular disciplines of subject formation. By the end of the course, students will be able to appreciate how secular legal, political, and cultural institutions have re-defined religion in the modern world. Further, they will be able to discern the ways in which contemporary Islamic movements are both responses to and manifestations of a global secular condition.

Class Format: This course will be conducted online in its entirety and will rely on a combination of synchronous and asynchronous modes of learning. The synchronous component will consist of weekly class meetings via Zoom. A discussion leader will be assigned once a week to present on the week's readings and lead class discussion. The asynchronous component will consist of weekly reading responses (500 words each), 2 essays (1,000 words each), and a final paper (2,500 words).

Requirements/Evaluation: Weekly Reading Responses (500 words each): 30%; 2 Essays (1,000 words each): 20%; Attendance and Class Participation: 10%; Term Paper (10 double-spaced pages/2,500 words): 40%. Note: Out of the 13 weekly reading responses, you can choose to skip a maximum of 3

Prerequisites: None.

Enrollment Limit: 19

Enrollment Preferences: Juniors and seniors.

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 311 (D2) REL 311 (D2)

Difference, Power, and Equity Notes: This course will sensitize students to the intractable difficulties of securing religious freedom, diversity, and tolerance under secular law. Students will gain a nuanced historical understanding of the role of Islam as a political force in postcolonial Muslim
societies and its implications for religious minorities. Notably, they will understand how religiously motivated forms of violence and oppression are often deeply imbricated with secular power and institutions.

Spring 2021
SEM Section: R1  TR 6:45 pm - 8:00 pm  Sohaib I. Khan

ANTH 371  (F)  Medicine and Campus Health in Disruptive Times  (DPE)

Cross-listings:  STS 370  WGSS 371  ANTH 371

Primary Cross-listing

This class uses the methods and theories of critical medical anthropology and medical sociology to help students design and pursue innovative ethnographic projects that explore campus health or community health. Students will use an array of ethnographic techniques such as observant participation, interviewing, focus groups, and qualitative surveys to explore our campus community comprised of students, faculty, and/or staff, that build on weekly discussions, feedback, and design exercises. We situate our campus health projects within the wider context of how power and intersectionality inflect and structure health and well-being locally and globally. Our case studies explore how structural racism shapes medical education, pediatric care, and maternity care in the US, how the spread of US psychiatry inflects the landscape of global mental health, and how queer activism responded to the HIV/AIDS crisis. We consider how disruptive moments like COVID-19 or HIV/AIDS can serve as focal moments in social history that reveal underlying inequalities of health outcomes and access. We attend to the parallel roles of narrative in medicine and ethnography, as we contrast the discourse of providers & patients as well as researchers & interlocutors. Throughout our goal is to better understand the strengths and limits of ethnographic inquiry while exploring the challenges of collaborative and participatory research within communities always already structured by power, privilege, and engaged practices.

Class Format: Offered in hybrid format, yet students are encouraged to attend in person if they can. Students will be grouped into in-person or remote sections and can be reassigned during the semester if they request or require it for health reasons. Students should complete all assignments, weekly exercises, and attendance in class discussion. Please email me (Kgutschow@williams.edu) to indicate whether you plan to attend in person or remotely.

Requirements/Evaluation:  Three written fieldnotes, weekly attendance and other writing exercises, midterm and final presentations on fieldwork projects

Prerequisites:  none, but a class in Anthropology, Sociology, Science & Technology Studies, or other social science is recommended

Enrollment Limit:  20

Enrollment Preferences:  Majors in Anthropology, Sociology, Women's, Gender and Sexuality Studies; Concentrators in Public Health, Science and Technology Studies

Expected Class Size:  20

Grading:  yes pass/fail option,  no fifth course option

Distributions:  (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
STS 370 (D2)  WGSS 371 (D2)  ANTH 371 (D2)

Difference, Power, and Equity Notes:  This class examines the intersection of race, gender, class, and sexuality in structuring health outcomes, well-being, and access to health resources. It theorizes the ways that intersectionality shapes health of individuals and societies, including patient/provider encounters and efforts to 'improve' community health within contexts of social inequality and social suffering.

Fall 2020
SEM Section: H1  WF 1:30 pm - 2:45 pm  Kim Gutschow

ARAB 109  (S)  The Iranian Revolution  (DPE)  (WS)

Cross-listings:  ARAB 109  HIST 109

Secondary Cross-listing

The Iranian Revolution was a major turning point in world history that resulted in the establishment of the Islamic Republic of Iran. This tutorial will evaluate the causes and impact of the revolution and how this seminal event continues to have widespread repercussions around the globe. The first weeks will explore the history of pre-revolutionary Iran with special attention to religious and intellectual trends such as the ideas of Ayatollah Ruhollah
Khomeini, Jalal al-e Ahmad, and Ali Shariati. We will then evaluate the revolution itself including the US hostage crisis, the downfall of the Shah Muhammad Reza Pahlavi Shah, and how Khomeini’s vision of society became paramount. Finally, we will explore the aftermath of the revolution including Iran’s geopolitics, the nature of the theocratic system in Iran as well as how the revolution impacted every day lives of Iranians in Iran and abroad particularly how they reflect on the revolution in memoirs, films, and literature.

Class Format: Hybrid

Requirements/Evaluation: Weekly meetings. Weekly papers - either a 5 page primary paper or a 2-3 page response paper.

Prerequisites: No prerequisites.

Enrollment Limit: 10

Enrollment Preferences: First Years and Sophomores.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 109 (D2) HIST 109 (D2)

Writing Skills Notes: As a tutorial, students are expected to regularly write analytical and critical papers on the readings. They will receive regular and consistent feedback from the instructor and their partner and will be given the opportunity to re-write some of their assignments.

Difference, Power, and Equity Notes: The Iranian Revolution, like other major social movements, offered a compelling critique of the status quo and promised a more just society that would be more equitable for all Iranians. The tutorial will consider the relationship between the rhetoric of the Revolution and the lived reality, especially how this seminal event impacted the lives of ordinary Iranians. Was the Revolution simply a change in the composition of the political elite or did it yield new realities and more access for Iranians

Spring 2021

TUT Section: HT1 TBA Magnús T. Bernhardsson

ARAB 201 (F) Intermediate Arabic I (DPE) (WS)

This course will build on the students' acquisitions in Arabic 102 to consolidate their learning of the Modern Standard Arabic and one variety of spoken Arabic. In addition to expanding students' vocabulary and enhancing their communication skills, the course will deepen their knowledge and use of grammar in both speaking and writing. Upon successful completion of this course, students will be able to hold conversations in Arabic with some fluency on a variety of topics while developing cultural appreciation of Arabic-speaking countries.

Class Format: Three 75-minute sessions. The class will be taught remotely synchronously three times a week, with asynchronous online material.

Requirements/Evaluation: quizzes, tests, homework, and active class participation

Prerequisites: ARAB 102 or placement test

Enrollment Limit: 12

Enrollment Preferences: If the course is overenrolled preference will be given to those who intend to major or do a certificate in Arabic.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: This course involves a great deal of writing, ranging from vocabulary and grammar-focused exercises to written assignments about a variety of topics. Students will receive extensive and timely feedback on this written work.

Difference, Power, and Equity Notes: Any language is the locus of issues of difference, power, and equity. Students will learn about gender and pronouns. They will wonder why Arabic does not have a gender neutral pronoun. Students will understand how Arabic acts as a dominant language in places minority languages in the Middle East and North Africa. Students will emerge from the course with a critical understanding of Arabic language's politics.

Fall 2020

SEM Section: R1 MWF 10:00 am - 11:15 am Radwa M. El Barouni
ARAB 209  (S) Saharan Imaginations  (DPE) (WS)

Cross-listings: ARAB 209  ENVI 208  COMP 234

Primary Cross-listing

Literary representations of the Sahara challenge facile assumptions about this undertheorized place. Approached mainly through the prism of adventure and exploitation, the desert is portrayed as a dead space. However, literature and film furnish a unique opportunity to engage critically with the ways Maghrebi and Middle Eastern culture production represents deserts and raises issues of fundamental importance to these societies. This course offers students the opportunity to engage in close readings of novels and film through the theme of the Sahara and Saharan space. Reading through the politics of human mobility and life in the desert will help students to understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the Saharan sub-genre of African and Middle Eastern literatures. Whether grappling with transcontinental issues of climate change, cannibalization of biodiversity or overexploitation of natural resources, desert-focused cultural production invites us to think critically about the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature. Deconstructing reductive Saharanisms, students will see the desert for what it is, rather than what it is portrayed to be or stand for.

Class Format: hybrid

Requirements/Evaluation: active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper.

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Students are admitted into the course on a first-come-first-serve basis. If the course is over-enrolled, preference will be given to Arabic Studies and Comparative Literature majors and certificates.

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)  (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ARAB 209 (D1) ENVI 208 (D1) COMP 234 (D1)

Writing Skills Notes: Students will receive constant and extensive feedback on their written work. Students will write regular weekly responses on Glow, a reflection statement, two 5pp. papers for midterms, and one 10pp. final paper.

Difference, Power, and Equity Notes: Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.

Spring 2021

SEM Section: H1  MW 10:00 am - 11:15 am  Brahim El Guabli

ARAB 242  (S) Women, Gender, and Sexuality in Islam  (DPE)

Cross-listings: REL 242  WGSS 242  ARAB 242

Secondary Cross-listing

The figure of the Muslim woman is an object of intense scrutiny in Western society. Claims that Muslim women are oppressed and the incompatibility of Islam and feminism abound. This course will consider women and gender roles in the Islamic tradition and how Muslim women have interpreted and negotiated these discourses. We will explore questions of masculinity, femininity, and sexuality across various historical periods as well as through contemporary Muslim feminist scholarship and literature (including film and novels). We will begin with insights into the politics of representing Muslim women, exploring how Muslim women are depicted in popular culture and media and ask the crucial question: do Muslim women need saving? We will then explore: how Muslim women have claimed religious authority through scriptural interpretation; how they have negotiated their position in Islamic law both historically and in contemporary Muslim societies; and the lives of pious women in Sufism—the mystical tradition of Islam. We will conclude with Muslim feminist scholarship and recent works on Islamic masculinities. Throughout the course, emphasis will be placed on the diversity of interpretations in Islam around women, gender, and sexuality and on Muslim women's own articulations about their religious identity and experiences.

Some of the topics covered in this course include: marriage and divorce, slavery, modesty and veiling, and homosexuality.

Requirements/Evaluation: weekly discussion post, midterm essay, and final paper (6-8 pages)

Prerequisites: none
Enrollment Limit: 19

Enrollment Preferences: Religion, Women's, Gender and Sexuality Studies and Arabic majors

Expected Class Size: 14

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 242 (D2) WGSS 242 (D2) ARAB 242 (D2)

Difference, Power, and Equity Notes: This course explores the relationship between gender, authority, and civilizational discourse. To that end, the course will explore: 1) how assumptions about gender shaped the legal and Quranic exegetical tradition and Muslim feminist critiques. 2) The construction of the oppressed Muslim woman in justifying military invasion and nationalistic rhetoric. This course will introduce students to critical tools in decolonial feminism and the relationship between gender and power.

Spring 2021

SEM Section: R1    TR 9:45 am - 11:00 am     Saadia  Yacoob

ARAB 302  (S) Advanced Arabic 2  (DPE) (WS)

A continuation of Advanced Arabic 1, ARAB 302 aims to reinforce students' listening, reading, writing, and speaking skills in Arabic through a deeper engagement with authentic materials in Modern Standard Arabic. Built around a plethora of texts and audiovisual materials, the course seeks to assist students to develop their language and critical thinking skills in Arabic. Situated at the intersection of language learning and content teaching, this course will prepare students for more scholarly engagement with and in MSA in the fourth year. Like ARAB 301, the course will be conducted entirely in Arabic.

Class Format: course offered remotely

Requirements/Evaluation: quizzes, exams, presentations, papers, midterm examinations, and projects

Prerequisites: ARAB 301 or equivalent

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies, or students who completed ARAB 301

Expected Class Size: 6

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)  (DPE) (WS)

Writing Skills Notes: In addition to the weekly writing assignments of 400-word essays, students will produce four portfolios that will involve a careful process of revisions. Each portfolio will include a series of critical reflections on graphic novels and visual storytelling in Arabic. The portfolio will be based on rigorous research in Arabic recourses, summary and essays that can range to 800 words.

Difference, Power, and Equity Notes: As a content course, ARAB 302 will focus on graphic novels, graffiti and caricature in contemporary Arab visual culture. Most of the texts assigned will address the particularity of political language involved in this form and its popularity among Arab youth (and adults) as a cultural expression of dissent. The selected texts will also expose students to stories about class struggle, gender inequality, the social struggles of immigrants and refugees.

Spring 2021

LEC Section: R1    TR 11:30 am - 12:45 pm M 11:45 am - 1:00 pm   Amal  Eqeiq

ARAB 307  (F) To Die For? Nationalism in the Middle East  (DPE)

Cross-listings: HIST 307  ARAB 307

Secondary Cross-listing

In 1932, or twelve years into his rule and twelve years after the establishment of Iraq, King Faysal I lamented that there were "no Iraqi people but only unimaginable masses of human beings, devoid of any patriotic idea, imbued with religious traditions and absurdities, connected by no common tie."

This course will consider how true the King's statement still holds by evaluating the various attempts at state and nation building in the modern Middle East. Some of the more prominent questions that this course will examine include: What is a nation? What are essential characteristics of a nation?
Who are a people? Why are people ready to die for the nation? And who is included and excluded in the nationalist narrative? After assessing some of the more influential theories of nationalism, we will explore the historical experience of nationalism and national identity in Egypt, Israel, Turkey, Iran, and Iraq. What has been at the basis of nationhood? How did European concepts of nation translate into the Middle Eastern context? What was the role of religion in these modern societies? How did traditional notions of gender effect concepts of citizenship? We will also explore some of the unresolved issues facing the various nations of the Middle East, such as unfulfilled nationalist aspirations, disputes over land and borders, and challenges to sovereignty.

Class Format: A hybrid course for students who are both on campus and remote. Depending on the number of students, the course will primarily be taught seminar style on campus following appropriate social distancing guidelines or in the tutorial format with a mix of on campus and remote groups. Some class meetings may be remote and asynchronous but this will mostly be a synchronous campus class.

Requirements/Evaluation: There will be several options to fulfill the requirements of this course including a weekly journal, oral exam or a final research paper (12-15 pages).

Prerequisites: None.

Enrollment Limit: 15

Enrollment Preferences: History and Arabic Studies majors, seniors, and students with a demonstrated interest in the Middle East.

Expected Class Size: 8-10

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 307 (D2) ARAB 307 (D2)

Difference, Power, and Equity Notes: This course examines the power of the state to decide who is included and not included in the nationalist narrative. How does it seek to promote unity and how does it explain differences within and outside of society? Though nationalism can be a very powerful unifying factor, this course will also consider examples where nationalism has the opposite effect.

Fall 2020

SEM Section: H1 MWF 11:45 am - 1:00 pm Magnús T. Bernhardsson

ARAB 323 (F) Born to be Wild: Rethinking Animals in Pre-modern and Modern Texts (DPE)

Cross-listings: COMP 323 ARAB 323 ENVI 321

Primary Cross-listing

In the past few months, images of dolphins appearing in the Venetian canals, and wild animals roaming eerie looking post-apocalyptic deserted streets have gone viral. The majority of these images have proven to be fake, however their popularity was witness to people's hope that we can "reset" the environment and a yearning to reframe animals' positionality vis-à-vis their habitats and humans. Using critical lenses from ecocriticism and animal studies, we will be exploring texts from non-Western traditions in which animals figure strongly from pre-modern times to the age of the Anthropocene. The focus will be on Arabic, Persian and Turkish texts all in translation. The course will be traversing several genres and texts from Pre-Islamic poetry, the Quran, the 10th century Ikhwan as-Safa's epistle The Case of Animals versus Man Before the King of the Jinn, the fables of Kalila and Dimna, Farid ed-Din 'Attar's Conference of Birds, travelogues, paintings, contemporary film till we reach recent fiction with cyborgs and drones. Throughout the course, we will be examining themes such as diverse conceptualizations of what it means to be an "animal", what constitutes' animal agency and animal subjectivity irrespective of humans and their often utilitarian lens. We will do this by investigating how animals through these texts have been represented, imagined and reconfigured whether allegorically or otherwise as communities and in relation to humans and the environment and the implications of that. Finally, we will explore what a poetics of animal studies in these cultural and literary traditions could look like. The course will consist of multiple forms of evaluation like participation, Glow posts, essays, experiential reflections and creative tasks.

Class Format: This class will be offered remotely synchronously twice a week (75 minutes each session), in addition to prerecorded asynchronous material at times.

Requirements/Evaluation: The course will consist of multiple forms of evaluation like participation, Glow posts, essays, experiential reflections and creative tasks.

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: Arabic majors, Comparative Literature Majors, Environmental Studies Majors and Arabic certificate holders.
ARAB 363 (F) Where are all the Jews? (DPE) (WS)

Cross-listings: REL 268  ARAB 363  COMP 363  JWST 268

Primary Cross-listing

Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israelite Universelle’s schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews’ departure from their ancestral lands left a socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, ethnographies, historiographical works, and anthropological texts alongside documentaries films, the students will understand how literature and film have become a locus in which amnesia about Arab/Berber Jews is actively contested by recreating a bygone world. Resisting both conflict and nostalgia as the primary determinants of Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

Class Format: The course will be offered both in-person and remotely. Students enrolled remotely are required to watch the recorded videos of the in-person sessions in order to stay abreast of the discussions that take place in the classroom and enrich their engagement with the materials assigned in the course.

Requirements/Evaluation: 400-word weekly, focused responses on Glow; a book review (600 words); two five-page papers as mid-terms; one ten-page final paper; one presentation.

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students interested in critical and comparative literary, religious or historical studies.

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on their writing skills. Students are required to incorporate the feedback to improve their drafts before they become final. Students will receive detailed and consistent feedback about their writing in Arabic language. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Students in this course will understand the historical process that lead to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.
ARAB 369 (S) Indigenous Narratives: From the Fourth World to the Global South (DPE) (WS)

Cross-listings: GBST 369 HIST 306 COMP 369 ARAB 369

Secondary Cross-listing

In the late 20th century, world literature has witnessed a “boom” in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this “indigenous boom” by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Tashelhiyt Berber tales in Morocco, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

Class Format: Course will be offered remotely.

Requirements/Evaluation: active class participation, several short response assignments (3-4 pages), two film reviews (1 page), a performance project, and a final paper (7- to 10 -pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 369 (D2) HIST 306 (D2) COMP 369 (D1) ARAB 369 (D1)

Writing Skills Notes: This course will enable students to write weekly while engaging with various forms of writing skills: articulating arguments in short response papers (3-4 pages each), developing visual criticism through writing two film reviews, (1 page each), journaling through writing a personal reflections on a performance project, and honing research language in producing a final paper of 7-10 pages. Instructor’s feedback and peer review sessions will include review of drafts and argumentative structures.

Difference, Power, and Equity Notes: At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.

Spring 2021

SEM Section: R1 MR 1:30 pm - 2:45 pm Amal Eqeiq

ARAB 401 (F)(S) Topics in Advanced Arabic: Contemporary Arab Cinema (DPE) (WS)

The Arab world is a fascinating region with rich traditions and vibrant societies. Through an exploration of contemporary Arab cinema, this course will introduce you to issues in modern Arab societies that represent the diversity of the region as well as the shared concerns and challenges. We will analyze select movies and texts, exploring how Arab filmmakers represent social, political, and economic change and realities in their societies. Some topics include nationalism and national identity, gender identities, civil wars, religion, social justice, and the recent revolts. The course will be conducted in Arabic, and we will employ linguistic and paralinguistic analyses of the movies as a means to explore modern Arab thought and cultures.

Class Format: The course will be offered remotely (Final course format to be determined closer to the semester)
Requirements/Evaluation: class participation, daily writing and reflections, quizzes, blogs, leading a movie discussion, and a final project.

Prerequisites: ARAB 302 or equivalent.

Enrollment Limit: 19

Enrollment Preferences: if the course is overenrolled, preference will be given to Arabic majors.

Expected Class Size: 5-7

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will engage in daily writing and reflections involving prose responses to discussion prompts, movies, YouTube videos, articles, and quiz prompts. The students will also write blogs, a minimum of one speech, and a 5-7 pp. final research paper. The instructor will give daily feedback on students' writing as well as training in writing skills to advance their writing abilities.

Difference, Power, and Equity Notes: The students will engage in an exploration of social, political, and economic realities in Arab societies. They will examine similarities and differences across a variety of contexts involving differential power dynamics, biases, and gender roles. They will reflect on issues of power based on internal and external factors in these societies as positioned in a region torn by political, social, and religious conflicts.

Fall 2020
SEM Section: H1    MW 1:30 pm - 2:45 pm     Brahim El Guabli

Spring 2021
SEM Section: R1    MW 1:30 pm - 2:45 pm     Lama Nassif

ARAB 408  (F)  Appropriating History. Who Owns the Past? (DPE) (WS)

Cross-listings: HIST 489  ARAB 408

Secondary Cross-listing

Who owns the past? How have modern states appropriated history? The political use of history is a critical ingredient in any nationalist discourse. In such narratives, the selective utilization of archaeology and ancient history often serves important functions in articulating a conscious and deliberate national history. Thus, in nationalist renderings, archaeological sites and artifacts are not merely relics of the past; they can also be potent and conspicuous symbols of national identity for the modern nation-state. In the Middle East, with its rich archaeological heritage, the relationship among politics, nationalism, and archeology has been particularly strong and interesting. This tutorial addresses the powerful nexus between history and nationalism with a special emphasis on the Middle East. It will explore the battle over who controls history and the "stuff" of history such as antiquities, land, heritage sites, and museum exhibitions and how that control has expressed itself in several Middle Eastern countries, including Iraq, Israel, Turkey, Egypt, Lebanon, and Iran. Furthermore, it will discuss how archaeology entered the political discourse, the ethics of repatriation and appropriation, and archaeology's role in contested terrains and political disputes.

Class Format: This tutorial can be taken entirely Remote. On campus students may request in-person tutorial sessions, pending the agreement of other students and the availability of appropriate rooms.

Requirements/Evaluation: Format: tutorial. Requirements: 5-7 page essays or 2-3 response papers due each week

Prerequisites: None, though a demonstrated interest in the Middle East is important.

Enrollment Limit: 10

Enrollment Preferences: Seniors and to History and Arabic Studies majors.

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 489 (D2) ARAB 408 (D2)

Writing Skills Notes: As a tutorial, students will receive extensive feedback on their writing each week both from the professor and their partner. Further, students will be given the opportunity to rewrite two of their papers in light of the criticism that they receive during the semester.

Difference, Power, and Equity Notes: This is a tutorial on a particular form of power, namely how the powerful seek to control the past. The ultimate question that this tutorial seeks to answer is: who owns the past? Which history is emphasized and which histories are overlooked? How do modern nation states in different Middle Eastern states cherry-pick the past in order to maintain and develop a national narrative that is suitable to the political
and economic powers often at the expense of religious or linguistic minorities.

Fall 2020
TUT Section: RT1    TBA    Magnús T. Bernhardsson

ARTH 103  (F)  East Asian Art  (DPE)
Cross-listings:  ASST 103  ARTH 103
Primary Cross-listing

This course is an introduction to the history of East Asian art from prehistory to the present with particular emphasis on China, Korea, and Japan. Through four thematic units (memorialization, religion, nature, and identity), we look at artworks in their original contexts and consider how cross-cultural exchanges stimulated new interpretations across time and space. We examine a broad range of objects including ritual bronze vessels, Buddhist temples, landscape paintings, woodblock prints, and installations. We also discuss these artworks in relation to other forms of creative expression such as ritual practice, performance, and literature. How is East Asia defined geographically and culturally? How did the exchange in ideas, trade, and travel impact the formation of East Asian art? How do artworks and artifacts help us understand East Asia's past? These fundamental questions guide our discussion. Through this course, students learn to think critically about shared and diverse human experiences across cultures and historical periods. Students also reflect on historiographical issues surrounding East Asian art and analyze why certain types of artworks were historically underrepresented in museum spaces and academic scholarship. To contribute to public knowledge, students will also develop and edit a Wikipedia page on an artwork or artist of their choice. Visits to the Williams College Museum of Art and Special Collections also form an integral part of the course.

Class Format: Some classes may be conducted at WCMA; course content will be delivered asynchronously; interactive activities will take place in synchronous sessions.

Requirements/Evaluation:  Class participation, open-book midterm and final exam, 4 object or reading response papers (2-3 pages in length), key work presentation (5-7 minutes long), Wikipedia page editing project and presentation (5-7 minutes long)

Prerequisites:  none

Enrollment Limit: 30

Enrollment Preferences:  Open to all students regardless of major

Expected Class Size: 30

Grading:  yes pass/fail option,  no fifth course option

Distributions:  (D1)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 103 (D1)  ARTH 103 (D1)

Difference, Power, and Equity Notes:  This course fulfills the Difference, Power, and Equity requirement by investigating the ways that migration and cross-cultural exchange shaped artistic developments in East Asia. Students will reflect on the cultural production of diverse peoples and traditions within this geographical region and confront the ways in which historical legacies of imperialism and colonialism continue to shape international relations.

Fall 2020
LEC Section: H1    WF 1:30 pm - 2:45 pm    Carolyn J. Wargula

ARTH 105  (S)  Arts of South Asia  (DPE)
Cross-listings:  ASST 107  ARTH 105
Primary Cross-listing

South Asia, which includes the modern-day nations of Afghanistan, Pakistan, India, Bangladesh, Sri Lanka, Nepal, Bhutan and Maldives, is often compared to the European continent. Regional societies in the Indian "subcontinent" are as distinct from each other as those of Italy, Germany and France. Similarly, they also differ in their language, dress, diet, rituals and politics. However, parallel to the wealth of diversity, South Asia also demonstrates a rich history of interconnectedness. This complex web of culture, language, religion and politics is best manifested in the arts of the region. How does visual culture reflect regional variations? How does a survey of artistic style and iconography help uncover networks of exchange
across South Asia? What role did the arts play in the expression of religious traditions such as Buddhism, Hinduism, Jainism and Islam? With these questions in mind, this course is designed as a survey of the arts of South Asia starting with the height of the Indus Valley Civilization in 2600 BCE and ending in 1857 CE, a date that marks the cessation of independent rule in South Asia. Using the study of architecture, painting, sculpture and textiles, students will learn how to make stylistic and iconographic analyses, while also improving their art historical writing and analytic skills.


Prerequisites: none, open to all students

Enrollment Limit: 25

Enrollment Preferences: First years, sophomores and juniors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ASST 107 (D1) ARTH 105 (D1)

Difference, Power, and Equity Notes: In addition to a survey, the course also highlights the conceptual differences between the arts of South Asia and Western constructs of art and culture. The survey will analyze how South Asian art was codified and examined during the colonial and post-colonial periods, and how that understanding has come to define the field over the last century. The course will encourage students to challenge longstanding biases and assumptions when studying these artworks.

Spring 2021
LEC Section: R1 MW 10:00 am - 11:15 am Murad K. Mumtaz

ARTH 106 (S) An Invitation to World Architecture (DPE)

What is architecture? Built form? Object? Space? How do we think about architecture as we move around, within, and through it? What can architecture tell us not only about material, design, and engineering, but also about the individuals, groups, and communities who make it? These inquiries provide the starting points for thinking about what architecture means as concept, space, and practice, and how it affects the ways in which human beings experience the world. As the primary mode through which we organize our lived reality, architecture not only channels human behavior into specific repertoires of action and reaction but also symbolizes beliefs, value systems, and ideas about the self, gender, nation, race/ethnicity, community, life, death, and the transcendent. Such themes, thus, constitute the critical lenses that students will use over the course of the semester to unpack how structural form has and continues to define the human condition in the broadest sense. Drawing from a variety of texts and examples that emphasize the diversity and complexity of architectonic traditions around the world, this course will analyze how individuals have employed architectural strategies to solve the problems of living within diverse contexts and how such spaces not only provide meaning in everyday life but also actively and dynamically order the world as space, object, environment, text, process, and symbol.

Class Format: Remote

Requirements/Evaluation: weekly discussion question submissions on GLOW, weekly written responses to class prompts, 1 individual presentation per student, group class projects

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: First / second years and senior art majors who need a 100-level course to fulfill their major requirements

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course fulfills DPE requirements in two ways. First, it unsettles established presuppositions, biases, and predispositions that have positioned the "West" as "best" in canons of architectural history. Secondly, it explores how architecture - past and present - communicates, supports, and/or resists hierarchies of power and socio-political influence in society by acting as modes of propaganda, tools of imperialism, sites of resistance, and/or spaces of affirmation.

Spring 2021
ARTh 207 (F) "Out of Africa": Cinematic Portrayals of a Continent  (DPE) (WS)

Cross-listings: ARTH 207 AFR 207

Primary Cross-listing

This tutorial provides a focused study of the politics / poetics of visualization and identification associated with film and cinema about Africa from past to present. From colonial-era propaganda newsreels about Africa’s ‘fighting men’ to contemporary white-savior narratives that exploit current socio-political ruptures on the continent for epic effect, films about Africa produced by a primarily Western cinematic regime have proven themselves to be highly effective apparatuses for framing “Africa” as a concept to be summoned time and time again to tell different stories for different audiences, and in doing so privilege particular viewpoints and imaginaries. This tutorial will provide a space for robust discussion and debate about the various representative tropes, conceptualizations, and visualizations that have been used to shape the contours of “Africa” as understood by a primarily Western audience from past to present, and how these same tropes in many ways have come to define the nature of the relationship between film / cinema and the continent over the history of their engagement. In doing so, it will also address how strategic displays and narratives deployed by cinematic productions often support specific power dynamics that locate an idea of “Africa” within paradigms of specific cultural and political understanding. In zeroing in on how such films promote targeted realities for people and places within the continent, this tutorial will address how “Africa” in Western film and cinematic traditions is positioned within a particular framework of understanding that is more often than not irrevocably tethered to a Western imaginary.

Class Format: This tutorial will be predominantly remote, with student pairs meeting with the instructor on a weekly basis via google hangouts. There may be options for in-person events as the semester progresses, but this is to be determined.

Requirements/Evaluation: targeted bi-monthly writing assignments (5-7 pages in length) and bi-monthly peer response papers (2 pages in length)

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Art History majors and seniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTh 207 (D1) AFR 207 (D2)

Writing Skills Notes: This course fulfills Writing Skills requirements through its focus on the development of writing proficiency in terms of writing mechanics, syntax, and organization. It is also designed to help students craft a general approach to formulating a well-articulated, compelling argument. Students will receive extensive feedback on bi-monthly writing assignments from both the instructor and their peers as well as a comprehensive mid-semester critique from the instructor.

Difference, Power, and Equity Notes: This course fulfills DPE requirements through its exploration of issues of ‘authentic’ representation as they have been applied to representations of “Africa” displayed within the contexts of Western film and cinema. Through discussions of cultural capital and the politics of representation, students analyze how a general African ‘identity’ has been dictated by Western film culture and how this hegemony is currently being disrupted by an emergent generation of African artists and filmmakers.

Fall 2020

TUT Section: RT1 TBA Michelle M. Apotsos

ARTh 246 (F) Do You See What I See?! Museum Culture  (DPE)

We are all entangled in global visual culture, an endless stream of images, information, and experiences. However, how we make meaning of it depends on so many variables--who we are, where we are, and what we view and value. It also depends on what tools we bring to bear, especially in such challenging times! A critical question is how “art” figures and what agency it wields among people. By extension, what role do museums play in the education of individuals and the formation of communities? This class is an opportunity to explore these issues with particular reference to our own institution (Williams College Museum of Art or WCMA) and the objects enshrined therein. We will consider how the collection has grown and changed over time, and compare that trajectory with those of other museums to broaden our inquiry. How, for example, are local and/or globalizing agendas manifest in exhibitions and acquisitions? And how does the heritage industry factor in transnational museum culture? Along the way, we will consider
diverse materials—from oil painting to wooden sculpture, numismatics to manuscripts, photography to performance—and how different cultures might be presented, distorted and even erased in gallery installations and public spaces. A primary focus will be the role of curators—what do they do and how does their work help to shape the world we occupy? This will be a hands-on class beginning with the following question: What have YOU curated lately?

**Class Format:** Class will be synchronous and remote. We will use Power Point and Zoom to support discussion about visual materials.

**Requirements/Evaluation:** Mandatory class attendance and substantive participation, weekly Glow Posts, curatorial term project.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Sophomores and majors.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** We will cover museums in diverse cultures, serving differences of power and communities of difference. The geographic spread will encompass the "Orient", Europe and America.

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**ARTH 311 (S) Women and Art in East Asia (DPE)**

**Cross-listings:** ARTH 311 ASST 311

**Primary Cross-listing**

For over a thousand years, women in East Asia profoundly influenced the development of the visual arts, yet their formidable presence remains largely hidden. This seminar explores the critical roles women played as patrons, artists, and collectors of the arts in China, Korea, and Japan. We cover historical periods from the 10th century to the present day and discuss both traditional and nontraditional media including painting, sculpture, photography, embroidery, and even inkstones. Topics include didactic paintings for women in the Song court, calligraphy and painting as gendered modes of expression in Heian period Japan, the revival of Buddhist arts in Korea under the patronage of imperial women, and artworks by modern and contemporary artists that contest dominant representations of gender and sexuality. The course does not simply focus on artistic production, but also contextualizes these topics in light of emergent theorizations and readings on femininity, feminism, and the sexual politics of representation. Along with a final research paper, students will generate a substantial Wikipedia entry on a certain aspect of the course to promote the coverage of women and the arts online. No prior knowledge of Asian art history is required or assumed.

**Requirements/Evaluation:** Class participation, 4 object or reading response papers (2-3 pages), Wikipedia page editing project and presentation (5-7 minutes long), and 12-15-page final research paper (written in stages over the semester including a 15-minute presentation)

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Art History and Asian Studies majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 311 (D1) ASST 311 (D1)

**Difference, Power, and Equity Notes:** This course fulfills the Difference, Power, and Equity by exploring the construction of gender in relation to power. We discuss how Daoist, Confucian, Shinto, and Buddhist ideas historically shaped attitudes toward women and address the ways in which colonialism and Orientalism shaped understandings of gender differences and roles in East Asia. Students will be introduced to theoretical texts of feminism and postcolonialism and learn to identify key issues to the feminist art historical project
ARTH 462  (F)  Art of California: Pacific Standard Time  (DPE) (WS)

Cross-listings:  ARTH 462  AMST 462  ARTH 562  LATS 462

Primary Cross-listing

In this course, we will study the visual arts and culture of California after 1960 and consider the region's place in modern art history. We will focus on a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time. Diverse in scope, these shows explored important developments in postwar art in California, including feminist art, African American assemblage, Chicano collectives, Modernist architecture, craft, and queer activism. In this seminar, we will pursue research projects directly related to the art exhibitions we study, and examine southern California conceptuality, photography, performance, painting, sculpture (including assemblage and installation), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions, while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history.

Requirements/Evaluation: Several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages written in stages over the course of the semester. The course will feature synchronous online class meetings with some small discussion groups. Student presentations will be recorded offline and posted to GLOW.

Prerequisites:  ARTH 102 - Grad Art exempt from ARTH 102 prerequisite

Enrollment Limit:  12

Enrollment Preferences: senior Art major and senior Latina/o Studies concentrators

Expected Class Size:  12

Grading:  no pass/fail option, no fifth course option

Distributions:  (D1)  (DPE)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ARTH 462 (D1) AMST 462 (D2) ARTH 562 (D1) LATS 462 (D2)

Writing Skills Notes: There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Course themes of art and activism, borders and diaspora, globalism and modernism in the visual arts and how they intersect with the exploration of difference, power, and equity and the various ways that artists have produced works and developed practices that critically probe this intersection. Through discussion, presentations, and writing assignments students will develop skills in analyzing artworks and exhibitions that respond to and/or document social inequality and social injustice.

Fall 2020

SEM Section: R1  MW 6:45 pm - 8:00 pm  C. Ondine Chavoya

ARTH 537  (F)  HIV + AIDS in Film and Video  (DPE) (WS)

Spanning activist works, experimental film, Hollywood dramas and documentary, this course examines the role of moving images in the global AIDS crisis, its aftermath, and its ongoing aftershocks. The AIDS crisis of the 1980s and 1990s was, in the words of Larry Kramer, a 'plague' of epic proportions, with an entire generation obliterated before it could reach maturity. And yet, the plague years also spawned a remarkable amount of creative and activist image-making aimed at fighting, mourning, and grappling with AIDS. Now, we find ourselves in another pivotal moment: while the past decade has provoked a new wave of AIDS historiography, the COVID-19 pandemic has caused AIDS to reverberate with even greater force.

Together, we will ask difficult and probing questions about this phenomenon called the 'AIDS epidemic,' examining the role of art in frontline activism, the ethics of AIDS historiography, mainstream visions of the AIDS body, and the need for a diversity of AIDS narratives. This seminar-style course will combine weekly screenings with readings, short writing assignments, student-led discussion, and a final research project of the student's design. In order to facilitate robust discussions and maximize student and faculty safety, the majority of this course will occur online. It will contain some in-person experiences when possible.

Class Format: This course will be largely conducted online, in order to facilitate robust discussions and maximize student and faculty safety. It will contain some in-person experiences when possible.

Requirements/Evaluation: Students will be evaluated according to the following criteria: weekly attendance, readings and participation in seminar discussion; leading class discussion once during the semester; 3 short response papers; one paper of 20+ pages of original student research.
**Prerequisites:** MA student, Art History or Studio Art major, or instructor permission

**Enrollment Limit:** 10

**Enrollment Preferences:** MA students first, followed by Art History and Studio Art majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Students will be required to conduct regular writing assignments which will culminate in a graduate-level research paper.

**Difference, Power, and Equity Notes:** This course explores an epidemic that had devastating effects on LGBTQ+ people, and has disproportionately affected communities of color. Questions of difference, power, and equity are absolutely central to the course.

**Fall 2020**

SEM Section: R1  M 1:30 pm - 3:30 pm  Cecilia Aldarondo

**ARTH 562 (F) Art of California: Pacific Standard Time (DPE) (WS)**

**Cross-listings:** ARTH 462  AMST 462  ARTH 562  LATS 462

**Secondary Cross-listing**

In this course, we will study the visual arts and culture of California after 1960 and consider the region's place in modern art history. We will focus on a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time. Diverse in scope, these shows explored important developments in postwar art in California, including feminist art, African American assemblage, Chicano collectives, Modernist architecture, craft, and queer activism. In this seminar, we will pursue research projects directly related to the art exhibitions we study, and examine southern California conceptualism, photography, performance, painting, sculpture (including assemblage and installation), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions, while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history.

**Requirements/Evaluation:** Several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages written in stages over the course of the semester. The course will feature synchronous online class meetings with some small discussion groups. Student presentations will be recorded offline and posted to GLOW.

**Prerequisites:** ARTH 102 - Grad Art exempt from ARTH 102 prerequisite

**Enrollment Limit:** 12

**Enrollment Preferences:** senior Art major and senior Latina/o Studies concentrators

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 462 (D1) AMST 462 (D2) ARTH 562 (D1) LATS 462 (D2)

**Writing Skills Notes:** There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Course themes of art and activism, borders and diaspora, globalism and modernism in the visual arts and how they intersect with the exploration of difference, power, and equity and the various ways that artists have produced works and developed practices that critically probe this intersection. Through discussion, presentations, and writing assignments students will develop skills in analyzing artworks and exhibitions that respond to and/or document social inequality and social injustice.

**Fall 2020**

SEM Section: R1  MW 6:45 pm - 8:00 pm  C. Ondine Chavoya

**ARTS 112 (S) Introduction to Documentary Filmmaking (DPE)**
In a 2010 article, New York Times film critic A. O. Scott described the field of contemporary documentary film as ‘heterogeneous to the point of anarchy.’ This course takes this heterogeneity to heart, acquainting students with a wide array of creative approaches and key debates in documentary film. In addition to a historical, ethical and critical foundation in the field of documentary, students will acquire a basic grounding in the fundamentals of video production, including cinematography, sound and editing. Course requirements include class attendance and regular critiques, weekly film screenings and readings outside class, 2-3 minor filmmaking exercises, and major assignments in the form of 3-4 short nonfiction video projects.

Requirements/Evaluation: timely and committed completion of assignments, attendance and participation

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: majors have priority

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: $150

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: The practice of documentary film is centrally bound to ethics--who and how we represent onscreen. Historically, documentary has tended to gaze on marginalized communities in problematic ways; this course will make issues of power, race, class and representation central to the production of documentary media.

Spring 2021

STU Section: R1  M 1:30 pm - 4:30 pm  Cecilia Aldarondo

ARTS 251 (F) The Personal Documentary (DPE)

In this course, we will survey the terrain of personal documentary in all its complexity--its marginal roots, and its current mainstream appeal. Examining a wide array of formal approaches from diary films, to archival excavations, to first-person odysseys, we will ask: what does it mean to tell a story that is personal, vulnerable, ethical? How is the current watershed moment of COVID provoking us to re-imagine our ideas of self and community, private and public? How to avoid predictability and narcissism, and instead use self-reflection productively? How do race, sexuality, class and gender inflect personal filmmaking? Major assignments will include 3-4 short videos; supplementary assignments include a daily diary, weekly film screenings, and 1-2 readings per week. In order to comply with social distancing mandates, the majority of this course will occur online and production assignments will be designed to ensure maximum student safety. While students will have access to campus equipment and lab space, assignments will embrace the possibilities of at-home, DIY approaches to filmmaking.

Class Format: In order to comply with social distancing mandates, the majority of this course will occur online and production assignments will be designed to ensure maximum student safety. While students will have access to campus equipment and lab space, assignments will embrace the possibilities of at-home, DIY approaches to filmmaking.

Requirements/Evaluation: preparation and participation; 3-4 short videos; daily diary; weekly film screenings, 1-2 readings per week

Prerequisites: 100 level video course or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: sophomores, juniors, majors

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Materials/Lab Fee: $230

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course will consider the role of race, gender and sexuality in representing personal experience onscreen.

Fall 2020

STU Section: R1  T 6:45 pm - 9:45 pm  Cecilia Aldarondo

ARTS 344 (S) Taswirkhana: Technique and Practice of Indian Drawing and Painting (DPE)

Cross-listings: ASST 344  ARTS 344
Primary Cross-listing

Small in scale but vast in its representation, the world of Indian painting is famous for its stylized naturalism and mastery of line. It is an artistic practice whose legacy stretches back to at least the first century CE. This studio course will introduce students to the technique and practice of traditional Indian drawing and painting. The course is designed as a workshop in which students will learn to use materials and techniques of this art form. By engaging with a non-western traditional practice, the aim of the course is to expose students to a pluralistic engagement with art making. Students will learn paper and pigment preparation, as well as the basics of traditional drawing and painting techniques. The class will learn from studying a selection of original masterworks of Indian art from the Williams College Museum of Art that will be displayed in the Object Lab. Working with original artworks will help students situate the hands-on study of Indian painting practice alongside exemplary historical examples.

Requirements/Evaluation: Class participation, discussions and critiques, successful completion of all assignments and attendance

Prerequisites: none, open to all students

Enrollment Limit: 10

Enrollment Preferences: Preference will be given to studio and art history majors

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 344 (D1) ARTS 344 (D1)

Difference, Power, and Equity Notes: The course invites students to engage with a pluralistic studio practice that is in stark contrast to mainstream modern and contemporary art practices. The course will follow a traditional, Indian workshop-style format which has its own particular rules and unique visual vocabulary. From the material preparation of pigments, paper and brushes, to the techniques of drawing and painting, the course will introduce students to an alternative, non-Western, mode of art making.

Spring 2021

STU Section: H1 MR 1:30 pm - 2:45 pm Murad K. Mumtaz

ARTS 345 (S) Art in Times of Crisis (DPE)

In an era of ever-increasing emergency, what is the role of art? Can poems save us? What media and forms of exhibition are best suited to respond to urgent crises? What creative methodologies might we develop in collaboration with one another, in the interest of building community as well as making great art? This course is an interdisciplinary, experimental intervention into our present era. In addition to producing multiple original artworks, will do deep dives into 3 art activist case studies: Puerto Rico's current societal collapse, the HIV + AIDS movement, and global climate justice. Readings and artists will include Octavia Butler, Adrienne Marie-Brown, Rebecca Solnit, Raquel Salas-Rivera, Yarimar Bonilla, David Wojnarowicz, Douglas Crimp, and many others.

Requirements/Evaluation: readings, screenings, attendance, participation, and committed completion of assignments

Prerequisites: any 200-level art studio class or submit a portfolio for consideration

Enrollment Limit: 10

Enrollment Preferences: majors and seniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: $150

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course examines crises which disproportionately impact communities of color and marginalized people. Race and class will be central areas of inquiry.

Spring 2021

STU Section: R1 T 1:30 pm - 4:30 pm Cecilia Aldarondo
This course is an introduction to the history of East Asian art from prehistory to the present with particular emphasis on China, Korea, and Japan. Through four thematic units (memorialization, religion, nature, and identity), we look at artworks in their original contexts and consider how cross-cultural exchanges stimulated new interpretations across time and space. We examine a broad range of objects including ritual bronze vessels, Buddhist temples, landscape paintings, woodblock prints, and installations. We also discuss these artworks in relation to other forms of creative expression such as ritual practice, performance, and literature. How is East Asia defined geographically and culturally? How did the exchange in ideas, trade, and travel impact the formation of East Asian art? How do artworks and artifacts help us understand East Asia's past? These fundamental questions guide our discussion. Through this course, students learn to think critically about shared and diverse human experiences across cultures and historical periods. Students also reflect on historiographical issues surrounding East Asian art and analyze why certain types of artworks were historically underrepresented in museum spaces and academic scholarship. To contribute to public knowledge, students will also develop and edit a Wikipedia page on an artwork or artist of their choice. Visits to the Williams College Museum of Art and Special Collections also form an integral part of the course.

**Class Format:** Some classes may be conducted at WCMA; course content will be delivered asynchronously; interactive activities will take place in synchronous sessions

**Requirements/Evaluation:** Class participation, open-book midterm and final exam, 4 object or reading response papers (2-3 pages in length), key work presentation (5-7 minutes long), Wikipedia page editing project and presentation (5-7 minutes long)

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** Open to all students regardless of major

**Expected Class Size:** 30

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 103 (D1) ARTH 103 (D1)

**Difference, Power, and Equity Notes:** This course fulfills the Difference, Power, and Equity requirement by investigating the ways that migration and cross-cultural exchange shaped artistic developments in East Asia. Students will reflect on the cultural production of diverse peoples and traditions within this geographical region and confront the ways in which historical legacies of imperialism and colonialism continue to shape international relations.

**Fall 2020**

LEC Section: H1    WF 1:30 pm - 2:45 pm    Carolyn J. Wargula
Enrollment Limit: 25

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 107 (D1) ARTH 105 (D1)

Difference, Power, and Equity Notes: In addition to a survey, the course also highlights the conceptual differences between the arts of South Asia and Western constructs of art and culture. The survey will analyze how South Asian art was codified and examined during the colonial and post-colonial periods, and how that understanding has come to define the field over the last century. The course will encourage students to challenge longstanding biases and assumptions when studying these artworks.

Spring 2021

LEC Section: R1    MW 10:00 am - 11:15 am     Murad K. Mumtaz

ASST 127 (S) Spring Grass: A Peek into Inequality in China (DPE) (WS)

Cross-listings: WGSS 127  CHIN 427  ASST 127

Secondary Cross-listing

Spring Grass (Chuncao) is a Chinese novel written by award-winning author Qiu Shanshan (1958-). Using the literary techniques of social realism, the novel chronicles the life of a young rural woman from 1961 to 2001. Spring Grass, the protagonist of the novel, was born in a rural village to a mother who preferred sons over daughters. At a young age, Spring Grass was deprived of the opportunity to attend school. Against all odds, she managed to marry for love, venture into the city, and become an enterprising migrant worker. This novel not only reflects the struggles of women in contemporary China but also captures the economic transformation of modern China since 1978 when the Reform and Open-Door Policy (gaige kaifang) was initiated. The novel was adapted into a television drama series and became an instant hit in 2008. This course takes an interdisciplinary, cultural studies and humanistic approach to studying a literary text, using literature as a means to help students better understand social and cultural issues.

Through close readings of the novel, the eponymous TV drama series, documentaries, films, and short stories depicting rural life and women's roles in China, as well as in-depth discussions of both primary and secondary sources that deal with the cultural, historical, and socioeconomic background of the unfolding story of Spring Grass, this course aims to provide a window for students to examine the issues of inequality in the Chinese village and society at large. Why would mothers be harsh to their own daughters and bar girls' right to education? Why would young people leave their village and migrate to the city? Why would migrant workers leave their children behind in the village? Why would economic developments in China exacerbate the problem of gender inequality in society? Why would the ideology and cultural logic behind Mao Zedong's proclamation "women can hold up half of the sky" add more burden to women rather than truly liberate them? Why would city people discriminate against country folks? After taking this course, students will gain a deeper understanding of the issues related to gender inequality (nannü bu pingdeng) and the urban/rural-gap (chengxiang chabie) in China. Throughout the course, they are also encouraged to critically think about how to achieve equity in different societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or WGSS and language learners wishing to take the course in Chinese should register under CHIN.

Class Format: remote instruction

Requirements/Evaluation: active participation in tutorial meetings, five 4-5 page tutorial papers, five 2-page critiques, online writing portfolio as the final project.

Prerequisites: For students registering under CHIN, the prerequisite is CHIN 402 or a language proficiency interview conducted by the instructor. For students registering under ASST or WGSS, there is no prerequisite.

Enrollment Limit: 10

Enrollment Preferences: Enrollment priorities will be given to freshmen and sophomores who register under ASST or WGSS, and to Chinese language learners who register under CHIN.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: books and course packet.

Distributions: (D1) (DPE) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 127 (D2) CHIN 427 (D1) ASST 127 (D1)

Writing Skills Notes: Writing is taught using the writing-as-process pedagogical approach. The writing process consists of invention, composition, and revision. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. The instructor gives detailed feedback to students' first drafts and students are required to turn in a revised version. At the end of the semester, students will compile an online writing portfolio to include their best works.

Difference, Power, and Equity Notes: The issue of "inequality," including both gender inequality and regional inequality is the driving force behind the readings and discussions of this tutorial. Students are guided to develop an empathetic way of interpreting a literary work that features a rural woman/migrant worker. They will critically analyze the sources of inequality in the Chinese cultural context and explore ways to address such inequality.

Spring 2021
TUT Section: RT1 TBA Li Yu

ASST 208 (S) The U.S. and Afghanistan: A Post-Mortem (DPE)
Cross-listings: GBST 208 ANTH 208 ASST 208 PSCI 220

Secondary Cross-listing
The United States attacked and defeated the Afghan Taliban regime over in the course of a few short weeks in 2001. Within a few years, the finality of that victory was brought into question as the Taliban regrouped and eventually reasserted itself as a formidable guerilla army that the U.S. military could not easily defeat. At the same time that it was facing a more difficult military challenge than anticipated, the United States got bogged down in the process of nation-building, as well as efforts at social reform. This course examines the history of American involvement in Afghanistan, beginning with the Cold War when the U.S. used Afghanistan as a test case for new models of political modernization and economic development. We will go on to discuss the U.S. support for Islamist political parties during the Soviet occupation of Afghanistan in the 1980s and the consequent rise of the Taliban, and the role of Afghanistan in the September 11th attacks and the "War on Terror" that followed. The course will conclude with a consideration of the impact and legacy of the two decades of nation-building and social reform carried out by the United States since 9/11.

Requirements/Evaluation: grading will be determined by class participation, two short essays, and a 15-page research paper
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: Anthropology and Sociology majors, Global Studies concentrators, Political Science and Asian Studies majors will get preference
Expected Class Size: 15-20
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
GBST 208 (D2) ANTH 208 (D2) ASST 208 (D2) PSCI 220 (D2)

Difference, Power, and Equity Notes: Among the topics relevant to power and difference to be considered in this course are the American support and later disavowal of Islamist political parties to advance US geopolitical goals, public relations efforts "to save Afghan women" after 9/11, and the uses and misuses of American military, economic, and political power to build a western-style democratic government and bring western-oriented social reforms to a society radically different from U.S. society.

Spring 2021
SEM Section: R1 WF 1:30 pm - 2:45 pm David B. Edwards

ASST 214 (S) Asian/American Identities in Motion (DPE)
Cross-listings: GBST 214 ASST 214 THEA 216 AMST 213 DANC 216

Secondary Cross-listing
The course aims to explore dance and movement-based performances as mediums through which identities in Asian and Asian-American (including
South-Asian communities are cultivated, expressed, and contested. It will orient students towards "reading" and analyzing live and mediated performances within historical, social, and political frameworks. Students will explore how socio-historical contexts influence the processes through which dance performances are invested with particular sets of meanings, and how artists use performance to reinforce or resist stereotypical representations. Core readings will be drawn from Dance, Performance, Asian, and Asian American Studies, and will engage with issues such as nation formation, race and ethnicity, appropriation, tradition and innovation among other topics. This is primarily a discussion-based seminar course, and might also include film screenings, discussion with guest artists and scholars, and opportunities for creative projects. No previous dance experience is required.

Class Format: This course will be taught in a virtual format and will be remote.
Requirements/Evaluation: reading responses, essays, in-class writing assignments, class participation, and group presentations.
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: first years and sophomores
Expected Class Size: 15
Grading: yes pass/fail option, no fifth course option
Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
GBST 214 (D2) ASST 214 (D1) THEA 216 (D1) AMST 213 (D2) DANC 216 (D1)

Difference, Power, and Equity Notes: This course introduces students to the role of performance in nation formation in Asia and the history of Asian-Americans in the US through analysis of dance performances and practices. Student will explore how race was central to the formation of Asian and the American nation, and how social and legal discriminatory practices against minorities influenced popular culture. The assigned material provide examples of how artists address these inequalities and differences in social power.

Spring 2021
SEM Section: R1 MR 3:15 pm - 4:30 pm Munjulika Tarah

ASST 220 (S) Being Korean in Japan (DPE)
Cross-listings: JAPN 220 ASST 220
Secondary Cross-listing
Who are Zainichi Koreans (Koreans in Japan)? How are they different from Koreans in Korea or in the United States? Contemporary Korean TV dramas and films have depicted Koreans as attractive and successful people appealing to Hallyu (Korean Wave) fans around the world. However, Zainichi Koreans, who are the largest ethnic minority in Japan, have been frequently portrayed as abusive husbands/fathers, pitiful wives/mothers, or juvenile delinquents in both Japanese and Korean cinema and literature. Through close readings of films, novels, and short essays, we will explore little-known yet significant representations of Zainichi Koreans by focusing on Japanese and Korean historical contexts. By doing so, we will discover new aspects of transnational exchange not only between Japanese and Koreans, but also between South and North Koreans in Japan. All class materials will be available in English translation or with English subtitles.
Requirements/Evaluation: attendance/participation; short written responses; midterm essay; group presentation; final essay
Prerequisites: none
Enrollment Limit: 21
Enrollment Preferences: Open to all students, but if over-enrolled, priority will be given to Asian Studies and Japanese majors
Expected Class Size: 21
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
JAPN 220 (D1) ASST 220 (D1)

Difference, Power, and Equity Notes: This course looks at the dynamics of unequal power in the social marginality of Korean immigrants in Japan. Exploring historical contexts, students will analyze how the ethnic particularity of the Korean minority has engaged with and against Japanese society. Students will also examine how we might associate the minority culture and history with extensive global issues, including the relationships between
environmental problems and minorities, wars and women, and imperialism and migration.

Spring 2021
LEC Section: H1  MR 3:15 pm - 4:30 pm  Eun Young Seong

ASST 269  (F) Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience  (DPE) (WS)

Cross-listings: REL 269  STS 269  ASST 269  ANTH 269

Secondary Cross-listing

This course offers a social analysis and condensed genealogy of mindfulness from its roots as a Buddhist meditation practice through its modern application as a tool to improve our awareness of the related processes of mind, behavior, and emotions. We consider how mindfulness relates to Buddhist discourses and practices, and to the rapid rise of fields like contemplative neuroscience, affective neuroscience, and integrative neurobiology. How and why has the research on mindfulness and other applied meditative practices exploded since 2000? How has this research helped us understand and explain the intersection of mind, emotion, behavior, and human development? We critically examine the models of the mind developed by clinical and evolutionary psychologists and researchers in fields such as affective neuroscience to better understand the applications of mindfulness in the US today. Specifically, we consider how mindfulness and other forms of meditation are being used to improve the training of health care providers and educators, while augmenting and deepening the quality of their engagement with patients, students, and others they serve. We examine and train in a variety of meditation practices including mindfulness and forest bathing, while unpacking the subjective experience of our minds and emotions first-hand. Students will be asked to engage in mindfulness practices the entire semester.

Class Format: Offered in a hybrid format, but students are encouraged to attend in person if they can. Studies will be grouped in pairs or threesomes, that will meet in-person or remotely. Please email me (Kgutsch@williams.edu) to indicate whether you intend to take this class in-person or remotely.

Requirements/Evaluation: weekly tutorial papers and discussion

Prerequisites: A prior class or some experience with meditation is recommended

Enrollment Limit: 10
Enrollment Preferences: ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)  (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 269 (D2) STS 269 (D2) ASST 269 (D2) ANTH 269 (D2)

Writing Skills Notes: This class will involve weekly tutorial essays of 1200 or 600 words, written feedback on every essay, and a mid-semester 'writing chat' with the instructor.

Difference, Power, and Equity Notes: This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can alleviate pervasive and population-wide health issues in the US including rising rates of anxiety, depression, and other mental health issues that are exacerbated by stress related to social inequality and structural violence. It also explores the ways that mindfulness has been marketed as an elite and non-inclusive practice within the US.

Fall 2020
TUT Section: HT1  TBA  Kim Gutschow

ASST 311  (S) Women and Art in East Asia  (DPE)

Cross-listings: ARTH 311  ASST 311

Secondary Cross-listing

For over a thousand years, women in East Asia profoundly influenced the development of the visual arts, yet their formidable presence remains largely hidden. This seminar explores the critical roles women played as patrons, artists, and collectors of the arts in China, Korea, and Japan. We cover historical periods from the 10th century to the present day and discuss both traditional and nontraditional media including painting, sculpture, photography, embroidery, and even inksomes. Topics include didactic paintings for women in the Song court, calligraphy and painting as gendered modes of expression in Heian period Japan, the revival of Buddhist arts in Korea under the patronage of imperial women, and artworks by modern and
contemporary artists that contest dominant representations of gender and sexuality. The course does not simply focus on artistic production, but also contextualizes these topics in light of emergent theorizations and readings on femininity, feminism, and the sexual politics of representation. Along with a final research paper, students will generate a substantial Wikipedia entry on a certain aspect of the course to promote the coverage of women and the arts online. No prior knowledge of Asian art history is required or assumed.

Requirements/Evaluation: Class participation, 4 object or reading response papers (2-3 pages), Wikipedia page editing project and presentation (5-7 minutes long), and 12-15-page final research paper (written in stages over the semester including a 15-minute presentation)

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Art History and Asian Studies majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 311 (D1) ASST 311 (D1)

Difference, Power, and Equity Notes: This course fulfills the Difference, Power, and Equity by exploring the construction of gender in relation to power. We discuss how Daoist, Confucian, Shinto, and Buddhist ideas historically shaped attitudes toward women and address the ways in which colonialism and Orientalism shaped understandings of gender differences and roles in East Asia. Students will be introduced to theoretical texts of feminism and postcolonialism and learn to identify key issues to the feminist art historical project.
ASST 321 (S) History of U.S.-Japan Relations, 1853-Present (DPE)
Cross-listings: LEAD 321 ASST 321 HIST 321

Secondary Cross-listing

An unabating tension between conflict and compromise has been an undercurrent of U.S.-Japan relations since the 1850s, at times erupting into clashes reaching the scale of world war and at times allowing for measured collaboration. We will explore the U.S.-Japan relationship from the perspectives of both countries with a focus on how culture, domestic concerns, economic and political aims, international contexts, and race have helped shape its course and nature. This course will fulfill the Difference, Power, and Equity requirement by examining not just the diplomatic relationship between the U.S. and Japan, but also how various types of interactions have influenced the dynamics of power between these two countries and have shaped the ways in which each country has understood and portrayed the other.

Class Format: remote with synchronous, seminar-style discussion
Requirements/Evaluation: class participation, response papers (500 words), one short paper (5 pages), and a research paper (12-15 pages)
Prerequisites: none; open to first-year students with instructors permission
Enrollment Limit: 15
Enrollment Preferences: History or Asian Studies majors/prospective majors
Expected Class Size: 10-15
Grading: no pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
LEAD 321 (D2) ASST 321 (D2) HIST 321 (D2)

Difference, Power, and Equity Notes: The course focuses on differences in power (economic, cultural, political, and military) between Japan and the U.S., from the 1850s through the present. It considers the ways in which Japan has been subordinate to the U.S. for much of this history, and the conflicts that have resulted when Japan has attempted to overturn this dynamic of power. Students will acquire the skills of history and international relations to examine how race, culture, and politics have shaped this relationship.

Spring 2021
SEM Section: R1    TF 3:15 pm - 4:30 pm     Eiko Maruko Siniawer

ASST 344 (S) Taswirkhana: Technique and Practice of Indian Drawing and Painting (DPE)
Cross-listings: ASST 344 ARTS 344

Secondary Cross-listing

Small in scale but vast in its representation, the world of Indian painting is famous for its stylized naturalism and mastery of line. It is an artistic practice whose legacy stretches back to at least the first century CE. This studio course will introduce students to the technique and practice of traditional Indian drawing and painting. The course is designed as a workshop in which students will learn to use materials and techniques of this art form. By engaging with a non-western traditional practice, the aim of the course is to expose students to a pluralistic engagement with art making. Students will learn paper and pigment preparation, as well as the basics of traditional drawing and painting techniques. The class will learn from studying a selection of original masterworks of Indian art from the Williams College Museum of Art that will be displayed in the Object Lab. Working with original artworks will help students situate the hands-on study of Indian painting practice alongside exemplary historical examples.

Requirements/Evaluation: Class participation, discussions and critiques, successful completion of all assignments and attendance
Prerequisites: none, open to all students
Enrollment Limit: 10
Enrollment Preferences: Preference will be given to studio and art history majors
Expected Class Size: 8
Grading: no pass/fail option, no fifth course option
Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
Difference, Power, and Equity Notes: The course invites students to engage with a pluralistic studio practice that is in stark contrast to mainstream modern and contemporary art practices. The course will follow a traditional, Indian workshop-style format which has its own particular rules and unique visual vocabulary. From the material preparation of pigments, paper and brushes, to the techniques of drawing and painting, the course will introduce students to an alternative, non-Western, mode of art making.

Spring 2021
STU Section: H1    MR 1:30 pm - 2:45 pm     Murad K. Mumtaz

ASST 389 (S) The Vietnam Wars (DPE)
Cross-listings: LEAD 389  HIST 389  ASST 389
Secondary Cross-listing
This course explores Vietnam's twentieth century wars, including an anti-colonial war against France (1946-1954), a massive Cold War conflict involving the United States (1965-1973), and postcolonial confrontations with China and Cambodia in the late-1970s. Course materials will focus primarily on Vietnam's domestic politics and its relations with other countries. Lectures, readings, films, and discussions will explore the process by which Vietnam's anti-colonial struggle became one of the central conflicts of the Cold War, and examine the ramifications of that fact for all parties involved. The impact of these wars can hardly be overstated, as they affected the trajectory of French decolonization, altered America's domestic politics and foreign policy, invigorated anti-colonial movements across the Third World, and left Vietnam isolated in the international community. Students will read a number of scholarly texts, primary sources, memoirs, and novels to explore everything from high-level international diplomacy to personal experiences of conflict and dramatic social change wrought by decolonization and decades of warfare.
Class Format: This course will be fully remote. The course format will prioritize synchronous discussions and small group work via Zoom.
Requirements/Evaluation: class participation, several short papers, and a 10- to 12-page final paper
Prerequisites: none; open to all
Enrollment Limit: 15
Enrollment Preferences: History and Asian Studies majors
Expected Class Size: 10-15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
LEAD 389 (D2) HIST 389 (D2) ASST 389 (D2)
Difference, Power, and Equity Notes: This course traces Vietnam's anti-colonial movements from colonization to liberation. Students will examine power struggles among Vietnamese nationalists from a variety of different religious, class, ideological, and regional backgrounds, as well as Vietnam's diplomatic and military rivalries with France, China, the Soviet Union, and the United States. Readings will focus on Vietnamese voices to explore how the country surmounted seemingly impossible international power dynamics.

Spring 2021
SEM Section: R1    MWF 11:45 am - 1:00 pm     Jessica  Chapman

ASST 391 (S) When India was the World: Trade, Travel and History in the Indian Ocean (DPE) (WS)
Cross-listings: GBST 391  ASST 391  HIST 391
Secondary Cross-listing
What do Ibrahim Ben Yiju, a Jewish merchant from 11th century Yemen, Ibn Batutah, a Muslim scholar from 15th century Morocco and Captain Kidd, a 17th century English pirate have in common? All three men travelled and lived in the Indian Ocean region! This course explores the history of one of the world's oldest maritime highways that has connected the diverse cultures of Asia, Africa and Europe for millennia, thus making it a vital element in the birth of globalization. Moving away from conventional land-centric histories, we will focus instead on understanding the human past through oceanic interactions. South Asian ports and port cities remained the fulcrum of the Indian Ocean world throughout its history; traders, travellers, nobles, scholars, pilgrims and pirates from all over the world travelled to the Indian coast in search of adventure, spices, knowledge and wealth. Thus
we will primarily focus on India's role in the Indian Ocean roughly from the rise of Islam in the seventh century CE through the expansion of various European communities in the region and the subsequent rise of the global economy and colonialism in the nineteenth century. Rather than following a strict temporal chronology we will concentrate on themes such as travel and adventure; trade and exchange; trust and friendship; religion and society; pilgrimage; piracy; the culture of port cities; and food across time.

Requirements/Evaluation: class participation and weekly responses to readings, 4 short papers (4-5 pages), an oral presentation and final research (10 pages) paper based on any one of the 4 papers written during the course.

Prerequisites: none; open to all

Enrollment Limit: 15

Enrollment Preferences: history majors and students with demonstrable interest in maritime/Indian Ocean history

Expected Class Size: 10-12

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 391 (D2) ASST 391 (D2) HIST 391 (D2)

Writing Skills Notes: Students will write 4 short papers (4-5 pages) each and receive detailed feedback from the instructor. One of the four papers will become the basis of a final research paper (10-12 pages) on which each student will work closely with the instructor and receive feedback on improving research and writing skills.

Difference, Power, and Equity Notes: This course questions the conventional view that global interconnectedness was the result of Europe's discovery of 'new worlds'. Instead, it centers non-European actors in facilitating global networks before colonialism. Throughout, students will critically engage questions of how Asian and African players forged and shaped global connections across the Indian Ocean arena and examine the ways in which these contributions have been overshadowed in traditional historiography.

Spring 2021

SEM Section: R1 TR 8:30 pm - 9:45 pm Aparna Kapadia

BIOL 154 (F) The Tropics: Biology and Social Issues (DPE)

Cross-listings: BIOL 154 ENVI 154

Primary Cross-listing

This course counts towards the Biology major but is also accessible to non-majors. It explores the biological dimensions of social issues in tropical societies, and focuses specifically on the peoples of tropical regions in Africa, Asia, Latin America, Oceania, and the Caribbean. Tropical issues have become prominent on a global scale, and many social issues in the tropics are inextricably bound to human ecology, evolution, and physiology. The course highlights differences between the tropics and areas at higher latitudes. It begins with a survey of the tropical environment, including major climatic and habitat features. The next section focuses on human population biology, and emphasizes demography and the role of disease particularly malaria, AIDS and Covid-19 (SARS-CoV-2). The final part of the course covers the place of human societies in local and global ecosystems including the challenges of tropical food production and the interaction of humans with their supporting ecological environment. This course fulfills the DPE requirement. Through lectures, debates and readings, students confront social issues and policies from the perspective of biologists. This builds a framework for lifelong exploration of human diversity in terms of difference, power and equity.

Class Format: Debate

Requirements/Evaluation: two hour exams, a short paper, debate presentation, and a final exam

Prerequisites: none

Enrollment Limit: 24

Enrollment Preferences: Preference will be given to biology majors, environmental studies majors and students who were previously dropped from the course.

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Unit Notes: Counts for credit in the Biology major. Satisfies the distribution requirement for the Biology major.

Distributions: (D3) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
BIOL 154 (D3) ENVI 154 (D3)

**Difference, Power, and Equity Notes:** This course highlights differences between the tropics and areas at higher latitudes. For each section we focus on difference—different natural habitats and biodiversity, different patterns of population growth, different human disease profiles, different types of agriculture and impacts of climate change. For each section we highlight differences in power and the inequities of resource distribution. We then debate potential policies to ameliorate these inequities.

Fall 2020
LEC Section: R1  MWF 12:00 pm - 12:50 pm  Joan Edwards

**CHIN 223 (S) Ethnic Minorities in China: Past and Present (DPE)**

**Cross-listings:** ANTH 223  CHIN 223

**Primary Cross-listing**

According to the most recent census conducted in China in 2010, of the 1.3 billion population of China, more than 110 million (8.49%) were ethnic minorities (shaoshu minzu). Most of the minority groups reside in autonomous regions and districts, which constitute 64% of China's total acreage.

This course introduces students to the multiethnic aspect of China's past and present. We will ask the central question of "what is minzu" and address various topics such as the minority-group identification project; the definition of minzu (translated as "ethnic group," "nationality," or "race" by different scholars); the intersections between language, religion, tourism, diaspora and ethnicity; historical sino-centric views about "foreigners" and "barbarians" as well as the roles that "barbarians" have played in China's long history. We will examine how social differences and hierarchy are constructed and discuss how power plays in the shaping of "ethnicity." A multidisciplinary approach will be adopted for the course, taking in sources from anthropology, history, literature, ethnic studies, and cultural studies. Throughout the course, the pedagogical techniques of "intercultural dialogue" will be adopted to encourage students to discuss their own ethnic experiences and compare ethnic minority issues in China with similar issues in the United States. Students are also encouraged to come up with real-world solutions and strategies to deal with issues of racism, bias, and discrimination.

**Class Format:** The course will be offered remotely and adopt a learner-centered, quasi-tutorial format. Every week students will view recorded lectures and participate in an online discussion forum asynchronously. In addition, students will be placed into smaller groups and meet with the instructor once a week for synchronous discussions.

**Requirements/Evaluation:** class attendance, weekly quizzes, active participation in both the online discussion forum and in-class meetings, two short (5-page) response papers, and one final research paper (10-12 pages).

**Prerequisites:** none, open to all students; no knowledge of Chinese language required

**Enrollment Limit:** 15

**Enrollment Preferences:** current and prospective majors in the Department of Asian Studies, then to first-years

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Materials/Lab Fee:** books and reading packet

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ANTH 223 (D2) CHIN 223 (D2)

**Difference, Power, and Equity Notes:** We explore the interactions between "power" and "ethnicity," "center" and "periphery" in the Chinese context and compare them with students' own experiences. Students are required to write one short response paper on their personal encounter with the concept of "race" or "ethnicity." For the final research paper, students are required to identify one problem among all the ethnic minority issues in the Chinese context and write a policy recommendation to make real-world changes.

Spring 2021
SEM Section: R1  TF 1:30 pm - 2:45 pm  Li Yu

**CHIN 226 (S) Chinese Film and Its Significant Others (DPE)**
Primary Cross-listing

From the "wows" that the first short films invoked at a Shanghai teahouse in 1896 to the $527 million (or 3.4 billion RMB) grossed at the box-office by a 3D fantasy in 2019, Chinese films have struck a responsive chord among domestic and foreign audiences. In this survey course, we will explore the evolving relationships between Chinese films and five "significant others" that are central to film and film-making. Roughly following a chronological order, this course will examine 1) the effect of new technological developments (such as photography, sound, color, special FX) on film; 2) the tension between film and traditional modes of public entertainment (such as operas and shadow plays); 3) film's social role to affirm and contest gender, national, and class identities; 4) the need to garner differing sources of financial support (state funding, cultural entrepreneurs, and transnational capital); and 5) the circulation of Chinese films in the global market. Class materials include various genre films (melodrama, horror, martial arts, comedy, etc.), directors' notes, contemporary reviews, and scholarship in China and media studies. All materials and discussions are in English.

Class Format: All regular course meetings will be conducted ONLINE with mostly a synchronous mode of instruction. Students are also expected to complete asynchronous preparations (view the films and Panopto lecture clips, read scholarship, and contribute to the discussion board) before the regular class hour. All materials are posted on GLOW. For full information, please contact the instructor.

Requirements/Evaluation: Evaluation will be based on 1) ACTIVE in-class discussion; 2) Pre-class discussion posts based on reading and recorded lectures (Graded as Complete or Incomplete); 3) two short papers (3-5 pages); 4) two peer review papers (1-2 pages); and 5) the final project (including a presentation, and a paper or other form of project).

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: current or prospective Chinese, Japanese, Asian Studies, and Comparative Literature majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 226 (D1) COMP 296 (D1)

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze the clashes and negotiations between Western media technological modernities and Chinese indigenous understanding of shadows, visuality, and sound. By discussing various films produced from mainland China, Hong Kong, Taiwan, and other diaspora areas from 1920 to now, this course asks students to explore how cinema invokes (and erases) differences, and consolidates (and challenges) hegemonic notions of nation, gender, and class.

Spring 2021

SEM Section: R1 MR 3:15 pm - 4:30 pm Man He

CHIN 253 (F) "Illness" in Modern and Contemporary Chinese Literature and Culture (DPE)

Cross-listings: CHIN 253 COMP 254 WGSS 255

Primary Cross-listing

From early modern anxieties about China's status as the "sick man of Asia" to contemporary concerns regarding the prospect of transnational pandemics, "illnesses" and their related stories have played a critical role in making and contesting individual psychologies and Chinese modernity in the 20th and 21st centuries. Actual illnesses, from tuberculosis to AIDS to the Novel Coronavirus, constitute not only social realities that trouble political and popular minds in their own right; but further provide powerful metaphors for exploring issues of human rights, national identity, and transnational circulation. This course examines how Chinese literature in the 20th and 21st centuries writes and visualizes "illness"—a universal human experience that is nevertheless heavily bounded by culture and history. Specifically, we examine the cultural and social meaning of "illness"; the relationship between illness on the one hand, and the politics of body, gender, and class on the other; we ask how infectious disease, and mental illness are defined, represented, and understood in both male and female writers' analytical essays and fictional writings in the 20th century; we examine how metaphorical "illness" such as infectious cannibalism and fin-de-siècle "viruses," are imagined and interpreted by key culture figures ranging from the founding father of modern literature (Lu Xun), to the winner of the 2012 Nobel Prize in Literature (Mo Yan). Throughout the course, we will focus on the interplay between literature canons (fictions, essays, and dramas) and popular media and genres: blockbuster cinemas and art house films, popular novels, photographs and posters, etc.

Class Format: All regular course meetings will be conducted ONLINE with mostly a synchronous mode of instruction. FIRST MEETING: for those who
are on campus, we will have our FIRST meeting outdoors; those who remain remote can choose either "Zoom" in or attend a separate online FIRST meeting. For full information, please contact the instructor.

**Requirements/Evaluation:** Evaluation will be based on 1) ACTIVE in-class discussion; 2) Pre-class quizzes based on reading and recorded lectures (Graded as Complete or Incomplete); 3) Post-class discussion in forms of paragraph writing and/or video clips (graded as Complete or Incomplete); 4) two short papers (3-5 pages); 5) the final project (including a presentation, and a paper or other form of project).

**Prerequisites:** None; no knowledge of Chinese language required, though students with Chinese language background are encouraged to work with Chinese sources if they wish; open to all

**Enrollment Limit:** 10

**Enrollment Preferences:** Chinese, Asian Studies, or Japanese majors; and then to first-year students

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

CHIN 253 (D1) COMP 254 (D1) WGSS 255 (D1)

**Difference, Power, and Equity Notes:** This course provides students with the opportunity to analyze the shaping of social stigma as well as the dynamics of unequal power by means of closely reading "illness" in 20th and 21st century China. We will examine how "illness" is sometimes gendered and politicized; how "illness", in other times, empowers individuals and bonds underrepresented minorities. Illness, as a seemingly universal human experience, tells diverse stories of (in)difference, (dis)power, and (un)equity.

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**Fall 2020**

LEC Section: R1    TF 3:15 pm - 4:30 pm     Man  He

**CHIN 427  (S) Spring Grass: A Peek into Inequality in China** (DPE) (WS)

**Cross-listings:** WGSS 127  CHIN 427  ASST 127

**Primary Cross-listing**

*Spring Grass (Chuncao)* is a Chinese novel written by award-winning author Qiu Shanshan (1958-). Using the literary techniques of social realism, the novel chronicles the life of a young rural woman from 1961 to 2001. Spring Grass, the protagonist of the novel, was born in a rural village to a mother who preferred sons over daughters. At a young age, Spring Grass was deprived of the opportunity to attend school. Against all odds, she managed to marry for love, venture into the city, and become an enterprising migrant worker. This novel not only reflects the struggles of women in contemporary China but also captures the economic transformation of modern China since 1978 when the Reform and Open-Door Policy (*gaige kaifang*) was initiated. The novel was adapted into a television drama series and became an instant hit in 2008. This course takes an interdisciplinary, cultural studies and humanistic approach to studying a literary text, using literature as a means to help students better understand social and cultural issues. Through close readings of the novel, the eponymous TV drama series, documentaries, films, and short stories depicting rural life and women's roles in China, as well as in-depth discussions of both primary and secondary sources that deal with the cultural, historical, and socioeconomic background of the unfolding story of Spring Grass, this course aims to provide a window for students to examine the issues of inequality in the Chinese village and society at large. Why would mothers be harsh to their own daughters and bar girls' right to education? Why would young people leave their village and migrate to the city? Why would migrant workers leave their children behind in the village? Why would economic developments in China exacerbate the problem of gender inequality in society? Why would the ideology and cultural logic behind Mao Zedong's proclamation "women can hold up half of the sky" add more burden to women rather than truly liberate them? Why would city people discriminate against country folks? After taking this course, students will gain a deeper understanding of the issues related to gender inequality (*nannü bu pingdeng*) and the urban/rural-gap (*chengxiang chabie*) in China. Throughout the course, they are also encouraged to critically think about how to achieve equity in different societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or WGSS and language learners wishing to take the course in Chinese should register under CHIN.

**Class Format:** remote instruction

**Requirements/Evaluation:** active participation in tutorial meetings, five 4-5 page tutorial papers, five 2-page critiques, online writing portfolio as the final project.

**Prerequisites:** For students registering under CHIN, the prerequisite is CHIN 402 or a language proficiency interview conducted by the instructor. For students registering under ASST or WGSS, there is no prerequisite.
Enrollment Limit: 10

Enrollment Preferences: Enrollment priorities will be given to freshmen and sophomores who register under ASST or WGSS, and to Chinese language learners who register under CHIN.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: books and course packet.

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 127 (D2) CHIN 427 (D1) ASST 127 (D1)

Writing Skills Notes: Writing is taught using the writing-as-process pedagogical approach. The writing process consists of invention, composition, and revision. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. The instructor gives detailed feedback to students’ first drafts and students are required to turn in a revised version. At the end of the semester, students will compile an online writing portfolio to include their best works.

Difference, Power, and Equity Notes: The issue of “inequality,” including both gender inequality and regional inequality is the driving force behind the readings and discussions of this tutorial. Students are guided to develop an empathetic way of interpreting a literary work that features a rural woman/migrant worker. They will critically analyze the sources of inequality in the Chinese cultural context and explore ways to address such inequality.

Spring 2021

TUT Section: RT1  TBA  Li  Yu

COMP 107 (S) Advanced French: Danger and Desire in French Film and Fiction (DPE)

Cross-listings: RLFR 106  COMP 107

Secondary Cross-listing

This is an advanced course in French language designed to help you improve your speaking, comprehension, reading, and writing, through the dynamic study of short literary texts and films focusing on danger and desire in nineteenth-, twentieth-, and twenty-first-century France. Through active discussion and debate, textual and cinematic analysis, grammatical review, and careful writing and revision, you will improve your command of spoken and written French, strengthen your ability to express complex ideas, expand your vocabulary, and deepen your understanding of French fiction, film, and culture. This is an ideal course to prepare for study abroad or for more advanced coursework in French literature and cinema. As a focus for improving your French, we will examine a broad range of texts and films on danger and desire in France from 1820 to 2020, with an emphasis on passion and ambition, infatuation and seduction, betrayal and vengeance, courage and cruelty, warfare and resistance. Works to include nineteenth-century texts by Chateaubriand, Duras, Balzac, Mérimée, Flaubert, Maupassant, Zola; twentieth-century texts by Colette, Camus, Sartre, Beauvoir, Duras, Ermaux, Guibert, Quint, Lindon, Vilrouge; and twenty-first-century films by Caron, Ozon, Ducastel, Martineau, Dercourt, and Becker. Conducted in French.

Class Format: This will be a remote course for all students, whether they are on campus or not. We will convene synchronously via web-conferencing, with an emphasis on speaking practice in small groups. There will also be opportunities for students to engage with online activities both during and between our synchronous sessions. Remote office hours will provide even more opportunities for follow-up, questions, and practice.

Requirements/Evaluation: active class participation, grammar exercises, two short papers, midterm, and final paper

Prerequisites: Exceptional performance in RLFR 104; successful performance in RLFR 105; or by placement test; or permission of the instructor.

Enrollment Limit: 12

Enrollment Preferences: All are welcome, but if over-enrolled, preference will be given to French majors and certificate students; and those with compelling justification for admission.

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 106 (D1) COMP 107 (D1)
Difference, Power, and Equity Notes: This course centers on a critical examination of difference, power, and equity in French film & fiction. The content examines the effects of class, ethnicity, gender, and sexuality on social inequalities among rich & poor, soldiers & civilians, nations & colonies, men & women. The course employs critical tools to teach students how to articulate and interrogate social injustice, through reading, viewing, discussion, writing, and revision.

Spring 2021
SEM Section: R1 TR 9:45 am - 11:00 am Brian Martin

COMP 230 (F) The Renaissance in England and the European Continent: Self and World (DPE) (WS)
Cross-listings: ENGL 228 COMP 230

Secondary Cross-listing

At the same time as the individual human being in possession of a distinctive personality was taking on enormous importance in politics, philosophy, literature, and the visual arts, early modern Europeans were encountering unprecedented levels of cultural diversity. In this interdisciplinary course, we will consider these two developments both separately and together. As Renaissance humanists were acquiring a sophisticated understanding of the distance between the present and various European pasts (the recent medieval past and the remote history of antiquity), they were also coming into contact with non-European cultures in Africa, the Americas, and Asia via trade and economic development, imperial expansion, and religious conversion. Always at stake in these encounters was the question of who counted as an individual; the self was not considered to be intrinsic to human nature but rather the product of historical and cultural developments. Themes will include religious pluralism, the sacred and the secular, vernacularity, exploration and empire, the relationship between mind and body, slavery, trade, wealth, gender, self-fashioning, and style. We will consider such English writers as the Pearl poet, More, Marlowe, Spenser, Shakespeare, Browne, and Milton; such continental intellectuals as Descartes, Erasmus, Las Casas, and Castiglione; and such continental artists as Michelangelo, Velázquez, Bruegel, and Rembrandt.

Class Format: This course will be conducted synchronously online.

Requirements/Evaluation: Five four-page papers, in-class presentation, thoughtful participation in discussions

Prerequisites: A 100-level ENGL course, a score of 5 on the AP English Literature exam, a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor

Enrollment Limit: 14

Enrollment Preferences: First- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 14

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 228 (D1) COMP 230 (D1)

Writing Skills Notes: The course asks students to write five four-page papers and offers exposure to a range of humanistic modes, from close reading to visual analysis to the exposition of philosophical claims. One paper will involve independent research. The instructor will provide frequent and extensive written feedback on student work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course examines the role of historical and cultural difference within and beyond Europe at the very beginning of globalization. Students will become acquainted with the origins of colonialism and the global traffic in slaves, as well as with the complex role of writers and intellectuals in questioning, defending, and imagining these practices. We will consider the epistemological challenges of accessing the testimony of subordinated persons.

Fall 2020
SEM Section: R1 MR 1:30 pm - 2:45 pm Emily Vasiliauskas

COMP 232 (S) Nordic Lights: Literary and Cultural Diversity in Modern Scandinavia (DPE)
Cross-listings: WGSS 200 COMP 232

Primary Cross-listing
Mythologized as the land of the aurora borealis and the midnight sun, Scandinavia’s five distinct nations—Iceland, Norway, Sweden, Denmark, and Finland—are often mistakenly associated with blond-haired and blue-eyed uniformity. Modern Scandinavia, however, is a place of great social and cultural diversity. From medieval Viking sagas to contemporary Nordic rap, the Scandinavian literary tradition is rich in tales of global exploration, childhood imagination, sexual revolution, and multicultural confrontation. Through readings of nineteenth-century drama, twentieth-century novels, and twenty-first-century cinema, we will investigate a wide range of issues on class, ethnicity, and identity, including the indigenous reindeer-herding Sámi people, Danish colonialism and the Greenlandic Inuit, Norwegian collaboration and resistance during World War II, and Nordic emigration (to North America) and immigration (from Africa, Asia, Latin America, and the Middle East). Discussion will also focus on Scandinavia’s leadership in gender equality and sexual liberation, Scandinavian political isolation and integration (into both the UN and the EU), and the global effects of Nordic pop (ABBA to Björk), glamour (Greta Garbo to Alicia Vikander), technology (Volvo to Nokia), design (IKEA to H&M), and activism (Alfred Nobel to Greta Thunberg). Readings to include works by Henrik Ibsen, August Strindberg, Hans Christian Andersen, Karen Blixen, Astrid Lindgren, Halldór Laxness, Reidar Jónsson, and Peter Heeg. Films to include works by Ingmar Bergman, Lasse Hallström, Bille August, Colin Nutley, Lukas Moodysson, Josef Fares, Tomas Alfredson, and Tomas Vinterberg. All readings and discussions in English.

Class Format: This will be a remote course for all students, whether they are on campus or not. We will convene synchronously via web-conferencing, with an emphasis on group discussion. There will also be opportunities for students to engage with online activities both during and between our synchronous sessions. Remote office hours will provide even more opportunities for follow-up, questions, and further discussion.

Requirements/Evaluation: active participation, two shorter papers, a midterm, and a longer final paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Comparative Literature and Women’s, Gender & Sexuality Studies majors, and those with compelling justification for admission

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 200 (D2) COMP 232 (D1)

Difference, Power, and Equity Notes: As the course description explains, this course centers on a critical examination of difference, power, and equity in modern Scandinavia. The content examines the effects of class, race, ethnicity, gender, and sexuality on social (in)equalities among citizens, institutions, communities, and identities. The course also employs critical tools to teach students how to interrogate Scandinavian diversity and modernity, through reading, film analysis, discussion, and writing.

Spring 2021

SEM Section: R1 TR 11:30 am - 12:45 pm Brian Martin

COMP 234 (S) Saharan Imaginations (DPE) (WS)

Cross-listings: ARAB 209 ENVI 208 COMP 234

Secondary Cross-listing

Literary representations of the Sahara challenge facile assumptions about this undertheorized place. Approached mainly through the prism of adventure and exploitation, the desert is portrayed as a dead space. However, literature and film furnish a unique opportunity to engage critically with the ways Maghrebi and Middle Eastern culture production represents deserts and raises issues of fundamental importance to these societies. This course offers students the opportunity to engage in close readings of novels and film through the theme of the Sahara and Saharan space. Reading through the politics of human mobility and life in the desert will help students to understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the Saharan sub-genre of African and Middle Eastern literatures. Whether grappling with transcontinental issues of climate change, cannibalization of biodiversity or overexploitation of natural resources, desert-focused cultural production invites us to think critically about the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature. Deconstructing reductive Saharanisms, students will see the desert for what it is, rather than what it is portrayed to be or stand for.

Class Format: hybrid

Requirements/Evaluation: active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper

Prerequisites: none
Enrollment Limit: 14

Enrollment Preferences: Students are admitted into the course on a first-come-first-serve basis. If the course is over-enrolled, preference will be given to Arabic Studies and Comparative Literature majors and certificates.

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 209 (D1) ENVI 208 (D1) COMP 234 (D1)

Writing Skills Notes: Students will receive constant and extensive feedback on their written work. Students will write regular weekly responses on Glow, a reflection statement, two 5pp. papers for midterms, and one 10pp. final paper.

Difference, Power, and Equity Notes: Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.

Spring 2021

SEM Section: H1  MW 10:00 am - 11:15 am  Brahim El Guabli

COMP 244 (S) Black Mediterranean (DPE) (WS)

Cross-listings: GBST 244 COMP 244

Primary Cross-listing

Though European border management today seeks to limit and control movement, the Mediterranean region is a historical site of mediation between cultural differences and religious views. This course centers primarily on the works of migrant intellectuals and artists from North Africa and the Middle East, who have emerged from the Mediterranean region to become a significant part of the new voice of Europe. Borrowing from Deleuze and Guattari's definition of "minor literature" as literature that a "minority constructs within a major language" and in which "language is affected with a high coefficient of deterritorialization," we explore the political, cultural and anthropological effects of such literature in today's European public discourse.

Today the Mediterranean has become a graveyard where black and brown bodies transit a hostile and deadly passage. Therefore, a centerpiece of this course will be an examination of the racist discourse in Europe in the light of the Black Lives Matter's quest for decolonizing knowledge. In this interdisciplinary course, we read both literary works (Ali Farah, Khatibi, Lakhous, Scego), and critical theory (Cassano, Chambers, Fanon, Hall, Theo Goldberg); we also analyze films, documentaries, podcasts, exhibits and museums of colonialism in Europe.

Class Format: This will be an hybrid course. Students will meet twice a week with me.

Requirements/Evaluation: weekly writing assignments, midterm and final exams, final paper, oral presentation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 244 (D2) COMP 244 (D1)

Writing Skills Notes: This course is designed to be writing-intensive, as it requires weekly response papers, midterm, and final papers, and blog discussions.

Difference, Power, and Equity Notes: Within the theoretical framework of postcolonial studies, this course examines themes such as: race; Europe and its postcolonial legacy; power imbalances in the current European policies of migration; the urban space of Rome as site of conflictual representations of center/periphery.

Spring 2021
COMP 254 (F)  "Illness" in Modern and Contemporary Chinese Literature and Culture  (DPE)

Cross-listings:  CHIN 253  COMP 254  WGSS 255

Secondary Cross-listing

From early modern anxieties about China's status as the "sick man of Asia" to contemporary concerns regarding the prospect of transnational pandemics, "illnesses" and their related stories have played a critical role in making and contesting individual psychologies and Chinese modernity in the 20th and 21st centuries. Actual illnesses, from tuberculosis to AIDS to the Novel Coronavirus, constitute not only social realities that trouble political and popular minds in their own right; but further provide powerful metaphors for exploring issues of human rights, national identity, and transnational circulation. This course examines how Chinese literature in the 20th and 21st centuries writes and visualizes "illness"—a universal human experience that is nevertheless heavily bounded by culture and history. Specifically, we examine the cultural and social meaning of "illness"; the relationship between illness on the one hand, and the politics of body, gender, and class on the other; we ask how infectious disease, and mental illness are defined, represented, and understood in both male and female writers' analytical essays and fictional writings in the 20th century; we examine how metaphorical "illness" such as infectious cannibalism and fin-de-siècle "viruses," are imagined and interpreted by key culture figures ranging from the founding father of modern literature (Lu Xun), to the winner of the 2012 Nobel Prize in Literature (Mo Yan). Throughout the course, we will focus on the interplay between literature canons (fictions, essays, and dramas) and popular media and genres: blockbuster cinemas and art house films, popular novels, photographs and posters, etc.

Class Format: All regular course meetings will be conducted ONLINE with mostly a synchronous mode of instruction. FIRST MEETING: for those who are on campus, we will have our FIRST meeting outdoors; those who remain remote can choose either "Zoom" in or attend a separate online FIRST meeting. For full information, please contact the instructor.

Requirements/Evaluation: Evaluation will be based on 1) ACTIVE in-class discussion; 2) Pre-class quizzes based on reading and recorded lectures (Graded as Complete or Incomplete); 3) Post-class discussion in forms of paragraph writing and/or video clips (graded as Complete or Incomplete); 4) two short papers (3-5 pages); 5) the final project (including a presentation, and a paper or other form of project).

Prerequisites: None; no knowledge of Chinese language required, though students with Chinese language background are encouraged to work with Chinese sources if they wish; open to all

Enrollment Limit: 10

Enrollment Preferences: Chinese, Asian Studies, or Japanese majors; and then to first-year students

Expected Class Size: 10

Grading:  yes pass/fail option,  yes fifth course option

Distributions:  (D1)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
CHIN 253 (D1)  COMP 254 (D1)  WGSS 255 (D1)

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze the shaping of social stigma as well as the dynamics of unequal power by means of closely reading "illness" in 20th and 21st century China. We will exam how "illness" is sometimes gendered and politicized; how "illness", in other times, empowers individuals and bonds underrepresented minorities. Illness, as a seemingly universal human experience, tells diverse stories of (in)difference, (dis)power, and (un)equity.

Fall 2020
LEC Section: R1  TF 3:15 pm - 4:30 pm  Man  He

COMP 296 (S) Chinese Film and Its Significant Others  (DPE)

Cross-listings:  CHIN 226  COMP 296

Secondary Cross-listing

From the "wows" that the first short films invoked at a Shanghai teahouse in 1896 to the $527 million (or 3.4 billion RMB) grossed at the box-office by a 3D fantasy in 2019, Chinese films have struck a responsive chord among domestic and foreign audiences. In this survey course, we will explore the evolving relationships between Chinese films and five "significant others" that are central to film and film-making. Roughly following a chronological order, this course will examine 1) the effect of new technological developments (such as photography, sound, color, special FX) on film; 2) the tension
between film and traditional modes of public entertainment (such as operas and shadow plays); 3) film's social role to affirm and contest gender, national, and class identities; 4) the need to garner differing sources of financial support (state funding, cultural entrepreneurs, and transnational capital); and 5) the circulation of Chinese films in the global market. Class materials include various genre films (melodrama, horror, martial arts, comedy, etc.), directors' notes, contemporary reviews, and scholarship in China and media studies. All materials and discussions are in English.

Class Format: All regular course meetings will be conducted ONLINE with mostly a synchronous mode of instruction. Students are also expected to complete asynchronous preparations (view the films and Panopto lecture clips, read scholarship, and contribute to the discussion board) before the regular class hour. All materials are posted on GLOW. For full information, please contact the instructor.

Requirements/Evaluation: Evaluation will be based on 1) ACTIVE in-class discussion; 2) Pre-class discussion posts based on reading and recorded lectures (Graded as Complete or Incomplete); 3) two short papers (3-5 pages); 4) two peer review papers (1-2 pages); and 5) the final project (including a presentation, and a paper or other form of project).

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: current or prospective Chinese, Japanese, Asian Studies, and Comparative Literature majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 226 (D1) COMP 296 (D1)

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze the clashes and negotiations between Western media technological modernities and Chinese indigenous understanding of shadows, visuality, and sound. By discussing various films produced from mainland China, Hong Kong, Taiwan, and other diaspora areas from 1920 to now, this course asks students to explore how cinema invokes (and erases) differences, and consolidates (and challenges) hegemonic notions of nation, gender, and class.

Spring 2021

SEM Section: R1 MR 3:15 pm - 4:30 pm Man He

COMP 303 (F) Global Theatre and Performance Histories (DPE)

Cross-listings: THEA 301 COMP 303

Secondary Cross-listing

A survey of theatre and performance traditions from across the globe, from the classical period to roughly 1880. This course provides students with an overview of theatre's many diverse histories, emphasizing its dual role as both an artistic and social practice. While attending to theatre's formal and aesthetic aspects, we will at the same time focus on the relationship of performance practices to the legacies of state power, hegemony, imperialism, and colonialism in which they are historically embedded. Topics of inquiry may include: classical Greek and Roman theatre; dance/drama of pre-colonial Africa; Indian classical drama; pre-modern theatres of Japan; Medieval and Renaissance theatre in England; Pre-Columbian indigenous performance practices; French and Spanish court theatres; German nationalist theatre; nineteenth-century popular performance in the U.S.; and the rise of realist theatre in Scandinavia. Through close analysis and interpretation of primary sources, including encounters with archival sources housed in Chapin and WCMA and also available in digital form, students will practice and learn the skills of the theatre historian, applying them to their own creative and critical research projects. This course is required for Theatre majors and is a prerequisite for THEA 401.

Class Format: For Fall 2020, this course will be conducted in a hybrid fashion, with both synchronous and asynchronous components. For the remote component, students will view brief lectures and online video content, meet with one another in Zoom, engage with required readings on their own time, and complete brief assignments based on prompts. Synchronous class discussions (either in small groups or in a larger group) and experiences in the archives will be conducted either in Zoom or in a classroom setting.

Requirements/Evaluation: weekly writing and participation in discussions; a midterm "maker" or "critic" project; participation as a "discussion leader" for one class; and a final "maker" or "critic" project

Prerequisites: For theatre majors: THEA 101, 102, 103, or another 100-level theatre course. Students who are not Theatre majors are welcome into the class by permission of instructor. Please email Prof. Holzapfel at: ash2@williams.edu

Enrollment Limit: 16

Enrollment Preferences: Theatre majors
Expected Class Size: 8-10
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
THEA 301 (D1) COMP 303 (D1)

Difference, Power, and Equity Notes: This course works to dismantle the ongoing bias in theatre studies that positions textual and literary forms of theatre in the globalized north as the principal (or in some cases only) sites of knowledge transfer, status, and value in our field. Instead, theatre and performance are approached as diverse and embodied forms of repertoire that must be analyzed in relation to the structures of social inequity and power in which they arise.

Fall 2020
SEM Section: H1 TR 11:30 am - 12:45 pm Amy S. Holzapfel

COMP 323 (F) Born to be Wild: Rethinking Animals in Pre-modern and Modern Texts  (DPE)
Cross-listings: COMP 323 ARAB 323 ENVI 321
Secondary Cross-listing

In the past few months, images of dolphins appearing in the Venetian canals, and wild animals roaming eerie looking post-apocalyptic deserted streets have gone viral. The majority of these images have proven to be fake, however their popularity was witness to people's hope that we can "reset" the environment and a yearning to reframe animals' positionality vis-à-vis their habitats and humans. Using critical lenses from ecocriticism and animal studies, we will be exploring texts from non-Western traditions in which animals figure strongly from pre-modern times to the age of the Anthropocene. The focus will be on Arabic, Persian and Turkish texts all in translation. The course will be traversing several genres and texts from Pre-Islamic poetry, the Quran, the 10th century Ikhwan as-Safa's epistle The Case of Animals versus Man Before the King of the Jinn, the fables of Kalila and Dimna, Farid ed-Din 'Attar's Conference of Birds, travelogues, paintings, contemporary film till we reach recent fiction with cyborgs and drones. Throughout the course, we will be examining themes such as diverse conceptualizations of what it means to be an "animal", what constitutes' animal agency and animal subjectivity irrespective of humans and their often utilitarian lens. We will do this by investigating how animals through these texts have been represented, imagined and reconfigured whether allegorically or otherwise as communities and in relation to humans and the environment and the implications of that. Finally, we will explore what a poetics of animal studies in these cultural and literary traditions could look like. The course will consist of multiple forms of evaluation like participation, Glow posts, essays, experiential reflections and creative tasks.

Class Format: This class will be offered remotely synchronously twice a week (75 minutes each session), in addition to prerecorded asynchronous material at times.
Requirements/Evaluation: The course will consist of multiple forms of evaluation like participation, Glow posts, essays, experiential reflections and creative tasks.
Prerequisites: None
Enrollment Limit: 12
Enrollment Preferences: Arabic majors, Comparative Literature Majors, Environmental Studies Majors and Arabic certificate holders.
Expected Class Size: 10
Grading: no pass/fail option, yes fifth course option
Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
COMP 323 (D1) ARAB 323 (D1) ENVI 321 (D1)

Difference, Power, and Equity Notes: This course deals with different literary traditions and their aesthetics. The approach is both synchronic and diachronic by looking at texts and their texts from different time periods and at different genres. The course will be examining what it means to be an "animal" vis-a-vis human beings and their environment and animal agency in these literary traditions as opposed to the often utilitarian lens that animals have often been viewed through.

Fall 2020
SEM Section: R1 MW 11:45 am - 1:00 pm Radwa M. El Barouni
COMP 357 (F) Re/Generations I: Memory Against Forgetting and the Global American Empire (DPE)

Cross-listings: COMP 357 ENGL 300 AMST 300

Secondary Cross-listing

This is a two-part junior seminar in which we take an expansive approach to memoir as a form, genre, and practice, with specific attention given to texts reckoning with the traumas, transgressions, and transformations of what we understand as "America" and its many discontents. As such, the courses are remote and may be taken in sequence or autonomously. In this first part, we focus on authors charting the lives and afterlives of chattel slavery, settler colonialism, genocide, war, and the expansion of the global American empire, from the 19th through 20th centuries. How do these authors remediate the critical (il)legibility of personhood and place, community and nation? What myths must be dispelled and/or rewritten? What structural elements are deployed to tackle the obstacles of hegemonic power and historical amnesia, and how do these authors re/generate "what remains of lost histories and histories of loss" (Eng and Kazanjian)? Texts to be considered may include: Narrative of the Life of Frederick Douglass, an American Slave; Hawaii's Story by Hawaii's Queen (Lili'oukalani); Notes of a Native Son (James Baldwin); Borderlands/La Frontera (Gloria Anzaldúa); Dictee (Theresa Hak Kyung Cha).

Class Format: Remote

Requirements/Evaluation: weekly reading responses, midterm and final papers

Prerequisites: American Studies 101 and/or 301, previous coursework in race, ethnicity, and diaspora, junior or senior standing, or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: American Studies majors

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 357 (D1) ENGL 300 (D1) AMST 300 (D2)

Difference, Power, and Equity Notes: Analyzes the dynamics of power and privilege in the U.S. from a national and transnational context, examines the perspectives of socially marginalized groups, and fosters an understanding of the beliefs, experiences, and cultural productions of these groups.

Fall 2020

SEM Section: R1 TR 11:30 am - 12:45 pm Anthony Y. Kim

COMP 363 (F) Where are all the Jews? (DPE) (WS)

Cross-listings: REL 268 ARAB 363 COMP 363 JWST 268

Secondary Cross-listing

Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israélite Universelle’s schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews’ departure from their ancestral lands left a socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, ethnographies, historiographical works, and anthropological texts alongside documentaries films, the students will understand how literature and film have become a locus in which amnesia about Arab/Berber Jews is actively contested by recreating a bygone world. Resisting both conflict and nostalgia as the primary determinants of Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

Class Format: The course will be offered both in-person and remotely. Students enrolled remotely are required to watch the recorded videos of the in-person sessions in order to stay abreast of the discussions that take place in the classroom and enrich their engagement with the materials assigned in the course.

Requirements/Evaluation: 400-word weekly, focused responses on Glow; a book review (600 words); two five-page papers as mid-terms; one
ten-page final paper; one presentation.

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students interested in critical and comparative literary, religious or historical studies.

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 268 (D2) ARAB 363 (D1) COMP 363 (D1) JWST 268 (D2)

Writing Skills Notes: Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on each written work to improve students' writing skills. Students are required to incorporate the feedback to improve their drafts before they become final. Students will receive detailed and consistent feedback about their writing in Arabic language. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Students in this course will understand the historical process that lead to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.

Fall 2020

SEM Section: H1 MW 10:00 am - 11:15 am Brahim El Guabli

COMP 369 (S) Indigenous Narratives: From the Fourth World to the Global South (DPE) (WS)

Cross-listings: GBST 369 HIST 306 COMP 369 ARAB 369

Primary Cross-listing

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Forma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Tashelhiyt Berber tales in Morocco, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

Class Format: Course will be offered remotely.

Requirements/Evaluation: active class participation, several short response assignments (3-4 pages), two film reviews (1 page), a performance project, and a final paper (7- to 10-pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 369 (D2) HIST 306 (D2) COMP 369 (D1) ARAB 369 (D1)

Writing Skills Notes: This course will enable students to write weekly while engaging with various forms of writing skills: articulating arguments in
short response papers (3-4 pages each), developing visual criticism through writing two film reviews, (1 page each), journaling through writing a personal reflections on a performance project, and honing research language in producing a final paper of 7-10 pages. Instructor's feedback and peer review sessions will include review of drafts and argumentative structures.

Difference, Power, and Equity Notes: At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.

Spring 2021

SEM Section: R1 MR 1:30 pm - 2:45 pm Amal Eqeiq

DANC 216 (S) Asian/American Identities in Motion (DPE)

Cross-listings: GBST 214 ASST 214 THEA 216 AMST 213 DANC 216

Primary Cross-listing

The course aims to explore dance and movement-based performances as mediums through which identities in Asian and Asian-American (including South-Asian) communities are cultivated, expressed, and contested. It will orient students towards “reading” and analyzing live and mediated performances within historical, social, and political frameworks. Students will explore how socio-historical contexts influence the processes through which dance performances are invested with particular sets of meanings, and how artists use performance to reinforce or resist stereotypical representations. Core readings will be drawn from Dance, Performance, Asian, and Asian American Studies, and will engage with issues such as nation formation, race and ethnicity, appropriation, tradition and innovation among other topics. This is primarily a discussion-based seminar course, and might also include film screenings, discussion with guest artists and scholars, and opportunities for creative projects. No previous dance experience is required.

Class Format: This course will be taught in a virtual format and will be remote.

Requirements/Evaluation: reading responses, essays, in-class writing assignments, class participation, and group presentations.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first years and sophomores

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 214 (D2) ASST 214 (D1) THEA 216 (D1) AMST 213 (D2) DANC 216 (D1)

Difference, Power, and Equity Notes: This course introduces students to the role of performance in nation formation in Asia and the history of Asian-Americans in the US through analysis of dance performances and practices. Student will explore how race was central to the formation of Asian and the American nation, and how social and legal discriminatory practices against minorities influenced popular culture. The assigned material provide examples of how artists address these inequalities and differences in social power.

Spring 2021

SEM Section: R1 MR 3:15 pm - 4:30 pm Munjulika Tarah

DANC 226 (S) Gender and the Dancing Body (DPE)

Cross-listings: WGSS 226 THEA 226 AMST 226 DANC 226

Primary Cross-listing

This course posits that the dancing body is a particularly rich site for examining the history of gender and sexuality in America and beyond. The aim of the course is to explore ideas related to gender and sexuality as prescribed by dominant cultural, social, and religious institutions, and how dance has been used to challenge those normative ideologies. We will examine a wide range of dance genres, from stage performances to popular forms to dance on television, with particular attention to the intersections of race and class with gender. This is primarily a discussion-based seminar course and will also include film screenings, discussions with guest artists, and opportunities for creative projects. No previous dance experience required.
Class Format: This course will be taught in a virtual format and will be remote.

Requirements/Evaluation: class participation, reading responses, essays, in-class writing assignments, and group presentations

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first years and sophomores

Expected Class Size: 10-15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 226 (D2) THEA 226 (D1) AMST 226 (D2) DANC 226 (D1)

Difference, Power, and Equity Notes: In the course, students will explore the concept of gender as a social construction and how the body’s historical associations to markers of gender and sexuality lead to differences in socio-political power. The assigned texts and viewings provide examples of how bodies and their movements make meaning in a network of power relationships, and how artists use dance to address social inequalities such as sexism, racism, and transmisogyny, to imagine a more just world.

Spring 2021

SEM Section: R1 TF 3:15 pm - 4:30 pm Munjulika Tarah

DANC 302  (F) Moving Words, Wording Dance  (DPE) (WS)

Cross-listings: DANC 302 ENGL 335

Primary Cross-listing
How can we capture the "liveness" of dance and performance through writing? How can the spoken and written word promote a deeper understanding of felt emotions expressed through embodied practice? In this course, we will explore different modes of writing about performance such as fiction, ethnography, and performative writing. The course material will primarily focus on books by artist-scholars of color with the aim of engaging with both the politics of identity in performance and also the politics of texts and archives. Each of the texts we encounter will be paired with visual materials and/or virtual conversations with artist-scholars to encourage a multilayered experience with writing about performance. Besides engaging deeply with the selected monographs, we will practice skills related to writing creatively and analytically about movement-based performance. This class will be held remotely and will include a combination of tutorial-like small group meetings, periodic synchronous sessions, and asynchronous work such as Glow posts or recorded lectures. The course is reading and writing intensive, and oriented towards juniors, seniors, and those with deep interest in analytical and creative writing. Students will (i) read several monographs during the semester, (ii) participate in discussions about course materials, (iii) produce creative and critical writing (at least 5-6 pages every two weeks and a final cumulative assignment), and (iv) engage in the revision process of their own work and that of their peers based on feedback from the professor and from writing partners.

Requirements/Evaluation: Each student will write three 5- to 6-page papers on which professor and peers will provide critical feedback on content, style, and grammar. Students will also revise the papers and meet with the professor to discuss the revision process. As the final assignment, students will select one of the three papers to develop into a longer essay, which will be 10-15 pages.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Junior and Seniors, and those with specific interest in performance, creative, and analytical writing. Prior dance or performance experience not required.

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
DANC 302 (D1) ENGL 335 (D1)

Writing Skills Notes: Each student will write three 5- to 6-page papers on which the professor and peers will provide critical feedback on content, style, and grammar. After each cycle of feedback, students will submit a revision, and will have an individual meeting with the professor to discuss the revision process and the revised paper. As the final assignment, students will select one of the three papers to develop into a longer essay, which will
Difference, Power, and Equity Notes: The monographs which anchor the course engage with the politics of identity as it manifests in both staged and in everyday performances. The introductory points of exploration and the objects of analysis in the course are bodies in motion. So, our inquiry throughout the semester will necessarily include how bodies "make meaning" in a network of power relationships within the context of historical associations to markers of race, class, gender, sexuality, and socially constructed differences.

Fall 2020

SEM Section: R1   MR 3:15 pm - 4:30 pm   Munjulika Tarah

DANC 323  (S)  Arts Organizing in Africa and the Diaspora  (DPE)
Cross-listings:  THEA 321  MUS 323  DANC 323

Secondary Cross-listing

At the heart of this class is the question, how do artists and organizations use the performing arts to effect social change in their communities? Drawing from a number of case studies from throughout Africa and the African Diaspora, we will first endeavor to understand and contextualize issues related to education, social uplift, the environment, and the economy as they relate to specific communities. We will then examine how a series of organizations (from grassroots campaigns to multinational initiatives) utilize the performing arts in response to those issues. Among the issues we will discuss at length are: -How do performers and organizations navigate the interplay between showcasing the performance talents of individuals and groups and foregrounding an issue or cause? More broadly, what dilemmas emerge as social and aesthetic imperatives intermingle? -What are the dynamics between people acting on a local level within their communities and their various international partnerships and audiences? -How can government or NGO sponsorship help and/or hinder systemic change? By the end of the semester, students will be equipped with conceptual frameworks and critical vocabularies that can help them ascertain the functions of performance within larger organizations and in service to complex societal issues. Throughout the course, we will watch and listen to a variety of performances from traditional genres to hip-hop, however this class is less about learning to perform or analyze any particular genre than it is about thinking through how performance is used as a vehicle for social change. Case studies will include youth outreach and uplift in Tanzania through the United African Alliance, campaigns to promote girls' education in Benin and Zimbabwe, community-wide decolonizing initiatives through the Yole!Africa Center in the Democratic Republic of Congo, and the cultural reclamation of a mining town in Suriname through the arts organization, Stichting Kibii.

Class Format: This is a remote course.

Requirements/Evaluation:  Four case study profiles, midterm essay (5-7pages), and a final project. Regular participation in class discussion.

Prerequisites:  None

Enrollment Limit:  15

Enrollment Preferences:  If the course exceeds the maximum enrollment, selection will be made based on students explanations for why they want to take the class.

Expected Class Size:  15

Grading:  yes pass/fail option,   yes fifth course option

Distributions:  (D1)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
THEA 321  (D1)  MUS 323  (D1)  DANC 323  (D1)

Difference, Power, and Equity Notes: This course interrogates on a fundamental level issues of power and equity. Using the performing arts as a critical lens, we discuss a series of social and environmental challenges that communities of African descent face. These are in direct dialogue with global systems of power and economic factors. Issues include: environment, education, local communities’ interactions with multinational corporations, and representational politics in performance.

Spring 2021

SEM Section: R1   MW 11:45 am - 1:00 pm   Corinna S. Campbell,  Tendai Muparutsa

ECON 204  (S)  Economics of Developing Countries  (DPE)

Cross-listings:  ENVI 234  ECON 204
The leaders of developing countries almost universally proclaim "economic development" to be their eventual destination, but it is not easy to visualize the journey. Is rapid economic growth sufficient to generate development, or do governments need to invest proactively in health, education and social protection? Can agriculture support incomes and provide jobs, or is urban industrial development a prerequisite? How do households in developing countries insure themselves against adverse outcomes? Can policies enable entrepreneurship and innovation in such economies? Is it true that corruption is a significant obstacle? Has the climate crisis upended our traditional models to the point where we need to rethink the notion of development? How does the global COVID-19 pandemic threaten the progress developing countries have achieved, and what policy responses will be most effective in addressing the crisis? The class will introduce these and other issues, as analyzed by economists.

**Class Format:** discussion

**Requirements/Evaluation:** short essays/assignments; two individual take-home exams; final group project

**Prerequisites:** one ECON class at Williams or prior course deemed equivalent by the Economics Department

**Enrollment Limit:** 25

**Enrollment Preferences:** first-year and sophomore students

**Expected Class Size:** 25

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 234 (D2) ECON 204 (D2)

**Difference, Power, and Equity Notes:** This course provides a setting for students to learn about the causes and consequences of poverty in developing countries. It requires students to engage with questions of political and economic power, stressing attentiveness to how market relationships may not generate welfare-maximizing opportunities for poor and marginalized populations. Through exercises and a group project, the course builds analytical and empirical skills for diagnosing and addressing constraints on economic development.

Spring 2021

LEC Section: R1  MW 6:45 pm - 8:00 pm  Michael Samson

**ECON 257 (F) The Economics of Race** (DPE)

This course will examine the causes and consequences of racial disparities in economic outcomes. Specific topics will include the economic history of slavery, Reconstruction and the Civil Rights Movement; racial gaps in earnings, wealth, educational attainment, standardized test scores, and health outcomes; formal models of taste-based and statistical discrimination; and the structure and efficacy of government anti-discrimination policies. Much of the course will focus on racial discrimination faced by African Americans specifically, but there will also be coverage of other racial and ethnic minority groups. The course will additionally focus almost exclusively on the US, although many of the theories and techniques we will develop are applicable to other contexts as well. The course will utilize basic microeconomic tools, such as straightforward extensions of the supply and demand model, and ECON 110 is a prerequisite. We will also make extensive use of descriptive statistics, and an introductory statistics course such as STAT 101 will be useful, but is not required.

**Class Format:** I anticipate conducting the "hybrid" version of the course broadly similarly to the in-person version, but with students participating remotely attending synchronous discussions/lectures via Zoom. A teaching assistant will monitor the Zoom feed so I can respond to questions and comments from students participating online.

**Requirements/Evaluation:** exams, short written responses, problem sets, participation

**Prerequisites:** ECON 110

**Enrollment Limit:** 25

**Enrollment Preferences:** First- and second-year students.

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** The course is well suited for the DPE distribution requirement as it will develop in detail not only the existence of race-based differences in a wide variety of key socioeconomic outcomes, but also explore the historical and contemporary processes that lead to
ECON 382 (S) Gentrification and Neighborhood Change (DPE)

While the phenomenon we call "gentrification" was first noted in the 1960s, these changes in urban neighborhoods have recently drawn increasing scrutiny and concern. Coming at a time of growing income inequality, the movement of higher income households into neighborhoods previously occupied by lower-income households has raised concerns about displacement, housing affordability, access to employment and other problems that may be associated with a gentrifying city. These problems may be further exacerbated by residential segregation and reduced support for public housing and transportation. This course will provide an opportunity to study these issues in depth. What, exactly, is gentrification? What do we know about the economic causes and consequences of gentrification and neighborhood change? How are these causes and consequences affected by growing income inequality and continued segregation in housing? What policy options might be pursued that could improve the well-being of existing and potential residents of the neighborhoods in US cities?

Class Format: The initial meeting of the class and all meetings of tutorial pairs will be held remotely via Zoom teleconference. Students will need a computer and reliable internet connection to participate.

Requirements/Evaluation: Students will meet in pairs once per week. On alternate weeks students will write a 10-12 page primary paper on an assigned topic, and on the next week write a 4-5 page comment and discussion on the primary paper. At least one of the primary papers written by each student during the course must incorporate some analysis of data on gentrification using data introduced in discussion.

Prerequisites: Economics 251 (Price and Allocation Theory), Statistics 161 or Economics 255 (Econometrics) or POEC 253 (Empirical Methods in Political Economy) or instructor permission.

Enrollment Limit: 10

Enrollment Preferences: Economics and Political Economy majors, Juniors and Seniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: Gentrification has been identified in the survey of DPE suggestions as a worthwhile and important topic for a course satisfying the DPE requirement. Gentrification, with its consequent displacement of low-income and frequently minority households in cities is widely viewed as a problem and there have been increasing demands for local policies to limit the rate or extent of gentrification. We will address the causes, measurement of gentrification and extent to which it burdens poor households.

Spring 2021

TUT Section: RT1 TBA Stephen C. Sheppard

ENGL 115 (F) The Literature of Sports (DPE) (WS)

Cross-listings: AFR 115 ENGL 115

Primary Cross-listing

The ubiquity of the sporting event, the athlete as hero, the athlete as failure, the crowd, the fan, the stadium, and all of the complex conflicts therein have long been the subjects of some of the finest writing in America and throughout the world. Writers have used sport as a context through which to explore and examine ideas such as beauty, the sublime, tragedy, politics, race, class, sexuality, and gender. This course will focus on poetry, fiction, and non-fiction invested in the public spectacles and private revelations of sport ranging from the poetics of praise to issues of urbanism, colonialism, globalization with readings by Pindar, Rankine, CLR James, Baldwin, Hemingway, Oates, DeLillo, and many others. This course will be taught online in a synchronous format.

Requirements/Evaluation: Students will be expected to complete a number of short (5 pages or less) papers during the semester and one longer paper (8-10 pages) at the end of the semester.

Prerequisites: None.

Enrollment Limit: 14
Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course.

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 115 (D2) ENGL 115 (D1)

Writing Skills Notes: Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course will focus on literature about sports that addresses, among other topics, civil rights activism, gentrification, race dynamics and race relations both inside and outside of the USA, American exceptionalism, sociocultural construction of emotional displays, mental health, religious conflict, and anti-blackness.

Fall 2020
SEM Section: R1    MW 10:00 am - 11:15 am     Rowan Ricardo Phillips

ENGL 223  (S) Apocalypse Now and Then: Poets Confronting Political Crisis  (DPE) (WS)

In moments of great crisis, common wisdom says to turn to the poets; where, then, do the poets turn? Tracing the history of Poetry of Witness throughout the 20th and 21st Centuries, this course explore various strategies poets have used to write about the end of the world, however that may be defined. We will read contemporary poets (such as Danez Smith, Ilya Kaminsky, Aracelis Girmay, and Solmaz Sharif) alongside 20th Century writers who were responding to the catastrophes of their own times (Paul Celan, Pablo Neruda, Gwendolyn Brooks, Bei Dao, and others). Looking backward to other times when the world seemed to be ending, this course will examine some of the strategies that poets have used to navigate writing about war, genocide, forced migration, gendered violence, climate crisis, and other dystopias. The readings we encounter will span various schools and poetic forms, from documentary poetics, to surrealism and the avant garde, to the Black Arts Movement, to speculative writing, and so on. They will be supplemented with critical texts on the political stakes of writing and reading practices by thinkers like Eve Sedgwick, James Baldwin, and Audre Lorde. This is a course that views creative writing as a valid form of critical inquiry; therefore, students will have opportunities to engage creatively with texts throughout the semester. For the final, students will have the option of either writing an analytical paper or submitting a creative project with a critical introduction.

Requirements/Evaluation: Students will write short weekly response papers, a 3-5 page midterm essay and an 8-10 page final essay. Creative options will be available in place of some of these assignments.

Prerequisites: None.

Enrollment Limit: 16

Enrollment Preferences: Freshmen and sophomores intending to pursue more advanced work in English; non-English majors interested in creative writing. Application may be required.

Expected Class Size: 16

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will produce and receive feedback on short writing assignments throughout the semester. These assignments will build skills for students to write either a final comparative analysis paper or a creative project accompanied by a critical introduction.

Difference, Power, and Equity Notes: This course focuses on the interactions between political engagements and poetic craft in the 20th and 21st centuries. As such, we will discuss the interplay between artists and the popular resistance movements of their times, the effects of power on literary forms, and the shaping of minoritarian aesthetics. Readings will center writing by poets from marginalized backgrounds whose work engages race, class, ethnicity, gender, sexuality, religion, and disability.

Spring 2021
SEM Section: R1    TR 11:30 am - 12:45 pm     Franny Choi

ENGL 228  (F) The Renaissance in England and the European Continent: Self and World  (DPE) (WS)

Cross-listings: ENGL 228  COMP 230
At the same time as the individual human being in possession of a distinctive personality was taking on enormous importance in politics, philosophy, literature, and the visual arts, early modern Europeans were encountering unprecedented levels of cultural diversity. In this interdisciplinary course, we will consider these two developments both separately and together. As Renaissance humanists were acquiring a sophisticated understanding of the distance between the present and various European pasts (the recent medieval past and the remote history of antiquity), they were also coming into contact with non-European cultures in Africa, the Americas, and Asia via trade and economic development, imperial expansion, and religious conversion. Always at stake in these encounters was the question of who counted as an individual; the self was not considered to be intrinsic to human nature but rather the product of historical and cultural developments. Themes will include religious pluralism, the sacred and the secular, vernacularity, exploration and empire, the relationship between mind and body, slavery, trade, wealth, gender, self-fashioning, and style. We will consider such English writers as the Pearl poet, More, Marlowe, Spenser, Shakespeare, Browne, and Milton; such continental intellectuals as Descartes, Erasmus, Las Casas, and Castiglione; and such continental artists as Michelangelo, Velázquez, Bruegel, and Rembrandt.

Class Format: This course will be conducted synchronously online.

Requirements/Evaluation: Five four-page papers, in-class presentation, thoughtful participation in discussions

Prerequisites: A 100-level ENGL course, a score of 5 on the AP English Literature exam, a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor

Enrollment Limit: 14

Enrollment Preferences: First- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 14

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 228 (D1) COMP 230 (D1)

Writing Skills Notes: The course asks students to write five four-page papers and offers exposure to a range of humanistic modes, from close reading to visual analysis to the exposition of philosophical claims. One paper will involve independent research. The instructor will provide frequent and extensive written feedback on student work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course examines the role of historical and cultural difference within and beyond Europe at the very beginning of globalization. Students will become acquainted with the origins of colonialism and the global traffic in slaves, as well as with the complex role of writers and intellectuals in questioning, defending, and imagining these practices. We will consider the epistemological challenges of accessing the testimony of subordinated persons.

Fall 2020

SEM Section: R1 MR 1:30 pm - 2:45 pm Emily Vasilisakas

ENGL 253 (S) Feminist Theatres: A Global Perspective (DPE) (WS)

Cross-listings: ENGL 253 WGSS 250 THEA 250

Secondary Cross-listing

What makes a work of theatre feminist? How do plays, social practices, and performances engage with different models of feminism: liberal, radical, materialist, intersectional, reluctant? Why has feminism mattered to theatre makers of the past? Should it still matter to us now? If so, what forms might future feminist theatres and performance practices take? In this tutorial, students will work in pairs to examine the political relation of models of feminism to plays and performances by theatre artists, companies, and collaborators from across the globe, from the late-twentieth century to today. Interrogating feminism's own legacies of exclusionary and biased tactics, we will focus on the racialized and class-based aspects of feminist performance practices and the history of radical and intersectional feminism in theatre. Artists, companies, and movements to be considered may include: Spiderwoman Theatre, The WOW Café, Hélène Cixous, Adrienne Kennedy, Caryl Churchill, Sphinx Theatre Company, Wendy Wasserstein, Ntozake Shange, Griselda Gambaro, Manjula Padmanabhan, Cherrie Moraga, Karen Finley, Suzan-Lori Parks, Young Jean Lee, Lisa Kron, Tori Sampson, Arethusa Speaks, Women's Project and Productions, Sarah DeLappe, and others. Close reading and analysis of source material will occur alongside engagement with critical essays and writings by: Audre Lorde, Judith Butler, bell hooks, Gloria Anzaldúa, Kimberlé Crenshaw, Eve K. Sedgwick, Gayatri Spivak, Jill Dolan, Sue-Ellen Case, José E. Muñoz, and Donna Haraway. This course will follow a standard tutorial format, with students alternating the presentation and reading of a series of 5-page papers.
Class Format: For Spring 2021, the format for the course is to be determined. Ideally, we will meet weekly and in-person in groups of 3 (two students and professor). Should necessary social distancing measures be in place, we will conduct our tutorial meetings remotely in either Zoom or Google Meet.

Requirements/Evaluation: students will meet with instructor in pairs for an hour each week; they will write a 5-page paper every other week (five in all), and comment on their partner's papers in alternate weeks; emphasis will be placed on developing skills in reading, interpretation, critical argumentation, and critical written and oral response

Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: Theatre majors; WGSS majors; ART majors; COMP majors. Students from all majors are welcome and invited to contact Prof. Holzapfel about their interest in the class: ash2@williams.edu
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D1)  (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 253 (D1) WGSS 250 (D2) THEA 250 (D1)

Writing Skills Notes: As a tutorial, this course will require extensive practice in writing, editing, and revising. Emphasis be directed towards building and developing a compelling argument, providing thorough evidence for one's interpretation, and fluidly integrating theory into one's argumentation.

Difference, Power, and Equity Notes: This tutorial examines intersections between gender, race, sexuality, class, and ethnicity in relation to theatre's ongoing engagement with feminism. We will consider how articulations of difference, power, and equity arise and are, in fact, prioritized in quite different ways within the politics of feminism itself, leading to their variable expressions through art.

Spring 2021
TUT Section: HT1  TBA  Amy S. Holzapfel

ENGL 300  (F)  Re/Generations I: Memory Against Forgetting and the Global American Empire  (DPE)

Cross-listings:  COMP 357  ENGL 300  AMST 300

Secondary Cross-listing
This is a two-part junior seminar in which we take an expansive approach to memoir as a form, genre, and practice, with specific attention given to texts reckoning with the traumas, transgressions, and transformations of what we understand as "America" and its many discontents. As such, the courses are remote and may be taken in sequence or autonomously. In this first part, we focus on authors charting the lives and afterlives of chattel slavery, settler colonialism, genocide, war, and the expansion of the global American empire, from the 19th through 20th centuries. How do these authors remEDIATE the critical (il)legibility of personhood and place, community and nation? What myths must be dispelled and/or rewritten? What structural elements are deployed to tackle the obstacles of hegemonic power and historical amnesia, and how do these authors re/generate "what remains of lost histories and histories of loss" (Eng and Kazanjian)? Texts to be considered may include: Narrative of the Life of Frederick Douglass, an American Slave; Hawaii's Story by Hawai'i's Queen (Lili'o'okualani); Notes of a Native Son (James Baldwin); Borderlands/La Frontera (Gloria Anzaldúa); Dictee (Theresa Hak Kyung Cha).

Class Format: Remote
Requirements/Evaluation: weekly reading responses, midtern and final papers
Prerequisites: American Studies 101 and/or 301, previous coursework in race, ethnicity, and diaspora, junior or senior standing, or permission of instructor
Enrollment Limit: 12
Enrollment Preferences: American Studies majors
Expected Class Size: 12
Grading: yes pass/fail option, no fifth course option
Distributions: (D1)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
Difference, Power, and Equity Notes: Analyzes the dynamics of power and privilege in the U.S. from a national and transnational context, examines the perspectives of socially marginalized groups, and fosters an understanding of the beliefs, experiences, and cultural productions of these groups.

Fall 2020

SEM Section: R1    TR 11:30 am - 12:45 pm     Anthony Y. Kim

ENGL 302  (S)  "A language to hear myself": Advanced Studies in Feminist Poetry and Poetics  (DPE) (WS)

Cross-listings:  AMST 310  ENGL 302  WGSS 330

Primary Cross-listing

The title of this course comes from Adrienne Rich's 1969 poem "Tear Gas," grounding our study in the 1960s, 70s, and 80s feminist activist poetry but also in our current moment to answer a fundamental question: what can poetry do for us? In this period, feminist activist poets were at the center of a revolutionary social justice movement that changed the world. Feminist presses published much of the new poetry. This course focuses on the theory and practice of feminist poetry and print culture during this period, and how feminist experiments in language changed how we understand American poetry. We focus on the theoretical writings and poetry chapbooks of a diverse group of poets who powered the movement, including Audre Lorde, Mitsuye Yamada, Nelly Wong, Robin Morgan, June Jordan, Joy Harjo, Gloria Anzaldúa, Sonia Sanchez, Adrienne Rich, Judy Grahn, and Pat Parker. We also read the work of some later feminist theorists, such as Judith Butler, as we analyze the kinds of performances that brought together feminist poetry and political activism. We spend some time in the archives, analyzing documents from the period, including original publications of poetry chapbooks often published by the period's many feminist presses and consider how such attention allows us to construct alternative narratives for feminism and American poetry. Writing at the intersections of race, class, gender, and sexuality, and of multiple social justice movements (Civil Rights, anti-Vietnam War, LGBTQ activism, and Black Power), these poets gave us a new language to "hear," not only ourselves, but the experience and pain of others, and, in so doing, they moved personal experience into public discourse around issues of inequality and human flourishing in a democratic society.

Class Format: I anticipate that this class will be a hybrid course for students who are both remote and in-person, with a mix of synchronous and asynchronous elements.

Requirements/Evaluation: two short analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), short presentation, longer final researched paper (10-12 pages)

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of instructor

Enrollment Limit:  16

Enrollment Preferences:  English, Women's, Gender, and Sexuality Studies, American Studies majors

Expected Class Size:  16

Grading: yes pass/fail option, yes fifth course option

Distributions:  (D1)  (DPE)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 310  (D2) ENGL 302  (D1) WGSS 330  (D2)

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, critical summaries of feminist criticism, two four-to-five-page graded papers, one creative assignment, a longer, final researched paper (10-12 pages), written in stages over a period of several weeks with feedback at each stage. Critical feedback on written assignments a week prior to due date through conferences and Google Docs and on graded assignments within one week.

Difference, Power, and Equity Notes: The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the feminist movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the period.

Spring 2021

SEM Section: H1    TF 1:30 pm - 2:45 pm     Bethany Hicok
ENGL 335 (F) Moving Words, Wording Dance (DPE) (WS)

Cross-listings:  DANC 302  ENGL 335

Secondary Cross-listing

How can we capture the "liveness" of dance and performance through writing? How can the spoken and written word promote a deeper understanding of felt emotions expressed through embodied practice? In this course, we will explore different modes of writing about performance such as fiction, ethnography, and performative writing. The course material will primarily focus on books by artist-scholars of color with the aim of engaging with both the politics of identity in performance and also the politics of texts and archives. Each of the texts we encounter will be paired with visual materials and/or virtual conversation with artist-scholars to encourage a multilayered experience with writing about performance. Besides engaging deeply with the selected monographs, we will practice skills related to writing creatively and analytically about movement-based performance. This class will be held remotely and will include a combination of tutorial-like small group meetings, periodic synchronous sessions, and asynchronous work such as Glow posts or recorded lectures. The course is reading and writing intensive, and oriented towards juniors, seniors, and those with deep interest in analytical and creative writing. Students will (i) read several monographs during the semester, (ii) participate in discussions about course materials, (iii) produce creative and critical writing (at least 5-6 pages every two weeks and a final cumulative assignment), and (iv) engage in the revision process of their own work and that of their peers based on feedback from the professor and from writing partners.

Requirements/Evaluation: Each student will write three 5- to 6-page papers on which professor and peers will provide critical feedback on content, style, and grammar. Students will also revise the papers and meet with the professor to discuss the revision process. As the final assignment, students will select one of the three papers to develop into a longer essay, which will be 10-15 pages.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Junior and Seniors, and those with specific interest in performance, creative, and analytical writing. Prior dance or performance experience not required.

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 302 (D1) ENGL 335 (D1)

Writing Skills Notes: Each student will write three 5- to 6-page papers on which the professor and peers will provide critical feedback on content, style, and grammar. After each cycle of feedback, students will submit a revision, and will have an individual meeting with the professor to discuss the revision process and the revised paper. As the final assignment, students will select one of the three papers to develop into a longer essay, which will be 10-15 pages.

Difference, Power, and Equity Notes: The monographs which anchor the course engage with the politics of identity as it manifests in both staged and in everyday performances. The introductory points of exploration and the objects of analysis in the course are bodies in motion. So, our inquiry throughout the semester will necessarily include how bodies "make meaning" in a network of power relationships within the context of historical associations to markers of race, class, gender, sexuality, and socially constructed differences.

Fall 2020

SEM Section: R1  MR 3:15 pm - 4:30 pm  Munjulika Tarah

ENGL 352 (S) Digging in the Crates: Making and Unmaking Literary Tradition (DPE)

Cross-listings:  ENGL 352  AFR 353

Primary Cross-listing

This interdisciplinary seminar focuses on matters of style in literature, art, and music in order to explore and subsequently reimagine how relationships between texts form literary traditions. Instead of assuming what a literary tradition is, and without prioritizing a teleological chronology of literary influence as literary traditions tend to do, we will study work ranging from antiquity to the present, anachronistically and in tandem, in order to better understand how the past speaks to the present and how the present speaks to the past. As a general, if imperfect, rule of thumb we will be working regularly with pairs of texts, one from prior to 1800 and another from after 1800: for example, a Toni Morrison novel with a Homeric epic, the work of Jamaica Kincaid with John Milton’s Paradise Lost, or the poetry of John Donne with the lyrics of the Wu Tang Clan.

Requirements/Evaluation: Students will be expected to write a number of one-pages response papers during the semester, two papers in the range
of 5-8 pages each, and a final paper of 8-10 pages.

**Prerequisites:** None.

**Enrollment Limit:** 16

**Enrollment Preferences:** In the case of overenrollment, preference will be given to English majors and Africana Studies concentrators.

**Expected Class Size:** 16

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

*This course is cross-listed and the prefixes carry the following divisional credit:*

ENGL 352 (D1) AFR 353 (D2)

**Difference, Power, and Equity Notes:** This course will focus on the educational system as a means of reproducing hierarchies and inequality.

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**ENGL 357 (F)(S) Spirits of Rebellion: The L.A. Rebellion Filmmakers (DPE)**

**Cross-listings:** ENGL 357 AFR 351 AMST 359

**Secondary Cross-listing**

When Beyoncé unveiled the *Lemonade* visual album in 2016, her production captured the artistic spirit and gave new life to an earlier work: Julie Dash's *Daughters of the Dust* (1991), a luminous film about three generations of the Gullah people and the first motion picture by a Black woman to obtain wide theatrical release in the United States. Many, however, are unaware of the decades-long cinematic movement to which Dash belongs. In this course, we will devote our critical inquiry to the creative output of the L.A. Rebellion, a group of Black cinematic artists trained at the UCLA Film and Television School between the 1960s and 1990s. Our visual journey will take us through a diverse set of filmmakers like Charles Burnett, Ben Caldwell, Barbara McCullough, Julie Dash, Zeinabu irene Davis, Haile Gerima, Alile Sharon Larkin, Billy Woodberry, among many, many others, and how they sought to not only redefine the Black image on-screen but also reimagine the infinite possibilities of Blackness. We will pay close attention to the heterogeneity of genres, styles, and techniques that they put into practice from narrative to neorealism to documentary to avant-garde/experimental to African and African American musical and storytelling traditions. We will explore the various social and political issues that were represented by their films including: racial and class oppression, Black feminisms, Black Power, Afrocentrism, anti-colonialism and decolonization, police brutality and mass incarceration, radical social movements and coalition building, and the importance of community-based art and film practices. Finally, we will touch upon some of the recent works that have been inspired by the L.A. Rebellion, including the aforementioned *Lemonade* and Barry Jenkins' *Moonlight* (2016). Our viewership will be supplemented with readings in Black social and cultural criticism.

**Requirements/Evaluation:** weekly online journal responses (1-2 pages); midterm essay (5-7 pages); final project

**Prerequisites:** AMST 101 and/or 301, critical studies in race and ethnicity or cultural studies, or permission of the instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** American Studies majors

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

*This course is cross-listed and the prefixes carry the following divisional credit:*

ENGL 357 (D1) AFR 351 (D2) AMST 359 (D2)

**Difference, Power, and Equity Notes:** This course contributes to the Difference, Power, and Equity designation by examining the social, political, cultural, and historical forces that contribute to Black cinematic representation.

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**Fall 2020**

SEM Section: R1    MR 1:30 pm - 2:45 pm    Anthony Y. Kim

**Spring 2021**

SEM Section: R1    MR 3:15 pm - 4:30 pm    Anthony Y. Kim
ENVI 154 (F) The Tropics: Biology and Social Issues (DPE)

Cross-listings: BIOL 154 ENVI 154

Secondary Cross-listing

This course counts towards the Biology major but is also accessible to non-majors. It explores the biological dimensions of social issues in tropical societies, and focuses specifically on the peoples of tropical regions in Africa, Asia, Latin America, Oceania, and the Caribbean. Tropical issues have become prominent on a global scale, and many social issues in the tropics are inextricably bound to human ecology, evolution, and physiology. The course highlights differences between the tropics and areas at higher latitudes. It begins with a survey of the tropical environment, including major climatic and habitat features. The next section focuses on human population biology, and emphasizes demography and the role of disease particularly malaria, AIDS and Covid-19 (SARS-CoV-2). The final part of the course covers the place of human societies in local and global ecosystems including the challenges of tropical food production and the interaction of humans with their supporting ecological environment. This course fulfills the DPE requirement. Through lectures, debates and readings, students confront social issues and policies from the perspective of biologists. This builds a framework for lifelong exploration of human diversity in terms of difference, power and equity.

Class Format: Debate

Requirements/Evaluation: two hour exams, a short paper, debate presentation, and a final exam

Prerequisites: none

Enrollment Limit: 24

Enrollment Preferences: Preference will be given to biology majors, environmental studies majors and students who were previously dropped from the course.

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Unit Notes: Counts for credit in the Biology major. Satisfies the distribution requirement for the Biology major.

Distributions: (D3) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 154 (D3) ENVI 154 (D3)

Difference, Power, and Equity Notes: This course highlights differences between the tropics and areas at higher latitudes. For each section we focus on difference--different natural habitats and biodiversity, different patterns of population growth, different human disease profiles, different types of agriculture and impacts of climate change. For each section we highlight differences in power and the inequities of resource distribution. We then debate potential policies to ameliorate these inequities.

Fall 2020

LEC Section: R1 MWF 12:00 pm - 12:50 pm Joan Edwards

ENVI 201 (F)(S) The Geoscience of Epidemiology and Public Health (DPE)

Cross-listings: ENVI 201 GEOS 207

Secondary Cross-listing

The Coronavirus pandemic has highlighted the many ways that diseases can be transmitted in the environment. As a society we are becoming aware of the many ways that geological processes and materials and influence human health, in ways both beneficial and dangerous. This course unites geoscience, biomedicine and public health approaches to address a wide range of environmental health problems. These include water-related illnesses (e.g. diarrhea, malaria); minerals and metals, both toxic (e.g. asbestos, arsenic) and essential (e.g. iodine); radioactive poisoning (e.g. radon gas); and the transport of pathogens by water and wind. In many cases, the environmental health problems disproportionately affect marginalised populations, contributing to greater disease and death among poor communities and populations of colour. We will examine the broad array of dynamic connections between human health and the natural world. We will discuss the social justice implications of a range of environmental health problems. And we will examine current research into how coronaviruses, such as the one causing COVID-19, are transported in the environment. This course is in the Sediments and Life group for the Geosciences Major.

Class Format: Hybrid format. Specific organisational details will depend on the number of students enrolled, but will include both synchronous and asynchronous components, with both in-person and remote teaching. Particular care will be taken to make sure that fully remote students can participate fully and experience the same content and discussion richness. To make sure that remote students receive equal attention, some sections
will be designated as fully remote and others as in-person.

**Requirements/Evaluation:** Evaluation will be based on short weekly writing assignments as well as an individual project and poster presentation.

**Prerequisites:** No prerequisites

**Enrollment Limit:** 34

**Enrollment Preferences:** Preference to first-years, sophomores, and prospective Geosciences majors

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 201 (D3) GEOS 207 (D3)

**Difference, Power, and Equity Notes:** Through a series of case studies, we will examine ways in which marginalised groups (whether due to poverty, race, or ethnicity) are disproportionately affected by environmental health issues. Themes of power and equity in terms of decision making, access to knowledge, and funding availability, will be woven into all aspects of the class and will underpin our analysis of the science.

**Fall 2020**

CON Section: 02  T 1:15 pm - 3:00 pm  Rónadh Cox
LEC Section: H1  TR 11:30 am - 12:45 pm  Rónadh Cox
CON Section: R3  R 1:15 pm - 3:00 pm  Rónadh Cox

**Spring 2021**

LAB Section: H3  R 1:15 pm - 3:15 pm  Rónadh Cox
LAB Section: H2  T 1:15 pm - 3:15 pm  Rónadh Cox
LEC Section: H1  TR 11:30 am - 12:45 pm  Rónadh Cox

**ENVI 208 (S) Saharan Imaginations** (DPE) (WS)

**Cross-listings:** ARAB 209  ENVI 208  COMP 234

**Secondary Cross-listing**

Literary representations of the Sahara challenge facile assumptions about this undertheorized place. Approached mainly through the prism of adventure and exploitation, the desert is portrayed as a dead space. However, literature and film furnish a unique opportunity to engage critically with the ways Maghrebi and Middle Eastern culture production represents deserts and raises issues of fundamental importance to these societies. This course offers students the opportunity to engage in close readings of novels and film through the theme of the Sahara and Saharan space. Reading through the politics of human mobility and life in the desert will help students to understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the Saharan sub-genre of African and Middle Eastern literatures. Whether grappling with transcontinental issues of climate change, cannibalization of biodiversity or overexploitation of natural resources, desert-focused cultural production invites us to think critically about the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature. Deconstructing reductive Saharanisms, students will see the desert for what it is, rather than what it is portrayed to be or stand for.

**Class Format:** hybrid

**Requirements/Evaluation:** active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** Students are admitted into the course on a first-come-first-serve basis. If the course is over-enrolled, preference will be given to Arabic Studies and Comparative Literature majors and certificates.

**Expected Class Size:** 14

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ARAB 209 (D1) ENVI 208 (D1) COMP 234 (D1)
Writing Skills Notes: Students will receive constant and extensive feedback on their written work. Students will write regular weekly responses on Glow, a reflection statement, two 5pp. papers for midterms, and one 10pp. final paper.

Difference, Power, and Equity Notes: Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.

Spring 2021

SEM Section: H1  MW 10:00 am - 11:15 am  Brahim El Guabli

ENVI 233 (S) Latin American Environmental Literature and Cultural Production  (DPE)

Cross-listings: RLSP 216  ENVI 233

Secondary Cross-listing

This foundational course explores a wide array of ecocultural texts from Latin America, ranging from accounts of Europeans' first arrival to the crisis of mass extinction and anthropogenic climate change today. In between we consider an eclectic mix of styles and genres, including poetry, essays, prose fiction and speeches produced by a varied group of cultural agents. We read classic texts by canonical figures (José Martí's "Our América," the Popol vuh), which take on new meaning in the current context, as well as some little-known gems of ecological consciousness. Readings and discussion trace connections between environmental thought and the region's long and multi-layered history of colonialism, and students are encouraged to develop their own positions by responding to some of the leading theoretical discourses that animate the field of Latin American ecocriticism: decolonial and creole ecologies, ecofeminism, transcultural materialism, and postdevelopment. Conducted in English.

Class Format: This class will be fully remote. Students are expected to be active participants at all scheduled class meetings; there may be some additional asynchronous activities.

Requirements/Evaluation: Students will write and revise three formal essays over the course of the semester. There will also be shorter written assignments and intermittent discussion-leading.

Prerequisites: None.

Enrollment Limit: 15

Enrollment Preferences: Preference given to students majoring in Spanish or Environmental Studies.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLSP 216 (D1) ENVI 233 (D1)

Difference, Power, and Equity Notes: This course meets the goals of the DPE requirement in that it focalizes the current environmental crisis through the long history of political, economic and cultural struggles in Latin America. We examine the genealogies of environmental culture, tracing the emergence of ecofeminism, for example, through generations of writers. We also examine the phenomenon of creolization and its relationship to the environmental cultures of Latin America's originary peoples.

Spring 2021

SEM Section: R1  TR 11:30 am - 12:45 pm  Jennifer L. French

ENVI 234 (S) Economics of Developing Countries  (DPE)

Cross-listings: ENVI 234  ECON 204

Secondary Cross-listing

The leaders of developing countries almost universally proclaim "economic development" to be their eventual destination, but it is not easy to visualize the journey. Is rapid economic growth sufficient to generate development, or do governments need to invest proactively in health, education and social protection? Can agriculture support incomes and provide jobs, or is urban industrial development a prerequisite? How do households in developing countries insure themselves against adverse outcomes? Can policies enable entrepreneurship and innovation in such economies? Is it true that
corruption is a significant obstacle? Has the climate crisis upended our traditional models to the point where we need to rethink the notion of development? How does the global COVID-19 pandemic threaten the progress developing countries have achieved, and what policy responses will be most effective in addressing the crisis? The class will introduce these and other issues, as analyzed by economists.

Class Format: discussion

Requirements/Evaluation: short essays/assignments; two individual take-home exams; final group project

Prerequisites: one ECON class at Williams or prior course deemed equivalent by the Economics Department

Enrollment Limit: 25

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 234 (D2) ECON 204 (D2)

Difference, Power, and Equity Notes: This course provides a setting for students to learn about the causes and consequences of poverty in developing countries. It requires students to engage with questions of political and economic power, stressing attentiveness to how market relationships may not generate welfare-maximizing opportunities for poor and marginalized populations. Through exercises and a group project, the course builds analytical and empirical skills for diagnosing and addressing constraints on economic development.

Spring 2021

LEC Section: R1  MW 6:45 pm - 8:00 pm  Michael Samson

ENVI 246  (F)  Race, Power, & Food History  (DPE)

Cross-listings:  HIST 265  ENVI 246  AMST 245

Primary Cross-listing

Have you ever wondered why Spam is so popular in Hawaii and why Thai food is available all across the United States? Are you curious why black-eyed peas and collards are considered "soul food"? In this course, we will answer these questions by digging into the histories of global environmental transformation through colonialism, slavery, and international migration. We will consider the production and consumption of food as a locus of power over the last 300 years. Beginning with the rise of the Atlantic slave trade and continuing through the 20th century, we trace the global movement of plants, foods, flavors, workers, businesses, and agricultural knowledge. Major units include rice production by enslaved people in the Americas; Asian American food histories during the Cold War; and fat studies critiques of obesity discourse. We will discuss food justice, food sovereignty, and contemporary movements for food sustainability in the context of these histories and our contemporary world. Readings are interdisciplinary, but our emphasis will be on historical analyses of race, labor, environment, health, and gender.

Class Format: Fall 2020 only: The course will be taught in a hybrid format that accommodates students on campus and those learning remotely. Depending on enrollment, some break-out discussions may need to be scheduled outside of the allotted time block (as would be the case in a tutorial). Discussion will be supplemented with a mix of synchronous and asynchronous online activities.

Requirements/Evaluation: two to three papers on assigned topics (4-6 pages); one longer final paper (8-10 pages); participation in discussion and online activities

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators; American Studies majors; Public Health concentrators; history majors

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 265 (D2) ENVI 246 (D2) AMST 245 (D2)

Difference, Power, and Equity Notes: This course considers the production and consumption of food as a locus of power over the last 300 years, and contextualizes current movements for food justice and sovereignty in light of those histories. Students will have opportunities to reflect on
questions of power, privilege, and racism in contemporary food movements. Our final unit focuses on challenges to critical food studies from fat liberation and body positivity

Fall 2020

SEM Section: R1  WF 1:30 pm - 2:45 pm  April Merleaux

ENVI 267  (F) Coastal Communities and Climate Justice  (DPE)

Cross-listings:  PSCI 256  GEOS 257  MAST 267  ENVI 267

Secondary Cross-listing

Climate change poses extraordinary challenges to our country's coastal communities; the impacts of which will not be borne equally. Access to innovative technological, scientific, financial and legal resources is controlled by policy makers. Equal access is critical for the sustainability of our coastal communities. But fair decisions require vulnerable communities to have a voice in local climate change adaptation decisions. This seminar course will introduce you to basic concepts of climate justice in the context of our Nation's coastal communities, guided by the UN Framework Convention on Climate Change. The course will introduce you to fundamental coastal and ocean-based climate-induced impacts with a focus on sea level rise, ocean warming, ocean acidification and coastal infrastructure. We will examine these impacts, as well as local, state, regional and federal policy responses to them through the lens of climate justice. We will identify what's working and what more needs to be done to advance climate equity and justice in the wake of formidable global and local change. Proficiency will be demonstrated through class participation, work conducted in small group strategy exercises, discussion board posts, short research assessment papers and a final written project. There are three goals in this course: first to broaden your understanding of the disproportionate effects of climate change to underrepresented, disempowered, poor, urban and indigenous populations living in American coastal communities; second to provide you with tools to identify inequity; third, to increase your own voice to promote avenues to seek climate justice.

Class Format: remote

Requirements/Evaluation:  Weekly Readings; Class Participation; Small group strategy exercises; Four on-line discussion board posts; Two 2-3-page data & research assessment papers; Final written project--multiple formats available

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: first-years and sophomores

Expected Class Size: 15

Grading:  yes pass/fail option,  no fifth course option

Unit Notes: social science; This course does not count toward the Geosciences Major.

Distributions:  (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 256 (D2) GEOS 257 (D2) MAST 267 (D2) ENVI 267 (D2)

Difference, Power, and Equity Notes: This course examines the persistent disproportionate climate changes impacts on underrepresented, poor, urban and indigenous populations living in U.S. coastal communities. Students will analyze multi-disciplinary data and conduct research to reveal unequal distributions of power and resources and to strengthen their integrative, analytical, writing, and advocacy skills. They will structure discussions on the pervasiveness of climate injustice and craft potential avenues for corrective actions.

Fall 2020

SEM Section: R1  MR 3:15 pm - 4:30 pm  Catherine Robinson Hall

ENVI 304  (F) Sacred Custodians: Environmental Conservation in Africa  (DPE)

Cross-listings:  AFR 335  ENVI 304  GBST 304  HIST 304

Secondary Cross-listing

In this seminar we will explore environmental conservation in Africa. In particular we will look at African ideas, ethics, and approaches to environmental conservation. Are there African ideas, ethics, and activities that are uniquely conservationist in nature? We will explore well-known African leaders to understand what spurred them to become conservationists, how they interpreted and communicated environmental crises. For example, Wangari
Maathai is a world-renowned female scientist who established the Green Belt Movement in Kenya. This movement focuses on addressing the problem of de-forestation. Ken Saro-Wiwa was an activist in Nigeria who fought for and alongside local communities against multinational oil corporations. We will examine these and other African conservation practices alongside popular images of environmental crisis that place blame for environmental degradation on Africans. Students will be invited to critically study histories of environmental management on the continent and the emergence, development, and impact of the idea of conservation. We will unpack the rich histories of conservation efforts in Africa, such as resource extraction, game parks, desertification, wildlife and hunting, traditional practices, and climate change.

Class Format: If there’s sufficient enrollment, this course will be taught in 2 sections, 1 in-person section and 1 remote section;

Requirements/Evaluation: Requirements/Evaluation: active participation in discussion, map quiz, reading reflections, critical reflections on films, a case study (5-7 pages), and a take-home final exam.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: If course is over-enrolled, preference to History Majors and students with a demonstrated interest in African studies. If there’s sufficient enrollment, this course will be taught in 2 sections, 1 in-person section and 1 remote section.

Expected Class Size: 10-12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 335 (D2) ENVI 304 (D2) GBST 304 (D2) HIST 304 (D2)

Difference, Power, and Equity Notes: This course will intensively explore the question of how various global and local actors have defined environmental degradation and promoted approaches to conservation in Africa. It guides students through an examination of the different power dynamics that have shaped environmental conservation thought and practices on the continent. This course, therefore, provides a critical lens through which to examine the inequalities rooted in race, gender, and other forms of difference

Fall 2020

SEM Section: R2  TR 11:30 am - 12:45 pm    Benjamin Twagira
SEM Section: H1  MW 10:00 am - 11:15 am    Benjamin Twagira

ENVI 311 (S) Tropical Ecologies: Francophone Caribbean Literature and the Environment  (DPE)

Cross-listings: RLFR 313 ENVI 311

Secondary Cross-listing

The lushness of the mangroves, the flora and fauna of tropical landscapes, the intricacy of the rhizome, the flow of great rivers, the crashing waves of the Atlantic, the heights of mountainous lands, and expanse of the plateau—the natural world is an important site of Caribbean art in general and, more specifically, the francophone Caribbean novel of the 20th and 21st centuries. Applying eco-criticism to the field of francophone Caribbean literature, the goal of this class is to examine the ways that fiction explores the relationship between human activity and the environment. How does the novel inhabit Caribbean ecologies and topographies? How does it represent nature? In what ways do Caribbean texts meditate on nature and culture together or against one another? As the earthquake in Haiti demonstrated in 2010 with calamitous force, and the cycles of Caribbean hurricanes have shown over the years, natural disaster is also a political crisis. In view of this, we will also consider the legacies of slavery and colonialism in terms of class, gender and race politics. This investigation of the dynamics of natural and cultural phenomena will also have a theoretical frame rooted in critical texts of Caribbean of literary and political movements such as Indigenisme, Négritude, and Créolité. Conducted in French.

Class Format: This will be a remote course available to all students, whether they are on campus or completing coursework 100% remotely. We will convene synchronously via Zoom multiple times per week, with an emphasis on discussion and small group work. Students are also required to attend a monthly colloquium featuring renowned Caribbean scholars and participate in online activities both during and in-between our synchronous sessions.

Requirements/Evaluation: Students will be required to submit four 2-page position papers that incorporate critical readings with analysis of the books being read in their entirety; each student will also be responsible for making a twenty-five minute oral presentation on a critical/theoretical area related to class readings and discussion; the semester will conclude with a 6-8 page research paper to include footnotes and a bibliography. Attendance is mandatory and active, and informed class participation is required of all students. In addition, students are asked to come up with discussion questions three times throughout the semester.

Prerequisites: Successful performance in RLFR 105 or 106; or a previous RLFR 200-level or 300-level course; or by placement test; or permission of
the instructor.

**Enrollment Limit:** 12

**Enrollment Preferences:** All are welcome, but if over-enrolled, preference will be given to French majors and certificate students; and those with compelling justification for admission.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 313 (D1) ENVI 311 (D1)

**Difference, Power, and Equity Notes:** As the course description show, this course critically examines difference, power, and equity in the Francophone Caribbean. The content focuses on race and ethnicity, slavery and colonialism, ecology and environmental disaster, and their effects on Caribbean histories, peoples, and cultures. The course teaches students how to critically investigate racial, cultural, and environmental in/justice(s), through texts, films, discussion, debate, and writing.

Spring 2021

SEM Section: R1  TF 1:30 pm - 2:45 pm  Regine M Jean-Charles

**ENVI 321 (F) Born to be Wild: Rethinking Animals in Pre-modern and Modern Texts** (DPE)

**Cross-listings:** COMP 323  ARAB 323  ENVI 321

**Secondary Cross-listing**

In the past few months, images of dolphins appearing in the Venetian canals, and wild animals roaming eerie looking post-apocalyptic deserted streets have gone viral. The majority of these images have proven to be fake, however their popularity was witness to people's hope that we can "reset" the environment and a yearning to reframe animals' positionality vis-à-vis their habitats and humans. Using critical lenses from ecocriticism and animal studies, we will be exploring texts from non-Western traditions in which animals figure strongly from pre-modern times to the age of the Anthropocene.

The focus will be on Arabic, Persian and Turkish texts all in translation. The course will be traversing several genres and texts from Pre-Islamic poetry, the Quran, the 10th century Ikhwan as-Safa's epistle *The Case of Animals versus Man Before the King of the Jinn*, the fables of *Kalila and Dimna*, Farid ed-Din 'Attar's *Conference of Birds*, travelogues, paintings, contemporary film till we reach recent fiction with cyborgs and drones. Throughout the course, we will be examining themes such as diverse conceptualizations of what it means to be an "animal", what constitutes' animal agency and animal subjectivity irrespective of humans and their often utilitarian lens. We will do this by investigating how animals through these texts have been represented, imagined and reconfigured whether allegorically or otherwise as communities and in relation to humans and the environment and the implications of that. Finally, we will explore what a poetics of animal studies in these cultural and literary traditions could look like. The course will consist of multiple forms of evaluation like participation, Glow posts, essays, experiential reflections and creative tasks.

**Class Format:** This class will be offered remotely synchronously twice a week (75 minutes each session), in addition to prerecorded asynchronous material at times.

**Requirements/Evaluation:** The course will consist of multiple forms of evaluation like participation, Glow posts, essays, experiential reflections and creative tasks.

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** Arabic majors, Comparative Literature Majors, Environmental Studies Majors and Arabic certificate holders.

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 323 (D1) ARAB 323 (D1) ENVI 321 (D1)

**Difference, Power, and Equity Notes:** This course deals with different literary traditions and their aesthetics. The approach is both synchronic and diachronic by looking at texts and their texts from different time periods and at different genres. The course will be examining what it means to be an "animal" vis-a-vis human beings and their environment and animal agency in these literary traditions as opposed to the often utilitarian lens that
animals have often been viewed through.

Fall 2020
SEM Section: R1    MW 11:45 am - 1:00 pm    Radwa M. El Barouni

ENV 430  (F)(S)  Race, Identity, Nature  (DPE) (WS)
Cross-listings: ENVI 430  AFR 390  AMST 430
Secondary Cross-listing

From 18th-century claims that climate determined character to the 21st-century proliferation of DNA tests underwriting claims to Indigenous ancestry, race, colonialism, identity, and "nature" operate as interconnected terrains of power. Anchored in the contexts of U.S. colonialisms, racialization, and accumulation, this course aims to expose students to the cultural politics of "nature" as a way of "doing" American Studies. Specifically, this course investigates formations of and struggles against U.S. colonialisms, racialization, and accumulation via the many symbolic and material iterations, negotiations, and contestations of the contingent relations between and among human and non-human natures. Organized around a significant research paper and weekly written responses, this course ultimately aims to foster students' critical writing, reading, analytical thinking, and comparative inquiry skills across such contexts and sites of contestation, and across texts of different genres and media. We will work with a wide range of primary sources, including published fiction and poetry, legal documents, newspaper articles, speeches, recorded songs, and films, photos, paintings and other visual culture. By the end of this course, students should be able to describe the historical foundations of dominant ideas, attitudes, and practices toward non-human natures, as well as analyze how ideas of "nature" mediate the ways in which colonial, racial, gender, and sexual categories and structures inform and are (re)produced by U.S. institutions and in public areas such as the law, public policy, and property. Finally, students should be able to interpret how racialized and colonized peoples' visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation.

Class Format: This course is designated as remote. However, international students who want to take this course but need it to be designated as a hybrid course in order to do so may instead register for an independent study with Prof. Ayazi. As a hybrid course, this independent study will have the same requirements as the listed course, with the exception of a limited number of face-to-face meetings in Williamstown or Boston. Please contact Prof. Ayazi at ha5@williams.edu to discuss such an arrangement.

Requirements/Evaluation: Evaluation will be based upon the following: Class Participation: 25%; Weekly Responses (350-500 words): 25%; Final Research Essay: 50%, broken down by Research Proposal (2-3 pgs, 10%), Peer Review and Feedback (2 pgs, 10%), Presentation (10%); Essay (15 pgs): 20%. Class will meet twice per week. Tu. meetings will be synchronous and Th. meetings will be asynchronous. Asynchronous components of the course include pre-recorded lectures, discussion boards, and other exercises that promote as much connection as possible within the constraints of remote education. Toward this end, synchronous meetings will center engaged discussion.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: American Studies majors will be given preference; secondary preference given to students specializing in Native American and Indigenous Studies, as well as Africana and Environmental Studies majors.

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 430  (D2)  AFR 390  (D2)  AMST 430  (D2)

Writing Skills Notes: Emphasis on revision and writing process includes: One thesis paper at 15 pages (receiving critical feedback from professor and peers); one thesis paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process; one research proposal (including thesis outline and annotated bibliography of primary texts) with critical feedback from professor; student presentations and roundtable discussion based on the final paper.

Difference, Power, and Equity Notes: By the end of this course, students should be able to interpret how racialized and colonized peoples' visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation. In order to addresses such issues of difference, power, and equity, this course provides students with the necessary th
GBST 208 (S) The U.S. and Afghanistan: A Post-Mortem (DPE)

Cross-listings: GBST 208 ANTH 208 ASST 208 PSCI 220

Secondary Cross-listing

The United States attacked and defeated the Afghan Taliban regime over in the course of a few short weeks in 2001. Within a few years, the finality of that victory was brought into question as the Taliban regrouped and eventually reasserted itself as a formidable guerilla army that the U.S. military could not easily defeat. At the same time that it was facing a more difficult military challenge than anticipated, the United States got bogged down in the process of nation-building, as well as efforts at social reform. This course examines the history of American involvement in Afghanistan, beginning with the Cold War when the U.S. used Afghanistan as a test case for new models of political modernization and economic development. We will go on to discuss the U.S. support for Islamist political parties during the Soviet occupation of Afghanistan in the 1980s and the consequent rise of the Taliban, and the role of Afghanistan in the September 11th attacks and the "War on Terror" that followed. The course will conclude with a consideration of the impact and legacy of the two decades of nation-building and social reform carried out by the United States since 9/11.

Requirements/Evaluation: grading will be determined by class participation, two short essays, and a 15-page research paper

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Anthropology and Sociology majors, Global Studies concentrators, Political Science and Asian Studies majors will get preference

Expected Class Size: 15-20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 208 (D2) ANTH 208 (D2) ASST 208 (D2) PSCI 220 (D2)

Difference, Power, and Equity Notes: Among the topics relevant to power and difference to be considered in this course are the American support and later disavowal of Islamist political parties to advance US geopolitical goals, public relations efforts "to save Afghan women" after 9/11, and the uses and misuses of American military, economic, and political power to build a western-style democratic government and bring western-oriented social reforms to a society radically different from U.S. society.
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: first years and sophomores
Expected Class Size: 15
Grading: yes pass/fail option, no fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
GBST 214 (D2) ASST 214 (D1) THEA 216 (D1) AMST 213 (D2) DANC 216 (D1)

Difference, Power, and Equity Notes: This course introduces students to the role of performance in nation formation in Asia and the history of Asian-Americans in the US through analysis of dance performances and practices. Student will explore how race was central to the formation of Asian and the American nation, and how social and legal discriminatory practices against minorities influenced popular culture. The assigned material provide examples of how artists address these inequalities and differences in social power.

Spring 2021
SEM Section: R1 MR 3:15 pm - 4:30 pm Munjulika Tarah

GBST 217 (F) Viral Inequality: Power and Difference in Pandemics (DPE)
Cross-listings: GBST 217 STS 215
Secondary Cross-listing
From contested data to controversial containment strategies, the shape and course of pandemics are influenced at every level by the question: Who matters? Whose lives are prioritized and protected? Whose expertise is made actionable, and why? Focusing on the uneven distribution of risk and care during pandemics, this course explores how global health emergencies are not states of exception, but rather events that lay bare the priorities and interests of their host societies. Our investigation into pandemics—including Black Death, cholera, “Spanish” flu, HIV/AIDS, Ebola and novel coronaviruses—will provide a critical entry point into understanding the social, political, and economic processes that shape health interventions and outcomes, and their divergences along lines of social difference. We will ground our discussion and analysis using key concepts in Science & Technology Studies, while drawing from critical medical anthropology, disability studies, theories of capitalism and disaster studies to enrich our conversation.

Class Format: Online seminar
Requirements/Evaluation: Several short essays and reflection papers
Prerequisites: None, open to all students
Enrollment Limit: 12
Enrollment Preferences: If overenrolled, preference will be given to first-years and sophomores
Expected Class Size: 12
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
GBST 217 (D2) STS 215 (D2)

Difference, Power, and Equity Notes: This course takes an intersectional approach to understanding how global pandemics unfold. It will emphasize how power dynamics and social differences shape responses to, and outcomes of, health emergencies. Readings in social and critical race theory are designed to give students a deeper appreciation of these issues.

Fall 2020
SEM Section: R1 TR 11:30 am - 12:45 pm Shoan Yin Cheung

GBST 244 (S) Black Mediterranean (DPE) (WS)
Cross-listings: GBST 244 COMP 244
Secondary Cross-listing

Though European border management today seeks to limit and control movement, the Mediterranean region is a historical site of mediation between cultural differences and religious views. This course centers primarily on the works of migrant intellectuals and artists from North Africa and the Middle East, who have emerged from the Mediterranean region to become a significant part of the new voice of Europe. Borrowing from Deleuze and Guattari's definition of "minor literature" as literature that a "minority constructs within a major language" and in which "language is affected with a high coefficient of deterritorialization," we explore the political, cultural and anthropological effects of such literature in today's European public discourse. Today the Mediterranean has become a graveyard where black and brown bodies transit a hostile and deadly passage. Therefore, a centerpiece of this course will be an examination of the racist discourse in Europe in the light of the Black Lives Matter's quest for decolonizing knowledge. In this interdisciplinary course, we read both literary works (Ali Farah, Khatibi, Lakhous, Scego), and critical theory (Cassano, Chambers, Fanon, Hall, Theo Goldberg); we also analyze films, documentaries, podcasts, exhibits and museums of colonialism in Europe.

Class Format: This will be an hybrid course. Students will meet twice a week with me.

Requirements/Evaluation: weekly writing assignments, midterm and final exams, final paper, oral presentation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 244 (D2) COMP 244 (D1)

Writing Skills Notes: This course is designed to be writing-intensive, as it requires weekly response papers, midterm, and final papers, and blog discussions.

Difference, Power, and Equity Notes: Within the theoretical framework of postcolonial studies, this course examines themes such as: race; Europe and its postcolonial legacy; power imbalances in the current European policies of migration; the urban space of Rome as site of conflictual representations of center/periphery.

Spring 2021

SEM Section: H1 TF 1:30 pm - 2:45 pm Michele Monserrati

GBST 247 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WS)

Cross-listings: SOC 248 GBS 247 RUSS 248

Secondary Cross-listing

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the Russia-Ukraine conflict or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Bulgaria, Poland, Latvia and Ukraine. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

Class Format: The course will meet remotely for the most part, although in-person meetings with the appropriate precautions may be arranged at the tutorial partners' and instructor's discretion.

Requirements/Evaluation: 5-page paper every other week, written comments on the partner's paper in alternate weeks

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Anthropology, Sociology, and Russian majors
Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
SOC 248 (D2) GBST 247 (D2) RUSS 248 (D1)

Writing Skills Notes: This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written feedback from both the instructor and the tutorial partner, and are workshopped during the tutorial meetings.

Difference, Power, and Equity Notes: Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. We will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

Fall 2020

TUT Section: RT1 TBA Olga Shevchenko

GBST 304 (F) Sacred Custodians: Environmental Conservation in Africa (DPE)

Cross-listings: AFR 335 ENVI 304 GBST 304 HIST 304

Secondary Cross-listing

In this seminar we will explore environmental conservation in Africa. In particular we will look at African ideas, ethics, and approaches to environmental conservation. Are there African ideas, ethics, and activities that are uniquely conservationist in nature? We will explore well-known African leaders to understand what spurred them to become conservationists, how they interpreted and communicated environmental crises. For example, Wangari Maathai was a world-renowned female scientist who established the Green Belt Movement in Kenya. This movement focuses on addressing the problem of deforestation. Ken Saro-Wiwa was an activist in Nigeria who fought for and alongside local communities against multinational oil corporations. We will examine these and other African conservation practices alongside popular images of environmental crisis that place blame for environmental degradation on Africans. Students will be invited to critically study histories of environmental management on the continent and the emergence, development, and impact of the idea of conservation. We will unpack the rich histories of conservation efforts in Africa, such as resource extraction, game parks, desertification, wildlife and hunting, traditional practices, and climate change.

Class Format: If there's sufficient enrollment, this course will be taught in 2 sections, 1 in-person section and 1 remote section;

Requirements/Evaluation: Requirements/Evaluation: active participation in discussion, map quiz, reading reflections, critical reflections on films, a case study (5-7 pages), and a take-home final exam.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: If course is over-enrolled, preference to History Majors and students with a demonstrated interest in African studies. If there's sufficient enrollment, this course will be taught in 2 sections, 1 in-person section and 1 remote section.

Expected Class Size: 10-12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 335 (D2) ENVI 304 (D2) GBST 304 (D2) HIST 304 (D2)

Difference, Power, and Equity Notes: This course will intensively explore the question of how various global and local actors have defined environmental degradation and promoted approaches to conservation in Africa. It guides students through an examination of the different power dynamics that have shaped environmental conservation thought and practices on the continent. This course, therefore, provides a critical lens through which to examine the inequalities rooted in race, gender, and other forms of difference

Fall 2020

SEM Section: R2 TR 11:30 am - 12:45 pm Benjamin Twagira

SEM Section: H1 MW 10:00 am - 11:15 am Benjamin Twagira
GBST 352 (F) Politics in Mexico (DPE)
Cross-listings: GBST 352 PSCI 352
Secondary Cross-listing

Geography has decreed that the futures of Mexico and the United States will be tightly bound. Yet Mexico enters this future with a very different past, a distinctive political system, important cultural differences, and mixed feelings about its neighbor to the north. This course has four parts differing in content and format. The first is historical and mostly lecture. It considers several themes, including the slow emergence of a stable national state and the interplay between politics and economic change. In the second section, following a modified tutorial format, we consider politics and cultural policies around Mexican national identity in the twentieth century, looking at films, journalism, popular music, and cultural criticism. Topics include the politics of race; rapid urbanization, especially in the valley of Mexico; and the cultural impact of the turn toward the north, after 1990, in economic policy. Then, after a few discussion classes on migration, organized crime, political corruption, the COVID-19 pandemic, and other issues facing the current government of Andrés Manuel López Obrador, we turn to a seminar-style discussion of student research projects.

Class Format: lectures will be recorded for viewing before class sessions; four weeks of modified tutorials in pairs or small groups online; discussion classes to include in-person and online, in distinct sections if appropriate; online seminar

Requirements/Evaluation: map quiz; one three-page and three two-page essays; two one-page commentaries; and a seven- to eight-page research proposal, an early version to be presented to the class in online seminar

Prerequisites: some knowledge of Mexican history

Enrollment Limit: 15

Enrollment Preferences: Political Science majors and seniors

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 352 (D2) PSCI 352 (D2)

Difference, Power, and Equity Notes: One unit of the course directly engages the tension between racial and cultural diversity, on one side, and national identity in 20th century Mexico. Another critically analyzes the reception in Mexican national discourse of the experiences of discrimination suffered by migrants in the USA.

Fall 2020

CON Section: H2 TBA James E. Mahon
LEC Section: H1 TR 9:45 am - 11:00 am James E. Mahon

GBST 369 (S) Indigenous Narratives: From the Fourth World to the Global South (DPE) (WS)
Cross-listings: GBST 369 HIST 306 COMP 369 ARAB 369
Secondary Cross-listing

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Tashelhiyt Berber tales in Morocco, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

Class Format: Course will be offered remotely.

Requirements/Evaluation: active class participation, several short response assignments (3-4 pages), two film reviews ( 1 page ), a performance
project, and a final paper (7- to 10 -pages)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 369 (D2) HIST 306 (D2) COMP 369 (D1) ARAB 369 (D1)

**Writing Skills Notes:** This course will enable students to write weekly while engaging with various forms of writing skills: articulating arguments in short response papers (3-4 pages each), developing visual criticism through writing two film reviews, (1 page each), journaling through writing a personal reflections on a performance project, and honing research language in producing a final paper of 7-10 pages. Instructor's feedback and peer review sessions will include review of drafts and argumentative structures.

**Difference, Power, and Equity Notes:** At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.

Spring 2021

SEM Section: R1 MR 1:30 pm - 2:45 pm Amal Eqeiq

GBST 391 (S) When India was the World: Trade, Travel and History in the Indian Ocean (DPE) (WS)

**Cross-listings:** GBST 391 ASST 391 HIST 391

**Secondary Cross-listing**

What do Ibrahim Ben Yiju, a Jewish merchant from 11th century Yemen, Ibn Batutah, a Muslim scholar from 15th century Morocco and Captain Kidd, a 17th century English pirate have in common? All three men travelled and lived in the Indian Ocean region! This course explores the history of one of the world's oldest maritime highways that has connected the diverse cultures of Asia, Africa and Europe for millennia, thus making it a vital element in the birth of globalization. Moving away from conventional land-centric histories, we will focus instead on understanding the human past through oceanic interactions. South Asian ports and port cities remained the fulcrum of the Indian Ocean world throughout its history; traders, travellers, nobles, scholars, pilgrims and pirates from all over the world travelled to the Indian coast in search of adventure, spices, knowledge and wealth. Thus we will primarily focus on India's role in the Indian Ocean roughly from the rise of Islam in the seventh century CE through the expansion of various European communities in the region and the subsequent rise of the global economy and colonialism in the nineteenth century. Rather than following a strict temporal chronology we will concentrate on themes such as travel and adventure; trade and exchange; trust and friendship; religion and society; pilgrimage; piracy; the culture of port cities; and food across time.

**Requirements/Evaluation:** class participation and weekly responses to readings, 4 short papers (4-5 pages), an oral presentation and final research (10 pages) paper based on any one of the 4 papers written during the course.

**Prerequisites:** none; open to all

**Enrollment Limit:** 15

**Enrollment Preferences:** history majors and students with demonstrable interest in maritime/Indian Ocean history

**Expected Class Size:** 10-12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 391 (D2) ASST 391 (D2) HIST 391 (D2)

**Writing Skills Notes:** Students will write 4 short papers (4-5 pages) each and receive detailed feedback from the instructor. One of the four papers will become the basis of a final research paper (10-12 pages) on which each student will work closely with the instructor and receive feedback on improving research and writing skills.

**Difference, Power, and Equity Notes:** This course questions the conventional view that global interconnectedness was the result of Europe's
discovery of ‘new worlds’. Instead, it centers non-European actors in facilitating global networks before colonialism. Throughout, students will critically engage questions of how Asian and African players forged and shaped global connections across the Indian Ocean arena and examine the ways in which these contributions have been overshadowed in traditional historiography.

Spring 2021
SEM Section: R1    TR 8:30 pm - 9:45 pm     Aparna Kapadia

GEOS 207  (F)(S)  The Geoscience of Epidemiology and Public Health  (DPE)
Cross-listings:  ENVI 201  GEOS 207

Primary Cross-listing
The Coronavirus pandemic has highlighted the many ways that diseases can be transmitted in the environment. As a society we are becoming aware of the many ways that geological processes and materials influence human health, in ways both beneficial and dangerous. This course unites geoscience, biomedicine and public health approaches to address a wide range of environmental health problems. These include water-related illnesses (e.g. diarrhea, malaria); minerals and metals, both toxic (e.g. asbestos, arsenic) and essential (e.g. iodine); radioactive poisoning (e.g. radon gas); and the transport of pathogens by water and wind. In many cases, the environmental health problems disproportionately affect marginalised populations, contributing to greater disease and death among poor communities and populations of colour. We will examine the broad array of dynamic connections between human health and the natural world. We will discuss the social justice implications of a range of environmental health problems. And we will examine current research into how coronaviruses, such as the one causing COVID-19, are transported in the environment. This course is in the Sediments and Life group for the Geosciences Major.

Class Format: Hybrid format. Specific organisational details will depend on the number of students enrolled, but will include both synchronous and asynchronous components, with both in-person and remote teaching. Particular care will be taken to make sure that fully remote students can participate fully and experience the same content and discussion richness. To make sure that remote students receive equal attention, some sections will be designated as fully remote and others as in-person.

Requirements/Evaluation: Evaluation will be based on short weekly writing assignments as well as an individual project and poster presentation.
Prerequisites: No prerequisites
Enrollment Limit: 34
Enrollment Preferences: Preference to first-years, sophomores, and prospective Geosciences majors
Expected Class Size: 30
Grading:  yes pass/fail option, yes fifth course option
Distributions:  (D3)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 201  (D3) GEOS 207  (D3)

Difference, Power, and Equity Notes: Through a series of case studies, we will examine ways in which marginalised groups (whether due to poverty, race, or ethnicity) are disproportionately affected by environmental health issues. Themes of power and equity in terms of decision making, access to knowledge, and funding availability, will be woven into all aspects of the class and will underpin our analysis of the science.

Fall 2020
LEC Section: H1    TR 11:30 am - 12:45 pm     Rónadh Cox
CON Section: R3    R 1:15 pm - 3:00 pm     Rónadh Cox
CON Section: 02    T 1:15 pm - 3:00 pm     Rónadh Cox

Spring 2021
LEC Section: H1    TR 11:30 am - 12:45 pm     Rónadh Cox
LAB Section: H3    R 1:15 pm - 3:15 pm     Rónadh Cox
LAB Section: H2    T 1:15 pm - 3:15 pm     Rónadh Cox

GEOS 257  (F) Coastal Communities and Climate Justice  (DPE)
Cross-listings:  PSCI 256  GEOS 257  MAST 267  ENVI 267
Secondary Cross-listing
Climate change poses extraordinary challenges to our country’s coastal communities; the impacts of which will not be borne equally. Access to innovative technological, scientific, financial and legal resources is controlled by policy makers. Equal access is critical for the sustainability of our coastal communities. But fair decisions require vulnerable communities to have a voice in local climate change adaptation decisions. This seminar course will introduce you to basic concepts of climate justice in the context of our Nation's coastal communities, guided by the UN Framework Convention on Climate Change. The course will introduce you to fundamental coastal and ocean-based climate-induced impacts with a focus on sea level rise, ocean warming, ocean acidification and coastal infrastructure. We will examine these impacts, as well as local, state, regional and federal policy responses to them through the lens of climate justice. We will identify what's working and what more needs to be done to advance climate equity and justice in the wake of formidable global and local change. Proficiency will be demonstrated through class participation, work conducted in small group strategy exercises, discussion board posts, short research assessment papers and a final written project. There are three goals in this course: first to broaden your understanding of the disproportionate effects of climate change to underrepresented, disempowered, poor, urban and indigenous populations living in American coastal communities; second to provide you with tools to identify inequity; third, to increase your own voice to promote avenues to seek climate justice.

Class Format: remote
Requirements/Evaluation: Weekly Readings; Class Participation; Small group strategy exercises; Four on-line discussion board posts; Two 2-3-page data & research assessment papers; Final written project--multiple formats available
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: first-years and sophomores
Expected Class Size: 15
Grading: yes pass/fail option, no fifth course option
Unit Notes: social science; This course does not count toward the Geosciences Major.
Distributions: (D2) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
PSCI 256 (D2) GEOS 257 (D2) MAST 267 (D2) ENVI 267 (D2)

Difference, Power, and Equity Notes: This course examines the persistent disproportionate climate changes impacts on underrepresented, poor, urban and indigenous populations living in U.S. coastal communities. Students will analyze multi-disciplinary data and conduct research to reveal unequal distributions of power and resources and to strengthen their integrative, analytical, writing, and advocacy skills. They will structure discussions on the pervasiveness of climate injustice and craft potential avenues for corrective actions.

Fall 2020
SEM Section: R1 MR 3:15 pm - 4:30 pm Catherine Robinson Hall

HIST 104 (S) Race and a Global War: Africa during World War II (DPE) (WS)
Cross-listings: AFR 104 HIST 104

Primary Cross-listing
This course highlights African experiences of World War II. Although most histories have excluded Africa's role in the war, the continent and its people were at the center of major developments during in this global conflict. In fact, many Africans remember the Italian invasion of Ethiopia in 1935 as the start of the war. African servicemen fought alongside the Allied and Axis forces on major warfronts in Europe, Africa and Asia. African communities and individuals also established war charity campaigns to collect funds, which they sent to war ravaged societies in Europe. Indeed, African economies, despite their colonial statuses, kept European imperial nations afloat in their most hour of need. At the same time, African colonial subjects faced severe food shortages, the loss of working-age men to labor and military recruiters, and dramatically increased taxes. We will examine the impact of these and other wartime pressures on different African communities. How did African societies meet such challenges and how did they view the war? In this course we will examine the roles that women played during the war, and the various other ways that African communities met wartime demands. Other topics we will explore include the role of African women; colonial propaganda; political protest against the war; race and racial thought in the wartime era; war crimes; African American support for the liberation of Ethiopia; and the war's impact on decolonization across the continent. We will further study how Africans and outsiders have differently conceptualized the continent's role in the war by analyzing a variety of sources, including scholarly writings, archival materials, films, former soldiers' biographies, and propaganda posters.
Requirements/Evaluation: active participation in discussion, map quiz, 2 short papers (3-5 pages), presentation, and one research paper (8-12 pages)

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 15

Enrollment Preferences: first-year students and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 104 (D2) HIST 104 (D2)

Writing Skills Notes: Students will write two 3-5-page essays each written in two drafts with instructor comments. They will also write an 8-12-page research paper with required submission of a proposed topic, an annotated bibliography, an outline, and a draft before the final paper itself. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course explores the colonial relationship during a major global crisis. Students will examine existing narratives of African contributions to the war and to come up with their own interpretations, and will be called to critically engage the question of why and how colonies made significant contributions to the Allied cause by producing needed materials and resources or by joining the fight. Africans made these contributions spite of various and complex inequities.

Spring 2021

SEM Section: H1 MW 11:45 am - 1:00 pm Benjamin Twagira

HIST 109 (S) The Iranian Revolution (DPE) (WS)

Cross-listings: ARAB 109 HIST 109

Primary Cross-listing

The Iranian Revolution was a major turning point in world history that resulted in the establishment of the Islamic Republic of Iran. This tutorial will evaluate the causes and impact of the revolution and how this seminal event continues to have widespread repercussions around the globe. The first weeks will explore the history of pre-revolutionary Iran with special attention to religious and intellectual trends such as the ideas of Ayatollah Ruhollah Khomeini, Jalal al-e Ahmad, and Ali Shariati. We will then evaluate the revolution itself including the US hostage crisis, the downfall of the Shah Muhammad Reza Pahlavi Shah, and how Khomeini’s vision of society became paramount. Finally, we will explore the aftermath of the revolution including Iran’s geopolitics, the nature of the theocratic system in Iran as well as how the revolution impacted every day lives of Iranians in Iran and abroad particularly how they reflect on the revolution in memoirs, films, and literature.

Class Format: Hybrid

Requirements/Evaluation: Weekly meetings. Weekly papers - either a 5 page primary paper or a 2-3 page response paper.

Prerequisites: No prerequisites.

Enrollment Limit: 10

Enrollment Preferences: First Years and Sophomores.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ARAB 109 (D2) HIST 109 (D2)

Writing Skills Notes: As a tutorial, students are expected to regularly write analytical and critical papers on the readings. They will receive regular and consistent feedback from the instructor and their partner and will be given the opportunity to re-write some of their assignments.

Difference, Power, and Equity Notes: The Iranian Revolution, like other major social movements, offered a compelling critique of the status quo and promised a more just society that would be more equitable for all Iranians. The tutorial will consider the relationship between the rhetoric of the Revolution and the lived reality, especially how this seminal event impacted the lives ordinary Iranians. Was the Revolution simply a change in the
This course analyzes the freedom struggle in the North during the twentieth century. Whereas black northerners drew from broader campaigns and traditions of black resistance, we will explore territorial distinctions in the region that otherwise have been flattened within the long history of civil rights discourse. To accomplish this aim, we will engage the following themes: black culture and radicalism; community formation and residential segregation; demographic and migratory transitions; deindustrialization and the war; gender and respectability politics; labor tensions and civil rights unionism; northern racial liberalism; and the influence of world affairs— all with an eye toward scrutinizing the freedom struggle in its northern variety.

Class Format: This course is designed as a seminar and will be taught remotely. Virtual course meetings will revolve around synchronous discussion and remote learners will be expected to attend class regularly and participate actively in each session held via Zoom (or a similar platform).

Requirements/Evaluation: Students are expected to participate actively and will write three short essays (3-4 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (8-10 pages) in consultation with the instructor and will be required to submit a topic proposal.

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first-year students and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 158 (D2) HIST 158 (D2)

Writing Skills Notes: Students will write three short essays (3-4 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages) in consultation with the instructor and will be required to submit a topic proposal and outline, an annotated bibliography, and a peer-reviewed draft of the final paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course analyzes the long black freedom struggle in the North during the twentieth century. It examines black northerners’ efforts to achieve citizenship and equality as well as their challenges and involvements with northern racial liberalism. It offers students the opportunity to think critically about how black resistance campaigns emerged and evolved as discriminatory racial practices persisted in spite of legal and legislative remedies.
Class Format: Remote course. Class will meet synchronously on Zoom once per week for group conversation, with additional time devoted to Glow discussion posts and other activities. Students are encouraged to virtually meet with the instructor one-on-one to work on writing and projects.

Requirements/Evaluation: active participation in class discussions, several short essays based on readings and discussion topics, museum/archives exercise, final essay

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: limited to first- and second-year students who have not yet taken a 100-level course in History; juniors and seniors only with the permission of the instructor

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: Short essays (3-5 pages) spaced throughout the semester with instructor feedback on writing skills as well as historical content; written reflection and analysis related to museum/archives visit with original materials; final essay (8-10 pages) due at end of semester that synthesizes findings from across the whole semester and allows students to closely examine primary/secondary sources; regular opportunities to conference with instructor about writing ideas and drafts.

Difference, Power, and Equity Notes: This course delves into histories and experiences of diverse early Americans, including substantial focus on Native American/Indigenous and African/African American peoples. It introduces students to foundational methods for historical study, including decolonizing methodologies from Native American and Indigenous Studies (NAIS) and African American histories, along with critical vantages on Euro-American settler colonialism and the complex entanglements that arose in multiracial communities.

Spring 2021

SEM Section: R1    TR 11:30 am - 12:45 pm     Christine  DeLucia

HIST 254  (F) Sovereignty, Resistance, and Resilience: Native American Histories to 1865  (DPE)

Cross-listings: HIST 254  AMST 254  LEAD 254

Primary Cross-listing

This course surveys Native American/Indigenous North American histories from creation through the U.S. Civil War, tracing the complex ways that tribal nations and communities have shaped North America. It also introduces foundational methodologies in Native American and Indigenous Studies and strategies for pursuing decolonizing scholarship and action. Beginning with the diverse Indigenous societies that inhabited the Americas millennia before Columbus's arrival, it discusses the cultural complexity of Native peoples, nations, and worldviews rooted in particular ecosystems and homelands, as well as accounts of beginnings and migrations. It addresses how Native peoples confronted grievous epidemics resulting from the "Columbian Exchange," and contended with Euro-colonial projects of "discovery" and colonization. Indigenous nations' multifaceted efforts to maintain sovereignty and lands through eras of pervasive violence and removal are discussed, as well as the important yet under-recognized ways that Native communities negotiated the tumultuous era and conflicting allegiances of the Civil War. The course centers on Indigenous actors-intellectuals, diplomats, legal strategists, knowledge keepers, spiritual leaders, artists, and others-and consistently connects historical events with present-day debates over land, historical memory, education, and activism. Additionally, it provides an opportunity to engage with original materials pertaining to Native histories in the Williams College Archives/Special Collections and Art Museum. While the scope of the course is continental and transoceanic, it devotes significant attention to the Native Northeast and the particular Indigenous homelands in which Williams College is located.

Class Format: Remote class. Class will blend short pre-recorded lectures with weekly Zoom discussion sections/seminar format, plus time for virtual one-on-one conversations with the instructor.

Requirements/Evaluation: active participation in class discussion, several short essays based on readings and discussion topics, (virtual) museum/archives exercise, final essay

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: History or American Studies majors, followed by first- and second-year students

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 254 (D2) AMST 254 (D2) LEAD 254 (D2)

Difference, Power, and Equity Notes: This course intensively explores Native American/Indigenous North American histories, experiences, and forms of critical and creative expression, as well as responses to and engagements with Euro-American settler colonialism. It guides students into methodologies central to Native American and Indigenous Studies (NAIS), and gives opportunities for oral and written reflections on NAIS approaches to historical themes and sources, as well as decolonizing methodologies more broadly.

Fall 2020

SEM Section: R1   TR 9:45 am - 11:00 am    Christine DeLucia

HIST 255  (S)  From Sand Creek to Standing Rock: Recent Native American Histories (DPE)

This course surveys Native American/Indigenous histories from the era of the U.S. Civil War to the present as well as future. Beginning with the violences experienced by Native communities at Sand Creek in 1864, it traces how diverse Native nations navigated the tumultuous times that followed, up to the recent actions at Standing Rock and Mauna Kea in the 21st century. Topics include Indigenous perspectives on “modernities”; creation and contestation of reservation systems; connections with African-American families and communities; residential school experiences of Native youth and families; Indigenous visual and performative artistic traditions and transformations, both in North America and abroad; "urban Indians" and the relocation era; Red Power activism and Indigenous internationalism; treaty rights, American Indian Law, and federal recognition debates; environmental interventions and food sovereignty movements; and critiques of settler colonialism. The course stresses the resilience of sovereign Indigenous nations into the present, and introduces students to a wide range of methodological approaches from Native American and Indigenous Studies and history. It blends big-picture vantages on these topics with microhistorical accounts of particular individuals, communities, and events, and offers a continental view of historical changes coupled with attention to the specific area of the Native Northeast in which Williams College is situated.

Class Format: Remote course. Class will meet synchronously on Zoom once per week for group conversation, with additional time devoted to Glow discussion posts and other activities. Students are encouraged to virtually meet with the instructor one-on-one to work on writing and projects.

Requirements/Evaluation: class discussion, reading responses, short analytic essays, archival/object analysis, final essay

Prerequisites: Hist/AmSt 254: Native American Histories to 1865 is good preparation for this course, but is not required.

Enrollment Limit: 15

Enrollment Preferences: History and American Studies majors; then first- and second-year students from any major

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course focuses on Native American/Indigenous experiences in North American and transnationally, and offers immersion in critical perspectives on settler colonialism and U.S. law and practice, and well as introduction to methodologies in Native American and Indigenous Studies.

Spring 2021

SEM Section: R1   MW 10:00 am - 11:15 am    Christine DeLucia

HIST 265  (F)  Race, Power, & Food History (DPE)

Cross-listings: HIST 265 ENVI 246 AMST 245

Secondary Cross-listing

Have you ever wondered why Spam is so popular in Hawaii and why Thai food is available all across the United States? Are you curious why black-eyed peas and collards are considered "soul food"? In this course, we will answer these questions by digging in to the histories of global environmental transformation through colonialism, slavery, and international migration. We will consider the production and consumption of food as a locus of power over the last 300 years. Beginning with the rise of the Atlantic slave trade and continuing through the 20th century, we trace the global movement of plants, foods, flavors, workers, businesses, and agricultural knowledge. Major units include rice production by enslaved people in the Americas; Asian American food histories during the Cold War; and fat studies critiques of obesity discourse. We will discuss food justice, food
sovereignty, and contemporary movements for food sustainability in the context of these histories and our contemporary world. Readings are interdisciplinary, but our emphasis will be on historical analyses of race, labor, environment, health, and gender.

**Class Format:** Fall 2020 only: The course will be taught in a hybrid format that accommodates students on campus and those learning remotely. Depending on enrollment, some break-out discussions may need to be scheduled outside of the allotted time block (as would be the case in a tutorial). Discussion will be supplemented with a mix of synchronous and asynchronous online activities.

**Requirements/Evaluation:** two to three papers on assigned topics (4-6 pages); one longer final paper (8-10 pages); participation in discussion and online activities

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Environmental Studies majors and concentrators; American Studies majors; Public Health concentrators; history majors

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 265 (D2) ENVI 246 (D2) AMST 245 (D2)

**Difference, Power, and Equity Notes:** This course considers the production and consumption of food as a locus of power over the last 300 years, and contextualizes current movements for food justice and sovereignty in light of those histories. Students will have opportunities to reflect on questions of power, privilege, and racism in contemporary food movements. Our final unit focuses on challenges to critical food studies from fat liberation and body positivity.

Fall 2020

SEM Section: R1 WF 1:30 pm - 2:45 pm April Merleaux

HIST 286 (F) Conquests and (Im)migrations: Latina/o History, 1848 to the Present (DPE)

**Cross-listings:** LATS 286 HIST 286

**Secondary Cross-listing**

The first Latinx communities were formed in 1848 when the United States conquered half of Mexico's territory. In 1898 the United States annexed Puerto Rico and has retained sovereignty to this day. These early conquests and continuing im/migrations created Mexican and Puerto Rican communities in the United States. U.S. imperialism continued to shape the im/migrations that created Cuban, Dominican, Salvadoran, Guatemalan and other Latinx communities in the United States. This course explores U.S. military, political, and economic interventions and their impact on im/migrations and the making of Latinx communities. We also explore the impact of U.S. employers' and the U.S. government's recruitment of low wage workers in shaping im/migrations, destinations, and the formation of Latinx working-class communities. Im/migration and refugee policies have long defined who is eligible to enter and how, as well as who is deemed eligible for citizenship and belonging. Within this context, Latinas and Latinos have developed survival and family reunification strategies for themselves, their families, and their communities.

**Class Format:** This course is a discussion format. It will be offered in a "hybrid" format with synchronous class meetings and group discussion sections, offered in-person and remote.

**Requirements/Evaluation:** Class participation with short 1-2 page writing assignments; two 4-5 page essays, and a final 5-7 page essay. All writing assignments are based on course materials.

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** LATS concentrators, History majors, or those intending to become concentrators or majors, seniors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 286 (D2) HIST 286 (D2)

**Difference, Power, and Equity Notes:** This Difference, Power, and Equity course explores racialized dimensions of U.S. imperialism and U.S. labor
recruitment, encouraging critical analysis. The course considers the impact on the formation of Latinx communities in the U.S. and on Latinas' and Latinos' lived experiences in the United States.

Fall 2020

LEC Section: H1  MWF 11:45 am - 1:00 pm  Carmen T. Whalen

HIST 293  (F)  The Global Uprisings of 1968-69  (DPE)

In 1968 and 1969, social rebellions erupted around the world to an extent never seen before. Tens of millions of people joined protests, riots, strikes, and armed groups that confronted a wide range of oppressive systems. This course focuses on four key issues that were central these upheavals: the intersection of Black liberation and decolonization struggles; challenges to state policing and authoritarian practices; the valorization (and criminalization) of youth; and new practices of gender and sexual liberation. Most English-language scholarship about these movements has focused on Europe, the United States, and Mexico. In addition to studying events in these regions, this class integrates histories from Senegal, Pakistan, Congo, Uruguay, Vietnam, Egypt, Jamaica, and Japan to provide a broader global perspective. Although focused on just two years, the class locates the events of 1968-69 in the context of longer-term historical developments taking place before and afterward. Doing so allows us to assess the degree to which rebellions were borne of longstanding local conflicts, and the degree to which they were fueled by transnational connections (intellectual, personal, or political) between geographically-distant movements. Finally, the course explores how the rebellions of these two years changed the world that we live in today and what lessons they offer to those seeking systemic change in 2020.

Class Format: Course offered remotely. Students will be asked to upload short written or verbal assignments weekly, as well as participating in a group video-conference discussion once per week during class hours. Alternative options can be developed for students whose ability to participate in video-conference discussions is limited.

Requirements/Evaluation: Participation in weekly videoconference discussions; short written or oral weekly assignments; a 3-page written analysis of a primary source; and semester-long research project resulting in a 10-page paper or public history project.

Prerequisites: None, open to all.

Enrollment Limit: 15

Enrollment Preferences: In case of over-enrollment, preference will be given to History majors, Global Studies concentrators and those interested in social justice work.

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course focuses on the mass involvement of people in activities intended to create more equitable societies. We will analyze how historical actors from 1968-69 formulated differing conceptions of liberation and how to achieve it. Students also examine how social rebellions challenged existing structures of authority and created alternative forms of power. Throughout the class, students are asked to draw upon these historical examples to develop their own visions of equity and liberation.

Fall 2020

SEM Section: R1  MW 8:30 pm - 9:45 pm  Matthew Swagler

SEM Section: R2  TR 3:15 pm - 4:30 pm  Matthew Swagler

HIST 304  (F)  Sacred Custodians: Environmental Conservation in Africa  (DPE)

Cross-listings: AFR 335  ENVI 304  GBST 304  HIST 304

Primary Cross-listing

In this seminar we will explore environmental conservation in Africa. In particular we will look at African ideas, ethics, and approaches to environmental conservation. Are there African ideas, ethics, and activities that are uniquely conservationist in nature? We will explore well-known African leaders to understand what spurred them to become conservationists, how they interpreted and communicated environmental crises. For example, Wangari Maathai is a world-renowned female scientist who established the Green Belt Movement in Kenya. This movement focuses on addressing the problem of deforestation. Ken Saro-Wiwa was an activist in Nigeria who fought for and alongside local communities against multinational oil corporations. We will examine these and other African conservation practices alongside popular images of environmental crisis that place blame for environmental degradation on Africans. Students will be invited to critically study histories of environmental management on the continent and the emergence,
development, and impact of the idea of conservation. We will unpack the rich histories of conservation efforts in Africa, such as resource extraction, game parks, desertification, wildlife and hunting, traditional practices, and climate change.

**Class Format:** If there's sufficient enrollment, this course will be taught in 2 sections, 1 in-person section and 1 remote section;

**Requirements/Evaluation:** Requirements/Evaluation: active participation in discussion, map quiz, reading reflections, critical reflections on films, a case study (5-7 pages), and a take-home final exam.

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** If course is over-enrolled, preference to History Majors and students with a demonstrated interest in African studies. If there's sufficient enrollment, this course will be taught in 2 sections, 1 in-person section and 1 remote section.

**Expected Class Size:** 10-12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 335 (D2) ENVI 304 (D2) GBST 304 (D2) HIST 304 (D2)

**Difference, Power, and Equity Notes:** This course will intensively explore the question of how various global and local actors have defined environmental degradation and promoted approaches to conservation in Africa. It guides students through an examination of the different power dynamics that have shaped environmental conservation thought and practices on the continent. This course, therefore, provides a critical lens through which to examine the inequalities rooted in race, gender, and other forms of difference

**Fall 2020**

SEM Section: H1  MW 10:00 am - 11:15 am  Benjamin Twagira

SEM Section: R2  TR 11:30 am - 12:45 pm  Benjamin Twagira

**HIST 305 (S) A History of Health and Healing in Africa** (DPE)

**Cross-listings:** AFR 304  HIST 305

**Primary Cross-listing**

This class will explore the history of health and healing in Africa, with emphasis on the colonial and post-colonial eras. During the semester we will explore diverse medical and social interventions in African health over the past 150 years. How have African societies understood healthy communities and public health? We will examine this question through the study of spirit possession and other African healing practices but also how they have intersected with different biomedical practices and public health programs. We will also study the patterns and social impacts of new diseases in the twentieth century, as well as transformations in the understanding and treatment of diseases long present on the continent. In particular we will explore shifting understandings of the causes, treatment, and social implications of sleeping sickness, malaria, and HIV/AIDS. The development of colonial rule, shifting environmental conditions, changing diets, and urbanization all impacted the disease landscape, as well as the way African societies have understood public health. Indeed, the themes of health, medicine and disease provide a useful lens for understanding important social transformations across the continent.

**Requirements/Evaluation:** active participation in discussion, map quiz, reading reflections, a primary source analysis paper (3-5 pages), presentation, and one research paper (8-12 pages).

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** if course is over-enrolled, preference to history majors and students with a demonstrated interest in African studies

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 304 (D2) HIST 305 (D2)

**Difference, Power, and Equity Notes:** This course explores transformations in how Africans in the recent past have experienced, practiced and conceptualized health and healing. These transformations have been triggered by the expansion of global biomedicine, new and lethal epidemics, old
diseases in changing environments, and new political and economic decisions by policymakers. The history of health and healing in Africa provides a critical lens through which to examine societal imbalances and inequalities.

Spring 2021

SEM Section: H1  MW 6:45 pm - 8:00 pm  Benjamin Twagira

HIST 306 (S) Indigenous Narratives: From the Fourth World to the Global South (DPE) (WS)

Cross-listings: GBST 369  HIST 306  COMP 369  ARAB 369

Secondary Cross-listing

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Forma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Tashelhniyt Berber tales in Morocco, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

Class Format: Course will be offered remotely.

Requirements/Evaluation: active class participation, several short response assignments (3-4 pages), two film reviews (1 page), a performance project, and a final paper (7- to 10 -pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 369 (D2) HIST 306 (D2) COMP 369 (D1) ARAB 369 (D1)

Writing Skills Notes: This course will enable students to write weekly while engaging with various forms of writing skills: articulating arguments in short response papers (3-4 pages each), developing visual criticism through writing two film reviews, (1 page each), journaling through writing a personal reflections on a performance project, and honing research language in producing a final paper of 7-10 pages. Instructor's feedback and peer review sessions will include review of drafts and argumentative structures.

Difference, Power, and Equity Notes: At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.

Spring 2021

SEM Section: R1  MR 1:30 pm - 2:45 pm  Amal Eqeiq

HIST 307 (F) To Die For? Nationalism in the Middle East (DPE)

Cross-listings: HIST 307  ARAB 307

Primary Cross-listing

In 1932, or twelve years into his rule and twelve years after the establishment of Iraq, King Faysal I lamented that there were "no Iraqi people but only
unimaginable masses of human beings, devoid of any patriotic idea, imbued with religious traditions and absurdities, connected by no common tie."

This course will consider how true the King's statement still holds by evaluating the various attempts at state and nation building in the modern Middle East. Some of the more prominent questions that this course will examine include: What is a nation? What are essential characteristics of a nation? Who are a people? Why are people ready to die for the nation? And who is included and excluded in the nationalist narrative? After assessing some of the more influential theories of nationalism, we will explore the historical experience of nationalism and national identity in Egypt, Israel, Turkey, Iran, and Iraq. What has been at the basis of nationhood? How did European concepts of nation translate into the Middle Eastern context? What was the role of religion in these modern societies? How did traditional notions of gender effect concepts of citizenship? We will also explore some of the unresolved issues facing the various nations of the Middle East, such as unfulfilled nationalist aspirations, disputes over land and borders, and challenges to sovereignty.

Class Format: A hybrid course for students who are both on campus and remote. Depending on the number of students, the course will primarily be taught seminar style on campus following appropriate social distancing guidelines or in the tutorial format with a mix of on campus and remote groups. Some class meetings may be remote and asynchronous but this will mostly be a synchronous campus class.

Requirements/Evaluation: There will be several options to fulfill the requirements of this course including a weekly journal, oral exam or a final research paper (12-15 pages).

Prerequisites: None.

Enrollment Limit: 15

Expected Class Size: 8-10

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 307 (D2) ARAB 307 (D2)

Difference, Power, and Equity Notes: This course examines the power of the state to decide who is included and not included in the nationalist narrative. How does it seek to promote unity and how does it explain differences within and outside of society? Though nationalism can be a very powerful unifying factor, this course will also consider examples where nationalism has the opposite effect.

Fall 2020

SEM Section: H1  MWF 11:45 am - 1:00 pm  Magnús T. Bernhardsson

HIST 319  (F)  Gender and the Family in Chinese History  (DPE)

Cross-listings: WGSS 319  ASST 319  HIST 319

Primary Cross-listing

Although sometimes claimed as part of a set of immutable "Asian values," the Chinese family has not remained fixed or stable over time. In this course, we will use the framework of "family" to gain insight into gender, generation, and sexuality in different historical periods. Beginning in the late imperial period (16th-18th Centuries), we will examine the religious, marital, sexual, and child-rearing practices associated with traditional ideals of family. We will also examine the wide variety of "heterodox" practices that existed alongside these ideals, debates over and critiques of gender, family, and sexuality in the twentieth century and in China today.

Class Format: Remote in Fall 2020. Emphasis will be on synchronous discussions and small group work via Zoom (or similar).

Requirements/Evaluation: active participation in discussions and group work, short skills-based writing assignments (2-4 pgs) and short essays (5-7 pgs) leading toward a final paper.

Prerequisites: none; open to first year-students with instructors permission

Enrollment Limit: 15

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
Difference, Power, and Equity Notes: This course focuses on historical regimes of gender and sexuality in China and their transformations over time. Students will be asked to consider these regimes both on their own terms and in comparative perspective.

Fall 2020

SEM Section: R1    TF 1:30 pm - 2:45 pm     Anne Reinhardt

HIST 321  (S) History of U.S.-Japan Relations, 1853-Present  (DPE)

Cross-listings:  LEAD 321  ASST 321  HIST 321

Primary Cross-listing

An unabating tension between conflict and compromise has been an undercurrent of U.S.-Japan relations since the 1850s, at times erupting into clashes reaching the scale of world war and at times allowing for measured collaboration. We will explore the U.S.-Japan relationship from the perspectives of both countries with a focus on how culture, domestic concerns, economic and political aims, international contexts, and race have helped shape its course and nature. This course will fulfill the Difference, Power, and Equity requirement by examining not just the diplomatic relationship between the U.S. and Japan, but also how various types of interactions have influenced the dynamics of power between these two countries and have shaped the ways in which each country has understood and portrayed the other.

Class Format: remote with synchronous, seminar-style discussion

Requirements/Evaluation: class participation, response papers (500 words), one short paper (5 pages), and a research paper (12-15 pages)

Prerequisites: none; open to first-year students with instructors permission

Enrollment Limit: 15

Enrollment Preferences: History or Asian Studies majors/prospective majors

Expected Class Size: 10-15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 321 (D2) ASST 321 (D2) HIST 321 (D2)

Difference, Power, and Equity Notes: The course focuses on differences in power (economic, cultural, political, and military) between Japan and the U.S., from the 1850s through the present. It considers the ways in which Japan has been subordinate to the U.S. for much of this history, and the conflicts that have resulted when Japan has attempted to overturn this dynamic of power. Students will acquire the skills of history and international relations to examine how race, culture, and politics have shaped this relationship.

Spring 2021

SEM Section: R1    TF 3:15 pm - 4:30 pm     Eiko Maruko Siniawer

HIST 332  (F) Queer Europe: Sexualities and Politics since 1850  (DPE)

Cross-listings:  HIST 332  WGSS 331

Primary Cross-listing

This course explores the construction, articulation, and politics of queer sexual desire in Europe from the mid-nineteenth century to the present. By placing queer sexualities in their broader social and political context, the course examines the ways in which sexuality has become central to questions of identity, both personal and national, in modern European society. Topics include: ways of thinking about the queer past; women's "friendships" in Victorian Britain; the role of the new science of sexology in specifying various "sexual perversions"; the rise of sexual undergrounds in the context of European urbanization; the birth of campaigns for "homosexual emancipation"; attempts to regulate and suppress "deviant" sexualities, especially under the fascist and Nazi regimes in the 1930s; the effects of the postwar consumer revolution on the practices of sexual selfhood; the postwar "sex change" debates; the politics of 1950s homophile organizing and the 1970s Gay Liberation Movement; and recent debates about migrant queer identities in an increasingly multicultural Europe. The course will focus primarily on experiences in Britain, France, and Germany, but with some detours to Italy and Russia. Readings will be drawn from sexological texts, political tracts, memoirs, and the writings of recent historians and theorists. Several films will be screened and will also be central to our discussions of the changing meanings of sexual selfhood in modern European societies.
Class Format: This will hopefully be a 'hybrid' class, taught in person on campus, primarily as a discussion course. After Thanksgiving, the final course readings will be discussed remotely via Zoom. Depending on the numbers, if both on-campus and off-campus students enroll in the course -- or if masks and in-class social distance interfere with fruitful discussions -- instruction may shift to an all-remote format.

Requirements/Evaluation: The class will be taught entirely in discussion mode and students will be expected regularly to contribute to the discussion of the readings and films for the course. Evaluation will be based on the quality of those contributions, the posting of four 500-word response papers on the readings (chosen by the students), two 7- to 8-page interpretive essays, and a final research paper of 12- to 15-pages.

Prerequisites: None; open to all students.

Enrollment Limit: 15

Enrollment Preferences: Junior and Senior History majors, along with Women's, Gender and Sexuality Studies majors, will be given enrollment preference if the class is over-enrolled. But other students are welcome if space is available.

Expected Class Size: 8-12

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 332 (D2) WGSS 331 (D2)

Difference, Power, and Equity Notes: "Queer Europe" is a DPE course insofar as it explores the mechanisms by which sexual difference has been constituted, contested, and experienced and addresses how what we assume to be the "sexual norm" has a profoundly political history. It focuses on the means by which norms are created and enforced through the operations of power and on how those norms have been challenged and resisted by individuals who have come to understand themselves outside the normative categories of sexual selfhood.

Fall 2020

SEM Section: H1    TR 6:45 pm - 8:00 pm     Chris  Waters

HIST 347  (S) Democracy and Dictatorship in Latin America (DPE)

The scarcity of stable and democratic governments in Latin America has frustrated observers across the region and beyond for almost 200 years. This course will examine the historical creation of both democratic and anti-democratic regimes in different national cases, seeking to identify the conditions that have fostered the apparent persistence of dictatorial tendencies as well as diverse forms of pro-democratic and social justice activism. Our main cases will be Brazil, Argentina, Mexico, Peru, and the countries of Central America, but we will address the region as a whole. In this regard we will look at the social and economic forces as well as the political actors and ideologies that have contributed to distinct, if often parallel, outcomes. At the same time, we will also question the criteria we use to label regimes "democratic" or "dictatorial"--and the implications of our choice of criteria.

Class Format: remote

Requirements/Evaluation: class participation, response papers, two short papers, and a longer (10-page) final essay

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: History majors

Expected Class Size: 12-15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course examines the production of unequal power relations along racial/ethnic, gender, national, and regional lines. Furthermore, it analyzes the creation of diverse--and biased--categories by which Latin Americans and their political movements and systems have been evaluated since the nineteenth century.

Spring 2021

SEM Section: R1    TR 9:45 am - 11:00 am     Roger A. Kittleson

HIST 360  (F) Mapping North America: Critical Cartographies (DPE)

This course examines histories of mapping: what maps show, and what places the practices of cartography have tended to erase, distort, or conceal.
Focusing on North America, it examines how Native Americans, African-Americans, and Euro-colonial peoples strongly contested the meanings and representations of "place." Course topics include Indigenous mapping traditions and concepts of homelands spaces; European navigational strategies and colonialism; urban planning; and scientific as well as military depictions of particular lands and waters, especially west of the Mississippi River. The course teaches strategies for employing maps as primary sources, and ways of understanding the historical and ideological circumstances of their production and circulation. It will offer opportunities to critically engage cartographic materials in Williams College's archival and museum collections, and to develop independent research projects.

Class Format: Remote class. Class will center on weekly Zoom discussions in a seminar format, plus virtual one-on-one discussions with the instructor about writing projects.

Requirements/Evaluation: class discussion, response papers, short analytic essays, final project

Prerequisites: one History or American Studies course

Enrollment Limit: 15

Enrollment Preferences: sophomore, junior, and senior History and American Studies majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course offers critical perspectives on mapping and the close connections between representations of space/place and the exercise as well as contestation of power. Particular attention is devoted to Native American/Indigenous mapping and "counter-mapping" projects and methodologies, as well as scholarship from the African diaspora that stresses the active role of mapping in creating and also resisting racialized social regimes.

Fall 2020

SEM Section: R1 MW 11:45 am - 1:00 pm Christine DeLucia

HIST 367 (S) Black History is Labor History (DPE)

Cross-listings: AFR 367 HIST 367

Primary Cross-listing

This seminar explores labor history in relation to black people, spanning the colonial period to the early twenty-first century. It racializes the history of work by tracing the long story of black labor in the U.S. from the plantation to the plant. Whereas the bulk of the course will analyze black labor and labor movements in the twentieth century, specifically focusing on the push for economic inclusion and mobility amid employment, societal and union-related racial discrimination, we will examine what involuntary black labor meant in the context of slavery and the construction of a capitalist economy. Likewise, we will devote attention to black workers with regard to such topics as antunionism, deindustrialization, economic inequality, Fordism, informal economies, Jim and Jane Crow, labor radicalism and violence, New Deal and welfare, the rise of civil rights unionism, and slavery and capitalism, among other themes.

Requirements/Evaluation: Students are expected to participate actively and will write two comparative essays (5-7 pages) and two primary source analyses (1-2 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages) in consultation with the instructor and will be required to submit a topic proposal and outline, an annotated bibliography, and a peer-reviewed draft of the final paper.

Prerequisites: recommended for students with sophomore standing or above

Enrollment Limit: 25

Enrollment Preferences: HIST and AFR majors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 367 (D2) HIST 367 (D2)

Difference, Power, and Equity Notes: This course racializes the study of labor history, focusing on black people and their experiences in the United States from the plantation to the plant. It challenges students to confront and to redefine what it means to labor, grasping how slavery, segregation,
and systemic inequalities amid black people's pursuit of citizenship, equality, and freedom have shaped their economic, political, and social conditions and identities.

Spring 2021

SEM Section: R1  TR 11:30 am - 12:45 pm  Tyran K. Steward

HIST 368  (F) Framing American Slavery  (DPE)

Cross-listings: AFR 363 AMST 368 HIST 368

Primary Cross-listing

Readings in American Slavery  This course will delve into how and what historians have written about US slavery for the last century or so. Rather than marching through time, like we might in a survey course, we'll explore the nooks and crannies of slavery's history. We'll consider gender and sexuality, labor and capitalism, regional difference, maritime culture, and every day life. We'll compare histories produced well before the Civil Rights Movement to books written afterward. We'll consider the obstacles and challenges Black scholars faced in the academy and consider the significance of their work. Finally, we'll examine slavery's role in today's world, beginning with the institution's relationship with American universities and continuing on to the recent protests against monuments and statues.

Requirements/Evaluation:  Four written essays/reviews, final paper. Students must also complete reading and contribute to class discussions.

Prerequisites:  None

Enrollment Limit:  12

Enrollment Preferences:  Priority given to History, American Studies, and Africana Studies concentrators/ majors.

Expected Class Size:  10

Grading:  yes pass/fail option,  yes fifth course option

Distributions:  (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 363 (D2) AMST 368 (D2) HIST 368 (D2)

Difference, Power, and Equity Notes:  This course will explicitly examine how power worked and changed during the centuries of legal slavery in the United States. Since lawmakers joined power and violence to definitions of whiteness and blackness, we will study how these definitions emerged and changed over time. Students will address issues of violence, legal and extra legal means of continuing slavery through changing political and economic conditions. Additionally, the course will consider the racial barriers in the academy.

Fall 2020

SEM Section: R1  TR 9:45 am - 11:00 am  Gretchen Long

HIST 379  (S) Black Women in the United States  (DPE)

Cross-listings: HIST 379 WGSS 379 AFR 379

Primary Cross-listing

As slaves and free women, activists, domestics, artists and writers, African Americans have played exciting and often unexpected roles in U.S. political, social, and cultural history. In this course we will examine black women's lives from the earliest importation of slaves from Africa and the Caribbean through to the expansion of slavery, the Civil War, freedom, Jim Crow, the Civil Rights movements, and up to the present day. Consistent themes we will explore are the significance of gender in African American history and the changing roles and public perceptions of black women both inside and outside the black community. We will read and discuss a combination of primary and secondary sources; we will also consider music, art, and literature, as well as more standard "historical" texts.

Class Format: discussion

Requirements/Evaluation:  student participation, three papers, and a brief oral presentation

Prerequisites:  none

Enrollment Limit:  15

Enrollment Preferences:  History, WGSS, and American Studies Majors, and Africana Concentrators.
Expected Class Size: 12
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 379 (D2) WGSS 379 (D2) AFR 379 (D2)

Difference, Power, and Equity Notes: This course meets the Difference, Power, and Equity requirement. The course focuses on empathetic understanding, power, and privilege, especially in relation to class, gender, and race within a U.S. context. We will study the ways in which the conflicts arose within the Black community and how Black women, usually without official positions as leaders, emerged as organizers and leaders in political and social movements.

Spring 2021
LEC Section: R1 TR 8:30 pm - 9:45 pm Gretchen Long

HIST 380 (F) Comparative American Immigration History (DPE)
This course covers the history of immigration to the U.S. from the 1800s to the present. It compares the experiences of immigrants from Europe, Asia, Latin America, and the Middle East.
Class Format: This class will be REMOTE
Requirements/Evaluation: a series of papers and a final oral history or family history
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: I am hoping to teach this course in two sections of 10-12 students.
Expected Class Size: 25
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: By examining American history through immigration law and texts (novels, census materials, legal cases, oral histories, and secondary sources) this class will reveal a constant tension in American society that vacillates between welcoming and shunning immigrants, depending on their race, religion, class, gender, and sexuality. The power to include and exclude various people wishing to become part of our society has been a conflict that has played out for nearly all of our national history.

Fall 2020
LEC Section: R1 TR 11:30 am - 12:45 pm Scott Wong
LEC Section: R2 TF 1:30 pm - 2:45 pm Scott Wong

HIST 385 (S) Latinx Politics in New York City and Beyond (DPE)
Cross-listings: HIST 385 LATS 385

Primary Cross-listing
Latinas and Latinos have long sought inclusion in the U.S. polity and society. The meanings and terms of inclusion have shifted historically, as have the methods for seeking that inclusion. This course explores activism that has included community building to meet immediate needs, social service approaches, community-based organizing, political and social movements, and participation in pre-existing unions and political groups, as well as electoral politics. At times working within existing structures, Latinx communities have also questioned and challenged those existing structures. Activists have addressed a wide variety of often intersecting issues including education, workers’ rights, women’s rights and feminism, immigration rights and legal status, environmental justice, LBGTQ+ visibility and rights, as well as others. New York City has long been home to a diverse group of Latinas and Latinos, and provides an important lens to Latinidades and to the politics of recognition, inclusion, and radical transformation. For final projects, students will select a contemporary issue to explore in greater depth and/or explore Latinx politics in another community.

Class Format: This is a discussion-based course, so reading and full participation is important. Taught hybrid style, the format of the course will depend on enrollments and be flexible. My initial plan is to teach one class session all remote and then divide the class into two discussion sections--one in person and one remote. The remote discussion section will have a day and time to be determined based on schedules.
**Requirements/Evaluation:** Class participation including short writing assignments, two essays of 4-5 pages each, final project of 7 to 10 pages, and final presentation

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** History majors and Latina/o Studies concentrators, seniors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

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**Difference, Power, and Equity Notes:** This course explores how Latinx communities have sought inclusion in the U.S. polity and society, in the face of marginalization based on race, ethnicity, class, gender, sexuality, and/or political perspective, as well as other intersecting markers of difference. At times working within existing structures, Latinx communities also challenged those structures and power relations. Questions of difference, power and equity are explored at the structural, community, and individual levels.

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**Spring 2021**

**SEM Section:** H1  WF 1:30 pm - 2:45 pm  Carmen T. Whalen

**HIST 389 (S) The Vietnam Wars** (DPE)

**Cross-listings:** LEAD 389  HIST 389  ASST 389

**Primary Cross-listing**

This course explores Vietnam's twentieth century wars, including an anti-colonial war against France (1946-1954), a massive Cold War conflict involving the United States (1965-1973), and postcolonial confrontations with China and Cambodia in the late-1970s. Course materials will focus primarily on Vietnam's domestic politics and its relations with other countries. Lectures, readings, films, and discussions will explore the process by which Vietnam's anti-colonial struggle became one of the central conflicts of the Cold War, and examine the ramifications of that fact for all parties involved. The impact of these wars can hardly be overstated, as they affected the trajectory of French decolonization, altered America's domestic politics and foreign policy, invigorated anti-colonial movements across the Third World, and left Vietnam isolated in the international community.

Students will read a number of scholarly texts, primary sources, memoirs, and novels to explore everything from high-level international diplomacy to personal experiences of conflict and dramatic social change wrought by decolonization and decades of warfare.

**Class Format:** This course will be fully remote. The course format will prioritize synchronous discussions and small group work via Zoom.

**Requirements/Evaluation:** class participation, several short papers, and a 10- to 12-page final paper

**Prerequisites:** none; open to all

**Enrollment Limit:** 15

**Enrollment Preferences:** History and Asian Studies majors

**Expected Class Size:** 10-15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

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**Difference, Power, and Equity Notes:** This course traces Vietnam's anti-colonial movements from colonization to liberation. Students will examine power struggles among Vietnamese nationalists from a variety of different religious, class, ideological, and regional backgrounds, as well as Vietnam's diplomatic and military rivalries with France, China, the Soviet Union, and the United States. Readings will focus on Vietnamese voices to explore how the country surmounted seemingly impossible international power dynamics.

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**Spring 2021**

**SEM Section:** R1  MWF 11:45 am - 1:00 pm  Jessica Chapman
Secondary Cross-listing

The protests that followed the murder of George Floyd have brought to the forefront the realities of racism and violence that Black, Indigenous and People of Color experience daily. They also motivated a long overdue reckoning in various fields and institutions with the legacy of structural racism, and of colonial history. The history of modern science, technology and medicine is intractably connected to questions of race, gender, sexuality and colonialism. Scientific knowledge has been influenced by debates related to human difference and to colonialism, and has also contributed to the production of ideas around difference and distinction as well as around equality and equity. In this course, we will take a deeper look into different episodes in the history of modern science, technology and medicine, and will engage in a Black, Brown and Queer reading and investigation of science and technology. The course will offer a deep historical and methodological introduction to STS, as well as to a number of critical disciplines, such as Critical Race Theory, Postcolonial and decolonial theory, queer theory, in relation to science, technology and medicine. This course can serve as an alternative to STS 101.

Class Format: The course will be held remotely

Requirements/Evaluation: 2 response papers (3-5 pages each) + final project (could be a 10-15 page paper or creative project of any kind)

Prerequisites: Previous courses in STS, history, CRT, WGS, or similar disciplines is preferred but not necessary.

Enrollment Limit: 10

Enrollment Preferences: Juniors and Seniors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 390 (D2) STS 302 (D2)

Difference, Power, and Equity Notes: The course addresses how the history of science, technology and medicine is impacted by issues related to race, gender, sexuality and colonialism

Spring 2021

SEM Section: R1 MW 10:00 am - 11:15 am Ahmed Ragab

HIST 391 (S) When India was the World: Trade, Travel and History in the Indian Ocean (DPE) (WS)

Cross-listings: GBST 391 ASST 391 HIST 391

Primary Cross-listing

What do Ibrahim Ben Yiju, a Jewish merchant from 11th century Yemen, Ibn Batutah, a Muslim scholar from 15th century Morocco and Captain Kidd, a 17th century English pirate have in common? All three men travelled and lived in the Indian Ocean region! This course explores the history of one of the world's oldest maritime highways that has connected the diverse cultures of Asia, Africa and Europe for millennia, thus making it a vital element in the birth of globalization. Moving away from conventional land-centric histories, we will focus instead on understanding the human past through oceanic interactions. South Asian ports and port cities remained the fulcrum of the Indian Ocean world throughout its history; traders, travellers, nobles, scholars, pilgrims and pirates from all over the world travelled to the Indian coast in search of adventure, spices, knowledge and wealth. Thus we will primarily focus on India's role in the Indian Ocean roughly from the rise of Islam in the seventh century CE through the expansion of various European communities in the region and the subsequent rise of the global economy and colonialism in the nineteenth century. Rather than following a strict temporal chronology we will concentrate on themes such as travel and adventure; trade and exchange; trust and friendship; religion and society; pilgrimage; piracy; the culture of port cities; and food across time.

Requirements/Evaluation: class participation and weekly responses to readings, 4 short papers (4-5 pages), an oral presentation and final research (10 pages) paper based on any one of the 4 papers written during the course.

Prerequisites: none; open to all

Enrollment Limit: 15

Enrollment Preferences: history majors and students with demonstrable interest in maritime/Indian Ocean history

Expected Class Size: 10-12
Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 391 (D2) ASST 391 (D2) HIST 391 (D2)

Writing Skills Notes: Students will write 4 short papers (4-5 pages) each and receive detailed feedback from the instructor. One of the four papers will become the basis of a final research paper (10-12 pages) on which each student will work closely with the instructor and receive feedback on improving research and writing skills.

Difference, Power, and Equity Notes: This course questions the conventional view that global interconnectedness was the result of Europe's discovery of ‘new worlds’. Instead, it centers non-European actors in facilitating global networks before colonialism. Throughout, students will critically engage questions of how Asian and African players forged and shaped global connections across the Indian Ocean arena and examine the ways in which these contributions have been overshadowed in traditional historiography.

Spring 2021

SEM Section: R1 TR 8:30 pm - 9:45 pm  Aparna Kapadia

HIST 483 (S) Sport and Diplomacy (DPE) (WS)

Sport has emerged in recent years as a hot topic of study among diplomatic historians. Once considered a marginal topic, sport is now seen as a critical window into the world of international relations. Recent works address not only official state policies pertaining to international sport, but also issues of nationalism, imperialism, racial ideologies, transnational migration, public diplomacy, culture in foreign relations, and the role of sport governing bodies in the international system. In this tutorial, students will read key essays and monographs that contribute to this emerging literature, alongside state-of-the field essays that explore the methodological and thematic approaches that historians have used to grapple with the complex interactions between countries, peoples, and cultures that occur within the realm of sport.

Class Format: This course will be remote. If conditions allow, I may set up in-person tutorial sessions for on-campus students.

Requirements/Evaluation: Students will write and present orally six essays (5-7 pages each) on assigned readings each week; students not presenting an essay in a given week will produce a 2-3 page written critique

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: History majors and students with some prior course work in foreign relations and/or international history

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: Students will each write six (6) tutorial papers of 5-7 pages and six (6) critiques of 2-3 pages. The professor will provide weekly written feedback on each of these papers, and they will be discussed at length in tutorial sessions.

Difference, Power, and Equity Notes: Modern sport emerged in a colonial context as a means of asserting and maintaining control and has become a key site of contestation over the color line in both domestic and international contexts. International sport competitions like the Olympics and the World Cup have served as proxies for military power and showcases for national cultures in ways that have both revealed and concealed ongoing racial tensions. This course explores diversity, power, and equity in international sport.

Spring 2021

TUT Section: RT1 TBA Jessica Chapman

HIST 488 (F) Fictions of African American History (DPE) (WS)

Cross-listings: HIST 488 AMST 488

Primary Cross-listing

This course examines African American fiction, largely from the late 19th and very early 20th century. These Black authors, none of them professional historians, try to bring African American History to light in an era before this history was taken seriously by the white academy. Many of the authors we examine were activists and journalists who set their novels and short stories during Slavery and Emancipation. We will consider inherently radical act
of reading and writing in a society where black literacy was illegal until after the Civil War. Alongside the fiction we will read modern historiography of the era. We will also delve into some of slave narratives published after Emancipation. Readings will include works by Booker T. Washington, James Weldon Johnson, Charles Chesnutt, Paul Laurence Dunbar, and Sutton Griggs. This is a tutorial and will be taught online.

Requirements/Evaluation: Every week a student will write either an essay or a critique. For the final assignment students may either write a review of 2-3 works of historiography OR substantially revise an essay or critique they did during the semester.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: History, Africana, and American Studies Majors will have preference. As well as students who have never taken a tutorial.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 488 (D2) AMST 488 (D2)

Writing Skills Notes: Students will write every week (essays and critiques) and receive feedback from their partners and from the professors. The final assignment of the semester is major revision of a one essay or critique. Students will receive feedback on their paper's organization and argument as well as points of style. Since we will be reading both fiction and historiography, we will discuss as a group the different challenges each form poses to essay writing.

Difference, Power, and Equity Notes: African Americans writing during this time lived under the laws and customs of Jim Crow and White Supremacy. Lacking political power, they turned to the power of the written word. We will evaluate the way writing and fiction helped ameliorate (or not) the racial power structures.

Fall 2020

TUT Section: RT1 TBA Gretchen Long

HIST 489 (F) Appropriating History. Who Owns the Past? (DPE) (WS)

Cross-listings: HIST 489 ARAB 408

Primary Cross-listing

Who owns the past? How have modern states appropriated history? The political use of history is a critical ingredient in any nationalist discourse. In such narratives, the selective utilization of archaeology and ancient history often serves important functions in articulating a conscious and deliberate national history. Thus, in nationalist renderings, archaeological sites and artifacts are not merely relics of the past; they can also be potent and conspicuous symbols of national identity for the modern nation-state. In the Middle East, with its rich archaeological heritage, the relationship among politics, nationalism, and archeology has been particularly strong and interesting. This tutorial addresses the powerful nexus between history and nationalism with a special emphasis on the Middle East. It will explore the battle over who controls history and the "stuff" of history such as antiquities, land, heritage sites, and museum exhibitions and how that control has expressed itself in several Middle Eastern countries, including Iraq, Israel, Turkey, Egypt, Lebanon, and Iran. Furthermore, it will discuss how archaeology entered the political discourse, the ethics of repatriation and appropriation, and archaeology's role in contested terrains and political disputes.

Class Format: This tutorial can be taken entirely Remote. On campus students may request in-person tutorial sessions, pending the agreement of other students and the availability of appropriate rooms.

Requirements/Evaluation: Format: tutorial. Requirements: 5-7 page essays or 2-3 response papers due each week

Prerequisites: None, though a demonstrated interest in the Middle East is important.

Enrollment Limit: 10

Enrollment Preferences: Seniors and to History and Arabic Studies majors.

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 489 (D2) ARAB 408 (D2)
Writing Skills Notes: As a tutorial, students will receive extensive feedback on their writing each week both from the professor and their partner. Further, students will be given the opportunity to rewrite two of their papers in light of the criticism that they receive during the semester.

Difference, Power, and Equity Notes: This is a tutorial on a particular form of power, namely how the powerful seek to control the past. The ultimate question that this tutorial seeks to answer is: who owns the past? Which history is emphasized and which histories are overlooked? How do modern nation states in different Middle Eastern states cherry-pick the past in order to maintain and develop a national narrative that is suitable to the political and economic powers often at the expense of religious or linguistic minorities.

Fall 2020
TUT Section: RT1     TBA     Magnús T. Bernhardsson

HSCI 101  (S) Science, Technology and colonialism: A Critical global introduction to Science and Technology Studies    (DPE)
Cross-listings: STS 101  HSCI 101

Secondary Cross-listing
The protests that followed the murder of George Floyd have brought to the fore the realities of racism and violence that Black, Indigenous and People of Color experience daily. They also motivated a long overdue reckoning in various fields and institutions with the legacy of structural racism, and of colonial history. The history of modern science and technology is intractably connected to colonial expansion, decolonization and neo-colonialism. From genocide of Indigenous peoples and the enslavement of Africans, to colonial medicine, eugenics and the atomic bomb, to the out-sourcing of expensive and environmentally hazardous technologies to the Global South, modern science and technology cannot be fully understood without serious reckoning with the history of colonialism, race, gender and sexuality. In this course, we will investigate the history of modern science and technology at a global level from the sixteenth century to today. We will look at how scientific knowledge and institutions influenced and were influenced by colonial expansion and decolonization, by racism and antiracist struggles, by questions of gender and sexuality and by feminist and LGBTQ+ activism. The course will move through different episodes using objects and case studies to understand the history of science and technology, and discuss the methods of science and technology studies. This course is an introduction to Science and Technology Studies. It will be accompanied by an advanced seminar (201) for more advanced students interested in these questions.

Class Format: Remote
Requirements/Evaluation: two or three short exercises, two papers (3-5 pages and 5-7 pages), and two hour exams
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: first-years and sophomores
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)  (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
STS 101 (D2) HSCI 101 (D2)

Difference, Power, and Equity Notes: The course addresses how epidemics, and the way medical and political institutions dealt with them, were shaped by issues of race, gender, sexuality and human difference, and how epidemics in turn impacted perception of race, gender and sexuality.

Spring 2021
SEM Section: H1     MW 11:45 am - 1:00 pm     Ahmed  Ragab

INTR 219  (F) Women and Girls in (Inter)National Politics    (DPE)

Cross-listings: INTR 219  PSCI 219  AFR 217  WGSS 219  LEAD 219

Primary Cross-listing
This tutorial focuses on the writings and autobiographies of women who have shaped national politics through social justice movements in the 20th-21st centuries. Women and girls studied include: Fannie Lou Hamer, Shirley Chisholm, Safiya Bukhari, Erica Garner, Greta Thunberg, Malala Yousafzai, Marielle Franco, Winnie Mandela.

Requirements/Evaluation: Weekly 5-page primary analytical papers and 2-page response papers.
**Prerequisites:** none  
**Enrollment Limit:** 10  
**Enrollment Preferences:** Juniors and seniors, sophomores.  
**Expected Class Size:** 10  
**Grading:** no pass/fail option, no fifth course option  
**Distributions:** (D2) (DPE)  

**This course is cross-listed and the prefixes carry the following divisional credit:**  
INTR 219 (D2) PSCI 219 (D2) AFR 217 (D2) WGSS 219 (D2) LEAD 219 (D2)  

**Difference, Power, and Equity Notes:** This tutorial examines how girls and women confront capitalism, imperialism, climate devastation, patriarchy and poverty. The national and international movements that they participated in or led were based on shifting the balance of powers towards the impoverished, colonized, and imprisoned.  

**Fall 2020**  
TUT Section: RT1 TBA Joy A. James  

**INTR 220 (S) Cold War Intellectuals: Civil Rights, Writers and the CIA (DPE)**  

**Cross-listings:** AFR 224 PSCI 221 AMST 201 LEAD 220 INTR 220  

**Primary Cross-listing**  
This tutorial focuses on US-based views of the Cold War. It examines how intelligence agencies and intellectuals, as well as government officials, viewed civil rights, human rights, and US hegemony. Readings include: Williams J. Maxwell (F. B. Eyes: How J. Edgar Hoover's Ghostreaders Framed African American Literature); James Baldwin (The Fire Next Time); Ralph Ellison (The Collected Essays of Ralph Ellison); Report to the President by the Commission on CIA Activities Within the United States (1975, VP Nelson Rockefeller, chair); Hugh Wilford (The Mighty Wurlitzer: How the CIA Played America); Hannah Arendt (The Origins of Totalitarianism; On Violence; "Reflections on Little Rock"); Frances Stonor Saunders (Who Paid the Piper? The CIA and the Cultural Cold War). Students alternate weekly between 5-page primary and 2-page secondary papers on assigned readings.  

**Requirements/Evaluation:** Attend all classes; submit completed papers 24 hours before seminar meets.  
**Prerequisites:** none  
**Enrollment Limit:** 10  
**Enrollment Preferences:** Juniors and Seniors.  
**Expected Class Size:** 10  
**Grading:** no pass/fail option, no fifth course option  
**Distributions:** (D2) (DPE)  

**This course is cross-listed and the prefixes carry the following divisional credit:**  
AFR 224 (D2) PSCI 221 (D2) AMST 201 (D2) LEAD 220 (D2) INTR 220 (D2)  

**Difference, Power, and Equity Notes:** This tutorial examines the Cold War between the US and the USSR and attempts to use intellectuals to shape and promote the objectives of powerful state entities. The power struggle between the two "superpowers" impacted cultural production and authors. Some of those authors influenced or enlisted into the Cold War sought equity and equality for their communities and eventually fought against the very political powers that employed them.  

**Spring 2021**  
TUT Section: RT1 TBA Joy A. James  

**INTR 320 (F) Angela Davis: Political Theory, Activism, and Alliances (DPE) (WS)**  

**Cross-listings:** LEAD 319 PSCI 376 INTR 320  

**Primary Cross-listing**  
This seminar examines the political thought, activism, and iconography of abolitionist Angela Davis. The seminar involves a critical engagement with
the philosopher, former political prisoner, and their relationship with other theorists, authors and activists. Readings include: *Angela Davis: An Autobiography; Soledad Brother: The Prison Letters of George Jackson; The Morning Breaks: The Trial of Angela Davis; Women, Race, and Class; If They Come in the Morning.*

**Requirements/Evaluation:** Requirements: students attend each seminar class and come prepared to discuss the readings. Papers are due by email 24 hours before the seminar begins.

**Prerequisites:** Preferences: Juniors and Seniors who have taken courses in Africana Studies, American Studies, Political Science, Philosophy.

**Enrollment Limit:** 19

**Enrollment Preferences:** Juniors and Seniors with previous courses taken in Africana Studies, American Studies, Political Science, Philosophy.

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 319 (D2) PSCI 376 (D2) INTR 320 (D2)

**Writing Skills Notes:** Three thesis papers at five pages each will receive critical feedback from the professor; one of the three papers will be revised with critical feedback from professor and peers, accompanied by a one-page statement explaining student’s revisions; one keyword glossary where students define their key terms used in the paper; one roundtable discussion based on the final paper.

**Difference, Power, and Equity Notes:** This course examines political activism in the 1960s-1970s during the Cold War in which the civil rights, black power and student anti-war movements challenged traditional US domestic and foreign policies. Examining the differential powers of university Regents, governors, presidents, and police forces and prison administrations in relation to social justice movements led by people under the age of thirty, we examine the structures of institutional power and the agency of cadre theorists.

**Fall 2020**

SEM Section: R1 TBA Joy A. James

**INTR 341 (S) Black Marxism: Political Theory and Anti-Colonialism** (DPE) (WS)

**Cross-listings:** AFR 340 INTR 341 PSCI 373 PHIL 341

**Primary Cross-listing**

The seminar involves a critical engagement with key Africana political leaders, theorists and liberationists. We will examine the Pan-African writings of: Cedric Robinson (*Black Marxism*); Walter Rodney (*How Capitalism Underdeveloped Africa*), Eric Williams (*Capitalism and Slavery; From Columbus to Castro*); Frantz Fanon (*The Wretched of the Earth*); Malcolm X (*Malcolm X Speaks*); Amilcar Cabral (*Resistance and Decolonization; Unity and Struggle*); C. L. R. James (*The Black Jacobins*).

**Requirements/Evaluation:** Attend all classes. Papers are due 24 hours before the start of class. Participate in class discussions.

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** Juniors and Seniors.

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 340 (D2) INTR 341 (D2) PSCI 373 (D2) PHIL 341 (D2)

**Writing Skills Notes:** Three thesis papers at five pages each (each receiving critical feedback from professor); one thesis paper revision with critical feedback from professor and peers, including one letter of revision explaining the student’s revision process; one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper.

**Difference, Power, and Equity Notes:** This course focuses on anti-colonial struggles against European powers. Research will include the concept of “internal colonies” in the US.
JAPN 220 (S) Being Korean in Japan  (DPE)  

Cross-listings:  JAPN 220  ASST 220  

Primary Cross-listing  
Who are Zainichi Koreans (Koreans in Japan)? How are they different from Koreans in Korea or in the United States? Contemporary Korean TV dramas and films have depicted Koreans as attractive and successful people appealing to Hallyu (Korean Wave) fans around the world. However, Zainichi Koreans, who are the largest ethnic minority in Japan, have been frequently portrayed as abusive husbands/fathers, pitiful wives/mothers, or juvenile delinquents in both Japanese and Korean cinema and literature. Through close readings of films, novels, and short essays, we will explore little-known yet significant representations of Zainichi Koreans by focusing on Japanese and Korean historical contexts. By doing so, we will discover new aspects of transnational exchange not only between Japanese and Koreans, but also between South and North Koreans in Japan. All class materials will be available in English translation or with English subtitles.

Requirements/Evaluation:  attendance/participation; short written responses; midterm essay; group presentation; final essay  

Prerequisites: none  

Enrollment Limit: 21  

Enrollment Preferences: Open to all students, but if over-enrolled, priority will be given to Asian Studies and Japanese majors  

Expected Class Size: 21  

Grading:  yes pass/fail option,  yes fifth course option  

Distributions:  (D1)  (DPE)  

This course is cross-listed and the prefixes carry the following divisional credit:  
JAPN 220 (D1) ASST 220 (D1)  

Difference, Power, and Equity Notes: This course looks at the dynamics of unequal power in the social marginality of Korean immigrants in Japan. Exploring historical contexts, students will analyze how the ethnic particularity of the Korean minority has engaged with and against Japanese society. Students will also examine how we might associate the minority culture and history with extensive global issues, including the relationships between environmental problems and minorities, wars and women, and imperialism and migration.

Spring 2021  

LEC Section: H1  MR 3:15 pm - 4:30 pm  Eun Young Seong  

JWST 268 (F) Where are all the Jews?  (DPE) (WS)  

Cross-listings:  REL 268  ARAB 363  COMP 363  JWST 268  

Secondary Cross-listing  
Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israélite Universelle’s schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews’ departure from their ancestral lands left a socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, ethnographies, historiographical works, and anthropological texts alongside documentaries films, the students will understand how literature and film have become a locus in which amnesia about Arab/Berber Jews is actively contested by recreating a bygone world. Resisting both conflict and nostalgia as the primary determinants of Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

Class Format: The course will be offered both in-person and remotely. Students enrolled remotely are required to watch the recorded videos of the in-person sessions in order to stay abreast of the discussions that take place in the classroom and enrich their engagement with the materials assigned in the course.  

Requirements/Evaluation:  400-word weekly, focused responses on Glow; a book review (600 words); two five-page papers as mid-terms; one
ten-page final paper; one presentation.

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students interested in critical and comparative literary, religious or historical studies.

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 268 (D2) ARAB 363 (D1) COMP 363 (D1) JWST 268 (D2)

Writing Skills Notes: Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on each written work to improve students' writing skills. Students are required to incorporate the feedback to improve their drafts before they become final. Students will receive detailed and consistent feedback about their writing in Arabic language. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Students in this course will understand the historical process that lead to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.

Fall 2020

SEM Section: H1 MW 10:00 am - 11:15 am Brahim El Guabli

LATS 241 (S) Performing Masculinity in Global Popular Culture (DPE)

Cross-listings: WGSS 240 THEA 241 SOC 240 AMST 241 LATS 241

Secondary Cross-listing

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

Requirements/Evaluation: masculinity journal, mid-term essay exam, visual rhetorical analyses of pop culture images

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: a short statement of interest will be solicited

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 240 (D2) THEA 241 (D1) SOC 240 (D2) AMST 241 (D2) LATS 241 (D2)

Difference, Power, and Equity Notes: This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

Spring 2021

SEM Section: R1 MW 6:45 pm - 8:00 pm Gregory C. Mitchell
LATS 286  (F)  Conquests and (Im)migrations: Latina/o History, 1848 to the Present  (DPE)

Cross-listings:  LATS 286  HIST 286

Primary Cross-listing

The first Latinx communities were formed in 1848 when the United States conquered half of Mexico's territory. In 1898 the United States annexed Puerto Rico and has retained sovereignty to this day. These early conquests and continuing im/migrations created Mexican and Puerto Rican communities in the United States. U.S. imperialism continued to shape the im/migrations that created Cuban, Dominican, Salvadoran, Guatemalan and other Latinx communities in the United States. This course explores U.S. military, political, and economic interventions and their impact on im/migrations and the making of Latinx communities. We also explore the impact of U.S. employers' and the U.S. government's recruitment of low wage workers in shaping im/migrations, destinations, and the formation of Latinx working-class communities. Im/migration and refugee policies have long defined who is eligible to enter and how, as well as who is deemed eligible for citizenship and belonging. Within this context, Latinas and Latinos have developed survival and family reunification strategies for themselves, their families, and their communities.

Class Format: This course is a discussion format. It will be offered in a "hybrid" format with synchronous class meetings and group discussion sections, offered in-person and remote.

Requirements/Evaluation: Class participation with short 1-2 page writing assignments; two 4-5 page essays, and a final 5-7 page essay. All writing assignments are based on course materials.

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: LATS concentrators, History majors, or those intending to become concentrators or majors, seniors

Expected Class Size: 15

Grading:    yes pass/fail option,     yes fifth course option

Distributions:  (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 286 (D2)  HIST 286 (D2)

Difference, Power, and Equity Notes: This Difference, Power, and Equity course explores racialized dimensions of U.S. imperialism and U.S. labor recruitment, encouraging critical analysis. The course considers the impact on the formation of Latinx communities in the U.S. and on Latinas' and Latinos' lived experiences in the United States.

Fall 2020

LEC Section: H1    MWF 11:45 am - 1:00 pm    Carmen T. Whalen

LATS 385  (S)  Latinx Politics in New York City and Beyond  (DPE)

Cross-listings:  HIST 385  LATS 385

Secondary Cross-listing

Latinas and Latinos have long sought inclusion in the U.S. polity and society. The meanings and terms of inclusion have shifted historically, as have the methods for seeking that inclusion. This course explores activism that has included community building to meet immediate needs, social service approaches, community-based organizing, political and social movements, and participation in pre-existing unions and political groups, as well as electoral politics. At times working within existing structures, Latinx communities have also questioned and challenged those existing structures. Activists have addressed a wide variety of often intersecting issues including education, workers’ rights, women’s rights and feminism, immigration rights and legal status, environmental justice, LBGTO+ visibility and rights, as well as others. New York City has long been home to a diverse group of Latinas and Latinos, and provides an important lens to Latinidades and to the politics of recognition, inclusion, and radical transformation. For final projects, students will select a contemporary issue to explore in greater depth and/or explore Latinx politics in another community.

Class Format: This is a discussion-based course, so reading and full participation is important. Taught hybrid style, the format of the course will depend on enrollments and be flexible. My initial plan is to teach one class session all remote and then divide the class into two discussion sections--one in person and one remote. The remote discussion section will have a day and time to be determined based on schedules.

Requirements/Evaluation: Class participation including short writing assignments, two essays of 4-5 pages each, final project of 7 to 10 pages, and final presentation

Prerequisites: none

Enrollment Limit: 15
Enrollment Preferences: History majors and Latina/o Studies concentrators, seniors
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 385 (D2) LATS 385 (D2)

Difference, Power, and Equity Notes: This course explores how Latinx communities have sought inclusion in the U.S. polity and society, in the face of marginalization based on race, ethnicity, class, gender, sexuality, and/or political perspective, as well as other intersecting markers of difference. At times working within existing structures, Latinx communities also challenged those structures and power relations. Questions of difference, power and equity are explored at the structural, community, and individual levels.

Spring 2021
SEM Section: H1    WF 1:30 pm - 2:45 pm     Carmen T. Whalen

LATS 462  (F)  Art of California: Pacific Standard Time  (DPE) (WS)
Cross-listings: ARTH 462  AMST 462  ARTH 562  LATS 462

Secondary Cross-listing
In this course, we will study the visual arts and culture of California after 1960 and consider the region's place in modern art history. We will focus on a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time. Diverse in scope, these shows explored important developments in postwar art in California, including feminist art, African American assemblage, Chicano collectives, Modernist architecture, craft, and queer activism. In this seminar, we will pursue research projects directly related to the art exhibitions we study, and examine southern California conceptualism, photography, performance, painting, sculpture (including assemblage and installation), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions, while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history.

Requirements/Evaluation: Several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages written in stages over the course of the semester. The course will feature synchronous online class meetings with some small discussion groups. Student presentations will be recorded offline and posted to GLOW.

Prerequisites: ARTH 102 - Grad Art exempt from ARTH 102 prerequisite
Enrollment Limit: 12
Enrollment Preferences: senior Art major and senior Latina/o Studies concentrators
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ARTH 462 (D1) AMST 462 (D2) ARTH 562 (D1) LATS 462 (D2)

Writing Skills Notes: There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Course themes of art and activism, borders and diaspora, globalism and modernism in the visual arts and how they intersect with the exploration of difference, power, and equity and the various ways that artists have produced works and developed practices that critically probe this intersection. Through discussion, presentations, and writing assignments students will develop skills in analyzing artworks and exhibitions that respond to and/or document social inequality and social injustice.

Fall 2020
SEM Section: R1    MW 6:45 pm - 8:00 pm     C. Ondine Chavoya

LEAD 219  (F) Women and Girls in (Inter)National Politics  (DPE)
Cross-listings: INTR 219  PSCI 219  AFR 217  WGSS 219  LEAD 219

Secondary Cross-listing

This tutorial focuses on the writings and autobiographies of women who have shaped national politics through social justice movements in the 20th-21st centuries. Women and girls studied include: Fannie Lou Hamer, Shirley Chisholm, Safiya Bukhari, Erica Garner, Greta Thunberg, Malala Yousafzai, Marielle Franco, Winnie Mandela.

Requirements/Evaluation: Weekly 5-page primary analytical papers and 2-page response papers.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Juniors and seniors, sophomores.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

INTR 219 (D2) PSCI 219 (D2) AFR 217 (D2) WGSS 219 (D2) LEAD 219 (D2)

Difference, Power, and Equity Notes: This tutorial examines how girls and women confront capitalism, imperialism, climate devastation, patriarchy and poverty. The national and international movements that they participated in or led were based on shifting the balance of powers towards the impoverished, colonized, and imprisoned.

Fall 2020

TUT Section: RT1  TBA  Joy A. James

LEAD 220  (S) Cold War Intellectuals: Civil Rights, Writers and the CIA  (DPE)

Cross-listings: AFR 224  PSCI 221  AMST 201  LEAD 220  INTR 220

Secondary Cross-listing

This tutorial focuses on US-based views of the Cold War. It examines how intelligence agencies and intellectuals, as well as government officials, viewed civil rights, human rights, and US hegemony. Readings include: Williams J. Maxwell (F. B. Eyes: How J. Edgar Hoover's Ghostreaders Framed African American Literature); James Baldwin (The Fire Next Time); Ralph Ellison (The Collected Essays of Ralph Ellison); Report to the President by the Commission on CIA Activities Within the United States (1975, VP Nelson Rockefeller, chair); Hugh Wilford (The Mighty Wurlitzer: How the CIA Played America); Hannah Arendt (The Origins of Totalitarianism; On Violence; "Reflections on Little Rock"); Frances Stonor Saunders (Who Paid the Piper? The CIA and the Cultural Cold War). Students alternate weekly between 5-page primary and 2-page secondary papers on assigned readings.

Requirements/Evaluation: Attend all classes; submit completed papers 24hours before seminar meets.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Juniors and Seniors.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 224 (D2) PSCI 221 (D2) AMST 201 (D2) LEAD 220 (D2) INTR 220 (D2)

Difference, Power, and Equity Notes: This tutorial examines the Cold War between the US and the USSR and attempts to use intellectuals to shape and promote the objectives of powerful state entities. The power struggle between the two "superpowers" impacted cultural production and authors. Some of those authors influenced or enlisted into the Cold War sought equity and equality for their communities and eventually fought against the very political powers that employed them.

Spring 2021
LEAD 254 (F) Sovereignty, Resistance, and Resilience: Native American Histories to 1865 (DPE)

Cross-listings: HIST 254 AMST 254 LEAD 254

Secondary Cross-listing

This course surveys Native American/Indigenous North American histories from creation through the U.S. Civil War, tracing the complex ways that tribal nations and communities have shaped North America. It also introduces foundational methodologies in Native American and Indigenous Studies and strategies for pursuing decolonizing scholarship and action. Beginning with the diverse Indigenous societies that inhabited the Americas millennia before Columbus's arrival, it discusses the cultural complexity of Native peoples, nations, and worldviews rooted in particular ecosystems and homelands, as well as accounts of beginnings and migrations. It addresses how Native peoples confronted grievous epidemics resulting from the "Columbian Exchange," and contended with Euro-colonial projects of "discovery" and colonization. Indigenous nations' multifaceted efforts to maintain sovereignty and lands through eras of pervasive violence and removal are discussed, as well as the important yet under-recognized ways that Native communities negotiated the tumultuous era and conflicting allegiances of the Civil War. The course centers on Indigenous actors-intellectuals, diplomats, legal strategists, knowledge keepers, spiritual leaders, artists, and others-and consistently connects historical events with present-day debates over land, historical memory, education, and activism. Additionally, it provides an opportunity to engage with original materials pertaining to Native histories in the Williams College Archives/Special Collections and Art Museum. While the scope of the course is continental and transoceanic, it devotes significant attention to the Native Northeast and the particular Indigenous homelands in which Williams College is located.

Class Format: Remote class. Class will blend short pre-recorded lectures with weekly Zoom discussion sections/seminar format, plus time for virtual one-on-one conversations with the instructor.

Requirements/Evaluation: active participation in class discussion, several short essays based on readings and discussion topics, (virtual) museum/archives exercise, final essay

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: History or American Studies majors, followed by first- and second-year students

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 254 (D2) AMST 254 (D2) LEAD 254 (D2)

Difference, Power, and Equity Notes: This course intensively explores Native American/Indigenous North American histories, experiences, and forms of critical and creative expression, as well as responses to and engagements with Euro-American settler colonialism. It guides students into methodologies central to Native American and Indigenous Studies (NAIS), and gives opportunities for oral and written reflections on NAIS approaches to historical themes and sources, as well as decolonizing methodologies more broadly.

Fall 2020

SEM Section: R1 TR 9:45 am - 11:00 am Christine DeLucia

LEAD 319 (F) Angela Davis: Political Theory, Activism, and Alliances (DPE) (WS)

Cross-listings: LEAD 319 PSCI 376 INTR 320

Secondary Cross-listing

This seminar examines the political thought, activism, and iconography of abolitionist Angela Davis. The seminar involves a critical engagement with the philosopher, former political prisoner, and their relationship with other theorists, authors and activists. Readings include: Angela Davis: An Autobiography; Soledad Brother: The Prison Letters of George Jackson; The Morning Breaks: The Trial of Angela Davis; Women, Race, and Class; If They Come in the Morning.

Requirements/Evaluation: Requirements: students attend each seminar class and come prepared to discuss the readings. Papers are due by email 24 hours before the seminar begins.

Prerequisites: Preferences: Juniors and Seniors who have taken courses in Africana Studies, American Studies, Political Science, Philosophy.
Enrollment Limit: 19

Enrollment Preferences: Juniors and Seniors with previous courses taken in Africana Studies, American Studies, Political Science, Philosophy.

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 319 (D2) PSCI 376 (D2) INTR 320 (D2)

Writing Skills Notes: Three thesis papers at five pages each will receive critical feedback from the professor; one of the three papers will be revised with critical feedback from professor and peers, accompanied by a one-page statement explaining student's revisions; one keyword glossary where students define their key terms used in the paper; one roundtable discussion based on the final paper.

Difference, Power, and Equity Notes: This course examines political activism in the 1960s-1970s during the Cold War in which the civil rights, black power and student anti-war movements challenged traditional US domestic and foreign policies. Examining the differential powers of university Regents, governors, presidents, and police forces and prison administrations in relation to social justice movements led by people under the age of thirty, we examine the structures of institutional power and the agency of cadre theorists.

Fall 2020

SEM Section: R1 TBA Joy A. James

LEAD 321 (S) History of U.S.-Japan Relations, 1853-Present (DPE)

Cross-listings: LEAD 321 ASST 321 HIST 321

Secondary Cross-listing

An unabating tension between conflict and compromise has been an undercurrent of U.S.-Japan relations since the 1850s, at times erupting into clashes reaching the scale of world war and at times allowing for measured collaboration. We will explore the U.S.-Japan relationship from the perspectives of both countries with a focus on how culture, domestic concerns, economic and political aims, international contexts, and race have helped shape its course and nature. This course will fulfill the Difference, Power, and Equity requirement by examining not just the diplomatic relationship between the U.S. and Japan, but also how various types of interactions have influenced the dynamics of power between these two countries and have shaped the ways in which each country has understood and portrayed the other.

Class Format: remote with synchronous, seminar-style discussion

Requirements/Evaluation: class participation, response papers (500 words), one short paper (5 pages), and a research paper (12-15 pages)

Prerequisites: none; open to first-year students with instructors permission

Enrollment Limit: 15

Enrollment Preferences: History or Asian Studies majors/prospective majors

Expected Class Size: 10-15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 321 (D2) ASST 321 HIST 321 (D2)

Difference, Power, and Equity Notes: The course focuses on differences in power (economic, cultural, political, and military) between Japan and the U.S., from the 1850s through the present. It considers the ways in which Japan has been subordinate to the U.S. for much of this history, and the conflicts that have resulted when Japan has attempted to overturn this dynamic of power. Students will acquire the skills of history and international relations to examine how race, culture, and politics have shaped this relationship.

Spring 2021

SEM Section: R1 TF 3:15 pm - 4:30 pm Eiko Maruko Siniawer

LEAD 389 (S) The Vietnam Wars (DPE)
Cross-listings: LEAD 389  HIST 389  ASST 389

Secondary Cross-listing

This course explores Vietnam's twentieth century wars, including an anti-colonial war against France (1946-1954), a massive Cold War conflict involving the United States (1965-1973), and postcolonial confrontations with China and Cambodia in the late-1970s. Course materials will focus primarily on Vietnam's domestic politics and its relations with other countries. Lectures, readings, films, and discussions will explore the process by which Vietnam's anti-colonial struggle became one of the central conflicts of the Cold War, and examine the ramifications of that fact for all parties involved. The impact of these wars can hardly be overstated, as they affected the trajectory of French decolonization, altered America's domestic politics and foreign policy, invigorated anti-colonial movements across the Third World, and left Vietnam isolated in the international community.

Students will read a number of scholarly texts, primary sources, memoirs, and novels to explore everything from high-level international diplomacy to personal experiences of conflict and dramatic social change wrought by decolonization and decades of warfare.

Class Format: This course will be fully remote. The course format will prioritize synchronous discussions and small group work via Zoom.

Requirements/Evaluation: class participation, several short papers, and a 10- to 12-page final paper

Prerequisites: none; open to all

Enrollment Limit: 15

Enrollment Preferences: History and Asian Studies majors

Expected Class Size: 10-15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 389 (D2) HIST 389 (D2) ASST 389 (D2)

Difference, Power, and Equity Notes: This course traces Vietnam's anti-colonial movements from colonization to liberation. Students will examine power struggles among Vietnamese nationalists from a variety of different religious, class, ideological, and regional backgrounds, as well as Vietnam's diplomatic and military rivalries with France, China, the Soviet Union, and the United States. Readings will focus on Vietnamese voices to explore how the country surmounted seemingly impossible international power dynamics.

Spring 2021

SEM Section: R1  MWF 11:45 am - 1:00 pm  Jessica Chapman

MAST 267 (F) Coastal Communities and Climate Justice  (DPE)

Cross-listings: PSCI 256  GEOS 257  MAST 267  ENVI 267

Primary Cross-listing

Climate change poses extraordinary challenges to our country's coastal communities; the impacts of which will not be borne equally. Access to innovative technological, scientific, financial and legal resources is controlled by policy makers. Equal access is critical for the sustainability of our coastal communities. But fair decisions require vulnerable communities to have a voice in local climate change adaptation decisions. This seminar course will introduce you to basic concepts of climate justice in the context of our Nation's coastal communities, guided by the UN Framework Convention on Climate Change. The course will introduce you to fundamental coastal and ocean-based climate-induced impacts with a focus on sea level rise, ocean warming, ocean acidification and coastal infrastructure. We will examine these impacts, as well as local, state, regional and federal policy responses to them through the lens of climate justice. We will identify what's working and what more needs to be done to advance climate equity and justice in the wake of formidable global and local change. Proficiency will be demonstrated through class participation, work conducted in small group strategy exercises, discussion board posts, short research assessment papers and a final written project. There are three goals in this course: first to broaden your understanding of the disproportionate effects of climate change to underrepresented, disempowered, poor, urban and indigenous populations living in American coastal communities; second to provide you with tools to identify inequity; third, to increase your own voice to promote avenues to seek climate justice.

Class Format: remote

Requirements/Evaluation: Weekly Readings; Class Participation; Small group strategy exercises; Four on-line discussion board posts; Two 2-3-page data & research assessment papers; Final written project--multiple formats available

Prerequisites: none

Enrollment Limit: 20
Enrollment Preferences: first-years and sophomores

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Unit Notes: social science; This course does not count toward the Geosciences Major.

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
PSCI 256 (D2) GEOS 257 (D2) MAST 267 (D2) ENVI 267 (D2)

Difference, Power, and Equity Notes: This course examines the persistent disproportionate climate changes impacts on underrepresented, poor, urban and indigenous populations living in U.S. coastal communities. Students will analyze multi-disciplinary data and conduct research to reveal unequal distributions of power and resources and to strengthen their integrative, analytical, writing, and advocacy skills. They will structure discussions on the pervasiveness of climate injustice and craft potential avenues for corrective actions.

Fall 2020
SEM Section: R1 MR 3:15 pm - 4:30 pm Catherine Robinson Hall

MUS 111 (F) Music Cultures of the World (DPE)
This course introduces a variety of musical genres and practices from around the world, alongside a discussion of the processes and politics of their global circulation. Through learning about a combination of contemporary styles and longstanding musical traditions spanning a broad geographical range, students will develop a working knowledge of musical terms, concepts, and influential musicians. Beyond engaging with music’s sound and structure, we will address its capacity to express personal and group identity, and its ability to both reflect and shape broader social ideas and circumstances. In particular, we will consider music’s global circulation, and how its contents and meanings reflect those processes. Genres covered in the course vary intermittently but often include: “throat singing” genres in Tuva and Sardinia, Zimbabwean mbira and Chimurenga music, Argentine Tango, Ghanaian azonto and highlife, Balinese gamelan, and North Indian classical music. No prior musical training is required.

Class Format: This course is offered remotely. Online meetings will be a mixture of large group lecture/discussion and smaller breakout groups.

Requirements/Evaluation: class attendance and participation, regular short writing assignments and projects, and a 10-12 page final paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: current or prospective majors in Music, Anthropology, Sociology, and Arabic, Asian, Africana, and Latino/a Studies.

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: Not only are students exposed to a wide range of musical material from across the globe, they also consider how music becomes meaningful and powerful in light of local contexts and the politics of circulation. Discussions and written assignments address issues including gender identity, economic disparity, the politics of cultural preservation, and music’s potential in situations of political unrest.

Fall 2020
LEC Section: R1 MW 10:00 am - 11:15 am Corinna S. Campbell

MUS 177 (S) Gender and Sexuality in Music (DPE)

Cross-listings: MUS 177 WGSS 177

Primary Cross-listing
This course explores key themes in the expression of gender and sexuality through music. It draws from primarily 21st century examples, across cultures and genres, ranging from pop boy bands to Indian bhangra dance to the musical avant-garde. Themes will include: communicating gendered ideals, dance and embodiment, transgressive performances, biography and subjectivity, intersectionality, music and sexual violence, and marketing. We will explore the ways in which ideas and identities related to sex and gender are formulated and mobilized in music’s performance and consumption. Inevitably, issues of sound and stagecraft intersect with factors such as race, age, and class, further informing these experiences. Students will consider their own processes of identifying and interpreting expressions of gender and sexuality in sound and movement, and
contemplate the role of culture and society in informing those interpretations.

Requirements/Evaluation: attendance/participation, intermittent GLOW posts and short assignments (2 pgs or less), midterm project, and either a 12-page final paper or a project with supplementary paper (length to be determined in consultation with the instructor).

Prerequisites: open to all students; familiarity with musical terminology is helpful but not required

Enrollment Limit: 15

Enrollment Preferences: WGSS and MUSC majors/prospective majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Unit Notes: This is a hybrid course, with the majority of the classes taking place remotely. The character and frequency of in-person class sessions will depend on the size of the class and the number of students taking part in the in-person option.

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 177 (D1) WGSS 177 (D2)

Difference, Power, and Equity Notes: This course critically examines the ways in which music constructs and reflects gendered and sexual identities in intersectional space. We discuss how normative viewpoints come to be accepted and interpreted as 'natural,' and how musicians and audiences have maneuvered within and against those socio-political expectations. Music and readings span a wide range of sources—elite, popular, counter-cultural; from Euro-American sources to genres hailing from Brazil, Korea, and India.

Spring 2021
SEM Section: H1 TR 11:30 am - 12:45 pm Corinna S. Campbell

MUS 211 (F) Music, Nationalism, and Popular Culture (DPE)

This course surveys the manner, function, and contexts through which sound and ideas of national belonging are linked. We will consider influential and iconic musicians (Umm Kalthoum, Amalia Rodriguez, Bob Marley, Carlos Gardel), international forums for the expression of national sentiment (the Olympics, Miss Universe and Eurovision competitions), and a wide range of instruments, genres, and anthems that are strong conduits for national sentiment. Drawing on the work of critical theorists including Benedict Anderson, Michael Herzfeld, and Ernest Gellner, we will pursue a number of analytical questions: What parallels exist between musical and political structure? How do nations adjust as their policies and demographics change? How are cultural forms implicated in postcolonial nation building projects? What marginal populations or expressive forms are included, excluded, or appropriated in the formation of national identity? Finally, what differences emerge as we change our focus from a national to an international perspective, or from officially endorsed representations of national culture to unofficial popular forms of entertainment?

Class Format: This course is a hybrid model, involving a combination of exclusively remote all-class meetings and small group meetings in which remote students and in-person students will meet separately.

Requirements/Evaluation: Class participation, regular short (1 page) written responses, two 5- to 6-page papers, a Final Paper/Project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Upperclass students and music majors, international students who need to fulfill in-person requirement.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: Owing to its global focus and attention to power and privilege in political and musical structures, this course meets the DPE requirement. Topics include the use of music for social control and subversion in Mobutu’s Zaire, its affective power in U.S. campaign ads, and the ways in which constructions of ‘folk music’ impact power differentials in a national political structure. Assignments help students develop an awareness of the specific strategies whereby music mobilizes national ideologies.

Fall 2020
SEM Section: H1 MR 3:15 pm - 4:30 pm Corinna S. Campbell
MUS 278 (S) Carmen, 1845 to Now (DPE) (WS)

Cross-listings: MUS 278 WGSS 248

Primary Cross-listing

The story of the gypsy femme fatale Carmen has endured for over 150 years. In Western culture and beyond, she exemplifies the seductive, exotic, independent, and dangerous woman who drives an upstanding man to a life of crime and finally murder. This course explores a broad array of treatments of this archetypal and problematic narrative, starting with Prosper Mérimée’s 1845 novella on which Bizet based his famous 1875 opera Carmen. We will consider various staged and film versions of the opera itself, including Francesco Rosi’s stunning 1984 movie, and discuss various other film transformations of the story, from DeMille’s 1915 silent film through Hammerstein’s 1954 all-black musical Carmen Jones, to the MTV version A Hip Hopera of 2004. Comic approaches will also be assessed, from Charlie Chaplin’s Carmen Burlesque of 1915 through Spike Jones’ 1952 Carmen Murdered! and The Naked Carmen of 1970. We will explore provocative dance interpretations ranging from Carlos Saura’s 1983 flamenco version through David Bourne’s choreography in his 2001 gay reading called The Car Man. Our journey concludes with a comparison of two post-colonial sub-Saharan African films—the Senegalese director Ramaka’s Karmen Geï (2001) and U-Carmen eKhayelitsha (2005) by the South African director Dormford-May—that push critical reaction to Bizet’s story and music beyond Western cultural boundaries.

Class Format: Remote format. After four initial 75-minute group meetings to discuss Mérimée’s novella and Bizet’s music, students will meet with the instructor in pairs for one hour each week. The scheduled class time is obligatory only for the first two weeks, after which weekly pair meetings will be individually scheduled.

Requirements/Evaluation: Each student will write a 5- to 6-page essay every other week (five in all), and provide 2-page written and oral peer reviews in alternate weeks; evaluation will be based on the quality of written work, discussions, and oral presentation.

Prerequisites: None; ability to read music useful but not necessary

Enrollment Limit: 10

Enrollment Preferences: Preference given to current or prospective Music and Women's Gender & Sexuality Studies majors, then seniors and juniors.

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 278 (D1) WGSS 248 (D2)

Writing Skills Notes: Students will write five short essays of 5-6 pages each, and receive oral and written feedback addressing structure, argumentation, and style from their tutorial partner and the instructor on every essay.

Difference, Power, and Equity Notes: This course satisfies the DPE requirement through a critical examination of the ways in which the Carmen story has served as a stage on which multifaceted textual and musical constructions and conflicts express the power dynamics between individual and group identities, encompassing gender and sexuality, nationality, race, ethnicity, and class.

Spring 2021

TUT Section: RT1   MW 11:45 am - 1:00 pm   M. Jennifer Bloxam

MUS 279 (F) American Pop Orientalism (DPE) (WS)

This tutorial will investigate the representation of Asians and Asian Americans in American popular culture since the late nineteenth century. Our focus will be on music’s role in Orientalist representation in a wide variety of media and genres, including Hollywood film, television, popular song, music videos, Broadway musicals, hip hop, and novels. We will begin with major texts in cultural theory (Said, Bhabha) and will attempt throughout the semester to revise and refine their tenets. Can American Orientalism be distinguished in any fundamental way from nineteenth-century European imperialist thought? How does Orientalist representation calibrate when the “exotic others” being represented are themselves Americans? Our own critical thought will be sharpened through analysis and interpretation of specific works, such as Madame Butterfly, "Chinatown, My Chinatown," Sayonara, Flower Drum Song, Miss Saigon, Rising Sun, M. Butterfly, Aladdin, and Weezer’s Pinkerton. We will end the semester by considering the current state of Orientalism in American popular culture.

Requirements/Evaluation: five 5- to 6-page essays and five critical oral responses

Prerequisites: previous related coursework and/or musical experience is desirable, but is not required

Enrollment Limit: 10
**Enrollment Preferences:** students with prior related course experience

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Students will receive detailed comments on each paper, allowing them to build upon those comments in subsequent writing assignments. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Students will develop analytical and interpretive skills applicable to their future engagements with a wide range of art forms as we investigate the musical, literary, and visual techniques employed in works of exotic representation. We will focus on how popular culture has shaped and reflected perceptions of race and gender in American history since the late 19th century.

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**MUS 323 (S) Arts Organizing in Africa and the Diaspora (DPE)**

**Cross-listings:** THEA 321 MUS 323 DANC 323

**Primary Cross-listing**

At the heart of this class is the question, how do artists and organizations use the performing arts to effect social change in their communities? Drawing from a number of case studies from throughout Africa and the African Diaspora, we will first endeavor to understand and contextualize issues related to education, social uplift, the environment, and the economy as they relate to specific communities. We will then examine how a series of organizations (from grassroots campaigns to multinational initiatives) utilize the performing arts in response to those issues. Among the issues we will discuss at length are: -How do performers and organizations navigate the interplay between showcasing the performance talents of individuals and groups and foregrounding an issue or cause? More broadly, what dilemmas emerge as social and aesthetic imperatives intermingle? -What are the dynamics between people acting on a local level within their communities and their various international partnerships and audiences? -How can government or NGO sponsorship help and/or hinder systemic change? By the end of the semester, students will be equipped with conceptual frameworks and critical vocabularies that can help them ascertain the functions of performance within larger organizations and in service to complex societal issues. Throughout the course, we will watch and listen to a variety of performances from traditional genres to hip-hop, however this class is less about learning to perform or analyze any particular genre than it is about thinking through how performance is used as a vehicle for social change. Case studies will include youth outreach and uplift in Tanzania through the United African Alliance, campaigns to promote girls’ education in Benin and Zimbabwe, community-wide decolonizing initiatives through the Yole!Africa Center in the Democratic Republic of Congo, and the cultural reclamation of a mining town in Suriname through the arts organization, Stichting Kibii.

**Class Format:** This is a remote course.

**Requirements/Evaluation:** Four case study profiles, midterm essay (5-7 pages), and a final project. Regular participation in class discussion.

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** If the course exceeds the maximum enrollment, selection will be made based on students explanations for why they want to take the class.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**
THEA 321 (D1) MUS 323 (D1) DANC 323 (D1)

**Difference, Power, and Equity Notes:** This course interrogates on a fundamental level issues of power and equity. Using the performing arts as a critical lens, we discuss a series of social and environmental challenges that communities of African descent face. These are in direct dialogue with global systems of power and economic factors. Issues include: environment, education, local communities’ interactions with multinational corporations, and representational politics in performance.

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Spring 2021
PHIL 326 (S) Foucault Now (DPE) (WS)

Cross-listings: WGSS 336 PHIL 326

Primary Cross-listing

If we think of Michel Foucault as engaged in writing histories, or genealogies, of his own present designed to undercut the sense of the obviousness of certain practices and ways of thinking, categorizing, and knowing, we can easily imagine that he might now be questioning different aspects of our contemporary "present" than the ones standardly associated with his name, namely, panopticons and surveillance, discipline, criminalization, the biopolitics of health, the normal and the abnormal, etc. In this course we address the question: How is the present we find ourselves living today different from the one that the author Foucault wrote about in the 1960s, 70s and early 80s before his untimely death in 1984? What differentiates today from yesterday? And what present practices and ways of thinking and knowing might be questioned using Foucault's tools, genealogy in particular, for resisting unnecessary constraints on freedom and the perpetuation of unnecessary suffering? What is his legacy today? In this tutorial you will read from a selection of Foucault's texts (books, lectures, interviews) in order to acquire a firm grasp of his method of "critique" and his way of looking at the interconnections between forms of power and the knowledge associated with particular disciplines. We will also read more recent work by scholars that draw on Foucault to address problems in today's present. Among the contemporary texts assigned might be the following: Bernard Harcourt's Exposed: Desire and Disobedience in the Digital Age, Saidiya Hartman's Wayward Lives, Beautiful Experiments (2019), Verena Ehrlenbusch's Terrorism: A Genealogy, Cressida Heyes' Anaesthetics, Ladelle McWhorter's Racism and Sexism in Anglo-America: A Genealogy, and Active Intolerance: Michel Foucault, The Prisons Information Group, and the Future of Abolition, eds. Perry Zum and Andrew Dilts.

Class Format: I will meet with students in a seminar format at various points throughout the semester. I have requested a class block for this reason.

Requirements/Evaluation: evaluation will be based on written work (six 5- to 6-page papers, and six 2-3 page commentaries on their partner's papers) as well as the quality and level of preparation and intellectual engagement in our weekly meetings.

Prerequisites: Relevant background in critical theory, social theory, political theory or philosophy.

Enrollment Limit: 10

Enrollment Preferences: I will give preference to philosophy majors and to upper class students with a demonstrated background in critical theories. Some sophomores may be eligible.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 336 (D2) PHIL 326 (D2)

Writing Skills Notes: This is a tutorial. Students will write five or six 5-6-page papers during the course of the semester and receive significant feedback on each paper. At the end of each tutorial meeting the student is asked to reflect on how they would approach the paper differently if they were to rewrite it. In this version of the course, I may ask students to select one paper to revise as a final assignment.

Difference, Power, and Equity Notes: In this course we address power and domination, reflect on the difference between them, and treat power relations not only as an inevitable feature of any society, but as both enabling and constraining. Moreover, we will read material that uses Foucauldian tools to address contemporary issues involving sexism and racism, digital surveillance, and the abolition of prisons.

Spring 2021

CON Section: R2  MR 3:15 pm - 4:30 pm  Jana Sawicki

TUT Section: RT1  TBA  Jana Sawicki

PHIL 341 (S) Black Marxism: Political Theory and Anti-Colonialism (DPE) (WS)

Cross-listings: AFR 340 INTR 341 PSCI 373 PHIL 341

Secondary Cross-listing

The seminar involves a critical engagement with key Africana political leaders, theorists and liberationists. We will examine the Pan-African writings of: Cedric Robinson (Black Marxism); Walter Rodney (How Capitalism Underdeveloped Africa), Eric Williams (Capitalism and Slavery; From Columbus to Castro); Frantz Fanon (The Wretched of the Earth); Malcolm X (Malcolm X Speaks); Amilcar Cabral (Resistance and Decolonization; Unity and Struggle); C. L. R. James (The Black Jacobins).
Requirements/Evaluation: Attend all classes. Papers are due 24 hours before the start of class. Participate in class discussions.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: Juniors and Seniors.

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 340 (D2) INTR 341 (D2) PSCI 373 (D2) PHIL 341 (D2)

Writing Skills Notes: Three thesis papers at five pages each (each receiving critical feedback from professor); one thesis paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process; one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper.

Difference, Power, and Equity Notes: This course focuses on anti-colonial struggles against European powers. Research will include the concept of "internal colonies" in the US.

Spring 2021

SEM Section: R1 TBA Joy A. James

PHLH 201 (S) Dimensions of Public Health (DPE)

Public health is concerned with protecting and improving health at the level of a community or population. Although individual behavior is an essential element of public health, collective, rather than individual, outcomes are the focus of public health study. In this course we will survey the field of public health, introducing students to core concepts and methods that highlight the interrelationship of individual choice and social institutions with environmental and biological factors in producing health outcomes at the population level. We will develop these concepts and methods within the context of signal cases and public health crises, covering infectious disease epidemics and prevention, sexual health, and mental health.

Class Format: Course will be taught remotely.

Requirements/Evaluation: two papers on a selected population or country and health issue, peer reviews and active contribution to class discussion, including on Glow

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: sophomores, potential Public Health concentrators

Expected Class Size: 14

Grading: no pass/fail option, yes fifth course option

Distributions: No divisional credit (DPE)

Difference, Power, and Equity Notes: This course fulfills the DPE requirement because of its central focus on the ways that difference and power shape health outcomes in the U.S. and internationally. It uses an interdisciplinary approach to explore issues including the historical relations between communities of color, healthcare providers, and public health practitioners; contestation over the role of markets and government in public health; and differing explanations for the patterns of race, class, etc., in health outcomes.

Spring 2021

SEM Section: H1 MW 10:00 am - 11:15 am Kiaran Honderich

SEM Section: H2 MWF 11:45 am - 1:00 pm Kiaran Honderich

PHLH 220 (F) International Nutrition (DPE) (WS)

Global malnutrition continues to represent one of the most challenging issues of international development. Problems of both under- and overnutrition beginning as early as in utero can detrimentally influence the health, development and survival of resource-limited populations. This course introduces students to the most prevalent nutritional issues through a food policy perspective and exposes them to a wide variety of interventions, policies and
current debates in the field of international nutrition. In addition to exploring the multi-level programmatic approaches for the prevention and treatment of the related nutritional problems, students will gain exposure and experience in program design and program proposal writing. Readings will involve both real-world programmatic documents/evaluations as well as peer-reviewed journal articles. Examples will be drawn from Africa, Asia and Latin America.

Class Format: This class will be remote. Each week students will typically be asked to (1) watch a series of short lectures- think 10-15' clips, (2) read peer reviewed articles and post on discussion boards (3) attend synchronous meetings - both in small groups of and as a whole class during assigned class time. Instructor will also be available for one-on-one online meetings/check-ins.

Requirements/Evaluation: six 1-page essays, one final term paper (10-15 pages), one oral presentation, and active class participation

Prerequisites: PHLH 201 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Public Health concentrators

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: As a writing skills course, students will write six 1-page essays (each with an optional rewrite) which will help build the specific writing skills necessary for the final 10- to 15 page paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course exposes the issues of difference, power and inequity by exploring the unequal distribution of resources and power at the global, national and intra-national level within the international nutrition context. We will also critically engage with issues of power, cultural difference and related ethics in the context of international development and nutrition programming.

Fall 2020

SEM Section: R1  MW 6:45 pm - 8:00 pm  Marion  Min-Barron

PSCI 160  (F)  Refugees in International Politics  (DPE) (WS)

Globally, refugees seem to create, and be caught up in, chronic crisis. This course evaluates how this can be--how a crisis can be chronic. We investigate who refugees are, in international law and popular understanding; examine international and national laws distinguishing refugees from other categories of migrants; evaluate international organizations’ roles in managing population displacement; look at the way that images convey stereotypes; consider refugee camps in theory and example; and reflect on what exclusion, integration, and assimilation mean to newcomers and host populations. In whose interest is the prevailing system? Who might change it, and how?

Requirements/Evaluation: eleven essays: five lead, five response, and one statement. The first two weeks' essays' grades will be unrecorded.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: In addition to writing every week, students will have a chance to write ungraded work; will have a chance to revise submitted work; and will have a chance to work on specific skills cumulatively.

Difference, Power, and Equity Notes: This course examines the way in which home states categorize people and oppress some, producing refugees; the way that host states categorize people and oppress some, using immigration to shore up the prevailing ethnic hierarchy; and why we worry about some of these categories of oppression more than others.

Fall 2020

TUT Section: RT1   TBA   Cheryl  Shanks

PSCI 219  (F)  Women and Girls in (Inter)National Politics  (DPE)
Secondary Cross-listing

This tutorial focuses on the writings and autobiographies of women who have shaped national politics through social justice movements in the 20th-21st centuries. Women and girls studied include: Fannie Lou Hamer, Shirley Chisholm, Safiya Bukhari, Erica Garner, Greta Thunberg, Malala Yousafzai, Marielle Franco, Winnie Mandela.

Requirements/Evaluation: Weekly 5-page primary analytical papers and 2-page response papers.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Juniors and seniors, sophomores.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

INTR 219 (D2) PSCI 219 (D2) AFR 217 (D2) WGSS 219 (D2) LEAD 219 (D2)

Difference, Power, and Equity Notes: This tutorial examines how girls and women confront capitalism, imperialism, climate devastation, patriarchy and poverty. The national and international movements that they participated in or led were based on shifting the balance of powers towards the impoverished, colonized, and imprisoned.

Fall 2020

TUT Section: RT1 TBA Joy A. James

PSCI 220 (S) The U.S. and Afghanistan: A Post-Mortem (DPE)

Cross-listings: GBST 208 ANTH 208 ASST 208 PSCI 220

Secondary Cross-listing

The United States attacked and defeated the Afghan Taliban regime over in the course of a few short weeks in 2001. Within a few years, the finality of that victory was brought into question as the Taliban regrouped and eventually reasserted itself as a formidable guerilla army that the U.S. military could not easily defeat. At the same time that it was facing a more difficult military challenge than anticipated, the United States got bogged down in the process of nation-building, as well as efforts at social reform. This course examines the history of American involvement in Afghanistan, beginning with the Cold War when the U.S. used Afghanistan as a test case for new models of political modernization and economic development. We will go on to discuss the U.S. support for Islamist political parties during the Soviet occupation of Afghanistan in the 1980s and the consequent rise of the Taliban, and the role of Afghanistan in the September 11th attacks and the "War on Terror" that followed. The course will conclude with a consideration of the impact and legacy of the two decades of nation-building and social reform carried out by the United States since 9/11.

Requirements/Evaluation: grading will be determined by class participation, two short essays, and a 15-page research paper

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Anthropology and Sociology majors, Global Studies concentrators, Political Science and Asian Studies majors will get preference

Expected Class Size: 15-20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 208 (D2) ANTH 208 (D2) ASST 208 (D2) PSCI 220 (D2)

Difference, Power, and Equity Notes: Among the topics relevant to power and difference to be considered in this course are the American support and later disavowal of Islamist political parties to advance US geopolitical goals, public relations efforts "to save Afghan women" after 9/11, and the uses and misuses of American military, economic, and political power to build a western-style democratic government and bring western-oriented social reforms to a society radically different from U.S. society.
PSCI 221  (S)  Cold War Intellectuals: Civil Rights, Writers and the CIA  (DPE)

Cross-listings:  AFR 224  PSCI 221  AMST 201  LEAD 220  INTR 220

Secondary Cross-listing

This tutorial focuses on US-based views of the Cold War. It examines how intelligence agencies and intellectuals, as well as government officials, viewed civil rights, human rights, and US hegemony. Readings include: Williams J. Maxwell (F. B. Eyes: How J. Edgar Hoover's Ghostreaders Framed African American Literature); James Baldwin (The Fire Next Time); Ralph Ellison (The Collected Essays of Ralph Ellison); Report to the President by the Commission on CIA Activities Within the United States (1975, VP Nelson Rockefeller, chair); Hugh Wilford (The Mighty Wurlitzer: How the CIA Played America); Hannah Arendt (The Origins of Totalitarianism; On Violence; "Reflections on Little Rock"); Frances Stonor Saunders (Who Paid the Piper? The CIA and the Cultural Cold War). Students alternate weekly between 5-page primary and 2-page secondary papers on assigned readings.

Requirements/Evaluation:  Attend all classes; submit completed papers 24 hours before seminar meets.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Juniors and Seniors.

Expected Class Size: 10

Grading:  no pass/fail option, no fifth course option

Distributions:  (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 224 (D2) PSCI 221 (D2) AMST 201 (D2) LEAD 220 (D2) INTR 220 (D2)

Difference, Power, and Equity Notes: This tutorial examines the Cold War between the US and the USSR and attempts to use intellectuals to shape and promote the objectives of powerful state entities. The power struggle between the two "superpowers" impacted cultural production and authors. Some of those authors influenced or enlisted into the Cold War sought equity and equality for their communities and eventually fought against the very political powers that employed them.

Spring 2021

TUT Section: RT1  TBA  Joy A. James

PSCI 256  (F)  Coastal Communities and Climate Justice  (DPE)

Cross-listings:  PSCI 256  GEOS 257  MAST 267  ENVI 267

Secondary Cross-listing

Climate change poses extraordinary challenges to our country's coastal communities; the impacts of which will not be borne equally. Access to innovative technological, scientific, financial and legal resources is controlled by policy makers. Equal access is critical for the sustainability of our coastal communities. But fair decisions require vulnerable communities to have a voice in local climate change adaptation decisions. This seminar course will introduce you to basic concepts of climate justice in the context of our Nation's coastal communities, guided by the UN Framework Convention on Climate Change. The course will introduce you to fundamental coastal and ocean-based climate-induced impacts with a focus on sea level rise, ocean warming, ocean acidification and coastal infrastructure. We will examine these impacts, as well as local, state, regional and federal policy responses to them through the lens of climate justice. We will identify what's working and what more needs to be done to advance climate equity and justice in the wake of formidable global and local change. Proficiency will be demonstrated through class participation, work conducted in small group strategy exercises, discussion board posts, short research assessment papers and a final written project. There are three goals in this course: first to broaden your understanding of the disproportionate effects of climate change to underrepresented, disempowered, poor, urban and indigenous populations living in American coastal communities; second to provide you with tools to identify inequity; third, to increase your own voice to promote avenues to seek climate justice.

Class Format: remote

Requirements/Evaluation:  Weekly Readings; Class Participation; Small group strategy exercises; Four on-line discussion board posts; Two 2-3-page data & research assessment papers; Final written project--multiple formats available
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: first-years and sophomores
Expected Class Size: 15
Grading: yes pass/fail option, no fifth course option
Unit Notes: social science; This course does not count toward the Geosciences Major.
Distributions: (D2) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
PSCI 256 (D2) GEOS 257 (D2) MAST 267 (D2) ENVI 267 (D2)
Difference, Power, and Equity Notes: This course examines the persistent disproportionate climate changes impacts on underrepresented, poor, urban and indigenous populations living in U.S. coastal communities. Students will analyze multi-disciplinary data and conduct research to reveal unequal distributions of power and resources and to strengthen their integrative, analytical, writing, and advocacy skills. They will structure discussions on the pervasiveness of climate injustice and craft potential avenues for corrective actions.

Fall 2020
SEM Section: R1 MR 3:15 pm - 4:30 pm Catherine Robinson Hall

PSCI 281  (S) Contemporary African Politics (DPE) (WS)
This course is an introduction to the contemporary politics of Africa, with the aim of sparking a life-long interest in the affairs of the region. Comprised of nearly 50 countries and home to over 1 billion people, sub-Saharan Africa is remarkable in its diversity, particularly in regards to a number of outcomes central to the study of political science: how do institutions of the past shape current dynamics of political competition and economic growth? Why are some countries stable democracies while others struggle with military coups or authoritarian rule? What sparks political violence and how can countries emerge from conflict? Our focus is both contemporary and comparative, organized thematically around common political experiences and attributes across the region. We begin with the legacies of colonialism, the slave trade, and the politics of liberation. We then interrogate dynamics central to political life in Africa over the 60 years since independence: the role of ethnic diversity in shaping competition, the prominence of patronage politics, and the evolution of elections. We next assess major dimensions that have historically shaped the study of African politics, including conflict and violence, economic development, and foreign aid. The final section takes a comparative approach to some of the most pressing issues in Africa today: health crises, migration and mobility, technological revolution, climate change, and the emerging power of women and youth.

Class Format: A typical class session will be about 40% lecture and 60% discussion
Requirements/Evaluation: Class Participation, Map Quiz, Country Case Study (12 - 15 pages, written incrementally throughout semester) and Presentation
Prerequisites: None.
Enrollment Limit: 12
Enrollment Preferences: all first-years and sophomores; those juniors and seniors majoring in political science or concentrating in Global Studies.
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE) (WS)
Writing Skills Notes: Over the course of the semester, students will produce a substantive political science research paper. We will break the writing assignment into component parts throughout the semester, focusing on structure, substance, style, and citations. We will revise drafts based on individual feedback, engage in collective writing exercises, as well as learn the elements of peer review.
Difference, Power, and Equity Notes: This course takes the racial, ethnic, linguistic, and religious diversity of sub-Saharan Africa as a starting point for understanding the contemporary politics of the region. The course addresses the legacies of systemic inequality as well as strategies of resistance to oppression. We also examine how ethnic and religious diversity shape political institutions, competition, and conflict, comparing different countries and over time.

Spring 2021
SEM Section: H1 MR 3:15 pm - 4:30 pm Elizabeth Iams Wellman
PSCI 332 (S) The Body as Property (DPE)

From an ethical standpoint, human bodies are fundamentally different from objects that can be owned, acquired, and exchanged. Yet history furnishes us with countless examples of laws, administrative rules, and social conventions that treat the human body as a form of property. The institution of slavery is a particularly egregious example. But there are other examples of treating the body as property that seem more ambiguous, or even benign: the employment contract in which bodily services are offered in exchange for payment; the feminist slogan "my body, my choice"; or even the every-day transfer of bodily properties into creative projects that then become part of the things people own --- chairs, tables, houses, music, art, and intellectual property. If it is not itself a form of property, how can we explain the use of the human body to acquire possessions, create wealth, and mediate the exchange of other kinds of property? These and other tensions between the concept of property and that of humanity will be the focus of this course. How is property defined, and how far should law go to erode or reinforce distinctions between property and humanity? Course readings focus on Locke, Hegel, Marx, and critical perspectives from feminist theory, critical theory, and critical legal studies (Cheryl Harris, Alexander Kluge, Oskar Negt, Carole Pateman, Rosalind Petchesky, and Dorothy Roberts, among others).

Class Format: Hybrid: Tutorial pairs with both students on campus will meet in person for the majority of our sessions (some weeks may be online). Pairs with one or both students learning remotely will meet exclusively online.

Requirements/Evaluation: five 5- to 7-page essays, five 2- to 3-page critiques, and a revised and extended 10- to 12-page final essay

Prerequisites: prior coursework in political theory, cultural theory, philosophy, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Political Science majors (priority given to those concentrating in Political Theory ); Justice & Law Studies concentrators (priority given to those with extensive JLST coursework).

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: The course fulfills the Difference, Power, and Equity (DPE) requirement by examining how, in the context of legally-sanctioned power relations, bodily differences are constructed, monetized, and used to generate wealth. Race, class, and gender inequalities are central to the analysis.

Spring 2021

TUT Section: HT1  TR 8:00 am - 9:15 am  Nimu Njoya

PSCI 352 (F) Politics in Mexico (DPE)

Cross-listings: GBST 352  PSCI 352

Primary Cross-listing

Geography has decreed that the futures of Mexico and the United States will be tightly bound. Yet Mexico enters this future with a very different past, a distinctive political system, important cultural differences, and mixed feelings about its neighbor to the north. This course has four parts differing in content and format. The first is historical and mostly lecture. It considers several themes, including the slow emergence of a stable national state and the interplay between politics and economic change. In the second section, following a modified tutorial format, we consider politics and cultural policies around Mexican national identity in the twentieth century, looking at films, journalism, popular music, and cultural criticism. Topics include the politics of race; rapid urbanization, especially in the valley of Mexico; and the cultural impact of the turn toward the north, after 1990, in economic policy. Then, after a few discussion classes on migration, organized crime, political corruption, the COVID-19 pandemic, and other issues facing the current government of Andrés Manuel López Obrador, we turn to a seminar-style discussion of student research projects.

Class Format: lectures will be recorded for viewing before class sessions; four weeks of modified tutorials in pairs or small groups online; discussion classes to include in-person and online, in distinct sections if appropriate; online seminar

Requirements/Evaluation: map quiz; one three-page and three two-page essays; two one-page commentaries; and a seven- to eight-page research proposal, an early version to be presented to the class in online seminar

Prerequisites: some knowledge of Mexican history

Enrollment Limit: 15

Enrollment Preferences: Political Science majors and seniors

Expected Class Size: 14
Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
GBST 352 (D2) PSCI 352 (D2)

Difference, Power, and Equity Notes: One unit of the course directly engages the tension between racial and cultural diversity, on one side, and national identity in 20th century Mexico. Another critically analyzes the reception in Mexican national discourse of the experiences of discrimination suffered by migrants in the USA.

Fall 2020
CON Section: H2 TBA James E. Mahon
LEC Section: H1 TR 9:45 am - 11:00 am James E. Mahon

PSCI 373 (S) Black Marxism: Political Theory and Anti-Colonialism (DPE) (WS)

Cross-listings: AFR 340 INTR 341 PSCI 373 PHIL 341

Secondary Cross-listing
The seminar involves a critical engagement with key Africana political leaders, theorists and liberationists. We will examine the Pan-African writings of: Cedric Robinson (Black Marxism); Walter Rodney (How Capitalism Underdeveloped Africa), Eric Williams (Capitalism and Slavery, From Columbus to Castro); Frantz Fanon (The Wretched of the Earth); Malcolm X (Malcolm X Speaks); Amilcar Cabral (Resistance and Decolonization; Unity and Struggle); C. L. R. James (The Black Jacobins).

Requirements/Evaluation: Attend all classes. Papers are due 24-hours before the start of class. Participate in class discussions.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: Juniors and Seniors.

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 340 (D2) INTR 341 (D2) PSCI 373 (D2) PHIL 341 (D2)

Writing Skills Notes: Three thesis papers at five pages each (each receiving critical feedback from professor); one thesis paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process; one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper.

Difference, Power, and Equity Notes: This course focuses on anti-colonial struggles against European powers. Research will include the concept of "internal colonies" in the US.

Spring 2021
SEM Section: R1 TBA Joy A. James

PSCI 376 (F) Angela Davis: Political Theory, Activism, and Alliances (DPE) (WS)

Cross-listings: LEAD 319 PSCI 376 INTR 320

Secondary Cross-listing
This seminar examines the political thought, activism, and iconography of abolitionist Angela Davis. The seminar involves a critical engagement with the philosopher, former political prisoner, and their relationship with other theorists, authors and activists. Readings include: Angela Davis: An Autobiography, Soledad Brother: The Prison Letters of George Jackson; The Morning Breaks: The Trial of Angela Davis; Women, Race, and Class; If They Come in the Morning.

Requirements/Evaluation: Requirements: students attend each seminar class and come prepared to discuss the readings. Papers are due by email 24-hours before the seminar begins.
Prerequisites: Preferences: Juniors and Seniors who have taken courses in Africana Studies, American Studies, Political Science, Philosophy.

Enrollment Limit: 19

Enrollment Preferences: Juniors and Seniors with previous courses taken in Africana Studies, American Studies, Political Science, Philosophy.

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 319 (D2) PSCI 376 (D2) INTR 320 (D2)

Writing Skills Notes: Three thesis papers at five pages each will receive critical feedback from the professor; one of the three papers will be revised with critical feedback from professor and peers, accompanied by a one-page statement explaining student's revisions; one keyword glossary where students define their key terms used in the paper; one roundtable discussion based on the final paper.

Difference, Power, and Equity Notes: This course examines political activism in the 1960s-1970s during the Cold War in which the civil rights, black power and student anti-war movements challenged traditional US domestic and foreign policies. Examining the differential powers of university Regents, governors, presidents, and police forces and prison administrations in relation to social justice movements led by people under the age of thirty, we examine the structures of institutional power and the agency of cadre theorists.

Fall 2020

SEM Section: R1 TBA Joy A. James

PSCI 382 (F) The Politics of Migration: Citizen, Immigrant, Alien, Refugee (DPE)

Currently 272 million international migrants live in a country different from where they were born, an increase of 78% since 1990. What are the social, economic, and political consequences of unprecedented global mobility in both destination countries and countries of origin? This class investigates one of the most polarizing and relevant issues of our time: the politics of migration. Throughout the semester we interrogate four themes central to migration politics: rights, representation, access, and agency. The course is organized with a focus on status: which "categories" of people (i.e. citizens, migrants, refugees) have differential access to rights, services, and representation and why. Drawing on political speeches, documentary films, humanitarian campaigns, and a variety of academic texts, we critically analyze how those categories are constructed, as well as the political work they do in making claims, justifying policies, and shaping public opinion. The class situates contemporary US migration policies within a global context and over time, placing the US case in conversation with considerations of migration politics and policies in countries around the world. As an experiential education course, we will (virtually) attend a US naturalization ceremony as well as interview officials from organizations working with migrants and refugees here and abroad.

Class Format: As a hybrid course, the class will feature both in-person and online components. I will post 1-2 short lectures on GLOW to accompany assigned readings/media for the week. Our scheduled course time will be a mix of discussions, interactive learning exercises, and presentations. At least one class per week will be held in-person; whether the other class will be online or in-person will depend on a number of factors, including the distribution of students taking the course on campus or remotely.

Requirements/Evaluation: Active class participation, 3 short papers (3 pages each), policy project (8-10 pages), and presentation.

Prerequisites: Prior course work in political science or global studies.

Enrollment Limit: 12

Enrollment Preferences: Political Science majors, Global Studies Concentrators.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course examines the politics of migration with a focus on the power inherent within particular categorizations of people in relation to the state (i.e. citizens, migrants, aliens, refugees). We compare policies shaping the lives of migrants around the world, with particular considerations of how race, gender, age, and religion shape migration experiences (and migration policy). We focus on rights, access, and migrant agency throughout the course.

Fall 2020
**PSYC 348 (F) Psychology of Prejudice** (DPE)

Prejudice is everywhere. This class is intended to help you understand why. Readings and discussion will seek to illuminate the roots of prejudice, its many forms, and how it may be reduced. We will investigate how scientists measure undesirable and even unacknowledged attitudes, and consider the effects of people being unaware of their own biases, both psychologically and societally. Overall, we will use scientific evidence to inform our understanding of social identities, their complexities, and their consequences, and students will design and conduct empirical research projects based on the course material.

**Class Format:** This is a hybrid course for both remote and in-person students. We will meet on campus twice a week for seminar-style discussions, with a synchronous video link provided for those who are not physically present. Weekly lab sessions will primarily be conducted remotely, with students completing projects over the course of the semester in groups of 3 or 4. This structure is subject to change, however, in consultation with the whole class about their experience.

**Requirements/Evaluation:** participation in class discussions, oral reports, several brief (1-2 page) writing assignments, and participation in the empirical project including a final written report

**Prerequisites:** PSYC 201 and PSYC 242 or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** senior, then junior Psychology majors

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course introduces students to the phenomenon of prejudice, including racism, sexism, and other forms. It will explore the psychological origins of prejudice and students will discuss and develop empirically-supported strategies for reducing prejudice.

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**REL 242 (S) Women, Gender, and Sexuality in Islam** (DPE)

**Cross-listings:** REL 242 WGSS 242 ARAB 242

**Primary Cross-listing**

The figure of the Muslim woman is an object of intense scrutiny in Western society. Claims that Muslim women are oppressed and the incompatibility of Islam and feminism abound. This course will consider women and gender roles in the Islamic tradition and how Muslim women have interpreted and negotiated these discourses. We will explore questions of masculinity, femininity, and sexuality across various historical periods as well as through contemporary Muslim feminist scholarship and literature (including film and novels). We will begin with insights into the politics of representing Muslim women, exploring how Muslim women are depicted in popular culture and media and ask the crucial question: do Muslim women need saving? We will then explore: how Muslim women have claimed religious authority through scriptural interpretation; how they have negotiated their position in Islamic law both historically and in contemporary Muslim societies; and the lives of pious women in Sufism—the mystical tradition of Islam. We will conclude with Muslim feminist scholarship and recent works on Islamic masculinities. Throughout the course, emphasis will be placed on the diversity of interpretations in Islam around women, gender, and sexuality and on Muslim women's own articulations about their religious identity and experiences. Some of the topics covered in this course include: marriage and divorce, slavery, modesty and veiling, and homosexuality.

**Requirements/Evaluation:** weekly discussion post, midterm essay, and final paper (6-8 pages)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Religion, Women's, Gender and Sexuality Studies and Arabic majors

**Expected Class Size:** 14

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:

REL 242 (D2) WGSS 242 (D2) ARAB 242 (D2)

**Difference, Power, and Equity Notes:** This course explores the relationship between gender, authority, and civilizational discourse. To that end, the course will explore: 1) how assumptions about gender shaped the legal and Quranic exegetical tradition and Muslim feminist critiques. 2) The construction of the oppressed Muslim woman in justifying military invasion and nationalistic rhetoric. This course will introduce students to critical tools in decolonial feminism and the relationship between gender and power.

**Spring 2021**

SEM Section: R1  TR 9:45 am - 11:00 am  Saadia Yacoob

REL 268 (F) Where are all the Jews? (DPE) (WS)

**Cross-listings:** REL 268  ARAB 363  COMP 363  JWST 268

**Secondary Cross-listing**

Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israelite Universelle's schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews' departure from their ancestral lands left a socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, ethnographies, historiographical works, and anthropological texts alongside documentaries films, the students will understand how literature and film have become a locus in which amnesia about Arab/Berber Jews is actively contested by recreating a bygone world. Resisting both conflict and nostalgia as the primary determinants of Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

**Class Format:** The course will be offered both in-person and remotely. Students enrolled remotely are required to watch the recorded videos of the in-person sessions in order to stay abreast of the discussions that take place in the classroom and enrich their engagement with the materials assigned in the course.

**Requirements/Evaluation:** 400-word weekly, focused responses on Glow; a book review (600 words); two five-page papers as mid-terms; one ten-page final paper; one presentation.

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** students interested in critical and comparative literary, religious or historical studies.

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)  (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 268 (D2) ARAB 363 (D1) COMP 363 (D1) JWST 268 (D2)

**Writing Skills Notes:** Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on each written work to improve students' writing skills. Students are required to incorporate the feedback to improve their drafts before they become final. Students will receive detailed and consistent feedback about their writing in Arabic language. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Students in this course will understand the historical process that lead to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.

**Fall 2020**

SEM Section: H1  MW 10:00 am - 11:15 am  Brahim El Guabli
REL 269 (F) Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience (DPE) (WS)

Cross-listings: REL 269 STS 269 ASST 269 ANTH 269

Secondary Cross-listing

This course offers a social analysis and condensed genealogy of mindfulness from its roots as a Buddhist meditation practice through its modern application as a tool to improve our awareness of the related processes of mind, behavior, and emotions. We consider how mindfulness relates to Buddhist discourses and practices, and to the rapid rise of fields like contemplative neuroscience, affective neuroscience, and integrative neurobiology. How and why has the research on mindfulness and other applied meditative practices exploded since 2000? How has this research helped us understand and explain the intersection of mind, emotion, behavior, and human development? We critically examine the models of the mind developed by clinical and evolutionary psychologists and researchers in fields such as affective neuroscience to better understand the applications of mindfulness in the US today. Specifically, we consider how mindfulness and other forms of meditation are being used to improve the training of health care providers and educators, while augmenting and deepening the quality of their engagement with patients, students, and others they serve. We examine and train in a variety of meditation practices including mindfulness and forest bathing, while unpacking the subjective experience of our minds and emotions first-hand. Students will be asked to engage in mindfulness practices the entire semester.

Class Format: Offered in a hybrid format, but students are encouraged to attend in person if they can. Studies will be grouped in pairs or threesomes, that will meet in-person or remotely. Please email me (Kgutsch@williams.edu) to indicate whether you intend to take this class in-person or remotely.

Requirements/Evaluation: weekly tutorial papers and discussion

Prerequisites: A prior class or some experience with meditation is recommended

Enrollment Limit: 10

Enrollment Preferences: ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 269 (D2) STS 269 (D2) ASST 269 (D2) ANTH 269 (D2)

Writing Skills Notes: This class will involve weekly tutorial essays of 1200 or 600 words, written feedback on every essay, and a mid-semester 'writing chat' with the instructor.

Difference, Power, and Equity Notes: This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can alleviate pervasive and population-wide health issues in the US including rising rates of anxiety, depression, and other mental health issues that are exacerbated by stress related to social inequality and structural violence. It also explores the ways that mindfulness has been marketed as an elite and non-inclusive practice within the US.

Fall 2020

TUT Section: HT1 TBA Kim Gutschow

REL 311 (S) Islam and the Critical Study of Secularism (DPE)

Cross-listings: ANTH 311 REL 311

Primary Cross-listing

Since the Iranian Revolution of 1979, successive Islamist movements have sought to transform Muslim states along religious lines. In Euro-American discourses on political Islam, such blatant disregard for the separation of religion and state is often seen as a tragic failure of secularization. Islam, in other words, is understood as a religion out of place in the modern world. While the global resurgence of religion in the face of much scientific and material progress has tempered scholarly enthusiasm for the secularization thesis, contemporary Islamic religiosity is increasingly viewed as an aberration from the regular course of history. Moreover, as scholars rewrite the script of secularization by unearthing modern secularism's European-Christian heritage, they unwittingly bolster a narrative of civilizational difference between Islam and the secular West. Our understanding of Islam is thus inextricably tied to its oppositional framing as the other of secularism. In this course, we will critically assess Euro-centric representations of Islam as created through canonical and critical discourses on secularism. Rather than assuming a natural opposition between Islam and secularism, we will examine the various modalities of power, institutional formations, habits of thinking, normative presuppositions, and cultural and visceral sensibilities that configure their agonistic relationship. This examination amounts to deconstructing the very category of the secular in its cognitive and sensory dimensions. To accomplish this task, we will rely on the work of Talal Asad and his interlocutors in Religious Studies, Anthropology,
Continental Philosophy, Postcolonial Studies, and Comparative Literature. The course content is divided into 2 modules. Module A: "Theorizations" will examine Euro-centric theories of secularism and problematize their portrayals of Islam as an intrinsically asecular religion. In Module B: "Secularism Beyond Europe," we will read postcolonial critiques of secularization and examine its alternative trajectories in non-European contexts. Crucially, we will shift from a conventional emphasis on the state by comparing Islamic and secular disciplines of subject formation. By the end of the course, students will be able to appreciate how secular legal, political, and cultural institutions have re-defined religion in the modern world. Further, they will be able to discern the ways in which contemporary Islamic movements are both responses to and manifestations of a global secular condition.

Class Format: This course will be conducted online in its entirety and will rely on a combination of synchronous and asynchronous modes of learning. The synchronous component will consist of weekly class meetings via Zoom. A discussion leader will be assigned once a week to present on the week's readings and lead class discussion. The asynchronous component will consist of weekly reading responses (500 words each), 2 essays (1,000 words each), and a final paper (2,500 words).

Requirements/Evaluation: Weekly Reading Responses (500 words each): 30%; 2 Essays (1,000 words each): 20%; Attendance and Class Participation: 10%; Term Paper (10 double-spaced pages/2,500 words): 40%. Note: Out of the 13 weekly reading responses, you can choose to skip a maximum of 3.

Prerequisites: None.

Enrollment Limit: 19

Enrollment Preferences: Juniors and seniors.

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 311 (D2) REL 311 (D2)

Difference, Power, and Equity Notes: This course will sensitize students to the intractable difficulties of securing religious freedom, diversity, and tolerance under secular law. Students will gain a nuanced historical understanding of the role of Islam as a political force in postcolonial Muslim societies and its implications for religious minorities. Notably, they will understand how religiously motivated forms of violence and oppression are often deeply imbricated with secular power and institutions.

Spring 2021

REL 376 (F) Islam and Capitalism (DPE)

Islam and Capitalism are two widely debated and yet increasingly elusive phenomena of our contemporary age. This course offers a chronological and thematic study of the conceptual and material entanglements between Islam and Capitalism. The mere juxtaposition of Islam and Capitalism is beset with conceptual difficulty and anachronism: can Islam be conceived as a religion proper given the Shari’a’s extensive regulation of commercial life? Is faith in the providence of free markets akin to religious belief? Are Islam and Capitalism universal goods, or are they isomorphic to distinct cultures? Does the simultaneous rise of Islamic banking and “halal” consumerism signal a revolt against capitalist modernity, or does it mark the domestication of religion by forces of the market? How do Islamic conceptions of socioeconomic justice and ecological preservation respond to the environmental crises of Capitalism and the Anthropocene? We will explore these questions and address their underlying assumptions from within the disciplinary frameworks of History, Anthropology, and Religious Studies. In terms of theory, students will comprehend key debates and methodological approaches to the broader study of religion and capitalism, including formal resemblances between theological concepts and theorizations of the market; the analytical purchase of binary oppositions between religion (enchantment) and economics (rationality); the cultural embeddedness of markets versus their formalistic autonomy; postcolonial critiques of corporate sovereignty and neoliberalism; and, finally, economic/ecological assemblages and “religious economies.” In addition to harnessing theoretical tools of analysis, students will also acquire substantial knowledge of the Shari’a, its commercial laws, institutions, and contracts by studying the history of commerce in Muslim societies from 7th-century agrarianism to contemporary Islamic finance. The diverse topics, regions, and periods covered in the course are organized into 5 modules: (1) theoretical concepts in religion and economics; (2) the Shari’a and Islamic commercial law; (3) commerce in medieval Islam; (4) modernity, colonialism, and industrial capitalism; and, finally, (5) globalization, modern Islamic finance, and environmentalism.

Class Format: This course will be conducted online in its entirety and will rely on a combination of synchronous and asynchronous modes of learning. The synchronous component will consist of weekly class meetings via Zoom. A discussion leader will be assigned for each session and, depending on enrollment, students will be separated into break-out sessions to facilitate group discussion. The asynchronous component will consist of weekly
reading responses, the mid-term, and final paper.

**Requirements/Evaluation:** Weekly Reading Responses (approx. 300 words): 20%; Class Participation (based on a weekly assignment of in-class discussion leaders): 20%; Take-home Midterm Exam (5 double-spaced pages/1250 words max.): 20%; Term Paper (10 double-spaced pages/2500 words max.): 40%

**Prerequisites:** There are no prerequisites for enrollment. However, an elementary exposure to the history of economic thought will be useful.

**Enrollment Limit:** 19

**Enrollment Preferences:** Seniors

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course examines trajectories of capitalism—beyond its isomorphic relationship with Western culture—in the Muslim world. It offers a critical perspective on economic inequality and underdevelopment in postcolonial Muslim states and their historical linkages with extractive/settler colonialism. Students explore connections between petrodollar capitalism, climate change, exploitation of migrant labor in the Arabian Gulf, and the fight for regional domination through proxy religious wars.

Fall 2020

SEM Section: R1 MWF 11:45 am - 1:00 pm Sohaib I. Khan

**RLFR 106 (S) Advanced French: Danger and Desire in French Film and Fiction (DPE)**

**Cross-listings:** RLFR 106 COMP 107

**Primary Cross-listing**

This is an advanced course in French language designed to help you improve your speaking, comprehension, reading, and writing, through the dynamic study of short literary texts and films focusing on danger and desire in nineteenth-, twentieth-, and twenty-first-century France. Through active discussion and debate, textual and cinematic analysis, grammatical review, and careful writing and revision, you will improve your command of spoken and written French, strengthen your ability to express complex ideas, expand your vocabulary, and deepen your understanding of French fiction, film, and culture. This is an ideal course to prepare for study abroad or for more advanced coursework in French literature and cinema. As a focus for improving your French, we will examine a broad range of texts and films on danger and desire in France from 1820 to 2020, with an emphasis on passion and ambition, infatuation and seduction, betrayal and vengeance, courage and cruelty, warfare and resistance. Works to include nineteenth-century texts by Chateaubriand, Duras, Balzac, Mérimée, Flaubert, Maupassant, Zola; twentieth-century texts by Colette, Camus, Sartre, Beauvoir, Duras, Ernaux, Guibert, Quint, Lindon, Vilrouge; and twenty-first-century films by Caron, Ozon, Ducastel, Martineau, Dercourt, and Becker. Conducted in French.

**Class Format:** This will be a remote course for all students, whether they are on campus or not. We will convene synchronously via web-conferencing, with an emphasis on speaking practice in small groups. There will also be opportunities for students to engage with online activities both during and between our synchronous sessions. Remote office hours will provide even more opportunities for follow-up, questions, and practice.

**Requirements/Evaluation:** active class participation, grammar exercises, two short papers, midterm, and final paper

**Prerequisites:** Exceptional performance in RLFR 104; successful performance in RLFR 105; or by placement test; or permission of the instructor.

**Enrollment Limit:** 12

**Enrollment Preferences:** All are welcome, but if over-enrolled, preference will be given to French majors and certificate students; and those with compelling justification for admission.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 106 (D1) COMP 107 (D1)

**Difference, Power, and Equity Notes:** This course centers on a critical examination of difference, power, and equity in French film & fiction. The content examines the effects of class, ethnicity, gender, and sexuality on social inequalities among rich & poor, soldiers & civilians, nations & colonies, men & women. The course employs critical tools to teach students how to articulate and interrogate social injustice, through reading, viewing,
Often referred to in European history as the "Age of Discovery" or the "Age of Exploration," the 15th and 16th centuries saw the rise of overseas exploration from Europe to the Americas, Asia and Africa. These travels both contributed to the expansion of the known world for Europeans and also laid the foundations for commercial routes and colonisation. French travelers played a key role in this process and documented their journeys in detailed narratives. After reading short excerpts of earlier works that built the travel narrative genre, such as Ibn Battuta's Travels and Marco Polo's Book of Marvels, we will read longer excerpts from Jacques Cartier's Brief narration of the Navigation to the Islands of Canada, Jean de Léry's History of a Voyage to the Land of Brazil, Pierre Belon's Voyage to the Levant, and study the maps that were created during this time period. We will analyze the representation of the journey itself, the descriptions of the lands traveled to and their inhabitants, and also the enunciation of the goals of such travels. We will see how a rhetoric of fascination, wonder and curiosity is intertwined with economical, political and religious agendas. There is no "official" travel narrative written by a woman in this time period; we will wonder why and study the representation of women in these texts. Conducted in French.

Class Format: Remote. This will be a remote course available to all students, whether they are on campus or completing coursework 100% remotely. We will convene synchronously via web-conferencing multiple times per week, with an emphasis on speaking practice in small groups. There will be many opportunities for all course members to interact via a series of varied online activities both during and in-between our synchronous sessions.

Requirements/Evaluation: Participation, weekly readings, online homework, one-page written responses or audio-recorded responses every two weeks, presentation of a visual document, final project.

Prerequisites: Exceptional performance in RLFR 105, strong performance in RLFR 106, or by Placement Test, or Permission of the Instructor.

Enrollment Limit: 12

Enrollment Preferences: If overenrolled, preference given to French Majors & French Certificate Students, and those with compelling justification for admission (statement of interest required).

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course qualifies for a DPE requirement because it addresses the early history of French colonization. The 15th and 16th century travel narratives we will focus on will allow students to critically engage with the first interactions of French people with indigenous populations and inhabitants of the Americas, Africa and India, with the religious and commercial projects undertaken by France vis-à-vis these territories, and with the racial and power dynamics that structure these narratives.
Class Format: This will be a remote course available to all students, whether they are on campus or completing coursework 100% remotely. We will convene synchronously via Zoom multiple times per week, with an emphasis on discussion and small group work. Students are also required to attend a monthly colloquium featuring renowned Caribbean scholars and participate in online activities both during and in-between our synchronous sessions.

Requirements/Evaluation: Students will be required to submit four 2-page position papers that incorporate critical readings with analysis of the books being read in their entirety; each student will also be responsible for making a twenty-five minute oral presentation on a critical/theoretical area related to class readings and discussion; the semester will conclude with a 6-8 page research paper to include footnotes and a bibliography. Attendance is mandatory and active, and informed class participation is required of all students. In addition, students are asked to come up with discussion questions three times throughout the semester.

Prerequisites: Successful performance in RLFR 105 or 106; or a previous RLFR 200-level or 300-level course; or by placement test; or permission of the instructor.

Enrollment Limit: 12

Enrollment Preferences: All are welcome, but if over-enrolled, preference will be given to French majors and certificate students; and those with compelling justification for admission.

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 313 (D1) ENVI 311 (D1)

Difference, Power, and Equity Notes: As the course description show, this course critically examines difference, power, and equity in the Francophone Caribbean. The content focuses on race and ethnicity, slavery and colonialism, ecology and environmental disaster, and their effects on Caribbean histories, peoples, and cultures. The course teaches students how to critically investigate racial, cultural, and environmental injustice(s), through texts, films, discussion, debate, and writing.

Spring 2021

SEM Section: R1 TF 1:30 pm - 2:45 pm Regine M Jean-Charles

RLFR 416 (S) Liberté, Égalité, Fraternité? Questioning Inclusion in French Literature and Culture (DPE)

"Liberté, Égalité, Fraternité" is the national motto of France and of the Republic of Haiti. It finds its origin in the French Revolution but was institutionalized as the official symbol of the Republic in 1880. In this course, we will study literary texts and historical documents to explore these three terms, their cultural and philosophical meaning, their institutional definitions and their application in French society. Who gets to be free throughout French history? If equality is a Republican principle, what about equity? Could fraternity be replaced by a more inclusive term referring to more than one gender? Readings will include texts of multiple genres from the 16th to the 21st century addressing class, race and gender (Michel de Montaigne, Marie de Gournay, Voltaire, Montesquieu, Victor Hugo, Aimé Césaire, Léonora Miano, Paul B. Preciado), one short film, as well as other historical documents such as the "Code Noir," the "Déclaration des droits de la Femme et de la Citoyenne," the "Décret d'Abolition de l'Esclavage" and the "Constitution" of the Fifth Republic.

Class Format: Remote. This will be a remote course available to all students, whether they are on campus or completing coursework 100% remotely. We will convene synchronously via web-conferencing multiple times per week, with an emphasis on discussion in small groups. There will be many opportunities for all course members to interact via a series of varied online activities both during and in-between our synchronous sessions.

Requirements/Evaluation: Active participation, weekly readings, weekly posts on GLOW, weekly audio recordings, one presentation of a visual document (narrated PowerPoint), multiple steps towards final project: recording a podcast in French [this project, as well as the rest of the course, will take into account accessibility needs and can be modified accordingly].

Prerequisites: Any 200-level or 300-level RLFR literature course at Williams; advanced coursework during study abroad; or by permission of the instructor

Enrollment Limit: 14

Enrollment Preferences: French majors and certificate students in their senior year; if overenrolled: statement of interest required.

Expected Class Size: 14

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)
Difference, Power, and Equity Notes: This course addresses the discrepancy between the values promoted by the national French motto and their actual application in French society throughout history. Students will investigate how inclusion within the French nation varies according to race, class, gender, sexuality and ability. They will explore the history of French Republican concepts of inclusion such as universalism and "laïcité" as well as their divisive and excluding potential.

Spring 2021
SEM Section: R1  TF 3:15 pm - 4:30 pm  Cécile Tresfels

RLSP 216 (S)  Latin American Environmental Literature and Cultural Production  (DPE)

Cross-listings:  RLSP 216  ENVI 233
Primary Cross-listing

This foundational course explores a wide array of ecocultural texts from Latin America, ranging from accounts of Europeans' first arrival to the crisis of mass extinction and anthropogenic climate change today. In between we consider an eclectic mix of styles and genres, including poetry, essays, prose fiction and speeches produced by a varied group of cultural agents. We read classic texts by canonical figures (José Martí's "Our América," the Popol vuh), which take on new meaning in the current context, as well as some little-known gems of ecological consciousness. Readings and discussion trace connections between environmental thought and the region's long and multi-layered history of colonialism, and students are encouraged to develop their own positions by responding to some of the leading theoretical discourses that animate the field of Latin American ecocriticism: decolonial and creole ecologies, ecofeminism, transcultural materialism, and postdevelopment. Conducted in English.

Class Format: This class will be fully remote. Students are expected to be active participants at all scheduled class meetings; there may be some additional asynchronous activities.

Requirements/Evaluation: Students will write and revise three formal essays over the course of the semester. There will also be shorter written assignments and intermittent discussion-leading.

Prerequisites: None.

Enrollment Limit: 15

Enrollment Preferences: Preference given to students majoring in Spanish or Environmental Studies.

Expected Class Size: 15

Grading:  yes pass/fail option,  yes fifth course option

Distributions:  (D1)  (DPE)  

This course is cross-listed and the prefixes carry the following divisional credit:

RLSP 216 (D1) ENVI 233 (D1)

Difference, Power, and Equity Notes: This course meets the goals of the DPE requirement in that it focalizes the current environmental crisis through the long history of political, economic and cultural struggles in Latin America. We examine the genealogies of environmental culture, tracing the emergence of ecofeminism, for example, through generations of writers. We also examine the phenomenon of creolization and its relationship to the environmental cultures of Latin America's originary peoples.

Spring 2021
SEM Section: R1  TR 11:30 am - 12:45 pm  Jennifer L. French

RLSP 230 (F)  Mexican Literature and Cultural Production  (DPE)  (WS)

This course will offer a survey of the rich and varied cultural production of Mexico, from the pre-Hispanic past to the present. Students will explore a variety of literary genres (pre-Hispanic poetry, creation stories and songs; chronicles of conquest; short works of prose fiction and novels; and modern poetry and essays) as well as other kinds of cultural production within a framework of historical contextualization and formal analysis. The course meets twice per week and it is taught remotely. Conducted in Spanish.

Requirements/Evaluation: Each student will write three 4- to 5-page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version. Excellent preparation, active and engaged participation in class discussions.
Prerequisites: RLSP 105, placement exam results, permission of instructor.

Enrollment Limit: 19

Enrollment Preferences: Spanish majors and certificate students, current and potential; LATS concentrators

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Each student will write three 4- to 5-page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner’s papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version.

Difference, Power, and Equity Notes: This course will introduce students to the rich and varied cultural production of Mexico across time and space. It will highlight the often marginalized and neglected intellectual histories of indigenous peoples and other minoritized sectors of Mexican society. As such, students will acquire critical tools to examine and understand the rich and varied cultural production of Mexico.

Fall 2020

SEM Section: R1    TF 1:30 pm - 2:45 pm     Carlos  Macias Prieto

RLSP 308  (S) Survey of Colonial Latin American Literature from 1492 to the Early 19th Century  (DPE) (WS)
This course will focus on major works of Spanish American literature from 1492 through the first part of the 19th century. Readings will include narrative texts such as Cartas de relación, chronicles of conquest, religious texts, and indigenous annals, as well as poetry and drama. While many of the texts will focus on colonial Mexico, we will also study texts from Central and South America. We will focus on the historical contexts and formal aspects of these works, and study methods of textual analysis that are particularly relevant to these texts via selected critical readings. Special attention will be given to colonial encounters and the clash of cultures that produced new identities and textualities under Spanish colonial rule. The course meets twice per week and it is taught remotely. Conducted in Spanish.

Requirements/Evaluation: Each student will write three 4-6 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner’s papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version. Excellent preparation and class participation.

Prerequisites: One RLSP course at the 200-level or above or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Spanish majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Each student will write three 4-6 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner’s papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version.

Difference, Power, and Equity Notes: This course will highlight intellectual production of indigenous peoples of the Americas under Spanish colonial rule. It will explore the new identities and textualities that emerge as a result of the encounter and subsequent conquest of the Americas. As such, students will gain critical skills to analyze and understand a diversity of Spanish-American colonial texts from the 16th century to the early 19th century.

Spring 2021

SEM Section: R1    TF 1:30 pm - 2:45 pm     Carlos  Macias Prieto

RLSP 319  (F) Dictatorship and the Latin-American Novel  (DPE)
Military dictatorship is among the most crucial factors in Latin-American society and history, and some of the continent’s leading novelists have taken it upon themselves to depict the experience in their work. In this course we will examine both the fact of dictatorship itself and the diverse representation thereof in Spanish-American fiction. Novels by García Márquez, Vargas Llosa, Poniatowska, and Tomas Eloy Martínez will be closely studied.
Students will also read Absalom! Absalom! by Faulkner, whose influence on Latin-American authors' techniques of representation has been decisive and profound.

Class Format: In-person.

Requirements/Evaluation: three 8-page papers, response journals, an oral report, a final 3-page paper, and class participation

Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Spanish majors, Latina/o Studies concentrators

Expected Class Size: 5-10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course focuses on the ultimate sort of power—namely, military dictatorship. And it focuses on the historical fact of such a phenomenon within the U.S. political sphere of influence–Latin America. To study dictatorship and its depiction in literature is a means of understanding the nature of that power imbalance and of taking a first step toward some sense of equity.

Fall 2020

SEM Section: H1 MR 1:30 pm - 2:45 pm Gene H. Bell-Villada

RLSP 404 (F) Spain's Tale of Two Cities: Madrid and Barcelona (DPE)
The ancient rivalries between Madrid and Barcelona may be best known because of their internationally watched soccer teams, but there's much more to the story than meets the eye in a stadium. Barcelona, immortalized for world audiences in George Orwell's classic Homage to Catalonia(1938), has a complicated political and cultural history. Catalans have a fascinating and unique culture and language. Their identity has often been cause for political unrest in their relationship with the rest of Spain, and even amongst Catalans themselves. In recent years, tensions with Spain's capital, Madrid, home to the central government and the Royal family, have filled headlines and divided politicians and even families. In this senior seminar we will focus on these two cities in their own right, and explore the counterpoints between them. We will consider the historical roots of lesser known aspects of Catalan culture and identity in order to tease out some of the myriad perspectives that are at play in Spain today. Materials will come from many different media: historical pieces, music, art and architecture, classic novels and films, recent fiction and essays by second generation authors who have been raised by immigrant parents in both cities, and media pieces. We will also invite cultural observers and players to be guest speakers and help us stay up to date as we follow this ever evolving relationship that keeps journalists and politicians on tenterhooks.

Class Format: Remote Instruction.

Requirements/Evaluation: This course will be conducted entirely in Spanish. Students will be expected to participate actively in weekly online classes. There will be two short writing assignments of 3-5 pp. Each student will prepare a presentation for one of our class meetings, and be a discussion leader for part of another meeting. Students will be expected to schedule remote office hours with me individually, and to work on an independent research project towards the end of the semester which will culminate in a final paper of 10-15 pp.

Prerequisites: Students should be seniors on the road to fulfilling their degree requirements for the Spanish major.

Enrollment Limit: 11

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course fulfills the DPE requirement because it compares two rival cities and the struggles for power between a majority (Spanish) and minority (Catalan) culture and language. We will also read texts by first generation authors for whom Spanish and Catalan are dominant but secondary languages and cultures. The syllabus seeks to offer a multiplicity of perspectives in order to help students critically engage with centuries-old patterns of difference and exclusion.

Fall 2020

SEM Section: R1 TR 9:45 am - 11:00 am Soledad Fox
The purpose of this course is to explore the unexpected recent confluence of the American and Russian far-right movements, among advocates for authoritarianism in both countries who have traditionally understood the ‘other’ superpower to be an implacable enemy. How have nationalist movements in the United States come to see the Russian Federation as a vanguard for ‘whiteness’ and traditional masculinity in European identity, overturning the perception of Russia as a racial Other that was prevalent among American conservatives during the Cold War? What are the affinities between the imperial and openly patriarchal aspirations of Putinism and the goals of American religious Reconstructionism, with its interpretation of the Confederacy as a God-given model for racial separatism and gender complementarianism? We will discuss repressive historical legacies and homophobia in both countries, devoting particular attention to debates about protest art and the removal of monuments, and to movements that situate themselves in opposition to neoliberal forms of ethno-nationalism.

Requirements/Evaluation: On average, there will be 100 pages of reading per week. Over the course of the semester, students will be required to view three films, which will be discussed in class. Class participation counts for 25% of the course grade; each of the first three response papers, 15%; the term paper, 25%; the in-class presentation of the term paper, 5%.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: Majors and concentrators in AMST, Russian, and Women's and Gender Studies.

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 219 (D2) RUSS 218 (D1) WGSS 217 (D2)

Writing Skills Notes: The written work is comprised of three response papers (5-7 pages each), a rough draft of the term paper (8-10 pages) that will be ungraded but extensively commented upon, and the term paper itself (10-15 pages). Each student to discuss their writing strategies prior to the deadlines for the essay assignments. For the essays, students may choose from among a range of prompts, or design a topic of their own.

Difference, Power, and Equity Notes: Students will use the assigned readings as points of departure for analyzing and responding to traditionalist configurations of gender and ethno-nationalism in the United States and the Russian Federation. Particular attention will be devoted to the proliferation of different conceptions of power and privilege in both countries, and to ways in which a parsing of them may facilitate an engagement with the arguments of far right movements while retaining the concept of social justice.

Spring 2021
SEM Section: H1 TR 11:30 am - 12:45 pm Alexandar Mihailovic

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the Russia-Ukraine conflict or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Bulgaria, Poland, Latvia and Ukraine. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

Class Format: The course will meet remotely for the most part, although in-person meetings with the appropriate precautions may be arranged at the tutorial partners’ and instructor's discretion.

Requirements/Evaluation: 5-page paper every other week, written comments on the partner’s paper in alternate weeks
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: Anthropology, Sociology, and Russian majors
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
SOC 248 (D2) GBST 247 (D2) RUSS 248 (D1)

Writing Skills Notes: This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written feedback from both the instructor and the tutorial partner, and are workshopped during the tutorial meetings.

Difference, Power, and Equity Notes: Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. We will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

Fall 2020
TUT Section: RT1 TBA Olga Shevchenko

SOC 228 (F) The Panopticon: Surveillance, Power, and Inequality (DPE)

Cross-listings: STS 229 SOC 228

Primary Cross-listing

Surveillance is built into the very fabric of modern life. From CCTV cameras, to supermarket loyalty cards, to the massive gathering of personal data on social media sites, people participate in today's "surveillance societies" just by doing everyday activities. This course uses the metaphor of the "Panopticon" as a doorway to engagement with traditional and new forms of surveillance. First described by philosopher and social theorist Jeremy Bentham, the Panopticon is a physical structure that enables one observer to see all inhabitants without those inhabitants knowing when they are being observed. In Discipline and Punish, Michel Foucault famously expanded thinking on the Panopticon as a metaphor for the "disciplinary" power that lies at the heart of inequality in modern society. Since Bentham and Foucault's time, however, surveillance technologies have changed significantly. To what extent does the concept of the Panopticon give us purchase on today's surveillance societies? How does watching people with new digital and algorithmic surveillance technologies shape the exercise of power and, in turn, (re)produce forms of inequality? Can privacy, convenience, and safety ever be truly balanced? Topics include: the historical origins and expansion of surveillance in modern societies, the emerging total surveillance state in Baltimore City, and whether social media is turning us all into self-surveillance addicts.

Class Format: This class will be taught online only with both synchronous and asynchronous components. Students will be asked to attend one synchronous video meeting per week. The asynchronous portion will involve discussion of readings and video lectures.

Requirements/Evaluation: participation, reading responses, midterm essay, final paper

Prerequisites: none
Enrollment Limit: 16
Enrollment Preferences: Anthropology and Sociology majors
Expected Class Size: 16
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
STS 229 (D2) SOC 228 (D2)

Difference, Power, and Equity Notes: This course explores how power is distributed unequally through the mechanism of surveillance technologies, particularly in regard to racial and class differences. Among other topics, it will consider the concrete case of surveillance in Baltimore City and the question of if and when surveillance is appropriate there, given the city's ongoing crisis of citizen and police violence. Students will discuss police surveillance in a context shaped by racial segregation and class inequality.

Fall 2020
SOC 230 (S) Memory and Forgetting (DPE)
On the surface, remembering generally confronts us as a deeply personal act. What is more private than nostalgic reverie or the secrets of a dark and painful past? Yet even "individual" memories take shape through social frameworks, and we also remember "collectively" through shared myths, narratives, traditions, and the like. This course will explore the social dimensions of memory and remembering as well as their inevitable counterpart--forgetting. How do social frameworks inform our individual understandings of the past and shape our sense of selfhood? How and why are figures from the past cast as heroes or villains? How do collectivities celebrate past glories, and how do they deal with shameful or embarrassing episodes? How do economic and political power relations shape struggles over the past? In an increasingly global society, can we speak of "cosmopolitan" or "transcultural" forms of memory? Topics will include autobiographical memory and self-identity; memorials, museums, and monuments; reputations, commemorations, and collective trauma; silence, denial, and forgetting; and transitional justice, official apologies, and reparations.

Class Format: For spring 2021, we will adopt a hybrid approach. Students studying on campus will adhere to the traditional format as far as possible, meeting for in-person seminars during the class block. Students studying remotely will cover the same material in a slightly different format, meeting for one synchronous discussion per week and maintaining asynchronous discussion threads using Slack.

Requirements/Evaluation: thoughtful and consistent class participation; an autobiographical essay (4-5 pages); a position paper (4-5 pages); and a research paper (8-10 pages) with class presentation

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: if overenrolled, students will be asked to submit a short statement of interest

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course pays particular attention to how power and inequality shape narratives about the past. We will examine and compare several efforts to transform national memories, such as the Equal Justice Initiative memorial in the United States and the Truth and Reconciliation Commission in South Africa. In doing so, we will also consider the role of memory and memorialization in broader processes of social change.

Spring 2021

SEM Section: H1 TF 1:30 pm - 2:45 pm Christina E. Simko

SOC 240 (S) Performing Masculinity in Global Popular Culture (DPE)

Cross-listings: WGSS 240 THEA 241 SOC 240 AMST 241 LATS 241

Secondary Cross-listing

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

Requirements/Evaluation: masculinity journal, mid-term essay exam, visual rhetorical analyses of pop culture images

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: a short statement of interest will be solicited

Expected Class Size: 14
Difference, Power, and Equity Notes: This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

Spring 2021

SEM Section: R1    MW 6:45 pm - 8:00 pm     Gregory C. Mitchell

SOC 248  (F)  Altering States: Post-Soviet Paradoxes of Identity and Difference  (DPE) (WS)

Cross-listings:  SOC 248  GBST 247  RUSS 248

Primary Cross-listing

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the Russia-Ukraine conflict or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Bulgaria, Poland, Latvia and Ukraine. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

Class Format: The course will meet remotely for the most part, although in-person meetings with the appropriate precautions may be arranged at the tutorial partners’ and instructor's discretion.

Requirements/Evaluation:  5-page paper every other week, written comments on the partner’s paper in alternate weeks

Prerequisites: none

Enrollment Limit:  10

Enrollment Preferences: Anthropology, Sociology, and Russian majors

Expected Class Size:  10

Grading:   no pass/fail option,   no fifth course option

Distributions:  (D2)  (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 248 (D2) GBST 247 (D2) RUSS 248 (D1)

Writing Skills Notes: This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written feedback from both the instructor and the tutorial partner, and are workshopped during the tutorial meetings.

Difference, Power, and Equity Notes: Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. We will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

Fall 2020

TUT Section: RT1    TBA     Olga Shevchenko

STS 101  (S) Science, Technology and colonialism:A Critical global introduction to Science and Technology Studies  (DPE)

Cross-listings:  STS 101  HSCI 101

Primary Cross-listing
The protests that followed the murder of George Floyd have brought to the fore the realities of racism and violence that Black, Indigenous and People of Color experience daily. They also motivated a long overdue reckoning in various fields and institutions with the legacy of structural racism, and of colonial history. The history of modern science and technology is intractably connected to colonial expansion, decolonization and neo-colonialism. From genocide of Indigenous peoples and the enslavement of Africans, to colonial medicine, eugenics and the atomic bomb, to the out-sourcing of expensive and environmentally hazardous technologies to the Global South, modern science and technology cannot be fully understood without serious reckoning with the history of colonialism, race, gender and sexuality. In this course, we will investigate the history of modern science and technology at a global level from the sixteenth century to today. We will look at how scientific knowledge and institutions influenced and were influenced by colonial expansion and decolonization, by racism and antiracist struggles, by questions of gender and sexuality and by feminist and LGBTQ+ activism. The course will move through different episodes using objects and case studies to understand the history of science and technology, and discuss the methods of science and technology studies. This course is an introduction to Science and Technology Studies. It will be accompanied by an advanced seminar (201) for more advanced students interested in these questions.

**Class Format:** Remote

**Requirements/Evaluation:** two or three short exercises, two papers (3-5 pages and 5-7 pages), and two hour exams

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** first-years and sophomores

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 101 (D2) HSCI 101 (D2)

**Difference, Power, and Equity Notes:** The course addresses how epidemics, and the way medical and political institutions dealt with them, were shaped by issues of race, gender, sexuality and human difference, and how epidemics in turn impacted perception of race, gender and sexuality.

Spring 2021

SEM Section: H1 MW 11:45 am - 1:00 pm Ahmed Ragab

**STS 215 (F) Viral Inequality: Power and Difference in Pandemics (DPE)**

**Cross-listings:** GBST 217 STS 215

**Primary Cross-listing**

From contested data to controversial containment strategies, the shape and course of pandemics are influenced at every level by the question: Who matters? Whose lives are prioritized and protected? Whose expertise is made actionable, and why? Focusing on the uneven distribution of risk and care during pandemics, this course explores how global health emergencies are not states of exception, but rather events that lay bare the priorities and interests of their host societies. Our investigation into pandemics--including Black Death, cholera, “Spanish” flu, HIV/AIDS, Ebola and novel coronaviruses--will provide a critical entry point into understanding the social, political, and economic processes that shape health interventions and outcomes, and their divergences along lines of social difference. We will ground our discussion and analysis using key concepts in Science & Technology Studies, while drawing from critical medical anthropology, disability studies, theories of capitalism and disaster studies to enrich our conversation.

**Class Format:** Online seminar

**Requirements/Evaluation:** Several short essays and reflection papers

**Prerequisites:** None, open to all students

**Enrollment Limit:** 12

**Enrollment Preferences:** If overenrolled, preference will be given to first-years and sophomores

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
Difference, Power, and Equity Notes: This course takes an intersectional approach to understanding how global pandemics unfold. It will emphasize how power dynamics and social differences shape responses to, and outcomes of, health emergencies. Readings in social and critical race theory are designed to give students a deeper appreciation of these issues.

Fall 2020
SEM Section: R1    TR 11:30 am - 12:45 pm     Shoan Yin Cheung

STS 229 (F) The Panopticon: Surveillance, Power, and Inequality (DPE)
Cross-listings: STS 229 SOC 228
Secondary Cross-listing

Surveillance is built into the very fabric of modern life. From CCTV cameras, to supermarket loyalty cards, to the massive gathering of personal data on social media sites, people participate in today's "surveillance societies" just by doing everyday activities. This course uses the metaphor of the "Panopticon" as a doorway to engagement with traditional and new forms of surveillance. First described by philosopher and social theorist Jeremy Bentham, the Panopticon is a physical structure that enables one observer to see all inhabitants without those inhabitants knowing when they are being observed. In Discipline and Punish, Michel Foucault famously expanded thinking on the Panopticon as a metaphor for the "disciplinary" power that lies at the heart of inequality in modern society. Since Bentham and Foucault's time, however, surveillance technologies have changed significantly. To what extent does the concept of the Panopticon give us purchase on today's surveillance societies? How does watching people with new digital and algorithmic surveillance technologies shape the exercise of power and, in turn, (re)produce forms of inequality? Can privacy, convenience, and safety ever be truly balanced? Topics include: the historical origins and expansion of surveillance in modern societies, the emerging total surveillance state in Baltimore City, and whether social media is turning us all into self-surveillance addicts.

Class Format: This class will be taught online only with both synchronous and asynchronous components. Students will be asked to attend one synchronous video meeting per week. The asynchronous portion will involve discussion of readings and video lectures.

Requirements/Evaluation: participation, reading responses, midterm essay, final paper
Prerequisites: none
Enrollment Limit: 16
Enrollment Preferences: Anthropology and Sociology majors
Expected Class Size: 16
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
STS 229 (D2) SOC 228 (D2)

Difference, Power, and Equity Notes: This course explores how power is distributed unequally through the mechanism of surveillance technologies, particularly in regard to racial and class differences. Among other topics, it will consider the concrete case of surveillance in Baltimore City and the question of if and when surveillance is appropriate there, given the city's ongoing crisis of citizen and police violence. Students will discuss police surveillance in a context shaped by racial segregation and class inequality.

Fall 2020
SEM Section: R1    MW 10:00 am - 11:15 am     Ben Snyder

STS 243 (F) Epidemic! A Critical History of Medicine, Science and Power (DPE)
The world after COVID won't look the same. It has disrupted our lives and laid bare the racial, gendered and economic inequalities in our health system, and the deficiencies of political and public health institutions, as it continues to claim more victims. For centuries, communicable diseases ravaged different communities and led to massive mortality and morbidity. The death toll disrupted social organizations, destroyed families and communities, and challenged medical institutions and State authority. Medical thought and practice struggled to make sense of contagion, disease factors and treatment; State authorities were faced with demands to intervene, protect and support the sick, all while its own institutions were ravaged by diseases; race, gender, sexuality and other human differences were deployed to justify why some died more, and to show that, for the State, some lives mattered more than others. In this course, we trace how epidemics influenced the history of medicine, science and technology, and how they
impacted social structures around the world. We ask about the meaning of contagion, how medical and scientific thought understood diseases. We investigate the history of quarantines and isolations. We ask about race, gender and sexuality and their place in the making of epidemics, and we investigate the history of colonialism and its connection to changing disease landscape. Tracing epidemics from the nineteenth century plagues to COVID, the course investigates the place of epidemics and contagion in medical and scientific thought, how they relate to race, gender, sexuality and colonialism, and how they changed and shaped the world we live in.

**Class Format:** The class will be hybrid with once a month F2F meeting outside. All other meetings will be conducted remotely.

**Requirements/Evaluation:** 2 response papers (3-5 pages each) + final project (could be a 10-15p paper or creative project of any kind)

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Concentrators, followed by seniors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** The course addresses how epidemics, and the way medical and political institutions dealt with them, were shaped by issues of race, gender, sexuality and human difference, and how epidemics in turn impacted perception of race, gender and sexuality. Students will engage with a number of theories and methods related to difference, such as critical race theory, postcolonial theory and queer theory.

**Fall 2020**

**SEM Section:** H1  MW 11:45 am - 1:00 pm  Ahmed Ragab

**STS 269 (F) Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience** (DPE) (WS)

**Cross-listings:** REL 269  STS 269  ASST 269  ANTH 269

**Secondary Cross-listing**

This course offers a social analysis and condensed genealogy of mindfulness from its roots as a Buddhist meditation practice through its modern application as a tool to improve our awareness of the related processes of mind, behavior, and emotions. We consider how mindfulness relates to Buddhist discourses and practices, and to the rapid rise of fields like contemplative neuroscience, affective neuroscience, and integrative neurobiology. How and why has the research on mindfulness and other applied meditative practices exploded since 2000? How has this research helped us understand and explain the intersection of mind, emotion, behavior, and human development? We critically examine the models of the mind developed by clinical and evolutionary psychologists and researchers in fields such as affective neuroscience to better understand the applications of mindfulness in the US today. Specifically, we consider how mindfulness and other forms of meditation are being used to improve the training of health care providers and educators, while augmenting and deepening the quality of their engagement with patients, students, and others they serve. We examine and train in a variety of meditation practices including mindfulness and forest bathing, while unpacking the subjective experience of our minds and emotions first-hand. Students will be asked to engage in mindfulness practices the entire semester.

**Class Format:** Offered in a hybrid format, but students are encouraged to attend in person if they can. Studies will be grouped in pairs or threesomes, that will meet in-person or remotely. Please email me (Kgutscho@williams.edu) to indicate whether you intend to take this class in-person or remotely.

**Requirements/Evaluation:** weekly tutorial papers and discussion

**Prerequisites:** A prior class or some experience with meditation is recommended

**Enrollment Limit:** 10

**Enrollment Preferences:** ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 269 (D2) STS 269 (D2) ASST 269 (D2) ANTH 269 (D2)

**Writing Skills Notes:** This class will involve weekly tutorial essays of 1200 or 600 words, written feedback on every essay, and a mid-semester 'writing chat' with the instructor.

**Difference, Power, and Equity Notes:** This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that
mindfulness can alleviate pervasive and population-wide health issues in the US including rising rates of anxiety, depression, and other mental health issues that are exacerbated by stress related to social inequality and structural violence. It also explores the ways that mindfulness has been marketed as an elite and non-inclusive practice within the US.

Fall 2020

TUT Section: HT 1 TBA Kim Gutschow

STS 302 (S) Race, gender and science: A Black, Brown, and Queer inquiry into Science and Technology Studies  (DPE)

Cross-listings: HIST 390 STS 302

Primary Cross-listing

The protests that followed the murder of George Floyd have brought to the fore the realities of racism and violence that Black, Indigenous and People of Color experience daily. They also motivated a long overdue reckoning in various fields and institutions with the legacy of structural racism, and of colonial history. The history of modern science, technology and medicine is intractably connected to questions of race, gender, sexuality and colonialism. Scientific knowledge has been influenced by debates related to human difference and to colonialism, and has also contributed to the production of ideas around difference and distinction as well as around equality and equity. In this course, we will take a deeper look into different episodes in the history of modern science, technology and medicine, and will engage in a Black, Brown and Queer reading and investigation of science and technology. The course will offer a deep historical and methodological introduction to STS, as well as to a number of critical disciplines, such as Critical Race Theory, Postcolonial and decolonial theory, queer theory, in relation to science, technology and medicine. This course can serve as an alternative to STS 101.

Class Format: The course will be held remotely

Requirements/Evaluation: 2 response papers (3-5 pages each) + final project (could be a 10-15p paper or creative project of any kind)

Prerequisites: Previous courses in STS, history, CRT, WGS, or similar disciplines is preferred but not necessary.

Enrollment Limit: 10

Enrollment Preferences: Juniors and Seniors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 390 (D2) STS 302 (D2)

Difference, Power, and Equity Notes: The course addresses how the history of science, technology and medicine is impacted by issues related to race, gender, sexuality and colonialism

Spring 2021

SEM Section: R1 MW 10:00 am - 11:15 am Ahmed Ragab

STS 370 (F) Medicine and Campus Health in Disruptive Times  (DPE)

Cross-listings: STS 370 WGSS 371 ANTH 371

Secondary Cross-listing

This class uses the methods and theories of critical medical anthropology and medical sociology to help students design and pursue innovative ethnographic projects that explore campus health or community health. Students will use an array of ethnographic techniques such as observant participation, interviewing, focus groups, and qualitative surveys to explore our campus community comprised of students, faculty, and/or staff, that build on weekly discussions, feedback, and design exercises. We situate our campus health projects within the wider context of how power and intersectionality inflect and structure health and well-being locally and globally. Our case studies explore how structural racism shapes medical education, pediatric care, and maternity care in the US, how the spread of US psychiatry inflects the landscape of global mental health, and how queer activism responded to the HIV/AIDS crisis. We consider how disruptive moments like COVID-19 or HIV/AIDS can serve as focal moments in social history that reveal underlying inequalities of health outcomes and access. We attend to the parallel roles of narrative in medicine and ethnography, as we contrast the discourse of providers & patients as well as researchers & interlocutors. Throughout our goal is to better understand the strengths and
limits of ethnographic inquiry while exploring the challenges of collaborative and participatory research within communities always already structured by power, privilege, and engaged practices.

**Class Format:** Offered in hybrid format, yet students are encouraged to attend in person if they can. Students will be grouped into in-person or remote sections and can be reassigned during the semester if they request or require it for health reasons. Students should complete all assignments, weekly exercises, and attendance in class discussion. Please email me (Kgutsch@williams.edu) to indicate whether you plan to attend in person or remotely.

**Requirements/Evaluation:** Three written fieldnotes, weekly attendance and other writing exercises, midterm and final presentations on fieldwork projects

**Prerequisites:** none, but a class in Anthropology, Sociology, Science & Technology Studies, or other social science is recommended

**Enrollment Limit:** 20

**Enrollment Preferences:** Majors in Anthropology, Sociology, Women's, Gender and Sexuality Studies; Concentrators in Public Health, Science and Technology Studies

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 370 (D2) WGST 371 (D2) ANTH 371 (D2)

**Difference, Power, and Equity Notes:** This class examines the intersection of race, gender, class, and sexuality in structuring health outcomes, well-being, and access to health resources. It theorizes the ways that intersectionality shapes health of individuals and societies, including patient/provider encounters and efforts to ‘improve’ community health within contexts of social inequality and social suffering.

Fall 2020

SEM Section: H1 WF 1:30 pm - 2:45 pm Kim Gutschow

**STS 413 (S) Feminist Technoscience** (DPE)

**Cross-listings:** WGST 413 STS 413

**Primary Cross-listing**

Are Feminism and Science compatible commitments? What do these nouns mean when paired with one another, when capitalized (or not), when pluralized (or not), and when deployed by a range of authors in different disciplines? What features do they share as ethical, political, and epistemological practices? What have scientific feminism and feminist science looked like in print and in practice since the middle of the 20th century, and how have they shaped our present, 21st-century technoscientific culture? To address these questions, we will read a set of essays and academic articles that are connected by a trail of citations. These will include works of theory -- like Donna Haraway’s “Situated Knowledges” and “A Cyborg Manifesto” -- research write-ups like Pat Treusch’s "The Art of Failure in Robotics," and ethnographic work like Sophia Roosth’s "Evolutionary Yarns in Seahorse Valley." We will also examine the editorial introduction to "Science Out of Feminist Theory," a 2017 special issue of Catalyst, and we will circle outward and backward to make sense of the terms and arguments we encounter there. While some of the readings will be set in advance, students will help shape the syllabus as we travel toward a better understanding of feminist technoscience's potentials and limitations at a time when technical change often outpaces careful consideration of its consequences.

**Class Format:** This course will meet remotely in Spring 2021.

**Requirements/Evaluation:** discussion participation; five response papers (~2 pages); mid-semester essay (8 pages); final essay (12-15 pages + in-class presentation)

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Science and Technology Studies concentrators

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 413 (D2) STS 413 (D2)
Difference, Power, and Equity Notes: Central to "Feminist Technoscience" is a recognition of and engagement with the historical under-privileging of women, women's work, and women's bodies in capital-S "Science" and in a wide range of other technoscientific practices. We will examine and elucidate several branches of feminist theory. We will also develop feminist accounts of contemporary technoscientific work, even as we critique a number of such accounts from the past several decades.

Spring 2021
SEM Section: R1 TR 9:45 am - 11:00 am Ezra D. Feldman

THEA 216 (S) Asian/American Identities in Motion (DPE)
Cross-listings: GBST 214 ASST 214 THEA 216 AMST 213 DANC 216
Secondary Cross-listing

The course aims to explore dance and movement-based performances as mediums through which identities in Asian and Asian-American (including South-Asian) communities are cultivated, expressed, and contested. It will orient students towards "reading" and analyzing live and mediated performances within historical, social, and political frameworks. Students will explore how socio-historical contexts influence the processes through which dance performances are invested with particular sets of meanings, and how artists use performance to reinforce or resist stereotypical representations. Core readings will be drawn from Dance, Performance, Asian, and Asian American Studies, and will engage with issues such as nation formation, race and ethnicity, appropriation, tradition and innovation among other topics. This is primarily a discussion-based seminar course, and might also include film screenings, discussion with guest artists and scholars, and opportunities for creative projects. No previous dance experience is required.

Class Format: This course will be taught in a virtual format and will be remote.
Requirements/Evaluation: reading responses, essays, in-class writing assignments, class participation, and group presentations.
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: first years and sophomores
Expected Class Size: 15
Grading: yes pass/fail option, no fifth course option
Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
GBST 214 (D2) ASST 214 (D1) THEA 216 (D1) AMST 213 (D2) DANC 216 (D1)

Difference, Power, and Equity Notes: This course introduces students to the role of performance in nation formation in Asia and the history of Asian-Americans in the US through analysis of dance performances and practices. Student will explore how race was central to the formation of Asian and the American nation, and how social and legal discriminatory practices against minorities influenced popular culture. The assigned material provide examples of how artists address these inequalities and differences in social power.

Spring 2021
SEM Section: R1 MR 3:15 pm - 4:30 pm Munjulika Tarah

THEA 226 (S) Gender and the Dancing Body (DPE)
Cross-listings: WGSS 226 THEA 226 AMST 226 DANC 226
Secondary Cross-listing

This course posits that the dancing body is a particularly rich site for examining the history of gender and sexuality in America and beyond. The aim of the course is to explore ideas related to gender and sexuality as prescribed by dominant cultural, social, and religious institutions, and how dance has been used to challenge those normative ideologies. We will examine a wide range of dance genres, from stage performances to popular forms to dance on television, with particular attention to the intersections of race and class with gender. This is primarily a discussion-based seminar course and will also include film screenings, discussions with guest artists, and opportunities for creative projects. No previous dance experience required.

Class Format: This course will be taught in a virtual format and will be remote.
Requirements/Evaluation: class participation, reading responses, essays, in-class writing assignments, and group presentations
This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 226 (D2) THEA 226 (D1) AMST 226 (D2) DANC 226 (D1)

Difference, Power, and Equity Notes: In the course, students will explore the concept of gender as a social construction and how the body’s historical associations to markers of gender and sexuality lead to differences in socio-political power. The assigned texts and viewings provide examples of how bodies and their movements make meaning in a network of power relationships, and how artists use dance to address social inequalities such as sexism, racism, and transmisogyny, to imagine a more just world.

Spring 2021
SEM Section: R1 TF 3:15 pm - 4:30 pm Munjulika Tarah

THEA 241 (S) Performing Masculinity in Global Popular Culture (DPE)

Cross-listings: WGSS 240 THEA 241 SOC 240 AMST 241 LATS 241

Secondary Cross-listing
This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

Requirements/Evaluation: masculinity journal, mid-term essay exam, visual rhetorical analyses of pop culture images

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: a short statement of interest will be solicited

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 240 (D2) THEA 241 (D1) SOC 240 (D2) AMST 241 (D2) LATS 241 (D2)

Difference, Power, and Equity Notes: This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

Spring 2021
SEM Section: R1 MW 6:45 pm - 8:00 pm Gregory C. Mitchell

THEA 250 (S) Feminist Theatres: A Global Perspective (DPE) (WS)

Cross-listings: ENGL 253 WGSS 250 THEA 250

Primary Cross-listing
What makes a work of theatre feminist? How do plays, social practices, and performances engage with different models of feminism: liberal, radical, materialist, intersectional, reluctant? Why has feminism mattered to theatre makers of the past? Should it still matter to us now? If so, what forms might future feminist theatres and performance practices take? In this tutorial, students will work in pairs to examine the political relation of models of feminism to plays and performances by theatre artists, companies, and collaboratives from across the globe, from the late-twentieth century to today. Interrogating feminism's own legacies of exclusionary and biased tactics, we will focus on the racialized and class-based aspects of feminist performance practices and the history of radical and intersectional feminism in theatre. Artists, companies, and movements to be considered may include: Spiderwoman Theatre, The WOW Café, Hélène Cixous, Adrienne Kennedy, Caryl Churchill, Sphinx Theatre Company, Wendy Wasserstein, Ntozake Shange, Griselda Gambaro, Manjula Padmanabhan, Cherríe Moraga, Karen Finley, Suzan-Lori Parks, Young Jean Lee, Lisa Kron, Tori Sampson, Arethusa Speaks, Women's Project and Productions, Sarah DeLappe, and others. Close reading and analysis of source material will occur alongside engagement with critical essays and writings by: Audre Lorde, Judith Butler, bell hooks, Gloria Anzaldúa, Kimberlé Crenshaw, Eve K. Sedgwick, Gayatri Spivak, Jill Dolan, Sue-Ellen Case, José E. Muñoz, and Donna Haraway. This course will follow a standard tutorial format, with students alternating the presentation and reading of a series of 5-page papers.

**Class Format:** For Spring 2021, the format for the course is to be determined. Ideally, we will meet weekly and in-person in groups of 3 (two students and professor). Should necessary social distancing measures be in place, we will conduct our tutorial meetings remotely in either Zoom or Google Meet.

**Requirements/Evaluation:** students will meet with instructor in pairs for an hour each week; they will write a 5-page paper every other week (five in all), and comment on their partner's papers in alternate weeks; emphasis will be placed on developing skills in reading, interpretation, critical argumentation, and critical written and oral response

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Theatre majors; WGSS majors; ART majors; COMP majors. Students from all majors are welcome and invited to contact Prof. Holzapfel about their interest in the class: ash2@williams.edu

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**
ENGL 253 (D1) WGSS 250 (D2) THEA 250 (D1)

**Writing Skills Notes:** As a tutorial, this course will require extensive practice in writing, editing, and revising. Emphasis be directed towards building and developing a compelling argument, providing thorough evidence for one's interpretation, and fluidly integrating theory into one's argumentation.

**Difference, Power, and Equity Notes:** This tutorial examines intersections between gender, race, sexuality, class, and ethnicity in relation to theatre's ongoing engagement with feminism. We will consider how articulations of difference, power, and equity arise and are, in fact, prioritized in quite different ways within the politics of feminism itself, leading to their variable expressions through art.

Spring 2021

TUT Section: HT1 TBA Amy S. Holzapfel

THEA 284 (F) Global Digital Performance (DPE)

This course explores the ways in which digital technologies are shaping performance practices. We will consider theater, dance and performance art, as well as the use of social media in political movements and everyday life. We will begin by examining the long history of mediatization in performance. From painting, puppetry and photography to video, VR and Tik Tok, performers' bodies have always been, in some sense, "mediated." We will interrogate the affects and power relations at stake in questions of "liveness," paying particular attention to how the representation of bodies is embroiled in longstanding imperialist projects of representing the "Other," racialized and gendered modes of viewing, and global regimes of neoliberal surveillance. On the other hand, we will examine the role digital communication platforms play in political resistance. We will apply our growing understanding of the pitfalls and potential of digital technologies to examining the aesthetic strategies and political projects of artists and their audiences from various parts of the world. Throughout our work we will acknowledge how access to new technologies, as well as the meaning given to their use, vary between national, cultural, and class contexts. This includes keeping in mind the "digital divide" so that we can chip away at our common sense assumptions that the internet and digital art making are inherently democratic.

**Class Format:** For Fall 2020, this course will be conducted in a hybrid fashion, with both synchronous and asynchronous components. For the remote learning component, students will view brief lectures and online video content, engage with required readings on their own time, and complete
handouts and assignments based on prompts. Weekly synchronous discussions (either in small groups or in a larger group) will be conducted either in Zoom or, if it is safe to do so, in a classroom.

**Requirements/Evaluation:** reading responses, class presentations, short digital performance projects, and active discussion participation

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** Theatre majors; Art majors; Global Studies concentrators. This course is open and welcoming to all students. Please be in touch with Prof. Pillai or Prof. Holzapfel with questions or to express interest in the course.

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** This course interrogates the role of artistic and social practices of digital performance in producing and sustaining power structures (state, imperial, colonial, neoliberal) and inequities (racial, gendered, class-based). Focus will include the ways that interactions between makers and users in the virtual realm replicate or contest the inequitable social, racialized, and gendered dynamics that organize daily life offline.

Fall 2020

SEM Section: H1 TR 6:45 pm - 8:00 pm Shanti Pillai, Amy S. Holzapfel

THEA 301 (F) Global Theatre and Performance Histories (DPE)

**Cross-listings:** THEA 301 COMP 303

**Primary Cross-listing**

A survey of theatre and performance traditions from across the globe, from the classical period to roughly 1880. This course provides students with an overview of theatre's many diverse histories, emphasizing its dual role as both an artistic and social practice. While attending to theatre's formal and aesthetic aspects, we will at the same time focus on the relationship of performance practices to the legacies of state power, hegemony, imperialism, and colonialism in which they are historically embedded. Topics of inquiry may include: classical Greek and Roman theatre; dance/drama of pre-colonial Africa; Indian classical drama; pre-modern theatres of Japan; Medieval and Renaissance theatre in England; Pre-Columbian indigenous performance practices; French and Spanish court theatres; German nationalist theatre; nineteenth-century popular performance in the U.S.; and the rise of realist theatre in Scandinavia. Through close analysis and interpretation of primary sources, including encounters with archival sources housed in Chapin and WCMA and also available in digital form, students will practice and learn the skills of the theatre historian, applying them to their own creative and critical research projects. This course is required for Theatre majors and is a prerequisite for THEA 401.

**Class Format:** For Fall 2020, this course will be conducted in a hybrid fashion, with both synchronous and asynchronous components. For the remote component, students will view brief lectures and online video content, meet with one another in Zoom, engage with required readings on their own time, and complete brief assignments based on prompts. Synchronous class discussions (either in small groups or in a larger group) and experiences in the archives will be conducted either in Zoom or in a classroom setting.

**Requirements/Evaluation:** weekly writing and participation in discussions; a midterm "maker" or "critic" project; participation as a "discussion leader" for one class; and a final "maker" or "critic" project

**Prerequisites:** For theatre majors: THEA 101, 102, 103, or another 100-level theatre course. Students who are not Theatre majors are welcome into the class by permission of instructor. Please email Prof. Holzapfel at: ash2@williams.edu

**Enrollment Limit:** 16

**Enrollment Preferences:** Theatre majors

**Expected Class Size:** 8-10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

THEA 301 (D1) COMP 303 (D1)

**Difference, Power, and Equity Notes:** This course works to dismantle the ongoing bias in theatre studies that positions textual and literary forms of theatre in the globalized north as the principal (or in some cases only) sites of knowledge transfer, status, and value in our field. Instead, theatre and
performance are approached as diverse and embodied forms of repertoire that must be analyzed in relation to the structures of social inequity and power in which they arise.

Fall 2020

SEM Section: H1    TR 11:30 am - 12:45 pm     Amy S. Holzapfel

THEA 321  (S) Arts Organizing in Africa and the Diaspora  (DPE)

Cross-listings: THEA 321 MUS 323 DANC 323

Secondary Cross-listing

At the heart of this class is the question, how do artists and organizations use the performing arts to effect social change in their communities? Drawing from a number of case studies from throughout Africa and the African Diaspora, we will first endeavor to understand and contextualize issues related to education, social uplift, the environment, and the economy as they relate to specific communities. We will then examine how a series of organizations (from grassroots campaigns to multinational initiatives) utilize the performing arts in response to those issues. Among the issues we will discuss at length are: -How do performers and organizations navigate the interplay between showcasing the performance talents of individuals and groups and foregrounding an issue or cause? More broadly, what dilemmas emerge as social and aesthetic imperatives intermingle? -What are the dynamics between people acting on a local level within their communities and their various international partnerships and audiences? -How can government or NGO sponsorship help and/or hinder systemic change? By the end of the semester, students will be equipped with conceptual frameworks and critical vocabularies that can help them ascertain the functions of performance within larger organizations and in service to complex societal issues. Throughout the course, we will watch and listen to a variety of performances from traditional genres to hip-hop, however this class is less about learning to perform or analyze any particular genre than it is about thinking through how performance is used as a vehicle for social change. Case studies will include youth outreach and uplift in Tanzania through the United African Alliance, campaigns to promote girls' education in Benin and Zimbabwe, community-wide decolonizing initiatives through the Yole!Africa Center in the Democratic Republic of Congo, and the cultural reclamation of a mining town in Suriname through the arts organization, Stichting Kibii.

Class Format: This is a remote course.

Requirements/Evaluation: Four case study profiles, midterm essay (5-7pages), and a final project. Regular participation in class discussion.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: If the course exceeds the maximum enrollment, selection will be made based on students explanations for why they want to take the class.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 321 (D1) MUS 323 (D1) DANC 323 (D1)

Difference, Power, and Equity Notes: This course interrogates on a fundamental level issues of power and equity. Using the performing arts as a critical lens, we discuss a series of social and environmental challenges that communities of African descent face. These are in direct dialogue with global systems of power and economic factors. Issues include: environment, education, local communities’ interactions with multinational corporations, and representational politics in performance.

Spring 2021

SEM Section: R1    MW 11:45 am - 1:00 pm     Corinna S. Campbell, Tendai Muparutsa

THEA 322  (F) Feminist and Queer Performance at the Limit of Action  (DPE)

Cross-listings: AMST 326 THEA 322 WGSS 321 AFR 328

Secondary Cross-listing

What counts as feminist and queer activism? This course challenges what we dominantly understand as activism---key to the emergence of ethnic studies and feminist and queer theory. Moving away from political actions centered in these fields, such as strikes, protests, and boycotts, this course
will turn to visual and performance art works by artists of color, who consider other forms of action that are not overtly visible, resistant, oppositional, agentive, militant, loud, liberatory, and documentable. Each week, we will examine a performance at the limit of action, including silence, sexual abjection, concealment, melancholia, and waiting, alongside issues related to race, gender, sexuality, labor, and migration among others. How might we approach and reconcile with performances that once again reify notions of racialized and gendered bodies as apolitical, passive, submissive, and compliant? Drawing on scholarship within black and women of color feminist criticism, queer of color critique, critical ethnic studies, and performance studies, this course will attune students to the role of aesthetics to interrogate and expand what we typically conceive of as activism, resistance, power, and survival from racialized, feminized, and queer positions.

Requirements/Evaluation: In-class discussion, short weekly reading posts, class presentation, final paper/project
Prerequisites: None
Enrollment Limit: 12
Enrollment Preferences: WGSS majors and students with experience in American Studies or performance studies coursework
Expected Class Size: 12
Grading: yes pass/fail option, no fifth course option
Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 326 (D2) THEA 322 (D1) WGSS 321 (D2) AFR 328 (D2)

Difference, Power, and Equity Notes: This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of activism is valued over other forms.

Fall 2020
SEM Section: R1  MR 1:30 pm - 2:45 pm  Kelly I Chung

THEA 323 (F) Marxist Feminisms: Race, Performance, and Labor (DPE)

Cross-listings: THEA 323  WGSS 323  AFR 329  AMST 329
Secondary Cross-listing
Who is considered the dominant subject of labor? This course offers an overview of queer, women of color feminist, decolonial, and black and critical ethnic studies critiques of orthodox Marxism. Starting with core texts from the Marxist tradition, we will explore a range of social positions and forms of labor that complicate Marx's emphasis on the white male industrial worker. Each unit, we will study key scholarship that centers reproduction, slavery, care and domestic work, indentured servitude, sex work, and low wage flexible labor, to name a few, alongside queer and feminist modes of performance that respond to and/or provide strategies to live and survive under racial capitalism. We will discuss seminal works by theorists, including Karl Marx, Luce Irigaray, Cedric Robinson, Jennifer Morgan, Hortense Spillers, Lisa Lowe, Gayatri Chakravorty Spivak, Dorothy Roberts, Angela Davis, José Esteban Muñoz, and Leo Bersani, in tandem with performances, such as paintings, performance art, poetry, protests, photography, prints, music, and sculptures. This course will equip students with a critical understanding of the ways racial capitalism has centrally relied upon the mass capture and recruitment of racialized and gendered labor in and beyond the U.S. and how, through performance, life under these conditions have been reimagined.

Requirements/Evaluation: In-class discussion, short weekly reading posts, class presentation, final paper
Prerequisites: None
Enrollment Limit: 12
Enrollment Preferences: WGSS majors and students with experience in American Studies or performance studies coursework
Expected Class Size: 12
Grading: yes pass/fail option, no fifth course option
Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
THEA 323 (D1) WGSS 323 (D2) AFR 329 (D2) AMST 329 (D2)

Difference, Power, and Equity Notes: This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of labor is valued over
other forms.

Fall 2020

SEM Section: R1  TF 1:30 pm - 2:45 pm  Kelly I Chung

WGSS 101  (F)(S)  Introduction to Women's, Gender & Sexuality Studies  (DPE) (WS)

This course is designed to initiate you into the pleasures, pains and perplexities of critical thinking about gender and the situations of women across the globe. We will survey a wide variety of writers and issues--historical and contemporary, theoretical and practical. Above all, the course is intended as an exploration of the tremendous diversity of thought contained under the general rubrics of feminist and gender studies and a vehicle for developing skills in writing and research as well as analytical tools for further work in the field. The goal is not to bring about a specific point of view, but rather to learn to analyze issues critically using the methods and frameworks that feminist theory and queer theory have developed as academic disciplines.

Class Format: remote only, mixture of synchronous online discussions and mini-lectures, etc.

Requirements/Evaluation: Participation during class and in online forums, weekly reading responses, two short essays with revisions, and a final research paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: WGSS majors and potential WGSS majors

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Unit Notes: required course for the Women's, Gender and Sexuality Studies major

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: This course requires significant attention to the craft of writing. Essential to this craft is the process of editing and rewriting materials with feedback from peers and professors. Students are expected to focus on improving analytical skills, critical thinking, and argumentation through attention to the writing process. They are also expected to give meaningful critical feedback on the writing of their peers.

Difference, Power, and Equity Notes: This course meets the DPE requirement because it asks students to reflect critically on issues of gender and sexuality around the world in a comparative contextual framework. Students will be asked in seminar space to discuss the operation of difference and power within as well as across different gender, class, racial, and sexual identities while learning in lecture meetings about feminist and queer studies' history, activism, and theory.

Fall 2020

SEM Section: R1  MW 6:45 pm - 8:00 pm  Alison A. Case

SEM Section: R2  MW 11:45 am - 1:00 pm  Emily Mitchell-Eaton

Spring 2021

SEM Section: R1  MR 3:15 pm - 4:30 pm  Kelly I Chung

SEM Section: R2  MW 10:00 am - 11:15 am  Greta F. Snyder

WGSS 127  (S)  Spring Grass: A Peek into Inequality in China  (DPE) (WS)

Cross-listings: WGSS 127  CHIN 427  ASST 127

Secondary Cross-listing

Spring Grass (Chuncao) is a Chinese novel written by award-winning author Qiu Shanshan (1958-). Using the literary techniques of social realism, the novel chronicles the life of a young rural woman from 1961 to 2001. Spring Grass, the protagonist of the novel, was born in a rural village to a mother who preferred sons over daughters. At a young age, Spring Grass was deprived of the opportunity to attend school. Against all odds, she managed to marry for love, venture into the city, and become an enterprising migrant worker. This novel not only reflects the struggles of women in contemporary China but also captures the economic transformation of modern China since 1978 when the Reform and Open-Door Policy (gaige kaifang) was initiated. The novel was adapted into a television drama series and became an instant hit in 2008. This course takes an interdisciplinary, cultural studies and humanistic approach to studying a literary text, using literature as a means to help students better understand social and cultural issues.
Through close readings of the novel, the eponymous TV drama series, documentaries, films, and short stories depicting rural life and women's roles in China, as well as in-depth discussions of both primary and secondary sources that deal with the cultural, historical, and socioeconomic background of the unfolding story of Spring Grass, this course aims to provide a window for students to examine the issues of inequality in the Chinese village and society at large. Why would mothers be harsh to their own daughters and bar girls’ right to education? Why would young people leave their village and migrate to the city? Why would migrant workers leave their children behind in the village? Why would economic developments in China exacerbate the problem of gender inequality in society? Why would the ideology and cultural logic behind Mao Zedong's proclamation "women can hold up half of the sky" add more burden to women rather than truly liberate them? Why would city people discriminate against country folks? After taking this course, students will gain a deeper understanding of the issues related to gender inequality (nannü bu pingdeng) and the urban/rural-gap (chengxiang chabie) in China. Throughout the course, they are also encouraged to critically think about how to achieve equity in different societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or WGSS and language learners wishing to take the course in Chinese should register under CHIN.

Class Format: remote instruction

Requirements/Evaluation: active participation in tutorial meetings, five 4-5 page tutorial papers, five 2-page critiques, online writing portfolio as the final project.

Prerequisites: For students registering under CHIN, the prerequisite is CHIN 402 or a language proficiency interview conducted by the instructor. For students registering under ASST or WGSS, there is no prerequisite.

Enrollment Limit: 10

Enrollment Preferences: Enrollment priorities will be given to freshmen and sophomores who register under ASST or WGSS, and to Chinese language learners who register under CHIN.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: books and course packet.

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 127 (D2) CHIN 427 (D1) ASST 127 (D1)

Writing Skills Notes: Writing is taught using the writing-as-process pedagogical approach. The writing process consists of invention, composition, and revision. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. The instructor gives detailed feedback to students' first drafts and students are required to turn in a revised version. At the end of the semester, students will compile an online writing portfolio to include their best works.

Difference, Power, and Equity Notes: The issue of “inequality,” including both gender inequality and regional inequality is the driving force behind the readings and discussions of this tutorial. Students are guided to develop an empathetic way of interpreting a literary work that features a rural woman/migrant worker. They will critically analyze the sources of inequality in the Chinese cultural context and explore ways to address such inequality.

Spring 2021

TUT Section: RT1 TBA Li Yu

WGSS 138 (F) Spectacular Sex (DPE) (WS)

Cross-listings: WGSS 138 ANTH 138

Primary Cross-listing

From Beyoncé's Coachella performance to Donald Trump's social media antics, spectacles captivate us. Spectacles may be live shows, media events, or even everyday performances ranging from interactive advertisements to viral video sensations. But what are the uses of spectacle? Why are some compelling while others fall flat? How do spectacles control society or maintain social norms? And, importantly for our purposes, how does spectacle shape gender in society? Or from another angle, how does sexuality infuse spectacle? This tutorial introduces students to theories of spectacle ranging from the ancient Greeks to Marxist-inspired thinkers in the 20th century. In particular, we will examine how feminist thinkers have contributed to this literature and how theories of spectacle relate to questions of gender and sexuality. Our weekly readings focus on pairings of theoretical readings with writing on popular cultural examples and case studies. Some possible topics include sporting events, charity ad campaigns, music videos, political events, and social media.
Week 1: Overview of the course and review of key terms.

Week 2: Gender and Sexuality in Music: The History of Gender in Music.

Week 3: Gender and Sexuality in Music: The Role of Gender in Music Genres.

Week 4: Gender and Sexuality in Music: The Impact of Gender on Musical Instruments.

Week 5: Gender and Sexuality in Music: The Influence of Gender on Musical Performance.

Week 6: Gender and Sexuality in Music: The Intersection of Gender and Musical Composition.

Week 7: Gender and Sexuality in Music: The Effects of Gender on Musical Medicine.

Week 8: Gender and Sexuality in Music: The Influence of Gender on Musical Education.

Week 9: Gender and Sexuality in Music: The Impact of Gender on Musical Performance.

Week 10: Gender and Sexuality in Music: The Influence of Gender on Musical Composition.

Week 11: Gender and Sexuality in Music: The Effects of Gender on Musical Medicine.

Week 12: Gender and Sexuality in Music: The Influence of Gender on Musical Education.

Exam Review Week: Final preparation for the exam.

Exam Week: Final exam.

Revision Week: Review of key concepts and preparation for the next term.

Special Events: Guest lectures, workshops, and panel discussions.
WGSS 200 (S) Nordic Lights: Literary and Cultural Diversity in Modern Scandinavia  (DPE)

Cross-listings:  WGSS 200  COMP 232

Secondary Cross-listing

Mythologized as the land of the aurora borealis and the midnight sun, Scandinavia's five distinct nations--Iceland, Norway, Sweden, Denmark, and Finland--are often mistakenly associated with blond-haired and blue-eyed uniformity. Modern Scandinavia, however, is a place of great social and cultural diversity. From medieval Viking sagas to contemporary Nordic rap, the Scandinavian literary tradition is rich in tales of global exploration, childhood imagination, sexual revolution, and multicultural confrontation. Through readings of nineteenth-century drama, twentieth-century novels, and twenty-first century cinema, we will investigate a wide range of issues on class, ethnicity, and identity, including the indigenous reindeer-herding Sámi people, Danish colonialism and the Greenlandic Inuit, Norwegian collaboration and resistance during World War II, and Nordic emigration (to North America) and immigration (from Africa, Asia, Latin America, and the Middle East). Discussion will also focus on Scandinavia's leadership in gender equality and sexual liberation, Scandinavian political isolation and integration (into both the UN and the EU), and the global effects of Nordic pop (ABBA to Björk), glamour (Greta Garbo to Alicia Vikander), technology (Volvo to Nokia), and activism (Alfred Nobel to Greta Thunberg). Readings to include works by Henrik Ibsen, August Strindberg, Hans Christian Andersen, Karen Blixen, Astrid Lindgren, Halldór Laxness, Reidar Jónsson, and Peter Hoeg. Films to include works by Ingmar Bergman, Lasse Hallström, Bille August, Colin Nutley, Lukas Moodysson, Josef Fares, Tomas Alfredson, and Tomas Vinterberg. All readings and discussions in English.

Class Format: This will be a remote course for all students, whether they are on campus or not. We will convene synchronously via web-conferencing, with an emphasis on group discussion. There will also be opportunities for students to engage with online activities both during and between our synchronous sessions. Remote office hours will provide even more opportunities for follow-up, questions, and further discussion.

Requirements/Evaluation: active participation, two shorter papers, a midterm, and a longer final paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Comparative Literature and Women's, Gender & Sexuality Studies majors, and those with compelling justification for admission

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions:  (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 200 (D2) COMP 232 (D1)

Difference, Power, and Equity Notes: As the course description explains, this course centers on a critical examination of difference, power, and equity in modern Scandinavia. The content examines the effects of class, race, ethnicity, gender, and sexuality on social (in)equalities among citizens, institutions, communities, and identities. The course also employs critical tools to teach students how to interrogate Scandinavian diversity and modernity, through reading, film analysis, discussion, and writing.

Spring 2021

SEM Section: R1    TR 11:30 am - 12:45 pm    Brian Martin

WGSS 202 (F)(S) Foundations in Sexuality Studies  (DPE)

This course will offer an introduction to the burgeoning interdisciplinary field of sexuality studies in part through examining historical, legal, literary, filmic, cultural studies, sociological, and popular texts, as well as work done under the umbrella of queer theory. It explores the role of race, class, religion, science, region, and nation in the construction of modern gender and sexual identities and in the lived experiences of dissident genders and sexualities. We will examine a range of issues, including histories and strategies of resistance; transgender and intersex theory and activism; critiques of the white racial hegemony of lesbian and gay studies; the consequences of gay marriage; the politics of AIDS and its theoretical implications; globalization and sexuality; the rise of queer visibility and its relation to commodity culture; and recent conceptualizations of homonormativity. The goal of the course is not to achieve any kind of political or intellectual consensus, but to have rigorous debate over some of the key issues in queer studies.
Class Format: discussion

Requirements/Evaluation: Short quizzes, participation, mid-term essay exam, online discussion forum. (No final exam or final paper this semester.)

Prerequisites: None. WGSS 101 may be helpful as background knowledge, but is not required.

Enrollment Limit: 12

Enrollment Preferences: Women's Gender & Sexuality Studies majors, short statement of interest in case of over-enrollment

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course examines sexual diversity in various forms and asks students to interrogate questions of privilege and positionality, including the intersectional contemplation of sexuality's relationship to race, ethnicity, ability, class, religion, and other axes of identity. It investigates not only sexual difference, but the history of sexual identity and progressive narratives of "gay rights" that have developed over time.

Fall 2020

SEM Section: R1 TR 6:45 pm - 8:00 pm Gregory C. Mitchell

Spring 2021

SEM Section: R1 TF 3:15 pm - 4:30 pm Kelly I Chung

WGSS 217 (S) Extreme Persuasions: The Far Right in the United States and Russia (DPE) (WS)

Cross-listings: AMST 219 RUSS 218 WGSS 217

Secondary Cross-listing

The purpose of this course is to explore the unexpected recent confluence of the American and Russian far-right movements, among advocates for authoritarianism in both countries who have traditionally understood the 'other' superpower to be an implacable enemy. How have nationalist movements in the United States come to see the Russian Federation as a vanguard for 'whiteness' and traditional masculinity in European identity, overturning the perception of Russia as a racial Other that was prevalent among American conservatives during the Cold War? What are the affinities between the imperial and openly patriarchal aspirations of Putinism and the goals of American religious Reconstructionism, with its interpretation of the Confederacy as a God-given model for racial separatism and gender complementarianism? We will discuss repressive historical legacies and homophobia in both countries, devoting particular attention to debates about protest art and the removal of monuments, and to movements that situate themselves in opposition to neoliberal forms of ethno-nationalism.

Requirements/Evaluation: On average, there will be 100 pages of reading per week. Over the course of the semester, students will be required to view three films, which will be discussed in class. Class participation counts for 25% of the course grade; each of the first three response papers, 15%; the term paper, 25%; the in-class presentation of the term paper, 5%.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: Majors and concentrators in AMST, Russian, and Women's and Gender Studies.

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 219 RUSS 218 WGSS 217

Writing Skills Notes: The written work is comprised of three response papers (5-7 pages each), a rough draft of the term paper (8-10 pages) that will be ungraded but extensively commented upon, and the term paper itself (10-15 pages). Each student to discuss their writing strategies prior to the deadlines for the essay assignments. For the essays, students may choose from among a range of prompts, or design a topic of their own.

Difference, Power, and Equity Notes: Students will use the assigned readings as points of departure for analyzing and responding to traditionalist configurations of gender and ethno-nationalism in the United States and the Russian Federation. Particular attention will be devoted to the proliferation of different conceptions of power and privilege in both countries, and to ways in which a parsing of them may facilitate an engagement with the arguments of far right movements while retaining the concept of social justice.
WGSS 219  (F)  Women and Girls in (Inter)National Politics  (DPE)

Cross-listings: INTR 219  PSCI 219  AFR 217  WGSS 219  LEAD 219

Secondary Cross-listing

This tutorial focuses on the writings and autobiographies of women who have shaped national politics through social justice movements in the 20th-21st centuries. Women and girls studied include: Fannie Lou Hamer, Shirley Chisholm, Safiya Bukhari, Erica Garner, Greta Thunberg, Malala Yousafzai, Marielle Franco, Winnie Mandela.

Requirements/Evaluation: Weekly 5-page primary analytical papers and 2-page response papers.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Juniors and seniors, sophomores.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
INTR 219 (D2) PSCI 219 (D2) AFR 217 (D2) WGSS 219 (D2) LEAD 219 (D2)

Difference, Power, and Equity Notes: This tutorial examines how girls and women confront capitalism, imperialism, climate devastation, patriarchy and poverty. The national and international movements that they participated in or led were based on shifting the balance of powers towards the impoverished, colonized, and imprisoned.

Fall 2020

TUT Section: RT1     TBA     Joy A. James

WGSS 226  (S)  Gender and the Dancing Body  (DPE)

Cross-listings: WGSS 226  THEA 226  AMST 226  DANC 226

Secondary Cross-listing

This course posits that the dancing body is a particularly rich site for examining the history of gender and sexuality in America and beyond. The aim of the course is to explore ideas related to gender and sexuality as prescribed by dominant cultural, social, and religious institutions, and how dance has been used to challenge those normative ideologies. We will examine a wide range of dance genres, from stage performances to popular forms to dance on television, with particular attention to the intersections of race and class with gender. This is primarily a discussion-based seminar course and will also include film screenings, discussions with guest artists, and opportunities for creative projects. No previous dance experience required.

Class Format: This course will be taught in a virtual format and will be remote.

Requirements/Evaluation: class participation, reading responses, essays, in-class writing assignments, and group presentations

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first years and sophomores

Expected Class Size: 10-15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 226 (D2) THEA 226 (D1) AMST 226 (D2) DANC 226 (D1)

Difference, Power, and Equity Notes: In the course, students will explore the concept of gender as a social construction and how the body's historical associations to markers of gender and sexuality lead to differences in socio-political power. The assigned texts and viewings provide examples of how bodies and their movements make meaning in a network of power relationships, and how artists use dance to address social
inequalities such as sexism, racism, and transmisogyny, to imagine a more just world.

Spring 2021

SEM Section: R1  TF 3:15 pm - 4:30 pm  Munjulika Tarah

WGSS 240  (S)  Performing Masculinity in Global Popular Culture  (DPE)

Cross-listings:  WGSS 240  THEA 241  SOC 240  AMST 241  LATS 241

Primary Cross-listing

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of “males” at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

Requirements/Evaluation:  masculinity journal, mid-term essay exam, visual rhetorical analyses of pop culture images

Prerequisites:  none

Enrollment Limit:  14

Enrollment Preferences:  a short statement of interest will be solicited

Expected Class Size:  14

Grading:  yes pass/fail option,  yes fifth course option

Distributions:  (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 240 (D2)  THEA 241 (D1)  SOC 240 (D2)  AMST 241 (D2)  LATS 241 (D2)

Difference, Power, and Equity Notes:  This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

Spring 2021

SEM Section: R1  MW 6:45 pm - 8:00 pm  Gregory C. Mitchell

WGSS 242  (S)  Women, Gender, and Sexuality in Islam  (DPE)

Cross-listings:  REL 242  WGSS 242  ARAB 242

Secondary Cross-listing

The figure of the Muslim woman is an object of intense scrutiny in Western society. Claims that Muslim women are oppressed and the incompatibility of Islam and feminism abound. This course will consider women and gender roles in the Islamic tradition and how Muslim women have interpreted and negotiated these discourses. We will explore questions of masculinity, femininity, and sexuality across various historical periods as well as through contemporary Muslim feminist scholarship and literature (including film and novels). We will begin with insights into the politics of representing Muslim women, exploring how Muslim women are depicted in popular culture and media and ask the crucial question: do Muslim women need saving? We will then explore: how Muslim women have claimed religious authority through scriptural interpretation; how they have negotiated their position in Islamic law both historically and in contemporary Muslim societies; and the lives of pious women in Sufism—the mystical tradition of Islam. We will conclude with Muslim feminist scholarship and recent works on Islamic masculinities. Throughout the course, emphasis will be placed on the diversity of interpretations in Islam around women, gender, and sexuality and on Muslim women's own articulations about their religious identity and experiences. Some of the topics covered in this course include: marriage and divorce, slavery, modesty and veiling, and homosexuality.

Requirements/Evaluation:  weekly discussion post, midterm essay, and final paper (6-8 pages)

Prerequisites:  none
Enrollment Limit: 19
Enrollment Preferences: Religion, Women's, Gender and Sexuality Studies and Arabic majors
Expected Class Size: 14
Grading: no pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 242 (D2) WGSS 242 (D2) ARAB 242 (D2)

Difference, Power, and Equity Notes: This course explores the relationship between gender, authority, and civilizational discourse. To that end, the course will explore: 1) how assumptions about gender shaped the legal and Quranic exegetical tradition and Muslim feminist critiques. 2) The construction of the oppressed Muslim woman in justifying military invasion and nationalistic rhetoric. This course will introduce students to critical tools in decolonial feminism and the relationship between gender and power.

Spring 2021
SEM Section: R1    TR 9:45 am - 11:00 am    Saadia Yacoob

WGSS 244 (F) Actually Existing Alternative Economies (DPE)

Capitalism has a way of constricting our imaginations so that we come to believe the only possible form of economic institution is one based on profit seeking, competition and individualism. However movements in countries including Brazil, France, Canada and Spain--and now parts of the U.S.--are demonstrating otherwise. Theorists, practitioners and social activists are adopting labels including ‘Solidarity Economy’ and ‘New Economy’ to group together economic activities based on ideals of human provisioning, social justice and environmental sustainability. They point out that many of these activities are already taking place and are often crucial to our lives, but are rendered invisible by economic theory. In the words of Brazilian popular educator and economist Marcos Arruda, ‘a solidarity economy does not arise from thinkers or ideas; it is the outcome of the concrete historical struggle of the human being to live and to develop him/herself as an individual and a collective.’ Feminist geographers Julie Graham and Katherine Gibson developed practices of ‘mapping’ local economies with communities in Australia and Western Massachusetts in ways that bring to light the invisible resources and practices of provisioning and solidarity, and challenge what they describe, drawing on the work of feminist theorist Sharon Marcus, as a ‘script’ of local helplessness to resist the ‘rape’ of their economies by the forces of global capitalism. Do these proposed discursive practices actually present realistic possibilities for producing sustained economic change? In this tutorial we will learn and debate about some of the activities being named and built under the label of solidarity economy, such as the networks of worker-owned cooperatives in Mondragon, Spain, the growth of local currencies and time exchanges, fair trade organizations and different ways of organizing care work. We will look at some of the history and debates around worker-owned cooperatives, ranging from Victorian England through African-American experiences throughout the 20th century and examples in post-Independence Africa, to the recent establishment of Cooperation Jackson in Jackson, Mississippi. The ILO has argued that co-ops are a particularly appropriate form to African development. Is this plausible, and what role might they play in AIDS-affected communities? Why has the recent U.S. growth of the solidarity economy been so concentrated in communities of color, and how is it gendered? We will visit some examples in New York or Boston.

Requirements/Evaluation: six papers of 5-7 pages, six written responses to partner's papers, participation in tutorial discussion
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: open to sophomores and above
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: The course fulfills the DPE requirement because of its central focus on the diversity of economic institutions within and across countries and the power imbalances that call them into being and challenge some of their survival. The course considers ways the hegemonic discourse of economics tends to render that diversity invisible, and tools, both analytical and activist, for bringing it out into view. It teaches tools to evaluate economic institutions in terms of equity and solidarity.

Fall 2020
TUT Section: RT1    TBA    Kieran Honderich
WGSS 248 (S) Carmen, 1845 to Now (DPE) (WS)

Cross-listings: MUS 278  WGSS 248

Secondary Cross-listing

The story of the gypsy femme fatale Carmen has endured for over 150 years. In Western culture and beyond, she exemplifies the seductive, exotic, independent, and dangerous woman who drives an upstanding man to a life of crime and finally murder. This course explores a broad array of treatments of this archetypal and problematic narrative, starting with Prosper Mérimée’s 1845 novella on which Bizet based his famous 1875 opera Carmen. We will consider various staged and film versions of the opera itself, including Francesco Rosi’s stunning 1984 movie, and discuss various other film transformations of the story, from DeMille’s 1915 silent film through Hammerstein’s 1954 all-black musical Carmen Jones, to the MTV version A Hip Hopera of 2004. Comic approaches will also be assessed, from Charlie Chaplin’s Carmen Burlesque of 1915 through Spike Jones’ 1952 Carmen Murdered! and The Naked Carmen of 1970. We will explore provocative dance interpretations ranging from Carlos Saura’s 1983 flamenco version through David Bourne’s choreography in his 2001 gay reading called The Car Man. Our journey concludes with a comparison of two post-colonial sub-Saharan African films--the Senegalese director Ramaka’s Karmen Geï (2001) and U-Carmen eKhayelitsha (2005) by the South African director Domford-May—that push critical reaction to Bizet’s story and music beyond Western cultural boundaries.

Class Format: Remote format. After four initial 75-minute group meetings to discuss Mérimée’s novella and Bizet’s music, students will meet with the instructor in pairs for one hour each week. The scheduled class time is obligatory only for the first two weeks, after which weekly pair meetings will be individually scheduled.

Requirements/Evaluation: Each student will write a 5- to 6-page essay every other week (five in all), and provide 2-page written and oral peer reviews in alternate weeks; evaluation will be based on the quality of written work, discussions, and oral presentation.

Prerequisites: None; ability to read music useful but not necessary

Enrollment Limit: 10

Enrollment Preferences: Preference given to current or prospective Music and Women's Gender & Sexuality Studies majors, then seniors and juniors.

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
MUS 278 (D1) WGSS 248 (D2)

Writing Skills Notes: Students will write five short essays of 5-6 pages each, and receive oral and written feedback addressing structure, argumentation, and style from their tutorial partner and the instructor on every essay.

Difference, Power, and Equity Notes: This course satisfies the DPE requirement through a critical examination of the ways in which the Carmen story has served as a stage on which multifaceted textual and musical constructions and conflicts express the power dynamics between individual and group identities, encompassing gender and sexuality, nationality, race, ethnicity, and class.

Spring 2021

TUT Section: RT1  MW 11:45 am - 1:00 pm  M. Jennifer Bloxam

WGSS 250 (S) Feminist Theatres: A Global Perspective (DPE) (WS)

Cross-listings: ENGL 253  WGSS 250  THEA 250

Secondary Cross-listing

What makes a work of theatre feminist? How do plays, social practices, and performances engage with different models of feminism: liberal, radical, materialist, intersectional, reluctant? Why has feminism mattered to theatre makers of the past? Should it still matter to us now? If so, what forms might future feminist theatres and performance practices take? In this tutorial, students will work in pairs to examine the political relation of models of feminism to plays and performances by theatre artists, companies, and collaboratives from across the globe, from the late-twentieth century to today. Interrogating feminism’s own legacies of exclusionary and biased tactics, we will focus on the racialized and class-based aspects of feminist performance practices and the history of radical and intersectional feminism in theatre. Artists, companies, and movements to be considered may include: Spiderwoman Theatre, The WOW Café, Hélène Cixous, Adrienne Kennedy, Caryl Churchill, Sphinx Theatre Company, Wendy Wasserstein, Ntozake Shange, Griselda Gambaro, Manjula Padmanabhan, Cherríe Moraga, Karen Finley, Suzan-Lori Parks, Young Jean Lee, Lisa Kron, Tori...
Sampson, Arethusa Speaks, Women’s Project and Productions, Sarah DeLappe, and others. Close reading and analysis of source material will occur alongside engagement with critical essays and writings by: Audre Lorde, Judith Butler, bell hooks, Gloria Anzaldúa, Kimberlé Crenshaw, Eve K. Sedgwick, Gayatri Spivak, Jill Dolan, Sue-Ellen Case, José E. Muñoz, and Donna Haraway. This course will follow a standard tutorial format, with students alternating the presentation and reading of a series of 5-page papers.

**Class Format:** For Spring 2021, the format for the course is to be determined. Ideally, we will meet weekly and in-person in groups of 3 (two students and professor). Should necessary social distancing measures be in place, we will conduct our tutorial meetings remotely in either Zoom or Google Meet.

**Requirements/Evaluation:** students will meet with instructor in pairs for an hour each week; they will write a 5-page paper every other week (five in all), and comment on their partner’s papers in alternate weeks; emphasis will be placed on developing skills in reading, interpretation, critical argumentation, and critical written and oral response

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Theatre majors; WGSS majors; ART majors; COMP majors. Students from all majors are welcome and invited to contact Prof. Holzapfel about their interest in the class: ash2@williams.edu

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 253 (D1) WGSS 250 (D2) THEA 250 (D1)

**Writing Skills Notes:** As a tutorial, this course will require extensive practice in writing, editing, and revising. Emphasis be directed towards building and developing a compelling argument, providing thorough evidence for one’s interpretation, and fluidly integrating theory into one’s argumentation.

**Difference, Power, and Equity Notes:** This tutorial examines intersections between gender, race, sexuality, class, and ethnicity in relation to theatre’s ongoing engagement with feminism. We will consider how articulations of difference, power, and equity arise and are, in fact, prioritized in quite different ways within the politics of feminism itself, leading to their variable expressions through art.

Spring 2021

TUT Section: HT1   TBA   Amy S. Holzapfel

**WGSS 255  (F) “Illness” in Modern and Contemporary Chinese Literature and Culture  (DPE)**

**Cross-listings:** CHIN 253  COMP 254  WGSS 255

**Secondary Cross-listing**

From early modern anxieties about China’s status as the “sick man of Asia” to contemporary concerns regarding the prospect of transnational pandemics, “illnesses” and their related stories have played a critical role in making and contesting individual psychologies and Chinese modernity in the 20th and 21st centuries. Actual illnesses, from tuberculosis to AIDS to the Novel Coronavirus, constitute not only social realities that trouble political and popular minds in their own right; but further provide powerful metaphors for exploring issues of human rights, national identity, and transnational circulation. This course examines how Chinese literature in the 20th and 21st centuries writes and visualizes “illness”—a universal human experience that is nevertheless heavily bounded by culture and history. Specifically, we examine the cultural and social meaning of “illness”; the relationship between illness on the one hand, and the politics of body, gender, and class on the other; we ask how infectious disease, and mental illness are defined, represented, and understood in both male and female writers’ analytical essays and fictional writings in the 20th century; we examine how metaphorical “illness” such as infectious cannibalism and fin-de-siècle “viruses,” are imagined and interpreted by key culture figures ranging from the founding father of modern literature (Lu Xun), to the winner of the 2012 Nobel Prize in Literature (Mo Yan). Throughout the course, we will focus on the interplay between literature canons (fictions, essays, and dramas) and popular media and genres: blockbuster cinemas and art house films, popular novels, photographs and posters, etc.

**Class Format:** All regular course meetings will be conducted ONLINE with mostly a synchronous mode of instruction. FIRST MEETING: for those who are on campus, we will have our FIRST meeting outdoors; those who remain remote can choose either “Zoom” in or attend a separate online FIRST meeting. For full information, please contact the instructor.

**Requirements/Evaluation:** Evaluation will be based on 1) ACTIVE in-class discussion; 2) Pre-class quizzes based on reading and recorded lectures (Graded as Complete or Incomplete); 3) Post-class discussion in forms of paragraph writing and/or video clips (graded as Complete or Incomplete); 4)
two short papers (3-5 pages); 5) the final project (including a presentation, and a paper or other form of project).

**Prerequisites:** None; no knowledge of Chinese language required, though students with Chinese language background are encouraged to work with Chinese sources if they wish; open to all

**Enrollment Limit:** 10

**Enrollment Preferences:** Chinese, Asian Studies, or Japanese majors; and then to first-year students

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**
CHIN 253 (D1) COMP 254 (D1) WGSS 255 (D1)

**Difference, Power, and Equity Notes:** This course provides students with the opportunity to analyze the shaping of social stigma as well as the dynamics of unequal power by means of closely reading "illness" in 20th and 21st century China. We will examine how "illness" is sometimes gendered and politicized; how "illness", in other times, empowers individuals and bonds underrepresented minorities. Illness, as a seemingly universal human experience, tells diverse stories of (in)difference, (dis)power, and (un)equity.

Fall 2020

LEC Section: R1    TF 3:15 pm - 4:30 pm     Man  He

**WGSS 262 (F) Indigenous Feminisms** (DPE)

**Cross-listings:** AMST 260 WGSS 262

**Secondary Cross-listing**

Indigenous women, Two Spirit and trans people have always stood on the frontlines of decolonization struggles in the Americas, from treaty negotiations to self defense against settler invasion, to the Standing Rock Sioux struggle against the Dakota Access Pipeline, to creating independent databases and mutual support networks amongst the loved ones of Missing and Murdered Indigenous Women, Girls, Trans and Two Spirit people. This course maps out some of the intellectual and political interventions of Indigenous feminists in analyzing and struggling against genocide, heteropatriarchy, conquest and racial capitalism in settler states like the US and Canada. This course will focus on how Indigenous women, Two Spirit and trans people have analyzed and struggled against the imposition of colonial constructs of gender and sexuality that mark Indigenous lives and lands as sites of extraction. It will examine how carceral regimes of control produced by the intertwined histories of conquest and Transatlantic slavery have been imposed upon Indigenous lives through the child protection system and the prison industrial complex. Students will be invited to consider how Indigenous feminist practices ‘make a future’ (Brant 1981) against and beyond the settler state. This course aims to familiarize students with historical and contemporary Indigenous feminist works, as well as provide an overview of Indigenous feminist political formations, poetry, fiction, and making practices. Pedagogically, this course will also facilitate the development and sharpening of skills in social analysis, writing and argumentation.

**Class Format:** Hybrid online/in-person

**Requirements/Evaluation:** Three one page reading responses, 30%; One two-page critical peer response 10%; One Final paper, 50%; Course participation and attendance 10%

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** American Studies majors or potential majors have first preference, WGSS majors have next priority.

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**
AMST 260 (D2) WGSS 262 (D2)

**Difference, Power, and Equity Notes:** This course has as its core mission -- both in subject matter and in pedagogical approaches -- the exploration of difference, power and equity.
Fall 2020
SEM Section: H1    TF 3:15 pm - 4:30 pm     Margaux L Kristjansson

WGSS 301  (S)  Sexual Economies  (DPE)
Cross-listings:  ANTH 301  WGSS 301  AMST 334

Primary Cross-listing
This course examines various forms of sexual labor around the world in order to better understand how gendered and sexual performances are used in a variety of cultures and contexts for material benefit. Our topics include "traditional" forms of sex work such as street prostitution, pornography, and escorting as well as other forms of sexualized performances for benefit such as stripping or camming. We also discuss current issues and debates about discourses of "sex trafficking." Course readings come from a range of fields, but focus most heavily on anthropology, sociology, American studies, and gender studies. The readings for this class will frequently foreground the lived experiences of sex workers from a variety of nations, races, classes, religions, and backgrounds in order to explore the broader social implications of our subject matter. The format is largely discussion-based, with short lectures supplementing the reading with summaries of current scholarly and activist debates. We have a variety of guest speakers to share their diverse lived experiences related to this topic.

Requirements/Evaluation: midterm essay exam, short quizzes, participation, Marco Polo video chat posts

Prerequisites: none, though WGSS 101 and/or 202 may be helpful, but not required

Enrollment Limit: 14

Enrollment Preferences: based on statement of interest

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ANTH 301 (D2) WGSS 301 (D2) AMST 334 (D2)

Difference, Power, and Equity Notes: We pay particular attention to the intersecting questions of race, sexuality, gender, and class as we explore the political economy of commercial sex. The course teaches students to examine the underlying political and economic structures that create systems of privilege and power, thereby complicating questions and assumptions about sexual consent, coercion, agency, and empowerment with particular attention to race and gender in comparative transnational contexts.

Spring 2021
SEM Section: R1    MW 8:30 pm - 9:45 pm     Gregory C. Mitchell

WGSS 309  (S)  Feminist Disability Studies: Bodyminds in Place and Space  (DPE)
Cross-listings:  WGSS 309  AMST 303

Primary Cross-listing
In this course we will engage anti-racist feminist theory, disability (or 'crip') theory, and human geography to think critically about disability. We will draw on critical geographies of disability to understand the built environment and institutional design; geographic scales of the body and the bodymind; spaces of the home and institutions; and im/mobility and spatial access. We will also consider how disability is shaped by (and shapes) practices of care and mutual aid; experiences of embodiment and impairment; and structures of vulnerability and agency. The course will trace, historically, how ableism has been produced through slavery, colonization, surveillance, and incarceration as well as through movements like eugenics and white liberal feminism. The course will also analyze disability's construction through medicalized notions of wellness, illness, pathology, and cure. Throughout the course, we will consider disability as intersecting with gender, race and ethnicity, queerness, trans*ness, fatness, class, nationality, and citizenship. Most centrally, we will ask: What is the spatiality of dis/ability, and how can space be occupied and reappropriated for radically inclusive uses? How can we understand both normality and deviance as socially constructed concepts that nonetheless have real, and uneven, implications for people's lives?

Class Format: This class will be taught online only.

Requirements/Evaluation: Student participation; two short (2-pg) reflection papers; two longer (4-5-pg) papers; and a final (12-15 pg) research paper
**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** WGSS and AMST majors; permission of instructor

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**
WGSS 309 (D2) AMST 303 (D2)

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement because it examines the political, social, and ideological constructions and theorizations of difference, power, and equity. The course explores the ways in which disability is mutually constructed with other axes of identity and difference, and how different groups of people have defined (and redefined) disability to meet various political aims.

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**Spring 2021**

SEM Section: R1  MW 10:00 am - 11:15 am  Emily Mitchell-Eaton

**WGSS 319 (F) Gender and the Family in Chinese History** (DPE)

**Cross-listings:** WGSS 319  ASST 319  HIST 319

**Secondary Cross-listing**

Although sometimes claimed as part of a set of immutable "Asian values," the Chinese family has not remained fixed or stable over time. In this course, we will use the framework of "family" to gain insight into gender, generation, and sexuality in different historical periods. Beginning in the late imperial period (16th-18th Centuries), we will examine the religious, marital, sexual, and child-rearing practices associated with traditional ideals of family. We will also examine the wide variety of "heterodox" practices that existed alongside these ideals, debates over and critiques of gender, family, and sexuality in the twentieth century and in China today.

**Class Format:** Remote in Fall 2020. Emphasis will be on synchronous discussions and small group work via Zoom (or similar).

**Requirements/Evaluation:** active participation in discussions and group work, short skills-based writing assignments (2-4 pgs) and short essays (5-7 pgs) leading toward a final paper.

**Prerequisites:** none; open to first year-students with instructors permission

**Enrollment Limit:** 15

**Enrollment Preferences:** History, Asian Studies, and WGSS majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**
WGSS 319 (D2) ASST 319 (D2) HIST 319 (D2)

**Difference, Power, and Equity Notes:** This course focuses on historical regimes of gender and sexuality in China and their transformations over time. Students will be asked to consider these regimes both on their own terms and in comparative perspective.

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**Fall 2020**

SEM Section: R1  TF 1:30 pm - 2:45 pm  Anne Reinhardt

**WGSS 321 (F) Feminist and Queer Performance at the Limit of Action** (DPE)

**Cross-listings:** AMST 326  THEA 322  WGSS 321  AFR 328

**Primary Cross-listing**

What counts as feminist and queer activism? This course challenges what we dominantly understand as activism--key to the emergence of ethnic studies and feminist and queer theory. Moving away from political actions centered in these fields, such as strikes, protests, and boycotts, this course will turn to visual and performance art works by artists of color, who consider other forms of action that are not overtly visible, resistant, oppositional,
agentive, militant, loud, liberatory, and documentable. Each week, we will examine a performance at the limit of action, including silence, sexual abjection, concealment, melancholia, and waiting, alongside issues related to race, gender, sexuality, labor, and migration among others. How might we approach and reconcile with performances that once again reify notions of racialized and gendered bodies as apolitical, passive, submissive, and compliant? Drawing on scholarship within black and women of color feminist criticism, queer of color critique, critical ethnic studies, and performance studies, this course will attune students to the role of aesthetics to interrogate and expand what we typically conceive of as activism, resistance, power, and survival from racialized, feminized, and queer positions.

Requirements/Evaluation: In-class discussion, short weekly reading posts, class presentation, final paper/project

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: WGSS majors and students with experience in American Studies or performance studies coursework

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 326 (D2) THEA 322 (D1) WGSS 321 (D2) AFR 328 (D2)

Difference, Power, and Equity Notes: This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of activism is valued over other forms.

Fall 2020

SEM Section: R1  MR 1:30 pm - 2:45 pm  Kelly I Chung

WGSS 323  (F) Marxist Feminisms: Race, Performance, and Labor  (DPE)

Cross-listings: THEA 323  WGSS 323  AFR 329  AMST 329

Primary Cross-listing

Who is considered the dominant subject of labor? This course offers an overview of queer, women of color feminist, decolonial, and black and critical ethnic studies critiques of orthodox Marxism. Starting with core texts from the Marxist tradition, we will explore a range of social positions and forms of labor that complicate Marx’s emphasis on the white male industrial worker. Each unit, we will study key scholarship that centers reproduction, slavery, care and domestic work, indentured servitude, sex work, and low wage flexible labor, to name a few, alongside queer and feminist modes of performance that respond to and/or provide strategies to live and survive under racial capitalism. We will discuss seminal works by theorists, including Karl Marx, Luce Irigaray, Cedric Robinson, Jennifer Morgan, Hortense Spillers, Lisa Lowe, Gayatri Chakravorty Spivak, Dorothy Roberts, Angela Davis, José Esteban Muñoz, and Leo Bersani, in tandem with performances, such as paintings, performance art, poetry, protests, photography, prints, music, and sculptures. This course will equip students with a critical understanding of the ways racial capitalism has centrally relied upon the mass capture and recruitment of racialized and gendered labor in and beyond the U.S. and how, through performance, life under these conditions have been reimagined.

Requirements/Evaluation: In-class discussion, short weekly reading posts, class presentation, final paper

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: WGSS majors and students with experience in American Studies or performance studies coursework

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 323 (D1) WGSS 323 (D2) AFR 329 (D2) AMST 329 (D2)

Difference, Power, and Equity Notes: This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of labor is valued over other forms.
WGSS 330  (S) "A language to hear myself": Advanced Studies in Feminist Poetry and Poetics  (DPE) (WS)

Cross-listings: AMST 310  ENGL 302  WGSS 330

Secondary Cross-listing

The title of this course comes from Adrienne Rich's 1969 poem "Tear Gas," grounding our study in 1960s, 70s, and 80s feminist activist poetry but also in our current moment to answer a fundamental question: what can poetry do for us? In this period, feminist activist poets were at the center of a revolutionary social justice movement that changed the world. Feminist presses published much of the new poetry. This course focuses on the theory and practice of feminist poetry and print culture during this period, and how feminist experiments in language changed how we understand American poetry. We focus on the theoretical writings and poetry chapbooks of a diverse group of poets who powered the movement, including Audre Lorde, Mitsuye Yamada, Nelly Wong, Robin Morgan, June Jordan, Joy Harjo, Gloria Anzaldúa, Sonia Sanchez, Adrienne Rich, Judy Grahn, and Pat Parker. We also read the work of some later feminist theorists, such as Judith Butler, as we analyze the kinds of performances that brought together feminist poetry and political activism. We spend some time in the archives, analyzing documents from the period, including original publications of poetry chapbooks often published by the period's many feminist presses and consider how such attention allows us to construct alternative narratives for feminism and American poetry. Writing at the intersections of race, class, gender, and sexuality, and of multiple social justice movements (Civil Rights, anti-Vietnam War, LGBTQ activism, and Black Power), these poets gave us a new language to "hear," not only ourselves, but the experience and pain of others, and, in so doing, they moved personal experience into public discourse around issues of inequality and human flourishing in a democratic society.

Class Format: I anticipate that this class will be a hybrid course for students who are both remote and in-person, with a mix of synchronous and asynchronous elements.

Requirements/Evaluation: two short analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), short presentation, longer final researched paper (10-12 pages)

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: English, Women's, Gender, and Sexuality Studies, American Studies majors

Expected Class Size: 16

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)  (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 310 (D2) ENGL 302 (D1) WGSS 330 (D2)

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, critical summaries of feminist criticism, two four-to-five-page graded papers, one creative assignment, a longer, final researched paper (10-12 pages), written in stages over a period of several weeks with feedback at each stage. Critical feedback on written assignments a week prior to due date through conferences and Google Docs and on graded assignments within one week.

Difference, Power, and Equity Notes: The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the feminist movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the period.

Spring 2021

SEM Section: H1  TF 1:30 pm - 2:45 pm  Bethany Hicok

WGSS 331  (F) Queer Europe: Sexualities and Politics since 1850  (DPE)

Cross-listings: HIST 332  WGSS 331

Secondary Cross-listing

This course explores the construction, articulation, and politics of queer sexual desire in Europe from the mid-nineteenth century to the present. By
placing queer sexualities in their broader social and political context, the course examines the ways in which sexuality has become central to questions of identity, both personal and national, in modern European society. Topics include: ways of thinking about the queer past; women's "friendships" in Victorian Britain; the role of the new science of sexology in specifying various "sexual perversions"; the rise of sexual undergrounds in the context of European urbanization; the birth of campaigns for "homosexual emancipation"; attempts to regulate and suppress "deviant" sexualities, especially under the fascist and Nazi regimes in the 1930s; the effects of the postwar consumer revolution on the practices of sexual selfhood; the postwar "sex change" debates; the politics of 1950s homophile organizing and the 1970s Gay Liberation Movement; and recent debates about migrant queer identities in an increasingly multicultural Europe. The course will focus primarily on experiences in Britain, France, and Germany, but with some detours to Italy and Russia. Readings will be drawn from sexological texts, political tracts, memoirs, and the writings of recent historians and theorists. Several films will be screened and will also be central to our discussions of the changing meanings of sexual selfhood in modern European societies.

Class Format: This will hopefully be a 'hybrid' class, taught in person on campus, primarily as a discussion course. After Thanksgiving, the final course readings will be discussed remotely via Zoom. Depending on the numbers, if both on-campus and off-campus students enroll in the course -- or if masks and in-class social distance interfere with fruitful discussions -- instruction may shift to an all-remote format.

Requirements/Evaluation: The class will be taught entirely in discussion mode and students will be expected regularly to contribute to the discussion of the readings and films for the course. Evaluation will be based on the quality of those contributions, the posting of four 500-word response papers on the readings (chosen by the students), two 7- to 8-page interpretive essays, and a final research paper of 12- to 15-pages.

Prerequisites: None; open to all students.

Enrollment Limit: 15

Enrollment Preferences: Junior and Senior History majors, along with Women's, Gender and Sexuality Studies majors, will be given enrollment preference if the class is over-enrolled. But other students are welcome if space is available.

Expected Class Size: 8-12

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 332 (D2) WGS 331 (D2)

Difference, Power, and Equity Notes: "Queer Europe" is a DPE course insofar as it explores the mechanisms by which sexual difference has been constituted, contested, and experienced and addresses how what we assume to be the "sexual norm" has a profoundly political history. It focuses on the means by which norms are created and enforced through the operations of power and on how those norms have been challenged and resisted by individuals who have come to understand themselves outside the normative categories of sexual selfhood.

Fall 2020

SEM Section: H1 TR 6:45 pm - 8:00 pm Chris Waters

WGSS 336 (S) Foucault Now (DPE) (WS)

Cross-listings: WGSS 336 PHIL 326

Secondary Cross-listing

If we think of Michel Foucault as engaged in writing histories, or genealogies, of his own present designed to undercut the sense of the obviousness of certain practices and ways of thinking, categorizing, and knowing, we can easily imagine that he might now be questioning different aspects of our contemporary "present" than the ones standardly associated with his name, namely, panopticons and surveillance, discipline, criminalization, the biopolitics of health, the normal and the abnormal, etc. In this course we address the question: How is the present we find ourselves living today different from the one that the author Foucault wrote about in the 1960s, 70s and early 80s before his untimely death in 1984? What differentiates today from yesterday? And what present practices and ways of thinking and knowing might be questioned using Foucault's tools, genealogy in particular, for resisting unnecessary constraints on freedom and the perpetuation of unnecessary suffering? What is his legacy today? In this tutorial you will read from a selection of Foucault's texts (books, lectures, interviews) in order to acquire a firm grasp of his method of "critique" and his way of looking at the interconnections between forms of power and the knowledge associated with particular disciplines. We will also read more recent work by scholars that draw on Foucault to address problems in today's present. Among the contemporary texts assigned might be the following: Bernard Harcourt's Exposed: Desire and Disobedience in the Digital Age, Saidiya Hartman's Wayward Lives, Beautiful Experiments (2019), Verena Ehrenbusch's Terrorism: A Genealogy, Cressida Heyes' Anaesthetics, Ladelle McWhorter's Racism and Sexism in Anglo-America: A Genealogy, and Active Intolerance: Michel Foucault, The Prisons Information Group, and the Future of Abolition, eds. Perry Zum and Andrew Dilts.

Class Format: I will meet with students in a seminar format at various points throughout the semester. I have requested a class block for this reason.
Requirements/Evaluation: evaluation will be based on written work (six 5- to 6-page papers, and six 2-3 page commentaries on their partner’s papers) as well as the quality and level of preparation and intellectual engagement in our weekly meetings.

Prerequisites: Relevant background in critical theory, social theory, political theory or philosophy.

Enrollment Limit: 10

Enrollment Preferences: I will give preference to philosophy majors and to upper class students with a demonstrated background in critical theories. Some sophomores may be eligible.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 336 (D2) PHIL 326 (D2)

Writing Skills Notes: This is a tutorial. Students will write five or six 5-6-page papers during the course of the semester and receive significant feedback on each paper. At the end of each tutorial meeting the student is asked to reflect on how they would approach the paper differently if they were to rewrite it. In this version of the course, I may ask students to select one paper to revise as a final assignment.

Difference, Power, and Equity Notes: In this course we address power and domination, reflect on the difference between them, and treat power relations as not only an inevitable feature of any society, but as both enabling and constraining. Moreover, we will read material that uses Foucauldian tools to address contemporary issues involving sexism and racism, digital surveillance, and the abolition of prisons.

Spring 2021

TUT Section: RT1 TBA Jana Sawicki

CON Section: R2 MR 3:15 pm - 4:30 pm Jana Sawicki

WGSS 371 (F) Medicine and Campus Health in Disruptive Times (DPE)

Cross-listings: STS 370 WGSS 371 ANTH 371

Secondary Cross-listing

This class uses the methods and theories of critical medical anthropology and medical sociology to help students design and pursue innovative ethnographic projects that explore campus health or community health. Students will use an array of ethnographic techniques such as observant participation, interviewing, focus groups, and qualitative surveys to explore our campus community comprised of students, faculty, and/or staff, that build on weekly discussions, feedback, and design exercises. We situate our campus health projects within the wider context of how power and intersectionality inflect and structure health and well-being locally and globally. Our case studies explore how structural racism shapes medical education, pediatric care, and maternity care in the US, how the spread of US psychiatry inflects the landscape of global mental health, and how queer activism responded to the HIV/AIDS crisis. We consider how disruptive moments like COVID-19 or HIV/AIDS can serve as focal moments in social history that reveal underlying inequalities of health outcomes and access. We attend to the parallel roles of narrative in medicine and ethnography, as we contrast the discourse of providers & patients as well as researchers & interlocutors. Throughout our goal is to better understand the strengths and limits of ethnographic inquiry while exploring the challenges of collaborative and participatory research within communities always already structured by power, privilege, and engaged practices.

Class Format: Offered in hybrid format, yet students are encouraged to attend in person if they can. Students will be grouped into in-person or remote sections and can be reassigned during the semester if they request or require it for health reasons. Students should complete all assignments, weekly exercises, and attendance in class discussion. Please email me (Kgutscho@williams.edu) to indicate whether you plan to attend in person or remotely.

Requirements/Evaluation: Three written fieldnotes, weekly attendance and other writing exercises, midterm and final presentations on fieldwork projects

Prerequisites: none, but a class in Anthropology, Sociology, Science & Technology Studies, or other social science is recommended

Enrollment Limit: 20

Enrollment Preferences: Majors in Anthropology, Sociology, Women's, Gender and Sexuality Studies; Concentrators in Public Health, Science and Technology Studies

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 370 (D2)  WGSS 371 (D2)  ANTH 371 (D2)

Difference, Power, and Equity Notes: This class examines the intersection of race, gender, class, and sexuality in structuring health outcomes, well-being, and access to health resources. It theorizes the ways that intersectionality shapes health of individuals and societies, including patient/provider encounters and efforts to 'improve' community health within contexts of social inequality and social suffering.

Fall 2020
SEM Section: H1  WF 1:30 pm - 2:45 pm  Kim Gutschow

WGSS 379 (S) Black Women in the United States (DPE)

Cross-listings:  HiST 379  WGSS 379  AFR 379

Secondary Cross-listing

As slaves and free women, activists, domestics, artists and writers, African Americans have played exciting and often unexpected roles in U.S. political, social, and cultural history. In this course we will examine black women's lives from the earliest importation of slaves from Africa and the Caribbean through to the expansion of slavery, the Civil War, freedom, Jim Crow, the Civil Rights movements, and up to the present day. Consistent themes we will explore are the significance of gender in African American history and the changing roles and public perceptions of black women both inside and outside the black community. We will read and discuss a combination of primary and secondary sources; we will also consider music, art, and literature, as well as more standard "historical" texts.

Class Format: discussion

Requirements/Evaluation: student participation, three papers, and a brief oral presentation

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: History, WGSS, and American Studies Majors, and Africana Concentrators.

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 379 (D2)  WGSS 379 (D2)  AFR 379 (D2)

Difference, Power, and Equity Notes: This course meets the Difference, Power, and Equity requirement. The course focuses on empathetic understanding, power, and privilege, especially in relation to class, gender, and race within a U.S. context. We will study the ways in which the conflicts arose within the Black community and how Black women, usually without official positions as leaders, emerged as organizers and leaders in political and social movements.

Spring 2021
LEC Section: R1  TR 8:30 pm - 9:45 pm  Gretchen Long

WGSS 403 (S) The Pedagogy of Liberation (DPE)

Education is inherently political, and politics necessarily involves pedagogy. Who should teach, what is taught, how it is taught, and why it is taught are questions hotly debated at all levels and in all sites of education because the answers have implications for societal reproduction or transformation. Politicians, activists, even family members at the dinner table all seek to educate in ways that incline us toward particular political positions. At the heart of this class stands the question: if different pedagogies point us in different political directions, then what kind of pedagogy or pedagogies serve the end of liberation from oppression and why? Are there certain pedagogical "goods" that reliably serve the goal of liberation across sites? Or do different sites require different approaches? To begin to answer these questions, we will engage a variety of thinker-teachers and groups known for their commitment to a "pedagogy of liberation." While feminist thinkers will be foregrounded, we may also look to thinker-teachers who and groups that do not claim this label. In addition to engaging texts which reflect on different aspects of radical pedagogy (content, form, method, etc.) and radical pedagogy in different settings (the college classroom, the social movement headquarters, the home), we will witness radical pedagogy in practice.
Moreover, we will enact various radical pedagogical strategies in our own classroom and beyond.

Requirements/Evaluation: Participation, assistance developing syllabus, presentation, final paper or paper equivalent

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Preference will be given to WGSS majors.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This class is concerned with the relationship between pedagogy and equity - how can pedagogy be leveraged to combat oppression and encourage equity? In it, students will gain not just insight on, but practice in enacting radical democratic pedagogies that flatten power differentials and encourage effective engagement across difference.

Spring 2021

SEM Section: R1 MW 11:45 am - 1:00 pm Greta F. Snyder

WGSS 413 (S) Feminist Technoscience (DPE)

Cross-listings: WGSS 413 STS 413

Secondary Cross-listing

Are Feminism and Science compatible commitments? What do these nouns mean when paired with one another, when capitalized (or not), when pluralized (or not), and when deployed by a range of authors in different disciplines? What features do they share as ethical, political, and epistemological practices? What have scientific feminism and feminist science looked like in print and in practice since the middle of the 20th century, and how have they shaped our present, 21st-century technoscientific culture? To address these questions, we will read a set of essays and academic articles that are connected by a trail of citations. These will include works of theory -- like Donna Haraway's "Situated Knowledges" and "A Cyborg Manifesto" -- research write-ups like Pat Treusch's "The Art of Failure in Robotics," and ethnographic work like Sophia Roosth's "Evolutionary Yarns in Seahorse Valley." We will also examine the editorial introduction to "Science Out of Feminist Theory," a 2017 special issue of Catalyst, and we will circle outward and backward to make sense of the terms and arguments we encounter there. While some of the readings will be set in advance, students will help shape the syllabus as we travel toward a better understanding of feminist technoscience's potentials and limitations at a time when technical change often outpaces careful consideration of its consequences.

Class Format: This course will meet remotely in Spring 2021.

Requirements/Evaluation: discussion participation; five response papers (~2 pages); mid-semester essay (8 pages); final essay (12-15 pages + in-class presentation)

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Science and Technology Studies concentrators

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 413 (D2) STS 413 (D2)

Difference, Power, and Equity Notes: Central to "Feminist Technoscience" is a recognition of and engagement with the historical under-privileging of women, women's work, and women's bodies in capital-S "Science" and in a wide range of other technoscientific practices. We will examine and elucidate several branches of feminist theory. We will also develop feminist accounts of contemporary technoscientific work, even as we critique a number of such accounts from the past several decades.

Spring 2021

SEM Section: R1 TR 9:45 am - 11:00 am Ezra D. Feldman
ECONOMICS (Div II)
Chair: Professor Lara Shore-Sheppard

- Quamrul H. Ashraf, Professor of Economics; on leave Spring 2021
- Jon M. Bakija, W. Van Alan Clark ’41 Third Century Professor in the Social Sciences
- Ralph M. Bradburd, David A. Wells Professor of Political Economy
- Gerard Caprio, Chair of the Executive Committee for the Center for Development Economics and William Brough Professor of Economics; affiliated with: Ctr-Development Economics
- Gregory P. Casey, Assistant Professor of Economics
- Matthew Chao, Assistant Professor of Economics
- William M. Gentry, Professor of Economics
- Matthew Gibson, Assistant Professor of Economics
- Susan Godlonton, Associate Professor of Economics
- Sarah A. Jacobson, Associate Professor of Economics
- Pamela Jakiela, Associate Professor of Economics
- Kenneth N. Kuttner, Robert F. White Class of 1952 Professor of Economics
- Sara LaLumia, Professor of Economics, Chair of Political Economy Program; affiliated with: Political Economy Program
- David A. Love, Provost, Class of 1969 Professor of Economics; affiliated with: Economics Department
- Peter J. Montiel, Fairleigh S. Dickinson, Jr. ’41 Professor of Economics
- Steven E. Nafziger, Professor of Economics; on leave 2020-2021
- Will Olney, Associate Professor of Economics; on leave 2020-2021
- Owen Ozier, Associate Professor of Economics
- Peter L. Pedroni, Professor of Economics
- Greg Phelan, Associate Professor of Economics
- Ashok S. Rai, Professor of Economics
- Michael Samson, Senior Lecturer in Economics
- Lucie Schmidt, John J Gibson Professor of Economics
- Stephen C. Sheppard, Class of 2012 Professor of Economics
- Lara D. Shore-Sheppard, Chair and Kimberly A. ’96 and Robert R. ’62 Henry Professor of Economics
- Anand V. Swamy, The Willmott Family Third Century Professor of Economics; on leave Spring 2021
- Owen Thompson, Assistant Professor of Economics
- Tara E. Watson, Professor of Economics; affiliated with: Public Health Program
- David J. Zimmerman, Professor of Economics and Orrin Sage Professor of Political Economy; on leave Spring 2021

GENERAL INFORMATION
The primary objectives of the economics major are to develop an understanding of how individuals, organizations and societies meet their material needs. The introductory courses present the fundamental principles of economics at a level that is useful for understanding a wide range of social and policy issues. The core theory courses provide a more rigorous grounding in the tools used in analyzing individual choice, the functioning of markets, and the behavior of output, employment, and inflation. The econometrics course familiarizes students with the methods used to analyze economic data, and equips them with the tools necessary to critique and conduct empirical research. The electives draw on the skills developed in the
introductory and core courses to gain a richer understanding of specific aspects of economic behavior and public policy.

**The economics major and business careers.** The analytical and critical thinking skills taught in economics classes are useful for many careers, including business. The major is not designed to provide pre-professional training in business or management, however. Students from a wide variety of majors, including the sciences and humanities, have gone on to successful business careers. We therefore advise those interested in business to acquire a broad exposure to the arts, social science, and natural sciences, and to major in a subject that engages their interest even if that subject is something other than economics.

**Planning for a possible economics major.** Given the hierarchical structure of the economics major, students considering the economics major should try to start with ECON 110 during their first year. Since ECON 255 requires a prior statistics course (STAT 161, 201 or 202), prospective economics majors should complete the statistics requirement relatively early in their college careers. Since the 400-level electives typically require at least two of the intermediate core courses (ECON 251, 252, or 255), students are strongly encouraged to complete the core courses by the end of junior year. We prefer that the three intermediate core classes be taken at Williams, so students planning on studying abroad as juniors should aim to complete these courses before departure if possible.

**Preparation for graduate school.** Graduate study in economics requires considerably more mathematical training than that necessary for the economics major. We advise students who are considering pursuing a Ph.D. to take at a minimum MATH 150 or 151, MATH 209 or 309, MATH 250, and MATH 350. We also advise students to consider electives such as ECON 451, 471, 472, 474, or 475 that present advanced perspectives on contemporary economic theory or econometrics. As graduate schools look for evidence of research aptitude, we also encourage those interested in graduate school to pursue the Honors program.

**MAJOR REQUIREMENTS**

Nine courses are required for the economics major. These are:

**Introductory Courses**

- Economics 110 Principles of Microeconomics
- Economics 120 Principles of Macroeconomics. Prerequisite: ECON 110

Passing the quantitative studies exam or the equivalent is a prerequisite for both classes. Both are suitable for non-majors. Courses numbered 200-299 will require one or both as prerequisites.

**Core Courses**

- Economics 251 Price and Allocation Theory. Prerequisites: differential calculus (MATH 130 or equivalent) and ECON 110
- Economics 252 Macroeconomics. Prerequisites: differential calculus (MATH 130 or equivalent), ECON 110 and ECON 120
- Economics 255 Econometrics. Prerequisites: differential calculus (MATH 130 or equivalent) plus either STAT 161, 201 or 202. STAT 101 will also serve as a prerequisite, but only if taken prior to the fall of 2018. STAT 346 can be used to satisfy the ECON 255 major requirement, although not all upper-level electives and seminars accept STAT 346 as a prerequisite in lieu of ECON 255. Students with a double major in Statistics and Economics who choose to use STAT 346 to satisfy the ECON 255 requirement must take an additional ECON elective at any level. POEC 253 may not substitute for ECON 255 in fulfilling the major requirements, although some electives may accept POEC 253 as a prerequisite in lieu of ECON 255.

The three core classes may be taken in any order. All of the 300- and 400-level electives will require at least one of the core classes, and many of the 400-level seminars require ECON 255.

**Elective Courses**

Students must complete at least four economics electives in addition to the introductory and core classes listed above. At least two must be advanced electives numbered 300 to 398. At least one must be a seminar numbered 400-490. A second seminar may be taken in lieu of a 300-level elective. Enrollment preference for 400-level classes is given to seniors who have not already taken a seminar. Note that some of the advanced electives may have specific requirements beyond the core economics courses and MATH 130. With the permission of the instructor, undergraduates may enroll in 500-level graduate courses given by the Center for Development Economics. These courses can substitute for advanced electives numbered 300-398, unless otherwise noted in the course description.

**AP, IB and A-level Exams**

The ECON 110 requirement may be waived for students who earned a 5 on the microeconomics AP exam, and the ECON 120 requirement may be waived for those who received a 5 on the macroeconomics AP exam. Both the ECON 110 and 120 requirements may be waived for students who received an A on the A-level exam in economics or earned a 6 or 7 in the higher economics IB exam. A requirement may be waived for students who earned below a 5 on the microeconomics or macroeconomics AP exams or below a 6 on the higher economics IB exam after consultation with the department. In all cases, results from the department placement exam are taken into account in making the determination of whether a requirement
will be waived.

Students who started at Williams prior to Fall 2020 will receive major credit for each course requirement that is waived and may complete the major with either eight or seven additional courses, depending on whether they place out of one or both introductory courses. These would include the introductory course for which no advanced placement was granted (if applicable), the three core classes, and four electives.

Students who start at Williams in Fall 2020 and following will receive advanced placement, but no reduction in the number of courses required for the major. Completion of a major in Economics requires nine semester courses. These would include the introductory course for which no advanced placement was granted (if applicable) and one additional elective at any level, or two additional electives at any level if both ECON 110 and 120 requirements are waived, the three core theory classes, and the four electives.

A score of 5 on the statistics AP exam, a 6 or a 7 on the statistics IB exam, or an A on the A-level statistics exam will satisfy the statistics prerequisites for ECON 255.

STUDY ABROAD AND TRANSFER CREDIT

Students may receive credit for college courses taken at other institutions, including those taken as part of a study abroad program. Most economics courses taken elsewhere will qualify for 200-level elective credit. Some may be able to count towards a specific departmental requirement, including the introductory or core courses, or qualify as a 300-level elective. In order to receive the appropriate credit, courses must be approved ahead of time by the Department’s Coordinator for Transfer/Study Abroad Credit. (The Department’s web site will indicate which faculty member is serving as the Coordinator.) General study away guidelines for Economics are posted at econ.williams.edu/major/study-abroad.

THE DEGREE WITH HONORS IN ECONOMICS

Graduating with honors requires the completion of a substantial piece of independent research. Those with an economics GPA of at least 3.5 are encouraged to apply. In addition, because theses typically make use of empirical methods, those considering writing a thesis are strongly advised to complete Econ 255 before the end of junior year.

The honors program involves working closely with a faculty adviser on a subject related to the faculty member’s area of expertise. The first step in pursuing honors is therefore to develop a thesis proposal in consultation with a faculty adviser. The proposal is then submitted to the Department for approval.

The Department offers both a half-year and a full-year honors program:

The half-year program entails enrolling in a one-semester seminar plus a WSP class. Students may either enroll in ECON 491 in the fall semester and ECON 30 during winter study, or they may take ECON 30 during winter study and ECON 492 in the spring. Proposals for a fall semester thesis are due in May of the junior year, while those doing a spring thesis will submit their proposals in December of the senior year. Those choosing the half-year option often base their projects on research that had been initiated in an advanced elective or a seminar, although this is not a requirement.

The full-year program involves taking ECON 493 in the fall, ECON 31 during winter study, and ECON 494 in the spring. Proposals are due in May of the junior year.

Both programs require students to remain on campus during winter study.

Prospective honors students considering studying abroad during their junior year should plan to complete the core courses and at least one 300-level elective by the end of their sophomore year. They are also urged to begin their collaboration with their intended adviser prior to departure, and to consult with the Director of Research on the options for pursuing honors. (The Department’s web site will indicate which faculty member is serving as the Director of Research.)

Further details on the two routes, the application procedure and deadlines are contained in memos sent to economics majors in the spring and fall semesters. The information is also available on the Department’s web site.

In addition to completing the research project, the College Bulletin states that in order to graduate with honors, students must take at least one course in addition to the minimum number required for the major. Students in the full-year program may substitute ECON 493 for an upper-level elective (excluding those numbered 400-490). Students enrolled in the half-year program may not substitute ECON 491 or 492 for one of their electives.

GRADUATE COURSES IN DEVELOPMENT ECONOMICS

Graduate courses given by the Center for Development Economics are open to undergraduates who have taken the prerequisites, although in most cases, permission of instructor is also required. Unless otherwise specified in the course description, these courses can substitute for electives numbered 300-398 in the major.
ECON 105  (F)  Gender in the Global Economy
Cross-listings:  WGSS 211  ECON 105

Secondary Cross-listing
This course will present a feminist economic analysis of the global economy, and some of the urgent issues facing women in poor countries. The course will start by developing theoretical resources: these will include feminist critiques of economic theory, work on care labor and the shifting boundaries between markets, governments and households, and discussions of intersectionality and difference. Then we will discuss a series of interlinked issues which may include the contradictory effects of structural adjustment and its successors; the informal sector and global value chains; the economics of sex work and global sex trafficking; and migration. We will finish by looking at community-based activism, non-governmental organizations, and the possibilities for North/South alliances.

Class Format: lecture/discussion
Requirements/Evaluation:  reaction papers, research paper; participation in class discussion will count for part of the grade
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences:  Women's, Gender and Sexuality Studies majors
Expected Class Size: 12
Grading:  yes pass/fail option,  yes fifth course option
Unit Notes:  This course cannot count toward the ECON major.
Distributions:  (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 211 (D2) ECON 105 (D2)

Fall 2020
SEM Section: R1  MWF 11:45 am - 1:00 pm  Kiaran Honderich

ECON 110  (F)(S)  Principles of Microeconomics  (QFR)
This course is an introduction to the study of the forces of supply and demand that determine prices and the allocation of resources in markets for goods and services, markets for labor, and markets for natural resources. The focus is on how and why markets work, why they may fail to work, and the policy implications of both their successes and failures. The course focuses on developing the basic tools of microeconomic analysis and then applying those tools to topics of popular or policy interest such as minimum wage legislation, pollution control, competition policy, international trade policy, discrimination, tax policy, and the role of government in a market economy.

Class Format: Sections taught by Professors Bradburd and Chao will be strictly remote, with both asynchronous and synchronous components. All other sections will be taught in a hybrid format and will include in-person elements.
Requirements/Evaluation:  problem sets, quizzes, short essays, two midterms, final exam
Prerequisites: none
Enrollment Limit: 30
Enrollment Preferences:  This course is required of Economics and Political Economy majors and highly recommended for those non-majors interested in Environmental Studies and Women's, Gender and Sexuality Studies.
Expected Class Size: 30
Grading:  yes pass/fail option,  no fifth course option
Unit Notes:  The department recommends students follow this course with ECON 120 or with a lower-level elective that has ECON 110 as its prerequisite; students may alternatively proceed directly to ECON 251 after taking this introductory course.
Distributions:  (D2)  (QFR)
Quantitative/Formal Reasoning Notes:  Course involves mathematical modeling of real-world phenomena, analyzing quantitative results, and describing those results in words.

Fall 2020
ECON 120  (F)(S)  Principles of Macroeconomics  (QFR)
This course provides an introduction to the study of the aggregate national economy. It develops the basic theories of macroeconomics and applies them to topics of current interest. Issues to be explored include: the causes of inflation, unemployment, recessions, and depressions; the role of government fiscal and monetary policy in stabilizing the economy; the determinants of long-run economic growth; the long- and short-run effects of taxes, budget deficits, and other government policies on the national economy; the role of financial frictions in amplifying recessions; and the workings of exchange rates and international finance.

Class Format: Prof. Bakija and Prof. LaLumia intend to teach their synchronous class meetings primarily in an in-person, and not hybrid, format. Students who need to participate remotely must enroll in Prof. Casey’s sections instead. Prof. Bakija intends to implement some mix of in-person lecture and discussion (maybe outside when the weather permits), pre-recorded video lectures to watch before class, and possibly occasional Zoom-based discussion, depending on public health conditions at the time.

Requirements/Evaluation: Depending on instructor, may include: problem sets, short essays, quizzes, reading assignments, either one or two midterms, and a final exam.

Prerequisites: ECON 110

Enrollment Limit: 30

Enrollment Preferences: First-year students and sophomores.

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

Quantitative/Formal Reasoning Notes: Course involves mathematical modeling of real-world phenomena, analyzing quantitative results, and describing those results in words.

Fall 2020
LEC Section: R1  MWF 8:00 am - 8:50 am  Kenneth N. Kuttner
LEC Section: R2  MWF 12:00 pm - 12:50 pm  Kenneth N. Kuttner

Spring 2021
LEC Section: 01  MR 1:30 pm - 2:45 pm  Jon M. Bakija
LEC Section: 02  MR 3:15 pm - 4:30 pm  Jon M. Bakija
LEC Section: 05  MW 10:00 am - 11:15 am  Sara LaLumia
LEC Section: 06  MWF 11:45 am - 1:00 pm  Sara LaLumia
LEC Section: R3  TR 8:00 am - 9:15 am  Gregory P. Casey
LEC Section: R4  TR 9:45 am - 11:00 am  Gregory P. Casey

ECON 203  (S) Gender and Economics
Cross-listings:  WGSS 205  ECON 203

This course uses economic analysis to explore how gender differences can lead to differences in economic outcomes, in both households and the labor market. Questions to be covered include: How does the family function as an economic unit? How do individuals allocate time between the labor market and the household? How have changes in family structure affected women's employment, and vice-versa? What are possible explanations for gender differences in labor force participation, occupational choice, and earnings? What is the role of government in addressing gender issues in the home and the workplace? How successful are government policies that primarily affect women (e.g., AFDC/TANF, parental leave, subsidization of child care)? The course will focus on the current experience of women in the United States, but will place these gender differences in a historical and cross-cultural context.

Class Format: Course will be remote and will include synchronous lecture/discussion, possibly combined with some asynchronous components.

Requirements/Evaluation:  weekly discussion papers, two midterms, and a final paper and presentation

Prerequisites:  ECON 110

Enrollment Limit:  25

Enrollment Preferences:  If overenrolled, students will be asked to submit short statement of interest.

Expected Class Size:  25

Grading:  yes pass/fail option,  yes fifth course option

Distributions:  (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 205 (D2)  ECON 203 (D2)

Spring 2021
LEC Section:  R1    TF 3:15 pm - 4:30 pm    Lucie Schmidt

ECON 204  (S)  Economics of Developing Countries  (DPE)

Cross-listings:  ENVI 234  ECON 204

Primary Cross-listing

The leaders of developing countries almost universally proclaim "economic development" to be their eventual destination, but it is not easy to visualize the journey. Is rapid economic growth sufficient to generate development, or do governments need to invest proactively in health, education and social protection? Can agriculture support incomes and provide jobs, or is urban industrial development a prerequisite? How do households in developing countries insure themselves against adverse outcomes? Can policies enable entrepreneurship and innovation in such economies? Is it true that corruption is a significant obstacle? Has the climate crisis upended our traditional models to the point where we need to rethink the notion of development? How does the global COVID-19 pandemic threaten the progress developing countries have achieved, and what policy responses will be most effective in addressing the crisis? The class will introduce these and other issues, as analyzed by economists.

Class Format:  discussion

Requirements/Evaluation:  short essays/assignments; two individual take-home exams; final group project

Prerequisites:  one ECON class at Williams or prior course deemed equivalent by the Economics Department

Enrollment Limit:  25

Enrollment Preferences:  first-year and sophomore students

Expected Class Size:  25

Grading:  no pass/fail option,  no fifth course option

Distributions:  (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 234 (D2)  ECON 204 (D2)

Difference, Power, and Equity Notes: This course provides a setting for students to learn about the causes and consequences of poverty in developing countries. It requires students to engage with questions of political and economic power, stressing attentiveness to how market relationships may not generate welfare-maximizing opportunities for poor and marginalized populations. Through exercises and a group project, the
ECON 205 (F) Public Economics

This course examines the role of the government in a market economy. We consider three broad issues: under what conditions is government intervention in the economy appropriate? When merited what is the most effective form of intervention? What effects do government policies have on incentives and behavior? In addition to a theoretical perspective, we will discuss particular government spending programs in the United States, including Social Security, various types of publicly-provided insurance, spending on education, and public assistance for the poor. Finally, we will study how the government raises revenue through taxation. We will discuss the principles that guide tax design and consider the effects of the tax code on behavior. In the fall of 2020, special consideration will be given to policy responses to public health crises, including Covid-19.

Class Format: Lecture / discussion format. Fall 2020: in some weeks, we will meet as a full group for one 75 minute block (in person if possible) and break into smaller groups for one hour discussion sections (most likely remote); section times will be arranged at the beginning of the term.

Requirements/Evaluation: problem sets, short writing assignments, participation in discussion and activities, midterm exam, and final exercise

Prerequisites: ECON 110

Enrollment Limit: 25

Enrollment Preferences: Prospective economics and political economy majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)
market economy erode the moral and ethical foundations on which it rests? We read Adam Smith, Mill, Keynes, Galbraith and other neoclassical philosophers writing about the social fabric that holds an atomistic free market political economy together, with particular emphasis on Smith’s "other book"--Theory of Moral Sentiments--as an argument for limits to self-interested behavior inherent in human nature. (What is the sound of one Invisible Hand clapping?) We test our own articulated moral and political values against the existing political economy of Western democracies with help from more contemporary authors like Amartya Sen, Kenneth Boulding and Robert Kuttner. We will examine in depth the market for carbon offsets as a case study for the evaluation of the ethical validity of market-based solutions to climate problems. Students will write final papers on how well selected aspects of free market economies (organization of production, distribution of resources, mechanisms of inheritance, taxation) measure up to their own stated sense of justice--and how we might reform or perfect markets to align better with our morals.

**Requirements/Evaluation:** 3- to 5-page opinion paper (15%), 5-page comparative paper (20%), final paper applying learning to a specific context (40%), class participation and discussion posts (25%)

**Prerequisites:** ECON 110

**Enrollment Limit:** 19

**Enrollment Preferences:** letters written to instructor

**Expected Class Size:** 19

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

Not offered current academic year

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**ECON 213 (F) Introduction to Environmental and Natural Resource Economics** (QFR)

**Cross-listings:** ECON 213 ENVI 213

**Primary Cross-listing**

We’ll use economics to learn why we harm the environment and overuse natural resources, and what we can do about it. We'll talk about whether and how we can put a dollar value on nature and ecosystem services. We'll study cost benefit analysis, pollution in general, climate change, environmental justice, natural resources (like fisheries, forests, and fossil fuels), and energy. We will take an economic approach to global sustainability, and study the relationship between the environment and economic growth and trade. Consideration of justice and equity will be woven through the whole semester.

**Class Format:** We will likely use small, focused discussion groups in combination with lectures

**Requirements/Evaluation:** problem sets, short essays, final paper; intermediate assignments may include poster, presentation, brief writing assignment

**Prerequisites:** ECON 110 or equivalent

**Enrollment Limit:** 25

**Enrollment Preferences:** first-year and sophomore students

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** this course will count toward both the Environmental Studies major and concentration

**Distributions:** (D2) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 213 (D2) ENVI 213 (D2)

**Quantative/Formal Reasoning Notes:** We will use formal theory expressed in math and graphs, perform calculations, and consume statistical data.

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Fall 2020

LEC Section: H1  MW 6:45 pm - 8:00 pm  Sarah A. Jacobson

**ECON 214 (S) The Economics and Ethics of CO2 Offsets** (WS)

**Cross-listings:** POEC 214 ENVI 212 ECON 214

**Primary Cross-listing**
Some electric utilities and other CO2 emission polluters are allowed to purchase carbon offsets to achieve a portion of their mandated emissions cuts, in effect, to pay others to reduce carbon emissions in their stead. Some individuals, college and universities, and for-profit and non-profit institutions have chosen voluntarily to purchase carbon offsets as a way of reducing their carbon footprint. But do offsets actually succeed in reducing carbon emissions? What separates a legitimate offset from one that is not? How should we measure the true impact of an offset? How do carbon offsets compare to other policies for reducing carbon emissions in terms of efficiency, equity, and justice? Is there something inherently wrong about "commodifying" the atmosphere? Is there something inherently wrong about selling or buying the right to pollute? Should colleges and universities be using the purchase of offsets to achieve "carbon neutrality?"

Class Format: This tutorial will be taught remotely via Zoom meetings. Each student will be the tutorial partner of one other student, and each pair of tutorial partners will meet with the instructor for 75 minutes each week. Individual "office hour meetings" will also occur via Zoom meetings.

Requirements/Evaluation: a 5- to 7-page paper every other week; a 3-page written critique every other week; one re-write paper

Prerequisites: ECON 110 or the equivalent, permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first-year students and sophomores intending to major in Economics and/or to major or concentrate in Environmental Studies

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
POEC 214 (D2) ENVI 212 (D2) ECON 214 (D2)

Writing Skills Notes: Each student will write five 5-7 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will write five 3-page critiques of their partner's papers. As the final assignment, each student will revise one of their five papers.

Spring 2021
TUT Section: RT1 TBA Ralph M. Bradburd

ECON 215 (S) Globalization

Cross-listings: GBST 315 ECON 215

Primary Cross-listing

This course will examine the causes and consequences of globalization. This includes studying topics such as trade, immigration, foreign direct investment, and offshoring. The impact of these forms of globalization on welfare, wages, employment, and inequality will be a focal point. Throughout we will rely on economic principles, models, and empirical tools to explain and examine these contentious issues.

Class Format: discussion

Requirements/Evaluation: problem sets, two midterms, and a final paper and presentation

Prerequisites: ECON 110

Enrollment Limit: 25

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
GBST 315 (D2) ECON 215 (D2)

Not offered current academic year

ECON 227 (F) Acquiring Art: Selecting and Purchasing Objects For WCMA

Cross-listings: ARTH 527 ECON 227 ARTH 327

Secondary Cross-listing

How do museums acquire art? Factors considered in selecting objects include: the museum's existing collection, its mission, the availability of suitable
objects, evaluation of the art historical importance of potential purchases, and the available budget. How can objects be identified and obtained at the most reasonable cost? How do auctions work and what strategies are best for purchasing works at auction? Is it more economical to purchase art at auction or to work with dealers or (for contemporary works) directly with artists? Do museums consider value in the same way as private collectors? What role does an object's history and condition play in the evaluation process? In this course students will work as teams to identify and propose objects for addition to the collection of the Williams College Museum of Art (WCMA). A significant budget will be made available for the acquisition. We will discuss approaches for identification, acquisition and evaluation of objects. Student teams will be responsible for identifying a set of objects that would make appropriate additions to the WCMA collection, and a strategy for acquiring one or more of those objects. Working with the advice of WCMA curatorial staff, one or more of these objects will be acquired using the agreed strategy, and the object will become part of the WCMA permanent collection. Graduate students will participate in all aspects of the class but may be required to undertake different assignments.

Requirements/Evaluation: three papers of 10-15 pages each and class participation; student teams will make proposals for objects; each student will be required to submit three papers, dealing with the objects, the likely cost, and the best strategy

Prerequisites: ECON 110 or permission of instructor
Enrollment Limit: 20
Enrollment Preferences: senior majors in Art History, Economics and Political Economy; graduate students will be admitted only by permission of instructors
Expected Class Size: 20
Grading: no pass/fail option, no fifth course option
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
ARTH 527 (D1) ECON 227 (D1) ARTH 327 (D1)
Not offered current academic year

ECON 228 (F) Water as a Scarce Resource
Cross-listings: ECON 228 ENVI 228
Primary Cross-listing
For a variety of reasons including environmental pollution, urbanization, changing agricultural techniques, resource mismanagement, and the consequences of climate change, water is becoming a scarce resource even in places where it was relatively plentiful in the past, and it is likely to become an increasingly scarce resource over the coming decades. In this course we will use basic economic models to consider policy issues relating to water: Is access to water a basic human right, and if so, what market and non-market mechanisms should play a role in water allocation? Does public ownership of water improve the way it is provided and used? Why do societies differ in their approaches to allocating water and are some systems better than others? What does it mean to have a property right to water? Could private property rights to water help address the water pollution problem? How can societies change their water-related property rights, regulations and social institutions when individuals have implicit or explicit rights to the institutional status quo? Who has the right to water that crosses international boundaries? How should societies allocate water across generations?
Class Format: meeting with the instructor in pairs for an hour each week
Requirements/Evaluation: a 5- to 7-page paper every other week (5 in all), prepare and present a written critique of their partners’ papers in alternate weeks, and revise and re-write one of their five papers; evaluation will be based on the quality of the papers and on the quality of the student's oral presentations and commentary on the work of their colleagues
Prerequisites: ECON 110 or equivalent
Enrollment Limit: 10
Enrollment Preferences: first-year students and sophomores intending to major in Economics and/or to major or concentrate in Environmental Studies, and to students who are already major or concentrators in those subjects
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
ECON 228 (D2) ENVI 228 (D2)
Not offered current academic year
ECON 229 (S) Law and Economics (QFR)

This course applies the tools of microeconomic analysis to private (i.e., civil) law. This analysis has both positive and normative aspects. The positive aspects deal with how individuals respond to the incentives created by the legal system. Examples include: how intellectual property law encourages the creation of knowledge while simultaneously restricting the dissemination of intellectual property; how tort law motivates doctors to avoid malpractice suits; and how contract law facilitates agreements. The normative aspects of the analysis ask whether legal rules enhance economic efficiency (or, more broadly, social welfare). Examples include: what legal rules are most appropriate for mitigating pollution, ensuring safe driving, and guaranteeing workplace safety? The course will also cover the economics of legal systems; for example, what are the incentives for plaintiffs to initiate lawsuits and what role do lawyers play in determining outcomes. The course will also consider potential reforms of the legal system.

Class Format: discussion

Requirements/Evaluation: class participation, problem sets, short papers based on actual court cases and possible legal reforms, a midterm exam, and a final exam

Prerequisites: ECON 110

Enrollment Limit: 35

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

ECON 230 (S) The Economics of Health and Health Care

Health, health care, and economics intersect in important ways. Health is an essential component of individual well-being and a fundamental input to a productive economy, making its production a societal priority as well as an individual one. Health care expenditures make up substantial fractions of economic activity in developed countries; in the United States health care expenditures are nearly one-fifth of the national economy, raising questions of why health care spending is so high and whether the spending effectively produces better health. At the same time, health is about more than just health care; it is driven by many other factors, from individual behavior, to market forces, to government policy. In this course we will examine the economics of health by applying microeconomic analysis to the problems of health and health care provision. The course focuses on three broad areas: the inputs to health and the demand for health care; the structure and functioning of health care markets and the roles of key institutions; and the role of public policy in furthering individual and population health. Special attention will be devoted to topics of current policy interest, including health disparities, problems of health care costs and cost containment, health insurance reform and the Affordable Care Act, the role of public health interventions, and drug development and regulation. The COVID-19 pandemic has brought many of the challenges of health and health care into sharp focus, and we will examine the pandemic as a particularly instructive case study.

Class Format: The class is a mixture of lecture and discussion. I anticipate conducting the "hybrid" version of the course similarly to the in-person version, with students who are participating remotely attending synchronous lectures/discussions via Zoom.

Requirements/Evaluation: Several short papers, participation in class discussion, and a final research project and presentation

Prerequisites: ECON 110 and a class in statistics

Enrollment Limit: 25

Enrollment Preferences: Economics majors who have not yet taken a 200-level elective, Political Economy majors, and Public Health concentrators

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2021

LEC Section: H1 MWF 11:45 am - 1:00 pm Lara D. Shore-Sheppard

ECON 232 (F) Financial Markets, Institutions and Policies (QFR)

This course first explores the role of the financial system and financial markets, and how they interact with the economy. What does finance do? How are asset prices determined, and how are these prices related to interest rates? Are financial markets efficient, and what are the implications of their
efficiency or lack thereof? How does the financial system help with the management of risks faced by society? Second, it analyzes the role of the central bank and the conduct of monetary policy. How do central banks set monetary policy and how do those policies affect the economy? How does monetary policy change when interest rates are (virtually) zero? Third, it studies the complexities associated with managing and regulating modern financial instruments and markets. Why are financial crises so common, and why has regulation not succeeded in preventing them?

Requirements/Evaluation: problem sets, midterm, a debate and/or presentation, and a final exam

Prerequisites: ECON 110 and ECON 120

Enrollment Limit: 25

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (QFR)

Not offered current academic year

ECON 233 (S) Behavioral Economics and Public Policy

In many ways, the fields of psychology and economics both study the same phenomena: the incentives that influence our decision-making across different contexts. This course provides a survey of the ways in which these two fields intersect, i.e. behavioral economics. Topics include how individual responses to economic incentives can be influenced by heuristics, framing, social norms, and other cognitive or social motives, as well as how these concepts are incorporated into microeconomics models. Concurrently, the course will review how these concepts are being applied to firm strategy, development, and public policy contexts. These include the role of behavioral economics in programs geared towards reducing poverty, increasing environmental conservation, and encouraging education investment, among others. The course will also discuss whether and how we ought to judge which behaviors are socially desirable and worth encouraging through policy.

Class Format: Remote. We will have regular recorded lectures that you watch on your own time, and occasional meetings during class time via Zoom for a mix of lecture and discussion.

Requirements/Evaluation: One midterm, one final exam, 3-5 problem sets, and 1-2 writing assignments

Prerequisites: ECON 110

Enrollment Limit: 25

Enrollment Preferences: I will accept a mix of majors, non-majors, and underclassmen

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

Spring 2021

LEC Section: R1 TF 3:15 pm - 4:30 pm Matthew Chao

ECON 238 (F) Sustainable Economic Growth

Cross-listings: ENVI 238 ECON 238

Primary Cross-listing

Is it possible to have infinite economic growth on a finite planet? This question has sparked a great deal of inquiry across the social sciences. Some argue that we need to slow or even end economic growth to prevent environmental catastrophe. Others argue that market forces, especially changing prices and improved technology, will ensure that growth can continue unabated without significant negative consequences. Still others argue that government intervention is necessary to limit negative consequences of economic progress, but that effective interventions are still compatible with sustained economic growth. In this class, we will explore the insights that economics has to offer on this important question. We will start by considering the importance of finite inputs used in production, including fossil fuels, minerals, and land, among others. Then, we will consider whether undesirable byproducts of economic growth will prevent sustained growth. This second part of class will place a lot of emphasis on climate change. Throughout the class, we will pay special attention to the role that government intervention can or cannot play in promoting sustainable economic growth. This class will reinforce important concepts taught in introductory microeconomics and introductory macroeconomics.

Class Format: This class will be conducted remotely. The lectures will be asynchronous (videos posted online). Scheduled class times will be used for small group discussions and as review.
**ECON 240 (F) Colonialism and Underdevelopment in South Asia** (DPE) (QFR)

British colonial rule in South Asia shaped economy and society in fundamental ways. As resistance to colonial rule emerged in the late nineteenth century, "nationalist" writers developed a critique of its economic impact via taxation, fiscal policy, trade, and many other policies. In their turn, supporters of British rule, "apologists," argued that British rule had laid the foundations of economic growth by securing property rights, enforcing contracts, and developing infrastructure. The debate between "nationalists" and "apologists" has never quite ended, but after the recent growth of the Indian economy it has lost some of its emotional charge. We will use this opportunity to revisit the controversy.

**Requirements/Evaluation:** essays (one every other week) and responses to partner's essays will be evaluated

**Prerequisites:** one course in ECON

**Enrollment Limit:** 10

**Enrollment Preferences:** Economics major, prior course on South Asia

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (QFR)

**Difference, Power, and Equity Notes:** Issues of difference, power, and equity are at the heart of any analysis of colonialism, hence the DPE designation.

**Quantitative/Formal Reasoning Notes:** Students will write six essays, in which they will employ economic models and engage with quantitative evidence, so the course satisfies the QFR requirement.

**Not offered current academic year**

**ECON 242 (F) Evaluating the Costs and Benefits of Public Policies**

How do we determine whether introducing a new vaccine is cost-effective and worth the investment costs or whether a policy to protect a wetland is worth the sacrifice? Is it possible to assess the economic consequences in terms of benefits and costs of new healthcare regulations? Economists typically use the tools of applied cost-benefit (CBA) and cost-effectiveness analysis (CEA) in order to address such policy questions. The goal of applied economic evaluations is to identify, measure, and value all relevant costs and benefits of new public policy investments and regulations. This course covers both theory and practice of economic appraisal of a public policy (an investment project, regulation, a specific treatment etc.), with an emphasis on health care and public health applications. The CBA and CEA methods covered in the class are widely used in many other policy areas as well, including public transportation, infrastructure investment and environmental policy.

**Requirements/Evaluation:** computer lab assignments, active class participation, midterm exam, and final exam

**Prerequisites:** ECON 110 or equivalent, MATH 130 or equivalent

**Enrollment Limit:** 30

**Enrollment Preferences:** Econ Majors and Public Health Concentrators

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option
ECON 251  (F)(S) Price and Allocation Theory  (QFR)
A study of the determination of relative prices and their importance in shaping the allocation of resources and the distribution of income. Subjects include: behavior of households in a variety of settings, such as buying goods and services, saving, and labor supply; behavior of firms in various kinds of markets; results of competitive and noncompetitive markets in goods, labor, land, and capital; market failure; government policies as sources of and responses to market failure; welfare criteria; limitations of mainstream analysis.

Class Format: Sections taught by Professors Jakiela and Sheppard in the fall will be strictly remote, with both asynchronous and synchronous components. Sections taught by Professor Rai in the spring will be fully remote; students are expected to participate in both synchronous and asynchronous components. The spring section taught by Jacobson will be in person.

Requirements/Evaluation: Requirements vary by professor, but typically include frequent problem sets and multiple exams, including a final exam. They may also include one or more quizzes or short essays.

Prerequisites: ECON 110 and MATH 130 or its equivalent

Enrollment Limit: 20

Enrollment Preferences: Current or prospective Economics majors.

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

Quantative/Formal Reasoning Notes: Course involves developing and analyzing mathematical models of real-world phenomena, grounded in tools like calculus and game theory. Students are assumed to be comfortable with topics from introductory calculus, including differentiation and integration.

Fall 2020
LEC Section: R1  TF 1:30 pm - 2:45 pm  Pamela Jakiela
LEC Section: R2  TF 3:15 pm - 4:30 pm  Pamela Jakiela
LEC Section: R3  MR 1:30 pm - 2:45 pm  Stephen C. Sheppard
LEC Section: R4  MR 3:15 pm - 4:30 pm  Stephen C. Sheppard

Spring 2021
LEC Section: 01  TR 11:30 am - 12:45 pm  Sarah A. Jacobson
LEC Section: R2  MR 1:30 pm - 2:45 pm  Ashok S. Rai
LEC Section: R3  MR 3:15 pm - 4:30 pm  Ashok S. Rai

ECON 252  (F)(S) Macroeconomics  (QFR)
A study of aggregate economic activity: output, employment, inflation, and interest rates. The class will develop a theoretical framework for analyzing economic growth and business cycles. The theory will be used to evaluate policies designed to promote growth and stability, and to understand economic developments in the U.S. and abroad. Instructors may use elementary calculus in assigned readings, exams and lectures.

Class Format: Sections taught by Professor Pedroni in the fall will be strictly remote, with both asynchronous and synchronous components. Professor Montiel's fall section will be taught in person. Spring section formats are TBD.

Requirements/Evaluation: problem sets and/or written assignments, midterm(s), and a final exam

Prerequisites: ECON 110 and 120 and MATH 130 or its equivalent

Enrollment Limit: 20

Enrollment Preferences: Current or prospective Economics majors.

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (QFR)

Quantative/Formal Reasoning Notes: Course involves mathematical modeling of real-world phenomena, analyzing quantitative results, and
ECON 255  (F)(S)  Econometrics  (QFR)
An introduction to the theory and practice of applied quantitative economic analysis. This course familiarizes students with the strengths and weaknesses of the basic empirical methods used by economists to evaluate economic theory against economic data. Emphasizes both the statistical foundations of regression techniques and the practical application of those techniques in empirical research, with a focus on understanding when a causal interpretation is warranted. Computer exercises will provide experience in using the empirical methods, but no previous computer experience is expected. Highly recommended for students considering graduate training in economics or public policy.

Class Format: Professor Ozier's fall section will be strictly remote, with both asynchronous and synchronous components. Professor Zimmerman's fall section will be taught in a hybrid format and will include in-person elements. Spring section formats are TBD.

Requirements/Evaluation: problem sets, two exams, group project, and possible additional assignments
Prerequisites: MATH 130, plus STAT 161, 201 or 202 (or equivalent), plus one course in ECON; STAT 101 will also serve as a prerequisite, but only if taken prior to the fall of 2018
Enrollment Limit:  20
Enrollment Preferences: Current or prospective Economics and Political Economy majors.
Expected Class Size:  20
Grading:  no pass/fail option,  no fifth course option
Unit Notes:  Students may substitute the combination of STAT 201 and 346 for ECON 255
Distributions:  (D2)  (QFR)
Quantative/Formal Reasoning Notes: Course teaches research tools necessary to analyze data.

ECON 257  (F)  The Economics of Race  (DPE)
This course will examine the causes and consequences of racial disparities in economic outcomes. Specific topics will include the economic history of slavery, Reconstruction and the Civil Rights Movement; racial gaps in earnings, wealth, educational attainment, standardized test scores, and health outcomes; formal models of taste-based and statistical discrimination; and the structure and efficacy of government anti-discrimination policies. Much of the course will focus on racial discrimination faced by African Americans specifically, but there will also be coverage of other racial and ethnic minority groups. The course will additionally focus almost exclusively on the US, although many of the theories and techniques we will develop are
applicable to other contexts as well. The course will utilize basic microeconomic tools, such as straightforward extensions of the supply and demand model, and ECON 110 is a prerequisite. We will also make extensive use of descriptive statistics, and an introductory statistics course such as STAT 101 will be useful, but is not required.

**Class Format:** I anticipate conducting the "hybrid" version of the course broadly similarly to the in-person version, but with students participating remotely attending synchronous discussions/lectures via Zoom. A teaching assistant will monitor the Zoom feed so I can respond to questions and comments from students participating online.

**Requirements/Evaluation:** exams, short written responses, problem sets, participation

**Prerequisites:** ECON 110

**Enrollment Limit:** 25

**Enrollment Preferences:** First- and second-year students.

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** The course is well suited for the DPE distribution requirement as it will develop in detail not only the existence of race-based differences in a wide variety of key socioeconomic outcomes, but also explore the historical and contemporary processes that lead to those differences.

Fall 2020

**LEC Section:** H1   TR 11:30 am - 12:45 pm   Owen Thompson

**ECON 297 (F) Independent Study: Economics**

Students are invited to apply to undertake independent study on subjects of their own choosing. Interested students should consult with a faculty member about designing an appropriate project well in advance of fall registration.

**Requirements/Evaluation:** Determined in consultation with the faculty member advising the independent study

**Prerequisites:** Consent of an instructor and of the department chair

**Enrollment Limit:** none

**Enrollment Preferences:** none

**Expected Class Size:** NA

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** With permission of the department, an approved project may count as a 200-level elective for the major.

**Distributions:** (D2)

Fall 2020

**IND Section:** H1   TBA   Lara D. Shore-Sheppard

**ECON 298 (S) Independent Study: Economics**

Students are invited to apply to undertake independent study on subjects of their own choosing. Interested students should consult with a faculty member about designing an appropriate project well in advance of spring registration.

**Requirements/Evaluation:** Determined in consultation with the faculty member advising the independent study

**Prerequisites:** Consent of an instructor and of the department chair

**Enrollment Limit:** none

**Enrollment Preferences:** none

**Expected Class Size:** NA

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** With permission of the department, an approved project may count as a 200-level elective for the major.

**Distributions:** (D2)
ECON 299 (F) Economic Liberalism and Its Critics

Cross-listings: ECON 299 PSCI 238 POEC 250

Secondary Cross-listing

Economic liberalism holds that society is better off if people enjoy economic freedom. Its critics point to what they believe this position ignores or what it wrongly assumes, and hence, how it would make bad policy. This course explores the relationship between politics and economics by surveying influential works of political economy. Its first part examines major thinkers in relation to the historical development of capitalism in Western Europe and the United States: the classical liberalism of Adam Smith, Karl Marx's revolutionary socialism, and the reformist ideas of John Maynard Keynes. The second part considers mid-20th-century writers who revise and critique economic liberalism from a variety of perspectives, including Friedrich Hayek, Milton Friedman, Ronald Coase, Arthur Okun, and Albert O. Hirschman. The third part surveys significant recent contributions relevant to the themes of the course, with applications to current public policy issues, including topics such as: power relations and autonomy in the workplace; asymmetric information and social insurance; economic inequality and distributive justice; equality of opportunity; the economics of health care; positional goods and the moral foundations of capitalism; economic nationalism and new trade theory; behavioral economics; climate change and intergenerational equity; finance and financial crises; and rent-seeking. The combination of the historical focus of the early part of the course with discussion of modern policy issues and debates in the latter part of the course permits you to appreciate the ongoing dialogue between classical and contemporary views of political economy.

Class Format: Lectures recorded for viewing prior to class sessions; discussion in separate sections for in-person and remote students. Section 01 (afternoon) is in-person and section R2 (evening) is remote. Cap for both sections combined is 25. Students taking the class in-person should register for 01, and students taking the class remotely should register for R2. We will allow enrollment to be unbalanced between the two sections subject to the constraint that the total number of students cannot exceed 25.

Requirements/Evaluation: six short essays, several short homework assignments, and a final exam

Prerequisites: ECON 110 and 120 or equivalent; PSCI 201, 202, 203, or 204 (may be taken concurrently with POEC 250); open to non-majors

Enrollment Limit: 12

Enrollment Preferences: Political Economy majors and sophomores intending a Political Economy major

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
ECON 299 (D2) PSCI 238 (D2) POEC 250 (D2)

Fall 2020
LEC Section: 01 MR 3:15 pm - 4:30 pm Jon M. Bakija, James E. Mahon
LEC Section: R2 TR 6:45 pm - 8:00 pm Jon M. Bakija, James E. Mahon

ECON 345 (S) Growth Diagnostics (QFR)

Cross-listings: ECON 545 ECON 345

Primary Cross-listing

Evidence from across the developing world suggests that the "binding constraints" to economic growth can be remarkably heterogeneous—i.e., the growth potential of stagnating or underperforming economies may be unlocked in a large variety of ways. For instance, pre-reform China had been constrained by poor supply incentives in agriculture, whereas Brazil has been held back by an inadequate supply of credit, South Africa by poor employment incentives in manufacturing, El Salvador by insufficient production incentives in tradables, Zimbabwe by bad governance, and so forth. How can developing-country policymakers determine country-specific constraints like these, thus enabling them to pragmatically pursue a selected set of growth-promoting policies rather than attempting to implement a "laundry list" of reforms that are naively based on "best practice" rules-of-thumb?
This course will serve as a primer on "growth diagnostics," an empirically-driven analytical framework for identifying the most binding constraints to economic growth in a given country at a point in time, thereby allowing policymakers to develop well-targeted reforms for relaxing these constraints while being cognizant of the nation's prevailing economic, political, and social context. The course will first build on the basic theories and empirics of economic growth to elucidate the diagnostic framework and will then employ a wide range of country-specific case studies to demonstrate how the framework can be operationalized for policy making. Throughout the semester, students will be required to work in groups, each representing a given developing or emerging-market economy, in order to build a growth diagnostic for their group's assigned country by the end of the course.

**Requirements/Evaluation:** extensive class participation, two short (5-page) papers, two 15-page team papers comprising a country growth diagnostic, and a team presentation on the diagnostic

**Prerequisites:** for undergraduates ECON 251, ECON 252, and either ECON 255 or STAT 346

**Enrollment Limit:** 19

**Enrollment Preferences:** CDE fellows and senior Economics majors

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 545 (D2) ECON 345 (D2)

**Quantitative/Formal Reasoning Notes:** The course material will be draw heavily on mathematical and statistical models of economic growth and macroeconomic development, and students will be required to routinely develop mathematical models and/or conduct econometric analysis in their assignments.

Not offered current academic year

**ECON 348 (F) Human Capital and Development**

Children around the world face unequal opportunities to attend school, and to learn. This course will introduce students to economic studies of education, focusing on pre-school through high school. The course will mainly cover research in low-income and middle-income countries, but will also discuss connections to policy debates in the United States and elsewhere. Topics will include the importance of early-life conditions and investments; the connections between health and education; the roles of information, incentives, inputs, and technology; research methods; and decisions between policy options. Students in this course will analyze data themselves, and will critically read published research.

**Requirements/Evaluation:** Grades are principally based on problem sets, two in-class exams, and short presentations by students.

**Prerequisites:** ECON 255, POEC 253, STAT 346, or permission of the instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** Economics majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Not offered current academic year

**ECON 352 (S) Financial Development and Regulation**

**Cross-listings:** ECON 352 ECON 510

**Secondary Cross-listing**

This course focuses on the financial system and its role in economic development. The first part explores the functions of finance, how it contributes to growth and income inequality, examining what can be done to increase financial inclusion. It will examine experiences with financial sector repression and subsequent liberalization, and investigate the causes and impact of financial crises. Then it will study how to make finance effective and how to prevent or minimize crises, analyzing government's role as regulator, supervisor, standard setter, contract enforcer, and owner. In this final part, attention will be devoted to the role of institutions (laws, norms, culture) and incentives in financial sector development.

**Class Format:** discussion

**Requirements/Evaluation:** midterm, participation in class discussion and debates, and a final research paper

**Prerequisites:** for undergraduates, POEC 253 or ECON 255; undergraduate enrollment limited and requires instructor's permission
Enrollment Limit: 25
Expected Class Size: 20-25
Grading: no pass/fail option, no fifth course option
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
ECON 352 (D2) ECON 510 (D2)

Not offered current academic year

**ECON 353 (F) Mathematical Economics** (QFR)
This course integrates economics at the intermediate level with the tools of mathematics. Topics such as univariate and multivariate calculus will be reviewed or introduced in the context of how these mathematical concepts enhance economic analysis. The combination of economic and mathematical analysis will provide a strong foundation for thesis writing and advanced study of economic theory.

Requirements/Evaluation: quizzes, midterm and a final
Prerequisites: ECON 251 and MATH 130

Enrollment Limit: 25
Expected Class Size: 15
Grading: no pass/fail option, yes fifth course option
Distributions: (D2) (QFR)

Not offered current academic year

**ECON 356 (S) Empirical Methods in Macroeconomics** (QFR)
Cross-listings: ECON 513 ECON 356

Secondary Cross-listing
Macroeconomics and related fields in international finance and macro development have evolved specialized empirical techniques, known generally as macroeconometrics, which are designed to meet the practical challenges that the data and the empirical questions pose in these fields. The course will introduce the theory and application of these techniques, and students will learn how to implement these techniques using real world data to address practical questions drawn from the field of macro development. The course is also available to undergraduates with permission of the instructor. However, in lieu of Econ 356, undergraduates with good quantitative skills are encouraged to take Econ 371, which will cover a broader range of topics in greater depth.

Requirements/Evaluation: weekly homework assignments, term paper
Prerequisites: ECON 252, ECON 255 or equivalent Students may not earn credit for both Econ 356 and Econ 371

Enrollment Limit: 19
Enrollment Preferences: Economics majors and CDE fellows
Expected Class Size: 19
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:
ECON 513 (D2) ECON 356 (D2)

Not offered current academic year

**ECON 357 (S) The Economics of Higher Education**
This tutorial will utilize economic theory and econometric methods to understand a variety of issues pertaining to the economics of colleges and universities. In particular, we'll discuss the logic of non-profit enterprises, the financial structure of a college or university, competition in the market for higher education, policies impacting tuition and financial aid, the individual and societal returns from investments in higher education, and the distinctive features of academic labor markets. Particular attention will be paid to selective liberal arts colleges.

Class Format: will meet weekly in groups of two
Requirements/Evaluation: six 5- to 7-page papers and on the quality of the student’s oral presentations and commentary on the work of their colleagues.  

Prerequisites: ECON 251 and 255 or STAT 346 or permission of instructor.  

Enrollment Limit: 10  

Enrollment Preferences: Economics majors.  

Expected Class Size: 10  

Grading: no pass/fail option, no fifth course option.  

Distributions: (D2)  

Not offered current academic year.

ECON 359  (S)  Developing Country Macroeconomics II: Institutions and Policy Regimes  

Cross-listings: ECON 515  ECON 359  

Secondary Cross-listing  

Developing countries must confront a number of macroeconomic challenges that industrialized countries do not have to contend with: exchange rate volatility, large capital flows and commodity price fluctuations, for example. Building on ECON 505, this course examines these issues from both theoretical and empirical standpoints. The focus will be on the design of monetary, fiscal and exchange rate policies and institutions to enhance macroeconomic stability, and create an environment conducive to growth.

Requirements/Evaluation: two midterms and a final project.  

Prerequisites: ECON 505 or 506; undergraduate enrollment limited and requires instructor's permission.  

Enrollment Limit: none  

Enrollment Preferences: none.  

Expected Class Size: 25-30  

Grading: yes pass/fail option, no fifth course option.  

Distributions: (D2)  

This course is cross-listed and the prefixes carry the following divisional credit:  

ECON 515 (D2) ECON 359 (D2)  

Not offered current academic year.

ECON 360  (S)  Monetary Economics  

(QFR)  

This course covers a range of theoretical and applied issues bearing on monetary policy as conducted in the U.S. and abroad. Topics to be discussed include: What causes inflation? What are the channels through which monetary policy affects the economy? Why should central banks commit to policy rules? How do exchange rates respond to monetary policy? How did the gold standard work? And will cryptocurrencies replace the dollar? In addition, we will develop and learn how to simulate the “New Keynesian” macroeconomic model, which has become the standard framework for monetary policy analysis for central banks around the world.

Requirements/Evaluation: at least one exam, a research paper and a class presentation.  

Prerequisites: ECON 252 and 255. Multivariate calculus (MATH 150 or 151) is recommended but not required.  

Enrollment Limit: 20  

Enrollment Preferences: junior and senior Economics majors.  

Expected Class Size: 20  

Grading: yes pass/fail option, no fifth course option.  

Distributions: (D2) (QFR)  

Quantitative/Formal Reasoning Notes: The course entails the use of mathematical economic models, the presentation of quantitative information, and the interpretation of statistical analysis.  

Spring 2021  

LEC Section: H1  TR 9:45 am - 11:00 am  Kenneth N. Kuttner
ECON 362 (S) Global Competitive Strategies

Econ 362 acknowledges both the importance of large, diversified multinational firms in global economic activity, and the forms of strategic thinking that often displace, in practice, the optimization models of traditional economic analysis. In this course, we seek to describe competition in global markets by developing competence in decoding and critiquing (and even formulating) varieties of business and corporate strategies employed during the past forty years. While we treat a variety of theoretical models that seek or have sought to explain patterns of international economic activity, our priority is to ascertain their descriptive integrity and usefulness today. Our historical interest begins with mercantilism and covers Smith, comparative advantage, varieties of factor endowment theories, and much more, proceeding to strategic management perspectives and contributions of the 20th and early 21st century. We complete these efforts with a few original attempts to reconcile modern growth theory (e.g., Romer) with modern strategic practice (e.g., Porter). Further, substantial recent shifts in the nature of globalized economic activity, including the changing relative mobility and power of capital and labor, are examined. While the course is largely descriptive, it cannot fail to treat a few normative issues. We treat the efficacy of various government policies in promoting the competitiveness of home-based industries in regional and global markets. Finally, welfare propositions and policy ideas for addressing welfare impacts in a descriptively accurate context are advanced.

Class Format: mix of lecture, discussion, and case analyses

Requirements/Evaluation: written cases (in teams), class participation, a mid-term exam, and a final paper (can be co-authored) or exam are expected

Prerequisites: ECON 251

Enrollment Limit: 25

Enrollment Preferences: senior Economics majors

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

Not offered current academic year

ECON 364 (F) Theory of Asset Pricing

What is the price of time? What is the price of risk? How do markets allocate resources across time and uncertain states of the world? This course theoretically studies how markets allocate scarce resource across time and when outcomes are risky. The "goods" in such markets are called "assets" and the prices of "assets" determine the cost of trading resources across time and across uncertain states of the world. We theoretically investigate how equilibrium determines the price of time, then asset price implications; then asset allocations and prices in the presence of risk; finally, implications for new assets.

Requirements/Evaluation: problem sets and exams

Prerequisites: ECON 251 or ECON 252; and ECON 255 or STAT 201

Enrollment Limit: 20

Enrollment Preferences: Economics majors

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2020

LEC Section: R1 MW 11:45 am - 1:00 pm Greg Phelan

ECON 366 (S) International Trade and Development

Cross-listings: ECON 516 ECON 366

Secondary Cross-listing

This course will examine the causes and consequences of globalization and its implications for less-developed countries. We will study the classic models of international trade and discuss the empirical relevance of these theories. In addition, we will focus on other dimensions of globalization that are of particular importance to developing countries such as trade and education, emigration, brain drain, remittances, foreign direct investment, trade
policies, infant industry protection, trade and growth, the resource course, and trade agreements.

Class Format: discussion

Requirements/Evaluation: problem sets, midterm, presentation, and final

Prerequisites: ECON 251 and ECON 255; undergraduate enrollment limited and requires instructor's permission

Enrollment Limit: 19

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
ECON 516 (D2) ECON 366 (D2)

Not offered current academic year

ECON 370  Data Science for Economic Analysis
The goal of data science is to use empirical information from a broad range of sources to improve our understanding of the world around us. Economists increasingly rely on the tools of data science to access novel sources of data and information, characterize the economic environment, and conduct empirical analysis. This course provides hands-on introduction to data science tools most relevant for economic analysis including data visualization, exploratory data analysis, and statistical learning. The objective of the course is to help students: (i) formulate economic research questions that can be explored using data science tools, (ii) identify sources of data and prepare data for analysis, (iii) produce persuasive visualizations, and (iv) analyze data using both classical statistics and machine learning.

Class Format: The course includes traditional lectures, interactive activities in both Stata and R, and in-class presentations by students. Some prior knowledge of either Stata or R is helpful, but not required.

Requirements/Evaluation: Grades are based on in-class participation and performance on two take-home exams as well as problem sets and data visualization/analysis projects.

Prerequisites: ECON 255 or STAT 201, STAT 202, or STAT 346 or permission of instructor

Enrollment Limit: 25

Enrollment Preferences: Economics majors

Expected Class Size: 25

Grading:

Distributions: (D2)

Not offered current academic year

ECON 371  (F)  Time Series Econometrics and Empirical Methods for Macro  (QFR)
Econometric methods in many fields including macro and monetary economics, finance and international growth and development, as well as numerous fields beyond economics, have evolved a distinct set of techniques which are designed to meet the practical challenges posed by the typical empirical questions and available time series data of these fields. The course will begin with an introductory review of concepts of estimation and inference for large data samples in the context of the challenges of multivariate endogeneous systems, and will then focus on associated methods for analysis of short dynamics such as vector autoregressive techniques and methods for analysis of long run dynamics such as cointegration techniques. Students will be introduced to concepts and techniques analytically, but also by intuition, learning by doing, and by computer simulation and illustration. The course is particularly well suited for economics majors wishing to explore advanced empirical methods, or for statistics, mathematics or computer science majors wishing to learn more about the ways in which the subject of their majors interacts with the fields of economics. The method of evaluation will include a term paper. ECON 252 and either STATS 346 or ECON 255 are formal prerequisites, although for students with exceptionally strong math/stats backgrounds these can be waived subject to instructor permission. Credit may not be earned for both ECON 371 and ECON 356.

Requirements/Evaluation: term paper and regular homework assignments

Prerequisites: ECON 252 and either ECON 255 or STATS 346

Enrollment Limit: 19

Enrollment Preferences: students wishing to write an honors thesis, and students with strong MATH/STAT/CSCI backgrounds
**ECON 374 (F) Poverty and Public Policy (WS)**

Since 1965, the annual poverty rate in the United States has hovered between 10% and 15%, though far more than 15% of Americans experience poverty at some point in their lives. In this course, we will study public policies that, explicitly or implicitly, have as a goal improving the well-being of the poor in this country. These policies include social insurance programs such as Unemployment Insurance; safety net programs such as Temporary Assistance to Needy Families, Supplemental Nutrition Assistance Program, Medicaid, and housing assistance; education programs such as Head Start and public education; and parts of the tax code including the Earned Income Tax Credit and Child Tax Credit. We will explore the design and functioning of these programs, focusing on questions economists typically ask when evaluating public policy such as: What are the goals of the policy and does the policy achieve them? Does the design of the policy lead to unintended effects (either good or bad)? What are the trade-offs inherent in the policy's design? Could the policy be redesigned to achieve its goals more effectively? Through in-depth study of these programs, students will learn how economists bring theoretical models and empirical evidence to bear on important questions of public policy.

**Requirements/Evaluation:** evaluation will be based on six 5- to 7-page papers and on the quality of the student's oral presentations and commentary on the work of their colleagues

**Prerequisites:** POEC 253 or ECON 255 or STAT 346 or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Economics majors, Political Economy majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (QFR) (WS)

**Writing Skills Notes:** Each student will write five 5- to 7-page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will write five 2- to 3-page critiques of their partners' papers. Midway through the semester, each student will revise one of their first three papers.

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**ECON 375 (S) Inclusive Growth and Crisis Response: The Role of Social Protection Systems**

**Cross-listings:** ECON 532  ECON 375

**Secondary Cross-listing**

Over the past three decades, developing countries have increasingly expanded social protection systems to tackle poverty and vulnerability while promoting inclusive social development and equitable economic growth. These systems provide pro-poor policy instruments that can balance trade and labor market reforms, fiscal adjustments (such as reduced general subsidies) and other economic policies aimed at enabling better market performance. In addition, social protection systems help vulnerable people to cope with shocks to their livelihoods, promoting resilience, human capital development and sometimes high-return risk-taking. In times of crisis, these systems are more important than ever. From March to June 2020, the World Bank identified 195 countries that have adapted and expanded their social protection systems to respond to the COVID-19 pandemic. This tutorial offers the opportunity to explore how shock-responsive social protection systems can better enable developing countries to respond to global and local shocks in a manner that minimizes the medium- to long-term costs of the resulting crises. The tutorial examines how developing countries build social protection systems to tackle poverty, vulnerability and social exclusion that result from global and local shocks. Topics include how the design and implementation of effective interventions both respond to crises and strengthen long-term developmental outcomes. The tutorial focuses on country responses to the COVID-19 pandemic as both a relevant case study and an example of the kinds of global crises to which national social protection systems must be able to respond in the future.

**Requirements/Evaluation:** Students will write five papers during the term, and will prepare and deliver formal comments on five papers written by
other students

**Prerequisites:** ECON 251 or ECON 252

**Enrollment Limit:** 10

**Enrollment Preferences:** Junior and senior Economics majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 532 (D2) ECON 375 (D2)

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**Spring 2021**

TUT Section: RT1 TBA Michael Samson

**ECON 376 (F) The Economics of Global Inequality** (QFR)

This course focuses on the proximate and ultimate causes of global economic inequality across nations. Motivated by several stylized facts from cross-country data, we will pose a series of questions: Why are some countries so rich while others remain so poor? What explains heterogeneity in the experience of economic growth across nations, with some growing at a moderate pace over long periods of time, others experiencing rapid growth over shorter intervals, and yet others stagnating persistently? Do all economies face comparable challenges to achieving sustained economic growth? Will poorer countries ever catch up to richer ones? To answer these and other related questions, we will explore the underlying mechanisms of economic growth. What role is played by savings and investment (i.e., the accumulation of physical capital)? What is the influence of population growth? How important are investments in human capital (i.e., education and population health)? What about technological differences across nations? How much significance should we ascribe to cross-country differences in geographical characteristics? How much should we ascribe to differences in the quality of institutions? For each question, we will explore both theoretical and empirical approaches, ranging from formal models to qualitative historical evidence to cross-country growth regressions. We will debate the usefulness of these different approaches for development policy and will discuss the reasons why so many questions about global economic inequality remain difficult to answer.

**Class Format:** This course will be taught in hybrid format in Fall 2020. All classroom lectures will be recorded and made available for remote learners unable to attend lectures virtually. Problem set assignments and exams may be submitted electronically as needed, and all exams will be "take home." Additional office hours will be offered to accommodate the needs of remote learners.

**Requirements/Evaluation:** Problem sets, one midterm exam, final exam.

**Prerequisites:** ECON 252 and either ECON 255 or STAT 346. ECON 251 recommended but not required.

**Enrollment Limit:** 20

**Enrollment Preferences:** Junior and senior economics majors.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (QFR)

**Quantative/Formal Reasoning Notes:** The course material will draw heavily on mathematical and statistical models of economic growth and cross-country comparative development. Students will routinely work on sophisticated mathematical models of economic growth, involving the application of solution concepts from dynamic optimization and differential equations. Students will also be required to perform some econometric analyses in their assignments.

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**Fall 2020**

LEC Section: H1 TF 1:30 pm - 2:45 pm Quamrul H. Ashraf

**ECON 377 (F) Inspiration/Perspiration: The Economics of Innovation**

From the iron plow, to the steam engine, to modern biotechnology, innovation drives economic growth and raises living standards. Whether we are talking about great inventions or small tweaks, the tools of economics can help us understand how new ideas and technologies emerge, spread, and become obsolete. In this course, we will examine the creation of new knowledge, the translation of ideas and scientific advances into practical
applications, and the adoption of new technologies by producers and consumers. We will study the incentives that potential innovators face, how these are affected by patents and other forms of intellectual property rights, how entrepreneurs finance and market their innovations and how different market structures can influence the resulting trajectory of innovation and adoption. We will also discuss how government policies can foster the financing and development of innovation. Throughout the course, we will explore historical and contemporary case studies of the creation, exploitation, and consequences of innovation.

Requirements/Evaluation: reading responses and short writing assignments; empirical exercises; constructive contributions to class discussions; a group project; and an 8- to 10-page research paper

Prerequisites: ECON 251 and (ECON 255 or POEC 253)

Enrollment Limit: 25

Enrollment Preferences: junior and senior Economics majors

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Not offered current academic year

ECON 378  (F)  Long-Run Comparative Development  (QFR)

The world today is marred by vast disparities in the standard of living, with about a 30-fold difference in real GDP per capita between the poorest and most affluent of nations. What are the causes of such differences in prosperity across countries? Are the origins of global inequality to be found in underlying differences among societies over the past few decades, the past few centuries, or the past few millennia? If contemporary differences in living standards have such “deep” historical roots, what scope exists for policies to reduce global inequality today? Can we expect inequality to be reduced through some natural process of macroeconomic development, or is it likely to persist unless acted upon by policy? This course will present a unified theory of economic growth for thinking about these and related questions. Examples of issues to be covered include: the Neoclassical growth model and its inefficacy for answering questions about development over long time horizons; Malthusian stagnation across societies during the pre-industrial stage of economic development; the importance of the so-called demographic transition and of human capital formation in the course of industrialization; the persistent influence of colonialism, slavery, and ethnic fragmentation in shaping the quality of contemporary politico-economic institutions; and the enduring effects of geography on comparative development, through its impact on the emergence of agriculture in early human societies and its influence in shaping the composition of traits in populations across the globe.

Class Format: discussion

Requirements/Evaluation: problem sets, at least one exam, a research paper, and a class presentation

Prerequisites: ECON 251, ECON 252, and either ECON 255 or STAT 346

Enrollment Limit: 25

Enrollment Preferences: junior and senior Economics majors

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2)  (QFR)

Quantitative/Formal Reasoning Notes: The course material will draw heavily on mathematical and statistical models of economic growth and macroeconomic development. Students will be required to routinely develop and solve sophisticated mathematical models of economic growth, involving the rigorous application of solution concepts from constrained optimization and from optimal control theory. Students will also be required to perform some econometric analyses in their assignments.

Not offered current academic year

ECON 379  (S)  Program Evaluation for International Development

Cross-listings: ECON 523  ECON 379

Secondary Cross-listing Development organizations face strict competition for scarce resources. Both public and private organizations are under increasing pressure to use rigorous program evaluation in order to justify funding for their programs and to design more effective programs. This course is an introduction to evaluation methodology and the tools available to development practitioners, drawing on examples from developing countries. It will cover a wide range of evaluation techniques and discuss the advantages and disadvantages of each. The course is a mix of applied econometrics and practical
applications covering implementation, analysis, and interpretation. You will learn to be a critical reader of evaluations, and to develop your own plan to evaluate an existing program of your choice.

Class Format: This course will be taught remotely in the Spring of 2021.

Requirements/Evaluation: problem sets, short writing assignments, and one collaborative project

Prerequisites: one public economics course or microeconomics course (ECON 504 or ECON 110), and one empirical methods course (POEC 253 or ECON 255, 502, or 503)

Enrollment Limit: 20

Enrollment Preferences: CDE Students, but undergraduates with the prerequisites are welcome

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 523 (D2) ECON 379 (D2)

Spring 2021

SEM Section: R1  TR 11:30 am - 12:45 pm  Pamela Jakiela

ECON 380  (S) Population Economics

Cross-listings: ECON 380  ECON 519

Primary Cross-listing

This course is an introduction to the economic analysis of demographic behavior and the economic consequences of demographic change. An important aim is to familiarize students with historical and contemporary trends in fertility, mortality, migration, and family composition, and the implications of these trends for the economy. The course demonstrates the application of microeconomic theory to demographic behavior, including fertility, marriage, and migration. Students are introduced to basic techniques of demographic measurement and mathematical demography. Selected topics include the economic consequences of population growth in developing countries, the economics of fertility and female labor force participation, the effects of an older age structure on the social security system, and the relationship between population growth and natural resources.

Class Format: Course will be remote and will include synchronous lecture/discussion, possibly combined with some asynchronous components.

Requirements/Evaluation: at least one exam, a research paper and a class presentation

Prerequisites: ECON 251; POEC 253 or ECON 255 or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: If overenrolled, students will be asked to submit a brief statement of interest.

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 380 (D2) ECON 519 (D2)

Spring 2021

LEC Section: R1  TF 1:30 pm - 2:45 pm  Lucie Schmidt

ECON 381  (S) Global Health Policy Challenges

Poor health is both a cause and a consequence of poverty. It can trap individuals in poverty and reduce aggregate economic growth. This course will be structured around major global health challenges, including maternal health, infectious diseases (e.g. HIV/AIDS, tuberculosis, COVID), neglected tropical diseases (e.g malaria, dengue, Ebola), nutritional deficiencies, and mental health. We will focus primarily, but not exclusively, on health in low-income countries in this course. Students will read papers and conducted empirical assignments related to the various topics, as well as develop their own research idea during the semester related to one of the topics covered.
**ECON 382 (S) Gentrification and Neighborhood Change (DPE)**

While the phenomenon we call "gentrification" was first noted in the 1960s, these changes in urban neighborhoods have recently drawn increasing scrutiny and concern. Coming at a time of growing income inequality, the movement of higher income households into neighborhoods previously occupied by lower-income households has raised concerns about displacement, housing affordability, access to employment and other problems that may be associated with a gentrifying city. These problems may be further exacerbated by residential segregation and reduced support for public housing and transportation. This course will provide an opportunity to study these issues in depth. What, exactly, is gentrification? What do we know about the economic causes and consequences of gentrification and neighborhood change? How are these causes and consequences affected by growing income inequality and continued segregation in housing? What policy options might be pursued that could improve the well-being of existing and potential residents of the neighborhoods in US cities?

**Class Format:** The initial meeting of the class and all meetings of tutorial pairs will be held remotely via Zoom teleconference. Students will need a computer and reliable internet connection to participate.

**Requirements/Evaluation:** Students will meet in pairs once per week. On alternate weeks students will write a 10-12 page primary paper on an assigned topic, and on the next week write a 4-5 page comment and discussion on the primary paper. At least one of the primary papers written by each student during the course must incorporate some analysis of data on gentrification using data introduced in discussion.

**Prerequisites:** Economics 251 (Price and Allocation Theory), Statistics 161 or Economics 255 (Econometrics) or POEC 253 (Empirical Methods in Political Economy) or instructor permission.

**Enrollment Limit:** 10

**Enrollment Preferences:** Economics and Political Economy majors, Juniors and Seniors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** Gentrification has been identified in the survey of DPE suggestions as a worthwhile and important topic for a course satisfying the DPE requirement. Gentrification, with its consequent displacement of low-income and frequently minority households in cities is widely viewed as a problem and there have been increasing demands for local policies to limit the rate or extent of gentrification. We will address the causes, measurement of gentrification and extent to which it burdens poor households.

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**ECON 383 (S) Cities, Regions and the Economy**

Cities and urbanization can have significant impacts on the economy. In many developed economies, a process of regional decline is associated with older, industrial cities. In developing countries, the process of economic growth is generally associated with increasing urbanization. Urbanization, with its increasing concentration of population and production, puts particular pressure on markets to allocate resources for provision of land, housing, transportation, labor and public goods. Urbanization can alter the productivity of land, labor, and capital in ways that can improve the welfare of residents and the performance of the broader economy. In this course we will examine these conflicting economic forces and examine some recent research that contributes to our understanding of the difference between regional growth and decline, and the role that the urban structure plays in
these processes. We will examine the function of land, housing, transportation, and labor markets in the urban context, and the scope for public policies to improve the performance of the regional economy.

Class Format: This class will be conducted remotely, with lecture/discussions recorded as videos available on Glow, and class discussions held during the assigned meeting time of the class via Zoom teleconference. Students will need a computer and reliable internet connection to participate.

Requirements/Evaluation: Two midterms and a research paper on an approved topic that is at least 5000 words in length.

Prerequisites: ECON 251 or instructor's permission

Enrollment Limit: 20

Enrollment Preferences: Seniors and Juniors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2021

LEC Section: R1 TR 11:30 am - 12:45 pm Stephen C. Sheppard

ECON 384 (F) Corporate Finance (QFR)

This course analyzes the major financial decisions facing firms. While the course takes the perspective of a manager making decisions about both what investments to undertake and how to finance these projects, it will emphasize the underlying economic models that are relevant for these decisions. Topics include capital budgeting, links between real and financial investments, capital structure choices, dividend policy, and firm valuation. Additional topics may include issues in corporate risk management, corporate governance and corporate restructuring, such as mergers and acquisitions. In the fall of 2020, special consideration will be given to how both financial and real economic shocks interact with firms' financial decisions.

Class Format: Lecture / discussion; in the fall of 2020, some weeks we will meet for one 75-minute section (in person when possible) and break into smaller groups for one hour section groups (most likely remote). The timing of the sections will be arranged at the beginning of the semester.

Requirements/Evaluation: class participation, problem sets, short quizzes, short projects such as case write ups, a midterm exam, a final exercise and a research paper (possibly written with a partner)

Prerequisites: ECON 251, 252, and some familiarity with statistics (e.g., ECON 255)

Enrollment Limit: 20

Enrollment Preferences: Senior Economics majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

Quantative/Formal Reasoning Notes: The course uses quantitative models to evaluate decisions.

Fall 2020

LEC Section: 01 MW 6:45 pm - 8:00 pm William M. Gentry

LEC Section: R2 MWF 11:45 am - 1:00 pm William M. Gentry

ECON 385 (F) Games and Information

This course is a mathematical introduction to strategic thinking and its applications. Nash equilibrium, commitment, credibility, repeated games, and incentives, are discussed. Examples are drawn from economics, politics, history and everyday campus life. A focus will be models of distrust and prejudice.

Class Format: Remote

Requirements/Evaluation: One exam, regular problem sets and modeling assignments.

Prerequisites: ECON 251 and MATH 150, or permission of instructor

Enrollment Limit: 20
Enrollment Preferences: juniors and seniors
Expected Class Size: 20
Grading: no pass/fail option, yes fifth course option
Unit Notes: students who have taken MATH 335 cannot receive credit for this class
Distributions: (D2)

Fall 2020
LEC Section: R1  MR 3:15 pm - 4:30 pm  Ashok S. Rai

ECON 387 (F) Economics of Climate Change  (QFR)
Cross-listings: ECON 522  ENVI 387  ECON 387
Primary Cross-listing
This course introduces the economic view of climate change, including both theory and empirical evidence. Given the substantial changes implied by the current stock of greenhouse gases (GHGs) in the atmosphere, we will begin by looking at impacts on agriculture, health, income, and migration. We will consider the distribution of climate damages across poor and wealthy people, both within and across countries. Next we will study adaptation, including capital investments and behavioral changes. We will examine the sources of climate change, especially electricity generation and transportation, and think about optimal policies. What is the socially optimal amount of climate change? Why have countries had such a hard time agreeing on GHG emissions reductions, and how might we overcome such difficulties? We will consider the growing body of evidence from attempts to regulate GHGs, including China's cap-and-trade programs, the EU ETS, and US state policies. Throughout the course we will discuss the limits of the economic approach, pointing out normative questions on which economic theory provides little guidance.

Class Format: Lectures, office hours and TA sessions will take place on Zoom.
Requirements/Evaluation: problem sets, midterm, group presentation, final exam
Prerequisites: ECON 251, familiarity with statistics
Enrollment Limit: 20
Enrollment Preferences: Junior/Senior Economics majors and CDE fellows
Expected Class Size: 20
Grading: no pass/fail option, no fifth course option
Distributions: (D2)  (QFR)
This course is cross-listed and the prefixes carry the following divisional credit:
ECON 522 (D2) ENVI 387 (D2) ECON 387 (D2)
Quantative/Formal Reasoning Notes: The course involves simple calculus-based theory and applied statistics.

Fall 2020
LEC Section: R1  MR 1:30 pm - 2:45 pm  Matthew Gibson

ECON 389 (S) Tax Policy in Global Perspective  (QFR)
Cross-listings: ECON 514  ECON 389
Secondary Cross-listing
Taxes are half of what government does. So if you are interested in what government policy can do to promote efficiency, equity, and economic development, you should be interested in tax policy. Governments must raise tax revenue to finance critical public goods, address other market failures and distributional issues, and to avoid problems with debt and inflation. Taxes typically take up anywhere from ten to fifty percent of a country's income, they profoundly affect the incentives to undertake all varieties of economic activity, and the government expenditures that they finance have potentially large consequences for human welfare. So the stakes involved in improving tax policy are quite large. This class provides an in-depth exploration of tax policy, from a global and comparative perspective. Because most students in this class will be CDE fellows, we will emphasize tax policy issues, examples, and evidence that are most pertinent to developing countries, but we will also learn something about tax systems in the U.S. and other industrialized nations. Topics addressed in this class include: how basic economic principles can be applied to help one think about the efficiency and equity consequences of tax policies; how personal income taxes, corporate income taxes, and value-added taxes are designed and
administered and how they influence the economy; ideas for fundamental reforms of these taxes; theory and evidence in the debate over progressive taxes versus “flat” taxes; how various elements of tax design affect incentives to save and invest; how market failures and administrative problems may influence the optimality of different tax policies; the implications of global capital flows and corporate tax avoidance for the design of tax policy; tax holidays and other special tax incentives for investment; empirical evidence on the influence of taxes on economic growth, foreign direct investment, labor supply, and tax evasion; tax policy towards natural resources such as minerals and oil; case studies of efforts to reform tax administration and reduce tax evasion and corruption; taxes on land and property; taxes on imports and exports; presumptive taxation; and the informal economy and its implications for tax policy.

Requirements/Evaluation: midterm exam, 4 problem sets, two 8-page essays

Prerequisites: one public economics course or microeconomics course (ECON 504 or ECON 110), and one empirical methods course (POEC 253 or ECON 255, 502, or 503); students who have previously taken ECON 351 will not be enrolled

Enrollment Limit: 19

Enrollment Preferences: CDE students, but undergraduates with the prerequisites are welcome

Expected Class Size: 15-19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:
ECON 514 (D2) ECON 389 (D2)

Not offered current academic year

ECON 390 (S) Financial Crises: Causes and Cures

Cross-listings: ECON 390 ECON 536

Primary Cross-listing

Financial crises have been with us for as long as banking has existed. Why are crises such a regular fixture of societies, and what can be done to prevent them, or at least reduce their cost? Topics examined include bubbles and swindles, especially when these spillover to the broader macroeconomy; the role of information in banking in normal times and in bank runs; boom-bust cycles in asset markets; international contagion; crisis resolution techniques; and the extensive history of attempts to improve regulation so as to reduce the frequency and cost of crises. Crises in developing and developed economies from the South Sea Bubble to the Euro Crisis will be examined, and the role of political economy factors in their run-up and resolution will be featured.

Requirements/Evaluation: students will write 5-6 papers during the term, and will prepare and deliver formal comments on 5-6 papers written by other students

Prerequisites: ECON 252 and 255

Enrollment Limit: 10

Enrollment Preferences: Economics majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
ECON 390 (D2) ECON 536 (D2)

Not offered current academic year

ECON 394 (F) European Economic History

Economic history directly informs our understanding of the process of economic development. With this in mind, this course will explore a series of questions related to the economic development of Europe from the early modern period until today. Why did modern economic growth first occur in Europe, and not in China or the Middle East? Why did the Industrial Revolution occur in Britain and not France? What was the role of colonialism in the acceleration of European growth? What explains the rise and fall of the Soviet economy? What are the causes and consequences of European economic integration since World War II? To answer these and other questions, we will investigate how institutional changes, the evolution of technology, aspects of globalization, and various forms of government intervention have impacted economic growth and living standards in European
history, and how those developments have affected the rest of the world. Drawing on a wide variety of empirical and theoretical readings, the course will focus on how economic historians marshal evidence and construct arguments in ways that borrow from and contribute to other fields of economics.

Class Format: discussion

Requirements/Evaluation: class participation, reading responses, short assignments, and a final research paper

Prerequisites: ECON 251 or ECON 252 AND (ECON 255 or POEC 253 or STAT 346)

Enrollment Limit: 25

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Not offered current academic year

ECON 397 (F) Independent Study: Economics (Advanced)

Students are invited to apply to undertake independent study on subjects of their own choosing. Interested students should consult with a faculty member about designing an appropriate project well in advance of fall registration.

Requirements/Evaluation: Determined in consultation with the faculty member advising the independent study

Prerequisites: At least one of (Econ 251, Econ 252, or Econ 255), consent of an instructor and of the department chair

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: NA

Grading: yes pass/fail option, yes fifth course option

Unit Notes: An approved project may count as one of the two advanced electives required for the major

Distributions: (D2)

Fall 2020

IND Section: H1 TBA Lara D. Shore-Sheppard

ECON 398 (S) Independent Study: Economics (Advanced)

Students are invited to apply to undertake independent study on subjects of their own choosing. Interested students should consult with a faculty member about designing an appropriate project well in advance of spring registration.

Requirements/Evaluation: Determined in consultation with the faculty member advising the independent study

Prerequisites: At least one of (Econ 251, Econ 252, or Econ 255), consent of an instructor and of the department chair

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: NA

Grading: yes pass/fail option, yes fifth course option

Unit Notes: An approved project may count as one of the two advanced electives required for the major

Distributions: (D2)

Spring 2021

IND Section: H1 TBA Lara D. Shore-Sheppard

ECON 451 (F) Topics in Economic Growth

In this seminar, we will discuss some of the ‘big questions’ in macroeconomics, with a particular focus on economic growth. For example: Why are some countries richer than others? How does government intervention affect economic growth? Is it possible to have continued economic growth while
avoiding dangerous levels of climatic change? Does inequality help or harm growth? How will automation and artificial intelligence affect growth, inequality, and unemployment? In addition to class discussions, students will complete an independent research project on a topic related to economic growth.

**Class Format:** This class will be conducted remotely. There will be a mix of synchronous and asynchronous class sessions. This class alternates between lectures and in-class discussions. Lectures will be asynchronous (videos posted online). During lecture weeks, scheduled class time will be used for individual/small group meetings to discuss the semester-long research project. Class discussions will be synchronous.

**Requirements/Evaluation:** class presentations, problem sets, short-writing assignments, research paper

**Prerequisites:** ECON 251, ECON 252, and (ECON 255 or STAT 346)

**Enrollment Limit:** 15

**Enrollment Preferences:** senior Economics majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

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**ECON 453 (F) Research in Labor Economics and Policy**

The labor market plays a crucial role in people's lives worldwide. In industrialized countries, most households contain at least one wage earner, and income from working represents the largest component of total income. Thus analyses of the labor market are fundamentally relevant to both public policy and private decision-making. This seminar will explore the structure and functioning of the labor market using theoretical and empirical tools. Topics to be covered include labor supply and demand, minimum wages, labor market effects of social insurance and welfare programs, the collective bargaining relationship, discrimination, human capital, immigration, wage distribution, and unemployment. As labor economics is an intensely empirical subfield, students will be expected to analyze data as well as study the empirical work of others.

**Class Format:** I anticipate conducting the "hybrid" version of the course broadly similarly to the in-person version, but with students who are participating remotely attending synchronous class sessions via Zoom. Some use of written discussion boards to supplement in-person discussion and Socratic dialogues is also likely. That is my plan for now, but I will of course flexibly adapt the format as needed, both over the remainder of the summer and once the class begins.

**Requirements/Evaluation:** a series of short papers and empirical exercises, constructive contributions to class discussion, class presentations, and a 15- to 20-page original empirical research paper (written in stages)

**Prerequisites:** ECON 251 and ECON 255 or POEC 253

**Enrollment Limit:** 15

**Enrollment Preferences:** senior Economics majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

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**ECON 455 (F) Research in Economic History**

Historical approaches towards understanding economic development and current economic issues are increasingly in vogue. This course will explore new developments in the field of economics history, focusing on how economic historians are using old and new, qualitative and quantitative, data and methods to address questions of historical and current relevance. Along the way, we will consider works from both sides of the history - economics boundary, focusing on the ways that the two disciplines can and should borrow from one another. We will range widely across space and time, but some possible topics to be investigated include technological innovation, labor coercion, migration, trade and capital flows, colonialism, corporate governance, and political economy. Students are expected to not only read and analyze recent scholarship in economic history, but to also...
and present their own original research over the semester.

**Requirements/Evaluation:** short writing assignments and empirical exercises, constructive contributions to class discussion, class presentations, and a 15- to 20-page original research paper (written in stages)

**Prerequisites:** ECON 251 and ECON 255 or consent of instructor; a previous economic history course is recommended but not required

**Enrollment Limit:** 19

**Enrollment Preferences:** senior Economics majors

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

Not offered current academic year

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**ECON 456 (F) Income Distribution**

This course examines the distribution of income in the U.S., with emphasis on how it is affected by taxes, transfers, and other government programs. Questions to be addressed may include the following: How have wage inequality and the skill premium evolved over time? What factors explain a rising skill premium? How does income differ with race and gender? How is poverty measured, and what are the factors associated with living in poverty? How do government programs change the distribution of income? How much income mobility is there across generations? Students will become more critical readers of current economic literature, and will apply their skills in conducting empirical research.

**Requirements/Evaluation:** short writing assignments, computer lab exercises, oral presentations, and a 15- to 20-page research paper including original empirical analysis (written in stages)

**Prerequisites:** ECON 251 and 255 or equivalent

**Enrollment Limit:** 15

**Enrollment Preferences:** senior Economics majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

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**Fall 2020**

**SEM Section:** H1 MR 1:30 pm - 2:45 pm Sara LaLumia

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**ECON 458 (S) Economics of Risk**

Risk and uncertainty are pervasive features of economic decisions and outcomes. Individuals face risk about health status and future job prospects. For a firm, developing new products is risky; furthermore, once a product has been developed, the firm faces product liability risk if it turns out to be unsafe. Investment decisions—such as managing a portfolio or starting a business—are also fraught with uncertainty. Some risks are environmental—both manmade problems and natural disasters; other risks include the possibility of terrorist attack and, more locally, issues of campus safety. This tutorial explores both the private market responses to risk (e.g., financial markets, insurance markets, private contracting, and precautionary investments and saving) and government policies towards risk (e.g., regulation, taxation, and the legal system). From a theoretical standpoint, the course will build on expected utility theory, diversification, options valuation, principal-agent models, contract theory, and cost-benefit analysis. We will apply these tools to a wide variety of economic issues such as the ones listed above. One goal of the course is to discover common themes across the disparate topics. Students will be expected to read and synthesize a variety of approaches to risk and uncertainty and apply them to various issues.

**Class Format:** tutorial; students will meet with the instructor in pairs in each week

**Requirements/Evaluation:** For the first ten weeks, each student will write a 5 - 7 page paper every other week, and comment (of 2 - 3 pages) on their partner's work in the other weeks; the final two weeks will be reserved for papers on a topic of each student's interest (again, 5 - 7 pages but without needing to write a comment on their partner's work); one of the papers during the term will be revised to reflect feedback from the instructor and the student's partner

**Prerequisites:** ECON 251, 252, and 255

**Enrollment Limit:** 10

**Enrollment Preferences:** senior Economics majors
ECON 459 (S) Economics of Institutions (QFR)
Why are some countries so rich and others so poor? Typical answers to this question have emphasized proximate causes like factor accumulation (i.e., growth in a nation's physical and human capital endowments), technological progress, and demographic change. The institutional approach to this question, however, emphasizes the role of sociopolitical and cultural factors, broadly defined, as a fundamental determinant of its economic prosperity. The central idea is that the added-value of economic activities to society at large is primarily conditioned by the social arrangements within which these activities occur. Specifically, these social arrangements invariably generate a structure of private incentives, which can either promote behavior that is conducive to economic development or lead to the pursuit of private gain at the expense of the common good. As such, the key to economic development in this view is the establishment of a suitable set of institutions and structures of governance in society. This course will survey the rapidly expanding literature on the topic of institutions and economic development, with an emphasis on the latest empirical evidence that has come to bear in the context of both historical and contemporary societies. The purpose of the course will be to expose students to the core ideas and empirical tools employed at the frontier of research in this area of inquiry. The readings will primarily comprise published journal articles and unpublished working papers, and students should expect to apply concepts from across all the core courses in economics.

Requirements/Evaluation: extensive class participation, two 5-page review papers, two class presentations, and one 15- to 20-page empirical research paper (written in stages)
Prerequisites: ECON 251, ECON 252, and either ECON 255 or STAT 346
Enrollment Limit: 19
Enrollment Preferences: senior Economics majors

ECON 463 (S) Financial History
What can we learn from financial history to understand the successes and failures of finance today and in coming years? This course opens with a brief survey of some of the major characteristics, issues, and challenges of financial systems today, and then examines earlier experience with these phenomena. Topics to be examined include: the role of credit and more generally finance in economic development historically, including in the financial revolutions from Northern Italy, the Netherlands, Britain and the US; the evolution of money, from stones or cigarettes to Bitcoin; the relationship between finance and government, and the extent to which it has changed over time; lessons from early asset bubbles and more recent crises (including that of 2008-09) for modern financial systems; the effect of institutions (laws, norms, and culture) and political systems in shaping the impact of finance, as illustrated by comparisons between Mexico and the U.S., among other cases; and lessons from U.S. financial history for policies today. The course also examines the tools that were developed in earlier eras to deal with different risks, evaluates their efficacy, and considers lessons for modern financial regulation, including how financial systems can be prepared, if possible, for the risks that are already unfolding -- such as technology changes and climate risk.

Class Format: As of October 2020, the spring 2021 class will be remote. While many sessions will include the entire class, if we are at the cap (15 students), for some topics I will break the class up into smaller groups. For those in town, when the weather warms up, I hope to include distanced meetings outside, doing separate meetings for any students who are remote only. Liberal use of discussion boards will be made.
Requirements/Evaluation: Either 6 short papers or 3 short papers and one longer research paper (student choice), at least two oral presentations, and contributions to class discussions.
Prerequisites: ECON 251, ECON 252, and ECON 255 (or STAT 346 or Poli Ec 253) are required.
Enrollment Limit: 15
Enrollment Preferences: Senior Economics majors
ECON 465 (F) Pollution and Labor Markets

If your home town has polluted air, does that reduce your wage? Do you work less? Are you less likely to finish high school? These are specific instances of an important general question: how does pollution affect labor market outcomes? The answer matters for individual decisions (where to live) and government policies (air pollution regulations). This seminar begins from theories of optimizing worker behavior in the presence of pollution. Building on this foundation, we will critically evaluate new empirical research into the impacts of pollution on human capital, labor supply, and productivity. We will also study the impact of pollution regulations on wages and employment. Included papers will cover both developed and developing countries.

Class Format: Seminars and office hours will take place on Zoom

Requirements/Evaluation: class discussion, presentation of reading, paper replication, 15- to 20-page empirical paper (written in stages) and accompanying short presentation

Prerequisites: ECON 251 and ECON 255; STAT 201/346 acceptable in place of ECON 255 prerequisite with instructor permission

Enrollment Limit: 15

Enrollment Preferences: Economics majors, seniority

ECON 468 (S) Your Money or Your Life: Health Disparities in the United States

A 25-year-old man living in a high-income household can expect to live 10 years longer than his low-income counterpart. There are also stark differences in mortality and health by race, education, employment status, region, and gender. This course will explore many of the potential explanations for health disparities, including access to insurance and health care, health behaviors, stress, environmental exposure, trust in institutions, and intergenerational transmission of health. We will emphasize causal inference and focus on assessing the quality of evidence. We will also investigate how government policies contribute to or ameliorate health disparities in the U.S.

Class Format: including frequent small group meetings that may occur outside regularly scheduled class times

Requirements/Evaluation: Class discussion, oral presentations, six short response papers, two 5-page critiques of published articles, three Stata exercises, and one 15-page original empirical research paper. Please note that the course can be taken P/F only by those who do not intend to use it to satisfy the requirements for the Economics major.

Prerequisites: ECON 251 and ECON 255 or equivalent, or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: senior Economics majors

Spring 2021

SEM Section: R1    TF 1:30 pm - 2:45 pm     Tara E. Watson
ECON 470 (F) The Indian Economy: Development and Social Justice
The Indian economy has grown rapidly in the last three decades, but poverty has declined relatively slowly, malnutrition remains high, and the sex ratio remains heavily biased against women. Is this the persistence of long-standing historical disadvantages such as those faced by Scheduled Castes and Tribes? Does this reflect failures in policy, in areas such as trade, credit, or labor law? Or is the quality of governance primarily to blame? We will use the traditional theoretical and quantitative methods of an economist to consider these questions.

Class Format: The class will be remote, with synchronous and asynchronous elements. Lecture will be synchronous. Student presentations will be asynchronous. They will be Power-Point presentations with audio/video added. For discussion, students will submit comments ahead of time, following which further commentary will be synchronous.

Requirements/Evaluation: five short response papers (5 pages), and empirical research project
Prerequisites: ECON 251 and 255, or equivalent, or permission of instructor
Enrollment Limit: 15
Enrollment Preferences: junior and senior majors
Expected Class Size: 15
Grading: no pass/fail option, no fifth course option
Distributions: (D2)

Fall 2020
SEM Section: R1 MWF 9:20 am - 10:10 am Anand V. Swamy

ECON 471 (S) Topics in Advanced Econometrics (QFR)
The course uses both a practical and conceptual/theory based approach, with emphasis on methods of structural identification of dynamics in VARs and cointegration analysis, both in conventional time series and panel time series which contain spatial dimensions. The course will also investigate methods of computer simulation related to these techniques. The course is well suited for students considering empirically oriented honors theses in fields that employ these techniques, such as macro, finance, growth, trade and development, as well as fields outside of economics that use time series data. It is also well suited for students majoring in economics, statistics, computer sciences or mathematics who wish to expand their econometrics training and understanding to a more advanced level.

Requirements/Evaluation: periodic homework assignments, term paper
Prerequisites: ECON 371
Enrollment Limit: 10
Enrollment Preferences: students with strong quantitative backgrounds, and to students intending to write an honors thesis
Expected Class Size: 10
Grading: yes pass/fail option, no fifth course option
Distributions: (D2) (QFR)
Not offered current academic year

ECON 472 (F) Macroeconomic Instability and Financial Markets
This advanced course in macroeconomics and financial theory attempts to explain the role and the importance of the financial system in the global economy. The course will provide an understanding of why there is financial intermediation, how financial markets differ from other markets, and the equilibrium consequences of financial activities. Rather than separating off the financial world from the rest of the economy, we will study financial equilibrium as a critical element of economic equilibrium. An important topic in the course will be studying how financial market imperfections amplify and propagate shocks to the aggregate economy. The course may cover the following topics: the determination of asset prices in general equilibrium; consequences of limited asset markets for economic efficiency; theoretical foundations of financial contracts and justifications for the existence of financial intermediaries; the roles of financial frictions in magnifying aggregate fluctuations and creating persistence and instability; the role of leverage and financial innovation in fueling financial crises.

Requirements/Evaluation: problem sets, exams, and potentially student presentations
Prerequisites: ECON 251 and ECON 252
Enrollment Limit: 15
Enrollment Preferences: Economics majors
Expected Class Size: 15
Grading: no pass/fail option, no fifth course option
Distributions: (D2)

Fall 2020
SEM Section: R1  MW 10:00 am - 11:15 am  Greg Phelan

ECON 474  (S) Advanced Methods for Causal Inference

Cross-listings: ECON 524  ECON 474

Primary Cross-listing

How do we estimate the causal effect of a policy on an outcome? Building on a basic understanding of econometrics and statistics, this methodology course will take students through several applied microeconometric techniques for answering this question. Students will be expected to use statistical software throughout, as we explore the inner workings of these methods and the assumptions required for them to deliver credible estimates. We will discuss the randomized trial and its variants, then cover difference-in-difference, regression discontinuity, and instrumental variables. We will discuss historical roots of modern methods, and will explore newer alternatives to the most commonly used kinds of statistical tests.

Class Format: Students will work on laptops in class. Students without laptops should borrow them from the library. Some prior knowledge of either Stata, R, Matlab, or other mathematical/statistical software is essential.

Requirements/Evaluation: Grades are principally based on problem sets, participation in the in-class activities, one in-class exam, and a final replication project.

Prerequisites: Econ 251 and either Econ 255 or Stat 346

Enrollment Limit: 15
Enrollment Preferences: Junior and senior Economics majors
Expected Class Size: 15
Grading: no pass/fail option, yes fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
ECON 524 (D2) ECON 474 (D2)

Spring 2021
SEM Section: R1  MW 11:45 am - 1:00 pm  Owen Ozier

ECON 475  Advanced Economic Theory  (QFR)

This course studies advanced topics in micro and macro economic theory. A major focus is on the mathematical underpinnings of advanced modern economics, with a particular emphasis on proofs. Topics may include existence of Nash equilibria, games of incomplete information, equilibrium refinement and selection, global games, Bayesian persuasion, Mirrless taxation, dynamic programming, existence of general equilibrium, recursive equilibria, stochastic models in continuous time, and others. The focus of this class is primarily on mathematical formalism, rigor, and proofs. These tools are essential components of any graduate program in economics. Students who wish to see pure math theorems applied to other fields may also be interested.

Requirements/Evaluation: May include problem sets, exams, participation, term paper

Prerequisites: MATH 150 or equivalent, ECON 251, or permission of instructor

Enrollment Limit: 19
Enrollment Preferences: Senior Economics Majors
Expected Class Size: 12
Grading:
ECON 476 (S) Behavioral Economics: Theory and Methods

Behavioral economics emphasizes that models in economics should account for the psychological plausibility of their assumptions and consequences. This course will cover how the field has incorporated insights from psychology into standard microeconomics models of decision-making. In the process, we will review the different methods that are used to empirically test the psychological foundations of these models, including laboratory experiments, field experiments, and quasi-experimental analysis. Assignments and class discussions will focus on academic papers that use behavioral models to study a variety of topics, such as household finance, public policy, consumer marketing, and others. Throughout the semester, students will also work towards formulating and completing their own original research project.

Class Format: Remote. We will have a mix of recorded lectures that you watch on your own time, and regular class meetings on Zoom. The Zoom meetings will often involve in-depth analysis and discussion of academic publications that students will have read ahead of time. On other occasions, it will instead involve discussing progress on student research projects.

Requirements/Evaluation: one 15- to 25-page research paper, multiple shorter research-based writing assignments, and class participation

Prerequisites: ECON 251; ECON 255 or STAT 346

Enrollment Limit: 15

Enrollment Preferences: Economics majors. Juniors considering an economics thesis next year should inform the professor during pre-registration.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Spring 2021

SEM Section: R1  MR 3:15 pm - 4:30 pm  Matthew Chao

ECON 477 (F) Economics of Environmental Behavior (QFR)

Cross-listings: ECON 477 ENVI 376

Primary Cross-listing

A community maintains a fishery; a firm decides whether to get a green certification; you choose to fly home or stay here for spring break: behaviors of people and firms determine our impact on the environment. We’ll use economics to model environmental behavior and to consider how policies can help or hurt the environment. Topics we’ll study include: voluntary conservation, social norms and nudges, firm responses to mandatory and voluntary rules, and boycotts and divestment.

Class Format: Class sessions will largely consist of presentations and discussions of academic research papers, as well as lab sessions to work on empirical exercises; we may break the class into groups for some discussions

Requirements/Evaluation: regular reading responses, empirical exercises, class participation, 2 oral presentations, and a final original research paper using an experiment, existing data, or theory

Prerequisites: ECON 251 and (ECON 255 or STAT 346)

Enrollment Limit: 15

Enrollment Preferences: senior Economics majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 477 (D2) ENVI 376 (D2)

Quantitative/Formal Reasoning Notes: The research students will consume and produce in the class will be based on math-based theory and/or econometric-based empirical analysis.
ECON 491 (F) Honors Seminar: Economics
This course is a research seminar for candidates for honors in economics. Each candidate prepares an honors thesis. Candidates will meet as a group to discuss problems common to all of them (such as empirical methods, data sources, and theoretical approaches) and each one will report on their work at various stages for criticism by the group as a whole. Some work is required during the preceding semester.
Prerequisites: admission by the department; required for honors in Economics unless a student writes a year-long thesis
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

ECON 492 (S) Honors Seminar: Economics
This course is a research seminar for candidates for honors in economics. Each candidate prepares an honors thesis. Candidates will meet as a group to discuss problems common to all of them (such as empirical methods, data sources, and theoretical approaches) and each one will report on their work at various stages for criticism by the group as a whole. Some work is required during the preceding semester.
Prerequisites: admission by the department; required for honors in Economics unless a student writes a year-long thesis
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

ECON 493 (F) Honors Thesis: Economics
A year-long research project for those honors candidates admitted to this route to honors; this is part of a full-year thesis (493-494).
Prerequisites: admission by the department in the spring of the junior year
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

ECON 494 (S) Honors Thesis: Economics
A year-long research project for those honors candidates admitted to this route to honors; this is part of a full-year thesis (493-494).
Prerequisites: admission by the department in the spring of the junior year
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

ECON 501 (F) Economic Growth and Development
This course introduces some of the major theories and ideas about economic growth and development. Motivated by a number of stylized facts from
cross-country data, we will begin by posing a series of questions: Why are some countries rich and others poor? Why have some countries grown at high rates over extended periods of time, while others have experienced little or no growth? Do all economies face comparable challenges to achieving sustained economic growth? Will poor countries catch up to rich countries or are they doomed to stagnate in a poverty trap? To answer these "big" questions, we will explore the underlying mechanisms of economic growth. What role is played by savings and investment (i.e., the accumulation of physical capital)? What is the influence of population growth? How important are investments in human capital (i.e., education and population health)? How important are technological differences across countries? How much should we ascribe to differences across countries in geographical characteristics? How much should we ascribe to differences in the quality of institutions? For each question, we will explore different theoretical and empirical strategies developed by economists to answer the question, ranging from formal models to historical and anecdotal evidence to cross-country growth and development regressions. We will evaluate the usefulness of the different approaches to each question for informing development-promoting and poverty-alleviation policies, and we will also discuss the reasons why so many important questions about economic growth continue to remain difficult to answer.

Class Format: discussion

Requirements/Evaluation: problem sets, one midterm exam, and a final exam

Prerequisites: ECON 251, ECON 252, and (either ECON 255 or STAT 346); undergraduate enrollment limited and requires instructor's permission

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Not offered current academic year

ECON 502 (F) Statistics/Econometrics

This course focuses on basic methods of bringing economic theory and data together to provide empirical guidance for policy formulation, including use of computers in econometric analysis. This course covers techniques of econometric analysis using a moderate level of mathematical exposition.

Class Format: discussion

Requirements/Evaluation: problem sets, group project, midterm exam, final exam

Prerequisites: admission depends on previous background in statistics and mathematics

Enrollment Preferences: limited to CDE students

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Not offered current academic year

ECON 503 (F) Statistics/Econometrics: Advanced Section

The course introduces students to the statistical methods used by economists, including those studying policy questions. The focus is on applications. Students will also work with Stata, a software widely used by economists.

Class Format: discussion

Requirements/Evaluation: problem sets, midterm exam, small project, and a final

Prerequisites: admission depends on previous background in statistics and mathematics

Enrollment Preferences: limited to CDE students

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Not offered current academic year

ECON 504 (F) Public Economics in Developing Countries

This class is about microeconomic and empirical analysis of government expenditure programs in developing and transitional countries. It provides tools for understanding the effects of government policies, as well as a useful conceptual framework for analyzing normative questions such as "what role should government play in the economy" and "what is a good policy?" The course begins by considering the efficiency of market economies, and rationales for government intervention in the market, such as public goods, externalities, information-based market failures, imperfect competition, and
We also consider ways that human behavior might deviate from perfect rationality, and what that might imply for policy. Along the way, we apply these concepts to various examples of policy issues, including, among other things, the environment, education, health, infrastructure, security, social insurance, and aid to the poor. We then turn to the general question of how to make the government work better, addressing questions such as the following. When is it better to have the government own and produce things, and when is it better to privatize? What are the incentives of politicians and government employees, and how does the design of political and budgetary institutions affect the degree to which they serve the public interest? How should responsibilities be divided up between the central government and local governments, and what are the advantages and disadvantages of “decentralization”? What can be done to improve the delivery of basic services? For example, how might one address problems of corruption and absenteeism? Throughout the course, we consider examples of empirical research, and to facilitate this, we will occasionally introduce econometric tools that are particularly useful for microeconomic policy evaluation.

Class Format: discussion

Requirements/Evaluation: problem sets, one 10-page paper, a midterm, and a final exam

Prerequisites: ECON 110; in addition, an empirical methods course (POEC 253, ECON 255, 502 or 503, or STAT 346) must be taken before or concurrently with this class; undergraduate enrollment limited and requires instructor's permission

Enrollment Limit: 35

Expected Class Size: 30-35

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Not offered current academic year

ECON 505 (F) Developing Country Macroeconomics I: Theory

The macroeconomic structures of developing countries tend to be very different from those in high-income countries, and their macroeconomic policy environments also differ in important ways from those in rich countries. This course is intended to introduce students to a set of models that is particularly suitable for analyzing macroeconomic performance in developing countries, as well as to some analytical tools that help us understand why such countries have often experienced a variety of macroeconomic crises, including sovereign debt, currency, and banking crises.

Requirements/Evaluation: two hour tests and a comprehensive final exam

Prerequisites: ECON 251 and 252; undergraduate enrollment limited and requires instructor's permission

Expected Class Size: 25-30

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

Not offered current academic year

ECON 506 (F) Fundamentals of Developing Country Macroeconomics

This is a practically oriented course in macroeconomic theory and policy. It begins with a review of core concepts and definitions. It then discusses the contributions of households and firms to aggregate production and spending. Next is an introduction to monetary and fiscal policy. It goes on to develop a complete macro model, which is then used to discuss some of the monetary, fiscal and exchange rate policy issues faced by developing and emerging market economies. The class is offered as an alternative to Econ 505 for those not intending to specialize in macroeconomics.

Requirements/Evaluation: two hour tests and a comprehensive final exam

Prerequisites: none; enrollment limited to CDE students

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Not offered current academic year

ECON 510 (S) Financial Development and Regulation

Cross-listings: ECON 352 ECON 510
Primary Cross-listing

This course focuses on the financial system and its role in economic development. The first part explores the functions of finance, how it contributes to growth and income inequality, examining what can be done to increase financial inclusion. It will examine experiences with financial sector repression and subsequent liberalization, and investigate the causes and impact of financial crises. Then it will study how to make finance effective and how to prevent or minimize crises, analyzing government's role as regulator, supervisor, standard setter, contract enforcer, and owner. In this final part, attention will be devoted to the role of institutions (laws, norms, culture) and incentives in financial sector development.

Class Format: discussion

Requirements/Evaluation: midterm, participation in class discussion and debates, and a final research paper

Prerequisites: for undergraduates, POEC 253 or ECON 255; undergraduate enrollment limited and requires instructor's permission

Enrollment Limit: 25

Expected Class Size: 20-25

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 352 (D2) ECON 510 (D2)

Not offered current academic year

ECON 513 (S) Empirical Methods in Macroeconomics  (QFR)

Cross-listings: ECON 513 ECON 356

Primary Cross-listing

Macroeconomics and related fields in international finance and macro development have evolved specialized empirical techniques, known generally as macroeconometrics, which are designed to meet the practical challenges that the data and the empirical questions pose in these fields. The course will introduce the theory and application of these techniques, and students will learn how to implement these techniques using real world data to address practical questions drawn from the field of macro development. The course is also available to undergraduates with permission of the instructor. However, in lieu of Econ 356, undergraduates with good quantitative skills are encouraged to take Econ 371, which will cover a broader range of topics in greater depth.

Requirements/Evaluation: weekly homework assignments, term paper

Prerequisites: ECON 252, ECON 255 or equivalent Students may not earn credit for both Econ 356 and Econ 371

Enrollment Limit: 19

Enrollment Preferences: Economics majors and CDE fellows

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 513 (D2) ECON 356 (D2)

Not offered current academic year

ECON 514 (S) Tax Policy in Global Perspective  (QFR)

Cross-listings: ECON 514 ECON 389

Primary Cross-listing

Taxes are half of what government does. So if you are interested in what government policy can do to promote efficiency, equity, and economic development, you should be interested in tax policy. Governments must raise tax revenue to finance critical public goods, address other market failures and distributional issues, and to avoid problems with debt and inflation. Taxes typically take up anywhere from ten to fifty percent of a country's income, they profoundly affect the incentives to undertake all varieties of economic activity, and the government expenditures that they finance have potentially large consequences for human welfare. So the stakes involved in improving tax policy are quite large. This class provides an in-depth exploration of tax policy, from a global and comparative perspective. Because most students in this class will be CDE fellows, we will emphasize tax
policy issues, examples, and evidence that are most pertinent to developing countries, but we will also learn something about tax systems in the U.S. and other industrialized nations. Topics addressed in this class include: how basic economic principles can be applied to help one think about the efficiency and equity consequences of tax policies; how personal income taxes, corporate income taxes, and value-added taxes are designed and administered and how they influence the economy; ideas for fundamental reforms of these taxes; theory and evidence in the debate over progressive taxes versus "flat" taxes; how various elements of tax design affect incentives to save and invest; how market failures and administrative problems may influence the optimality of different tax policies; the implications of global capital flows and corporate tax avoidance for the design of tax policy; tax holidays and other special tax incentives for investment; empirical evidence on the influence of taxes on economic growth, foreign direct investment, labor supply, and tax evasion; tax policy towards natural resources such as minerals and oil; case studies of efforts to reform tax administration and reduce tax evasion and corruption; taxes on land and property; taxes on imports and exports; presumptive taxation; and the informal economy and its implications for tax policy.

Requirements/Evaluation: midterm exam, 4 problem sets, two 8-page essays

Prerequisites: one public economics course or microeconomics course (ECON 504 or ECON 110), and one empirical methods course (POEC 253 or ECON 255, 502, or 503); students who have previously taken ECON 351 will not be enrolled

Enrollment Limit: 19

Enrollment Preferences: CDE students, but undergraduates with the prerequisites are welcome

Expected Class Size: 15-19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 514 (D2) ECON 389 (D2)

Not offered current academic year

ECON 515 (S) Developing Country Macroeconomics II: Institutions and Policy Regimes

Cross-listings: ECON 515 ECON 359

Primary Cross-listing

Developing countries must confront a number of macroeconomic challenges that industrialized countries do not have to contend with: exchange rate volatility, large capital flows and commodity price fluctuations, for example. Building on ECON 505, this course examines these issues from both theoretical and empirical standpoints. The focus will be on the design of monetary, fiscal and exchange rate policies and institutions to enhance macroeconomic stability, and create an environment conducive to growth.

Requirements/Evaluation: two midterms and a final project

Prerequisites: ECON 505 or 506; undergraduate enrollment limited and requires instructor's permission

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 25-30

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 515 (D2) ECON 359 (D2)

Not offered current academic year

ECON 516 (S) International Trade and Development

Cross-listings: ECON 516 ECON 366

Primary Cross-listing

This course will examine the causes and consequences of globalization and its implications for less-developed countries. We will study the classic models of international trade and discuss the empirical relevance of these theories. In addition, we will focus on other dimensions of globalization that are of particular importance to developing countries such as trade and education, emigration, brain drain, remittances, foreign direct investment, trade policies, infant industry protection, trade and growth, the resource course, and trade agreements.
This course is cross-listed and the prefixes carry the following divisional credit:
ECON 516 (D2) ECON 366 (D2)

Not offered current academic year

ECON 519  (S)  Population Economics
Cross-listings:  ECON 380  ECON 519
Secondary Cross-listing
This course is an introduction to the economic analysis of demographic behavior and the economic consequences of demographic change. An important aim is to familiarize students with historical and contemporary trends in fertility, mortality, migration, and family composition, and the implications of these trends for the economy. The course demonstrates the application of microeconomic theory to demographic behavior, including fertility, marriage, and migration. Students are introduced to basic techniques of demographic measurement and mathematical demography. Selected topics include the economic consequences of population growth in developing countries, the economics of fertility and female labor force participation, the effects of an older age structure on the social security system, and the relationship between population growth and natural resources.

Class Format:  Course will be remote and will include synchronous lecture/discussion, possibly combined with some asynchronous components.
Requirements/Evaluation:  at least one exam, a research paper and a class presentation
Prerequisites:  ECON 251; POEC 253 or ECON 255 or permission of instructor
Enrollment Limit:  20
Enrollment Preferences:  If overenrolled, students will be asked to submit a brief statement of interest.
Expected Class Size:  20
Grading:  no pass/fail option,  no fifth course option
Distributions:  (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
ECON 380 (D2) ECON 519 (D2)

Spring 2021
LEC Section: H1    TF 1:30 pm - 2:45 pm     Lucie Schmidt

ECON 521  (S)  Incentives and Development Policy
Cross-listings:  ECON 521  ECON 372
Primary Cross-listing
This course is of the opinion that the difficulty of getting incentives right is the key source of inefficiency. The course therefore studies how limited enforcement and asymmetric information constrain development, and about innovative development designs that attempt to overcome these constraints. The course readings will be a mix of field studies, empirical evidence and theoretical tools from game theory. Incentive and corruption problems in health, education, the regulation of banks and natural monopolies, privatization, budgeting, debt forgiveness, foreign aid, microfinance, climate treaties and ethnic violence will be studied using a unified framework. Note: this course was developed to address issues that arise in the countries represented at the CDE.

Requirements/Evaluation:  two hour-long tests and a final policy project
Prerequisites:  undergraduate enrollment limited and requires instructor's permission
Enrollment Limit: 19

Enrollment Preferences: intended for CDE Fellows

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 521 (D2) ECON 372 (D2)

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course introduces the economic view of climate change, including both theory and empirical evidence. Given the substantial changes implied by the current stock of greenhouse gases (GHGs) in the atmosphere, we will begin by looking at impacts on agriculture, health, income, and migration. We will consider the distribution of climate damages across poor and wealthy people, both within and across countries. Next we will study adaptation, including capital investments and behavioral changes. We will examine the sources of climate change, especially electricity generation and transportation, and think about optimal policies. What is the socially optimal amount of climate change? Why have countries had such a hard time agreeing on GHG emissions reductions, and how might we overcome such difficulties? We will consider the growing body of evidence from attempts to regulate GHGs, including China’s cap-and-trade programs, the EU ETS, and US state policies. Throughout the course we will discuss the limits of the economic approach, pointing out normative questions on which economic theory provides little guidance.

Class Format: Lectures, office hours and TA sessions will take place on Zoom.

Requirements/Evaluation: problem sets, midterm, group presentation, final exam

Prerequisites: ECON 251, familiarity with statistics

Enrollment Limit: 20

Enrollment Preferences: Junior/Senior Economics majors and CDE fellows

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 522 (D2) ENVI 387 (D2) ECON 387 (D2)

Quantitative/Formal Reasoning Notes: The course involves simple calculus-based theory and applied statistics.

Fall 2020

LEC Section: R1 MR 1:30 pm - 2:45 pm Matthew Gibson

ECON 523 (S) Program Evaluation for International Development

Cross-listings: ECON 523 ECON 379

Primary Cross-listing

Development organizations face strict competition for scarce resources. Both public and private organizations are under increasing pressure to use rigorous program evaluation in order to justify funding for their programs and to design more effective programs. This course is an introduction to evaluation methodology and the tools available to development practitioners, drawing on examples from developing countries. It will cover a wide range of evaluation techniques and discuss the advantages and disadvantages of each. The course is a mix of applied econometrics and practical applications covering implementation, analysis, and interpretation. You will learn to be a critical reader of evaluations, and to develop your own plan to evaluate an existing program of your choice.

Class Format: This course will be taught remotely in the Spring of 2021.

Requirements/Evaluation: problem sets, short writing assignments, and one collaborative project
Prerequisites: one public economics course or microeconomics course (ECON 504 or ECON 110), and one empirical methods course (POEC 253 or ECON 255, 502, or 503)

Enrollment Limit: 20

Enrollment Preferences: CDE Students, but undergraduates with the prerequisites are welcome

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 523 (D2) ECON 379 (D2)

Spring 2021

SEM Section: R1    TR 11:30 am - 12:45 pm     Pamela Jakiela

ECON 524 (S) Advanced Methods for Causal Inference

Cross-listings: ECON 524 ECON 474

Secondary Cross-listing

How do we estimate the causal effect of a policy on an outcome? Building on a basic understanding of econometrics and statistics, this methodology course will take students through several applied microeconometric techniques for answering this question. Students will be expected to use statistical software throughout, as we explore the inner workings of these methods and the assumptions required for them to deliver credible estimates. We will discuss the randomized trial and its variants, then cover difference-in-difference, regression discontinuity, and instrumental variables. We will discuss historical roots of modern methods, and will explore newer alternatives to the most commonly used kinds of statistical tests.

Class Format: Students will work on laptops in class. Students without laptops should borrow them from the library. Some prior knowledge of either Stata, R, Matlab, or other mathematical/statistical software is essential.

Requirements/Evaluation: Grades are principally based on problem sets, participation in the in-class activities, one in-class exam, and a final replication project.

Prerequisites: Econ 251 and either Econ 255 or Stat 346

Enrollment Limit: 15

Enrollment Preferences: Junior and senior Economics majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 524 (D2) ECON 474 (D2)

Spring 2021

SEM Section: R1    MW 11:45 am - 1:00 pm     Owen Ozier

ECON 532 (S) Inclusive Growth and Crisis Response: The Role of Social Protection Systems

Cross-listings: ECON 532 ECON 375

Primary Cross-listing

Over the past three decades, developing countries have increasingly expanded social protection systems to tackle poverty and vulnerability while promoting inclusive social development and equitable economic growth. These systems provide pro-poor policy instruments that can balance trade and labor market reforms, fiscal adjustments (such as reduced general subsidies) and other economic policies aimed at enabling better market performance. In addition, social protection systems help vulnerable people to cope with shocks to their livelihoods, promoting resilience, human capital development and sometimes high-return risk-taking. In times of crisis, these systems are more important than ever. From March to June 2020, the World Bank identified 195 countries that have adapted and expanded their social protection systems to respond to the COVID-19 pandemic. This
tutorial offers the opportunity to explore how shock-responsive social protection systems can better enable developing countries to respond to global and local shocks in a manner that minimizes the medium- to long-term costs of the resulting crises. The tutorial examines how developing countries build social protection systems to tackle poverty, vulnerability and social exclusion that result from global and local shocks. Topics include how the design and implementation of effective interventions both respond to crises and strengthen long-term developmental outcomes. The tutorial focuses on country responses to the COVID-19 pandemic as both a relevant case study and an example of the kinds of global crises to which national social protection systems must be able to respond in the future.

**Requirements/Evaluation:** Students will write five papers during the term, and will prepare and deliver formal comments on five papers written by other students

**Prerequisites:** ECON 251 or ECON 252

**Enrollment Limit:** 10

**Enrollment Preferences:** Junior and senior Economics majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 532 (D2) ECON 375 (D2)

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**ECON 534 (S) Long Term Fiscal Challenges**

This tutorial will address the conceptual and theoretical issues that confront policy makers when they face policy challenges that are likely to emerge only over the medium- to long-term and that have important budgetary implications. It will explore the strategies and approaches that a number of countries have attempted to develop to bring the long-term into their current policy and budgetary planning processes. Students will be exposed to different long-term challenges that have important budgetary implications, including aging populations, health care, climate change, energy and infrastructure, artificial intelligence, and water. The course will consider the specific policy challenges that arise for each and the ways in which different countries are addressing them.

**Requirements/Evaluation:** students will write five papers during the term, and will prepare and deliver formal comments on five papers written by other students

**Prerequisites:** permission of instructor for undergraduates

**Enrollment Limit:** 10

**Enrollment Preferences:** CDE students and undergraduates with permission of the instructor

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Not offered current academic year**

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**ECON 535 (S) International Financial Institutions**

This tutorial will explore the role of official international financial institutions in the global economic and financial system, their relations with members, proposals for how they might be reformed, and issues that they face. The focus will be principally on the International Monetary Fund, and to a lesser extent the World Bank, the Bank for International Settlements and Financial Stability Board. Topics and readings will focus on such issues as: the roles and governance reform of the IMF and World Bank; lessons from their performance in international crises; initiatives of the Fund and Bank; the global adjustment process; financial system stability; governance reform; lending programs; the management of international reserves; and provision of advice to members. Participants will meet in pairs with the faculty member. Each week, one student will prepare a policy paper and submit the paper to the professor and to the other student in advance of the meeting. During the meeting, the student who has written the paper will present an argument, evidence, and conclusions. The other student will provide a critique of the paper based on concepts and evidence from the readings and his own research and experience. The professor will participate in the discussion after each participant has presented and ask questions that highlight or illustrate critical points.
**Requirements/Evaluation**: each participant will write and present 5 or 6 policy papers and a like number of critiques

**Prerequisites**: intended for CDE Fellows; undergraduate enrollment limited, and only with permission of instructor

**Enrollment Limit**: 10

**Expected Class Size**: 10

**Grading**: no pass/fail option, no fifth course option

**Distributions**: (D2)

Not offered current academic year

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**ECON 536 (S) Financial Crises: Causes and Cures**

**Cross-listings**: ECON 390 ECON 536

**Secondary Cross-listing**

Financial crises have been with us for as long as banking has existed. Why are crises such a regular fixture of societies, and what can be done to prevent them, or at least reduce their cost? Topics examined include bubbles and swindles, especially when these spillover to the broader macroeconomy; the role of information in banking in normal times and in bank runs; boom-bust cycles in asset markets; international contagion; crisis resolution techniques; and the extensive history of attempts to improve regulation so as to reduce the frequency and cost of crises. Crises in developing and developed economies from the South Sea Bubble to the Euro Crisis will be examined, and the role of political economy factors in their run-up and resolution will be featured.

**Requirements/Evaluation**: students will write 5-6 papers during the term, and will prepare and deliver formal comments on 5-6 papers written by other students

**Prerequisites**: ECON 252 and 255

**Enrollment Limit**: 10

**Enrollment Preferences**: Economics majors

**Expected Class Size**: 10

**Grading**: no pass/fail option, no fifth course option

**Distributions**: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 390 (D2) ECON 536 (D2)

Not offered current academic year

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**ECON 538 (S) Resilience and Macroeconomic Policy**

Despite tremendous improvements in combating global hunger and child mortality, an increasing number of the world's population continue to live in fragile conditions, buffeted by conflict, forced migration, weak governance, and state inability to deliver basic services to its citizens. Setting macroeconomic policy is difficult in such countries. Not only are decisions affected by policymakers’ distorted incentives and governments’ internal conflicts, fragility also deteriorates policy transmission mechanisms and constrains policy spaces. This course aims at identifying the causes and consequences of fragility and at discussing how policies should be changed to enhance resilience in such countries. The course will, first, look into the definition and characteristics of fragility, its numerical representation, and its causes and main consequences. The course will also highlight how policy is made in states of fragility, in particular, fiscal policy, monetary policy, exchange rate policy, export promotion policy, etc.), as well as consider policy interactions. Finally, the course will focus on efforts to mitigate fragility and enhance resilience in such countries, including the role of structural policies and that of international financial institutions.

**Requirements/Evaluation**: students will write 5-6 papers during the term, and will prepare and deliver formal comments on 5-6 papers written by other students

**Prerequisites**: ECON 252 and ECON 255

**Enrollment Limit**: 10

**Enrollment Preferences**: Economics majors

**Expected Class Size**: 10

**Grading**: no pass/fail option, no fifth course option
ECON 540 (S) Research Studies
In this course, each Fellow carries out an individual research study on a topic in which they have particular interest, usually related to one of the three seminars. The approach and results of the study are reported in a major paper. Research studies are analytical rather than descriptive and in nearly all cases include quantitative analyses. Often the topic is a specific policy problem in a Fellow's own country.

Class Format: research
Grading: yes pass/fail option, yes fifth course option

ECON 545 (S) Growth Diagnostics (QFR)

Cross-listings: ECON 545 ECON 345

Secondary Cross-listing

Evidence from across the developing world suggests that the “binding constraints” to economic growth can be remarkably heterogeneous—i.e., the growth potential of stagnating or underperforming economies may be unlocked in a large variety of ways. For instance, pre-reform China had been constrained by poor supply incentives in agriculture, whereas Brazil has been held back by an inadequate supply of credit, South Africa by poor employment incentives in manufacturing, El Salvador by insufficient production incentives in tradables, Zimbabwe by bad governance, and so forth.

How can developing-country policymakers determine country-specific constraints like these, thus enabling them to pragmatically pursue a selected set of growth-promoting policies rather than attempting to implement a "laundry list" of reforms that are naively based on "best practice" rules-of-thumb? This course will serve as a primer on "growth diagnostics," an empirically-driven analytical framework for identifying the most binding constraints to economic growth in a given country at a point in time, thereby allowing policymakers to develop well-targeted reforms for relaxing these constraints while being cognizant of the nation’s prevailing economic, political, and social context. The course will first build on the basic theories and empirics of economic growth to elucidate the diagnostic framework and will then employ a wide range of country-specific case studies to demonstrate how the framework can be operationalized for policy making. Throughout the semester, students will be required to work in groups, each representing a given developing or emerging-market economy, in order to build a growth diagnostic for their group’s assigned country by the end of the course.

Requirements/Evaluation: extensive class participation, two short (5-page) papers, two 15-page team papers comprising a country growth diagnostic, and a team presentation on the diagnostic

Prerequisites: for undergraduates ECON 251, ECON 252, and either ECON 255 or STAT 346

Enrollment Limit: 19

Enrollment Preferences: CDE fellows and senior Economics majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 545 (D2) ECON 345 (D2)

Quantitative/Formal Reasoning Notes: The course material will be draw heavily on mathematical and statistical models of economic growth and macroeconomic development, and students will be required to routinely develop mathematical models and/or conduct econometric analysis in their assignments.

ECON 548 (F) Human Capital and Development

Children around the world face unequal opportunities to attend school, and to learn. This course will introduce students to economic studies of education, focusing on pre-school through high school. The course will mainly cover research in low-income and middle-income countries, but will also discuss connections to policy debates in the United States and elsewhere. Topics will include the importance of early-life conditions and investments; the connections between health and education; the roles of information, incentives, inputs, and technology; research methods; and decisions between
policy options. Students in this course will analyze data themselves, and will critically read published research.

Requirements/Evaluation: Grades are principally based on problem sets, two in-class exams, and short presentations by students.

Prerequisites: ECON 255, POEC 253, STAT 346, or permission of the instructor

Enrollment Limit: 20

Enrollment Preferences: Economics majors

Expected Class Size: 20

Grading:

Distributions: (D2)

Not offered current academic year

ECON 570 Data Science for Economic Analysis

The goal of data science is to use empirical information from a broad range of sources to improve our understanding of the world around us. Economists increasingly rely on the tools of data science to access novel sources of data and information, characterize the economic environment, and conduct empirical analysis. This course provides a hands-on introduction to data science tools most relevant for economic analysis including data visualization, exploratory data analysis, and statistical learning. The objective of the course is to help students: (i) formulate economic research questions that can be explored using data science tools, (ii) identify sources of data and prepare data for analysis, (iii) produce persuasive visualizations, and (iv) analyze data using both classical statistics and machine learning.

Class Format: The course includes traditional lectures, interactive activities in both Stata and R, and in-class presentations by students. Some prior knowledge of either Stata or R is helpful, but not required.

Requirements/Evaluation: Grades are based on in-class participation and performance on two take-home exams as well as problem sets and data visualization/analysis projects.

Prerequisites: ECON 255 or STAT 201, STAT 202, or STAT 346 or permission of instructor

Enrollment Limit: 25

Enrollment Preferences: Economics majors

Expected Class Size: 25

Grading:

Distributions: (D2)

Not offered current academic year

Winter Study

ECON 21 (W) Fieldwork in International Development

This course involves an internship, volunteer work, or a research project in a developing economy and an academic analysis of the relevant development issues. The instructors will work with interested students to help arrange a placement and to help secure funding through Williams Financial Aid or other sources. Such arrangements must be made well in advance of Winter Study. Spanish speakers are especially encouraged to apply as there will likely be a few fieldwork possibilities in coffee-growing areas of Latin America. Students will read relevant background articles distributed at the end of fall term and must agree to keep a journal, maintain contact with the instructors, and write a final paper on development issues raised by their specific internship. A group meeting of all students will occur after Winter Study to reflect on individual experiences. Students are also encouraged to attend development talks at the Center for Development Economics throughout the academic year. Requirements: 90 hours of fieldwork; satisfactory evaluation from the institutional sponsor; 10-page final paper or equivalent; participation in final meeting. Interested students should send a resume and letter of interest to Paula Consolini by November 1. Each student's internship provider should send a confirmation letter by December 1 verifying the placement and describing the nature of the work to be performed by the intern. Paula Consolini is Director of the Center for Learning in Action.

Requirements/Evaluation: 10-page paper

Prerequisites: none

Enrollment Limit: 8

Enrollment Preferences: Resume and Letter of Interest will be used to select students if over-enrolled
ECON 30 (W) Honors Project: Economics

The “Specialization Route” to the degree with Honors in Economics requires that each candidate take an Honors Winter Study Project in January of their senior year. Students who wish to begin their honors work in January should submit a detailed proposal. Decisions on admission to the Honors WSP will be made in the fall. Information on the procedures will be mailed to senior majors in economics early in the fall semester. Seniors who wish to apply for admission to the Honors WSP and thereby to the Honors Program should register for this WSP as their first choice. Some seniors will have begun honors work in the fall and wish to complete it in the WSP. They will be admitted to the WSP if they have made satisfactory progress. They should register for this WSP as their first choice.

Class Format: honors project
Grading: pass/fail only
Not offered current academic year

ECON 31 (W) Honors Thesis: Economics

To be taken by students participating in year-long thesis research Economics 493-494.

Class Format: thesis
Grading: pass/fail only
Not offered current academic year

ECON 99 (W) Independent Study: Economics

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study
Grading: pass/fail only
Not offered current academic year
ENGLISH (Div I)

Chair: Associate Professor Bernard Rhie

- Alison A. Case, Dennis Meenan ’54 Third Century Professor of English
- Franny Choi, Gaius Charles Bolin Fellow in English
- Cassandra J. Cleghorn, Senior Lecturer in English and American Studies; affiliated with: American Studies Program; on leave Spring 2021
- Alan De Gooyer, Lecturer in English
- Ezra D. Feldman, Visiting Assistant Professor of English; affiliated with: Science & Technology Studies, Graduate Program-Art History
- Jessica M. Fisher, Associate Professor of English
- Stephen Fix, Robert G Scott ’68 Professor of English
- Manuel Gonzales, Visiting Assistant Professor of English
- Bethany Hicok, Lecturer in English
- Kathryn R. Kent, Professor of English; on leave 2020-2021
- John E. Kleiner, Professor of English
- John K. Limon, John Hawley Roberts Professor of English; on leave Spring 2021
- Gage C. McWeeny, Professor of English, Chair of Oakley Center for the Humanities and Social Sciences; affiliated with: Oakley Ctr for Human & Soc Sci
- Paul C. Park, Senior Lecturer in English; on leave Fall 2020
- James L. Pethica, Senior Lecturer in English and Theatre; affiliated with: Theatre Department
- Rowan Ricardo Phillips, Margaret Bundy Scott Professor of English
- Anjuli F. Raza Kolb, Associate Professor of English; on leave 2020-2021
- Bernard J. Rhie, Chair and Associate Professor of English
- Shawn J. Rosenheim, Professor of English, Chair of Campus Environmental Committee
- James R. Shepard, J. Leland Miller Professor of American History, Literature, and Eloquence
- Karen L. Shepard, Senior Lecturer in English
- David L. Smith, John W Chandler Professor of English
- Anita R. Sokolsky, Professor of English; on leave 2020-2021
- Christian Thorne, Professor of English; on leave Fall 2020
- Stephen J. Tifft, Professor of English; on leave 2020-2021
- Emily Vasiliauskas, Assistant Professor of English
- Ricardo A Wilson, Assistant Professor of English

The study of English allows students to explore the critical role language and literature play in the shaping of human culture and social experience. Department courses cover a variety of national, regional, and diasporic literary traditions; acquaint students with a range of genres and cultural practices, including poetry, prose, drama, film, and mixed or emerging media; and employ a range of critical and methodological approaches. All foster skills of critical analysis, interpretation, and written argument and expression. By cultivating a sophisticated awareness of linguistic and literary representation, and by encouraging the ability to read critically and write persuasively, the English major provides students with intellectual and analytical skills that they can draw upon to follow a wide range of paths.

COURSES AND COURSE-NUMBERING

100-level Courses

At the introductory level, the department offers a range of writing-intensive 100-level courses which focus on interpretive skills as well as skills in
writing and argumentation. All 100-level courses are designed primarily for first-year students, although they are open to interested sophomores, juniors, and seniors. A 100-level course is required for admission to most upper-level English courses, except in the case of students who have placed out of the introductory courses by receiving a score of 5 on the Advanced Placement examination in English Literature or of 6 or 7 on the Higher Level International Baccalaureate English exam.

200-level Courses

Most 200-level courses are designed primarily for qualified first-year students, sophomores, and junior and senior non-majors, but they are open to junior and senior majors and count as major courses. Several 200-level courses have no prerequisites; see individual descriptions for details. 200-level Gateway courses are designed for first- and second-year students who are considering becoming English majors, or who are interested in pursuing upper-level course work in the department. All Gateway courses are writing-intensive. First-year students who have placed out of the 100-level courses are encouraged to take a Gateway course as their introduction to the department.

300-level Courses

The majority of English Department courses are designed primarily for students who have some experience with textual analysis, and are open to sophomores, juniors, and seniors. First-year students who wish to enroll in a 300-level course are advised to consult the instructor.

400-level Courses

400-level courses are intensive, discussion-oriented classes. Limited to 15 students, 400-level courses should be attractive to any student interested in a course that emphasizes student initiated independent work. Majors considering Honors work and who wish to prepare for it are urged to take a 400-level course before senior year.

ADVISING

All students who wish to discuss English Department offerings are invited to see any faculty member or the department chair. Prospective majors are particularly encouraged to discuss their interest with faculty as early as possible. In the spring of the sophomore year, newly declared majors must meet with a faculty member to discuss the Major Plan. Declared majors will be assigned a permanent advisor shortly after they declare the major.

MAJOR

Major Plan. Shortly after declaring the major, all English majors must complete a short written plan for how they intend to complete the major. In this plan, students should consider how they can most fruitfully explore the broad range of genres, historical periods, and national and cultural traditions that literature in English encompasses, and how they wish to focus upon a particular intellectual interest within English. Students are encouraged to begin discussing the Major Plan with a faculty member as soon as they become interested in the major; junior majors must meet with faculty advisors to revisit Major Plans as they register for courses. There will also be informational meetings and web resources available to assist new majors in developing the Major Plan.

Students majoring in English must take at least nine courses, including the following:

Any 100-level English class. Students exempted by the department from 100-level courses will substitute an elective course.

At least one 200-level Gateway course (grouped at the end of the 200-level course descriptions). Gateway courses are designed for first- and second-year students contemplating the major or intending to pursue more advanced work in the department; these courses focus on analytical writing skills while introducing students to critical methods and historical approaches that will prove fruitful as they pursue the major. (Note: a Gateway course can fulfill a Literary Histories or Criticism requirement as well as the Gateway requirement.)

At least one Criticism course (identified in parentheses at the end of the course description). A course fulfilling the criticism requirement entails a sustained and explicit reflection on problems of critical method, whether by engaging a range of critical approaches and their implications or by exploring a particular method, theorist, or critic in depth. (Please note that when a Criticism course is also listed as satisfying the Literary Histories requirement, the course may be used to satisfy either requirement, but not both.)

At least three courses at the 300-level or above.

At least three courses designated as Literary Histories. Literary Histories courses concern the emergence or development of a specific literary tradition or problem and/or its transformation across multiple historical periods. Literary Histories are identified by LH-A, LH-B, or LH-C in parentheses at the end of the course description.

LH-A: courses dealing primarily with literature written before 1800.

LH-B: courses dealing primarily with literature written before 1900 but not included in LH-A (courses on literature from 1800-1900 and some surveys).

LH-C: courses dealing primarily with literature written after 1900.

Of the three Literary Histories courses required for the major, at least two must focus on literature before 1900 (LH-A or LH-B), with at least one of these focusing primarily on literature before 1800 (LH-A).
Courses Outside the Department

The department will give one elective course credit toward the major for a course taken in literature of a foreign language, whether the course is taught in the original language or in translation. Such a course may not be used to satisfy the department’s Literary Histories, Criticism, or Gateway requirements.

STUDY AWAY

Majors who plan to study abroad should be proactive in understanding how this will affect their plans for completing major requirements. Such plans should be discussed in advance with the student’s advisor as well as the department’s academic assistant. Approval of departmental credit for courses taken off-campus must be obtained in advance from the department chair.

FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, and complete syllabus including readings/assignments. In most cases we require syllabus, readings, and assignments. The one exception is the Oxford Program. We need only the title and description for that particular program.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

Yes, for most programs we allow only two electives towards the major. Again, the exception is the Oxford Program where we allow four.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

Yes.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes, students cannot receive credit for the Gateway requirement. It is difficult to receive credit for our criticism requirement as well.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. Students must be aware that if they do not take a Gateway before their study away they will have to do it when they come back. Likewise for our criticism requirement.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:

This happens most often when the student does don’t come to see the Chair before they leave or if they change their plans once they are away at their program.

THE DEGREE WITH HONORS IN ENGLISH

The English Department offers three routes toward honors: a creative writing thesis, a critical thesis, and a critical specialization. Candidates for the program should have at least a 3.5 average in courses taken in English, but admission will not depend solely on course grades. Formal application to pursue honors must be made to the director of honors (Emily Vasiliauskas) by April of the junior year.

All routes require students to take a minimum of ten regular-semester courses (rather than the nine otherwise required for the major). Students doing a creative writing thesis must, by graduation, take at least nine regular semester courses, and, in addition, take English 497 (Honors Thesis) and English W31 (Senior Thesis, winter study) during senior year. Students writing a critical thesis must, by graduation, take at least eight regular-semester courses, and, in addition, take English 493 and English 494 (fall Honors Colloquium and spring Honors Thesis) and English W31 (Senior Thesis, winter study) during senior year. Students pursuing a critical specialization must, by graduation, take at least eight regular-semester courses, and, in addition, take English 493 and English 494 (fall Honors Colloquium and spring Honors Thesis) and English W30 (Senior Thesis: Specialization Route, winter study) during senior year.

Creative Writing Thesis

The creative writing thesis is a significant body of (usually) fiction or poetry completed during the fall semester and winter study of the senior year, and usually including revised writing done in earlier semesters. (With permission of the honors committee, the thesis may be undertaken during the
winter study period and the spring semester of the senior year.) Requirements for admission include outstanding work in an introductory and an advanced workshop (or, in exceptional cases, not including poetry or fiction, a substantial body of work in place of an advanced workshop), a recommendation from one of the creative writing teachers (who will then act as thesis advisor), and the approval of the departmental honors committee. A creative thesis begun in the fall is due on the last day of winter study; one begun in winter study is due the third Monday after spring break. The methods of evaluation are identical to those for critical projects (but their page limits do not apply).

**Critical Thesis**

The critical thesis is a substantial critical essay written during both semesters as well as the winter study period of the senior year. It must consider critical and/or theoretical as well as literary texts. The thesis is normally about 15,000 words (45 pages); in no case should it be longer than 25,000 words (75 pages). The proposal, a 3-page description of the thesis project, should indicate the subject to be investigated and the arguments to be considered, along with a bibliography. The finished thesis is due on the third Monday following spring break. After the critical thesis has been completed, students publicly present their work.

**Critical Specialization**

The critical specialization route is a series of forays into a broad area of interest related to work undertaken in at least two courses. At least one of these courses must be in the English Department, and both need to have been taken by the end of fall term in senior year. The specialization route entails: (1) a set of three 10-page essays which together advance a flexibly related set of arguments; (2) an annotated bibliography (5 pages) of secondary sources, explaining their importance to the area of specialization; (3) a meeting with the three faculty evaluators (one of whom is the advisor) during the last two weeks in February to discuss the trio of essays and the annotated bibliography; (4) a fourth essay of 12 pages, considering matters that arose during the faculty-student meeting and reflecting on the outcome of the specialization. The 3-page proposal for the specialization should specify the area and range of the study, the issues likely to be explored, and the methods to be used for their investigation. It should also describe the relation between previous course work and the specialization, and include a brief bibliography of secondary works. The first two papers are due by the end of fall semester; the third paper is due at the end of winter study; the bibliography is due mid-February; and the final paper is due the third Monday after spring break.

**Applying to the Honors Program**

All students who wish to apply to the honors program are required to consult with a prospective faculty advisor and the director of honors before April of the junior year. Prior to pre-registration in April, candidates for critical theses and specializations submit a 3-page proposal that includes an account of the proposed project and a bibliography. Students applying to creative writing honors submit a brief proposal describing the project they wish to pursue. Decisions regarding admission to the honors program will be made by the end of May. Admission to the honors program depends on the department’s assessment of the qualifications of the student, the feasibility of the project, and the availability of an appropriate advisor.

When pre-registering for Fall classes of their senior year, students who are applying to critical honors should register for the Honors Colloquium as one of their four courses.

**Progress and Evaluation of Honors**

While grades for the fall and winter study terms are deferred until both the honors project and review process are completed, students must do satisfactory work to continue in the program. Should the student’s work in the fall semester not meet this standard, the course will convert to a standard independent study (English 397), and the student will register for a regular winter study project. A student engaged in a year-long project must likewise perform satisfactorily in winter study (English W30 or W31) to enroll in English 494 in the spring semester. When such is not the case, the winter study course will be converted to an independent study “99.”

Students are required to submit one electronic copy to the department academic assistant at pmalanga@williams.edu. Students should also give a final hard copy to their thesis advisor. Both the electronic copy and the hard copy are due on the dates applicable to the type of project pursued (see the above descriptions of each type of project for the due dates). All honors projects are evaluated by the advisor and two other faculty members. The colloquium director, in consultation with the advisor, gives the first semester grade, and the advisor determines the student’s second semester grade in honors, while the two external readers recommend to the department that the project receive Highest Honors, Honors, or no Honors. Honors of any kind are contingent upon satisfactory completion of courses in the major during the senior year. Highest Honors are normally awarded only to students whose performance in both the honors program and regular courses in the major has been exceptional.

**ENGL 104 (S) Creative Non-fiction (WS)**

In this course we will read some of the most prominent practitioners of creative non-fiction—writers like John McPhee, Joan Didion, Malcolm Gladwell, Susan Orlean, Ta-Nehisi Coates, Michael Pollan, Zadie Smith and Oliver Sacks. Students will also write in a variety of non-fiction modes—explainers, profiles, essays, memoirs. We will probe the border between invention and fact and consider the ways that narratives are constructed.
ENGL 105 (S) American Girlhoods (DPE) (WS)

Cross-listings: AMST 105, WGSS 105, ENGL 105

Primary Cross-listing

The image of the girl has captivated North American writers, commentators, artists, and creators of popular culture for at least the last two centuries. What metaphors, styles of writing, ideas of "manners and morals" does literature about girls explore? What larger cultural and aesthetic concerns are girls made to represent? And how is girlhood articulated alongside and/or intertwined with other identities and identifications, such as race, ethnicity, class, and sexuality? These are some of the issues we will explore in this course.

Requirements/Evaluation: at least 20 pages of writing; short, more informal writing assignments; GLOW posts; class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who do not have a 5 on the AP and/or have not previously taken a 100-level English class

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 105 (D1), WGSS 105 (D1), ENGL 105 (D1)

Writing Skills Notes: Students do at least 20 pages of writing (4-5 papers) and are required to revise several papers. We also devote significant class time to talking about successful academic writing. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course considers the construction of girlhood in the United States along the axes of race, gender, sexuality, class and more, and the literary history of who, in various moments in America, has even been allowed to claim the privileges of and/or be burdened with the idea of being a girl. It examines how girlhood is represented in relation to (in)equity and power and what kinds of literary and cultural forms writers utilize to illuminate these differences.

Not offered current academic year

ENGL 106 (S) "Make it New": The Modernist Experiment (WS)

Cross-listings: ENGL 106, COMP 105

Primary Cross-listing

In her essay "Mr. Bennett and Mrs. Brown" (1924), Virginia Woolf proposed that around 1910 "human character" itself had suddenly changed, rendering existing conventions "in religion, conduct, politics, and literature" no longer adequate to express the new age. "And so the smashing and the crashing began. Thus it is that we hear all around us, in poems and novels . . . the sound of breaking and falling, crashing and destruction." This
course will explore the effort of artists in the decade or so before and after World War I to "make it new." We will read work by Conrad, Yeats, Frost, Pound, Joyce, T.S.Eliot, Mansfield, Woolf, Faulkner, Wallace Stevens, William Carlos Williams and others, and chart the range of innovative narrative and formal strategies Modernist writers adopted in their efforts to represent consciousness, experience, memory and the objective world more fully and accurately in an era of massive social, political and technological change. We will also consider some non-print media, including developments in the visual arts from the post-impressionists through to the surrealists, the work of the Bahaus, and early experiments in film.

Requirements/Evaluation: active class participation; three papers rising from 3-7 pages; three two-page reading responses

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 106 (D1) COMP 105 (D1)

Writing Skills Notes: Three papers rising from 3-7 pages; three 2-page reading responses. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Not offered current academic year

ENGL 107 (F) Temptation (WS)

Cross-listings: COMP 106 ENGL 107

Primary Cross-listing

We want most those things we can't--or shouldn't--have. Or, to put it another way, it is when limitations are placed on our actions by law, religion, or the facts of our own biology that we experience desire most acutely. In this course, we will examine fictional narratives, lyric poems, and philosophical meditations in which people are tempted to act against their better judgement. Free will, ambition, temperance, suspense, despair, and repression will be our conceptual preoccupations. We will get to know such writers and artists as Homer, Euripides, Ovid, Augustine, Shakespeare, Donne, Milton, Laclos, Mozart, Freud, Frost, and Scorsese.

Requirements/Evaluation: Four five-page papers, in-class presentation, thoughtful participation in discussions

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: First-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 106 (D1) ENGL 107 (D1)

Writing Skills Notes: Students will write four five-page papers, each of which will receive timely and extensive written feedback from the instructor. Students will be invited to discuss their papers with the instructor at the draft stage.

Not offered current academic year

ENGL 110 (F) Ruined America: New American Dystopian Novels (WS)

Dystopian novels have become commonplace. But why now? Why do we seem to be experiencing a heightened anxiety over apocalypse? We will consider two types of dystopian visions--those that present a post-apocalyptic world, and those that conjure up wrecked societies out of current evils. Both types present the world we know now as either lost or full of losers. As we visit a variety of recently imagined American dystopias, we will focus on the ethical dilemmas imposed by prospects of our diminished state: the inevitable issues of class, and the divisions of race and gender; the prospects of anarchy and political oppression; and the threat of technology to our identity and our environment. The class will also focus on techniques to improve your critical reasoning and analytical skills with the goal of writing interesting and well-argued essays.

Class Format: The course will be taught remotely.
ENGL 111 (S) Poetry and Politics (WS)

"Poets are the unacknowledged legislators of the world" wrote Shelley in his 1821 "Defence of Poetry," countering the widely held view of poetry's airy irrelevance to the material progress of humanity. His claims are echoed a century and a half later in Audre Lorde's "Poetry is Not a Luxury,"; in which she argues that poetry is a vital and essential part of her own political struggle as a Black lesbian feminist. But when W.B. Yeats--himself a very politically involved poet--writes in 1917 that "from the quarrel with others comes rhetoric; from the quarrel with ourselves comes poetry," he implies that poetry would suffer from too much involvement with the "quarrel with others" that is politics. And when W. H. Auden writes in 1939 that "poetry makes nothing happen" he appears to locate poetry's value precisely in its irrelevance to politics as such. This course will focus on the vexed relationship between poetry and political struggle, reading predominantly poetry and poetics (writings about poetry) of the last two centuries in an effort to answer the questions: what can poetry do for politics? what does politics do for (or to) poetry? Is poetry essential to political struggle, or do poetry and politics mix only to the detriment of both, producing, on the one hand, bad poetry, and on the other, mere distractions from the "real" work of politics? The primary goal of the course is to make students better readers and appreciators of poetry, and better readers and writers of argumentative prose.

Class Format: discussion

Requirements/Evaluation: graded essays, final in-class team project

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 14

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Students will write 5 essays total. After each essay, students meet individually with the professor to discuss their writing and plan specific improvements in their writing skills. Two of the essays will be revised after peer-review tutorials.

Spring 2021

SEM Section: R1 TF 3:15 pm - 4:30 pm Alison A. Case

ENGL 112 (F) Introduction to Literary Criticism (WS)

What determines meaning? How we interpret is inevitably inflected by our own priorities and preoccupations, by the contexts in which we read, by literary and other conventions, and by the historical and personal circumstances of a work's composition, as well as deriving from the particular words of a text and from the mutable life of language itself. So how to go about the task of reading literature well, and reading critically? This course will focus on key introductory methods and critical approaches, and is intended to develop your skills in reading, writing about, discussing and interpreting literary texts. Our readings--mainly short fiction and poetry, along with selected introductory work in critical theory--will invite increased self-consciousness about literary form, the functions of criticism, and the process of reading and interpretation. In the last weeks of the course, we will
read longer texts, including at least one play and one novel.

**Class Format:** Our class meetings will be conducted remotely, but with the seminar group regularly broken into small discussion sections. As the semester progresses, I will consider moving to in-person teaching for the discussion sections as conditions on campus clarify.

**Requirements/Evaluation:** Three papers rising from 3-6 pages, discussion board postings, and contribution to class discussions.

**Prerequisites:** None

**Enrollment Limit:** 14

**Enrollment Preferences:** First-year students who have not taken or placed out of a 100-level ENGL course

**Expected Class Size:** 14

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Three papers, rising from 3 pages for the first, to 6 pages for the last. Postings on Glow discussion boards for all class meetings. Extensive written feedback on longer papers, plus the option of revision.

Fall 2020

SEM Section: R1  MWF 10:40 am - 11:30 am  James L. Pethica

**ENGL 113 (F) The Feminist Poetry Movement**  (DPE) (WS)

**Cross-listings:** WGSS 113  ENGL 113  AMST 113

**Primary Cross-listing**

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

**Class Format:** discussion, some lecture, project work in archives and art gallery

**Requirements/Evaluation:** three analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), curated final project (archival exhibit with 7-page paper), presentations

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first years

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 113 (D1) ENGL 113 (D1) AMST 113 (D1)

**Writing Skills Notes:** Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, three four-to-five-page graded papers, one creative assignment, and a final digital research project (10-page equivalent; peer reviewed). Students receive critical feedback on written assignments a week prior to due date through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next assignment.

**Difference, Power, and Equity Notes:** The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course
employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

ENGL 114 (F) Literary Speakers (WS)

The general purpose of this course is to develop students' skills as interpreters of poetry and short fiction. Its particular focus is on how--and with what effects--poets create the voices of their poems, and fiction writers create their narrators. We'll consider the ways in which literary speakers inform and entice, persuade and sometimes deceive, their audiences. Readings will include texts from various historical periods, with particular emphasis on the twentieth century (including works by James Joyce, Henry James, Vladimir Nabokov, Robert Frost, Toni Cade Bambara, Raymond Carver, and Seamus Heaney).

**Class Format:** This course will be taught remotely.

**Requirements/Evaluation:** 4 or 5 papers, of varying lengths, spaced throughout the term (about 15-20 pages total); detailed feedback will be provided on each paper, along with opportunities for revision. There will be no examinations in this course.

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** first-year students and then sophomores who have not yet taken a 100-level course in English

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** There will be 4-5 papers assigned, spaced evenly throughout the term, ranging in length from 1-2 pages to about 5 pages. Detailed feedback will be provided on each paper. There will be opportunities for revisions, and for conferences before and after each paper. At least two classes during the term will be specifically devoted to issues related to paper writing.

Fall 2020
SEM Section: R1 MWF 10:40 am - 11:30 am Stephen Fix

ENGL 115 (F) The Literature of Sports (DPE) (WS)

**Cross-listings:** AFR 115 ENGL 115

**Primary Cross-listing**

The ubiquity of the sporting event, the athlete as hero, the athlete as failure, the crowd, the fan, the stadium, and all of the complex conflicts therein have long been the subjects of some of the finest writing in America and throughout the world. Writers have used sport as a context through which to explore and examine ideas such as beauty, the sublime, tragedy, politics, race, class, sexuality, and gender. This course will focus on poetry, fiction, and non-fiction invested in the public spectacles and private revelations of sport ranging from the poetics of praise to issues of urbanism, colonialism, globalization with readings by Pindar, Rankine, CLR James, Baldwin, Hemingway, Oates, DeLillo, and many others. This course will be taught online in a synchronous format.

**Requirements/Evaluation:** Students will be expected to complete a number of short (5 pages or less) papers during the semester and one longer paper (8-10 pages) at the end of the semester.

**Prerequisites:** None.

**Enrollment Limit:** 14

**Enrollment Preferences:** first-year students who have not taken or placed out of a 100-level ENGL course.

**Expected Class Size:** 14

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**
AFR 115 (D2) ENGL 115 (D1)

**Writing Skills Notes:** Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.
ENGL 116 (F)(S) The Remix: Adaptation and Revelation (WS)
This course explores the ideas of remaking and adaptation. We examine twentieth and twenty-first-century fiction, poetry, film, and hybrid texts that interact with subject matter stretching from Greek mythology to New World castaway stories to global pandemics. What is the nature of the work they attempt? What is lost and gained in these re-visions? In response to these questions, emphasis is placed on critical reading and writing (and rewriting), as well as on research skills. Works considered throughout the term come from, among others, Jorge Luis Borges, Anne Carson, J.M. Coetzee, Alfonso Cuarón, and Natasha Trethewey.

Class Format: remote
Requirements/Evaluation: at least 20 pages of writing; GLOW posts; class participation
Prerequisites: none
Enrollment Limit: 14
Enrollment Preferences: first-year students who do not have a 5 on the AP and/or have not previously taken a 100-level English class
Expected Class Size: 14
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1) (WS)

Writing Skills Notes: Students will do at least 20 pages of writing (4 papers) and will be required to significantly revise one paper. Students will also provide two detailed editorial responses to the work of another student. Significant class time will be spent covering strategies for effective and persuasive academic writing. Throughout the semester, students will receive written feedback from the instructor with specific suggestions for revision and improvement.

ENGL 117 (S) Introduction to Cultural Theory (WS)

Cross-listings: ENGL 117 COMP 117
Primary Cross-listing

This course has a clear purpose. If you had signed up for a course in biology, you would know that you were about to embark on the systematic study of living organisms. If you were registered for a course on the American Civil War, you would know that there had been an armed conflict between the northern and southern states in the 1860s. But if you decide you want to study "culture," what exactly is it that you are studying? The aim of this course is not to come up with handy and reassuring definitions for this word, but to show you why it is so hard to come up with such definitions. People fight about what the word "culture" means, and our main business will be to get an overview of that conceptual brawl. We will pay special attention to the conflict between those thinkers who see culture as a realm of freedom or equality or independence or critical thought and those thinkers who see culture as a special form of bondage, a prison without walls. The course will be organized around short theoretical readings by authors ranging from Matthew Arnold to Laura Mulvey, but we will also, in order to put our new ideas to the test, watch several films (mostly of the class's choosing) and listen to a lot of rock and roll. Why do you think culture matters? Once you stop to pose that question, there's no turning back.

Class Format: discussion
Requirements/Evaluation: four formal writing assignments totaling 20 pages (three full essays + one lead-in assignment), informal writing twice weekly, class attendance and participation
Prerequisites: none
Enrollment Limit: 14
Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course
Expected Class Size: 14
Grading: no pass/fail option, yes fifth course option
Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 117 (D1) COMP 117 (D1)

Writing Skills Notes: Students will write three five- to seven-page papers, on which I will provide extensive feedback. Before writing their first papers, students will submit theses and introductions, which I will help them refine. We will hold three extra writing sessions, to discuss how best to organize arguments. Students will write informally before every class.

Spring 2021
SEM Section: R1 TF 1:30 pm - 2:45 pm Christian Thorne

ENGL 119 (S) Missed Encounters (DPE)

Although we all entertain the dream of reaching directly across boundaries of personal and cultural difference, such exchanges remain inseparable from fantasies of otherness. Those fantasies can be as reductive as a stereotype, but they can also be enormously nuanced and self-revealing—as rich as literature itself. We will study the missed encounter—the encounter in which the element of presupposition and fantasy is vividly apparent—in cultural contexts from the first English accounts of the inhabitants of Virginia to race relations in contemporary African fiction; we will consider such encounters in other contexts as well, including sexual relations, the relations between young and old, even the relation between past and present. But in every case, we will keep our gaze trained on what such events tell us about the nature of fantasy and the place of fiction. The course will consider novels, drama, film, opera, and non-fiction, works such as: Coetzee, Waiting for the Barbarians; Harriot, "Report of the New Found Land of Virginia"; Conrad, Heart of Darkness; Stephen Crane, "The Blue Hotel"; Nadine Gordimer, The Pick Up; Herzog, "Aguirre"; Shakespeare, Merchant of Venice; Puccini, Madame Butterfly; Huang, M. Butterfly; Austen, Pride and Prejudice; Gyasi, Homegoing; and theoretical writing, including texts by the psychoanalytic critic, Jacques Lacan.

Requirements/Evaluation: 20 pages of writing in the form of frequent short papers
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: first- and second-year students who have not taken or placed out of an English 100-level class
Expected Class Size: 19
Grading: no pass/fail option, yes fifth course option
Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: The course fulfills the spirit of the DPE requirement by engaging diverse cultural contexts in order to explore the ways in which political, racial, and sexual identities are staked on forcible assertions of difference which at once constitute power and erode it from within. Through discussion and critical writing, students will develop analytical tools and skills to interrogate these effects of social power.

Not offered current academic year

ENGL 120 (F)(S) The Nature of Narrative (WS)

Cross-listings: ENGL 120 COMP 111
Secondary Cross-listing

Narrative—storytelling—is a fundamental human activity. Narratives provide us with maps of how the world does or should or might work, and we make sense of our own experiences through the narratives we construct ourselves. This course examines the nature and workings of narrative using texts from a wide range of literary traditions, media, and genres. Readings may include Western and Asian classics (Homerian epic, The Tale of Genji, medieval Chinese narrative), novelistic fiction ranging from nineteenth-century realism to postmodern experimentation (Tolstoy, Garcia-Marquez, Toni Morrison), and visual literature from film and drama to graphic memoir (Mizoguchi Kenji, David Mamet, Art Spiegelman, Alison Bechdel). We will also read some short works of literary theory from around the world to help us broaden our idea of what literature can be and do. All readings in English.

Class Format: The spring section of this class will have a hybrid format to the extent possible given conditions on campus and student enrollment.
Off-campus students must be able to Zoom in during the scheduled class times.

Requirements/Evaluation: Regular attendance and participation in class; short and mid-length writing assignments spaced throughout the semester; revision of selected assignments after receiving instructor feedback.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Students considering a major in Comparative Literature

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 120 (D1) COMP 111 (D1)

Writing Skills Notes: Multiple writing assignments that build upon each other, including drafts and revisions, with substantial individualized feedback on writing from the instructor.

Fall 2020

SEM Section: H1 WF 1:30 pm - 2:45 pm Christopher A. Bolton
SEM Section: H2 MR 1:30 pm - 2:45 pm Christopher A. Bolton
SEM Section: R3 WF 1:30 pm - 2:45 pm Sarah M. Allen

Spring 2021

SEM Section: H1 TR 11:30 am - 12:45 pm Sarah M. Allen

ENGL 123 (S) The Short Story

The reading for this course will consist entirely of short stories by such writers as Poe, Hawthorne, James, Doyle, Hemingway, Faulkner, Gilman, Chopin, Cather, Toomer, McCullers, O'Connor, Borges, Nabokov, Kincaid, Saunders, Diaz, and Shepard. We will read one or two per class meeting; at the end of the course, we'll be reading one collection, probably by Raymond Carver. Reading short stories will allow us to pay close attention to the form of our texts, and to paragraphs, sentences, and words. The premise of the essays you will write is that short stories and short essays are both arts based on controlling the release of information and meaning, and that studying the two genres together will have reciprocal benefits for reading and writing.

Class Format: class meetings will be devoted almost entirely to discussion

Requirements/Evaluation: grades will be based on the five formal writing assignments, with rewards for improvement, plus class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken a 100-level English course; then sophomores who have not taken a 100-level English course

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

ENGL 125 (F) Theater and Politics (WS)

Cross-listings: ENGL 125 THEA 125

Primary Cross-listing

When Plato designed his ideal republic, he excluded theater from it, arguing that indulging in the charms of theatrical representation would make men poor governors of themselves and thus threaten the integrity of fledgling Greek democracies. In the twentieth-century, however, the work of younger artists and playwrights as diverse as Bertolt Brecht and Antonin Artaud provocatively suggested that theater itself could remedy the ills that Plato thought it aggravated by restoring to the people the productive power that the passively on-looking masses had ceded to the charisma of dictators.
Today, as rapid changes in media daily transform the way in which we experience the world and understand our place within it, artists, critics, and philosophers continue to draw on the terms of historical debates about theater in attempts to understand the political significance of technologically enhanced forms of global spectatorship, asking what becomes of the traditional roles of viewers and directors on the new world-stage, in an age when revolutions are triggered by cell phone images, but advertising campaigns are also customized to consumers based on automated scans of private information like email. In this seminar, students take a historical approach to these urgent contemporary questions, analyzing the politics of theater in literature, criticism, film, and philosophy from antiquity to the present.

**Requirements/Evaluation:** three papers of increasing length and complexity, one of which you will revise, totaling 20 pages of finished writing, and a portfolio of interpretive questions

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students who have not taken or placed out of a 100-level ENGL course

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 125 (D1) THEA 125 (D1)

**Writing Skills Notes:** The seminar includes extensive discussion of writing strategies throughout, frequent writing assignments, substantive feedback on writing assignments, and revision in response to that feedback.

Not offered current academic year

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**ENGL 128 (S) Reading Asian American Literature**

**Cross-listings:** COMP 128 ENGL 128 AMST 128

**Secondary Cross-listing**

Though the category and term "Asian American" came about as a result of political struggle in the 1960s, what we now call Asian American writing in English began in the nineteenth century and has played a significant role in every American literary "movement" from Modernism, realism, protest literature to various avant-gardes, the graphic novel, and digital poetries. This course closely reads a sampling of texts in a variety of genres and styles-produced by writers from various Asian American ethnic groups-from the late nineteenth century to the present and contextualizes them historically, both domestically and globally. We will examine the material, cultural, political, and psychic intersections of larger structural forces with individual writers and texts. Along the way, we will interrogate the notion of "Asian American"--its contradictions, heterogeneous nature, and our assumptions--and its relation to the idea of "American." Some questions we will ask: "Why have Asian Americans and Asian American writers and writing so often been viewed as 'foreign' or 'alien' to the American body politic and the English-language literary tradition?" "How might Asian American writing be linked to other English-language texts in the Asian diaspora?"

**Requirements/Evaluation:** six 2-3 pp. papers, participation (attendance, discussion, GLOW posts), and a final project (the final project is 7-9 pages: either a creative project or an analytical paper)

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** prospective AMST or ENGL majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 128 (D2) ENGL 128 (D1) AMST 128 (D2)

Not offered current academic year

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**ENGL 129 (F) Twentieth-Century Black Poets**

**Cross-listings:** ENGL 129 AFR 129

**Primary Cross-listing**

Not offered current academic year
From Langston Hughes to contemporary poets such as Angela Jackson and Claudia Rankine, African American poets have been preoccupied with the relations of poetry to other traditions. Vernacular speech, English poetry, jazz and other musical forms, folk humor, and African mythology have all been seen as essential sources for black poetry. This course will survey major poets such as Hughes, James Weldon Johnson, Countee Cullen, Robert Hayden, Gwendolyn Brooks, Amiri Baraka, Jackson, and Yusef Komunyakaa, reading their poems and their essays and interviews about poetic craft. We will ask how black poetry has been defined and whether there is a single black poetic tradition or several.

Requirements/Evaluation: several short papers, a 15-page final paper
Prerequisites: none
Enrollment Limit: 14
Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course
Expected Class Size: 14
Grading: no pass/fail option, yes fifth course option
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 129 (D1) AFR 129 (D2)

Fall 2020
SEM Section: R1    MW 10:00 am - 11:15 am     David L. Smith

ENGL 130    Writing for the Humanities (WS)
Compelling academic prose is a rare beast. In this course we will investigate what makes for good academic writing and how we can produce it ourselves. We will begin with words, then progress to sentences, paragraphs, and essays. Our reading will be close, our writing closer. Topics include the following: Are adverbs incredibly important? When is less more, and when isn't it? Is your garden English, or is it Chinese? What is the "uneven U" and why does it work? How does your audience affect how you write? In addition to reading writing about writing by Orwell, Fish, Tufte, Hayot, and (inevitably) Strunk and White, we will look closely at academic prose out in the wild, both good and bad. This course is for anyone who is interested in exploring in more depth the craft of writing, whether you have always considered yourself a "good writer" or struggle to fill a single page (or both). Our focus will be on academic writing for the humanities, but the skills we will develop are relevant to many other contexts as well.

Requirements/Evaluation: Regular attendance and active participation in class; writing assignments ranging in length from sentences to essays of varying length (500 words to 5-7 pages).
Prerequisites: None
Enrollment Limit: 12
Enrollment Preferences: First- and second-year students
Expected Class Size: 12
Grading:
Distributions: (D1) (WS)
Writing Skills Notes: The course will center on explicit, in-depth discussion of writing. We will read and discuss both writing on writing, and examples of prose. Students will complete weekly writing assignments of varying lengths and degrees of formality on which they will receive feedback from the instructor with particular attention to the craft of writing; some assignments will also be shared with the rest of the class.

Not offered current academic year

ENGL 131 (F)    All About Sonnets  (WS)
Fourteen lines in a fixed pattern. When Sir Thomas Wyatt introduced the sonnet to England in the 1500s with his translations of Petrarch, the form quickly became entrenched in English, and has been in regular use ever since. Originally penned as expressions of idealized love, sonnets soon expanded to address other kinds of emotionally intense relationships--to God, Nature, art, a particular place, the State, oppressors--while still, obsessively, returning to love in all its myriad forms. This makes the sonnet, deeply personal though it is, also a kind of pocket-sized literary tradition, as each new generation of poets extends, disrupts, and comments upon the whole history of sonnets. "A sonnet is a moment's monument," wrote D.G. Rossetti (in, of course, a sonnet)--speaking of the sonnet's tendency to offer just a snapshot of the poet's mental and emotional state--but the tradition of producing numbered sequences of sonnets can also string those moments into a kind of narrative. Similarly, while the sonnet is founded in strong
feeling, it is also obsessed with logic, delighting in logical argumentation, contradictions and paradoxes. This course will focus on a broad range of sonnets, historically, geographically and thematically, as well as criticism and theory relating to sonnets. Studying sonnets that are variously inspiring, devastating, and lol funny, we will become Sonnet Experts, while developing broadly useful skills in careful reading, concise writing and sound argumentation. Poets will include Shakespeare, Wordsworth, Keats, Elizabeth Barret Browning, DG and Christina Rossetti, Claude McKay, Edna St. Vincent Millay, John Berryman, Seamus Heaney, Vikram Seth, and many, many more. No prior experience with poetry is presumed.

**Class Format:** first week in regular class meetings, followed by weekly tutorial meetings in pairs

**Requirements/Evaluation:** five tutorial essays 3-5 pages; five responses to partners tutorial essays; 10 sonnet paraphrases and/or "prose sonnets;" thoughtful participation in tutorial meetings

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Bi-weekly short analytic papers (1000 words) which will be critiqued in tutorial meetings and revised as needed. Bi-weekly critique of partner's paper. Regular sonnet paraphrases and or "prose sonnets" that will be critiqued for linguistic precision and succinctness.

Not offered current academic year

**ENGL 132 (F) Black Writing To/From/About Prison** (DPE) (WS)

**Cross-listings:** WGSS 132  ENGL 132

**Primary Cross-listing**

This introductory course considers the disproportionate incarceration of African Americans as it is represented on the page. Keywords for meditation and analysis include blackness, gender, prison, justice, freedom, and abolition. Each reading and class discussion will aid students in developing rigorous and nuanced understandings of these terms. The primary project in this course is the development of open letter writing skills. This epistolary form allows both for the intimate engagement of individual, familiar contact and the deft inclusion of targeted eavesdroppers in order to raise the consciousness of listeners and affirm the value of personal relationships. Course texts will include letters to and from prison; documentaries; selections from anthologies like If They Come in the Morning and Captive Genders: Trans Embodiment and the Prison Industrial Complex; autobiographies like that by Malcolm X, Walidah Imarisha, and Assata Shakur; poetry by Ericka Huggins, Huey Newton, and Terrance Hayes; and critical interventions by scholars like Nikki Jones, Victor Rios, Michelle Alexander, and Angela Davis. We will also look at contemporary groups organizing around abolition and prisoner support including Critical Resistance, Photos From Solitary, and TGIJP (Transgender Gender Variant Intersex Justice Project).

**Class Format:** discussion, engagement with guest speakers, engagement with Special Collections

**Requirements/Evaluation:** four open letters developed with critical feedback (4-5 pages), a twice weekly question diary, an organization report and presentation, a collectively decided project

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students who have not taken or placed out of a 100-level ENGL course

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 132 (D1) ENGL 132 (D1)

**Writing Skills Notes:** Open letters are a mainstay of black literature allowing for intimate engagement of the individual and the deft inclusion of targeted eavesdroppers to raise the consciousness of listeners and affirm the value of personal relationships. Students will learn to write letters with purpose to facilitate a felt relationship to the topic; enhance writing skills including achieving clarity and aesthetic value; practice curation of references. Four 5-page letters with rigorous feedback to sharpen form.

**Difference, Power, and Equity Notes:** This class studies the historical development of mass incarceration of black folk from its roots in American slavery and white supremacist policy. This class also studies the impact of the prison industrial complex on transgender and queer folk in reproducing gender binaries and sexual abuse in and outside prison walls. The politics of prison abolition and gender self determination present critical interventions into the hegemonic structures of normalized racial dominance and gender oppression.
ENGL 133 (F) Shakespeare's Uncertain Ends

We've come to expect that the heroes of Shakespeare's tragedies learn something. Othello, Lear, Hamlet, Macbeth, and all the others, are supposed to achieve some kind of clarifying self-knowledge as a reward for their terrible suffering. After all, the heroes' flaws are revealed and their delusions are exposed so that they can eventually understand what has happened to them and why. They are meant to learn from their suffering. Or so we'd like to think. But the plays don't always cooperate with our desire for some compensating enlightenment. We don't always come away with a clear sense that Shakespeare's tragic heroes have arrived at a true self-recognition; in other words, they don't always fully grasp how their fate is implicated in their character. Nor are we granted an obvious, edifying moral to compensate for the misery we witness. What, then, do we discover at the end of a Shakespeare tragedy?

Requirements/Evaluation: three essays (two 5-page essays and one 10-page essay), short writing assignments, class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

ENGL 135 (F) Vengeance

For almost three thousand years revenge has been a central preoccupation of European literature. Revenge is inviting to literary and dramatic treatment partly because of its impulse towards structure: it traces a simple arc of injury and retaliation. A injures B, and B retaliates against A. But retaliation is never easy or equivalent, and there is always a volatile emotive mixture of loss and grievance that stirs up ethical ambiguities that are seldom resolved. Vengeance also fascinates because it is so paradoxical. The avenger, though isolated and vulnerable, can nevertheless achieve heroic grandeur by coming to personify nemesis. And yet the hero is always contaminated by trying to make a right out of two wrongs--and he usually has to die for it. Driven by past events, cut off from the present, and wrapped up in stratagems for future reprisals, the avenger's actions are almost always compromised by impotence or excess. At best, revenge is "a kinde of Wilde Justice"--a justice that kills its heroes as well as its villains. We will look at as many stories of vengeance, across as wide a range of cultures and media, as possible. Readings will include Sophocles' Electra, Dante's Inferno, Shakespeare's Hamlet and The Tempest, Chalderon de Laclos' Dangerous Liaisons, and Vonnegut's Slaughterhouse Five, as well as several short stories and films.

Requirements/Evaluation: two 5-page essays; one 10-page essay; several short response essays; 10% of grade is on participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level English course

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

ENGL 136 (S) Slavery and the Making of a Literary Tradition

Cross-listings: AFR 136 ENGL 136

Primary Cross-listing

How has the subject and iconography of slavery continued to preoccupy the American literary and cultural imagination? In this course, we will examine the transatlantic circulation of ideas regarding race, nation, citizenship, self-mastery, agency, and freedom in colonial and antebellum America and consider how these debates have continued to the present. We will read such authors as Phyllis Wheatley, Harriet Jacobs, Harriet Wilson, William Faulkner, Mark Twain, and Toni Morrison. Forms will include poetry, slave narratives, novels, advertisements, broadsides, pamphlets, and other ephemera. We will also view cinematic representations of slavery, such as WGN's Underground, the adaptation of Solomon Northrop's 12 Years a
ENGL 138  (S)  What is a Self? Investigations in Literature, Philosophy, and Psychology  (WS)

The experience of having a self (or a subjective point of view) informs and colors literally everything we think, see, and feel. And yet what, exactly, is a self? Is it the unchanging essence of who we are as individuals? Or is it the historically contingent product of ever-changing cultural and political forces (like the media, gender norms, and ideologies about race, to name just a few)? Or, perhaps, is the belief that we have a self just one big illusion, as the Buddha suggested millennia ago and as modern philosophers and scientists have argued in their own different ways more recently? In this class, we'll explore the deep mystery of human existence that we call "the self" or "subjectivity," looking at various attempts to capture, represent, and explain it (even escape it!). Our investigations will be wide-ranging, looking at examples from literature, philosophy, religion, and psychology. Works we'll study include: Tim O'Brien's *The Things They Carried*, Toni Morrison's *Beloved*, and Ruth Ozeki's *A Tale for the Time Being*, and theoretical writings on the self by Plato, Thoreau, and Jean-Paul Sartre among others. Students who genuinely find the experience of the self puzzling and fascinating will get the most out of this class. Bring an open mind about what it is to have a mind in the first place.

**Class Format:** This seminar will be taught as a hybrid seminar. About once a week, the entire class will meet as a group (on Zoom, most likely). The rest of the time we'll meet in smaller (7 student) discussion groups (in-person, with remote students participating via Zoom). Details of the format can't be worked out until registration is done, but this is the general plan.

**Requirements/Evaluation:** four essays totaling 16 pages; active class participation; participation in other short writing assignments (there will be lots of free writing!)

**Prerequisites:** none

**Enrollment Limit:** 14

**Expected Class Size:** 14

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1)  (WS)

**Writing Skills Notes:** Four essays (ranging in length from 3-6 pages long) in multiple drafts, adding up to 16 pages total. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Spring 2021

SEM Section: H1    MWF 8:15 am - 9:30 am    Bernard J. Rhie

ENGL 139  (S)  Living a Feminist Life  (DPE)  (WS)

**Cross-listings:** COMP 139  ENGL 139  WGSS 139

**Primary Cross-listing**

The course invites students to consider the range of ways in which "knowledge" about women's, femme's and non-binary lives has been constructed in text, and how this knowledge determines and impacts the we have and make. The first half of the course is organized around a deep reading of Sara Ahmed's recent theoretical book, Living a Feminist Life, while the second half of the course will examine a spectrum of women's life writing-poetry, music, journalism, theory, and memoir-to discover how text continues to shape feminist lives, and how femmies' lived experience in turn shapes feminist discourse. Course materials for the second half of the semester will be generated in part through discussion and students' suggestions. Key
texts will include Jamaica Kincaid's A Small Place, Audre Lorde's Sister Outsider, Djamila Boupacha's memoir, Ana Lily Amirpour's film A Girl Walks Home Alone at Night, Sara Ahmed's Living a Feminist Life, Valerie Solanas's SCUM Manifesto, and bell hooks's Teaching to Transgress. In their writing for this course, students will consider how their own intimate relationships-with parents, partners, children, neighbors, or friends-can become sites of feminist activism, and sources of strength and knowledge to be carried into the broader world of public engagement and intervention. In the final weeks of the course, we will collectively interrogate the (false) boundary between writing and living as modes of feminist praxis.

Requirements/Evaluation: five short written assignments and one final research project

Prerequisites: none
Expected Class Size: 19
Grading: no pass/fail option, yes fifth course option
Distributions: (D1) (DPE) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:

COMP 139 (D1) ENGL 139 (D1) WGSS 139 (D2)
Writing Skills Notes: This course will center writing and research skills with at least one session per week devoted to ladder development and revision. Five short papers (3-4 pages) with one revision (5-6 pages) as well as a bibliography and final research paper (12-15 pages).

Difference, Power, and Equity Notes: This course will examine the generative intersectional site of feminism, antiracism, and anticapitalism to provide an alternative introduction to feminist thought, writing, and practice. The syllabus centers women and femme writers of color.

Not offered current academic year

ENGL 140  (S)  Introduction to Creative Writing
The controlling conceit of this class is that the different genres of creative writing are cross-fertilizing, even if you imagine yourself to have a strong proclivity toward one. Though much of our energy will go into producing new work—poetry, fiction, and creative nonfiction—we will also look at published work through a combination of approaches: seminar style discussions, as well as mini-lectures and craft essays that will guide your writing in each genre. The instructor will be the primary respondent to your work, although you will also become comfortable reading and critiquing one another. There will be at least one workshop-format class per genre. This course does not fulfill the writing skills requirement, because of its emphasis on creative rather than analytical writing, and because I don't require revisions. Nevertheless, you will be writing a lot, ten to fifteen pages in each genre, as well as peer responses.

Requirements/Evaluation: though students will be required to produce at least 30 mixed-genre pages, this is not a WS class, because of its emphasis on creative rather than critical writing
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: first- and second-year students who have not taken a creative writing course; students who received an AP 5 in Literature are eligible
Expected Class Size: 19
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)
Not offered current academic year

ENGL 146  (S)  Campus Life: The University and the Novel
What is college for? To a significant number of writers from roughly 1945 onward, one answer seemed to be: college is the perfect setting for a novel! The Campus Novel, as it is known, mines the rich, frequently zany dramatic terrain that emerges when large groups of young people try to live and learn together in a closed environment. Filled with the absurdities of academic and collegiate life, the scholarly and sexual intrigues of the college campus, Campus Novels also are microsociologies of college: not just reflections of, but reflections upon, the institutional contexts of the American university. This course will introduce students to the Campus Novel (and its cousin, the Campus Movie), as a way to explore the history and meaning of liberal arts education in the American University from roughly the post-World War II emergence of mass higher education through co-education, multiculturalism, and the rise of the corporate university. Fictional lab reports upon experiments in living, works dedicated to figuring out what and whom a liberal arts education is for, these novels will be our own guides to an exploration of these questions. Likely texts: Amis, Lucky Jim, McCarthy, The Groves of Academe, Delillo, White Noise, Donna Tartt, The Secret History, Zadie Smith, On Beauty, Dave Eggers, The Circle, and films such as
ENGL 147  (S)  Buddhist Literature

This course introduces students to the diverse literary culture of Buddhist Asia. Through close readings of particular influential Buddhist texts, we will analyze not only what the texts say and mean, but also learn about the "social life" of these texts--i.e., what is the socio-historical context of these texts, who are the intended audience, what is the relationship of these texts with their particular communities, how do these communities engage with their texts, including how texts have been translated, taught, worshipped and ritualized. We will also explore the materiality of these texts, which is as diverse as the languages in which these texts are written. Alongside an exploration of materiality requires that we reflect on what counts as "text". Moreover, by sampling different genres of Buddhist texts (e.g., philosophical, historical, narrative, grammatical, cosmological, astrological, magical), we will discuss what makes them Buddhist and what makes them literary. The Lotus Sutra, the Heart Sutra, the Dhammapada, and Vessantara Jataka are just some of the texts we will study in this course. No prior knowledge about Buddhism is required.

Requirements/Evaluation:  Attendance and active participation 20%; Short writing assignments 25% (i.e., a one-page, single-space, critical response based on the class reading x 5 total); Mid-term exam (in-class: identification terms and short essay) 25%; Final project and presentation 30% (the final grade includes initial consultation with the instructor regarding topic selection, annotated bibliography, project outline, final presentation, and final written report).

Prerequisites:  none

Enrollment Limit:  12

Enrollment Preferences:  REL, ASST, and ENG majors

Expected Class Size:  12

Grading:  no pass/fail option,  no fifth course option

Distributions:  (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 133 (D2) ASST 133 (D2) ENGL 147 (D1)

Spring 2021

ENGL 150  (F)  Expository Writing

Writing clearly is the most important skill you can learn in college. Do you suffer from writer's block? Do you receive consistent criticism of your writing without also learning strategies for how to improve? This course is for students who want to learn how to write a well-argued, intelligible essay based on close, critical analysis of texts. We will derive our method for mastering the complex art of writing from Atul Gawande's bestselling book, The Checklist Manifesto. In addition to sharpening your skills in reading, note-taking and literary analysis, this class will give you tools for generating drafts, peer editing, revising, and polishing your writing. The majority of the readings for this course will be literary essays, mostly contemporary, mostly American. (This course and English 152 focus more directly on basic expository writing skills than the other 100-level classes in the English department.)

Requirements/Evaluation:  five papers totaling at least 20 pages; evaluation partly based on improvement and effort
**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** first-year students, especially students with demonstrated need for help with analytical writing

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

*Not offered current academic year*

ENGL 151 (S) **Reading and Writing Science Fiction** (WS)

This course will explore some of the themes and techniques of modern science fiction by examining a range of published stories, while at the same time making some new stories of our own. Writers of fiction and non-fiction often watch each other with suspicion, as if from opposing sides of an obvious frontier. Though the goals of both forms of writing--the disciplined articulation of brainy thoughts and mighty feelings--are similar, there is a tendency in both camps to think their methods different and exclusive. The conceit of this class is to imagine that constructing a plot and constructing an argument, say, are complementary skills, and that the tricks and techniques of one type of writing can profitably be applied to the other. With this in mind, the class is made of two strands twisted together--a creative writing workshop and a course in critical analysis. There will be short weekly assignments in both types of writing, as well as two larger projects: an original science fiction short story and an interpretive/analytical essay. Assigned readings will include stories and essays by Terry Bisson, Octavia Butler, Samuel R. Delany, Karen Joy Fowler, Carol Emshwiller, and John Crowley, among many others.

**Class Format:** discussion

**Requirements/Evaluation:** active participation in class and about thirty pages of writing, both critical and creative; two 12- to 20-page writing assignments (short story and analytical/interpretive essay), with revisions; half-dozen shorter writing assignments, plus written responses

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** This course will require two long writing assignments, twelve to twenty pages, one critical and one creative, each of which will go through an extensive revision process. In addition, I will assign a half-dozen shorter assignments of both types (critical and creative) and single-page critical responses to all workshopped assignments, for a total of thirty or so pages of required writing. A crucial component of the course will be its attention to writing style, strategy, and organization.

*Not offered current academic year*

ENGL 152 (S) **Direct Action & Other Political Acts in Black Cultural Texts** (DPE) (WS)

This is an expository writing course meant to aid students in developing stronger college essay writing skills. This will be accomplished through engagement with the central theme of black direct action described in political, cultural, and artistic texts of the last two centuries. The course will train students to write strong thesis statements, develop close reading skills, sharpen keyword usage, and create empathetic writing relationships. This course also takes black direct action as its organizing principle by asking students to consider how we become agents in both our writing and our lives. Forms of cultural production to be examined in this course include slave narratives, memoir, speeches and open letters, zines, poetry, op-eds, short stories, novels, film and television, visual art, and criticism.

**Requirements/Evaluation:** daily writing (Monday-Friday), three original essays (4-5 pages) and two extensively revised essays (4-5 pages), final portfolio, consistent engagement during class sessions

**Prerequisites:** permission of English department Administrative Assistant Pat Malanga

**Enrollment Limit:** 12

**Enrollment Preferences:** first-years and sophomores

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option
Unit Notes: while this class is organized around a theme (black direct action), it is strictly meant for students who are trying to improve their essay writing skills; those who do not need assistance with writing should not enroll in this course.

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Daily writing every Mon/Tu/Wed/Th for 15 min per day; Fri written reflections on the daily writing including a self-assessment of patterns, strengths, and weaknesses that week; 3 original essays (4-5 pages); 2 extensively revised essays (4-5 pages) including a letter describing revision choices; submission of a final portfolio of 2 of the 5 essays including a letter describing student's growth. Timely feedback on writing skills from instructor with suggestions for improvement.

Difference, Power, and Equity Notes: This class explores the self-determined actions of black individuals, communities, and movements in the United States confronting and dismantling white supremacist power relations. Histories of racial violence, trauma, and subjugation are examined from the point of view of black intervention with special attention to the intersections of strategy, tactic, and literary genre in imagining, achieving, or re-committing to the work of freedom, from slavery to the present.

Not offered current academic year

ENGL 153  (S) Androids, Cyborgs, Selves  (WS)

Cross-listings: STS 153  ENGL 153

Primary Cross-listing

In this expository writing course, we will analyze and argue about how near-human and partly human bodies appear in fiction and film. When do these bodies improve the spaces in which they appear? When do they threaten them? How are they gendered, how are they raced, and why? What do they desire? Authors in different cultural and technological contexts have imagined not-quite-human selves for different ends and in different ways. Together we will develop our ideas on these topics in clear, strong prose. We will also ask how artists have cast human identities into foreign materials and media, and study the distortions and revelations that result. During museum visits at WCMA, students will use examples of self-portraiture, electrified bodies, and aspirational bodies to explore the representation, imitation, and abstraction of selves. Because this is an expository writing seminar, we will spend half or more of our class time discussing and practicing writing skills.

Requirements/Evaluation: five response papers (500 words); four essays (1200-1500 words, each in two drafts); class participation

Prerequisites: none

Enrollment Limit: 12

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 153 (D2) ENGL 153 (D1)

Writing Skills Notes: This expository writing course is dedicated to facilitating real improvement in students' written work. Students write five response papers and four five-page essays (in two drafts) over the course of the semester, receiving substantial instructor feedback on all. Students will practice: drafting, revising, and responding to critique; writing appropriately for given occasions and audiences; grounding their writing in close, analytical reading; and acknowledging sources.

Not offered current academic year

ENGL 154  (F) Imagination and Authority

A course on the subject of who gets to write about what when it comes to fiction. Among the questions we'll be taking up: What are the outer boundaries of those imaginative acts that should be attempted? The central goal of this course is to teach you how to write a well-argued and interesting analytical paper. We will spend most of our class time actively engaged in a variety of techniques to improve your critical reasoning and analytical skills, both written and oral. Though the skills you learn will be applicable to other disciplines, this is also a literature class, designed as well to prepare you for upper level courses in the English Department.

Requirements/Evaluation: four to five papers totaling at least 20 pages; revisions, student teaching, written and oral comments, final portfolio

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: first year students, especially students with demonstrated need for help with analytical writing
ENGL 156 (S) New American Fiction (WS)

The goal of this course is to teach you how to write a clear, well-argued, and interesting analytical paper. We will spend most of our class time actively engaged in a variety of techniques to improve your critical reasoning and analytical skills, both written and oral. Though the skills you learn will be applicable to other disciplines, and a central purpose of the course is to improve all aspects of your writing, this is a literature class, designed partly to prepare you for upper level courses in the English Department, so we will, therefore, spend equal time on the interpretation of literature, in this case, contemporary American fiction, examining the very, very recent (last thirty years) developments in American fiction. We will read short stories and novels by writers such as Danielle Evans, George Saunders, Kali Fajardo-Anstine, Mary Robison, Karen Russell, ZZ Packer, among others.

Class Format: This course will be fully remote and structured as a seminar/tutorial hybrid. We’ll mix whole-group meetings with small group sessions of 4 students.

Requirements/Evaluation: Active participation, written and verbal comments on published and peer work, five essays (2-5 pages each, most in multiple drafts, including a final radical revision of an essay of the student's choice).

Prerequisites: None

Enrollment Limit: 12

ENGL 157 (F) Reading the 'Inferno' (WS)

This is an expository writing course, but also a journey through hell---more precisely, through Dante's Inferno. Over the course of the semester, as we wind our way through the underworld, we will consider the circumstances of the damned, their guilt, their punishments, and the overall aims of Dante's extraordinary vision. How and why are the condemned sentenced to an eternal afterlife in this underground kingdom of cruelty? What are we to make of the poem's humor and malevolence, and how are we to understand its vast architecture? In writing about the fate of these sins and sinners we will focus on techniques to improve your critical reasoning and analytical skills with the goal of writing interesting and well-argued essays. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Requirements/Evaluation: four short 3-page essays and one 6- to 8-page essay

Enrollment Limit: 19

Expected Class Size: 19

Grading: yes pass/fail option, no fifth course option

Writing Skills Notes: The class is primarily design as a writing course. I plan on assigning series of three-page essays, one every other week, as we work our way through Dante's Inferno at the rate of three or four cantos per week. These shorter essays will be graded with comments, and either be peer reviewed, or short passages will be selected for class discussion and revision. This should provide sustained and structured feedback to the students. A final extended essay of six to eight pages will be required.
ENGL 158 (S) Expository Writing: Contemporary Linked Stories (WS)

In this expository writing and writing intensive course, we will read and write about several collections of linked short stories about altered states of mind and body, immigrant experiences, and the magic of everyday life. We will examine linked stories as a form organizing narratives that can stand alone, but that resonate powerfully with one another, sharing themes, settings, and sometimes even characters. Texts may include Denis Johnson's *Jesus' Son*, Jumpha Lahiri's *Interpreter of Maladies*, Junot Díaz's *Drown*, Helen Oyeyemi's *What Is Not Yours Is Not Yours*, Carmen Machado's *Her Body and Other Parties*, Amy Bonnaffons's *The Wrong Heaven*, and Ruth Joffre's *Night Beast*. Class time will be split nearly equally between analysis of the assigned texts and active work with student writing including freewriting, rewriting, sentence and paragraph workshops, peer editing, and writing strategy sessions.

Class Format: This course will meet remotely in Spring 2021

Requirements/Evaluation: 4 or 5 two-page papers, two with required revisions; 4 five-page papers, all with required revisions; discussion participation; attendance.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: First preference goes to first-year students who have not received a 5 on AP LITERATURE or a 6 or 7 on the IB. Additional rules via English Department Website.

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: This course is dedicated to the teaching of college-level expository writing. Students will complete several assignment sequences that build from 2-page response papers to 5-page argumentative essays and that include required revisions at multiple stages. About half the class time will be spent discussing and practicing writing strategies and mechanics.

Spring 2021

SEM Section: R1 TR 6:45 pm - 8:00 pm Ezra D. Feldman

ENGL 159 (S) Expository Writing

This course is designed to improve your essay-writing skills. We will try to figure out how to write effective college essays in an assortment of disciplines, and get away from the one-size-fits-all template you remember from high school. We will learn how to write introductions that grab you, exposition that thrills you, climaxes that fill you with suspense, and conclusions that feel both surprising and inevitable. We will also read short stories in this class, both as source material for analysis and interpretation, and for story-telling techniques that we can steal. There will be weekly writing assignments, leading up to a twelve- to twenty-page final project.

Requirements/Evaluation: four of five papers totaling at least 20 pages; evaluation partly based on improvement and effort

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: first-year students, especially students with demonstrated need for help with analytical writing

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

ENGL 161 (F) Metafiction (WS)

This course will examine ways in which literary works reflect on their status as texts. We'll look at the formal pleasures and puzzles generated by techniques including frame narratives, recursion, and self-reference, in novels, films, and stories by Vladimir Nabokov, Octavia Butler, Kelly Link, Paul Park, and others. Ultimately, we will use the study of metafiction to focus a larger inquiry into the socializing force of self-consciousness in human development. Note that students will be required to use, as well as interpret, metafictional techniques in their assigned writing.
ENGL 162  (F)  Robots, Puppets, and Dolls  (WS)
Is Pinocchio alive? How about the Terminator, or the operating system in Her? This course explores our persistent interest in human simulacra (robots, puppets, dolls; but also automata and cyborgs) and what they suggest about human identity, independence, and free will. We'll look at a wide range of simulacra as they appear in literature, film, and, increasingly, in the actual world (“reborn” dolls, therapy robots). We will frame our explorations with readings in artificial intelligence, neurology, and psychoanalysis (Freud on the uncanny; Winnicott on transitional objects). Throughout, we will wonder: why this fascination with the almost living? How is it that we often care more for Wall-E or the Velveteen Rabbit than we do for many real people?
Requirements/Evaluation:  students write five essays over the course of the term, in addition to a number of ungraded but required exercises
Prerequisites:  none
Enrollment Limit:  19
Enrollment Preferences:  first-year students who have not taken or placed out of a 100-level English course
Expected Class Size:  19
Grading:  no pass/fail option,  no fifth course option
Distributions:  (D1)  (WS)
Writing Skills Notes: The course requires frequent and serious written work: six exercises, and five essays of between 750 and 1500 words, over the course of the semester. All the essays receive letter grades. All of the essays receive written comments addressed to their design and execution.
Not offered current academic year

ENGL 201  (F)  Shakespeare
One of Shakespeare's most original recent readers has claimed, "Nothing without, perhaps nothing within, Shakespeare's words could discover the power to withstand the power Shakespeare's words release." To put it another way, this was a writer who created something so new, so unfathomable, that neither life nor language could easily contain it. In this course, we will become acquainted with Shakespeare's major works, but we will also remain alert to their capacity to confound. Serious attention will be given to genre, form, the historical conditions of the Renaissance theater and book trade, modes of literary transmission, and the shape of Shakespeare's career. Plays will include A Midsummer Night's Dream, Romeo and Juliet, Henry IV, Part I, Hamlet, King Lear, Antony and Cleopatra, and The Tempest. We will also read the Sonnets. The course is designed to offer a first encounter with Shakespeare, but more advanced students are welcome too.
Requirements/Evaluation:  Three-page paper, seven-page paper, short analytical exercises, midterm exam, final exam, thoughtful participation in class discussion
Prerequisites:  none
Enrollment Limit:  25
Enrollment Preferences:  English majors and prospective English majors
Expected Class Size:  25
ENGL 202 (S) Modern Drama

Cross-listings: THEA 229 ENGL 202 COMP 202

Secondary Cross-listing

Requirements/Evaluation: two 5-page papers; regular journal responses; a final exam; and active participation in class discussions

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: Theatre, English, and Comparative Literature majors

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Unit Notes: this course is strongly recommended for any students majoring in Theatre

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit: THEA 229 (D1) ENGL 202 (D1) COMP 202 (D1)

Not offered current academic year

ENGL 203 (S) The Uses of Shakespeare (WS)

The plays of Shakespeare have a performance history that is exceptionally rich and strange. In this course we will read several of the plays and look at some of the ways they have been re-imagined and restaged. We will consider the origin of the plays as popular entertainment—competing for an audience against bear-baitings and public executions. We will consider their transformation into canonical texts and their de-canonization in parodies like Dogg's Hamlet and Drunk Shakespeare. Among the works we will read and watch are Romeo and Juliet, *The Tempest*, *Twelfth Night*, Shakespeare Behind Bars, Rosencrantz and Guildenstern, Rosencrantz and Guildenstern are Dead, Rosencrantz and Guildenstern are Undead. Assignments will include analytical essays and creative adaptations in a variety of media.

Requirements/Evaluation: four 5-page papers, in-class presentation

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 16

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Unit Notes: Gateway

Distributions: (D1) (WS)

Writing Skills Notes: The instructor will provide frequent written feedback on student work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Spring 2021

SEM Section: R1 MW 10:00 am - 11:15 am John E. Kleiner

ENGL 204 (F) Hollywood Film

For almost a century, Hollywood films have been the world's most influential art form, shaping how we dress and talk, how we think about sex, race,
and power, and what it means to be American. We'll examine both the characteristic pleasures provided by Hollywood's dominant genres—including action films, horror films, thrillers and romantic comedies—and the complex, sometimes unsavory fantasies they mobilize. We will do this by looking carefully at a dozen or so iconic films, probably including *Psycho*, *Casablanca*, *The Godfather*, *Schindler's List*, *Bridesmaids*, *Groundhog Day*, *12 Years a Slave* and *Get Out*.

**Requirements/Evaluation:** Two 2-page essays, two editing exercises, a midterm, and a final exam

**Prerequisites:** None

**Enrollment Limit:** 60

**Enrollment Preferences:** English majors

**Expected Class Size:** 60

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

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**ENGL 205 (F) The Art of Poetry: The History and Theory of Lyric** (WS)

"If I read a book and it makes my whole body so cold no fire can ever warm me I know that is poetry. If I feel physically as if the top of my head were taken off, I know that is poetry. These are the only way I know it. Is there any other way?" This excerpt from a letter by Emily Dickinson indicates both the particular pleasures of reading poetry, and also the persistent difficulty of defining poetry as a genre. In this course, we will train our focus on lyric poetry in particular, tracing its long history as well as trends in the theory of lyric. We'll begin by uncovering the roots of lyric in antiquity before shifting our focus to the development of lyric in English. We'll read closely the work of such poets as Wyatt, Donne, Wordsworth, Keats, Hopkins, and Dickinson before turning to questions of lyric in the 20th and 21st centuries. Along the way, we'll examine the trends in criticism responsible for the conflation of lyric and poetry in our time, and will get a strong sense of the current state of lyric theory.

**Requirements/Evaluation:** frequent short writing assignments totaling 20+ pages, thoughtful participation in discussions

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 19

**Enrollment Preferences:** first- and second-year students, and English majors who have yet to take a Gateway course

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Frequent informal writing assignments and two formal papers: one (5-7 pages) due at the midterm, and one final paper (10-12 pages), in preparation for which students will submit a proposal and meet with the professor as their research develops. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

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**ENGL 206 (F) We Aren't The World: "Global" Anglophone Literature and the Politics of Literary Language** (DPE) (WS)

An eighteenth-century diplomat once referred to the British colonies as a "vast empire on which the sun never set," and at the time, he was right: the British controlled an enormous portion of the globe for nearly three centuries, from the Caribbean to South Asia, from Oceania to Africa. One outcome of this vast empire was the creation of a rich and diverse literary tradition in the English language--now called Anglophone literature--from far-flung places around the globe. This course will introduce students to select works of global Anglophone literature in the twentieth century, and consider the ways in which writers from around the world have used a variety of literary forms, such as the bildungsroman, national allegory, and testimony, to participate in and reshape conversations about culture, globalization, aesthetics, and politics. Readings will include novels, poetry, short stories, and film by writers including Kipling, Kincaid, Achebe, Rushdie, Conrad, Coetzee, and Roy, among others. The course will expose students to a variety of global English idioms, as well as literary traditions from, or in conversation with, non-Western countries.

**Requirements/Evaluation:** four short papers (5 pages), a presentation, and a final research project

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 19
Enrollment Preferences: potential English majors and those who have yet to take a Gateway course

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will write daily in class, submit four short (5-page) and one longer paper (10-page), as well as reading questions before each class. At least one class session per week will center writing skills and revision.

Difference, Power, and Equity Notes: This course will introduce students to the colonial legacies of literary language politics. Authors represent a range of literary traditions from West Africa to the Caribbean to South and South East Asia and beyond. Class discussion will also focus on issues of gender, race, and class in imperial history and neoimperialism.

Not offered current academic year

ENGL 209  (S)  Theories of Language and Literature  (WS)

Cross-listings: COMP 265  ENGL 209

Primary Cross-listing

This course is made up of questions: What is literature and why would anyone want to study it? What can you figure out by examining language that you can't figure out by studying history or psychology? Do students of literature have distinctive ways of asking questions about the world? Why do we call some language literary? Can any language be literary if it appears in the right kind of book? Is there a difference between verbal forms of art and visual or auditory ones? Can novels do things that plays and poetry cannot? Why does anyone read poetry anyway?

Requirements/Evaluation: informal writing every week; three 6-page papers; class attendance and participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
COMP 265 (D1) ENGL 209 (D1)

Writing Skills Notes: Informal writing before every class (about 500 words); three 6-page essays, plus a lead-in assignment on which the professor comments; two special writing sessions; fifteen pages of writing advice. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Not offered current academic year

ENGL 210  (F)  American Modernism  (WS)

Modernism in art lasts from about 1850 until about 1950; this course focuses on American fiction centering on the 1920s. Texts in the course run from the familiar (Cather, Fitzgerald, Hemingway) through the difficult (Faulkner), very difficult (Jean Toomer), and impossible (Gertrude Stein); but we'll learn how to read them all. Even the familiar texts turn out to be stylistically experimental, and experiments in style, in every case, are linked to novel conceptions of religion (especially Hemingway, Fitzgerald), race or ethnicity (Faulkner, Toomer), and gender (Cather, Hemingway, Stein); most of our texts interrelate all of these concerns. After the Great War, the urgency of questions of form, in relation to questions of identity, is whether the world can be redeemed by the reformation of linguistic and generic conventions.

Class Format: The course will be entirely remote by Zoom.

Requirements/Evaluation: Four papers totaling about 16 pages. Participation in class discussions will also be a factor in the final grade.

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of instructor

Enrollment Limit: 14

Enrollment Preferences: First-year students and sophomores contemplating the English major; other English majors lacking a Gateway; American Studies majors.

Expected Class Size: 14
ENGL 211  (S)  English Literature from 1000 to 1600

One of the oldest surviving works in English, *Beowulf* tells the story of a monster and his mom. In this class we will read key texts from the medieval and early modern periods, starting with *Beowulf* and ending with Shakespeare's equally bloody *Titus Andronicus*. Other readings will include selections from *The Canterbury Tales*, *Sir Gawain and the Green Knight*, sonnets by Sidney and Donne, and Marlowe's *The Jew of Malta*. We will discuss the conflicting, often self-contradictory claims that writers in these periods made for the importance of literature and the anxieties that these new types of fiction generate—about sex, about God, about money. We will ask what it meant to read—and misread—before books were commonplace.

Requirements/Evaluation: two papers (5-7 pages), midterm, final

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)
Secondary Cross-listing
This studio/workshop course is designed for students interested in a semester-long immersion in the practice of dramatic writing for theater, film, television and audio. Students should expect to write most days. Our focus will be on the fundamentals of story, and the cultivation of each writer's individual voice. In addition to reading existing dramatic texts of various genres and forms, and completing weekly prompts and exercises exploring character, dialogue, structure, theme, conflict and world building, students will work toward a longer final project. Students will present their own work regularly, and respond to each other's work. The course will culminate in a staged reading of excerpts for the campus community.

Requirements/Evaluation: a daily journal; weekly writing exercises; peer responses; a ten-minute piece; a final 20-30 minute piece; attendance and class participation

Prerequisites: students are asked to submit a brief statement describing their interest and any past experience (if applicable) in writing for the stage and/or screen

Enrollment Limit: 18

Enrollment Preferences: Theatre and English majors; Comparative Literature majors

Expected Class Size: 14

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
THEA 214 (D1) ENGL 214 (D1)

Not offered current academic year

ENGL 216 (S) Introduction to the Novel
There was a time when novels as we understand them didn't exist; then there was a time--centuries--when novels were overwhelmingly the dominant storytelling and literary mode in English. This lecture course will follow the cultural arc of the novel from its beginnings through the later 20th century, when novels competed for cultural space with new storytelling modes. Along the way we will think about what stories are for, generally; why this kind of long-form storytelling was invented; and what cultural work novels do and have done. Possible writers to be studied include Defoe, Austen, Bronte, Dickens, James, Joyce, Nabokov, and Morrison.

Requirements/Evaluation: midterm and final exams, one critical essay, and some short writing assignments

Prerequisites: none

Enrollment Limit: 80

Enrollment Preferences: students who have pre-registered for the course; thereafter, seniors, then juniors, sophomores, and first-years

Expected Class Size: 60

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

ENGL 218 (S) Gender and Sexuality in the Neo-slave Narrative (DPE) (WS)
Cross-listings: AMST 218  ENGL 218  AFR 218  WGSS 218

Primary Cross-listing
Hortense Spillers has noted that ex-slave Harriet Jacobs, "between the lines of her narrative, demarcates a sexuality that is neuterbound" and we live with the aftermath of her observation. "Ungendering," one of the transformations undergone by bodies subjected to the Middle Passage, is one of the keywords that forms the foundation for a conversation about slavery, blackness, gender, sexuality, and archive. Throughout this course we will wrestle with the questions: How does the designation "slave" rupture, reify, or expand our understandings of sexuality and gender? What conditions have necessitated the neo-slave narrative form? Texts include: slave narratives and neo-slave narratives in the forms of novels, visual art, and film. Course texts include: Octavia E. Butler's Kindred, Jewelle Gomez's Gilda Stories, Glenn Ligon's "Runaways", and Jordan Peele's Get Out. Critical theories of blackness, gender, and sexuality are also central texts in this course including that by Darieck Scott, Saidiya Hartman, Hortense Spillers, Matt Richardson, and others. Given that neo-slave narratives intervene in the sexual and gendered silences of slave narratives and the power relations that produced them, students who are hesitant to study sexual violence might consider taking another course.

Requirements/Evaluation: mandatory participation in discussion, four papers including one critical revision (total 20 pages), keyword glossary
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: sophomores

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 218 (D2) ENGL 218 (D1) AFR 218 (D1) WGSS 218 (D2)

Writing Skills Notes: Three thesis papers at 5 pages each (each receiving critical feedback from professor); one thesis paper revision with critical feedback from professor and peers including one letter of revision explaining the student's revision process; one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course examines the work of black writers and artists engaged with the archival silences imposed by the power dynamics of racial hierarchy which constrained the birth of African American literature (the slave narrative). In particular, we examine the meaningful/willful/and censorial omissions that shape the treatment of gender and sexuality in these texts including and especially the silences around sexual abuse and sexual assault practiced by beneficiaries of white supremacy.

Not offered current academic year

ENGL 220 (S) Introduction to African American Literature

Cross-listings: AMST 220 ENGL 220 AFR 220

Primary Cross-listing

What does it mean, socially, culturally, historically, personally, and spiritually, to be African American? No single, simple answer suffices, but African American literature as a genre is defined by its ongoing engagement with this complex question. This course will examine a series of texts that in various ways epitomize the fraught literary grappling with the entailments of American blackness. Readings will include texts by Frederick Douglass, Booker T. Washington, Zora Neale Hurston, Langston Hughes, Richard Wright, Ralph Ellison, Amiri Baraka, Toni Morrison, and Ishmael Reed.

Requirements/Evaluation: writing assignments for the course will total 20 pages, distributed over three papers

Prerequisites: none

Enrollment Limit: 20

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 220 (D2) ENGL 220 (D1) AFR 220 (D2)

Spring 2021

SEM Section: R1 MWF 11:45 am - 1:00 pm David L. Smith

ENGL 221 (F) A Science Fiction and Fantasy-Writing Seminar

As you might have guessed, this is a creative-writing workshop, specializing in Fantasy and Science Fiction. We are going to write a lot, and not really read so much, though from time to time we might look at the odd piece of professional work, by way of example or inspiration, or as a source for stolen goods. Mostly, though, we will be discussing (anonymously, except for the final projects) our own stuff---- original stories or sketches for stories, or various plot, character, or setting exercises. We'll write maybe five or six stories, which is a fair amount of work, although to save time I'm hoping we can keep any analysis or interpretation to a strict minimum.

Requirements/Evaluation: passing the course will require finishing and revising at least one 12- to 20-page story, as well as numerous shorter assignments and sketches

Prerequisites: none
ENGL 222 (S) Lyric Poetry (WS)
The goal of this writing-skills gateway course is to advance our abilities as rigorous, subtle, and imaginative interpreters of poetry. Our focus will be on lyrics—relatively short poems in which a single speaker describes (often in intense language) his or her emotions, attitudes, or state of mind. Our readings will be drawn from a range of historical periods from the seventeenth century forward, with particular emphasis on poems written since the mid-nineteenth century. Among the poets likely to be studied are: Jonson, Gray, Wordsworth, Coleridge, Keats, Dickinson, Hardy, Owen, Yeats, Auden, Frost, and Heaney. We will also discuss works by two poets at Williams: Lawrence Raab and Jessica Fisher.

Requirements/Evaluation: active participation in seminar discussions, and four or five papers (about 20 pages total)
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 19
Enrollment Preferences: sophomores and first-year students who have not yet taken an ENGL Gateway course
Expected Class Size: 19
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1) (WS)

Writing Skills Notes: There will be 4-5 papers assigned, ranging in length from 4-6 pages, spaced evenly throughout the term. Total writing will be 20 pages or more. Detailed feedback will be provided on each paper. There will be opportunities for revisions, and for conferences before and after each paper.

ENGL 223 (S) Apocalypse Now and Then: Poets Confronting Political Crisis (DPE) (WS)
In moments of great crisis, common wisdom says to turn to the poets; where, then, do the poets turn? Tracing the history of Poetry of Witness throughout the 20th and 21st Centuries, this course explore various strategies poets have used to write about the end of the world, however that may be defined. We will read contemporary poets (such as Danez Smith, Ilya Kaminsky, Aracelis Girmay, and Solmaz Sharif) alongside 20th Century writers who were responding to the catastrophes of their own times (Paul Celan, Pablo Neruda, Gwendolyn Brooks, Bei Dao, and others). Looking backward to other times when the world seemed to be ending, this course will examine some of the strategies that poets have used to navigate writing about war, genocide, forced migration, gendered violence, climate crisis, and other dystopias. The readings we encounter will span various schools and poetic forms, from documentary poetics, to surrealism and the avant garde, to the Black Arts Movement, to speculative writing, and so on. They will be supplemented with critical texts on the political stakes of writing and reading practices by thinkers like Eve Sedgwick, James Baldwin, and Audre Lorde. This is a course that views creative writing as a valid form of critical inquiry; therefore, students will have opportunities to engage creatively with texts throughout the semester. For the final, students will have the option of either writing an analytical paper or submitting a creative project with a critical introduction.

Requirements/Evaluation: Students will write short weekly response papers, a 3-5 page midterm essay and an 8-10 page final essay. Creative options will be available in place of some of these assignments.
Prerequisites: None.
Enrollment Limit: 16
Enrollment Preferences: Freshmen and sophomores intending to pursue more advanced work in English; non-English majors interested in creative writing. Application may be required.
Expected Class Size: 16
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will produce and receive feedback on short writing assignments throughout the semester. These assignments will
build skills for students to write either a final comparative analysis paper or a creative project accompanied by a critical introduction.

**Difference, Power, and Equity Notes:** This course focuses on the interactions between political engagements and poetic craft in the 20th and 21st centuries. As such, we will discuss the interplay between artists and the popular resistance movements of their times, the effects of power on literary forms, and the shaping of minoritarian aesthetics. Readings will center writing by poets from marginalized backgrounds whose work engages race, class, ethnicity, gender, sexuality, religion, and disability.

Spring 2021

SEM Section: R1    TR 11:30 am - 12:45 pm     Franny Choi

**ENGL 224 (F) American Drama: Hidden Knowledge**

**Cross-listings:** THEA 275 AMST 275 ENGL 224

**Secondary Cross-listing**

The Buddha is said to have identified three things that cannot stay hidden: the sun, the moon, and the truth. What's the secret? Who is lying? Who is breaking the rules? American drama abounds with hidden knowledge and false representations. (This is not surprising: theatre is always on some level a deceptive practice, a place where one person pretends to be another, and where what is spoken is always open to skeptical scrutiny. We might say theatre is always lying as much as lying is always theatre.) This tutorial course will examine what lies hidden in American plays from the late nineteenth century to the early twenty-first. Beginning with excerpted critical and historical writings on secrecy and lying (The Adventures of Pinocchio, Machiavelli’s The Prince, Thomas Carlson’s Lying and Deception: Theory and Practice, among others), we will proceed to a set of American plays from across a wide spectrum of playwrights, including Eugene O’Neill, Edward Albee, Sarah Ruhl, Arthur Miller, Amy Herzog, Susan Glaspell, Sophie Treadwell, Annie Baker, and others. Student papers will explore how hidden knowledge structures dramatic action, how different characters create and respond to untruths, and what can we learn in particular from American drama about a national relationship to honesty and its opposites. For Fall 2020, the tutorial will be conducted primarily online. Depending on enrollments, we may divide into groups with three students, instead of the traditional two-student tutorial format.

**Requirements/Evaluation:** weekly papers/response papers; weekly meeting with instructor and tutorial partner  

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Theatre and English majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 275 (D1) AMST 275 (D2) ENGL 224 (D1)

Fall 2020

TUT Section: RT1    TBA     Robert E. Baker-White

**ENGL 225 Introduction to Asian American Literature: Fiction and Memoir** (WS)

This Gateway is for students who want an opportunity to explore some of the wonderful fiction and creative nonfiction written by Asian American writers over the past hundred years. Likely readings include: Carlos Bulosan’s America is in the Heart (1946); John Okada’s No-No Boy (1957); Maxine Hong Kingston's Woman Warrior (1976); Chang-rae Lee's Native Speaker (1995); Jhumpa Lahiri’s Interpreter of Maladies (1999); lê thi diem thúy’s The Gangster We are All Looking For (2003); Ruth Ozeki’s A Tale for the Time Being (2013); and Celeste Ng's Everything I Never Told You (2014). As we read, we will attend to the various ways in which the often difficult, and sometimes traumatic, historical experiences of Asian Americans have informed their acts of literary invention. And in order to better understand the broader, ever shifting, social contexts in and against which these literary works were created, we will supplement our primary readings with texts that discuss the experiences of Asian Americans from a historical and sociological perspective.

**Requirements/Evaluation:** four papers totaling about 20 pages; engaged participation in class discussions  

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 19
Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course
Expected Class Size: 19
Grading:
Distributions: (D1) (WS)
Writing Skills Notes: Four 5-page essays in multiple drafts. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.
Not offered current academic year

ENGL 226 (S) The Irish Literary Revival
This course will focus on the Irish Literary Revival of c.1885-1920, during which Irish literature in the English language became firmly established as a canon clearly separate from the English tradition, and writers such as W.B. Yeats and James Joyce achieved international renown. Readings will include drama, poetry, fiction and non-fiction prose by Yeats, J.M. Synge, Joyce, George Moore, George Bernard Shaw, Lady Gregory, Douglas Hyde, Sean O'Casey and others. We will foreground key fault-lines of the period: competing visions of what constituted "authentic" Irish identity; debate over the propriety of writing in English, drawing on British literary traditions, or seeking a non-Irish audience; the work of "self-exiles" such as Shaw and Joyce, versus that of writers who stayed in Ireland; and the long-entrenched political tensions between Catholics and Protestants, and Unionists and Nationalists. Throughout, we will consider the functions and efficacy of literature in promoting cultural or political change. The course will conclude by considering the extraordinary vitality of post-independence and contemporary Irish literary culture, with readings of work by Seamus Heaney, Colm Toibin, Anne Enright and Martin McDonagh, and discussion of recent Irish film. Key considerations here will be the ways traditional notions of Irish Nationalism and national identity have been revised or abandoned under the impact of independence, economic prosperity and globalization, contemporary sexual politics and other forms of change.
Requirements/Evaluation: four 4+ page papers, and several shorter writings assignments; class participation
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 19
Enrollment Preferences: English majors
Expected Class Size: 19
Grading: no pass/fail option, no fifth course option
Distributions: (D1)
Not offered current academic year

ENGL 227 (F) Elegies (WS)
This tutorial explores elegies as a literary genre. In their most familiar form, elegies honor and memorialize the dead. More broadly conceived, the genre includes works lamenting other kinds of loss as well: the loss of a lover, place, country, or cherished version of one's past. We'll consider the special challenges and opportunities of the elegiac voice: how it manages to give public expression to private grief; negotiates problems of tone and perspective; worries about and celebrates the capacity of language to generate hope and consolation; and seeks a kind of solace in the literary effort to evoke, preserve, or rewrite a lost life or an absent past. This course focuses primarily on poetry, English and American, across a broad historical range. We'll first read poems from 1600-1900--including works by Jonson, Milton, Donne, Dryden, Gray, Shelley, Tennyson, and Whitman, and then turn to some of the twentieth-century's great poetic elegists--Owen, Yeats, Auden, Lowell, and Heaney. Finally, we'll consider how the elegiac voice works in fiction, especially in stories by Joyce ("The Dead") and Nabokov ("Spring in Fialta").
Class Format: This course will meet remotely. Tutorial pairs will meet for an hour each week with the instructor, using Zoom or Google Meet.
Requirements/Evaluation: Active participation in tutorial meetings. Students will write a 4- to 5-page paper every other week (five in all), and comment on their partners' papers in alternate weeks
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor.
Enrollment Limit: 10
Enrollment Preferences: Sophomores, but juniors and seniors are also welcome.
Expected Class Size: 10
ENGL 228 (F) The Renaissance in England and the European Continent: Self and World  (DPE) (WS)

Primary Cross-listing

At the same time as the individual human being in possession of a distinctive personality was taking on enormous importance in politics, philosophy, literature, and the visual arts, early modern Europeans were encountering unprecedented levels of cultural diversity. In this interdisciplinary course, we will consider these two developments both separately and together. As Renaissance humanists were acquiring a sophisticated understanding of the distance between the present and various European pasts (the recent medieval past and the remote history of antiquity), they were also coming into contact with non-European cultures in Africa, the Americas, and Asia via trade and economic development, imperial expansion, and religious conversion. Always at stake in these encounters was the question of who counted as an individual; the self was not considered to be intrinsic to human nature but rather the product of historical and cultural developments. Themes will include religious pluralism, the sacred and the secular, vernacularity, exploration and empire, the relationship between mind and body, slavery, trade, wealth, gender, self-fashioning, and style. We will consider such English writers as the Pearl poet, More, Marlowe, Spenser, Shakespeare, Browne, and Milton; such continental intellectuals as Descartes, Erasmus, Las Casas, and Castiglione; and such continental artists as Michelangelo, Veláquez, Bruegel, and Rembrandt.

Class Format: This course will be conducted synchronously online.

Requirements/Evaluation: Five four-page papers, in-class presentation, thoughtful participation in discussions

Prerequisites: A 100-level ENGL course, a score of 5 on the AP English Literature exam, a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor

Enrollment Limit: 14

Enrollment Preferences: First- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 14

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 228 (D1) COMP 230 (D1)

Writing Skills Notes: The course asks students to write five four-page papers and offers exposure to a range of humanistic modes, from close reading to visual analysis to the exposition of philosophical claims. One paper will involve independent research. The instructor will provide frequent and extensive written feedback on student work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course examines the role of historical and cultural difference within and beyond Europe at the very beginning of globalization. Students will become acquainted with the origins of colonialism and the global traffic in slaves, as well as with the complex role of writers and intellectuals in questioning, defending, and imagining these practices. We will consider the epistemological challenges of accessing the testimony of subordinated persons.

Fall 2020

SEM Section: R1 MR 1:30 pm - 2:45 pm Emily Vasiliauskas
In this course we will read and analyze a selection of fiction written between 1945 and the present, with an emphasis on proving (in the sense of testing) the three terms in the course title. Could John Cheever's "The Enormous Radio" really be contemporary? Is James Baldwin's Giovanni's Room American in the same way as Alice Munro's Dear Life? And is Michelle Tea's Black Wave fiction or something else? Along the way, we'll also ask: What forms and themes define contemporary American fiction? And why should we invest in defining the "contemporary" period at all? Other authors we will study may include: Raymond Carver, Thomas Pynchon, Toni Morrison, Renata Adler, Margaret Atwood, Lydia Davis, Chang Rae Lee, Jennifer Egan, and Colson Whitehead.

Requirements/Evaluation: four papers totaling about 20 pages; participation in class discussions

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 230 (D2) ENGL 229 (D1)

Not offered current academic year

ENGL 230 (F) Introduction to Literary Theory (WS)

Cross-listings: COMP 240 ENGL 230

Primary Cross-listing

This course introduces students to some of the most significant and compelling trends in modern criticism—such as gender and postcolonial theory, deconstruction, sociological analysis, and psychoanalytic criticism—in an applied, hands-on way. The course will engage a range of primary texts from Shakespeare to Hitchcock by way of varied theoretical approaches. Can Othello, for instance, be read as a feminist text? A site of class struggle? A staging of the relationship between language and the unconscious? The course aims both to make familiar some of the critical methods students are likely to encounter in the field of literary studies these days, and to show how such methods can transform our understanding of a text, opening surprising possibilities even in familiar works. In the process, the course will also raise broader questions about the imperatives and usefulness of literary theory in relation to texts and worlds.

Class Format: discussion

Requirements/Evaluation: frequent short papers totaling 20 pages

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 240 (D1) ENGL 230 (D1)

Writing Skills Notes: The course fulfills the writing skills requirement by asking students to complete four five-page papers evenly spaced over the course of the semester, providing an opportunity for revision. Each paper will receive full comments on writing and argumentation, as well as on content.

Not offered current academic year

ENGL 231 (S) Literature of the Sea

Cross-listings: ENGL 231 MAST 231

Secondary Cross-listing

Taking advantage of our maritime museum, coastal setting, and three field seminars, we study canonical and lesser-known novelists, short-story
writers, dramatists, and poets who set their works in the watery world, often in the exact places where we travel as a class. We read, for example—depending on fall or spring semester—Ernest Hemingway when sailing on the Straits of Florida, John Steinbeck when exploring Cannery Row on Monterey Bay, and Mark Twain on a steamboat on the Mississippi. We read Kate Chopin on the sands of the Gulf of Mexico, Rudyard Kipling out on Georges Bank, and Herman Melville’s masterpiece *Moby-Dick* aboard Mystic Seaport’s historic whaleship, the *Charles W. Morgan*, a vessel nearly identical to the vessel he climbed aboard at age twenty-one. In the classroom we examine these works through a mixture of lecture, small-group discussion, and writing. To further appreciation and analysis, this interdisciplinary course uses students’ emerging knowledge of maritime history and marine science.

**Class Format:** weekly lectures, including coastal and near-shore field trips and ten days at sea

**Requirements/Evaluation:** regular papers, class participation, journal-writing, and a final paper

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** offered only at Mystic Seaport

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 231 (D1) MAST 231 (D1)

Not offered current academic year

**ENGL 232 (S) We the People in the Stacks: Democracy and Literatures of Archives**

**Cross-listings:** LATS 232 ENGL 232

**Secondary Cross-listing**

"Archives have never been neutral they are the creation of human beings, who have politics in their nature. Centering the goals of liberation is at the heart of the issue." --Jarrett Drake, former digital archivist at Mudd Manuscript Library, Princeton University This literature and writing course will examine the concept of archives through the lens of democratic ideals. A primary focus will be on how works of literature engage archives—their creation and deletions, their contents and omissions, their revelations and concealments. We will also look at the lives of archivists like Arturo Alfonso Schomburg. Readings include: "The Library of Babel" by Jorge Luis Borges; Important Artifacts and Personal Property From the Collection of Lenore Doolan and Harold Morris, Including Books, Street Fashion and Jewelry by Leanne Shapton; and All the Names by José Saramago. Drawing from the values explored in class, students will have opportunities to contribute to existing archives and to curate their own.

**Requirements/Evaluation:** attendance and class participation, short writing exercises, midterm project, final creative project

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** LATS concentrators

**Expected Class Size:** 12-15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 232 (D2) ENGL 232 (D2)

Not offered current academic year

**ENGL 233 (S) Great Big Books (WS)**

**Cross-listings:** ENGL 233 COMP 293

**Primary Cross-listing**

Some of the greatest novels are really, really long—so long that they are too seldom read and taught. This course takes time to enjoy the special pleasures of novels of epic scope: the opportunity to immerse oneself in a wide and teeming fictional world; to focus sustained attention on the changeable fortunes of characters and societies over a long span of time; to appreciate the detailed grounding of lives in their social environment and historical moment; to experience the leisurely and urgent rhythms, with their elaborate patterning of build-ups and climaxes, that are possible in such works. We will read but two novels, both preoccupied with the disruption and evolution of lives and loves at moments of historic upheaval: *War and Peace* (1869), Leo Tolstoy’s epic of the Napoleonic Wars, and *Parade’s End* (1924-28), Ford Madox Ford’s modernist masterpiece about World War I and its traumatic impact on English social life. Set a century apart, the novels are distinguished by vivid and scrupulous representation of their
respective wars, by their shrewd accounts of political and social pressures informing the crises, and by their insight into the struggles of those whose
lives are engulfed in global crisis. Tolstoy's and Ford's approaches to fictional representation, however, provide intriguing contrasts: one favors the
lucidity of classic realism, the other the challenges of modernist innovation; one deploys a single multiplot novel, the other a tetralogy of shorter novels
developing a single plot. We will discuss the differing strategies and effects of these two approaches, as well as the more general difficulties of reading and interpreting long fiction.

Requirements/Evaluation: regular class participation and four 5-page papers, two of them submitted in both a draft and a revision

Prerequisites: a 100-level English course, or a score of 5 on the Advanced Placement examination in English Literature or a 6 or 7 on the
International Baccalaureate

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 233 (D1) COMP 293 (D1)

Writing Skills Notes: Four 5-page papers, two of them submitted in both a draft and a revision; two mandatory paper conferences; occasional
in-class discussion of issues of writing and argumentation.

Not offered current academic year

ENGL 234  (F)  The Video Essay

While people today are subject to an unprecedented flood of moving images, few have had the chance to think critically about film and video. Fewer
still have had the opportunity to think with the medium, exploiting the resources of film and video in their efforts to understand how these media work
on viewers. The Video Essay offers a chance to do that. After being introduced to the fundamentals of film analysis and receiving training in the use of
Adobe Premiere Pro, students will spend the term alternately making short video essays and commenting on the essays produced by their partners.
Note that this is primarily a course in film analysis: students will not shoot original material. No prior experience is required. Note that the course meets
entirely online.

Class Format: We will meet together for three weeks, then break into groups of four. Students in each group will alternate weekly between creating
video essays on film topics, and writing commentaries on the essays of their partner. All meetings will be online.

Requirements/Evaluation: four written exercises (1-2 pages); four video essays, increasing from two to six minutes; and four written commentaries
on one’s partner’s video essays.

Prerequisites: permission of the instructor

Enrollment Limit: 12

Enrollment Preferences: sophomores; first-year students; English majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2020

TUT Section: RT1  W 2:50 pm - 3:40 pm  Shawn J. Rosenheim

ENGL 235  (S)  Theatre Masters: Become One of Them

Cross-listings: THEA 233  ENGL 235

Secondary Cross-listing

How well do you know Stanislavsky, Strasberg or Adler? This tutorial offers an exploration of the most notable theatre artists from the past and
present. Students will select a specific master with a unique theatrical style, and will study that iconic artist's particular method or approach. Students
will be encouraged to choose any master who had made a significant contribution to theatre -- such as Constantine Stanislavsky, Stella Adler, Sanford
Meisner, Lee Strasberg, Bertolt Brecht, Michael Chekhov, Jerzy Grotowski, Tadeusz Kantor, Pina Bausch, Tadashi Suzuki, Anne Bogart, etc. Each
student will conclude their exploration by writing a script and presenting the essence of their research in a brief performance (for the camera) -- portraying the legendary icon at work, in a social situation, or in solitude. You learn more about others when you become them, if only for a moment.

Requirements/Evaluation: Research, development, creativity, final performance.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: none

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 233 (D1) ENGL 235 (D1)

Spring 2021

TUT Section: RT1  TBA  Omar A. Sangare

ENGL 237  (S)  Making Things Visible: Adventures in Documentary Work

Cross-listings:  SOC 236  AMST 236  ARTH 237  ENGL 237

Secondary Cross-listing

Photography, like ethnography, is an art of looking carefully and taking notice. This course will explore the overlaps between documentary photography and field methods of social science, concentrating particularly on the genre in which the two intersect: the photo essay. The students will learn methods of visual narrative and storytelling, using techniques of interviewing, still photography, and video. Concurrently, we will explore a number of examples of investigative work that blend word and image. We will ask questions about the changing practices and expectations associated with the documentarian's role, and the evolving media in which such work can be presented. Lastly, we will discuss ethical questions that haunt documentary work, including issues of responsibility and politics of representation, as well as the perennial question of whether "objective representation" is even possible or desirable. Experience in photography and/or video is not required, but students will be expected to master basic technical skills in image acquisition and audio editing taught in a separate lab section. Students should also be prepared to interact extensively with people in the community and spend a significant time off campus doing fieldwork.

Requirements/Evaluation: full participation in discussions, weekly photographic assignments, a research journal, field materials, and an independent final project; in addition to substantial readings, students should be prepared to spend a significant time out of the classroom doing field work

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 236 (D2) AMST 236 (D2) ARTH 237 (D1) ENGL 237 (D2)

Not offered current academic year

ENGL 238  (S)  Key Topics in Literary Theory: The "Critique of the Subject"  (WS)

This course will introduce students to one of the core topics in the field of literary theory: the "critique of the subject." Is the "subject" (i.e. the "self", what we refer to when we use the word "I") coherent, bounded, and autonomous, like what Christians mean when they speak of the soul? Or is the subject, rather, the contingent product of historical and political forces (like the media, gender norms, and beliefs about race, property, and the law)? Is language best thought of as something humans use to express their thoughts to communicate with one another? Or is language, rather, something which shapes and determines the very forms that human subjectivity can take in the first place? Is "the subject" really real? Or is our sense of self ultimately just an illusion: an effect of language, power, or history? We will consider all these possibilities, and more. We will begin the course by reading classical accounts of subjectivity by Descartes, Kant, and Husserl, before studying a dizzying array of theoretical "critiques" of this
philosophical tradition. Not only will the sheer variety of theories be somewhat dizzying, many of the theories themselves are truly mind-blowing (in the best sense), many of them totally upending our sense of what it means to have a self or to think of ourselves as human in the first place. By the end of the semester, students will be familiar with versions of the "critique of the subject" that are associated with a number of influential theoretical approaches, including: phenomenology, psychoanalysis, Marxism, feminism, deconstruction, New Historicism, postcolonial theory, and queer theory. We will read a few literary texts in tandem with various theories, but students should know that the emphasis throughout will fall squarely on the theoretical texts themselves: in particular, how to understand them, how to write about them, and how to put radically different theories in meaningful conversation with one another.

Requirements/Evaluation: four papers totaling about 20 pages; engaged participation in class discussions
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 19
Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course
Expected Class Size: 19
Grading: no pass/fail option, yes fifth course option
Distributions: (D1) (WS)
Writing Skills Notes: Each student will write four 5-page papers on which I will provide written feedback regarding grammar, style, and argument.

ENGL 239 (F) Zen and the Art of American Literature
Cross-listings: ENGL 239 REL 228 AMST 238
Primary Cross-listing
Just one hundred years ago, few Americans knew the first thing about Buddhism. But in 2020, who hasn't heard of (or even tried) mindfulness or meditation? Buddhist ideas and practices now seem ubiquitous, available even in the form of smartphone apps like Headspace and Ten Percent Happier. In this class, we'll explore how Buddhism came to be the profoundly important cultural force in American life that it is today. We'll read a variety of Buddhist-influenced literary texts, from the Beat poetry of the 1950s to contemporary novels like Ruth Ozeki's *A Tale for the Time Being*. And we'll range far beyond the world of literature into other cultural domains in which Buddhism has had a deep impact, like environmentalism, psychotherapy, and Western attitudes towards death and dying. We'll also give special attention to the role that Buddhism is playing in the struggle for racial justice (from bell hooks to Black Lives Matter). And we'll engage in an experiential investigation of the benefits of incorporating contemplative practices like mindfulness into higher education: students will learn a variety of meditation techniques, and we'll spend time each week practicing and reflecting upon those practices. Students will be expected to maintain a daily meditation practice outside of class (10-15 minutes a day), with the help of one of those newfangled meditation apps no less! No prior experience with meditation is necessary. Just an open mind. (For detailed information about the format of this hybrid course, please visit: www.tinyurl.com/Engl239info)

Class Format: This is a hybrid course. The class will be divided into small discussion groups of 6-7 students (two of the groups will be in-person; one of them remote). In a typical week, the whole class will meet together once on Zoom for 45-60 minutes and each discussion group will meet once for 60 minutes (either in-person or remote). For more info about the class format, please visit: www.tinyurl.com/Engl239info (students who are interested in this course should visit this URL).

Requirements/Evaluation: Regular attendance will be strictly required; weekly Glow posts; and a final critical or creative project (like an 8-10 page essay, podcast episode, or zine).
Prerequisites: none
Enrollment Limit: 21
Enrollment Preferences: preference will go to juniors and seniors; students who pre-register should email brhie@williams.edu an explanation of why they want to take this course, which will be used to decide enrollment. The class For more info: www.tinyurl.com/Engl239info
Expected Class Size: 21
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 239 (D1) REL 228 (D2) AMST 238 (D2)

Fall 2020
ENGL 240 (F) What is a Novel?

Cross-listings: COMP 239 ENGL 240

Primary Cross-listing

What is a novel? Where did it come from? Why would anyone invent such a thing in the first place? This course is an introduction to the ways literary critics have attempted to give a genre as hard-to-pin down as the novel a theoretical framework. For a long time, nobody thought the novel needed a theory--too popular, too loose and baggy to be thought of as one thing. Today, novel theory is legion. To only name a few, one can find theories of the novel that identify themselves as formalist, psychoanalytic, post-structuralist, Marxist, historical, and post-colonial, as well as accounts that emphasize sexuality and gender, for example, or the novel's trans-national development. We will move back and forth from the theory of the novel to its practice in order to see how the novel and its understanding have changed over the past 200 or so years. Novelists will come from the 19th and 20th centuries, likely Austen, Dickens, and Mieville. Theorists are likely to include Henry James, Benjamin, Lukacs, Barthes, Watt, McKeon, Jameson, Eve Sedgwick, Edward Said, Leo Bersani, and Franco Moretti.

Requirements/Evaluation: four to five papers totaling about 20 pages; regular, substantial, and intensive participation in class

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 239 (D1) ENGL 240 (D1)

ENGL 241 (S) Introduction to Comparative Literature

Cross-listings: ENGL 241 COMP 110

Secondary Cross-listing

Comparative literature involves reading and analyzing literature drawn from different times, movements, cultures, and media. In this class, we will study English translations of texts from eras spanning the ancient to the contemporary; literary movements including romanticism, realism, and postmodernism; national traditions arising in Western and Eastern Europe, Asia, and Latin America; and media including prose fiction, graphic memoir, and film. Throughout the course, we will consider what it means to think about all these different works as literary texts. To help with this, we will also read selections of literary theory that define literature and its goal in abstract or philosophical terms. Assignments will focus on close, creative reading of relatively short texts by authors like Homer, Sei Shônagon, Kleist, Lermontov, Zola, Borges, Wilde, Marnet, Bechdel, and others. All readings will be in English.

Requirements/Evaluation: attendance, participation, two 5-page papers, a few short responses, midterm exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: students considering a major in Comparative Literature

Expected Class Size: 35

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 241 (D1) COMP 110 (D1)

ENGL 242 Bewilderment: Contemporary U.S. Poetry and the Ethics of Unknowing (DPE) (WS)

*ENGL 241 (S) Introduction to Comparative Literature*
"I perceive I have not really understood any thing, not a single object, and that no man ever can," wrote Walt Whitman in a great poem of 1860. "Tell all the truth, but tell it slant," answered Emily Dickinson a few years later, as if suggesting a strategy for how to write one's way into Whitman's radical uncertainty. These articulations of knowing and unknowing, of telling and untelling, continue to thread their way into U.S. poetry today. This course will explore bewilderment as both a poetic strategy and an ethical position. How do error, randomness, contradiction, obliquity, and dissociation serve the poem and the poet? How do such strategies counter ideas of literary mastery, heroism, virtuosity, privilege and celebrity? What are the political possibilities of such counter stances, especially as embodied and expressed by poets who speak from outside the stronghold of the white male establishment? We will primarily read from recently published work in the U.S., but will also be interested to track the literary traditions that have shaped how contemporary poets think and write. Authors read may include: Wanda Coleman, Eileen Myles, Anne Carson, Layli Long Soldier, Vanessa Angelica Villarreal, Fanny Howe, Terrance Hayes, Jennifer Chang, Tiana Clark, Brenda Hillman, Jane Wong, Tommy Pico, Paisley Rekdahl, Brian Teare, Diana Khoi Nguyen, and C. D. Wright.

**Requirements/Evaluation:** Classroom participation in discussion, several papers of graduated lengths and complexity (for a total of 20 pages of writing).

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 19

**Enrollment Preferences:** potential sophomore English majors have first choice, then prospective or current American Studies majors

**Expected Class Size:** 19

**Grading:**

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Gateway courses in English traditionally emphasize writing skills, and this course is no exception. Attention will paid to drafts and revisions of essays.

**Difference, Power, and Equity Notes:** The vast majority of works read are authored by poets outside the white male straight cisgender establishment. More importantly, we will constantly engage the question of how poetry may serve the needs of equity and inclusion in the U.S. contemporary literary marketplace.

Not offered current academic year
justice (pollution), and gender, racial, sexual, indigenous, and disability politics.

ENGL 244 (F) Interpreting Film (WS)

From the earliest days of narrative film, it was clear that the new medium enjoyed an unparalleled capacity to absorb spectators in the sheer passive enjoyment of the cinematic spectacle, so for many viewers cinema has seemed naturally to be a form of entertainment rather than an art form or a medium for exploring ideas. But not only have entertaining “movies” and artistic “films” always co-existed amicably, but in many cases have coincided: some of the greatest works of cinematic art first billed themselves unassumingly as enjoyable diversions. In order to appreciate the aesthetic and intellectual richness of such films, one must learn to “read” their crucial scenes closely, analyzing their visual and auditory language as well as their dramatic content, and must learn to interpret their surprisingly complex larger patterns of thought. This tutorial offers concrete training in both of these skills. During the first four weeks, students will write and discuss short weekly papers analyzing key sequences of a film, learning to identify diverse cinematic effects in order to illuminate dramatic patterns. During the last six weeks of the semester each student in a tutorial pairing will write a longer interpretive paper in alternate weeks, learning to construct fuller arguments addressing the whole of a film. Most films will be drawn from classical Hollywood cinema of the 1930s and 1940s, but we will also study European, Indian, and Japanese films. Readings during the first part of the semester will concern technical features of cinema; later readings will address larger interpretive issues (e.g., patterns in film genres, such as the nature of the gangster as a tragic hero; or social issues reflected in films, such as the newly empowered roles of women during the early 1940s and their influence in shaping the dangerous heroines of film noir).

Requirements/Evaluation: six short (2- to 6-page) papers and three short responses to one’s partner’s paper, totalling 25 pages of writing; active, sustained participation in tutorial discussions

Prerequisites: a 100-level English course, or a score of 5 on the Advanced Placement examination in English Literature or a 6 or 7 on the International Baccalaureate

Enrollment Limit: 10

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Tutorial--constant writing and critique. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Not offered current academic year

ENGL 245 (S) Blackness and Visual Expression

This course will examine how blackness has been represented in visual media. Beginning with 19th century examples, we will examine representations associated with slavery and minstrelsy. In particular, we will consider paintings by artists such as Winslow Homer, Thomas Eakins, and Henry O. Tanner, alongside racial representations in popular media, such as newspaper editorial cartoons and book illustrations. Moving across the range of the 20th century, we will examine various visual media, including painting, photography, theater, costume design, fashion, advertising, and film. Films such as Cabin in the Sky, Stormy Weather, Bingo Long's All Stars, Shaft, and Harlem Nights, as well as recent movies, including The Black Panther and Get Out exemplify various imaginative revisions of racial conventions. Students will be expected to participate actively in the classroom and in group projects. Some of this material will be covered by student presentations, and all students will be expected to contribute to our discussions of the various examples we bring before us. Texts for the course will represent several disciplines and approaches to writing about race and culture. The writing for the course will be a journal and a 10-page final paper.

Requirements/Evaluation: participation in group projects, journal, and final 10-page paper

Prerequisites: a 100-level English course, or a score of 5 on the Advanced Placement examination in English Literature or a 6 or 7 on the International Baccalaureate

Enrollment Limit: 19

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1)
ENGL 246  (S) The Love of Literature  (DPE) (WS)

If love "makes the world go 'round," then literature, love's chronicler, may contain the key for understanding this world-formative passion. In this seminar, we will explore representations of love in works of poetry, drama, prose fiction, and philosophy from antiquity to the present. From the philosophical love extolled in Plato's dramatic dialogue The Symposium to the Christian love of Paul's epistles; the Romantic love of Goethe's Elective Affinities to the modern love of Woolf's To the Lighthouse and beyond, we will see how love, like literature, at once reflects and produces historically significant changes in the ways that human beings relate to one another, to themselves, and to the world in which they live. In addition to the authors already mentioned, readings may include literary works by Virgil, Mary Shelley, Wordsworth, Baldwin, and theoretical works by Freud, Foucault, and Luhmann.

Requirements/Evaluation: three papers of increasing length and complexity, totaling 20 pages of finished writing
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 19
Enrollment Preferences: those interested in majoring in English
Expected Class Size: 19
Grading: no pass/fail option, no fifth course option
Distributions: (D1) (DPE) (WS)

Writing Skills Notes: The seminar includes extensive discussion of writing strategies throughout, frequent writing assignments, and substantive, writing-strategies focused feedback on writing assignments.

Difference, Power, and Equity Notes: The course materials and discussion emphasizes questions of gender, sexuality, and race.

Not offered current academic year

ENGL 247  Art of the Essay

The "essay" is one way of writing about the intersection of self and world. Writers from 16th century French Michel Montaigne to contemporary American physician Siddhartha Mukherjee and Canadian lyric essayist Anne Carson have experimented in this form, varying the proportion of self-scrutiny to outward focus. We will study the meandering history of this rich literary form, learning both how to analyze and interpret representative examples from multiple traditions, and how to try our hand at our own creative nonfiction. That is, you will do both critical writing and creative writing for this course. Throughout, we will track how this genre serves those writers and readers who gravitate toward its special arts. Works read include those by the writers named above, as well as a selection from the following list: Henry David Thoreau, William James, Gertrude Stein, James Baldwin, James Agee, John McPhee, Alice Walker, Gloria Anzaldua, Claudia Rankine, Theresa Hak Kyung Cha, and Maggie Nelson.

Requirements/Evaluation: four papers (two critical and two creative), of varying lengths (from 2-10 pages), for a total of 20 pages
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: first- and second-year students
Expected Class Size: 25
Grading:
Distributions: (D1)

Not offered current academic year

ENGL 248  (F) Black Women in African American Literature and Culture

Cross-listings: AMST 248  ENGL 248  WGSS 258

Primary Cross-listing

This course surveys constructions of black womanhood from the nineteenth century to the present through readings of texts by and about black women. In this course, students will trace how black womanhood became central to uplift ideology and the making and sustaining of black communities in the post-Reconstruction, Harlem Renaissance, and Black Power eras. We will read works across a broad historical spectrum to identify the ways different writers wrestle with race and gender using literary tropes, such as the "tragic mulatto," in different social contexts. We will also
engage a range of forms, including an essay (Patricia Hill Collins's "Mammies, Matriarchs, and Other Controlling Images"), a choreopoem (Ntozake Shange's "For Colored Girls Who Have Considered Suicide when the Rainbow is Enuf"), and socio-political propaganda (the "Black is Beautiful" movement). This course will end with a consideration of the way writer and producer Issa Rae engages with contemporary ideologies of black womanhood in the HBO series *Insecure.*

**Requirements/Evaluation:** active class participation, four short papers totaling about 20 pages; final project on the hashtag #blackgirlmagic

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 19

**Enrollment Preferences:** first- and second-year students, and English majors who have yet to take a Gateway course

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 248 (D2) ENGL 248 (D1) WGSS 258 (D1)

Not offered current academic year

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**ENGL 250 (S) Americans Abroad (DPE)**

**Cross-listings:** COMP 242 ENGL 250 AMST 242

**Secondary Cross-listing**

This course will explore some of the many incarnations of American experiences abroad between the end of the 19th century and the present day. Materials will be drawn from novels, short stories, films, and nonfiction about Americans in Europe in times of war and peace. We will compare and contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans to Europe? What is the difference between a tourist, an expat, and an émigré? What are the profound, and often comic, gaps between the traveler's expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? Authors may include: Edith Wharton, Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner. Additional reading will be drawn from historical and critical works. All readings will be in English. This comparative course is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts. Many of the authors chose, or were forced to, leave oppressive situations in the United States where their futures were limited due to factors related to politics, gender, race or class (and combinations thereof). We will study their dislocation, and freedom, and struggles to reshape their concept of "home" into something that reflected their individual identity, and not one imposed by any national culture—American or foreign.

**Requirements/Evaluation:** each student will give an in-class presentation and complete 3 writing assignments totaling 20 pages; one of these writing assignments will be a personal travel narrative based on the student's own experiences

**Prerequisites:** any literature course at Williams or permission of instructor

**Enrollment Limit:** 18

**Expected Class Size:** 18

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 242 (D1) ENGL 250 (D1) AMST 242 (D1)

**Difference, Power, and Equity Notes:** We will read and analyze primary materials and literature that reflect on Americans who chose, or were forced to, reinvent themselves abroad to escape oppressive situations in the United States related to gender, class, race, or political views. The socio-historical context of each writer will be crucial to understanding their situations. Students will write critical papers, and their own narrative in which they reflect on a situation of personal dislocation, either while traveling, or at home.

Not offered current academic year

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**ENGL 252 (S) Ficciones: A Writing Workshop (DPE)**

**Cross-listings:** ENGL 252 LATS 222
This course is focused on the art and practice of writing fiction. Sessions are divided into workshop and seminar. **Workshop:** Students will present short fiction or novel excerpts for peer critique and the editorial advice of the instructor. **Seminar:** We will study published fiction by Latina/o, Latin American, Afro-Diasporic, and other writers, paying close attention to how each author employs narrative elements—characterization, plotting, structure, dialogue mechanics, setting, tone, theme—as well as the values and visions expressed. Regular assignments and in-class exercises will help students further strengthen their narrative skills.

**Class Format:** workshop

**Requirements/Evaluation:** attendance and class participation, writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final writing portfolio

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Latina/o Studies concentrators

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 252 (D1) LATS 222 (D2)

**Difference, Power, and Equity Notes:** Student work will encourage personal and cultural expression, with the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change.

Not offered current academic year

ENGL 253 (S) Feminist Theatres: A Global Perspective (DPE) (WS)

**Cross-listings:** ENGL 253 WGSS 250 THEA 250

**Secondary Cross-listing**

What makes a work of theatre feminist? How do plays, social practices, and performances engage with different models of feminism: liberal, radical, materialist, intersectional, reluctant? Why has feminism mattered to theatre makers of the past? Should it still matter to us now? If so, what forms might future feminist theatres and performance practices take? In this tutorial, students will work in pairs to examine the political relation of models of feminism to plays and performances by theatre artists, companies, and collaborators from across the globe, from the late-twentieth century to today. Interrogating feminism's own legacies of exclusionary and biased tactics, we will focus on the racialized and class-based aspects of feminist performance practices and the history of radical and intersectional feminism in theatre. Artists, companies, and movements to be considered may include: Spiderwoman Theatre, The WOW Café, Hélène Cixous, Adrienne Kennedy, Caryl Churchill, Sphinx Theatre Company, Wendy Wasserstein, Ntozake Shange, Griselda Gambaro, Manjula Padmanabhan, Cherrie Moraga, Karen Finley, Suzan-Lori Parks, Young Jean Lee, Lisa Kron, Tori Sampson, Arethusa Speaks, Women's Project and Productions, Sarah DeLappe, and others. Close reading and analysis of source material will occur alongside engagement with critical essays and writings by: Audre Lorde, Judith Butler, bell hooks, Gloria Anzaldúa, Kimberlé Crenshaw, Eve K. Sedgwick, Gayatri Spivak, Jill Dolan, Sue-Ellen Case, José E. Muñoz, and Donna Haraway. This course will follow a standard tutorial format, with students alternating the presentation and reading of a series of 5-page papers.

**Class Format:** For Spring 2021, the format for the course is to be determined. Ideally, we will meet weekly and in-person in groups of 3 (two students and professor). Should necessary social distancing measures be in place, we will conduct our tutorial meetings remotely in either Zoom or Google Meet.

**Requirements/Evaluation:** students will meet with instructor in pairs for an hour each week; they will write a 5-page paper every other week (five in all), and comment on their partner's papers in alternate weeks; emphasis will be placed on developing skills in reading, interpretation, critical argumentation, and critical written and oral response

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Theatre majors; WGSS majors; ART majors; COMP majors. Students from all majors are welcome and invited to contact Prof. Holzapfel about their interest in the class: ash2@williams.edu

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option
Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 253 (D1) WGSS 250 (D2) THEA 250 (D1)

**Writing Skills Notes:** As a tutorial, this course will require extensive practice in writing, editing, and revising. Emphasis be directed towards building and developing a compelling argument, providing thorough evidence for one's interpretation, and fluidly integrating theory into one's argumentation.

**Difference, Power, and Equity Notes:** This tutorial examines intersections between gender, race, sexuality, class, and ethnicity in relation to theatre's ongoing engagement with feminism. We will consider how articulations of difference, power, and equity arise and are, in fact, prioritized in quite different ways within the politics of feminism itself, leading to their variable expressions through art.

Spring 2021

TUT Section: HT1 TBA Amy S. Holzapfel

ENGL 254  (F)  'As If Her Mouth Were a Weapon': Jamaica Kincaid (DPE)

**Cross-listings:** ENGL 254 WGSS 274

**Primary Cross-listing**

This course explores the work of the internationally renowned author Jamaica Kincaid. We will wrestle with her commentary on concepts and conditions such as death; the afterlife of slavery and colonialism; family relations; love, romance, their absence and their entanglement with hatred; and illness. We will pay particular attention to character and author navigation of negative affects and the blurred boundaries between fiction and autobiography. Course texts include Annie John (1985), Lucy (1990), The Autobiography of My Mother (1996), My Brother (1997), Mr. Potter (2002), and See Now Then (2013). They will be examined through the lenses of race, gender, sexuality, class and citizenship and aided by supplemental readings. This course will explore the power that structures and determines or constrains labor and citizenship status; abortion, reproduction and mothering; memory, literacy and archival production; and more.

**Class Format:** meeting as a full group two to three times; meeting in tutorial pairs for most of the semester

**Requirements/Evaluation:** five 4- to 5-page essays and five 2-page critical responses, completed in tutorial pairs, keyword assignment, final roundtable

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 254 (D1) WGSS 274 (D1)

**Difference, Power, and Equity Notes:** Students will center afro-caribbean women's subject formation on the terrain of the literary imagination and develop interpretive and analytical skills to examine the affective dimensions of the racialization and gendering of power, of intimacy, and of national belonging.

Not offered current academic year

ENGL 257  (F)  Personal Essay: Writing Workshop (WS)

The personal essay as a literary form includes a wide range of genres including literary journalism, creative nonfiction and the lyric essay. Note the exclusion of "memoir" or "autobiography" in this list. This course is NOT a course in memoir or autobiography. As we become more mindful of our particular points of view (and of ways to explore and exploit this subjectivity), we will turn the focus outside of ourselves. We will experiment with writing that is extro- rather than introspective. While this is primarily a course in creative writing, we will give much of our time to literary analysis and imitation of exemplary essayists (primarily from the 20th and 21st centuries, and primarily from the U.S.) including James Baldwin, James Agee, Annie Dillard, John McPhee, Joan Didion, Adrian NicholeLeBlanc, Jennifer S. Cheng, Anne Carson, Samuel Delaney, Maggie Nelson, Alexander Chee, Lydia Yuknavitch, Saidiya Hartman and Karen Green.

**Class Format:** This course will be taught remotely, with a combination of synchronous and asynchronous meetings, assignments, short lectures, and opportunities for engagement (e.g. Zoom, Glow, Panopto & Loom). There will be a single, collective meeting every week in the time slot assigned to
this course; as well as a single, weekly meeting of small groups of three students in which creative and critical writing will be shared, critiqued and discussed.

**Requirements/Evaluation:** Evaluation will be based on class participation, peer editing, writing and revision, with special attention given to the student's engagement in every aspect of the writing process.

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** students who have not yet taken Creative Writing courses will be given priority

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** This course will demand weekly writing and critical responses, as well as regular opportunities for revision. Total number of pages written will amount to approximately 35.

**Fall 2020**

**SEM Section:** R1  MW 10:00 am - 11:15 am  Cassandra J. Cleghorn

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**ENGL 258 (S) Poetry and the City (WS)**

In this course we will consider poems generated out of the experiences of urban life. The city provides for poets a vivid mental and imaginative landscape in which to consider the relation of vice and squalor to glamour; the nature of anonymity and distinction; and the pressure of myriad bodies on individual and mass consciousness. We will explore ways in which the poet's role in the body politic emerges in representations of the city as a site both of civilized values and/or struggles for power marked by guile and betrayal. Taking into account the ways in which cities have been transformed over time by changing social and economic conditions, we will consider such issues as what the New York of the 1950s has to do with the London of the late eighteenth and early nineteenth centuries, and why poetry as a genre might be particularly suited to representing the shifting aspects and populations of urban life. Poets will include Dante, Pope, Swift, Blake, Wordsworth, Whitman, Baudelaire, Yeats, Crane, Moore, Hughes, Brooks, Lorca, Bishop, Ginsberg, Baraka, Ashbery, Yau, Bitsui, Rankine, and Diaz. We will also draw on essays by Simmel, Benjamin, Williams, and Canetti, photographs by Hines, Weegee, Abbott, and Nishino; the blues, as sung by Holliday and Vaughan; and films such as Man with a Movie Camera, Rear Window, and Breathless.

**Class Format:** discussion-based

**Requirements/Evaluation:** class participation; the course will require four 5-page essays in multiple drafts

**Prerequisites:** 100-level English course or a 5 on the literature component of the AP exam, or permission of the instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year and sophomore students who are thinking of majoring in English

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** The course will require four 5-page essays in multiple drafts. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Not offered current academic year

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**ENGL 259 (S) Ethics of Jewish American Fiction**

**Cross-listings:** ENGL 259  JWST 259  REL 259

**Secondary Cross-listing**

After the Second World War, Jewish American writers who wrote about Jewish characters and Jewish themes were increasingly celebrated as central figures in American fiction. Isaac Bashevis Singer, Bernard Malamud, Saul Bellow, Cynthia Ozick and Philip Roth are among those who gained prominence in this period. These writers were literary innovators and often addressed broad humanistic themes. But they also struggled with profound questions that arose in the postwar period about Jewishness, the legacy of the Holocaust, and what it means to be an American. In this course we will read the above authors and others. We will focus, in particular, on the distinctive ethical and political ideas, emotions, and aspirations that animate
their work. The course will begin with a study of theoretical approaches that will provide the basis for our ethical criticism: we will read, for instance, Lionel Trilling, Wayne Booth, Martha Nussbaum, and Noël Carroll. Then we will delve into the fiction, following a trail that begins in the postwar period and continues in fictions by Erica Jong, Rebecca Goldstein, Michael Chabon, Gary Shteyngart, and others. Can we find a distinctive Jewish American ethics in Jewish American fiction?

Requirements/Evaluation: class participation, one take-home exam on theoretical approaches to ethical criticism; four short essays

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Religion majors, Jewish Studies concentrators, and English majors

Expected Class Size: 18

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 259 (D1) JWST 259 (D2) REL 259 (D2)

Not offered current academic year

ENGL 261 (S) Adultery in the Nineteenth-Century Novel (WS)

Cross-listings: COMP 259  WGSS 259  ENGL 261

Secondary Cross-listing

In this tutorial, we will read four novels written between 1850 and 1900, all of which focus on the figure of the adulteress: Gustave Flaubert's *Madame Bovary* (1856), Lev Tolstoy's *Anna Karenina* (1873-77), Leopoldo Alas y Ureña's *La Regenta* (1884-85), and Theodor Fontane's *Effi Briest* (1894). For each week of class, students will read one of these primary texts, as well as a selection of secondary literature that will allow us to understand, over the course of the semester, how and why the adulteress played a *key role* in the cultural imagination of Europe during this time. *All works will be read in English translation.*

Class Format: This course will be taught remotely as a tutorial; students will meet with the professor in pairs, with one student from each pair writing a 5-page paper for each class session

Requirements/Evaluation: evaluation will be based on completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: students who have already taken at least one course devoted to literature at Williams

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
COMP 259 (D1) WGSS 259 (D2) ENGL 261 (D1)

Writing Skills Notes: This course requires that students write a total of five 5-page essays in the course of the semester, and the professor pays attention to developing each student's writing skills. Students will work on crafting an argumentative essay about literature, as well as on their own writing style.

Not offered current academic year

ENGL 262 (F) European Cinema and Film Theory

This seminar explores the foundations of contemporary European cinema by studying a range of films from 1920-1985, and offers a grounding in film theory and aesthetics by pairing such films with theoretical essays by philosophers and aestheticians from the silent era through the 1970s. We will establish a kind of map of cinematic styles and movements, ranging from German expressionism and Soviet montage in silent films of the 1920s, through French realism of the prewar and Italian neorealism of the early postwar era, to the insurrectionary films of the French New Wave and the stylistic innovations of the German New Wave and of Swedish cinema in the 1960s and 1970s. We will study films by such directors as Wiene, Murnau, Lang, Eisenstein, Vertov, Dreyer, Renoir, Riefenstahl, Rossellini, Fellini, Truffaut, Godard, Varda, Herzog, Bergman, Tarkovsky, and
ENGL 263 (S) Novel Worlds

Primary Cross-listing

Reading a novel can feel like falling into another world, an immersion in an encompassing fictional reality saturated with detail—each novel its own trip down the rabbit hole. From Jane Austen's "3 or 4 families in a country village" to Roberto Bolano's teeming modern day Mexico City of millions, the novel's distinctive power is in making both the few and the many feel like a complete world. But what are worlds, anyway? Are they spaces, like a container? Or are they not a thing at all, but social systems—ways of belonging that are constantly being made and remade? This course is about the specific world—imagining powers of the novel, tracing out various techniques and strategies by which literary texts create worlds. Our hunch: the modern notion of "world" finds its origin in the novel, and the novel constitutes one of the most sophisticated sites of reflection upon the notion of world.

We'll read a number of novels, ranging from 19th century authors like Austen and Dickens, to contemporary genre writing—science fiction and the detective novel—as well as from a range of national traditions to see how novels, and ideas of world, shift over time and space. To get at our central questions, we'll read some philosophical and critical texts that are preoccupied by world-ness, with attention to current debates about the idea of World Literature. Novel texts likely to include: Jane Austen's *Emma*, Charles Dickens's *Bleak House*, Carroll's *Alice in Wonderland*, Italo Calvino's *Invisible Cities*, and Roberto Bolano's *Savage Detectives*.

Requirements/Evaluation: regular class participation and four 5-page papers, two of them submitted in both a draft and a revision

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 263 (D1) COMP 268 (D1)

Not offered current academic year

ENGL 266 (F) Postmodernism (WS)

Secondary Cross-listing

In one definition, postmodernism in art and literature is what you get when you combine modernism's radical experimentation with pop culture's easy appeal. This term has been used to describe works from Andy Warhol's paintings of Campbell's soup cans and Jean Baudrillard's critical essays on Disneyland to Murakami Haruki's euphoric conspiracy novels. Theorists of the postmodern have argued that it represents not only a radical change in aesthetic sensibilities, but a fundamentally new relationship between art, language, and society. In this tutorial, we will read some of the most important theoretical essays defining the postmodern (essays which themselves often embrace this playful and sometimes ironic style), and we will pair them with artistic texts that are said to illustrate the features of postmodernism. The latter will be mainly novels and short stories from around the world, but one feature of this theory is a flattening of the distinction between high and low culture as well as between the written and the visual, so we will also examine examples from architecture, visual art, and/or broader pop culture. Texts will include essays by Jean Baudrillard, Fredric Jameson, Jean-François Lyotard, and others; novels and short stories by writers like Don DeLillo, Italo Calvino, and Murakami Haruki; painting and sculpture
associated with Pop Art and Superflat; the architecture of Williamstown-area museums; etc. Writing assignments will focus on reading the theoretical texts closely and applying their ideas to the artistic texts in creative and interesting ways. Open to sophomores as well as advanced students.

**Class Format:** after an introductory lecture meeting, students will meet with the instructor in pairs for approximately an hour each week

**Requirements/Evaluation:** participation plus 4 papers (4-5 pages), 2 short papers (1-2 pages), and 4 peer critiques (1 page)

**Prerequisites:** a previous literature or critical theory course at Williams plus sophomore standing or higher, or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Comparative Literature majors, students with a demonstrated interest

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 266 (D1) COMP 231 (D1)

**Writing Skills Notes:** Students will write several regularly spaced papers that build on one another by revisiting, extending, and/or rewriting earlier material. Students will receive detailed written feedback from the instructor on each paper, addressing argument, organization, and style, as well as written peer feedback on the longer papers. (See requirements for details about the number and type of assignments.)

Not offered current academic year

**ENGL 267  Stop Making Sense: Absurd(ist) Theatre in Historical Context  (WS)**

In most academic work the point of analysis is to make sense, to find meaning, to explain intricate or confusing phenomena, to provide clarity from complexity. What happens when we can't do this, indeed, when the objects of our analytical attention seem willfully designed to thwart the attempt? Such is the challenge of "understanding" the traditions of the absurd. In this tutorial course, we will engage this challenge within the realm of Western theatre and performance from 1900 to the present. Beginning with selected readings from writers who have engaged the absurd in theoretical fashion (Albert Camus, Soren Kierkegaard, Jean-Paul Sartre, Martin Esslin), the course will move swiftly to original artworks for contemplation and analysis. Some questions we will grapple with include: How do we, can we, should we respond to art that specifically defies meaning? Can art that seems pointless have a point? How and when have strategies of nonsense, circular reasoning, linguistic obfuscation, and intentional theatrical absence been employed to disguise, or deflect attention from, specific didactic (even political) agendas? What role specifically does theatre, theatricality, or performativity play in the presentation of art that refuses understanding? Playwrights will range from canonical (Samuel Beckett, Eugene Ionesco) to more obscure but equally engaging (as well as baffling) artists (Peter Handke, Slavomir Mrocek, Richard Foreman). We will follow standard practice in tutorial pairs, as each week one student will prepare original analysis of the assigned reading, and the other will craft a response to prompt an hour-long discussion. Whether we "make sense," or perhaps discover different ways of appreciating the varied works of art, will depend on the nature of those weekly attempts.

**Requirements/Evaluation:** Standard tutorial requirements; weekly paper or response paper from each member of the tutorial pair. Evaluation based on improvement in written expression and engaged contribution to weekly discussions.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** Theatre, English, and Comparative Literature majors and prospective majors.

**Expected Class Size:** 10

**Grading:**

**Distributions:** (D1) (WS)

**Writing Skills Notes:** This tutorial will demand writing from each student each week (either a primary paper or a shorter response paper), and each student will receive regular, extensive feedback including a focus on strategies for successful persuasive argumentation.

Not offered current academic year

**ENGL 268  (S)  Being American, Being Muslim: American Muslim Literature in the 21st century  (DPE)**

**Cross-listings:** COMP 228  AMST 266  ENGL 268  REL 266

**Secondary Cross-listing**

Islam and Muslims in the United States are the subject of extensive public scrutiny and media coverage in broader public discourses. It is less
common, however, to hear Muslims' own voices speak about their lives, experiences, beliefs, and commitments. This course will take a literary approach to exploring American Muslims' own narratives about themselves. We will address questions such as: How have American Muslims understood their identity in the wake of 9/11? What are the pressures and demands of American national belonging and cultural citizenship that Muslims must navigate? How are race, gender, ethnic heritage, and immigration definitive of Muslim experiences and self-understandings? What are the competing claims and contestations about authentic expressions of Islam? How are Muslims approaching the tensions between communal belonging and individuality? We will be engaging such questions primarily through an analysis of popular memoirs, autobiographies, novels, and short stories, but will also explore some plays, films, poetry, and comedy.

**Requirements/Evaluation:** regular reading responses, two short essays (3-4 pages), final presentation, and final paper (7-8 pages)

**Prerequisites:** none

**Enrollment Limit:** none

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 228 (D1) AMST 266 (D2) ENGL 268 (D1) REL 266 (D2)

**Difference, Power, and Equity Notes:** This course will explore the intersections of power in American Muslim life, such as: Muslims as a religious minority in the context of the War on Terror; racial and ethnic differences in Muslim communities; immigration and national belonging; competing claims to religious authenticity and authority; and conflicting gendered norms. Students will learn to identify these multiple layers and configurations in the texts, and how to analyze their workings in nuanced multidimensional ways.

*Not offered current academic year*

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**ENGL 271 (S) Playwriting and Production: Exploration of Playwright as Theater Maker**

**Cross-listings:** THEA 266 ENGL 271

**Secondary Cross-listing**

This course will examine the role of the playwright as collaborator in the new play production process with discussions of collaborative practice. Through writing exercises and critical response time in class we will focus on writing 10-Minute plays that will culminate in a final presentation collaboratively produced by the class on a digital platform. Group work both during class time and outside hours will be necessary for facilitating full class critical response time and artistic process time with the plays. We will explore case studies of the production of new plays in the American Theatre, including examples of self-producing. A writing and research notebook will be a requirement for the class to encourage self-motivation skills as a theater maker outside of the classroom time. Writing and collaborative practice time will be supplemented with weekly reading or viewing assignments of new plays, critical theory, and research for discussions of structure and practice. Self-selected research readings, media, and art will be a large component of the course over the semester.

**Class Format:** Hybrid; Synchronous discussion time weekly; Asynchronous collaborative work with peers

**Requirements/Evaluation:** weekly writing projects leading up to a longer final project, research and writing notebook complied throughout the semester, peer responses; a ten-minute piece created with peers; attendance and class participation

**Prerequisites:** Students are asked to write a personal statement about their experience with collaborative practice and include questions that they would desire to pursue in the course.

**Enrollment Limit:** 12

**Enrollment Preferences:** In instance of over-enrollment, preference will be given to Seniors, Juniors, & Sophomores in the Theatre and English Majors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

THEA 266 (D1) ENGL 271 (D1)
ENGL 272 (S) American Postmodern Fiction

Cross-listings: AMST 272 ENGL 272

Primary Cross-listing

American fiction took a turn at World War II; the simplest way to name the turn is from modernism to postmodernism. The most obvious mark of postmodern narration is its self-consciousness: postmodern books tend to be about themselves, even when they are most historical or realistic. Already a paradox emerges: why would World War II make narratives more self-reflexive? The first book in the course, and the best for approaching this paradox, is Heller's *Catch-22*. It also serves as a good introduction to the unlikely merging in American fiction of high European post-structuralist postmodernism and low American punk postmodernism. Subsequent books in the course will probably include Pynchon's *The Crying of Lot 49*, Morrison's *Beloved*, DeLillo's *White Noise*, Carver's *What We Talk About When We Talk About Love*, Diaz's *The Brief Wondrous Life Of Oscar Wao*, and Whitehead's *The Underground Railroad*.

Requirements/Evaluation: three papers of increasing length and weight, contributions to class discussion

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: first-year students who have placed out of 100-level English and sophomores considering the major; then Junior and Senior English majors

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 272 (D2) ENGL 272 (D1)

Not offered current academic year

ENGL 273 (S) Detectives Without Borders (DPE) (WS)

Cross-listings: COMP 273 ENGL 273

Secondary Cross-listing

Why is detective fiction so popular? What explains the continuing multiplication of mystery novels despite the seemingly finite number of available plots? This course will explore the worldwide fascination with this genre beginning with European writers before turning to more distant detective stories from around the world. The international scope of our readings will highlight how authors in different countries have developed their own national detective typologies while simultaneously responding to the international influence of the Anglo-American model. At the same time the readings will trace the evolution of the genre from the classical Sherlock Holmes model through later iterations, including golden age, hard-boiled, police procedural, female detective types, and more. Alongside fictional narratives, essays on the genre will provide the theoretical ground for our investigation. Our international journey will begin in England and the United States (G.K. Chesterton, Robert Knox and Edgar Allan Poe) and continue through Japan (Edogawa Rambo), France (Georges Simenon), Italy (Andrea Camilleri), Argentina (Jorge Luis Borges), and beyond. As we journey around the world, we will look at the possibility of reading detective fiction through the categories of gender, postcolonial, and race studies. Film adaptations of the novels we read, TV shows and films noir will also be included in the course material. All readings will be in English.

Requirements/Evaluation: short papers, one research paper, oral presentations, midterm, class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature and English majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Unit Notes: COMP core course

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
**Writing Skills Notes:** This is a writing skills course which requires weekly short papers, blog entries and three 5- to 7-page papers which will test students' ability in close-reading, comparative readings and research analysis. I will provide written feedback regarding grammar, style, and argument.

**Difference, Power, and Equity Notes:** A significant part of the course addresses issues of post-colonial critical theory, by including crime fiction from non-Western countries (South Africa, Japan, Brazil, Argentina). The post-colonial reading of those novels is supported by the reading of post-colonial theory such as (Frantz Fanon and Edward Said). The issue of gender inequalities is central to the course. Women and LGBTQ detectives are included in the syllabus.

**Not offered current academic year**

**ENGL 275 (S) Southern Literary Aesthetics (DPE) (WS)**

**Cross-listings:** ENGL 275 AFR 275 AMST 276

**Primary Cross-listing**

Hip-Hop artists signify as "the dirty South" the distinct sounds, rhythms, landscapes, gestures, desires as well as frustrations of Black residents living in the southernmost regions of the U.S. American continent. In this course, students will examine what the South means to American concepts and how the South is used to make meaning in literature, music, art, digital archives, and film. We will give particular attention to how representations of the South are informed by region, gender, sexuality, and class. At the end of the course, students will be able to identify Black southern aesthetics across various genres and mediums with attention to historical and regional specificity despite the opacity of these categories. Potential artists include Jean Toomer, Alice Walker, Ernest Gaines, William Faulkner, Jesmyn Ward, Zora Neale Hurston, Natasha Trethewey, E. Patrick Johnson, Trudier Harris, Kiese Laymon, Julie Dash, Spike Lee, Askia Muhammad Touré, Alexis Pauline Gumbs, Alison Janae Hamilton, Outkast, DJ Khalid, Beyoncé Knowles, and Solange Knowles.

**Requirements/Evaluation:** four or five writing assignments that total about 20 pages; discussion facilitation

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 19

**Enrollment Preferences:** first-years and sophomores

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 275 (D1) AFR 275 (D1) AMST 276 (D2)

**Writing Skills Notes:** Students will develop a writing practice through short in-class assignments that culminate in four or five formal submissions. Students will receive group as well as one-on-one feedback on useful writing principles. Feedback will focus on structure, style, argumentation, and audience.

**Difference, Power, and Equity Notes:** Students will analyze the "shaping of social differences, dynamics of unequal power, and processes of change" in the South. Students will discover how region impacts race, gender, sexuality, and class.

**Not offered current academic year**

**ENGL 277 (F) Meditation and Modern American Life**

**Cross-listings:** REL 277 ENGL 277

**Primary Cross-listing**

The first English translation of a Buddhist text was published in the United States in 1844. At the time, few Americans knew the first thing about what Buddhism was, but now, a little over a century and a half later, Buddhist ideas and practices (meditation, in particular) can be found everywhere. In this class, we'll explore how Buddhism came to be the profoundly important cultural force in American life that it is today, looking particularly at the increasingly mainstream role of meditation in modern American life. We'll study how traditional Buddhist meditation practices were transmitted to the West, and then track the way those practices changed over time, as they were adapted to the radically new context of American culture. And we'll study the way meditation is impacting a wide array of cultural domains, including: literature, psychology, education, environmentalism, Western attitudes towards death and dying, and the fight against racism. A key part of the course will be an introduction to the theory and practice of meditation: we'll learn a variety of meditation techniques, and we'll spend a significant amount of time each class practicing and reflecting upon those practices.
This course is a part of a joint program between Williams’ Center for Learning in Action and the Berkshire County Jail, in Pittsfield, MA. The class will be composed equally of nine Williams students and nine inmates. An important goal of the course is to encourage students from different backgrounds to think together about issues of common human concern. Classes will be held at the jail, with transportation provided by the college. *Please note the atypical class hours, Thursdays, 4:45-8:30 pm.*

**Requirements/Evaluation:** full attendance and participation; meditation 2-3 times a week outside of class; a meditation journal; and a final 10-page essay

**Enrollment Limit:** 18

**Enrollment Preferences:** final selection will be made on the basis of (a) statements of interest sent via email to brhie@williams.edu by June 26 and (b) brief interviews with the instructor.

**Expected Class Size:** 18

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 277 (D1) ENGL 277 (D1)

Not offered current academic year

**ENGL 280 (S) Writing for Performance**

**Cross-listings:** ENGL 280 THEA 282

**Secondary Cross-listing**

This studio/seminar course is designed for students with some experience in creative writing and/or performance interested in a deep dive into the art of playwriting. What is a play? What distinguishes writing for performance from writing that is meant to be read? How do we craft a blueprint for a live event? In our rapidly evolving digital world, what sorts of stories and phenomena still ask to be experienced live? How are contemporary theater and performance makers pushing the boundaries of what "writing" means and what constitutes "liveness"? We will read works by Sharon Bridgforth, Sarah Ruhl, Tarrell Alvin McCraney, Tony Kushner, Branden Jacobs-Jenkins, Sarah DeLappe, Suzan-Lori Parks, Edward Albee, August Wilson, Chuck Mee, Maria Irene Fornés, Young Jean Lee, Stew, and Lightning Rod Special, who have deepened and widened the possibilities of the form. We will also write, beginning with exercises in character, dialogue, action, and world-building, and working toward a longer final project. Students will be expected to present their own work and respond to each other's work regularly. At the end of the term, we will present excerpts of our one-act length works as part of an open studio experience.

**Requirements/Evaluation:** in-class participation, critical/creative responses to readings, various writing exercises, final one-act performance piece, participation in final presentation

**Prerequisites:** students with some experience in creative writing and/or performance

**Enrollment Limit:** 14

**Enrollment Preferences:** students who have taken THEA 214/ENGL 214 or another creative writing course

**Expected Class Size:** 14

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 280 (D1) THEA 282 (D1)

Not offered current academic year

**ENGL 281 (F)(S) Introductory Workshop in Poetry**

An introductory workshop in poetry. Through our readings of published poets and through various exercises, improvisations, and collaborations, we will generate an expansive definition of poetry and a facility with its many strategies. We will discuss each writer's poems several times during the semester, and your work will culminate in a final portfolio of revised poems.

**Class Format:** This will be a hybrid course. We will sometimes meet in person, sometimes online; wherever we meet, this class promises to be a space of intimate engagement and creative growth.

**Requirements/Evaluation:** engaged participation; successful completion of assignments; demonstrated commitment and substantial improvement,
as evidenced by a final portfolio of revised poems.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** students who have preregistered; all interested students should pre-register and will be emailed with instructions if the course is over-enrolled.

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

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**ENGL 283 (F)(S) Introductory Workshop in Fiction**

An introduction to the basics of writing short fiction. Exercises, short assignments, and discussion of published fiction will be combined with workshops of student stories; individual conferences with the instructor will be available.

**Requirements/Evaluation:** regular attendance, active participation, and successful completion of assigned exercises and story drafts; final portfolio

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** students who have preregistered; all interested students should pre-register and will be emailed with instructions if the course is over-enrolled

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

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**Fall 2020**

SEM Section: R1  TR 9:45 am - 11:00 am  Jessica M. Fisher

**Spring 2021**

SEM Section: H1  TR 9:45 am - 11:00 am  Jessica M. Fisher

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**ENGL 283 (F) Introductory Workshop in Fiction**

An introduction to the basics of writing short fiction. Exercises, short assignments, and discussion of published fiction will be combined with small group discussions of student stories, individual conferences with the instructor, and independent work. This course will be structured as a seminar/tutorial hybrid. We'll mix whole-group meetings with small group sessions of 3 or 4 students. If possible, those who are able will meet in-person; others will meet remotely. If in-person meetings become no longer feasible, all meetings will be remote.

**Class Format:** This course will be structured as a seminar/tutorial hybrid. We'll mix whole-group meetings with small group sessions of 3 or 4 students. If possible, those who are able will meet in-person; others will meet remotely. If in-person meetings become no longer feasible, all meetings will be remote.

**Requirements/Evaluation:** active participation, successful completion of assigned exercises and story drafts, and a final portfolio of revised fiction

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** students who have preregistered; all interested students should pre-register and will be emailed with instructions if the course is over-enrolled

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

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**Fall 2020**

SEM Section: R2  TF 1:30 pm - 2:45 pm  James R. Shepard

**Spring 2021**

SEM Section: R1  MR 1:30 pm - 2:45 pm  James R. Shepard
ENGL 285  (F)  Introductory Workshop in Prose
An introduction to the basics of writing creative prose, both fiction and memoir, with a focus on more self-consciously exploring the question of who gets to write about what. From what sources does a work's imaginative authority derive? What role should imagination play in the composition of fiction? What are the outer boundaries of those imaginative acts that should be attempted? Are there any limits on what authors should write about in memoir? Class sessions will be devoted to both published and student work. Students will receive written critiques from other students as well as the instructor. Individual meetings with the instructor will be available.
Class Format: creative writing workshop
Requirements/Evaluation: class participation, student teaching, student work, final portfolio
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: selection based on writing samples, interested students should pre-register for the class and will be emailed with instructions for a writing sample if the class is over-enrolled.
Expected Class Size: 12
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)
Not offered current academic year

ENGL 286  (F)  Black Queer Looks: Race, Gender and Sexuality in Contemporary African-American Film
Cross-listings: WGSS 283  AMST 283  ENGL 286  AFR 283
Secondary Cross-listing
In this course we will foreground questions around visibility and memory. We will explore representations of Black queer bodies in experimental, documentary and narrative film. This course will engage foundational texts from Black Queer Studies. We will pair texts with film in order to examine the various relationships between art and scholarship. You will also be asked to think about yourself as a filmmaker. We will screen films such as Looking for Langston (Isaac Julien, 1989), The Watermelon Woman (Cheryl Dunye, 1996), U People (Olive Demetrius and Hanifah Walidah, 2009), Tongues Untied (Marlon Riggs, 1989) and Litany for Survival (Ada Gay Griffin and Michelle Parkerson, 1995). Throughout the course we will evaluate the different ways filmmakers represent Black queerness on screen. The goal is to think about the possibilities and limitations of representation and visibility. Each of you will be asked to facilitate a class discussion. You also will be required to do weekly critical response papers. In lieu of a final paper you will create a detailed proposal for a short film that "represents" some segment of Black queer living.
Requirements/Evaluation: facilitate class discussion; weekly critical response papers; in lieu of a final paper you will create a detailed proposal for a short film
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: Women's, Gender and Sexuality Studies majors, then Africana Studies concentrators
Expected Class Size: 20
Grading: no pass/fail option, yes fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 283 (D2) AMST 283 (D2) ENGL 286 (D2) AFR 283 (D2)
Not offered current academic year

ENGL 288  (S)  Writing as Experiment: An Introductory Poetry Lab
Some writing gets categorized as "experimental" or "avant-garde." But a spirit of experimentation---of rigorous, playful curiosity---is crucial for writers of all levels and styles to cultivate. In this introductory poetry course, we will engage in games and exercises designed to help us explore the wide set of tools available to poets, as well as to consider the idiosyncrasies of our own voices. We will read poets like Douglas Kearney, Fatimah Asghar, and Bhanu Kapil and discuss the ways race, gender, and power affect interpretations of the risks such poets take in their work. We’ll ask: What are the boundaries of what is considered to be poetry, and what possibilities for writing might we discover by pushing against those boundaries? How might a poem live, not just on the page, but also on a sidewalk, on a screen, in performance? This is a course that approaches writing as a laboratory to test out ideas and asks students to think critically about their own creative processes. Students will be expected to create new writing, submit reflection papers, give feedback on each others’ poems, and revise work as part of a final portfolio.

**Requirements/Evaluation:** class participation, completion of writing exercises, feedback/reflection papers, and a final portfolio with revisions

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** if course becomes over-enrolled, enrollment will be determined by application

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**Not offered current academic year**

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**ENGL 289 (F) Graphic Storytelling**

In the 1890s an author/artist put words and pictures together in boxes, ordered the boxes along a (short) narrative arc featuring a continuing character, published it in a newspaper, and graphic storytelling as we know it was born. 15 years later (in the form of comic strips) it had already become one of the most important storytelling modes in American culture. In this course we will follow the development of this quirky and important American contribution to world culture from comic strips through comic books to the "graphic novel." Along the way we will consider all kinds of interesting general subjects: for instance, the relationship between commerce and creativity, the difference between good and bad culture, and the pervasive human need to tell and experience stories.

**Requirements/Evaluation:** active class participation and five or six short essays, totaling about 20-25 pages

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 19

**Enrollment Preferences:** sophomores and first-year students who have not yet taken an ENGL Gateway course

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**Not offered current academic year**

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**ENGL 300 (F) Re/Generations I: Memory Against Forgetting and the Global American Empire**

**Cross-listings:** COMP 357 ENGL 300 AMST 300

**Secondary Cross-listing**

This is a two-part junior seminar in which we take an expansive approach to memoir as a form, genre, and practice, with specific attention given to texts reckoning with the traumas, transgressions, and transformations of what we understand as "America" and its many discontents. As such, the courses are remote and may be taken in sequence or autonomously. In this first part, we focus on authors charting the lives and afterlives of chattel slavery, settler colonialism, genocide, war, and the expansion of the global American empire, from the 19th through 20th centuries. How do these authors remediate the critical (il)legibility of personhood and place, community and nation? What myths must be dispelled and/or rewritten? What structural elements are deployed to tackle the obstacles of hegemonic power and historical amnesia, and how do these authors re/generate "what remains of lost histories and histories of loss" (Eng and Kazanjian)? Texts to be considered may include: *Narrative of the Life of Frederick Douglass, an American Slave*; *Hawaii's Story by Hawaii's Queen* (Lili'oukalani); *Notes of a Native Son* (James Baldwin); *Borderlands/La Frontera* (Gloria Anzaldúa); *Dictee* (Theresa Hak Kyung Cha).

**Class Format:** Remote

**Requirements/Evaluation:** weekly reading responses, midtern and final papers
**Prerequisites:** American Studies 101 and/or 301, previous coursework in race, ethnicity, and diaspora, junior or senior standing, or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** American Studies majors

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 357 (D1) ENGL 300 (D1) AMST 300 (D2)

**Difference, Power, and Equity Notes:** Analyzes the dynamics of power and privilege in the U.S. from a national and transnational context, examines the perspectives of socially marginalized groups, and fosters an understanding of the beliefs, experiences, and cultural productions of these groups.

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**Fall 2020**

**SEM Section: R1** TR 11:30 am - 12:45 pm Anthony Y. Kim

**ENGL 301 (S) Sublime Confusion: A Survey of Literary and Critical Theory**

**Cross-listings:** ENGL 301 COMP 301

**Secondary Cross-listing**

Which is more appealing, a roller coaster or a rose? For much of its history, art and literary theory has conceived itself as a science devoted to explaining and defining "beauty." But running alongside this is an edgier countercurrent that worships something else: an experience of excitement, fear, suspense, or thrilling confusion often described as "the sublime." The sublime interested early critics, from classical rhetoricians to the German Idealists, as a way to make aesthetics more scientific paradoxically by identifying the doorway through which art and literature escaped the realm of reason. More recently the notion of literature's exciting confusion has played a key role in modern critical theory from Russian formalism to new criticism, deconstruction, postmodernism, and posthumanism. (In fact, poststructuralist criticism itself has a thrillingly confusing quality that we will not ignore.) We will take up a cross section of critical theory from classical times to the present, focusing on careful reading of relatively short texts by Plato, Aristotle, Addison, Burke, Schiller, Nietzsche, Shklovsky, I.A. Richards, Barthes, Derrida, Lyotard, Fredric Jameson, Haraway, and others. Case studies ranging from opera to Xbox will enlighten, thrill, and confound you. Written assignments will encourage you to parse these theories carefully and apply them to the literary texts that most interest you: prose, poetry, or drama from any time and place; film, visual art, or architecture; music, new media, or digital media, and beyond.

**Requirements/Evaluation:** attendance and active participation, several short response assignments, final project consisting of a scripted oral presentation and a 15-page final paper

**Prerequisites:** 200- or 300-level course in literature, theory, or philosophy, or permission of the instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** students majoring or considering a major in a related field

**Expected Class Size:** 9

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 301 (D1) COMP 301 (D1)

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**Not offered current academic year**

**ENGL 302 (S) "A language to hear myself": Advanced Studies in Feminist Poetry and Poetics** (DPE) (WS)

**Cross-listings:** AMST 310 ENGL 302 WGSS 330

**Primary Cross-listing**

The title of this course comes from Adrienne Rich's 1969 poem "Tear Gas," grounding our study in 1960s, 70s, and 80s feminist activist poetry but also in our current moment to answer a fundamental question: what can poetry do for us? In this period, feminist activist poets were at the center of a revolutionary social justice movement that changed the world. Feminist presses published much of the new poetry. This course focuses on the theory
and practice of feminist poetry and print culture during this period, and how feminist experiments in language changed how we understand American poetry. We focus on the theoretical writings and poetry chapbooks of a diverse group of poets who powered the movement, including Audre Lorde, Mitsuye Yamada, Nelly Wong, Robin Morgan, June Jordan, Joy Harjo, Gloria Anzaldúa, Sonia Sanchez, Adrienne Rich, Judy Grahn, and Pat Parker. We also read the work of some later feminist theorists, such as Judith Butler, as we analyze the kinds of performances that brought together feminist poetry and political activism. We spend some time in the archives, analyzing documents from the period, including original publications of poetry chapbooks often published by the period's many feminist presses and consider how such attention allows us to construct alternative narratives for feminism and American poetry. Writing at the intersections of race, class, gender, and sexuality, and of multiple social justice movements (Civil Rights, anti-Vietnam War, LGBTQ activism, and Black Power), these poets gave us a new language to “hear,” not only ourselves, but the experience and pain of others, and, in so doing, they moved personal experience into public discourse around issues of inequality and human flourishing in a democratic society.

Class Format: I anticipate that this class will be a hybrid course for students who are both remote and in-person, with a mix of synchronous and asynchronous elements.

Requirements/Evaluation: two short analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), short presentation, longer final researched paper (10-12 pages)

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: English, Women's, Gender, and Sexuality Studies, American Studies majors

Expected Class Size: 16

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 310 (D2) ENGL 302 (D1) WGSS 330 (D2)

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, critical summaries of feminist criticism, two four-to-five-page graded papers, one creative assignment, a longer, final researched paper (10-12 pages), written in stages over a period of several weeks with feedback at each stage. Critical feedback on written assignments a week prior to due date through conferences and Google Docs and on graded assignments within one week.

Difference, Power, and Equity Notes: The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the feminist movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the period.

Spring 2021
SEM Section: H1    TF 1:30 pm - 2:45 pm     Bethany Hicok

ENGL 303 (S) The New Television

TV has changed a lot, and it seems like a good time to figure out how. We will watch full seasons of landmark shows (Game of Thrones, Girls, Breaking Bad, The Sopranos) in order to answer a series of questions: How does the new television differ from older network shows? What are its distinctive storytelling techniques? What, in particular, is the appeal of complex and long-form narrative? Is modern television, as often claimed, a reinvention of the nineteenth-century novel? Which features does it take over from the novel and do they work the same way on the screen as they do on the page? But then what is television’s relationship to the film genres that it also inherits? What happens to a gangster movie when you extend it out to eighty-six hours? What’s the difference between a zombie movie and a really long zombie movie? And how is it that the new television has reclaimed the word binge, which used to be associated with broken diets and heavy drinking?

Requirements/Evaluation: informal weekly writing; class participation; midterm and final essays, 30 pages total

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam. Do contact Prof. Thorne if you would like to take the class without the prereq.

Enrollment Limit: 16

Enrollment Preferences: English majors
ENGL 304 (F) Dante
Cross-listings: COMP 317  ENGL 304

Primary Cross-listing
In the spring of 1300, Dante Alighieri entered Hell. The Divine Comedy is the record of the journey that followed. It is organized around a series of encounters with figures from the poet's past--for example, a former teacher damned for violating nature--as well as historical and literary characters: Ulysses, Thomas Aquinas, Plato, Virgil, Adam. Though the Comedy is probably now best known for its savagery--the bodies split open, the Popes turned upside down and lit on fire--it is also, as Dante claims, a love story and a work of high imaginative daring. Among its final images is a vision of paradise rendered through the precise if also mind-bending language of non-Euclidean geometry. In this course we will read the three books of the Comedy (Inferno, Purgatorio, Paradiso), the Vita Nuova, and a few brief selections from Dante's other works. All readings will be in translation. The course will be taught remotely.

Requirements/Evaluation: five written exercises and a 10-page final paper
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 14
Enrollment Preferences: English majors

Fall 2020
SEM Section: R1  MWF 9:20 am - 10:10 am  John E. Kleiner

ENGL 305 (F) The Canterbury Tales

Composed in the last decades of the fourteenth century, The Canterbury Tales is a brilliant pastiche of competing forms. Saints' lives, dirty stories, tales of revenge, sermons, fart jokes--they are all in the mix. We will read the Tales in the original Middle English, which is easier (and more fun) than it looks; no prior exposure to Middle English is necessary.

Requirements/Evaluation: frequent quizzes on vocabulary and comprehension, practice reading Middle English aloud, two 5- to 7-page papers, a midterm, and a final exam
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 20
Enrollment Preferences: English majors

Not offered current academic year

ENGL 306 (F) Beckett, Pinter and Stoppard

Cross-listings: ENGL 306  THEA 365  COMP 365  ENGL 365
Secondary Cross-listing

Samuel Beckett, Harold Pinter and Tom Stoppard have been amongst the most influential playwrights of the anglophone theatre over much of the last six decades. This course will explore their mutual concern with the capacities and dysfunctions of language, their questioning of Art's value and the scope for originality in the post-nuclear and postmodern era, and, above all, their collective focus on the extent to which selfhood may be realized in and through performance. Besides reading major plays, we will also give some consideration to the dramatic work crafted by these writers for radio, television and film, and to the political and social commitments animating and counterpointing their literary careers. Readings may include: *Endgame*, *The Caretaker*, *Rosenkranz and Guildenstern are Dead*, *Krapp's Last Tape*, *The Homecoming*, *No Man's Land*, *Betrayal*, *Waiting for Godot*, *Dogg's Hamlet*, *The Invention of Love*, *Arcadia*, *Rock 'n' Roll*, *Not I*, *Rockaby*, *A Kind of Alaska*, *Catastrophe*, *The Real Thing*, *Indian Ink*, *Artist Descending a Staircase* and *One for the Road*. Throughout, we will give consideration to these works as both literary and theatrical texts.

Requirements/Evaluation: two long papers, four 1- to 2-page shorter responses, class participation

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: Theatre and English majors

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 306 (D1) THEA 365 (D1) COMP 365 (D1) ENGL 365 (D1)

Not offered current academic year

ENGL 307  (F)  The 19th Century and Its Shadow

Cross-listings:  AFR 303  ENGL 307

Primary Cross-listing

This course explores canonical American literature from the nineteenth century alongside a selection of contemporary literary and cinematic texts that call on and intervene with this body of work. Following Toni Morrison's charge that the contemplation of a black presence "is central to any understanding of our national literature and should not be permitted to hover at the margins of the literary imagination," this course focuses on how ideas of race are explored throughout the canon and how they have been carried forward. Works considered throughout the term come from, among others, Julie Dash, Frederick Douglass, Saidiya Hartman, Harriet Jacobs, Mat Johnson, Herman Melville, Toni Morrison, Nate Parker, Edgar Allen Poe, Quentin Tarantino, Mark Twain, and Colson Whitehead.

Requirements/Evaluation: weekly reading responses, active class participation, three close readings (500 words each), annotated bibliography, class presentation, final paper (13-15 pages)

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 16

Enrollment Preferences: English majors, then sophomores considering the major

Expected Class Size: 16

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 303 (D2) ENGL 307 (D1)

Fall 2020

SEM Section: R1  TR 9:45 am - 11:00 am  Ricardo A Wilson

ENGL 308  (S)  Race and the Zombie Apocalypse

Cross-listings:  ENGL 308  AFR 305

Primary Cross-listing
This course takes a critical approach to our contemporary understanding of the figure of the zombie and its inextricable link to discourses on race and blackness in the Americas. An introductory grounding in theories of social death allows an opportunity to explore the racial anxiety that gave birth to the genre and trace its development throughout the hemisphere. The course considers the novels, films, and critical texts that frame the genre in order to pose the following questions: What can the figure of the zombie teach us about our evolving relationship to race? What roles do gender and sexuality play in the construction of the genre? And, finally, how does the recent proliferation of zombie-related television shows, movies, books, and video games reflect our present-day concerns?

Class Format: remote

Requirements/Evaluation: weekly reading responses, active class participation, three close readings (500 words each), annotated bibliography, class presentation, final paper (13-15 pages)

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 16

Enrollment Preferences: English majors, then sophomores considering the major

Expected Class Size: 16

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 308 (D1) AFR 305 (D2)

Spring 2021

SEM Section: R1 TF 1:30 pm - 2:45 pm Ricardo A Wilson

ENGL 309 (F) Thinking Diaspora: The Black Atlantic and Beyond

Cross-listings: WGSS 308 COMP 300 AMST 308 ENGL 309

Primary Cross-listing

Water imagery has been central to black diasporic culture since its beginnings in the Middle Passage—suggesting imprisonment, isolation, escape, ancestral communion, and death, for example. This course wrestles with the significance of water in diasporic literature—how it endures, how it has diminished, how it slips away from us. Black diaspora theory was revolutionized by Paul Gilroy's *The Black Atlantic*, which urged us to consider more deeply the role of the ship, the routes, and the roots entailed in the formation of diasporic consciousness. This course aims to expand students’ theoretical skills as we discuss cornerstone and cutting edge texts of diaspora theory, with an emphasis on theories that work with the relationship to water, such as those by Jacqueline Nassy Brown, Omise'eke Tinsley, and Vanessa Agard-Jones. Primary texts will include *The Big Sea* by Langston Hughes, *Sugar and Slate* by Charlotte Williams, Barry Jenkins' *Moonlight*, and more.

Requirements/Evaluation: weekly reading responses, presentations, one 10-page paper, engaged feedback process, and thoughtful class participation

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 308 (D2) COMP 300 (D1) AMST 308 (D2) ENGL 309 (D1)

Not offered current academic year

ENGL 310 (F) Rebels, Revelers, and Reactionaries: The Poets of the Seventeenth Century

The decades following the death of Elizabeth I were period of scandal, schism, dissent and decadence, culminating in a bloody civil war and the beheading of a king. It was, in other words, a 'world turned upside down' by every kind of upheaval: in civics, philosophy, politics, religion, and science. It also produced writers of some of England's finest lyric and satiric poetry, and its greatest epic poet. How the century's poets successfully dramatized...
the critical events and feelings in this time of turmoil will be the focus of the course. While primarily a course in close reading, we will nevertheless try to reconstruct the lives and contexts of the writers, and examine some of the critical and theoretical issues involved in contextualizing the poems. Authors will include Donne, Jonson, Lanyer, Herbert, Herrick, the Cavalier Poets, Milton, Marvell, Cavendish, Dryden, and Rochester.

Requirements/Evaluation: two 8- to 10-page essays and several short writing assignments

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

ENGL 311 (S) Theorizing Shakespeare

Cross-listings: COMP 310 WGSS 311 THEA 311 ENGL 311

Primary Cross-listing

For complex reasons, Shakespeare has always revealed as much about those who speculate on him as the speculators have revealed about him. In this course, we will engage a few plays in considerable depth: The Merchant of Venice, Hamlet and Antony and Cleopatra. But we will also use these works as a means to engage some of the most compelling trends in recent critical thought, including cultural theory and post-Marxist analysis, political theology, deconstruction and rhetorical theory, psychoanalytic thought and theories of gender and sexuality. In some instances, we will look at applied criticism, in others we will simply place a theoretical work alongside a play and see what they have to say to each other, for instance, what would a Shakespearean reading of Jacques Lacan look like?

Requirements/Evaluation: 20 pages of writing in the form of two short and one longer paper

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 310 (D1) WGSS 311 (D2) THEA 311 (D1) ENGL 311 (D1)

Not offered current academic year

ENGL 312 (S) Ecocriticism

Cross-listings: ENVI 315 ENGL 312

Primary Cross-listing

How does the human imagination encounter its environment? This overarching question is of particular importance now, as the humanities struggle to address the ecological crises of our time. We’ll read selections from the long tradition of environmentally-minded literary works in order to historicize concepts of nature and wilderness, as well as from more recent theoretical and creative writing that reflects an increasing awareness of climate change, toxic waste and pollution, habitat loss and species extinction, population expansion, and other forms of environmental catastrophe. Finally, we will explore via our own writing the ethical and aesthetic imperative to find ways of imagining this ever-changing relation between the imagination and the environment.

Requirements/Evaluation: engaged participation; one 5- to 7-page paper and one final 12- to 15-page paper; frequent GLOW posts; and a creative journal

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or consent of the instructor

Enrollment Limit: 25
ENROLLMENT PREFERENCES: majors in English or Environmental Studies

EXPECTED CLASS SIZE: 25

GRADING: yes pass/fail option, yes fifth course option

DISTRICTIONS: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 315 (D1) ENGL 312 (D1)

ENGLISH 313 (F) George Eliot and Henry James

George Eliot (aka Mary Ann Evans) and Henry James trace dramas of consciousness that ramify in the context of 19th century social transformations. Eliot records the frictions of provincial and cosmopolitan lives; James writes about what it meant for American and European societies around the turn of the 20th century to be mutually exposed to and by one another. Their work explores gender and class fluidity, and the relations of ethical, economic, and aesthetic value. Both evoke fraught political contexts—for Eliot, the failed mid-century European revolutions and pressures of British imperialism, and for James, post-Civil War American consciousness and the struggle between American and European imperialisms. By placing texts in relation to one another—for instance, James' Portrait of a Lady with Eliot's Daniel Deronda, What Maisie Knew with The Mill on the Floss, The Turn of the Screw and The Beast in the Jungle with The Lifted Veil—we'll consider how and to what ends these writers link such issues as law, sacrifice, gambling, gender, and the supernatural. In tracing the relation of their work to one another, we will mark the shift from crucial preoccupations of the 19th century to the modern novel, and the innovations of prose style that accompany them.

REQUIREMENTS/EVALUATION: class participation and two papers, approximately 20 pages altogether

PREREQUISITES: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

ENROLLMENT LIMIT: 20

ENROLLMENT PREFERENCES: English majors

EXPECTED CLASS SIZE: 15-20

GRADING: yes pass/fail option, yes fifth course option

MATERIALS/LAB FEE: cost of books

DISTRICTIONS: (D1)

Not offered current academic year

ENGLISH 315 (F) Milton's Paradise Lost

CROSS-LISTINGS: REL 319 ENGL 315

PRIMARY CROSS-LISTING

The course will consist primarily of a close reading of Milton's Paradise Lost, generally considered the greatest non-dramatic poem in English. Written by a blind regicide in hiding shortly after the English Revolution, the epic presents the first and greatest of all failed rebellions: Satan's rebellion against God and its tragic consequence, the fall of Adam and Eve in Eden. We will give attention to the poem's densely organized language and structure, but our primary concern will be the ethical and philosophical dilemmas that confront Satan and all of the fallen.

CLASS FORMAT: The course will be taught remotely

REQUIREMENTS/EVALUATION: one 6- to 8-page paper, one 10- to 12-page paper, weekly writing assignments, and active seminar participation

PREREQUISITES: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam.

ENROLLMENT LIMIT: 15

ENROLLMENT PREFERENCES: juniors, seniors, English majors

EXPECTED CLASS SIZE: 10

GRADING: no pass/fail option, yes fifth course option

DISTRICTIONS: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 319 (D2) ENGL 315 (D1)
ENGL 317 (F) Black Migrations: African American Performance at Home and Abroad

In this course, students will investigate, critique and define the concepts migration and diaspora with primary attention to the experiences of African Americans in the United States and Europe. Drawing on a broad definition of performance, students will explore everything from writing and painting to sports and dance to inquire how performance reflects, critiques and negotiates migratory experiences in the African diaspora. For example, how did musician Sidney Bechet's migration from New Orleans to Chicago to London influence the early jazz era? How did Katherine Dunham's dance performances in Germany help her shape a new black dance aesthetic? Why did writer James Baldwin go all the way to Switzerland to write his first novel on black, religious culture in Harlem? What drew actor/singer Paul Robeson to Russia, and why did the U.S. revoke his passport in response to his speeches abroad? These questions will lead students to investigate multiple migrations in the African diasporic experience and aid our exploration of the reasons for migration throughout history and geography. In addition to critical discussions and written analysis, students will explore these topics through their own individual and group performances in class. No prior performance experience is necessary.

Class Format: discussion

Requirements/Evaluation: class participation, in-class student performances, several 2-page performance response papers, one 10- to 12-page research paper, a final performance with a 3-page report

Prerequisites: none; open to all

Enrollment Limit: 15

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 317 (D2) COMP 319 (D2) AMST 317 (D2) DANC 317 (D2) ENGL 317 (D2) THEA 317 (D1)

Not offered current academic year

ENGL 318 (F) Literary Taste and After Taste

Why are some literary works acclaimed or neglected when they first appear, and why do their critical assessments change--sometimes drastically--over time? What does it mean to think of a work as 'before its time'? What is the relation between critical trends and their affinity for particular literary styles? In thinking about these issues, we will consider a few crucial instances: modernist poets and New Critics' celebration of Donne and Marvell over Milton in the early 20th century; 18th and 19th century writers' fascination with medievalism and the Gothic; deconstructionist critics' absorption with Romantic poetry; Marxist and neo-Marxist critics' qualified embrace of realism and critique of postmodernism; and recent and contemporary debates about the relation of aesthetic forms to representations of race, ethnicity, and gender.

Requirements/Evaluation: class participation and two essays, approximately 20 pages of writing

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 20

Enrollment Preferences: English majors

Expected Class Size: 15-20

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: cost of books

Distributions: (D1)

Not offered current academic year

ENGL 319 (F) The Literary Afterlife

Cross-listings: COMP 354 ENGL 319
What do writers mean when they say that they will live on after death through their books? In this course, we will explore the long history of thinking about literature as a way to compensate for mortality, and we will compare the literary afterlife to religious and philosophical versions of eternity. Many of the writers on our syllabus were anxious about the compatibility of the pursuit of worldly fame with the desire for Christian salvation. We will study how their sense of a conflict between the two afterlives changed over time: from the recovery of pagan antiquity during the Renaissance, across the theological transformations of the Reformation, to the consequences of print. The course deals with some of literature's greatest ambitions--to cheat death, to make a lasting contribution to human culture--but we will often find ourselves caught in an undertow of skepticism. Is writing any less susceptible to decay than human bodies are? If so, is literary accomplishment worth the risk of one's soul? Authors and texts will include Sappho, Ovid, Lucretius, Ecclesiastes, Augustine, Petrarh, Julian of Norwich, Montaigne, Shakespeare's Hamlet and Richard II, Jonson, Donne, and Milton.

Requirements/Evaluation: one 7-page paper, one 12-page paper, in-class presentation, thoughtful participation in discussions
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 25
Enrollment Preferences: English majors
Expected Class Size: 25
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
COMP 354 (D1) ENGL 319 (D1)

Not offered current academic year

ENGL 320 (S) Marlowe and Shakespeare (WS)
Cross-listings: ENGL 320 THEA 320

Primary Cross-listing
In 1586, at the age of twenty-three, Christopher Marlowe wrote Tamburlaine the Great. Over the next six years—probably while moonlighting as a government spy—he went on to produce some of the strangest and also most influential works of English drama. Then in 1593, Marlowe was murdered, stabbed through the eye in a tavern brawl. It is often said that Marlowe's early death, no less than his early success, made the work of Shakespeare possible. In this class we will read Marlowe's Edward II, the first popular history play in English, and Shakespeare's Richard II; The Jew of Malta and The Merchant of Venice; Doctor Faustus and Macbeth. We will look at ways in which Marlovian preoccupations—with lurid violence, with debasement, with self-invention—resurface in Shakespeare, in new forms. In the process we will also take up more general questions of literary influence: What do writers borrow from each other? And how does the knowledge of indebtedness—shared to varying degrees with an audience—affect the meaning and impact of their work? Critical readings will include essays by Harry Levin, Julia Lupton and Stephen Greenblatt.

Requirements/Evaluation: two 5- to 7-page papers; a ten page final paper
Prerequisites: 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 20
Enrollment Preferences: English majors
Expected Class Size: 15
Grading: no pass/fail option, no fifth course option
Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 320 (D1) THEA 320 (D1)

Writing Skills Notes: Two 5- to 7-page papers. A 10-page final paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Not offered current academic year

ENGL 321 (S) Samuel Johnson and the Literary Tradition
Samuel Johnson (1709-1784) has been exceptionally influential not only because he was a distinguished writer of poems, essays, criticism, and biographies, but also because he was the first true historian of English literature, the first who sought to define its "tradition." We will read Johnson's
own works and Boswell's *Life of Johnson* to discover Johnson's talents, tastes, and standards as an artist, as a moral and literary critic, and as a man. We next will use Johnson's *Preface to Shakespeare* and *Lives of the Poets* to examine how this great intelligence assessed writers from the Renaissance through the eighteenth century. While reading his commentary on Shakespeare and his critical biographies of Milton, Dryden, Pope, Swift, and Gray, we will analyze selected works by these writers so as to evaluate Johnson's views and sharpen our understanding of the relationship between his standards and values, and the ones we hold today--both individually and collectively.

**Requirements/Evaluation:** midterm and final papers (15-20 pages total), and a take-home final exam

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 20

**Enrollment Preferences:** English majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

**ENGL 323 (S) A Novel Education (WS)**

All novels are conscious of their readers; eighteenth-century novels are obsessed with them. In the century when the genre first flourished, readers are the ultimate objects of novelists' plots. We are addressed, teased, pleaded with, embarrassed, flattered, made fun of, praised, chided, solicited, warned, reminded, rebuked, asked for sympathy, and--always--closely watched. Eighteenth-century novelists--and their narrators--aggressively educate their readers, not only teaching us how to interpret the novel itself, but also demanding that we self-consciously question the powers of mind and habits of heart we bring to the process of interpreting a book, ourselves, and our world. In this tutorial course, we will explore the narrative and rhetorical strategies two of the century's greatest novelists use in creating, shaping, and finally educating their readers. We will focus principally on Henry Fielding's *Tom Jones* (1749) and Laurence Sterne's *Tristram Shandy* (1760-67)--long, brilliantly intricate novels that go about their work in very different ways, but that are equally committed to the project of giving their readers a novel education. We will consider--much more briefly--Fielding's *Joseph Andrews* and Bunyan's *Pilgrim's Progress*. We will also read criticism by such "reader response" theorists as Stanley Fish and Wolfgang Iser, and--in the individualized setting of a tutorial--students will be asked to develop and articulate their own theories of reading by examining critically the ways in which texts affect and educate them. Emphasis will be placed on developing skills not only in reading and interpretation, but also in constructing critical arguments and responding to them in written and oral critiques.

**Class Format:** Remote course. Students will meet with the instructor in pairs for one hour each week

**Requirements/Evaluation:** Students will write and present a 4-to 5-page paper every other week, and comment on their partners' papers in alternate weeks

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** English majors, not open to first-year students

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** All tutorials (at least in English) are by definition Writing Skills courses. Students will write either the main paper or a response critique in alternate weeks. Students will also have the opportunity to revise.

Spring 2021

TUT Section: RT1 TBA Stephen Fix

**ENGL 324 (F) World's End: Literary Ecologies of the Limit**

**Cross-listings:** ENVI 323 ENGL 324

**Primary Cross-listing**

Consciousness of the world's finiteness in a time of environmental degradation and headlong global capitalism prompts restraint, a harboring of
resources. But beyond the economic logic of conservation and expenditure, might imagining the world from the vantage point of its limit provoke a more profound rethinking of ourselves and the things of the world? Does it change what it means to possess, or even what an experience of the world is? Does it change human relationship? This course explores these questions in part by reaching back to the early modern period, when the boundedness of nations and worlds first comes to view in a meaningful way. But the course will have a long arc, from Shakespeare to Sinha's Animal's People. Primary works will include: Shakespeare, As You Like It and King Lear; Marvell; Ovid, Metamorphosis; Browne, Urn Burial; Wordsworth; McCarthy, The Road; Atwood; Alice Oswald; photography (Struth, Hutte); painting (Titian), and video installations (Pipilotti Rist). Theoretical texts include: Smith, Against Ecological Sovereignty; Wood, Reoccupy Earth; Agamben, The Time that Remains; Heidegger, "Question Concerning Technology"; Latour, "An Inquiry into Modes of Existence"; Nancy, After Fukushima; Derrida, The animal that therefore I am and Beast and the Sovereign.

Class Format: This course will be taught virtually, but we will make absolutely every effort to ensure that it takes the form of a genuine discussion class, including breaking periodically into smaller online groups. Requirements: two papers totaling 20 pages.

Requirements/Evaluation: two papers over the course of the semester totaling approximately 20 pages.

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: English majors using the course to fulfill a requirement; Environmental Studies majors

Expected Class Size: 16

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 323 (D1) ENGL 324 (D1)

Fall 2020

SEM Section: R1 MR 3:15 pm - 4:30 pm Christopher L. Pye

ENGL 325 (F) Joyce, Woolf, and Proust

Cross-listings: ENGL 325 COMP 366

Primary Cross-listing

This seminar focuses on novels by three of the most important writers of modernist fiction: Marcel Proust (Swann's Way, the first novel of his sequence In Search of Lost Time); Virginia Woolf (To the Lighthouse); and James Joyce (Ulysses, read in slightly abridged form). By juxtaposing these path-breaking texts, we will examine the distinctive yet related ways in which they explore crucial preoccupations of modernism: the threat and the exhilaration of cultural loss in face of social and political transformations in the early twentieth century; the turn to memory, to art, and to objects as stays against de-stabilized subjectivity and as means of re-thinking value; the emergence of new forms of political and sexual identity; the heightening of consciousness to the verge of transport or disintegration; and the roots and perversities of desire. Students who have studied Ulysses in a previous course are welcome.

Requirements/Evaluation: regular class participation, two 8- to 10-page papers

Prerequisites: a 100-level ENGL course, a score of 5 on the AP English Lit exam, or a score of 6 or 7 on the Higher Level IB English exam; students who have taken ENGL 360 are welcome

Enrollment Limit: 20

Enrollment Preferences: English majors

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 325 (D1) COMP 366 (D1)

Not offered current academic year

ENGL 328 (F) Austen and Eliot
Austen and Eliot profoundly influenced the course of the novel by making internal consciousness crucial to narrative form. In this course we will explore Austen's innovative aesthetic strategies and the ways in which Eliot assimilated and transformed them. By placing each writer's work in its political and philosophical context-in Austen's case, reactions to the aftermath of the French Revolution, in Eliot's, to the failed mid-century European revolutions and the pressures of British imperialism—we will consider how each writer conceives social and historical exigencies to shape comedies and dramas of consciousness. Readings will include Austen's Pride and Prejudice, Emma, Mansfield Park, and Persuasion; Eliot's The Mill on the Floss, The Lifted Veil; and Daniel Deronda; selected letters and prose; and critical essays.

Class Format: discussion
Requirements/Evaluation: two papers of approximately 8-10 pages
Prerequisites: a Gateway course or permission of the instructor
Enrollment Limit: 25
Enrollment Preferences: junior and senior English majors
Expected Class Size: 18
Grading: yes pass/fail option, yes fifth course option
Materials/Lab Fee: course books
Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 328 (D1) ENGL 328 (D1)
Not offered current academic year

ENGL 329 (S) Austen, Eliot, Woolf
Cross-listings: ENGL 329 WGSS 329
Primary Cross-listing
At roughly fifty-year intervals, Britain produced three brilliant female novelists -- Jane Austen, George Eliot, and Virginia Woolf -- who would each become renowned, in her own way, for her ability to combine minutely detailed social observation with a rich depiction of the inner lives of her characters. This course will examine some of their major fiction-- with an emphasis on Austen and Eliot -- with special attention to the nature and implications of their narrative methods for representing the consciousnesses of characters, and of the authorial narrative voices that mediate among them. Questions to be considered: how is our understanding of novelistic characters and consciousness shaped by our real-life experience in interpreting the thoughts and character of others, and vice versa? Do "omniscient" narrators lay claim to a privileged kind of knowing presumed to be unavailable either to their character or to readers, or are they modelling humanly available interpretive stances toward a world of others? How do these authors' preoccupations with interior thought relate to their focus on women's experience? Possible texts include Austen's Emma and Persuasion, Eliot's Middlemarch, Daniel Deronda, and The Lifted Veil, and Woolf's The Waves.

Class Format: seminar
Requirements/Evaluation: one six-eight-page and one ten-twelve-page essay
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 25
Enrollment Preferences: English majors
Expected Class Size: 25
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 329 (D1) WGSS 329 (D2)

Spring 2021
SEM Section: R1 MR 3:15 pm - 4:30 pm Alison A. Case
ENGL 330 (S) Renaissance Literature in Global Perspective

The Renaissance is usually seen as a decidedly Western "rebirth": the moment in which the emerging nations of modern Europe define themselves by both their connection to and their distance from the classical heritage of Greece and Rome. What might it mean, then, to understand the Renaissance also as shaped by a global network of interactions among Western and non-Western societies, economies, and cultures? In this course our focus will be on literature in the broadest sense, including lyric poetry, epic, and drama, but also travel reports, royal memoirs, and philosophical histories as means of imagining the shape of the world, familiar and unfamiliar. We'll begin by considering Europe's eccentric place within the larger Afro-Eurasian cultural system of the late Middle Ages, and how what we call the Renaissance emerges from a sense of linkage to as well as separation from the traditions of the Islamic world and beyond. We'll then examine the intense and troubling interrelation between Renaissance writing's intellectual dynamism and the often catastrophic effects of Europeans' encounter with what was for them a New World in the Americas. Finally, we'll think about whether or not it makes sense to see the European Renaissance as one facet of a broader global process, similar to concurrent movements of cultural expansion and hybridization such as in Mughal India. Authors to be studied may include Petrarch, Boccaccio, Chaucer, Ibn Khaldun, Thomas More, Babur, Mira Bai, Marguerite de Navarre, the Inca Garcilaso, Marlowe, and Camoes. (All readings in English.)

Requirements/Evaluation: two papers (15-20 pages total); regular short responses

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: graduating seniors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

ENGL 331 (F) Romantic Culture

The Romantic period--1780 to 1830, roughly--is one of the great watershed moments in western culture. Romantic writers obsessed over the same things we do: the profit and power resident in human interactions with the natural world, for instance, or the spiritual significance of our inner lives, or the terrors and exhilaration of political and social activism. Romantic writing is durably relevant and, frequently, durably and interestingly weird. We will read a lot of poetry, and paintings and other examples of Romantic expressive culture will comprise a significant part of the course materials.

Requirements/Evaluation: class participation and three papers, the last being longer than the first two

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

ENGL 332 (F) Writing in the Margins: Race, Performance, Plagiarism  (DPE)

Cross-listings: ENGL 332 COMP 358 THEA 332

Secondary Cross-listing

There is no such thing as an original play. So says playwright Chuck Mee. Someone else, certainly, said it before him. What does it mean to own a story? This seminar/studio course proceeds from a historical understanding that writing and performance are, and have always been, practices of plagiarism. We begin by looking at how bodies, thoughts, and words come to be understood as ownable property in the modern era, and how that process of commodification is inextricably tied to colonialism and the production of race. How do performance and bodily practices trouble our ideas about individual ownership? We look to writers and other artists of color who have plundered "classic" texts and radically reclaimed the colonial canon. We will read intertextual works by Suzan-Lori Parks, Young Jean Lee, Salman Rushdie, Cherrie Moraga, and others. Taking these artists as inspiration, students will choose a text as source material and write in the margins of that text to create new, re-visioned work.

Requirements/Evaluation: a 5-page paper, a performance analysis, a short creative work, and a longer final creative work
Prerequisites: none
Enrollment Limit: 14
Enrollment Preferences: if the class is overenrolled, students will submit a letter of interest in the class
Expected Class Size: 14
Grading: no pass/fail option, no fifth course option
Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 332 (D1) COMP 358 (D1) THEA 332 (D1)

Difference, Power, and Equity Notes: This course approaches questions of ownership, race, and power both critically and creatively.

Not offered current academic year

ENGL 333 (F) The Nineteenth-Century British Novel
Cross-listings: ENGL 333 WGSS 333

Primary Cross-listing

In nineteenth-century Britain, the novel took on the world. Shaking off its early disrepute, and taking advantage of growing literacy and innovations in production and distribution, it achieved in this period an unrivalled synthesis of mass appeal and aesthetic and social ambition. Its representational aspirations were breathtaking: attempting to comprehend in its pages the dizzying complexity of new social, political, and economic structures, as well as to delineate in finest detail the texture of individual lives and minds. In an age obsessed with the social, it engaged directly with the most compelling issues of the day, including industrialization and the gap between rich and poor, the role of women, nationalism and imperialism, and more broadly, the very nature of historical change itself. But it did so, for the most part, by telling fine-grained stories of ordinary men and women, people trying to make a living, worrying about their families and their neighbors, facing illness and death, and falling in-- and sometimes out-- of love. Since so many of these stories remain highly accessible works of popular culture, we will work hard to focus on what is strange and specific about the fiction of the nineteenth century, while also recognizing the roots of much that is modern in our own culture. We will also take seriously their social ambitions, looking especially at the ways they formulate, promote, and contest their readers’ understanding of themselves as subjects and agents of an ongoing social history. Likely authors include Jane Austen, Walter Scott, Charlotte Bronte, Charles Dickens, Anthony Trollope, and George Eliot.

Class Format: This class will be remote only, with two synchronous discussions of 50 min each per week and a mix of mini-lectures, brainstorming documents, etc. for the remaining 50 min/week.

Requirements/Evaluation: Heavy (but entertaining!) reading load. Flexible writing requirement includes options for short essays, weekly journal, creative work, and research paper. Students must complete 4 units of writing, with the research paper, if chosen, counting for two. There will be additional bits of informal writing, evaluated as part of the class contribution grade, such as participating in the production of a "brainstorming" doc on Google.

Prerequisites: 100-level ENGL course, or a score of 5 on the AP English Literature Exam, or 6 or 7 on Higher Level IB English exam, or permission of instructor

Enrollment Limit: 16
Enrollment Preferences: English majors, Women's, Gender and Sexuality majors, Comparative Literature majors, seniors
Expected Class Size: 16
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 333 (D1) WGSS 333 (D2)

Fall 2020
SEM Section: R1 TF 3:15 pm - 4:30 pm Alison A. Case

ENGL 334 (S) The Orientalist Sublime and the Politics of Horror
Cross-listings: COMP 324 ENGL 334

Primary Cross-listing
Islamophobia is on the rise once again, but its history is long and storied. This course will look at how we got here by asking simple questions: how do we name those things that are beyond the grasp of reason, outside the realm of intelligibility? How do we attempt to domesticate that which is foreign or other? What, to Western Europeans, was the deep mysterious Orient but a new instance of the sublime? What is the Arab world to Americans now?

In this seminar, we will take up the inheritance of the eighteenth-century fad in Europe for all things Oriental that followed the translation of *The Arabian Nights* into French in 1707. We will read the *Nights* alongside Edmund Burke’s and Immanuel Kant’s theories of the sublime and writings on the French Revolution in order to investigate the relationship between the real politics of Empire and the politics of imperial representation. Raced and gendered imaginaries will play a crucial role in our study. In aiming to understand how literature and art deal with the magisterial, the infinite, the unmapped, the horror, and the mystery of the sublime East, we will touch on important writers and artists in the long history and aftermath of European Orientalism from the eighteenth century to the present. Authors and artist include Daniel Defoe, Mary Wortley Montague, Eliza Fay, J.A.D. Ingres, Eugene Delacroix, Mary Shelley, William Beckford, Comte de Lautréamont, Edgar Allan Poe, Wilkie Collins, Richard Marsh, E.M. Forster, Jorge Luis Borges, and Salman Rushdie.

Requirements/Evaluation: one 2- to 3-page provocation paper to be revised into a formal essay of 5-6 pages following consultation; one final research paper of 10-12 pages on a topic developed out of the course materials

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: English and Comparative Literature majors

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 324 (D1) ENGL 334 (D1)

Not offered current academic year

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**ENGL 335** (F) **Moving Words, Wording Dance** (DPE) (WS)

Cross-listings: DANC 302 ENGL 335

Secondary Cross-listing

How can we capture the "liveness" of dance and performance through writing? How can the spoken and written word promote a deeper understanding of felt emotions expressed through embodied practice? In this course, we will explore different modes of writing about performance such as fiction, ethnography, and performative writing. The course material will primarily focus on books by artist-scholars of color with the aim of engaging with both the politics of identity in performance and also the politics of texts and archives. Each of the texts we encounter will be paired with visual materials and/or virtual conversation with artist-scholars to encourage a multilayered experience with writing about performance. Besides engaging deeply with the selected monographs, we will practice skills related to writing creatively and analytically about movement-based performance. This class will be held remotely and will include a combination of tutorial-like small group meetings, periodic synchronous sessions, and asynchronous work such as Glow posts or recorded lectures. The course is reading and writing intensive, and oriented towards juniors, seniors, and those with deep interest in analytical and creative writing. Students will (i) read several monographs during the semester, (ii) participate in discussions about course materials, (iii) produce creative and critical writing (at least 5-6 pages every two weeks and a final cumulative assignment), and (iv) engage in the revision process of their own work and that of their peers based on feedback from the professor and from writing partners.

Requirements/Evaluation: Each student will write three 5- to 6- page papers on which professor and peers will provide critical feedback on content, style, and grammar. Students will also revise the papers and meet with the professor to discuss the revision process. As the final assignment, students will select one of the three papers to develop into a longer essay, which will be 10-15 pages.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Junior and Seniors, and those with specific interest in performance, creative, and analytical writing. Prior dance or performance experience not required.

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:

DANC 302 (D1)  ENGL 335 (D1)

Writing Skills Notes: Each student will write three 5- to 6-page papers on which the professor and peers will provide critical feedback on content, style, and grammar. After each cycle of feedback, students will submit a revision, and will have an individual meeting with the professor to discuss the revision process and the revised paper. As the final assignment, students will select one of the three papers to develop into a longer essay, which will be 10-15 pages.

Difference, Power, and Equity Notes: The monographs which anchor the course engage with the politics of identity as it manifests in both staged and in everyday performances. The introductory points of exploration and the objects of analysis in the course are bodies in motion. So, our inquiry throughout the semester will necessarily include how bodies "make meaning" in a network of power relationships within the context of historical associations to markers of race, class, gender, sexuality, and socially constructed differences.

Fall 2020
SEM Section: R1    MR 3:15 pm - 4:30 pm     Munjulika  Tarah

ENGL 336  (F)  Escape, Escapism, Escapology, and the Contemporary American Novel
One prestigious set of contemporary American novels seems to confuse escape (evasion of real danger, such as Nazism or slavery), escapology (evasion of invented dangers, e.g. Houdini’s art), and escapism (failure to confront real dangers). Some of these books have hyperbolic titles (The Amazing Adventures of Kavalier and Clay, The Brief Wondrous Life of Oscar Wao, A Heartbreaking Work of Staggering Genius), as if to suggest escapist or escapological fantasies about political or existential dangers that require real escaping. What's going on? We'll discuss the conceptual difficulties of escaping in a globalized world; and in particular, we'll discuss the resistance of contemporary American novelists to contemporary forms of messianism (or a place of return) and utopianism (or a place of departure). Besides the hyperbolically named texts, we will probably read Emma Donoghue's Room and Colson Whitehead's The Underground Railroad. Film paradigms will probably include The Sound of Music and Life is Beautiful.

Requirements/Evaluation: three formal papers and contribution to class discussions
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 25
Enrollment Preferences: English majors, then sophomores considering the major
Expected Class Size: 25
Grading: no pass/fail option, no fifth course option
Distributions: (D1)
Not offered current academic year

ENGL 338  (S)  Literature of the American Renaissance
Cross Listings: COMP 337  ENGL 338  AMST 338
Primary Cross-listing

The decades leading up to the Civil War have often been described as the "American Renaissance" because of the breathtaking explosion of literary achievements in that period (including Walden; Moby-Dick; The Scarlet Letter; Narrative of the Life of Frederick Douglass; and the groundbreaking poetry of Walt Whitman and Emily Dickinson). For the first time, American writers were broadly the equal or more of their European counterparts. We will explore the distinctive character of this achievement, paying close attention to the transformational power of language, and the promises it offered to refigure personal and political identity in a time when the American experiment approached the brink of collapse.

Class Format: discussion

Requirements/Evaluation: in addition to actively participating in class, students will be required to submit very short reading entries on Glow, and to write two comparative essays (of 8 and 12 pages).
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on he Higher Level IB English exam
Enrollment Limit: 25
Enrollment Preferences: English majors; American Studies majors; Comparative Literature majors
Expected Class Size: 20
Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 337 (D1) ENGL 338 (D1) AMST 338 (D2)

Not offered current academic year

ENGL 340 (S) Elizabeth Bishop in the Americas (DPE)

Cross-listings: ENGL 340 AMST 340 WGSS 340 COMP 342

Primary Cross-listing

Elizabeth Bishop has emerged as one of the most important poets of the 20th century. She is admired not only for her dazzling mastery of the craft but also her adventurous life as a world traveler. Her more than two decades living in Brazil and translating the culture and literature of that country for a North American audience, for instance, make her life and work a rich focal point for cross-cultural study. At the center of the course will be Bishop's stunning meditations on childhood, memory, travel, lesbian sexuality, gender identity, ecology, and race and class in the U.S. and Brazil. We will look at how Bishop intertwines personal and global historical encounters in order to raise serious ethical questions about our shared history of conquest and sense of place in the Americas from the 16th century to the Cold War period of the twentieth. What is ultimately at stake in our claiming of a "home"? We also read a number of the writers in North and South America who were closely connected to Bishop, from Robert Lowell and Ernest Hemingway in North America, to Pablo Neruda and Clarice Lispector in South America. Ultimately, we study how craft, poetic process, and an ethical eye on the world can open up the study of poetry and poetics in the 21st century.

Class Format: three hours per week, in addition to small group discussion and archival research

Requirements/Evaluation: two short papers of 4-5 pages, one longer critical research paper of 10-12 pages, three to four discussion posts (300-500 words)

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English, Comparative Literature, Women’s, Gender, and Sexuality Studies, American Studies majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 340 (D1) AMST 340 (D2) WGSS 340 (D2) COMP 342 (D1)

Difference, Power, and Equity Notes: This course employs critical tools (case studies, translation theory, archival research, poetics, close reading, comparative approaches, postcolonial theory) to help students question and articulate the way that social injustice, such as racial inequality, poverty, and colonial conquest, shapes national and individual identities. Students will learn how to articulate how our aesthetic and cultural products also serve to shape these identities but also can challenge the dominant power structures.

Not offered current academic year

ENGL 342 (S) Race and Feeling in Twentieth Century Literature

Cross-listings: AFR 345 ENGL 342

Primary Cross-listing

Although we now take for granted that race is socially constructed, the terrain of racial feeling is less certain. In this course, we recognize that states of feeling are also socially constructed; they are marked and shaped by race and other categories. Questions concerning the circulation of feeling between individuals and their generative possibilities have preoccupied sociologists, psychologists, and literary theorists since the mid-1990s, and we will take up where they left off. In this course, we will study the ways in which literary representations of shame in African American literature offer insight into the interior lives of individuals who have been stigmatized by histories of disempowerment, trauma, and the real or imagined racialized gaze. We will analyze the influence of shame in works by such authors as James Weldon Johnson, Nella Larsen, Alice Walker, James Baldwin, Sherley Anne Williams, Phyllis J. Perry, Toni Morrison, and E. Lynn Harris, and we will engage the ways in which shame, and its correlative feelings --- guilt, pride, humiliation, and love --- emerge in texts through various formal and aesthetic choices. We will also engage such theorists as Eve Kosofsky Sedgwick, Sara Ahmed, Sianne Ngai, Heather Love, Darieck Scott, Erving Goffman, and Melissa Harris-Perry to assist us in our inquiry into the intersections of race, feeling, and literature.
ENGL 343 (S) Whitman and Dickinson in Context  (WS)

In this tutorial, we will read closely the works of two of the most influential and experimental poets in the nineteenth-century U.S., Walt Whitman and Emily Dickinson. In addition to studying in depth their poems and other writings—in Whitman’s case, his essays, in Dickinson’s, her letters—we will delve into some of the major critical debates surrounding their work, both individually and when compared to one another. For example, Whitman is often viewed as perhaps the most public nineteenth-century American poet, whereas Dickinson is regarded as perhaps the most “private.” We will interrogate this assumption, exploring how each poet represents publicity and privacy in their work, as well as their efforts to “perform” and/or reform the American self. We will also examine how each poet engages questions of gender and sexuality, as well as contemporary debates surrounding such issues as abolition/slavery, women’s suffrage, temperance, and territorial expansion. We will consider what role their whiteness plays in their poetry and personas. Finally, we will explore Whitman and Dickinson’s relation to significant literary and philosophical movements of the period, including transcendentalism and the culture of sentiment. Throughout the course, emphasis will be on analyzing and generating interpretations of Whitman and Dickinson’s works, constructing critical arguments in dialogue with other critics, formulating cogent written critiques, and carrying on an oral debate about a variety of interpretations. Students will meet with the instructor in pairs for an hour each week. They will alternate between writing 5- to 7-page papers and commentaries on their partner’s papers.

Requirements/Evaluation: five 5- to 7-page papers, final paper, oral presentation and critique

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Students will write at least five 5-7 page papers, five responses to their partner’s writing, and on-going commentary from the instructor on their writing skills.

Not offered current academic year
short of those genres, all in the period that gave us both science fiction and the detective story. We'll be especially interested in attempts to rethink traditional social bonds in works that value solitude over sociality, the transient encounter over the enduring relationship, new forms of affective communities, and to think about how literary form might relate to those efforts. Along with fiction, essays, and drama, we'll explore their interrelation with the broad and compelling range of visual art produced in this period. Likely authors include: Huysmans, Wilde, H.G. Wells, Darwin, Conan Doyle, RL Stevenson, Kipling, Edith Wharton.

Requirements/Evaluation: two papers (one shorter, one longer), a series of shorter response papers, regular and substantial contributions to class discussions

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 364 (D1) ENGL 344 (D1)

Not offered current academic year

ENGL 345  Shakespeare on Page, Stage and Screen: Text to Performance  (WS)

Cross-listings:  THEA 340  ENGL 345  COMP 343

Secondary Cross-listing

Four centuries on, Shakespeare still challenges us. How should we weigh the respective claims of our own era’s concerns--with matters of gender, sexuality, race, class, or materiality, for instance--against historicist attention to the cultural, political and theatrical circumstances in which his plays were actually written? And when it comes to realizing the text in dramatic performance, such challenges--and opportunities--multiply further. Critical fidelity to Shakespeare’s times, language and theatrical milieu prioritizes a historical authenticity that can be constraining or even sterilizing. At the other extreme, staging the plays with the primary aim of making them “speak to our times” risks revisionary absorption in our own interests. We will focus on six Shakespeare plays, from different genres and periods of his career: Romeo and Juliet, Henry V, Twelfth Night, Hamlet, Antony and Cleopatra, and A Midsummer Night's Dream. Proceeding with each from close reading of the text, we will attend to the demands and opportunities of both interpretation and performance, and assess a range of recent film and stage productions.

Class Format: This course will be remote, with occasional smaller tutorial-style sections. If pandemic conditions change significantly, I will move to in-person and/or hybrid meetings as warranted.

Requirements/Evaluation: Three papers ranging from 4 to 7 pages; several short reading responses and regular discussion board postings; class participation.

Prerequisites: A THEA course; a 100-level ENGL course; a score of 5 on the AP Literature exam or a 6 or 7 on the IB exam; or permission of instructor.

Enrollment Limit: 14

Enrollment Preferences: Theatre and English majors or prospective majors

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D1)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 340 (D1) ENGL 345 (D1) COMP 343 (D1)

Writing Skills Notes: Three papers rising from 4 to 6+ pages; regular discussion board postings and several short response papers. Students will receive timely comments from the instructor on their writing skills, with suggestions for improvement, and there will be opportunities for revision of submitted papers.

Spring 2021

SEM Section: R1 TF 1:30 pm - 2:45 pm  James L. Pethica
ENGL 347 (S) Big Game: Adventure, Empire, Ecology (DPE)

Cross-listings: ENGL 347  COMP 387  ENVI 347

Primary Cross-listing

Big Game: Adventure, Empire, Ecology asks how the era of imperial expansion and the study of "natural history" leads into our contemporary ecological crisis. We will begin with readings of influential colonial travel and adventure narratives like Robinson Crusoe, the captivity narrative of Mary Rowlandson, sections of Darwin and Captain Cook's travel journals, and in-class work with archival materials like the Indian Botanical Survey Flora and the photographs of Subhankar Banerjee. In the first weeks, we will consider how the aesthetics of adventure circulated throughout the British empire in both the East Indies and India, and ramifies elsewhere in the Dutch, French, Spanish, Portuguese and Belgian holdings. We will conclude with a suite of readings through which we will attempt to locate a productive intersection between ecocriticism and postcolonial studies, drawing together sensationalist disaster journalism with environmental activism emerging from the Global South. This course will be especially of interest to students in English, Comparative Literature, and Environmental Studies.

Requirements/Evaluation:
- presentation, short paper and revision, final research project

Prerequisites:
- one lower-division literature or related course

Enrollment Limit: 25

Enrollment Preferences:
- students with related course experience

Expected Class Size: 25

Grading:
- no pass/fail option, yes fifth course option

Distributions:
- (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 347 (D1) COMP 387 (D1) ENVI 347 (D1)

Difference, Power, and Equity Notes:
This course will consider the relationship between the practice of the natural sciences (including the human sciences) and imperial power. We will read texts both from and against the aesthetics of empire. The DPE contribution will carry the course from philosophy and nature writing to literature and visual art.

Not offered current academic year

ENGL 349 (S) Contemporary Theatre and Performance

Cross-listings: COMP 355  ENGL 349  THEA 345

Secondary Cross-listing

As Gertrude Stein once remarked, "The hardest thing is to know one's present moment." What is going on in the world of theatre and performance today? What are the hot topics in our current artistic landscape? Who are the writers, performers, and directors of the past two decades? This seminar will consider both experimental and mainstream drama and performance from the twenty-first century, focusing on topics such as: post-dramatic theatre, devised performance, social practice and immersive theatre, hyper-naturalism, post-identity performance, and weird theatre. Artists and collectives to be considered may include: Suzan-Lori Parks, Will Eno, Richard Maxwell and the NYC Players, Young Jean Lee, Annie Baker, Lucas Hnath, Branden Jacobs-Jenkins, Quiara Alegria Hudes, Anne Washburn, Taylor Mac, Lynn Nottage, Stephen Adly Guirgis, Miguel Gutierrez, Elevator Repair Service, The Wooster Group, and Nature Theatre of Oklahoma. As a final project, students will work individually or in small groups to create a script or short performance that addresses the question: "What is the most important story to be telling through performance right now?" Students may be required to attend theatre, dance, and other performances at the '62 Center and beyond.

Requirements/Evaluation:
- written and dramaturgical-based assignments, an oral presentation, a mid-term paper, in-class discussions, and a final paper or performance

Prerequisites:
- none

Enrollment Limit: 18

Enrollment Preferences:
- Theatre majors; Comparative Literature or English majors

Expected Class Size: 8-10

Grading:
- yes pass/fail option, yes fifth course option

Distributions:
- (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 350  (S)  Modern Poetry  
A study of British and American poetry between 1890 and 1945, centering on the radical aesthetic, formal and political shifts which took place during the Modernist era. We will consider the changing authorial and public perceptions of the place and function of poetry during the period, the cross-pollinations and strains between the British and American literary traditions, and the writers’ individual relationships with the culture of their times. Readings will focus primarily on the poetry of W.B. Yeats, Robert Frost, T.S. Eliot, William Carlos Williams, Ezra Pound, Marianne Moore, Wallace Stevens and W.H. Auden.  
Class Format: This course will be remote, with occasional smaller tutorial-style sections. If pandemic conditions change significantly, I will move to in-person and/or hybrid meetings for these smaller sections if possible.  
Requirements/Evaluation: Two 6+ page papers; several written reading responses plus regular discussion board postings; and class participation.  
Prerequisites: a 100-level ENGL course; or a score of 5 on the AP English Literature exam; or a score of 6 or 7 on the Higher Level IB English exam; or permission of instructor  
Enrollment Limit: 16  
Enrollment Preferences: English and Comparative Literature majors  
Expected Class Size: 16  
Grading: no pass/fail option, no fifth course option  
Distributions: (D1)  

Spring 2021  
SEM Section: R1  MR 1:30 pm - 2:45 pm  James L. Pethica  

ENGL 351  (S)  After Nature: Writing About Science and The Environment  
Cross-listings: ENGL 351  ENVI 352  
Secondary Cross-listing  
Over the last few decades, the nature of nature has changed and so, by necessity, has nature writing. In this course we will read some of the classic works of nature writing as well as essays and articles by contemporary authors. The emphasis will be on producing our own work. The class will include workshop sessions and group discussions. There will be frequent short exercises and a long final project.  
Prerequisites: ENVI 101 or 102 suggested  
Enrollment Limit: 15  
Enrollment Preferences: Environmental Studies majors  
Expected Class Size: 15  
Grading: no pass/fail option, no fifth course option  
Distributions: (D1)  
This course is cross-listed and the prefixes carry the following divisional credit:  
ENGL 351 (D1)  ENVI 352 (D1)  
Not offered current academic year  

ENGL 352  (S)  Digging in the Crates: Making and Unmaking Literary Tradition (DPE)  
Cross-listings: ENGL 352  AFR 353  
Primary Cross-listing  
This interdisciplinary seminar focuses on matters of style in literature, art, and music in order to explore and subsequently reimagine how relationships between texts form literary traditions. Instead of assuming what a literary tradition is, and without prioritizing a teleological chronology of literary influence as literary traditions tend to do, we will study work ranging from antiquity to the present, anachronistically and in tandem, in order to better understand how the past speaks to the present and how the present speaks to the past. As a general, if imperfect, rule of thumb we will be working
regularly with pairs of texts, one from prior to 1800 and another from after 1800: for example, a Toni Morrison novel with a Homeric epic, the work of Jamaica Kincaid with John Milton's *Paradise Lost*, or the poetry of John Donne with the lyrics of the Wu Tang Clan.

**Requirements/Evaluation:** Students will be expected to write a number of one-pages response papers during the semester, two papers in the range of 5-8 pages each, and a final paper of 8-10 pages.

**Prerequisites:** None.

**Enrollment Limit:** 16

**Enrollment Preferences:** In the case of overenrollment, preference will be given to English majors and Africana Studies concentrators.

**Expected Class Size:** 16

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 352 (D1) AFR 353 (D2)

**Difference, Power, and Equity Notes:** This course will focus on the educational system as a means of reproducing hierarchies and inequality.

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**Spring 2021**

**SEM Section: R1  MW 10:00 am - 11:15 am  Rowan Ricardo Phillips**

**ENGL 353 (S) The Brontës**

**Cross-listings:** ENGL 353 WGSS 353

**Primary Cross-listing**

Around 1845, three sisters in a remote town in Yorkshire effectively converted their father's humble parsonage into a family writers' colony. In 1846, each published her first novel—two of which would go on to become major classics. Within 8 years, all three sisters were dead, but by then they had produced seven of the most formally innovative, socially challenging, original and powerful works in English fiction. We will read them all, from Charlotte's best-selling love story, Jane Eyre, to the underrated Anne's brilliant and disturbing anatomy of an abusive marriage, The Tenant of Wildfell Hall, to Emily's singular masterpiece Wuthering Heights, as well as their poetry and selections from the voluminous fantasy fiction they created together as children. We will also read Elizabeth Gaskell's acclaimed 1857 Life of Charlotte Bronte, the first full-length biography of a woman novelist by a woman novelist, which began the process of making the Brontës the cult figures they remain today. Reading these works together in the bicentennial year of Anne's birth, we will consider how their shared efforts helped all three sisters to push through boundaries few other women writers had dared to challenge. In a similar spirit of collaboration, we will mix critical and creative writing in our responses to these works.

**Requirements/Evaluation:** discussion, two critical essays and two short creative pieces

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** none

**Enrollment Preferences:** English majors, WGSS majors, seniors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 353 (D1) WGSS 353 (D2)

**Not offered current academic year**

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**ENGL 354 (F) Contemporary American Fiction**

This course centers on American fiction from a late phase of postmodernism: we take for granted that history is a form of literature, and that race, gender, and self are constructions. Now what? The premise of the authors of this course is that we can return from these assumptions to write about history, race, gender, and the self in self-conscious but not debilitatingly self-conscious ways. Novels likely to be in the course that move from self or autobiography outwards: Dave Eggers, *A Heartbreaking Work of Staggering Genius*; Junot Diaz, *The Brief Wondrous Life of Oscar Wao*; Ben Lerner, *10:04*; Emma Donoghue, *Room*. Novels likely to be included that work from history inward: Colson Whitehead, *The Underground Railroad*; George Saunders, *Lincoln in the Bardo*. A novel likely to be included that is poised between self and history: Jesmyn Ward, *Sing, Unburied, Sing*. 

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Class Format: The course will be entirely remote by Zoom.

Requirements/Evaluation: Three papers, totaling about 15 pages. Participation in class discussions will be reflected in the final grade.

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: English majors; American Studies majors

Expected Class Size: 16

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Fall 2020

ENGL 356  (S)  Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora

Cross-listings: ENGL 356  AFR 323  AMST 323  ARTH 223  COMP 322

Secondary Cross-listing

This course explores how the graphic novel has been an effective, provocative and at times controversial medium for representing racialized histories. Drawing on graphic novels such as the late Congressman John Lewis’ March and Ebony Flowers’ Hot Comb, this course illustrates and critiques multiple ways the graphic novel commingles word and image to create more sensorial access into ethnic traumas, challenges and interventions in critical moments of resistance throughout history. Students will practice analyzing graphic novels with the help of critical essays, reviews and film; the chosen texts will center on Africana cultures, prompting students to consider how the graphic novel may act as a useful alternate history for marginalized peoples. During the course, students will build comic creation and analysis skills through short exercises, eventually building up to the final project of a graphic short story that illustrates historical and/or autobiographical narratives. No art experience is required, only an openness to expanding one’s visual awareness and composition skills. This course is often taught in collaboration with the Williams College Museum of Art's Object Lab program, which allows the class to have its own space and art objects that are directly related to the course topic. Although it is a remote course this year, this class may still feature Object Lab participation, film screenings, and collaborations with guest speakers.

Class Format: This is a remote class that will primarily feature synchronous sessions with some asynchronous sessions.

Requirements/Evaluation: class participation, written responses, student-led facilitation, one 3-page graphic analysis, one 6- to 8-page essay, and a final project (producing a graphic short story)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: If the enrollment limit is exceeded, preference will be given to Africana Studies concentrators or students who have taken AFR 200, the department’s introductory course.

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Unit Notes: this course is part of the Gaudino Danger Initiative

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 356 (D1) AFR 323 (D2) AMST 323 (D2) ARTH 223 (D1) COMP 322 (D1)

Spring 2021

SEM Section: R1  MW 11:45 am - 1:00 pm  Rashida K. Braggs

ENGL 357  (F)(S)  Spirits of Rebellion: The L.A. Rebellion Filmmakers  (DPE)

Cross-listings: ENGL 357  AFR 351  AMST 359
When Beyoncé unveiled the Lemonade visual album in 2016, her production captured the artistic spirit and gave new life to an earlier work: Julie Dash's *Daughters of the Dust* (1991), a luminous film about three generations of the Gullah people and the first motion picture by a Black woman to obtain wide theatrical release in the United States. Many, however, are unaware of the decades-long cinematic movement to which Dash belongs. In this course, we will devote our critical inquiry to the creative output of the L.A. Rebellion, a group of Black cinematic artists trained at the UCLA Film and Television School between the 1960s and 1990s. Our visual journey will take us through a diverse set of filmmakers like Charles Burnett, Ben Caldwell, Barbara McCullough, Julie Dash, Zeinabu irene Davis, Haile Gerima, Alile Sharon Larkin, Billy Woodberry, among many, many others, and how they sought to not only redefine the Black image on-screen but also reimagine the infinite possibilities of Blackness. We will pay close attention to the heterogeneity of genres, styles, and techniques that they put into practice from narrative to neorealism to documentary to avant-garde/experimental to African and African American musical and storytelling traditions. We will explore the various social and political issues that were represented by their films including: racial and class oppression, Black feminisms, Black Power, Afrocentrism, anti-colonialism and decolonization, police brutality and mass incarceration, radical social movements and coalition building, and the importance of community-based art and film practices. Finally, we will touch upon some of the recent works that have been inspired by the L.A. Rebellion, including the aforementioned Lemonade and Barry Jenkins' *Moonlight* (2016). Our viewership will be supplemented with readings in Black social and cultural criticism.

**Requirements/Evaluation:** weekly online journal responses (1-2 pages); midterm essay (5-7 pages); final project

**Prerequisites:** AMST 101 and/or 301, critical studies in race and ethnicity or cultural studies, or permission of the instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** American Studies majors

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 357 (D1) AFR 351 (D2) AMST 359 (D2)

**Difference, Power, and Equity Notes:** This course contributes to the Difference, Power, and Equity designation by examining the social, political, cultural, and historical forces that contribute to Black cinematic representation.

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The Republic of Venice existed for over a millennium, during which time its historical image came to be enmeshed with mythical representations, such as the image of the city rising out of the waters of the lagoon, or the personification of the city itself as a Queen of the Adriatic. This course begins in the year 1797, at the end of the Republic, and the emergence of an extensive body of literature centered on Venice and its mythical facets. Readings will include Romantic views of Venice and the 20th century reshaping of the literary myth surrounding the city. A journey into this fascinating tradition will shed light on how the literary and visual representation of Venice, rather than the focus on a nostalgic evocation of the death of the Republic, became a premise of exploration for literary modernity. Toward the end of the course we will leave the lagoon to explore the postmodern recreations of Venice around the world (from Los Angeles and Las Vegas, to Macao, Yongin, and beyond) Readings will include excerpts from Byron's *Childe Harold's Pilgrimage*, John Ruskin's *Stones of Venice*, as well as full readings of Thomas Mann's *Death in Venice*, Marinetti's Futurist manifestos, Italo Calvino's *Invisible Cities*, and more. We will also examine movies, such as Luchino Visconti's *Senso* and *Death in Venice* and Nicholas Roeg's *Don't Look Now*. This course is offered in English; all texts are provided in translation.

**Requirements/Evaluation:** mini-papers, one individual presentation, mini-presentations, midterm, participation, final project

**Prerequisites:** familiarity with modern aesthetics such as romanticism, modernism and postmodernism is desirable

**Enrollment Limit:** 20

**Enrollment Preferences:** Comparative Literature majors
ENGL 360  (S)  James Joyce's "Ulysses"

This course will explore in depth the demanding and exhilarating work widely regarded as the most important novel of the twentieth century, James Joyce's *Ulysses*, which both dismantled the traditional novel and revitalized the genre by opening up new possibilities for fiction. We will discuss the ways in which compelling issues of character and theme (e.g., questions of heroism and betrayal, sexuality and the politics of gender, civic engagement and artistic isolation, British imperialism and Irish nationalism) are placed in counterpoint with patterns drawn from myth, theology, philosophy, and other literature, and will consider the convergence of such themes in an unorthodox form of comedy. In assessing *Ulysses* as the outstanding paradigm of modernist fiction, we will be equally attentive to its radical and often funny innovations of structure, style, and narrative perspective. In addition to Joyce's novel, readings will include its epic precursor, Homer's *Odyssey*, as well as critical essays. Students unfamiliar with Joyce's short novel *A Portrait of the Artist as a Young Man*, which introduces characters later followed in *Ulysses*, are urged to read it in advance of the course.

**Requirements/Evaluation:** active participation in class discussions, several group reports, a midterm exam, a 5-page paper, and an 8- to 10-page paper

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 20

**Enrollment Preferences:** English majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

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ENGL 361  (F)  Nabokov and Pynchon

After a brief comparative study of their short stories, the course will focus on selected novels by each author. Texts include: *Pnin, Lolita, and Pale Fire* by Nabokov; and, by Pynchon, *The Crying of Lot 49, and Gravity's Rainbow* (to which a substantial portion of the latter part of the course will be devoted).

**Requirements/Evaluation:** midterm and final papers (roughly 15-18 pages total), and a take-home final exam

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors, not open to first-year students

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

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ENGL 363  (S)  Literature and Psychoanalysis

**Cross-listings:** COMP 340 ENGL 363

**Secondary Cross-listing**

The British psychoanalyst D. W. Winnicott once wrote: "It is a joy to be hidden, and a disaster not to be found." This course will explore the many ways in which writing enacts this paradox, examining in the process several main strands of psychoanalytic thought in relation to literature that precedes,
accompanies, and follows it in history. Approximately the first three-fourths of the course will involve close readings of theoretical and literary texts, which will be shared in a seminar format. In the latter portion of the course, students will work with each other and with the instructor on analyzing the processes of reading and writing as they produce original psychoanalytic readings of texts of their choice. *All readings in English.*

**Class Format:** discussion

**Requirements/Evaluation:** active engagement with the material and with each other, plus two 5-7-page papers, one 8-10-page paper, and a symposium presentation

**Prerequisites:** one previous course in either COMP or ENGL, or permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 340 (D1) ENGL 363 (D1)

Not offered current academic year

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**ENGL 364 (F) Boucicault to McDonagh: Irish Theatre, 1870 to the present**

**Cross-listings:** THEA 336  ENGL 364  COMP 360

**Secondary Cross-listing**

A survey of Irish drama since 1870, to include plays by Dion Boucicault, Oscar Wilde, W.B. Yeats, J.M. Synge, Lady Gregory, George Bernard Shaw, Douglas Hyde, Sean O'Casey, Samuel Beckett, Brendan Behan, Brian Friel, Marina Carr, Frank McGuinness, Conor McPherson, and Martin McDonagh.

**Requirements/Evaluation:** 18+ pages of writing, class participation

**Prerequisites:** none

**Enrollment Limit:** 18

**Enrollment Preferences:** Theatre majors, English and Comparative Literature majors

**Expected Class Size:** 18

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 336 (D1) ENGL 364 (D1) COMP 360 (D1)

Not offered current academic year

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**ENGL 365 (S) Wonderland(s): *Alice* in Translation**

**Cross-listings:** ENGL 365  COMP 345  GBST 345

**Secondary Cross-listing**

"What do you mean by that?" said the Caterpillar, sternly. "I can't explain myself, I'm afraid, Sir," said Alice, "because I'm not myself, you see?" The confusion around personal identity, which Alice is seen to experience as she makes her way through Wonderland, can be examined productively as an allegory of translation. Beyond experiencing the developmental and socio-cultural transitions of a child, what happens to *Alice*, a seminal text in children's literature, when it travels down the rabbit hole to a new linguistic wonderland? For starters, the seven-year-old girl becomes Marie in Danish, Ariri in Maori, Ai-chan in Japanese, and Paapachchi in Kannada. Then there are the highly idiosyncratic humor, word play, embedded English nursery rhymes, and iconic illustrations by Tenniel. How do they fare in new linguistic, cultural, and even genre contexts? Lewis Carroll told his publisher in 1866: "Friends here seem to think the book is untranslatable." And yet. Over 200 translations later, including Kazakh, Shona, Papiamento, Braille, and Emoji, *Alice* continues to delight children and adults all over the world and to pose myriad challenges as well as opportunities for translators. This course will serve as an introduction to the theory and practice of translation using Carroll's *Alice* as an anchoring primary text. We will examine key disciplinary issues and concepts, such as equivalence, rewriting, fidelity, and ethics, and challenge the old canard that translation leads ineluctably, and exclusively, to loss.
Class Format: some Friday workshops

Requirements/Evaluation: active and substantive class participation; leading discussion; frequent short writing assignments and exercises; final project

Prerequisites: students must have at least three years of college-level second-language instruction, or the equivalent (advanced proficiency), or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: COMP majors; language majors; language students

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 365 (D1) COMP 345 (D1) GBST 345 (D1)

Not offered current academic year

ENGL 366 (F) Modern British Fiction

This course focuses on British novels from the early decades of the twentieth century. We will study the emergence of innovative stylistic and narrative forms characteristic of modernism, and consider the ways in which such innovations shape the works' exploration of questions of psychology and sexuality, moral integrity and betrayal, epistemology and aesthetics, race and empire. Readings will include such works as Ford's *The Good Soldier*, James's *The Ambassadors*, Conrad's *Heart of Darkness*, Forster's *A Passage to India*, and Woolf's *To the Lighthouse*.

Requirements/Evaluation: regular class participation, two 8- to 10-page papers

Prerequisites: a 100-level English course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 20

Enrollment Preferences: English majors

Expected Class Size: 18

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

ENGL 367 (F) Documentary Fictions

Cross-listings: ARTH 367 ENGL 367

Primary Cross-listing

The first movies excited viewers not by telling stories, but by reproducing the world: a dancer’s billowing skirts, the sight of Niagara Falls, the arrival of a train at the station—such vignettes felt viscerally real. Our fascination with documentaries derives, in large part, from the way seemingly transparent images are woven into narratives full of hidden assumptions. Every viewer of the Zapruder film sees the same thing: President Kennedy, struck by a bullet, lurches forward. But what that might mean—whether it points toward a lone gunman or a conspiracy, toward the Soviet Union or the CIA—still remains uncertain. We’ll explore the tensions between image and story, evidence and context, in films ranging from Fred Ott’s “Sneeze” (1894) to Josh Oppenheimer’s *The Act of Killing* (2012), concluding with a look at the effects of contemporary image technologies on our sense of personal and national identity. Readings for the course will be drawn from narrative theory, epistemology, and cultural theory, as framed by writers including Trinh Minh-ha, Christian Metz, and Bill Nichols.

Requirements/Evaluation: four written and multimedia exercises (1-2 pages each), two essays (six and twelve pages), and a willingness to experiment with formats

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor

Enrollment Limit: 25

Enrollment Preferences: English majors; Art and Comparative Literature majors; students with experience making video
ENGL 368  (S)  Ireland in Film

In 1909, James Joyce was briefly the manager of one of Dublin's first cinemas. The medium of film has long attracted Irish writers: as a means to explore and represent the country's political and cultural history, to interrogate the very notion of "Irishness", and to promote their work to a wider audience. In turn, Ireland has long provided a rich subject for Hollywood fantasy, often being portrayed by non-Irish directors as either a mythic space for emerald-green romanticism, or, more darkly, as a place of political terror and enduring ideological rivalries. In this course we will view and discuss major films from the canon of Irish cinema, to assess the country's newly ascendant film movement. We will consider the impact of commercial considerations, and the powerful influence of British and American films (and especially those offering competing representations of Ireland), on Irish filmmakers. We will also read the literary texts on which some films were based, so as to weigh the strengths and limitations of the medium as a resource for writers who initially worked only in print. This course will introduce participants to the technical vocabulary of film art, as well as to major developments in modern Irish history and culture. Films to be viewed will likely include: Man of Aran, The Informer, The Quiet Man, Eat the Peach, In the Name of the Father, Butcher Boy, Intermission, Into the West, The Field, The Crying Game, December Bride, The Commitments, Michael Collins, Ondine, Six Shooter, In Bruges and The Guard; and we will also assess one or more short independent films such as Budawanny and Adam and Paul. Special attention will be given to the work of Neil Jordan, Jim Sheridan, Terry George, and Martin McDonagh.

Requirements/Evaluation: two long papers, four 1- to 2-page shorter responses, class participation

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam; not open to first-year students

Enrollment Limit: 19

Enrollment Preferences: English majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

ENGL 369  (S)  American Poetry

This course is devoted to studying the work of key figures in American poetry, from Whitman and Dickinson to writers of our own moment, attentive to the social, historical, and aesthetic pressures that shape their work. We will read widely in the major poetic traditions, from Modernism, Objectivism, and the Harlem Renaissance through the mid-century work of the New York School, Beats, Black Arts, Confessional, and Language poets. We'll also keep a close eye on the contemporary scene, in part through interactions with visiting poets. We'll read a few writers deeply, tracing both their inheritances and also the ways they "make it new," in Pound's phrase, and asking what these innovations disclose about the formal, political, and experiential possibilities of poetry as a cultural form in the long "American century."

Requirements/Evaluation: engaged participation; one 5- to 7-page paper and one final 12- to 15-page paper

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or consent of the instructor

Enrollment Limit: 25

Enrollment Preferences: English Majors using the course to fulfill a requirement

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year
ENGL 370 (S) Literary and Critical Theory in the Twentieth Century

Cross-listings: COMP 380 ENGL 370

Secondary Cross-listing

From the rise of modern literary criticism around 1900 to the explosion of high theory in the 1980s and 1990s, the twentieth century witnessed an international flowering of new ideas about how to interpret art and literature: Russian Formalism, American New Criticism, French Structuralism and Deconstruction, and a welter of post- prefixed concepts that claim to transcend national boundaries: the poststructural, the postmodern, the postcolonial, the posthuman. What are the ideas associated with these different movements, and how are they connected? Does each represent a radical break with previous ways of reading, or do they actually build on one another and evolve in a systematic way? And given the entanglement between criticism and teaching, which are the theories that seem to define the work we do (and want to do) here at Williams? This course will focus on a very careful reading of essays representing major 20th-century critical schools (and a couple of their earlier precursors), by critics like Plato, Schiller, Shklovsky, Richards, Barthes, Derrida, de Man, Beauvoir, Butler, and Said. Written assignments will encourage you to parse these theories carefully and apply them to the literary texts that most interest you: prose or poetry from any time and place; film, visual art, or architecture; music, new media, or digital media, etc.

Class Format: This class will have a hybrid format: on-campus students will meet in a classroom during the scheduled class slot (observing campus distancing protocols), while off-campus students participate simultaneously via Zoom. Off-campus students must be able to Zoom in during the scheduled class times.

Requirements/Evaluation: attendance and active participation, several short response assignments, final project consisting of a scripted oral presentation and a 15-page final paper

Prerequisites: at least one previous literature or theory course

Enrollment Limit: 12

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 380 (D1) ENGL 370 (D1)

Spring 2021

SEM Section: H1 WF 1:30 pm - 2:45 pm Christopher A. Bolton

ENGL 371 (S) The Brothers Karamazov

Cross-listings: COMP 331 ENGL 371 RUSS 331

Secondary Cross-listing

Widely hailed as one of the greatest novels ever written, Dostoevsky's The Brothers Karamazov contains a series of enigmas, not the least of which is precisely who murdered the Karamazov father. In addition to exploring the shared guilt of all four of the brothers Karamazov in the crime of patricide, Dostoevsky poses the most probing questions of his day: Are families tied together merely by blood or by deeper spiritual bonds? Is religious faith possible in an age of reason, science, and technology? Can man's earthly laws ever carry out divine justice? Is humanity prepared to bear the burden of responsibility that comes with freedom? This tutorial will spend an entire semester exploring Dostoevsky's masterwork, and we will read a variety of secondary sources alongside The Brothers Karamazov, including history, philosophy, and literary theory. Our goal will be to understand Dostoevsky's answers to these so-called "accursed questions" through the unique artistic form of The Brothers Karamazov.

Requirements/Evaluation: completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions

Prerequisites: at least one 200-level literature class

Enrollment Limit: 10

Enrollment Preferences: students majoring or considering a major in Russian, Comparative Literature, or English

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)
ENGL 372 (F) Documentary Poetry

One of the most vibrant trends in contemporary writing, documentary poetry draws on various kinds of source materials in the creation of innovative forms. This course will be a joint adventure in the reception and production of such projects, and is designed for anyone interested in the intersections of archival research and creative writing. Part of our work will be to historicize and theorize this mode of literary making, which emerges out of Modernist experiments in polyvocality, collage, and what Ezra Pound termed the "poem including history." We will begin the semester by looking at Muriel Rukeyser's 1938 poetic sequence, "The Book of the Dead," which exposes the complicity of Union Carbide in the silicosis contracted by the miners who dug the Hawk's Nest Tunnel in Gauley Bridge, West Virginia. Rukeyser wrote of her desire for a "poetry [that] can extend the document"; our subsequent readings in this course will look to a number of contemporary book-length projects that do just that. Our documentary models--by such writers as Heimrad Bäcker, Anne Carson, Layli Long Soldier, Don Mee Choi, M. NourbSe Philip, Mark Nowak, and Claudia Rankine--treat a wide range of subjects, yet all share both an investigative approach and a commitment to thinking about the way individual lives are shaped by larger social and historical structures. Generically, these works make use of the strategies of poetry, but also frequently incorporate essay, narrative, and image to create distinctly mixed forms. Students likewise will choose topics to investigate over the term, conducting original archival research and thinking inductively through the material toward a final project that will be shared with the public on our course website.

Class Format: While this class will be taught remotely, it promises to be a space of intimate engagement and creative growth. We will prioritize synchronous learning, whether online or perhaps in person, outside, while the weather is warm. Each week, we will read and discuss one of the assigned texts; throughout the semester, you'll also be working on your evolving projects, which we will workshop in small groups and in individual conferences.

Requirements/Evaluation: This class asks students to engage deeply with the assigned books, to do significant original research on a topic of their choosing, and to work creatively to bring that research to life. Frequent short writing assignments will assure students' understanding of the readings, as well as help them to pace themselves in the making of their own documentary projects. The semester will culminate with the workshopping, revision, and publishing of students' final projects.

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor.

Enrollment Limit: 12

Enrollment Preferences: Preregistered students; if overenrolled, preference will be given to English majors.

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2020
SEM Section: R1 MR 1:30 pm - 2:45 pm Jessica M. Fisher

ENGL 373 (S) Troubled Spirits

"Trouble" and "spirit" are both words with various and contrasting meanings and surprising overlaps. To be troubled is one thing, to be in trouble can mean several quite different things. Spirit began as breath, yet it transcended breathing. Hoping to soothe and grasp the troubled spirits of their own moment, writers and shamans often seek to conjure up spirits from the past. Some wish to exorcise those spirits, others to be haunted by them. This course will examine the manifestations of troubled spirits in works by American writers, especially African and Native Americans and white Southerners. The authors will include Edgar Allan Poe, William Faulkner, Toni Morrison, Leslie Marmon Silko, N. Scott Momaday, H. P. Lovecraft, Joy Harjo, Alice Walker, Toni Cade Bambara, and Randall Keenan.

Requirements/Evaluation: two or three short papers and a longer final paper of about fifteen pages

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option
Distributions: (D1)

Not offered current academic year

ENGL 374  (S)  Mysticism: Vision, Writing, History  (WS)
Cross-listings: REL 374  COMP 352  ENGL 374

Primary Cross-listing

The promise of God's real presence in the world lies at the heart of Christianity as a messianic and scriptural faith. But mystics, who seek out and bear witness to their own experiences of the divine, have often been viewed with suspicion by church and state authorities. At stake in these confrontations between orthodoxy and the individual witness are questions of knowledge and power. To whom does God speak, who speaks for God, and how can anyone, whether mystic or priest, be certain? We will learn how these questions have inflected certain passages in the history of Christian belief and practice: the flourishing culture of mystical writing by medieval women, the efforts of some Protestant sects to distribute authority more horizontally, and early modern philosophers' criticisms of prophecy and fanaticism. But our deepest concerns will be literary and aesthetic. What modes of writing did mystics use to express what was, in fact, inexpressible? What role did visual art play in visionary experience? And how has mysticism influenced the work two of the twentieth century's most significant theorists of language, Ludwig Wittgenstein and Jacques Derrida?

Requirements/Evaluation: biweekly 5-page papers, biweekly 2-page response papers, thoughtful participation in class discussions

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 10

Enrollment Preferences: English majors and those intending to major in English

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 374  (D2)  COMP 352 (D1)  ENGL 374 (D1)

Writing Skills Notes: This course will develop students' writing skills through biweekly 5-page analytical papers and biweekly 2-page response papers. Written feedback will be provided by the instructor and by the tutorial partner. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Not offered current academic year

ENGL 375  (S)  Black Masculinities  (DPE)
Cross-listings: AMST 350  ENGL 375  AFR 331  WGSS 318

Secondary Cross-listing

In this seminar, we will study the evolution of Black masculinities through cultural, social, and political movements from 20th century to the present. This course engages Black feminist thought, Black masculinities studies, queer theory and performance studies. We will examine the relationship and constitutive nature of masculinity and femininity. By examining representations and presentations of Black masculinities, we will pursue questions such as: How is blackness always already gendered? How is gender always already racialized? What are the effects of these gendering and racializing practices on Black bodies, spaces, and places? How has dominant society attempted to define Black masculinity? In what ways have Black people undermined these narratives and redefined themselves? How do racial stereotypes about Black men¿s sexuality inform representations of Black masculinities? What is the future of Black Gender? We will trouble the relationship between manhood and masculinity by examining the ways in which masculinity can move across various kinds of bodies. In addition to reading critical and creative texts, we will view films and engage other kinds of media. Students will be responsible for 2 short papers and a final project.

Requirements/Evaluation: students will be responsible for 2 short papers and a final project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: WGSS Majors will get preference, then Juniors and Seniors

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)  (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
AMST 350 (D2) ENGL 375 (D1) AFR 331 (D2) WGSS 318 (D2)

Difference, Power, and Equity Notes: This course engages content and materials that explore various forms of difference, power, and equity, along with facilitating the development of skills that will help students address the implications of said forms. This course considers current examples and historical examples of Black masculinity. This course fosters difficult conversations about how difference works and has worked, how identities and power relationships have been grounded in lived experience.

Not offered current academic year

ENGL 376  (F)  Landscapes in American Literature
Cross-listings: ENGL 376  STS 377  AMST 376

Primary Cross-listing
This course examines representations of American landscapes in selected texts from the British colonial era to the present. Critical approaches will include narrative theory, formalism, eco-criticism, and science and technology studies. The central questions are: (1) How do authors adapt narrative and poetic forms to the representation of particular landscapes? (2) How do literary landscape representations change when new technologies arise for traversing and transforming them? (3) What effects can literary landscapes have on the landscapes we live in? Landscapes include settlements, cities, wildernesses, "frontiers," suburbia, and infrastructural scenes. Relevant technologies include the postal service, the railroad, the telegraph and telephone, the automobile, commercial aviation, and Skype. Texts may include: letters of Columbus, American Indian creation stories, early American religious texts, captivity narratives, slave narratives, and poems, short stories, and novels from the 17th to the 21st centuries, as different from one another as Dickinson's "Nature-sometimes sears a Sapling-" and Annie Proulx's Brokeback Mountain.

Requirements/Evaluation: discussion participation; five brief response papers (~2 pages); a mid-semester essay (~5 pages); a final essay (12- to 15-pages)

Prerequisites: none
Enrollment Limit: 15
Expected Class Size: 12
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)

ENGL 377  (F)  Legacies of the Gothic Novel: Feminism and Horror in the Transatlantic World  (DPE)
Cross-listings: WGSS 377  ENGL 377  COMP 377

Primary Cross-listing
Much maligned as a popular or "low" genre at its inception in the late eighteenth century, the gothic form has persisted in its popularity as well as crossed into "higher" forms of modernism, postmodernism, and postcolonialism. In this course, we will read key texts in the gothic mode-Frankenstein, Jane Eyre, and Wuthering Heights among others-and follow the ways in which they are revisited and rewritten by contemporary American and Caribbean writers, filmmakers, and artists. Particularly, we will examine how these texts subvert the realist leanings of Anglo-American narrative fiction and its assumptions of enlightenment rationalism by way of two main processes: narrative hypertrophy and feminist revisions of horror. The class will take up select contemporary criticism on the gothic and horror in literature, film, and art. This course will be of interest to students curious about feminism, postcolonialism, cultural criticism, horror, and comparative literature.

Requirements/Evaluation: presentation, paper plus revision, final research project

Prerequisites: one literature or related course
Enrollment Limit: 25
Enrollment Preferences: any student with relevant coursework in ENGL, COMP, or WGSS
Expected Class Size: 20
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 377 (D1) ENGL 377 (D1) COMP 377 (D1)

**Difference, Power, and Equity Notes:** The course will follow the path of radical thinking and generic experimentation by feminist writers of the nineteenth century as they transform in an anti colonial, anti racist, and anti misogynist contexts. We will study power, hegemony, and resistance along axes of gender, race, state form, and literary craft.

*Not offered current academic year*

**ENGL 378 (F) Nature/Writing**

**Cross-listings:** ENGL 378 ENV 378

**Primary Cross-listing**

What do we mean by "nature"? How do we understand the relationships between "nature" and "culture"? In this course we will examine how various American writers have attempted to render conceptions of "nature" in literary form. We will compare treatments of various kinds of natural environments and trace the philosophical and stylistic traditions within the nature writing genre. The authors to be considered include Ralph Waldo Emerson, Henry David Thoreau, William Faulkner, Annie Dillard, Barry Lopez, Ursula LeGuin, and Wendell Berry.

**Class Format:** discussion

**Requirements/Evaluation:** two 10-page papers, regular class attendance, and participation in discussions

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors and Environmental Studies concentrators

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 378 (D1) ENV 378 (D1)

*Not offered current academic year*

**ENGL 379 (S) Writing Art**

**Cross-listings:** ENGL 379 ARTH 379

**Primary Cross-listing**

This course is conceived primarily as an experiential adventure in creative forms of art writing. We'll read several recent examples of such work (from writers including John Ashbery, Roland Barthes, John Berger, Teju Cole, Jorie Graham, Robin Coste Lewis, Eileen Myles, Ali Smith, Roberto Tejada, and John Yau) to get a sense of the range of approaches, from the ekphrastic poem to the essay to the novel, alive today; and we will spend considerable time in local museums, engaging intimately with works of art through various writing prompts, as you create your own creative responses to visual art. Along the way, we will work to historicize and theorize the relation between the verbal and visual arts, and to ask what looking at art brings to creative writing, as well as the ways creative writing might extend or alter the work of art history.

**Class Format:** This will be a hybrid course. We will divide our time between seminar meetings, where we will discuss published texts; museum visits, where you'll engage directly with visual art; and small group meetings, where you'll get feedback on your evolving work.

**Requirements/Evaluation:** engaged participation; successful completion of assignments; demonstrated commitment and quality of the work, as evidenced by a final portfolio of revised writing.

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor.

**Enrollment Limit:** 12

**Enrollment Preferences:** Undergraduate majors in English or Art and graduate students in Art.

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)
ENGL 379  (D1)  ARTH 379  (D1)

Spring 2021
SEM Section: H1    MWF 11:45 am - 1:00 pm     Jessica M. Fisher

ENGL 380  (S)  The Art of Modern Crisis
The first half of the twentieth century was marked by extraordinary social and political upheaval. The same era witnessed a feverishly creative revolution in the nature and the strategies of artistic representation. In this course we will examine what these two kinds of crisis have to do with one another: how a wide range of startling innovations in literary and cinematic art may be seen as responses to the particular pressures of the historical crises they represent. Focusing on instances from Britain, Europe, America, India, and/or Africa, we will study such diverse historical crises as the wave of anarchist terrorism around the turn of the century; the Bolshevik revolution; the woman’s suffrage movement; World Wars I and II; the Indian independence movement led by Gandhi; and the Cold War. Novels and films will be studied for their distinctive, often dazzling aesthetic strategies for representing such crises, and will be chosen from works by such authors as Joseph Conrad, Andrei Bely, Sergei Eisenstein, Ford Madox Ford, Virginia Woolf, Jaroslav Hasek, Mulk Raj Anand, Elizabeth Bowen, Joseph Heller, and Stanley Kubrick.

Requirements/Evaluation:  active participation in class discussions, two 7-page papers, and a final exam
Prerequisites:  a 100-level English course, or a score of 5 on the Advanced Placement examination in English Literature or a 6 or 7 on the International Baccalaureate
Enrollment Limit:  20
Enrollment Preferences:  English majors
Expected Class Size:  15
Grading:  yes pass/fail option,     yes fifth course option
Distributions:  (D1)
Not offered current academic year

ENGL 381  (F)  Freedom Dreams, Afro-Futures & Visionary Fictions
Cross-listings:  AFR 380  SCST 380  WGSS 380  AMST 380  ENGL 381  STS 380
Secondary Cross-listing
In this course we will examine the various ways Black scholars, artists, & writers use science fiction and visionary fiction to imagine freedom and new world orders. We will focus on the role of history, particularly slavery, in the Black radical imagination. “Freedom” is the keyword throughout the course. We will grapple with the various and sometimes conflicting meanings and uses of freedom as it relates to blackness, gender, sexuality, class and ability. We will explore multiple forms of scholarship and cultural productions, including film, music, novels, short-stories, art, poetry, and other academic texts. All students will be asked to discover and develop their writerly voices through various critical, creative, experimental and performative assignments.

Requirements/Evaluation:  active participation, completion of various short assignments, one 5-page paper and one 7- to 10-page final paper
Prerequisites:  none
Enrollment Limit:  20
Enrollment Preferences:  Women’s, Gender and Sexuality Studies majors, then Africana Studies concentrators
Expected Class Size:  20
Grading:  no pass/fail option,     yes fifth course option
Distributions:  (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
AFR 380 (D2) SCST 380 (D2) WGSS 380 (D2) AMST 380 (D2) ENGL 381 (D1) STS 380 (D2)
Not offered current academic year

ENGL 382  (S)  Advanced Workshop in Poetry
As an advanced poetry workshop and reading seminar, this class assumes that its members are already practicing poets with a grounding in the foundational techniques of poetry-writing. We will work in a spirit of shared experiment, pushing our inquiries into this art form further and developing a community of writers engaged in collaborations on and off the page. Readings and assignments will investigate different impulses—formal, textural, tonal, thematic—in poetry across time. I will ask you to inhabit, query, stretch, and even resist these impulses as you develop your own poems. My hope is that through sustained interaction and collaboration with each other, your writing will undergo a variety of productive evolutions.

Class Format: This workshop will include weekly readings and writing assignments, frequent improvisations and collaborations, and the attendance of several arts events.

Requirements/Evaluation: engaged participation; successful completion of assignments; demonstrated commitment and substantial improvement, as evidenced by a final portfolio of revised poems.

Prerequisites: ENGL 281 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Preregistered students; if overenrolled, preference will be given to English majors and students who have been previously dropped from the course.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2021

SEM Section: R1   MW 6:45 pm - 8:00 pm   Rowan Ricardo Phillips

ENGL 383 (S) Advanced Fiction

A further consideration of the complexities and possibilities involved in the writing of short fiction. Exercises, short assignments, and discussion of published fiction will be combined with workshops of student stories and individual conferences with the instructor.

Requirements/Evaluation: 30 pages of fiction and six exercises

Prerequisites: ENGL 283 or 385 or permission of the instructor

Enrollment Limit: 12

Enrollment Preferences: should the course over-enroll selection will be made on the basis of writing samples

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

ENGL 384 (S) Advanced Fiction Workshop

A further consideration of the complexities and possibilities involved in the writing of short fiction. Exercises, short assignments, and discussion of published fiction will be combined with workshops of student stories and individual conferences with the instructor.

Requirements/Evaluation: 30 pages of fiction and six exercises

Prerequisites: ENGL 283 or 385 or permission of the instructor

Enrollment Limit: 12

Enrollment Preferences: selection will be made on the basis of writing samples

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2021

SEM Section: H2   WF 1:30 pm - 2:45 pm   Manuel Gonzales

SEM Section: R1   MR 3:15 pm - 4:30 pm   James R. Shepard
ENGL 385 (S) Advanced Fiction Workshop: Form and Technique

A course for students with experience writing fiction and an understanding of the basics of plot, character, setting, and scene. Through close study of stories in both traditional and unusual forms, we'll examine how a story's significant elements are chosen, ordered, and arranged; how the story is shaped; how, by whom, and to what purpose it's told. Students will write new stories, employing the forms and techniques studied, and discuss them in workshop.

Requirements/Evaluation: regular attendance, active participation in workshop, weekly 1- to 2-page brief imitations, two 8- to 18-page story drafts for workshop, and a final portfolio of at least two stories

Prerequisites: ENGL 283 or 384, or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: preregistered students; selection is based on writing samples, if course is overenrolled

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

ENGL 386 (S) Fiction of Beckett and Sebald

Cross-listings: ENGL 386 COMP 386

Primary Cross-listing

This seminar explores the work of two of the most original and influential fiction-writers of the last half of the 20th century, Samuel Beckett and W. G. Sebald. The work of both writers was profoundly influenced by World War II and the Holocaust, and their fiction centers on issues of loss and memory, of decay (of bodies, things, cultures, traditions), of reason and imagination as fragile means of enduring privation. Yet material so sobering and often bleak has rarely been rendered so absorbingly, or with such unorthodox forms of beauty. Their methods for reinventing fiction differ. Beckett increasingly strips his fiction of details of time, place, and even event, and ultimately struggles to free his speaking voice from the burdens of narration itself, the better to focus attention on the simple but logically rigorous, brilliant, often comic effects of his spare language. Sebald, who sometimes called his novels "documentary fiction," fashions a blend of recollection, fiction, geo-cultural history, and dream-like meditation, focused on the decline of European civilizations; his more chromatic prose, marked by obliquity, melancholy, and dry wit, is filled with curious facts and haunting anecdotes. We will read some of Beckett's short fiction and his great trilogy, Molloy, Malone Dies, and The Unnamable; Sebald's major works of fiction, Vertigo, The Emigrants, The Rings of Saturn, and Austerlitz; and a few short stories and novellas by precursors or successors such as Kafka, Borges, and Thomas Bernhard.

Requirements/Evaluation: regular class participation, two 8- to 10-page papers

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 20

Enrollment Preferences: English majors, Comparative Literature majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 386 (D1) COMP 386 (D1)

Not offered current academic year

ENGL 387 (F) Catastrophe/Apocalypse: The Movie

The film industry has always appreciated the visual and dramatic possibilities of catastrophe, and over the last few decades the apocalyptic and post-apocalyptic sensibility appears everywhere in our mass culture, such that being plugged into the zeitgeist might necessarily entail a familiarity with the emerging tropes and assumptions of this subgenre. This course will consider the ways in which such films model for us those moments when our expectations and/or actions collide with the devastating and unforeseeable realities of our physical world and political situation. How do we
measure loss when loss occurs at the upper end of the human scale? How do we consider collectively, in either secular or metaphysical terms, the issue of our own complicity in—if not responsibility for—disaster? Films to be studied will likely include W.S. Van Dyke’s *San Francisco*, Steven Spielberg’s *Schindler’s List*, Roman Polanski’s *The Pianist*, George Romero’s *Night of the Living Dead*, Ridley Scott’s *Blade Runner*, Edgar Wright’s *Shaun of the Dead*, Michael Heneke’s *Time of the Wolf*, Danny Boyle’s *28 Days Later*, Alfonso Cuaron’s *Children of Men*, Bruce McDonald’s *Pontypool*, Yoshiro Nakamura’s *Fish Story*, Jordan Peele’s *Get Out*, and Joshua Oppenheimer’s *The Act of Killing*.

**Requirements/Evaluation:** four short papers and in-class presentations

**Prerequisites:** ENGL 203, or 204, or permission of the instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** senior majors in English or Comparative Literature; then junior majors in either; then newly declared majors in either

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

**ENGL 389 (F) Fiction of Virginia Woolf**

**Cross-listings:** ENGL 389 WGSS 389

**Primary Cross-listing**

"Let us record the atoms as they fall upon the mind in the order in which they fall, let us trace the pattern, however disconnected and incoherent in appearance, which each sight or incident scores upon the consciousness. Let us not take it for granted that life exists more fully in what is commonly thought big than in what is commonly thought small" ("Modern Fiction"). Virginia Woolf's fiction represents a self-conscious and highly experimental challenge to the conventions of Victorian and Edwardian fiction, in an effort to re-center the novel on lived experience. This course will explore the evolution of the innovative fictional forms by which she tried to bridge the gap between the experience of consciousness and its representation in language. We will also consider the links between Woolf's concern with the fluidity of consciousness and her interest in gender fluidity and androgyny. We will read most of the major novels, probably including *The Voyage Out*, *Jacob's Room*, *Mrs. Dalloway*, *To the Lighthouse*, *Orlando*, *The Waves*, and *Between the Acts*, together with selected short fiction and critical essays.

**Requirements/Evaluation:** discussion, weekly journal, three 4- to 6-page essays

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** none

**Enrollment Preferences:** English majors, WGSS majors, seniors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 389 (D1) WGSS 389 (D2)

Not offered current academic year

**ENGL 390 (S) Robert Frost and Seamus Heaney**

This seminar closely examines the achievement of two of the most influential poets of the last hundred years: America's Robert Frost (1874-1963), and Seamus Heaney (1939-2013)—the Nobel laureate widely acknowledged as the greatest Irish poet since Yeats. They have garnered high praise from elite literary critics, and also captured the imaginations of a broad reading public. They write in an idiom that is deeply rooted in the ordinary vernacular speech of their respective countries, but rises above it into a universal language that transcends place and time. Their images first focus our gaze on the natural world we can see all around us, but then subtly shift our attention to what can't be readily observed or reliably known. Their poems can initially appear simple or self-evident in their meanings, but then quietly double-back on us with unexpected forms of mystery and complexity. To get a comprehensive sense of the arc of their careers, we will read most all of their poems, with each class discussion focusing on a few particularly important texts. We will also read some of their essays and lectures on the art and purpose of poetry. Where appropriate, we will attend to the biographical, cultural, and (especially with Heaney) political circumstances that shaped their opportunities as artists.

**Class Format:** Remotely-taught course
ENGL 391  (S) Democratic Vistas

Cross-listings:  ENGL 391  AFR 386

Secondary Cross-listing
This seminar will focus on the ways in which texts create nuanced representations of democratic ideals and practices as well as, of course, representations of the failures of democratic ideals and practices. Our goal will be to explore how literature encourages readers to think about democracy, and what impact that can have on our lives as readers and citizens. To this end, we will study work across five genres--poetry, fiction, non-fiction, photography, and film--to arrange and enhance our sense of how plot, structure, figuration, and allusion occupy themselves with the challenge of the Democratic Vista: which is to say with visions of what democracy is, has been, and has the potential be. Among the texts and authors likely to be studied are Robert Hayden, Ralph Ellison, Toni Morrison, Don DeLillo, Jamaica Kincaid, Ishion Hutchinson, Natalie Diaz, Octavia Butler, Colson Whitehead, Morgan Parker, Nana Kwame Adjei-Brenyahm Teju Cole, and contemporary films such as Ryan Coogler’s BLACK PANTHER and Boots Riley’s SORRY TO BOTHER YOU.

Requirements/Evaluation: attendance and participation, two short essays, and a 12- to 15-page final paper; additional requirements will include film screenings outside of class, interactive (e.g., Skype, etc.) author visits inside of class, and campus talks germane to the seminar

Prerequisites: none, open to all students

Enrollment Limit: 15

Enrollment Preferences: Africana Studies concentrators and English majors

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 391  (D2)  AFR 386  (D2)

Not offered current academic year

ENGL 392  (F) Wonder

Cross-listings:  COMP 392  ENGL 392

Primary Cross-listing
We tend to imagine “wonder” as a naïve, wide-eyed response, something quite distinct from the cold and sophisticated act of critical analysis. In this discussion class, we will consider wonder as an eminently analyzable concept, but one that raises provocative questions about the nature and limits of our own, distinctly modern forms of critical engagement. The course examines three historical incarnations of “wonder,” each involving complex relations among the aesthetic, philosophical, and social domains: the Renaissance tradition on wonder and the marvelous (strange births, sea monsters, etc.); the eighteenth-century analysis of the sublime; and twentieth-century accounts of the culture of spectacle, including cinema. We will consider writers such as Shakespeare, Sir Thomas Browne, Wordsworth, Coleridge, and W.G. Sebald (all wonderful); painters such as Vermeer and Friedrich, the photography of Andreas Gursky and Thomas Struth; films including Lang’s Metropolis, Scott’s Blade Runner and Pipilotti Rist; and critical or philosophical writers, including Aristotle, Descartes, Kant, Benjamin, and Irigaray.

Class Format: This course will be taught virtually, but we will make absolutely every effort to ensure that it takes the form of a genuine discussion
This course is cross-listed and the prefixes carry the following divisional credit:

COMP 392 (D1) ENGL 392 (D1)

Fall 2020
SEM Section: R1    TR 9:45 am - 11:00 am     Christopher L. Pye

ENGL 393  (F)  Staging Identities

Cross-listings:  THEA 393  ENGL 393

Secondary Cross-listing

The construction of selfhood is always to some extent a performative act—as Shakespeare's Jacques says, "All the world's a stage / And all the men and women merely players[.]"] That performance is inherently dual, since constituted both for the audience of the wider social world, and for the self who seeks to act. Drama as a genre, with its constant negotiation of the competing claims of illusion and the operations of reality, is invariably interested in the exploration of social identity, in the tensions between public and private selfhood, and in the functions of 'performance'. In this course we will examine theatre's response to the challenge of self-fashioning in the modern era, and consider the wider ontological status of performance as a category within the context of twentieth century drama and theatrical staging. Readings will include Shakespeare's 'Hamlet' and plays by Chekhov, Pirandello, Churchill, Shepard, Lori-Parks, Beckett, Walcott, Pinter and others, along with selected criticism, theory, and psychoanalytical writings.

Class Format: Our class meetings will be conducted remotely, but with the seminar group regularly broken into small discussion sections. I will consider moving to in-person teaching for the discussion sections, depending on conditions on campus as the semester progresses.

Requirements/Evaluation: Two papers totaling about 12 pages, regular posting on discussion boards, and active participation in discussion.

Prerequisites: A THEA course, a 100-level ENGL course, or a score of 5 on the AP English Literature exam.

Enrollment Limit: 14

Enrollment Preferences: Theatre and English majors or prospective majors.

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 393 (D1) ENGL 393 (D1)

Fall 2020
SEM Section: H1    MR 1:30 pm - 2:45 pm     James L. Pethica

ENGL 394  (S)  The Nature of Nature

Cross-listings:  ENVI 390  ENGL 394

Primary Cross-listing

"Nature" is one of the commonest words in English. And yet what does it signify? Is it primarily descriptive (all living things), or normative ("natural" foods, "human nature")? This course will consider the richly incoherent ways we think about the living world, paying attention to the difficulty of narrating processes that are often too big, too small, too quick or too slow for direct human apprehension. We'll also explore the ways popular nature
writing mingles scientific reporting with implicit judgments about human identity, morality, and social organization. Writers studied will include Elizabeth Kolbert, N. Scott Momaday and Charles Darwin. We'll also consider the technological mediations of nature in documentaries by David Attenborough and Lynette Wallworth, among others.

Requirements/Evaluation: Several short written exercises, an eight page comparative midterm essay, and a final twelve to fifteen page online essay incorporating audiovisual materials. Active participation in class. Note that this course will be offered exclusively online.

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 16

Enrollment Preferences: English majors; Environmental Studies majors and concentrators.

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 390 (D1) ENGL 394 (D1)

Spring 2021

SEM Section: R1  TR 6:45 pm - 8:00 pm  Shawn J. Rosenheim

ENGL 395  (F) Signs of History

Cross-listings: HIST 395 ENGL 395 COMP 395

Primary Cross-listing

What is an historical event, and how do such events differ from other occurrences? How are historical changes reflected in or produced by literature, art and other cultural forms? Who or what makes history and what is the nature of historical agency? Is history always "written by the victors," as one says, or are there ways of challenging dominant accounts of the past? This seminar will attempt to answer these questions through readings of works of philosophy, poetry, history, prose fiction, film, photography, and cultural criticism that reflect upon the nature of history. Though answers will be multiple, course reading and discussion will in general strive to determine the consequences of understanding history as a site in which reading and writing, experience and narration, and action and interpretation interpenetrate. May include works by Kant, Burke, Hegel, Charlotte Smith, Marx & Engels, Woolf, Kafka, Arendt, Benjamin, Mahmood Darwish, Thomas Demand, and Eyal Sivan.

Requirements/Evaluation: two papers, one 6 and one 10-12 pages in length, and general participation

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English, Comparative Literature, History and German majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 395 (D2) ENGL 395 (D1) COMP 395 (D1)

Not offered current academic year

ENGL 396  Theater and Voyeurism

Seventeenth-century philosophy was ambivalent about the senses. Around the same time as Descartes was wondering whether everything he had ever seen, heard, and felt might have been an illusion produced by an evil deceiver, Francis Bacon was placing the close observation of nature at the center of a new scientific practice. Do the senses shore up the subject by distancing her from objects and from others and by providing her with insight about them? Or do the senses make her vulnerable to a world that is endlessly and often violently imposing itself on her? We will consider this problem in cultural and intellectual history through the case of the theater, with a special focus on tragedy. Ancient Greek tragedy made the mere fact of seeing the basis of an epistemological difference between the audience (whose looking is a privileged form of knowing) and the protagonist (who is paradigmatically blind), and this difference can be understood as a way of reflecting on the conditions of the theatrical medium itself: the audience sees the character, but the character does not see the audience. Early modern tragedy drew on the Greek tradition of dramatic irony, but wondered
whether looking was as straightforward as it looked, making voyeurism a two-way street: one form of seeing what others don't involves being forced to see something unbearable, and early modern theater took a special interest in obscenity, which Greek theater tended to avoid or marginalize. We will track this transformation through the history of tragedy, considered alongside the history of prose romance. In so doing, we will think about the history of science, gender and sexuality, and the relationship between power and visibility, including the role of race. We will consider works by Homer, Sophocles, Euripides, Aristotle, Ovid, Seneca, Marlowe, Spenser, Shakespeare, Vermeer, Jonas Barish, Laura Mulvey, Jacques Rancière, and Michael Fried.

Requirements/Evaluation: One 7-page midterm paper, one 12-page final paper, thoughtful participation in class discussions

Prerequisites: a 100-level English course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors and those intending to major in English

Expected Class Size: 25

Grading:

Distributions: (D1)

Not offered current academic year

ENGL 397  (F)  Independent Study: English

English independent study. Kathryn Kent, as chair, is the official "Instructor," but an independent study can be advised and graded by any willing member of the department.

Prerequisites: unusually qualified and committed students who are working on a major writing or research project should first find an advisor for the project

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2020

IND Section: H1  TBA  Bernard J. Rhie
IND Section: H2  TBA  Karen L. Shepard

ENGL 398  (S)  Independent Study: English

English independent study. Kathryn Kent, as chair, is the official "Instructor," but an independent study can be advised and graded by any willing member of the department.

Prerequisites: unusually qualified and committed students who are working on a major writing or research project should first find an advisor for the project

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2021

IND Section: H1  TBA  Bernard J. Rhie

ENGL 402  (S)  The Historical Novel

Cross-listings: COMP 406  ENGL 402

Primary Cross-listing

Setting a novel in a prior time period risks estranging a reader, yet the genre has roused deep-rooted interest, intense critical debate, and aesthetic daring. In this course, we will explore the complex and layered uses of a historical past in literary works of the seventeenth through twenty-first centuries, by way of novels by Madame de Lafayette, Scott, M. Shelley, Dickens, Eliot, Ford, Woolf, Morrison, Sebald, and Roy. Exploring the uses of gothic and sensational effects, dystopian and utopian possibilities, and fractured time, we will consider the aesthetic and political experiments historical
novels have spawned. We will do so in context of the sustained critical engagement with the genre by such thinkers as Lukacs, Benjamin, Adorno, Jameson, McKeon and Moretti.

**Requirements/Evaluation:** class discussion and a 20-page final paper

**Prerequisites:** a 100-level English course and a 300-level English course or permission of the instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** English majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 406 (D1) ENGL 402 (D1)

Not offered current academic year

**ENGL 407 (F) Literature, Justice and Community**  (DPE)

**Cross-listings:** ENGL 407  COMP 407

**Primary Cross-listing**

Can we imagine possibilities of justice not dictated by already determined norms? What would a community founded on such a conception of justice look like? Can we imagine a version of community not founded on exclusion? What would the members of such a community look like—what version of subjectivity would that community imply? And might literature in particular have something to say about the possibilities for such versions of community, selfhood, and justice? This course will look at recent, theoretically-oriented writing on justice and community, with an emphasis on the work of Hannah Arendt, Jacques Derrida, Jean-Luc Nancy and Giorgio Agamben. We will place this challenging and exciting philosophical work in relation to fiction from Euripides to Kafka, Farah and Kushner, films (Almodovar, Farhadi), photography (Silva, Badlands and worldly examples of competing claims to justice. The course pursues the aims of the DPE initiative by engaging works in which cultural difference and power differentials reveal the limits of universalizing accounts of law and justice, works such as Euripides’ Bacchae, Nuruddin Farah’s Maps, Louise Erdrich’s poetry, and Farhadi’s A Separation. But the course will equally suggest that such contingency is inherent in the concept of justice as such, insofar as the problem of justice is bound up with forms of constituting indebtedness that define humans as communal beings. In that sense, contingency, and differentials of power mark justice even in its most familiar instances—intimately and close to home, as it were.

**Class Format:** discussion

**Requirements/Evaluation:** one 5-page paper, and a final 15-page paper

**Prerequisites:** a 300-level ENGL course or permission of instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** English Majors; Comparative Literature Majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Materials/Lab Fee:** course packet

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 407 (D1) COMP 407 (D1)

**Difference, Power, and Equity Notes:** The course engages works in which differences of culture and power reveal the limits of universalizing accounts of law and justice, even as it suggests that such contingency is inherent in the concept of justice as such insofar as the problem of justice is inextricable from forms of indebtedness that define humans as communal beings. Differentials of power mark justice even in its most familiar instances—intimately and close to home.

Not offered current academic year

**ENGL 415 (S) Theorizing Aesthetic Outrage**

Outrage has become an increasingly charged and prominent feature of public life in our current political climate. Yet it is surprisingly difficult to analyze and understand, particularly when we confront public forms of outrage, in which collective behavior may shape, complicate, and change its nature.
Why are accounts of the reasons for one's outrage so often inadequate to its vehemence? How are we to understand the strange, unconscious mimicry into which the antagonists in public outrage are so often drawn? What are the sources of the pleasure that shadows outrage? In this seminar we will attempt to theorize public outrage, drawing on a range of theoretical models from several disciplines: aesthetics, cultural and political theory, psychoanalysis, gender and sexuality studies, anthropology and sociology. We will be particularly concerned with aesthetic outrage—riots, censorship, and trials in response to literary and cinematic works, particularly where such outrage has been well documented—and will explore the possibility that such outrage is discernibly different from more straightforward instances of political outrage, such as bread riots or Black Lives Matter activism. We will also analyze the basic nature of outrage in the context of affect studies. Theoretical work by such writers as Sedgwick, Berlant, Foucault, Freud, Weber, Lévi-Strauss, Girard, Arendt, Bakhtin, Butler, Douglas, and Zizek; literary and cinematic works by such authors as Sade, Synge, O'Casey, Jarry, and Eisenstein.

Class Format: tutorial format once or twice during the semester to discuss writing

Requirements/Evaluation: active, regular class participation, a final paper of about 20 pages, written in stages (some discussed in tutorial format)

Prerequisites: a 300-level ENGL course or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: English majors

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

ENGL 416  (S)  Postcolonial Theory and the World Literature Debates  (DPE)

Cross-listings: ENGL 416  COMP 416

Primary Cross-listing

When publishers, scholars, reviewers, and critics talk about the massive, beautiful, prismatic literary and cultural traditions outside of Western culture, they sometimes refer to them by their geographical provenance—African literature, say, or Sumerian art—or perhaps by their historical moment—Ottoman architecture, or postcolonial Indonesian poetry—but more and more, the catch-all category of World Literature has begun to hold sway in influential places, and is changing the shape of how we think, learn, and write about non-Western aesthetics, as well as how we participate in our "own" cultures in all their complexity. If we can imagine a kind of literature that truly goes under the headings of "World Literature," or "Global Literature," what can we possibly exclude? Doesn't all literature belong to the world? What might we gain by using this term, and what might we lose? What histories are attached to the various names and classifications we assign to culture and how does cultural "othering" uphold or resist forms of economic, political, and military dominance? In this advanced seminar, we will work carefully through the history and influential writings of postcolonialism as a particular challenge to hegemonic forms of representation, cultural production, and naming, starting with a close consideration of the writings of the movement's founders and key commentators, including Aimé Césaire, Frantz Fanon, Edward Said, Gayatri Spivak, Robert J.C. Young, Gauri Viswanathan, Partha Chatterjee, and Homi Bhabha, and consider their influence on later postcolonial writers and critics around the world. In the second half of the semester, we will turn our attention to the historical underpinnings and current firestorm of debates about World Literature, beginning with Goethe, Marx, Adorno, Frederic Jameson, Franco Moretti, and Pascale Casanova and shifting finally to critics of the ideas of World and Global Literature.

Requirements/Evaluation: two to three papers

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: students who have done relevant coursework in Division I or II

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Unit Notes: Theory course

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 416 (D1) COMP 416 (D1)

Difference, Power, and Equity Notes: This course will consider literary canonicity and postcolonial theory's challenges through an examination of genre, criticism, institutional power, material conditions of publication, and postcolonial culture's relationship to the legacies of colonialism. We will
interrogate power and the writing of history, material and cultural resource extraction, and narrative theory against developmental discourse.

**ENGL 421 (F) Fanaticism**

**Cross-listings:** COMP 421 ENGL 421

**Primary Cross-listing**

Eighteenth and nineteenth-century writers of literature and political philosophy repudiate fanaticism, whether as a religious, political or amorous posture. But what is fanaticism, and why should it be considered such a threat, particularly during a period that embraced an enlightened secular rationalism? In this course, we will examine these questions by considering literary texts that dramatize fanaticism in light of accounts by philosophers and historians. Readings will include novels by M. Shelley, Hogg, Dickens, Eliot, Conrad, among others, and political philosophy and historical writings by Voltaire, Kant, Diderot, Burke, Hume, Carlyle, Adorno, and a range of recent critics. We will also watch films by Riefenstahl, Hitchcock and Pontecorvo, and look at paintings, drawings and sculpture by Fragonard, Goya, and Shibonare. Since fanaticism has recently had considerable political currency, we will also examine contemporary accounts that reanimate the debates and concerns of the course.

**Requirements/Evaluation:** two shorter or one long paper(s), approximately 20 pages

**Prerequisites:** a 300-level English course or permission of the instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** junior and senior English majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Materials/Lab Fee:** cost of books

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 421 (D1) ENGL 421 (D1)

Not offered current academic year

**ENGL 450 (F) Melville, Mark Twain, & Ellison**

As an epigraph to his novel, *Invisible Man*, Ralph Ellison selects a quotation from Herman Melville's story, "Benito Cereno." In the prologue to *Invisible Man*, Ellison invokes a sermon that appears briefly in the opening chapter of *Moby-Dick*. In his essays on comedy and American culture, Ellison comments trenchantly on *Adventures of Huckleberry Finn*. Melville and Mark Twain were, in many obvious ways, as different as two writers can be. Nonetheless, they also have many surprising similarities, and it is not difficult to understand why both are so important to Ellison. This course will examine the novels, stories, and essays of these three writers, with particular attention to the themes that they have in common and to the traits that make each of them distinctive. Race, slavery, epistemology, and the nature of American democracy are among those themes.

**Requirements/Evaluation:** journal, a final 15-page paper

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 15

**Enrollment Preferences:** English majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2020

SEM Section: R1 MR 3:15 pm - 4:30 pm David L. Smith

**ENGL 456 (F) Topics in Critical Theory: Hegel and the Dialectic**

**Cross-listings:** COMP 456 ENGL 456

**Primary Cross-listing**
This course is for students of any major who wish to continue studying critical, cultural, or literary theory. Students will give close attention to a single theorist or philosophical school or perhaps to a single question as taken up by several theorists. Prior coursework in critical theory or continental philosophy, no matter the department, is strongly recommended. The subject of this semester's seminar is the dialectic. "Dialectical" is one of those collegiate words, the kind of word that some people use a lot without knowing for sure what it means. That said, there are a couple of different ways of making sense of dialectics. The word's nearest synonym is "dialogue." Broadly, then, "dialectics" is a name for any philosophy that incorporates into itself the back-and-forth of conversation. Modern dialectics, meanwhile, sets out from two ideas: first, that it is impossible to think about anything in isolation, that we understand all things via relation and contradistinction, that we couldn't call any person "female" if we weren't also compelled to call some people "male"; and second, that all such conceptual pairs (male/female, black/white, east/west) are less settled than they look. You can't not divide the world into oppositions, and all such oppositions will collapse. This is an idea that, systematically pursued, can change the way we think about language, ethics, politics, literature, and art. We will read key texts from major dialectical thinkers: Hegel, Marx, Adorno, but mostly Hegel.

Requirements/Evaluation: seminar paper of 25 pages; informal weekly writing; class participation

Prerequisites: prior coursework in critical theory or continental philosophy is recommended but not necessary, no prior coursework in English is required

Enrollment Limit: 15

Enrollment Preferences: seniors with background in critical theory

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 456 (D1) ENGL 456 (D1)

Not offered current academic year

ENGL 483 (S) Representing History

Cross-listings: COMP 483 ENGL 483

Primary Cross-listing

Moments of political turmoil expose the highly charged ways in which a culture structures itself around a narrative past. In this course, we will read literary and cinematic works that invoke such moments of upheaval—the French and Russian Revolutions as well as those of 1848, the rise of fascism and the Great Depression of the 1930s, the battle for Algerian independence, the AIDS crisis, among others—in order to explore those fraught narratives of the past. We will consider such issues as the rise of the historical novel, the aesthetics of fascism and of democracy under pressure, fantasies of decolonization, representational clashes of culture, forms of affective and sexual disorientation, and the uses of melancholy in representing historical loss. Readings will be drawn from literary works by Gay, Edgeworth, Scott, Shelley, Balzac, Eliot, Conrad, Kafka, Babel, Mann, Borges, Stoppard, Kushner, Morrison, Pamuk, Bolano, and Philip, and theoretical essays by Kant, Burke, Carlyle, Marx, Benjamin, Adorno, Foucault, de Certeau, Jameson, Lefort and Ahmed. Films will include such works as Eisenstein's October, Reifenstahl's The Blue Light, Wellman's Nothing Sacred and Pontecorvo's The Battle of Algiers.

Class Format: discussion

Requirements/Evaluation: two shorter or one longer paper/s, approximately 20 pages

Prerequisites: a 300-level English course or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: junior and senior English majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: cost of books

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 483 (D1) ENGL 483 (D1)

Not offered current academic year
ENGL 493 (F) Honors Colloquium: English

A colloquium for students pursuing critical theses and critical specializations. Students will present and critique their work in progress, and discuss issues particular to researching and structuring a long analytical thesis. We will also discuss the work of a variety of recent critics representing a range of methods of literary study. Satisfactory completion of the course will be required for students to continue on in the honors program. The course will meet synchronously online, sometimes as a full seminar and other times in tutorial-small small groups.

Requirements/Evaluation: participation and individual progress on the thesis project, which will be determined in consultation with each student's honors advisor

Prerequisites: admission to the department Honors program

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Students will write a 20 page thesis chapter in stages and over multiple drafts. Students will receive from the instructor timely comments on their writing, with suggestions for improvement.

Fall 2020
HON Section: H1 MR 3:15 pm - 4:30 pm Emily Vasiliauskas

ENGL 494 (S) Honors Thesis: English

English honors thesis. Required of all senior English majors pursuing critical theses and critical specialization.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2021
HON Section: H1 TBA Bernard J. Rhie

ENGL 497 (F)(S) Honors Independent Study: English

English honors thesis. Required of all senior English majors pursuing departmental honors in creative writing.

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2020
HON Section: H1 TBA Bernard J. Rhie

Spring 2021
HON Section: R1 TBA Bernard J. Rhie

Winter Study

ENGL 30 (W) Honors Project: English

Required during Winter Study of all seniors admitted to candidacy for honors via the specialization route.

Class Format: honors project

Grading: pass/fail only

Not offered current academic year
ENGL 31 (W) Senior Thesis: English
Required during Winter Study of all seniors admitted to candidacy for honors via the thesis route.

Class Format: thesis
Grading: pass/fail only
Not offered current academic year

ENGL 42 (W) Designer Genes Intensive
In his book High Noon: 20 Global Problems, 20 Years to Solve Them, J.F. Rischard notes that the biotechnology issues raised by the Human Genome Project are some of the most pressing global issues we face today. The sequencing of the human genome has opened up a "remarkable landscape of opportunity," Francis Collins and colleagues wrote in 2001: "Like Shakespeare, we are inclined to say, 'what's past is prologue.' " Collins and his associates couldn't have picked a more resonant text from which to quote than Shakespeare's play, The Tempest, a play that reverberates with the making of new worlds. With the mapping of the human genome, Collins suggests, we are at the beginning of some "brave new world." But with opportunity also comes a host of ethical concerns. Will this information be used to enhance the individual (or society)? If so, how will it improve the individual (or society)? Who should make those decisions? Will we be able to design our own genes, creating designer babies and societies?
Questions about how we define race, gender, disease, and disability become even more pressing when it becomes possible for us to select what traits society deems more "desirable." Because literary and film analysis focuses primarily on language and representation, it is a discipline well-suited to getting at the social, ethical, and scientific complexities of this issue. In this writing skills course we will explore cultural texts that attempt to come to terms with--or exploit--the revolution in contemporary genetics. These texts--many of which also provide a model of exceptional writing--will come from a number of different genres, including the memoir, film, artwork, and non-fiction writing on contemporary science and medicine.

Class Format: This all on-line class will feature guest speakers, regular time for writing with plenty of feedback during the drafting process, and assignments that take advantage of our digital environment.
Requirements/Evaluation: Several short, analytical papers; discussion posts
Prerequisites: permission of a dean
Enrollment Limit: 12
Enrollment Preferences: students who need to make up a deficiency
Expected Class Size: NA
Grading: pass/fail only
Unit Notes: This course is designed to count for both full semester and Winter Study credit. Once a dean approves enrollment, the Registrar's Office will register students in both ENGL 103 and ENGL 42.

Winter 2021
SEM Section: R1 TBA Bethany Hicok

ENGL 99 (W) Independent Study: English
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study
Grading: pass/fail only
Not offered current academic year
MEMBERS OF THE CENTER FOR ENVIRONMENTAL STUDIES (2020-21)

Alex Apotsos, Visiting Lecturer in Geosciences
Henry W. Art, Professor of Biology and Environmental Studies, Emeritus
Sonya Auer, Visiting Assistant Professor of Biology
Lois M. Banta, Professor of Biology
Ron D. Bassar, Assistant Professor of Biology
Ben Benedict, Lecturer in Art
Julie C. Blackwood, Assistant Professor of Mathematics
Roger E. Bolton, Professor of Economics, Emeritus
Ralph Bradburd, David A. Wells Professor of Political Economy
Alice C. Bradley, Assistant Professor of Geosciences
Nicole G. Brown, Assistant Professor of Classics
Cory E. Campbell, instructional Technology Specialist
Anthony Carrasquillo, Assistant Professor of Chemistry
Gregory Casey, Assistant Professor of Economics
David Cassuto, Class of 1946 Visiting Distinguished Professor of Environmental Studies
Phoebe A. Cohen, Associate Professor of Geosciences
Jose E.A. Constantine, Assistant Professor of Geosciences
Mea S. Cook, Associate Professor of Geosciences
David P. Dethier, Professor of Geosciences, Emeritus
Joan Edwards, Samuel Fessenden Professor of Biology
Laura Ephraim, Associate Professor of Political Science
Michael Evans, Assistant Director of The Zilkha Center
Jessica M. Fisher, Assistant Professor of English
Antonia Foias, Professor of Anthropology and Sociology
Jennifer L. French, Professor of Spanish
Environmental issues call upon citizens, organizations, and governments to grasp complex scientific concepts, address conflicting human values, and make difficult economic, political and ethical choices. A proper understanding of environmental issues is therefore an interdisciplinary exercise. The major and concentration in Environmental Studies are designed to help students to:

- Effectively address complex environmental issues by integrating perspectives from the natural sciences, the social sciences, and the arts and humanities;

- Understand ecological principles and the nature of living systems;
• Apply scientific methods to collect environmental data and evaluate environmental quality;

• Understand the political and economic factors that inform, enable, and constrain environmental policy;

• Understand the social, cultural, and historical factors that shape environmental thought, history, and behavior;

• Develop significant understanding of one or more of the essential methodological approaches required in addressing environmental challenges;

• Have an appreciation for the ambiguity and uncertainty inherent in many environmental issues;

• Apply their learning in a practical setting.

The program is administered by the Center for Environmental Studies (CES), located in the Class of 1966 Environmental Center. Founded in 1967, the CES is considered to be the first environmental studies center at a liberal arts college. In addition to the academic program described below, the CES is the focus of a varied set of activities in which students lead and participate, often with other members of the Williams community. The CES offers extensive resources including databases, funding for student-organizations and student-initiated activities, and generous support for summer research and internships. The Class of 1966 Environmental Center, a Living Building and the Program’s home, includes a classroom, living room, study rooms, kitchen, as well as student gardens. The CES manages the Hopkins Memorial Forest, a 2600-acre natural area only 1.5 miles from campus, in which there are field-study sites and a laboratory, and where passive-recreation opportunities may be found in all seasons. The CES also operates the Environmental Analysis Laboratory in Morley Science Center.

ADVISING

Majors (or first-years and sophomores interested in the major offered by CES) are encouraged to talk at any time with the Chair, Associate Director of Environmental Studies, or any other members of CES for advice. All incoming majors will be assigned a faculty advisor in the spring of their sophomore year.

Advisors for 2020-2021: Ralph Bradburd, Sarah Gardner, Nick Howe, and Mea Cook.

STUDY AWAY

Many study away options are available to students in Environmental Studies, including the Williams-Mystic Maritime Studies Program. Students considering either a semester or year away who intend to major in Environmental Studies should consult the Chair or Associate Director of Environmental Studies and the Dean in charge of study abroad as early as possible to discuss their options. Students may take up to two courses outside of Williams toward their major, but must have advance approval in writing from the Chair of Environmental Studies.

THE MAJOR IN ENVIRONMENTAL STUDIES

The Environmental Studies major is an eleven-course major. The major has a core of seven courses, with varying amounts of choice for the various core course requirements. All majors are required to take four of the seven courses: ENVI 101, ENVI 102, ENVI 302, and the ENVI 412 the Senior Seminar. ENVI 101 – *Nature and Society: An Introduction to Environmental Studies*, is a broad introduction to the field, emphasizing the humanities and social sciences. ENVI 102 – *Introduction to Environmental Science*, introduces students to the interdisciplinary study of the Earth’s systems through the synthesis of physical, chemical, geological, and biological perspectives. All majors are also required to take, in the junior year (or senior year under special circumstances), ENVI 302 – *Environmental Planning Workshop: Community-Based Experience* (offered every fall), and ENVI 412 – *Environmental Studies Senior Seminar* (offered every spring). The remaining core requirements are comprised of three foundational 200-level courses, one from each of three lists of courses (see below.). These lists represent the three main branches of the environmental curriculum: Environmental humanities, environmental social science/policy, and environmental science. Students choose, in consultation with their major advisor, the course they will take from each of the three lists.

Building on this seven-course foundation, Environmental Studies majors devise an individualized four-course cluster of electives that together comprise a disciplinary or thematic specialization sequence—for example, climate change policy, environmental justice, the built environment, environmental chemistry, sustainable food and agriculture, environmental ethics, etc. Students are responsible for designing their own major cluster in consultation with a faculty advisor in the spring semester of their sophomore year. One of these four electives in the cluster must be among those listed by the Program as a research methods course, although students may petition to count another course toward this requirement.

The study of living systems is an integral component of environmental studies, and therefore all students majoring in environmental studies will need to complete at least one course designated by the Program as a “living systems” course (this may be within their specialization cluster or as one of their 200-level foundational courses).

Submitting your Proposed Course Cluster and Plan of Study to the Major
Students intending to major in environmental studies must meet with a prospective advisor chosen in consultation with the Environmental Studies Chair to develop their proposed four-course cluster and plan of study through the major. We encourage all students interested in the major to meet with a faculty member in Environmental Studies at least one week prior to spring pre-registration to discuss their proposed cluster and plan of study. The proposals must be submitted to the program Chair on or before the final day of pre-registration in the spring of the sophomore year. Application materials and instructions are available from Environmental Studies faculty and on the CES website (ces.williams.edu). The individual proposals will be reviewed by the CES Advisory Committee.

Planning for Prerequisites on your Path through the Major

While ENVI 101 or ENVI 102 are recommended starting points for the major, and are prerequisites for many other ENVI course offerings, please note that some of the course options for the major may have other courses as prerequisites that may not count toward the programs. For example, ENVI/ECON 213 (Intro to Environmental and Natural Resource Economics) has a prerequisite of ECON 110 (Principles of Microeconomics). We strongly suggest that you do advance planning to avoid being blocked from taking a relevant course. For example, should you want to design a cluster that emphasizes environmental economics, ENVI/ECON 387 (Economics of Climate Change) has a prerequisite of ECON 251 (Price and Allocation Theory), which in turn has a prerequisite of ECON 110. Similarly, should you design a cluster that emphasizes resource conservation, you should be aware that ENVI 312 (Communities and Ecosystems) has a prerequisite of ENVI/Biol 203 (Ecology) or ENVI/Biol 220 (Field Botany and Plant Natural History). Students interested in the program are encouraged to consult with members of the Environmental Studies Program and to contact the Chair or Associate Director.

Credit for AP, IB, A-levels and other pre-Williams Courses

Students are not allowed to place out of ENVI 101 or ENVI 102.

Introductory Required Courses (2 courses)
ENVI 101 Nature and Society: An Introduction to Environmental Studies
ENVI 102 Introduction to Environmental Science

Foundational Required Courses for all Environmental Studies Majors (3 courses, 1 from each category)

Culture/Humanities Foundational (1 course)
ENVI 217 / AMST 216Landscape, Place and Power
  Taught by: Nicolas Howe
  Catalog details
ENVI 229 / HIST 264Environmental History
  Taught by: Laura Martin
  Catalog details
ENVI 244 T / PHIL 244SEnvironmental Ethics
  Taught by: Julie Pedroni
  Catalog details
ENVI 246 / AMST 245 / HIST 265FRace, Power, & Food History
  Taught by: April Merleaux
  Catalog details
ENVI 250 / STS 250Environmental Justice
  Taught by: Laura Martin
  Catalog details
ENVI 259 / AMST 259 / HIST 259New England Environmental History
  Taught by: Laura Martin
  Catalog details
RLSP 216 / ENVI 233SLatin American Environmental Literature and Cultural Production
  Taught by: Jennifer French
  Catalog details

Environmental Science Foundational (with lab, 1 course)
BIOL 203 / ENVI 203FEcology
  Taught by: Allison Gill
  Catalog details
GEOS 215 / ENVI 215FClimate Changes
  Taught by: Mea Cook
  Catalog details
GEOS 305 / ENVI 205Geomorphology
  Taught by: José Constantine
  Catalog details
GEOS 309 / ENVI 209FModern Climate
Social Science/Policy Foundational (1 course)

ECON 213 / ENVI 213(F)Introduction to Environmental and Natural Resource Economics
Taught by: Sarah Jacobson
Catalog details
ENVI 206(S)Global Environmental Politics
Taught by: April Merleaux
Catalog details
ENVI 270Environmental Problems: Social Causes, Consequences, and Policy Solutions
Taught by: Pia Kohler
Catalog details
ENVI 283 / PSCI 283Dirty Politics: Regulating Hazardous Chemicals and Wastes
Taught by: Pia Kohler
Catalog details
ENVI 307 / PSCI 317(F)Environmental Law
Taught by: David Cassuto
Catalog details

Specialization Cluster (4 courses, including a Living Systems course and a Methods course)

In the spring of the sophomore year, at the same time that the major declaration is due, each student planning to major in Environmental Studies is required to submit a detailed proposal for a specialization cluster comprised of four elective courses built around a disciplinary or thematic focus. The proposed specialization must include one course identified as a “methods” course, that is, a course providing substantial training in a relevant method of inquiry (see list below for indicative list of courses that might fulfill that designation).

To help students get a better idea of what the “cluster” entails, we have provided examples of specialization clusters on the CES website, including on the following themes (not intended to be an exhaustive list): climate change policy, environmental justice, environmental planning and design, environmental literature, environmental chemistry, environmental biology, environmental geosciences, sustainable design, water and energy, sustainable food and agriculture, urban studies, and environmental economics.

The student’s specialization sequence will be developed under guidance of an adviser from the CES faculty, and formally approved by the CES Advisory Committee, and will be examined in the broader context of the student’s proposed route through the major (including their choice of 200-level foundational courses). One of the courses in the student’s proposed route through the major must be from a designated list of “living systems” courses (below).

Courses taken abroad may be included in the specialization with the approval of the Chair or Associate Director. Additional courses from the 200-level group requirements (culture/humanities; social science/policy; and environmental science) or from among the research practicum courses may also be included in the specialization.

Living Systems (1 course)

The Environmental Studies program will consider requests from students to substitute another course that focuses on living systems for one of the courses listed above. These requests should be submitted to the Chair or to Sarah Gardner, Associate Director.

BIOL 154 / ENVI 154(F)The Tropics: Biology and Social Issues
Taught by: Joan Edwards
Catalog details
BIOL 203 / ENVI 203(F)Ecology
Taught by: Allison Gill
Catalog details
BIOL 220 / ENVI 220Field Botany and Plant Natural History
Taught by: Joan Edwards
Catalog details
BIOL 302 / ENVI 312Communities and Ecosystems
Taught by: Manuel Morales
Catalog details
MAST 211 / GEOS 210Oceanographic Processes
Taught by: Lisa Gilbert
Catalog details
MAST 311 / BIOL 231Marine Ecology
Taught by: Tim Pusack
Catalog details
Methods (1 course)
This is not intended to be an exhaustive list. Students are expected to make the case for how their designated methods course complements their proposed specialization.

ANSO 205(S)Ways of Knowing
Taught by: Ben Snyder
Catalog details

CHEM 364 / ENVI 364(F)Instrumental Methods of Analysis
Taught by: Christopher Goh, Amnon G Ortoll-Bloch
Catalog details

ECON 255(F, S)Econometrics
Taught by: Owen Ozier, Matthew Gibson, David Zimmerman
Catalog details

GEOS 214 / ENVI 214(S)Mastering GIS
Taught by: José Constantine
Catalog details

GEOS 255 / ENVI 255Environmental Observation
Taught by: Alice Bradley
Catalog details

GEOS 309 / ENVI 209(F)Modern Climate
Taught by: Alice Bradley
Catalog details

POEC 253(F)Empirical Methods in Political Economy
Taught by: Anand Swamy
Catalog details

STAT 201(F, S)Statistics and Data Analysis
Taught by: Elizabeth Upton, Anna Plantinga, Richard De Veaux
Catalog details

STAT 202(F, S)Introduction to Statistical Modeling
Taught by: Laurie Tupper
Catalog details

STAT 346(F, S)Regression Theory and Applications
Taught by: Richard De Veaux
Catalog details

Experiential Required Course (1 course)
In the junior year, or under special circumstances in the senior year, students will take ENVI 302 Environmental Planning Workshop: Community-Based Experience. Offered every fall semester, the practicum Environmental Planning Workshop engages students in team-based work on community projects in the Berkshire region involving urban or rural land use planning and environmental design.

Senior Seminar Required Course (1 course)
In the senior year students will take ENVI 412, Senior Seminar, a capstone course. Offered in the spring semester, the Senior Seminar engages students in research on a policy-related environmental problem.

INDEPENDENT STUDY AND WINTER STUDY
In addition to courses fulfilling the Environmental Studies major requirements, the following courses are offered:

ENVI 397, 398 Independent Study of Environmental Problems

ENVI 493-W31-494 Honors Thesis and Senior Research

Winter Study courses play an important role in the program, offering opportunities to learn about aspects of environmental studies with which students would like to become more familiar. We encourage students to bear in mind their interests in the environment and maritime studies when reviewing each year’s Winter Study offerings.

HONORS IN ENVIRONMENTAL STUDIES MAJOR
Candidates for honors in Environmental Studies will complete a thesis in their senior year. A student earns honors by successfully completing a rigorous independent project under the supervision of a member of the CES faculty. The thesis may either be a one-semester plus Winter Study project, or a full-year project (two semesters plus Winter Study). Students who are majoring in environmental studies, and who opt to complete a year-long thesis project, have the option of substituting the second semester of their thesis work for the spring semester senior seminar. Honors will be awarded on the basis of the academic merit and originality demonstrated by the student in the completed thesis. Because many theses will require sustained field, laboratory or archival work that is difficult to combine with conventional coursework, students are strongly encouraged to spend the summer before senior year and/or their senior year Winter Study doing advance research.
Funds to support student research are available from endowment funds of the CES, and an open competition is held each spring to allocate summer funding resources. Other departments may also provide limited support for summer thesis research. Students and their faculty sponsors should plan the thesis with the expectation of such research in mind.

Juniors who wish to apply to pursue honors should submit a 5-page proposal to their intended advisor and the Chair of Environmental Studies by the first Friday in March. If a student wishes to pursue thesis research advised by a faculty member not affiliated with CES, the student must also identify a co-advisor from within the program. Students applying to conduct an honors thesis in Environmental Studies will be notified before spring break whether or not their proposal has been approved.

Students doing a full-year thesis give a presentation in October to their thesis advisor, second reader, and environmental studies community. Further details on the honors program are available through the Environmental Studies website: https://ces.williams.edu/academic-program/honors/

ENVI 100  (S)  Introduction to Weather and Climate

Cross-listings: GEOS 100  ENVI 100

Secondary Cross-listing

How is it that we have such a hard time predicting if it's going to rain next week, but we can be confident in projections of future climate change decades from now? This course will explore the atmosphere and how air moves and changes, understanding the wind, clouds, precipitation, and extreme events (including thunderstorms, hurricanes, and tornados) that form our weather. Building off of our understanding of the atmosphere, we'll look at longer time scales to develop a basic understanding of earth's climate, global heat and moisture transport, climate change, and the ways that humans can change our planet. We will look at weather and climate models to learn how to scientists and meteorologists predict future conditions.

Labs will include local field trips, bench top experiments, and running a climate model on a computer. This course is in the Oceans and Climate group for the Geosciences major.

Requirements/Evaluation: lab assignments, a midterm, and a final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: first year and second year students, Geosciences majors

Expected Class Size: 40

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 100 (D3) ENVI 100 (D3)

Not offered current academic year

ENVI 101  (F)  Nature and Society: An Introduction to Environmental Studies

Environment and society interact on scales from the local to the global. This course explores these interactions and introduces students to the interdisciplinary methods of environmental studies. We will investigate the social, political, and historical aspects of environmental problems -- including environmental racism, species extinction, climate change, and more -- as well as their possible solutions. We will survey policy-making and activism in a variety of contexts and will examine art, literature, film, music, maps, advertisements, and other cultural objects. Throughout the course, we will ask how unequal distributions of power affect people and environments. Case studies, readings, discussions, and field exercises will help students develop their understanding how natural systems influence and are influenced by human activities.

Class Format: Fall 2020: The two sections of the course will be taught entirely online (Howe) or in a hybrid format accommodating both students on campus & those learning remotely (Merleaux). Both sections will be divided into small discussion groups meeting once per week. Some meetings may be scheduled outside of the allotted time block. Course includes a mix of synchronous & asynchronous online work, including video lectures, writing workshops, virtual field trips, reading annotation, and discussion forums.

Requirements/Evaluation: participation, in-class exercises, several short writing assignments (varying from 2-5 pages)

Prerequisites: none

Enrollment Limit: 20/section
Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 20/section

Grading: yes pass/fail option, yes fifth course option

Unit Notes: required course for the Environmental Studies major and concentration

Distributions: (D2)

Fall 2020

LEC Section: R1  MWF 12:00 pm - 12:50 pm W 2:50 pm - 3:40 pm  April Merleaux
LEC Section: R2  MWF 10:40 am - 11:30 am W 2:50 pm - 3:40 pm  Nicolas C. Howe

ENVI 102  (S)  Introduction to Environmental Science

Environmental Science is an interdisciplinary field that develops scientific and technical means for assessing and mitigating human impacts on the environment. This course provides an overview of the discipline in the context of the interconnected global earth system: the geosphere, atmosphere, hydrosphere, and biosphere. Students are introduced to scientific methods from physics, chemistry, geology, and biology that are used to examine real-world case studies at global and local scales. Topics may include: climate change, air and water pollution, resource extraction and management, land use change, and their effects on environmental quality, biodiversity, and human health. During weekly fieldwork and laboratory sessions, students gain hands-on experience in collecting, analyzing, and interpreting data that can be used to make recommendations for addressing local environmental issues.

Class Format: Lecture/laboratory; two asynchronous pre-recorded lectures up to 75-minutes each and one 2-hour field/laboratory/discussion/data analysis session each week. Remote students will be able to view pre-recorded field/lab procedures and participate in all data analyses and discussions.

Requirements/Evaluation: Weekly short quizzes, three exams, lab assignments, participation

Prerequisites: none

Enrollment Limit: 48

Enrollment Preferences: first- and second-year students, Environmental Studies majors and concentrators

Expected Class Size: 48

Grading: no pass/fail option, no fifth course option

Unit Notes: Required course for Environmental Studies major and concentration

Distributions: (D3)

Spring 2021

LAB Section: 02  T 1:00 pm - 3:00 pm  Alex A. Apotsos
LAB Section: 03  W 1:00 pm - 3:00 pm  Sonya K. Auer
LEC Section: R1  TR 9:45 am - 11:00 am  Alex A. Apotsos, Sonya K. Auer
LAB Section: R4  R 1:00 pm - 3:00 pm  , Sonya K. Auer

ENVI 103  (F)  Global Warming and Environmental Change

Cross-listings: GEOS 103  ENVI 103

Secondary Cross-listing

Earth is the warmest it has been for at least five centuries, and the surface of our planet is responding. From extreme floods and drought to landslides and soil erosion, the natural processes that shape Earth's surface are tied to temperature and precipitation. As those change, the landscape reacts. People are beginning to feel the impacts, but in different ways depending on where they call home. In this course, we will investigate how climate change is altering landscapes and the natural processes that support them, highlighting all the ways that people are being affected today. Ultimately, we will develop an understanding of the consequences of climate change that connects physical processes with the geography of place. Specific topics include foundations of the Earth system, plate tectonics and the construction of landscapes, Earth materials, rivers and flooding, hillslope processes, coastal processes, and climate impacts on natural resources such as fresh water and soil. Labs will use local field sites and analytical exercises to evaluate recent cases that reflect an interaction of the landscape and climate. This course is in the Sediments and Life group for the
Geosciences major.

Class Format: The course will have a hybrid format, with lectures taking place on-line and labs meeting in-person. Labs will take place every other week for two hours, and we will virtually meet each week for discussion.

Requirements/Evaluation: written reports from laboratories and readings, class participation, a midterm and final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: first year and second year students, Geosciences majors and Environmental Studies majors and concentrators

Expected Class Size: 40

Grading: yes pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 103 (D3) ENVI 103 (D3)

Fall 2020

LAB Section: H2  T 3:30 pm - 5:30 pm  José A. Constantine
LAB Section: H3  R 3:30 pm - 5:30 pm  José A. Constantine
LEC Section: R1  TBA  José A. Constantine

ENVI 104 (S) Oceanography

Cross-listings: GEOS 104 MAST 104 ENVI 104

Secondary Cross-listing

The oceans cover three quarters of Earth's surface, yet oceanography as a modern science is relatively young: the first systematic explorations of the geology, biology, physics and chemistry of the oceans began in the late 19th century. This introduction to ocean science includes the creation and destruction of ocean basins with plate tectonics; the source and transport of seafloor sediments and the archive of Earth history they contain: currents, tides, and waves; photosynthesis and the transfer of energy and matter in ocean food webs; the composition and origin of seawater, and how its chemistry traces biological, physical and geological processes; oceans and climate change; and human impacts. This course is in the Oceans and Climates group for the Geosciences major.

Class Format: Remote lectures, students attend a 2-hour lab every other week. Lab meetings will be a mixture of remote, and in-person/hybrid formats. If public health conditions allow, there may be a field trip.

Requirements/Evaluation: two midterm exams, homework, lab work, and a final exam

Prerequisites: none

Enrollment Limit: 48

Enrollment Preferences: first year and second year students, Geosciences majors, Maritime Studies concentrators

Expected Class Size: 48

Grading: yes pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 104 (D3) MAST 104 (D3) ENVI 104 (D3)

Spring 2021

LAB Section: H2  M 1:00 pm - 3:00 pm  Mea S. Cook
LAB Section: H3  W 1:00 pm - 3:00 pm  Mea S. Cook
LEC Section: R1  MWF 10:40 am - 11:30 am  Mea S. Cook

ENVI 105 (F) The Co-Evolution of Earth and Life
Our planet is about 4.6 billion years old and has supported life for at least the last 3.5 billion of those years. This course will consider the inter-related nature of Earth and the life that inhabits it, starting with the first living organisms and progressing to the interaction of our own species with the Earth today. Students will investigate the dynamic nature of the Earth-life system, examine many of its feedbacks, and learn about the dramatic changes that have occurred throughout the history of the Earth. We will ask questions such as: How did the Earth facilitate biologic evolution, and what effects did those biologic events have on the physical Earth? When did photosynthesis evolve, how can we detect that in the rock record, and how did this biological event lead to profound changes in the environment? How and why did animals evolve and what role did environmental change play in the radiation of animal life? How did the rise and radiation of land plants affect world climate? How do plate tectonics, glaciation, and volcanism influence biodiversity and evolutionary innovation? What caused mass extinctions in the past and what can that teach us about our current extinction crisis?

Labs will involve hands-on analysis of rocks, fossils, and real-world data as well as conceptual and analytical exercises; field trips will contextualize major events in Earth history and will help students learn to read the rock record. Through these investigations, the class will provide a comprehensive overview of Earth history, with special attention paid to the geological and paleontological history of the northeastern United States. This course is in the Sediments and Life group for the Geosciences major.

Class Format: one laboratory per week plus one all-day field trip
Requirements/Evaluation: lab work, short quizzes, midterms, an independent project, and a final exam
Prerequisites: none
Enrollment Limit: 30
Enrollment Preferences: first year and second year students, Geosciences majors
Expected Class Size: 30
Grading: yes pass/fail option, no fifth course option
Distributions: (D3)
This course is cross-listed and the prefixes carry the following divisional credit:
GEOS 101 (D3) ENVI 105 (D3)
Not offered current academic year

ENVI 108 (F) Energy Science and Technology (QFR)
Cross-listings: ENVI 108 PHYS 108
Secondary Cross-listing
Energy use has skyrocketed in the United States and elsewhere in the world, causing significant economic and political shifts, as well as concerns for the environment. This course will address the physics and technology of energy generation, consumption, and conservation. It will cover a wide range of energy sources, including fossil fuels, hydropower, solar energy, wind energy, and nuclear energy. We will discuss energy use in transportation, manufacturing, building heating, and building lighting. Students will learn to compare the efficiencies and environmental impacts of various energy sources and uses.

Class Format: twice a week, occasional lab exercises, and a field trip to the college heating plant, all during class hours
Requirements/Evaluation: weekly assignments, two hour tests, and a final project culminating in an oral presentation to the class and a 10-page paper; all of these will be substantially quantitative
Prerequisites: high school physics, high school chemistry, and mathematics at the level of MATH 130
Enrollment Limit: 20
Expected Class Size: 20
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3) (QFR)
This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 108 (D3) PHYS 108 (D3)
Not offered current academic year

ENVI 110 (S) The Anthropocene: Nature and Culture in the Human Age
In 2016, a group of scientists appointed by the International Commission on Stratigraphy, the body that keeps the official timetable of earth's history, argued that the planet has entered a new age known as the Anthropocene. Their questions were epochal: Has humanity become a geological force as powerful as those that have shaped the planet's deep past, such as ice sheets and asteroids? Have we truly entered "the human age," and if so, when did it begin and what does it all mean? This course will ask how researchers from different fields have sought to answer these questions. Just as important, it will ask how they became questions in the first place. Where did the idea of the Anthropocene come from? What are its social, political, and ethical implications? How we have arrived at this new understanding of our planet and ourselves? And what can this major intellectual shift—a shift that has already begun to send waves far beyond the academy into the worlds of art, literature, politics, and religion—tell us about the construction of environmental knowledge in the twenty-first century? Readings will come primarily from the environmental social sciences and humanities, including works by nineteenth and early twentieth-century environmental thinkers, but will be supplemented with material from the natural and environmental sciences. Topics will include climate change, mass extinction, urbanization, and deforestation. Our focus throughout will remain on ways of knowing, imagining, and representing global environmental change in an era of ever-expanding human influence.

**Requirements/Evaluation:** each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first years and sophomores

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Not offered current academic year

**ENVI 154 (F) The Tropics: Biology and Social Issues (DPE)**

**Cross-listings:** BIOL 154, ENVI 154

**Secondary Cross-listing**

This course counts towards the Biology major but is also accessible to non-majors. It explores the biological dimensions of social issues in tropical societies, and focuses specifically on the peoples of tropical regions in Africa, Asia, Latin America, Oceania, and the Caribbean. Tropical issues have become prominent on a global scale, and many social issues in the tropics are inextricably bound to human ecology, evolution, and physiology. The course highlights differences between the tropics and areas at higher latitudes. It begins with a survey of the tropical environment, including major climatic and habitat features. The next section focuses on human population biology, and emphasizes demography and the role of disease particularly malaria, AIDS and Covid-19 (SARS-CoV-2). The final part of the course covers the place of human societies in local and global ecosystems including the challenges of tropical food production and the interaction of humans with their supporting ecological environment. This course fulfills the DPE requirement. Through lectures, debates and readings, students confront social issues and policies from the perspective of biologists. This builds a framework for lifelong exploration of human diversity in terms of difference, power and equity.

**Class Format:** Debate

**Requirements/Evaluation:** two hour exams, a short paper, debate presentation, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 24

**Enrollment Preferences:** Preference will be given to biology majors, environmental studies majors and students who were previously dropped from the course.

**Expected Class Size:** 24

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Counts for credit in the Biology major. Satisfies the distribution requirement for the Biology major.

**Distributions:** (D3) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 154 (D3) ENVI 154 (D3)

**Difference, Power, and Equity Notes:** This course highlights differences between the tropics and areas at higher latitudes. For each section we focus on difference—different natural habitats and biodiversity, different patterns of population growth, different human disease profiles, different types
of agriculture and impacts of climate change. For each section we highlight differences in power and the inequities of resource distribution. We then debate potential policies to ameliorate these inequities.

Fall 2020
LEC Section: R1  MWF 12:00 pm - 12:50 pm  Joan Edwards

ENVI 201  (F)(S)  The Geoscience of Epidemiology and Public Health  (DPE)
Cross-listings: ENVI 201 GEOS 207

Secondary Cross-listing

The Coronavirus pandemic has highlighted the many ways that diseases can be transmitted in the environment. As a society we are becoming aware of the many ways that geological processes and materials and influence human health, in ways both beneficial and dangerous. This course unites geoscience, biomedicine and public health approaches to address a wide range of environmental health problems. These include water-related illnesses (e.g. diarrhea, malaria); minerals and metals, both toxic (e.g. asbestos, arsenic) and essential (e.g. iodine); radioactive poisoning (e.g. radon gas); and the transport of pathogens by water and wind. In many cases, the environmental health problems disproportionately affect marginalised populations, contributing to greater disease and death among poor communities and populations of colour. We will examine the broad array of dynamic connections between human health and the natural world. We will discuss the social justice implications of a range of environmental health problems. And we will examine current research into how coronaviruses, such as the one causing COVID-19, are transported in the environment. This course is in the Sediments and Life group for the Geosciences Major.

Class Format: Hybrid format. Specific organisational details will depend on the number of students enrolled, but will include both synchronous and asynchronous components, with both in-person and remote teaching. Particular care will be taken to make sure that fully remote students can participate fully and experience the same content and discussion richness. To make sure that remote students receive equal attention, some sections will be designated as fully remote and others as in-person.

Requirements/Evaluation: Evaluation will be based on short weekly writing assignments as well as an individual project and poster presentation.

Prerequisites: No prerequisites

Enrollment Limit: 34
Enrollment Preferences: Preference to first-years, sophomores, and prospective Geosciences majors
Expected Class Size: 30
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 201 (D3) GEOS 207 (D3)

Difference, Power, and Equity Notes: Through a series of case studies, we will examine ways in which marginalised groups (whether due to poverty, race, or ethnicity) are disproportionately affected by environmental health issues. Themes of power and equity in terms of decision making, access to knowledge, and funding availability, will be woven into all aspects of the class and will underpin our analysis of the science.

Fall 2020
CON Section: 02  T 1:15 pm - 3:00 pm  Rónadh Cox
LEC Section: H1  TR 11:30 am - 12:45 pm  Rónadh Cox
CON Section: R3  R 1:15 pm - 3:00 pm  Rónadh Cox

Spring 2021
LEC Section: H1  TR 11:30 am - 12:45 pm  Rónadh Cox
LAB Section: H2  T 1:15 pm - 3:15 pm  Rónadh Cox
LAB Section: H3  R 1:15 pm - 3:15 pm  Rónadh Cox

ENVI 203  (F)  Ecology  (QFR)
Cross-listings: ENVI 203  BIOL 203
**Secondary Cross-listing**

This course combines lectures with field and indoor laboratory exercises to explore factors that determine the distribution and abundance of plants and animals in natural systems. The course begins with an overall view of global patterns and then builds from the population to the ecosystem level. An emphasis is given to basic ecological principles and relates them to current environmental issues. Selected topics include population dynamics (competition, predation, mutualism); community interactions (succession, food chains and diversity) and ecosystem function (biogeochemical cycles, energy flow). In Fall 2020, the course will use a hybrid model, with recorded lecture material available to all students. In person and remote class meetings will focus on problem sets and interactive case studies. Labs will be available in either in person or remote modalities. Remote participants will have the opportunity to collect their own data for some lab exercises, while in other cases will receive background information and media describing the data collection process. All students will be required to complete all data analyses and written lab reports.

**Class Format:** Six hours per week. All labs will be available in both remote and in-person modalities. All students (whether in person or remote) may choose their preferred modality for each lab module. Due to COVID-19 distancing requirements, some labs will require walking to field sites. The instructor will work with individual students to identify accommodations that support in person lab participation as needed.

**Requirements/Evaluation:** problem sets, lab reports, hour exams, and a final exam

**Prerequisites:** BIOL 101 and 102, or ENVI 101 or 102, or permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** students planning to pursue Biology and/or ENVI

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** satisfies the distribution requirement for the Biology major

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 203 (D3) BIOL 203 (D3)

**Quantative/Formal Reasoning Notes:** Much of the material in this course centers on the interpretation and application of mathematical models used to describe ecological systems. The laboratory section of this course also contains a large data analysis component. Students are introduced to t-tests, Mann-Whitney U tests, chi-square analysis, and regression.

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**Fall 2020**

**LEC Section: H1** MWF 9:20 am - 10:10 am Allison L. Gill

**LAB Section: H2** T 1:00 pm - 3:00 pm Allison L. Gill

**LAB Section: H3** T 3:30 pm - 5:30 pm Allison L. Gill

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**ENVI 205 (F) Geomorphology**

**Cross-listings:** GEOS 201 ENVI 205 GEOS 305

**Secondary Cross-listing**

Geomorphology is the study of landforms, the processes that shape them and the rates at which these processes change the landscape in which we live. The course is designed for Geosciences majors and for environmental studies students interested in the evolution of Earth's surface and the ways our activities are changing the physical environment. We will emphasize the influence of climatic, tectonic, and volcanic forces on landform evolution over relatively short periods of geologic time, generally thousands to a few millions of years. More recently, the impacts of human activity in reshaping landscapes, determining the movement of water, and changing climate could not be clearer. We will also examine how these impacts are affecting communities, including causes and possible solutions to environmental injustice. And we will learn a range of practical skills for describing physical environments and for predicting how they change, including field surveys, GIS analysis, and numerical modelling. This course is in the Sediments and Life group for the Geosciences major.

**Class Format:** lecture, three hours per week and laboratory, three hours per week

**Requirements/Evaluation:** weekly lab exercises, a research project, and a midterm and final exam

**Prerequisites:** At least one 100-level and one 200-level GEOS or ENVI course or permission of instructor

**Enrollment Limit:** 18

**Enrollment Preferences:** GEOS and ENVI majors
ENVI 206  (S)  Global Environmental Politics
This course examines the history and current status of international environmental cooperation and conflict. We will consider the interactions of nation-states, multilateral international organizations, non-governmental organizations, and social movements in the formation of transnational environmental policy and treaties. We will also examine non-state approaches to global environmental challenges. After reviewing competing explanations for the causes of global environmental problems and diverse disciplinary approaches to studying those issues, we will read case studies covering a range of topics. These include fresh water conflict, fisheries and oceans, climate change, waste and pollution, agriculture, pesticides, population and development, wildlife, forestry, and consumerism. The reading assignments are drawn from the fields of environmental and foreign policy history, political science, international relations, geography, and anthropology in order to develop an interdisciplinary approach to international policy analysis. The written assignments are a series of policy briefs. You will also be responsible for two oral presentations during the semester, related to the policy briefs.

Class Format: Depending on enrollment, some discussion may be scheduled outside of the class hours, as would be the case in a tutorial.

Requirements/Evaluation:  2-3 short writing assignments based on assigned readings (3 pages each), 2 oral presentations, discussion participation, 2 policy briefing papers based on library research (5 pages each)

Prerequisites:  ENVI 101 or permission of the instructor

Enrollment Limit:  19

Enrollment Preferences:  environmental studies majors and concentrators

Expected Class Size:  19

Grading:  no pass/fail option,  no fifth course option

Distributions:  (D2)

Spring 2021
SEM Section: R1  TF 1:30 pm - 2:45 pm  April  Merleaux

ENVI 207  (F)  Economic Geology and Earth Resources

Cross-listings:  GEOS 205  ENVI 207

Secondary Cross-listing
"If it can't be grown, it must be mined." We depend on the solid Earth for a huge array of resources. The metal in your soda can, the plastic in your Nalgene, the components of your computer, the glass in your window, the hydrocarbons being burned to keep you warm in the winter or to transport you in cars or aircraft, the cars and aircraft themselves: all are made of materials mined from the Earth. Right now there are more people building more houses, paving more roads, making more vehicles, more electronics, and more plastic packaging-all with geologic materials. As demand soars in both established and growing economies, and as we realize the environmental damage that can result from resource extraction and processing, the importance of understanding Earth's resources increases. Finding new deposits and managing those we have requires insight into the geology that underlies the location and origin of strategic Earth materials. This class introduces the geologic processes that control formation, distribution, and extent of materials reserves: dimension stone and gravel, base and precious metal ores, gemstones, petroleum, nuclear energy sources, and specialty materials for medical, technological, and military uses. This course is in the SOLID EARTH GROUP for the Geosciences major.

Class Format:  2.5 hours lecture per week and one 3 hour lab per week, including some field labs

Requirements/Evaluation:  one hour exam, a final exam, lab exercises, and a group project

Prerequisites:  one 100-level GEOS course or permission of instructor

Enrollment Limit:  18

Enrollment Preferences:  sophomores and Geosciences majors
Expected Class Size: 18
Grading: no pass/fail option, no fifth course option
Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:
GEOS 205 (D3) ENVI 207 (D3)

Not offered current academic year

ENVI 208 (S) Saharan Imaginations (DPE) (WS)

Cross-listings: ARAB 209 ENVI 208 COMP 234

Secondary Cross-listing

Literary representations of the Sahara challenge facile assumptions about this undertheorized place. Approached mainly through the prism of adventure and exploitation, the desert is portrayed as a dead space. However, literature and film furnish a unique opportunity to engage critically with the ways Maghrebi and Middle Eastern culture production represents deserts and raises issues of fundamental importance to these societies. This course offers students the opportunity to engage in close readings of novels and film through the theme of the Sahara and Saharan space. Reading through the politics of human mobility and life in the desert will help students to understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the Saharan sub-genre of African and Middle Eastern literatures. Whether grappling with transcontinental issues of climate change, cannibalization of biodiversity or overexploitation of natural resources, desert-focused cultural production invites us to think critically about the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature. Deconstructing reductive Saharanisms, students will see the desert for what it is, rather than what it is portrayed to be or stand for.

Class Format: hybrid
Requirements/Evaluation: active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper
Prerequisites: none
Enrollment Limit: 14
Enrollment Preferences: Students are admitted into the course on a first-come-first-serve basis. If the course is over-enrolled, preference will be given to Arabic Studies and Comparative Literature majors and certificates.

Expected Class Size: 14
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ARAB 209 (D1) ENVI 208 (D1) COMP 234 (D1)

Writing Skills Notes: Students will receive constant and extensive feedback on their written work. Students will write regular weekly responses on Glow, a reflection statement, two 5pp. papers for midterms, and one 10pp. final paper.

Difference, Power, and Equity Notes: Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.

Spring 2021
SEM Section: H1 MW 10:00 am - 11:15 am Brahim El Guabli

ENVI 209 (F) Modern Climate (QFR)

Cross-listings: GEOS 309 ENVI 209

Secondary Cross-listing

What will happen to the Earth's climate in the next century? What is contributing to sea level rise? Is Arctic sea ice doomed? In this course we will study the components of the climate system (atmosphere, ocean, cryosphere, biosphere and land surface) and the processes through which they interact. Greenhouse gas emission scenarios will form the basis for investigating how these systems might respond to human activity. This course will explore how heat and mass are moved around the atmosphere and ocean to demonstrate how the geographic patterns of climate change arise. We
will also focus on climate feedback effects--like the albedo feedback associated with sea ice and glacier loss--and how these processes can accelerate climate change. In labs we will learn MATLAB to use process and full-scale climate models to investigate the behavior of these systems in response to increasing greenhouse gasses in the atmosphere. This course is in the Oceans and Climate group for the Geosciences major.

**Class Format:** Lectures will be held synchronously online. Labs will be remote and in small groups. Lab groups will each meet online for two 1-hour sessions each week, scheduled according to the needs of the class. In-person office hours available.

**Requirements/Evaluation:** 4 multi-week lab projects and several short quizzes

**Prerequisites:** Any of GEOS 100, GEOS 103, ENVI 102, GEOS 215, or permission of instructor

**Enrollment Limit:** 30

**Enrollment Preferences:** GEOS and ENVI majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 309 (D3) ENVI 209 (D3)

**Quantitative/Formal Reasoning Notes:** Labs consist of a series of numerical climate modeling projects, which require significant quantitative and logical reasoning.

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Fall 2020

LEC Section: R1 TR 9:45 am - 11:00 am Alice C. Bradley

LAB Section: R2 TBA Alice C. Bradley

**ENVI 211 (F) Race and the Environment**

**Cross-listings:** AMST 211 ENVI 211 AFR 211 SOC 211

**Secondary Cross-listing**

In contemporary societies, race remains an enduring impediment to the achievement of equality. Generally understood as a socially meaningful way of classifying human bodies hierarchically, race manifests itself in a number of arenas, including personal experience, economic production and distribution, and political organization. In this course, we will explore how race emerges in local and global environmental issues, like pollution and climate change. We will begin with a review of some of the landmark texts in Environmental Studies that address "environmental racism," like Robert Bullard's *Dumping in Dixie* and David Pellow's *Garbage Wars*. We will examine how and to what extent polluting facilities like landfills, oil refineries, and sewage treatment plants are disproportionately located in communities of color; we will also pay attention to how specific corporations create the underlying rationale for plotting industrial sites. After outlining some of the core issues raised in this scholarship, we will turn to cultural productions--like literature, film, and music--to understand how people of color respond to environmental injustice and imagine the natural world.

**Class Format:** discussion

**Requirements/Evaluation:** class participation, 2-3 short papers (5-7 pages), and a self-scheduled final

**Prerequisites:** none

**Enrollment Limit:** 20

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 211 (D2) ENVI 211 (D2) AFR 211 (D2) SOC 211 (D2)

Not offered current academic year

**ENVI 212 (S) The Economics and Ethics of CO2 Offsets (WS)**

**Cross-listings:** POEC 214 ENVI 212 ECON 214

**Secondary Cross-listing**
Some electric utilities and other CO2 emission polluters are allowed to purchase carbon offsets to achieve a portion of their mandated emissions cuts, in effect, to pay others to reduce carbon emissions in their stead. Some individuals, college and universities, and for-profit and non-profit institutions have chosen voluntarily to purchase carbon offsets as a way of reducing their carbon footprint. But do offsets actually succeed in reducing carbon emissions? What separates a legitimate offset from one that is not? How should we measure the true impact of an offset? How do carbon offsets compare to other policies for reducing carbon emissions in terms of efficiency, equity, and justice? Is there something inherently wrong about "commodifying" the atmosphere? Is there something inherently wrong about selling or buying the right to pollute? Should colleges and universities be using the purchase of offsets to achieve "carbon neutrality?"

Class Format: This tutorial will be taught remotely via Zoom meetings. Each student will be the tutorial partner of one other student, and each pair of tutorial partners will meet with the instructor for 75 minutes each week. Individual "office hour meetings" will also occur via Zoom meetings.

Requirements/Evaluation: a 5- to 7-page paper every other week; a 3-page written critique every other week; one re-write paper

Prerequisites: ECON 110 or the equivalent, permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first-year students and sophomores intending to major in Economics and/or to major or concentrate in Environmental Studies

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
POEC 214 (D2) ENVI 212 (D2) ECON 214 (D2)

Writing Skills Notes: Each student will write five 5-7 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will write five 3-page critiques of their partner’s papers. As the final assignment, each student will revise one of their five papers.

Spring 2021
TUT Section: RT1 TBA Ralph M. Bradburd

ENVI 213 (F) Introduction to Environmental and Natural Resource Economics (QFR)

Cross-listings: ECON 213 ENVI 213

Secondary Cross-listing

We’ll use economics to learn why we harm the environment and overuse natural resources, and what we can do about it. We’ll talk about whether and how we can put a dollar value on nature and ecosystem services. We’ll study cost benefit analysis, pollution in general, climate change, environmental justice, natural resources (like fisheries, forests, and fossil fuels), and energy. We will take an economic approach to global sustainability, and study the relationship between the environment and economic growth and trade. Consideration of justice and equity will be woven through the whole semester.

Class Format: We will likely use small, focused discussion groups in combination with lectures

Requirements/Evaluation: problem sets, short essays, final paper; intermediate assignments may include poster, presentation, brief writing assignment

Prerequisites: ECON 110 or equivalent

Enrollment Limit: 25

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Unit Notes: this course will count toward both the Environmental Studies major and concentration

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:
ECON 213 (D2) ENVI 213 (D2)

Quantitative/Formal Reasoning Notes: We will use formal theory expressed in math and graphs, perform calculations, and consume statistical data.
ENVI 214 (S) Mastering GIS

Cross-listings: GEOS 214  ENVI 214

Secondary Cross-listing

The development of Geographic Information Systems (GIS) has allowed us to investigate incredibly large and spatially complex data sets like never before. From assessing the effects of climate change on alpine glaciers, to identifying ideal habitat ranges for critically endangered species, to determining the vulnerability of coastal communities to storms, GIS tools have opened the door for important, large-scale environmental analyses. And as these technologies improve, our ability to understand the world grows ever greater. This course will teach you how to use GIS tools to investigate environmental problems. We will review fundamental principles in geography, the construction and visualization of geospatial datasets, and tools for analyzing geospatial data. Special attention will also be given to analysis of remotely sensed (satellite) imagery and to collection of field data. By the end of the course, you will be able to conduct independent GIS-based research and produce maps and other geospatial imagery of professional quality.

Class Format: We will meet in person (or remote synchronous) for our weekly lectures (3 hours) and labs (2 hours)

Requirements/Evaluation: weekly lab exercises, weekly quizzes, and a research project

Prerequisites: at least one introductory course in Geosciences or Environmental Studies

Enrollment Limit: 12

Enrollment Preferences: Geosciences majors and Environmental Studies majors and concentrators.

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 214 (D3) ENVI 214 (D3)

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ENVI 215 (F) Climate Changes

Cross-listings: GEOS 215  ENVI 215

Secondary Cross-listing

In recent years, there has been a growing public and scientific interest in the Earth's climate and its variability. This interest reflects both concern over future climate changes resulting from anthropogenic increases in atmospheric greenhouse gases and growing recognition of the economic impact of "natural" climate variability (for example, El Niño events), especially in the developing world. Efforts to understand the Earth's climate system and predict future climate changes require both study of parameters controlling present day climate and detailed studies of climate changes in the past. In this course, we will review the processes that control the Earth's climate, like solar radiation, the greenhouse effect, ocean circulation, configuration of continents, and positive and negative feedbacks. At the same time, we will review the geological record of climate changes in the past, examining their causes. Laboratories and problem sets will emphasize developing problem solving skills as well as sampling and interpreting geological archives of climate change. This course is in the Oceans and Climate group for the Geosciences major.

Class Format: This class has three scheduled remote lectures per week, and one remote lab meeting per week which will consist of lab exercises, problem solving and discussion

Requirements/Evaluation: lab exercises and problem sets (25%), three exams (50%), and a final project (25%) where students will collect, analyze, and interpret data

Prerequisites: 100-level course in GEOS, CHEM, or PHYS or ENVI 102 or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Geosciences and Environmental Studies majors
Expected Class Size: 16
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:
GEOS 215 (D3) ENVI 215 (D3)

Fall 2020
LEC Section: R1  MWF 10:40 am - 11:30 am  Mea S. Cook
LAB Section: R2  T 1:00 pm - 3:00 pm  Mea S. Cook

ENVI 216  (S) Philosophy of Animals
Cross-listings: ENVI 216  PHIL 216

Secondary Cross-listing
Animals are and always have been part of human life. To name just a few ways: We treat animals as companions, as food, as objects of wonder in the wild, as resources to be harvested, as testing grounds for science, and as religious sacrifice. The abstract philosophical question before us is, what are animals such that they can be all these things? In this course we aim to engage that abstract question through two more focused projects. Firstly, we will try to understand the mental lives of non-human animals. Secondly, we will try to make sense of the moral dimensions of our relationship to animals. Throughout we will aim to fuse a rigorous scientific perspective with more humanistic themes and philosophical inquiry. Topics include sentience, animal cognition, language in non-human animals, empathy and evolution, the history of domestication, animal rights, cross-cultural views on animals, arguments against and for vegetarianism and veganism, the morality of zoos, hunting and fishing, and pets and happiness.

Class Format: This course is wholly remote and can only be taken synchronously (i.e., students will be expected to attend seminar on zoom during the scheduled time and no recording will be made).

Requirements/Evaluation: four 3-to-4 page papers and one 8-to-10 page final paper. In addition, students are required to attend remotely at least four talks in the speaker series associated with the course. These will be during the Friday course time slot. (When there is no speaker, there will not be class during that slot, so class itself will be solely on Mondays and Wednesdays.)

Prerequisites: none, though at least one course in philosophy is recommended.
Enrollment Limit: 16
Enrollment Preferences: students with at least one previous philosophy or cognitive science course; there is no need to email the professor in advance to indicate special interest in the course.

Unit Notes: meets Contemporary Metaphysics & Epistemology requirement only if registration is under PHIL

Spring 2021
SEM Section: R1  MWF 11:45 am - 1:00 pm  Joseph L. Cruz

ENVI 217  (F) Landscape, Place and Power
Cross-listings: AMST 216  ENVI 217

Primary Cross-listing
How does culture shape the way we imagine, use, and experience the physical environment, and how does the physical environment shape culture in turn? What can landscapes tell us about the values, beliefs, and ideas of the people who make them? What is the relationship between place and social power? This course will explore the various ways in which scholars from a broad range of disciplines have sought to answer these questions by incorporating insights from social theory and cultural criticism. Focusing on studies of place and landscape in the Americas from the time of European
colonization to the present, it will examine key works from fields such as cultural geography, environmental history, ecocriticism, environmental philosophy, and anthropology, and it will survey the major methodological and theoretical commitments that unite these fields. 

Requirements/Evaluation: three 5- to 7-page essays; several shorter writing assignments
Prerequisites: ENVI 101 or permission of instructor
Enrollment Limit: 19
Expected Class Size: 15
Grading: no pass/fail option, yes fifth course option
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 216 (D2) ENVI 217 (D2)

Not offered current academic year

ENVI 218 (S) "Ecologismo": Literature, Culture and the Environment in Latin America (DPE)
Cross-listings: RLS 214 ENVI 218
Secondary Cross-listing
How have Latin American authors and artists responded to environmental concerns, from the logging and rubber booms that threatened the Amazon in the early 20th century to contemporary global warming? How do the realities of Latin American societies—including massive disparities of wealth and poverty; the cultural and political impacts of the region's indigenous populations; and the complex histories of colonialism, dependency and neoliberalism—inform Latin American responses to environmental issues? How does Latin America's environmental imaginary differ from those of the U.S. and Europe? In this course we will explore these issues and more through literature and other cultural texts from Latin America. We will consider short stories and novellas by authors including Horacio Quiroga (Uruguay), Luis Sepúlveda (Chile), Mempo Giardinelli (Argentina), and Ana Cristina Rossi (Costa Rica); poetry by Esthela Calderón (Nicaragua), Juan Carlos Galeano (Colombia), Homero Aridjis (Mexico); the paintings of Tomás Sánchez (Cuba); and feature films as well as shorter documentaries. In Spanish.

Requirements/Evaluation: brief response papers, as well as three 5- to 7-page essays based on close-readings of literary and cultural texts
Prerequisites: RLS 105, placement exam results, or permission of the instructor
Enrollment Limit: 19
Enrollment Preferences: Spanish and Environmental Studies majors
Expected Class Size: 12
Grading: no pass/fail option, yes fifth course option
Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
RLSP 214 (D1) ENVI 218 (D1)

Difference, Power, and Equity Notes: This course is inspired by and organized around Arturo Escobar's notion of "the political ecology of difference:" our work throughout the semester aims to understand the myriad ways in which "difference"—economic, ecological, and cultural— informs Latin American responses to environmental degradation.

Not offered current academic year

ENVI 219 (F) Evolution of and on Volcanic Islands (WS)
Cross-listings: GEOS 220 ENVI 219
Secondary Cross-listing
Plate tectonic theory accounts for the vast majority of volcanic islands in ocean basins. They form above mantle plume hot spots (Hawaiian and Galapagos Islands), subduction zones (Aleutian and Indonesian arcs), and mid-ocean ridges (Azores and Ascension Island). Iceland is unusual because it is located above a hot spot and the mid-Atlantic ridge. Each plate tectonic setting produces chemically distinctive magmas, and the lifespan of volcanic islands varies widely. Islands above hot spots may be geographically remote and emergent for only several million years, but be part of a long-lived sequence of islands that persists for over a hundred million years. In contrast, island arc volcanoes belong to long geographically continuous chains of volcanoes, commonly in close proximity to continents. This tutorial explores the geologic evolution and lifespan of volcanic islands from formation to submergence, and searches for correlations between these characteristics and plate tectonic setting. We will also consider how
geographic isolation, areal extent, lifespan, and climate affect biological evolution on volcanic islands. There will be weekly tutorial meetings with pairs of students, and students will alternate writing papers on assigned topics. This course is in the Solid Earth group for the Geosciences major.

Class Format: Remote, one-hour weekly meetings with tutorial partner and instructor

Requirements/Evaluation: five 5-page papers and critiques of partner’s papers

Prerequisites: 100-level GEOS course or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Geosciences majors and students with a demonstrated interest in geosciences

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 220 (D3) ENVI 219 (D3)

Writing Skills Notes: Students will write five 5-page papers and will receive instructor feedback on how to improve their writing skills and formulate sound arguments.

Fall 2020

TUT Section: RT1 TBA Paul M. Karabinos

ENVI 220 (S) Field Botany and Plant Natural History

Cross-listings: ENVI 220 BIOL 220

Secondary Cross-listing

This field-lecture course covers the evolutionary and ecological relationships among plant groups represented in our local and regional flora. Lectures focus on the evolution of the land plants, the most recent and revolutionary developments in plant systematics and phylogeny, characteristics of plant families, the cultural and economic uses of plants and how plants have shaped our world. The labs cover field identification, natural history and the ecology of local species.

Class Format: both field and indoor laboratories

Requirements/Evaluation: based on two hour exams, field quizzes, a final project, and a final exam

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Biology majors, and Environmental Studies majors & concentrators

Expected Class Size: 24

Grading: no pass/fail option, yes fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Materials/Lab Fee: there is a charge for the lab manual; the sketchbook and hand lens can be self-provided or purchased from the department

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 220 (D3) BIOL 220 (D3)

Not offered current academic year

ENVI 221 (F) Introduction to Urban Studies: Shaping and Living the City

Cross-listings: AMST 221 ENVI 221 LATS 220

Secondary Cross-listing

Generally, cities have been described either as vibrant commercial and cultural centers or as violent and decaying urban slums. In an effort to begin to think more critically about cities, this course introduces important topics in the interdisciplinary field of Urban Studies. Specifically, we will discuss concepts and theories used to examine the peoples and structures that make up cities: In what ways do socio-cultural, economic, and political factors
Class Format: discussion

Requirements/Evaluation: attendance and class participation, several short writing assignments (1-2 pages), two creative group projects and presentations, a midterm essay (6-7 pages) and final essay (8-10 pages)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: first- and second-year students as well as American Studies majors and Latina/o Studies concentrators

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 221 (D2) ENVI 221 (D2) LATS 220 (D2)

Not offered current academic year

ENVI 222 (F) Examining Inconvenient Truths: Climate Science meets U.S. Senate Politics (WS)

Cross-listings: GEOS 221 ENVI 222 LEAD 221

Secondary Cross-listing

Former President Barack Obama once said: “There’s one issue that will define the contours of this century more dramatically than any other, and that is the urgent threat of a changing climate.” While consensus regarding the causes and impacts of climate change has been growing steadily among scientists and researchers (and to some extent, the general public) over the past two decades, the U.S. has yet to confront this issue in a manner consistent with its urgency. This lack of action in the U.S. is at least partly due to the fact that science provides necessary but insufficient information towards crafting effective climate change legislation and the unfortunate fact that climate change has become a highly partisan issue. The primary objective of this tutorial will be to help students develop a greater understanding of the difficulties associated with crafting climate change legislation, with an emphasis on the role of science and politics within the legislative process. To this end, the tutorial will address how the underlying scientific complexities embedded in most climate policies (e.g., offsets, carbon capture and sequestration, uncertainty and complexity of the climate system, leakage) must be balanced by and blended with the different operational value systems (e.g., economic, social, cultural, religious) that underlie U.S. politics. Over the course of this tutorial, students will develop a nuanced sense of how and when science can support the development of comprehensive national climate change legislation within the current partisan climate. This course will take a practical approach, where students will craft weekly policy oriented documents (e.g., policy memos, action memos, research briefs) targeted to selected members of the current U.S. Senate Environment and Public Works Committee, the committee that has historically held jurisdiction over a majority of the major climate change bills that have moved through the legislative process. This course is in the Oceans and Climate group for the Geosciences major.

Class Format: Hybrid: this class will be mostly remote, but there may be some in-person meetings outside for those on campus and interested, weather permitting.

Requirements/Evaluation: weekly papers (2 - 5 pages in length) and a final oral presentation

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: sophomores, Geosciences and Environmental Studies juniors and seniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
GEOS 221 (D3) ENVI 222 (D3) LEAD 221 (D3)

Writing Skills Notes: You will learn to write in a variety of policy-focused formats
ENVI 224  (F)  The Rise and Fall of Civilizations

Cross-listings:  ANTH 214  ENVI 224

Secondary Cross-listing

Over the centuries, philosophers and historians have asked how societies evolved from simple hunter-gatherer bands to complex urban civilizations. Human prehistory and history have shown the repeated cycles of the rise, expansion and collapse of early civilizations in both the Old and New World. What do the similarities and differences in the development of these first civilizations tell us about the nature of societal change, civilization and the state, and human society itself? The course will examine these issues through an introductory survey of the earliest civilizations in Mesopotamia, Egypt, India, Mesoamerica and South America. Classical and modern theories on the nature, origin, and development of the state will be reviewed in light of the archaeological evidence.

Class Format: Class discussion and debates will complement lecture with powerpoint presentation. In the Fall 2020, the course will have a hybrid format. In person and remote students will attend lectures or class discussions during the regular twice-a-week schedule, with an additional synchronous session for remote students to address questions. If remote students cannot attend additional Q&A session, open office hours will also be available.

Requirements/Evaluation: midterm, final exam, 15pp analytical paper, two quizzes

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: First and second years.

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 214 (D2) ENVI 224 (D2)

ENVI 225  (F)  Sustainable Food & Agriculture

Cross-listings: BIOL 225  ENVI 225

Secondary Cross-listing

A tutorial course investigating patterns, processes, and stability in human-dominated, food production systems. The course will examine sustainable food and agriculture from an ecological perspective. Topics will include: changes in diversity, concentration, and scale, flows of energy, circulation (or not) of fertilizer nutrients, carbon balances in soils, and stability of food production, processing, and distribution ecosystems. A day-long field experience will take place on a local farm.

Requirements/Evaluation: writing assignments, tutorial presentation, performance in the role of paper critic, and course participation

Prerequisites: BIOL 102 or ENVI 102

Enrollment Limit: 10

Enrollment Preferences: open to sophomores, juniors, and seniors, with preference given to sophomores over juniors and seniors

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 225 (D3) ENVI 225 (D3)
ENVI 228  (F)  Water as a Scarce Resource

Cross-listings:  ECON 228  ENVI 228

Secondary Cross-listing

For a variety of reasons including environmental pollution, urbanization, changing agricultural techniques, resource mismanagement, and the consequences of climate change, water is becoming a scarce resource even in places where it was relatively plentiful in the past, and it is likely to become an increasingly scarce resource over the coming decades. In this course we will use basic economic models to consider policy issues relating to water: Is access to water a basic human right, and if so, what market and non-market mechanisms should play a role in water allocation? Does public ownership of water improve the way it is provided and used? Why do societies differ in their approaches to allocating water and are some systems better than others? What does it mean to have a property right to water? Could private property rights to water help address the water pollution problem? How can societies change their water-related property rights, regulations and social institutions when individuals have implicit or explicit rights to the institutional status quo? Who has the right to water that crosses international boundaries? How should societies allocate water across generations?

Class Format: meeting with the instructor in pairs for an hour each week

Requirements/Evaluation:  a 5- to 7-page paper every other week (5 in all), prepare and present a written critique of their partners' papers in alternate weeks, and revise and re-write one of their five papers; evaluation will be based on the quality of the papers and on the quality of the student's oral presentations and commentary on the work of their colleagues

Prerequisites:  ECON 110 or equivalent

Enrollment Limit:  10

Enrollment Preferences:  first-year students and sophomores intending to major in Economics and/or to major or concentrate in Environmental Studies, and to students who are already major or concentrators in those subjects

Expected Class Size:  10

Grading:  no pass/fail option,  no fifth course option

Distributions:  (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
ECON 228 (D2)  ENVI 228 (D2)

Not offered current academic year

ENVI 229  (S)  Environmental History

Cross-listings:  ENVI 229  HIST 264

Primary Cross-listing

This course is an introduction to Environmental History: the study of how people have shaped environments, how environments have shaped human histories, and how cultural change and material change are intertwined. As such, it challenges traditional divides between the humanities and the sciences. Taking U.S. environmental history as our focus, we will strive to understand the historical roots of contemporary environmental problems, such as species extinction, pollution, and climate change. We will take field trips to learn to read landscapes for their histories and to examine how past environments are represented in museum exhibits, digital projects, and physical landscapes. And we will develop original arguments and essays based on archival research. It is imperative that we understand this history if we are to make informed and ethical environmental decisions at the local, national, and global scale.

Class Format:  with field trips

Requirements/Evaluation:  several short essays; final research project

Prerequisites:  ENVI 101 or permission of instructor

Enrollment Limit:  18

Enrollment Preferences:  Environmental Studies majors and concentrators; History majors

Expected Class Size:  15

Grading:  yes pass/fail option,  no fifth course option

Distributions:  (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 229 (D2) HIST 264 (D2)
Not offered current academic year

ENVI 231  (F)  The African Anthropocene  (DPE)
Cross-listings:  ENVI 231  AFR 231  STS 231
Primary Cross-listing
Despite its low contributions to global carbon emissions, the continent of Africa is predicted to experience some of the worst effects of climate change. This interdisciplinary course investigates the causes and consequences of this troubling contradiction. It positions the African continent as an important site for understanding how legacies of empire, racial and gendered inequality, resource extraction, and capital accumulation impact contemporary global environmental politics. Students will engage theoretical texts, reports from international organizations, films, poetry, novels, and web-based content. Topics include: humanism/post-humanism; migration and displacement; representations of conflict; and sustainable development.
Class Format: non-traditional technologies, web-streams, social media (Tumblr/Twitter)
Requirements/Evaluation: assignments include: short written commentaries, current event analysis, presentations, and a final analytical essay
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Environmental Studies majors and concentrators; juniors and seniors
Expected Class Size: 19
Grading: no pass/fail option, yes fifth course option
Distributions: (D2)  (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 231 (D2) AFR 231 (D2) STS 231 (D2)
Difference, Power, and Equity Notes: The African Anthropocene considers inequity in environmental politics from the vantage of the African continent. Through selected readings and classroom discussions students will tackle questions of power, racial and gendered difference, empire, and economic stratification. The course contributes to the DPE requirement by helping students to develop skills to better analyze abiding challenges in global society.
Not offered current academic year

ENVI 232  (S)  The Garden in the Ancient World
Cross-listings:  COMP 235  REL 235  ENVI 232  CLAS 235
Secondary Cross-listing
Drawing on the literature, art, and archaeology of ancient gardens and on real gardens of the present day, this course examines the very nature and experience of the garden and the act of gardening. Using a multi-disciplinary approach, we will explore the garden as a paradise; as a locus for philosophical discussion and religious encounter; as a site of labor, conquest, and resistance; and as a place for solace, inspiration, and desire. This course will be grounded in crucial readings from antiquity, such as the Hebrew Bible, Homer, Sappho, Cicero, Lucretius, Vergil, Horace, Columella, and Augustine, and in the perspectives of more modern writers, from Jane Austen and Tom Stoppard to contemporary cultural historian George McKay. Ultimately, our goal is to analyze conceptions and expressions of beauty, power, and love-in the garden. All readings are in translation.
Requirements/Evaluation: class participation, short written assignments, and a final project
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: Classics majors
Expected Class Size: 15
Grading: no pass/fail option, yes fifth course option
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
COMP 235 (D1) REL 235 (D2) ENVI 232 (D1) CLAS 235 (D1)
ENVI 233  (S) Latin American Environmental Literature and Cultural Production  (DPE)

Cross-listings: RLSP 216  ENVI 233

Secondary Cross-listing
This foundational course explores a wide array of ecocultural texts from Latin America, ranging from accounts of Europeans’ first arrival to the crisis of mass extinction and anthropogenic climate change today. In between we consider an eclectic mix of styles and genres, including poetry, essays, prose fiction and speeches produced by a varied group of cultural agents. We read classic texts by canonical figures (José Martí’s “Our América,” the Popol vuh), which take on new meaning in the current context, as well as some little-known gems of ecological consciousness. Readings and discussion trace connections between environmental thought and the region’s long and multi-layered history of colonialism, and students are encouraged to develop their own positions by responding to some of the leading theoretical discourses that animate the field of Latin American ecocriticism: decolonial and creole ecologies, ecofeminism, transcultural materialism, and postdevelopment. Conducted in English.

Class Format: This class will be fully remote. Students are expected to be active participants at all scheduled class meetings; there may be some additional asynchronous activities.

Requirements/Evaluation: Students will write and revise three formal essays over the course of the semester. There will also be shorter written assignments and intermittent discussion-leading.

Prerequisites: None.

Enrollment Limit: 15

Enrollment Preferences: Preference given to students majoring in Spanish or Environmental Studies.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
RLSP 216 (D1) ENVI 233 (D1)

Difference, Power, and Equity Notes: This course meets the goals of the DPE requirement in that it focalizes the current environmental crisis through the long history of political, economic and cultural struggles in Latin America. We examine the genealogies of environmental culture, tracing the emergence of ecofeminism, for example, through generations of writers. We also examine the phenomenon of creolization and its relationship to the environmental cultures of Latin America's originary peoples.

Spring 2021
SEM Section: R1  TR 11:30 am - 12:45 pm  Jennifer L. French

ENVI 234  (S) Economics of Developing Countries  (DPE)

Cross-listings: ENVI 234  ECON 204

Secondary Cross-listing
The leaders of developing countries almost universally proclaim “economic development” to be their eventual destination, but it is not easy to visualize the journey. Is rapid economic growth sufficient to generate development, or do governments need to invest proactively in health, education and social protection? Can agriculture support incomes and provide jobs, or is urban industrial development a prerequisite? How do households in developing countries insure themselves against adverse outcomes? Can policies enable entrepreneurship and innovation in such economies? Is it true that corruption is a significant obstacle? Has the climate crisis upended our traditional models to the point where we need to rethink the notion of development? How does the global COVID-19 pandemic threaten the progress developing countries have achieved, and what policy responses will be most effective in addressing the crisis? The class will introduce these and other issues, as analyzed by economists.

Class Format: discussion

Requirements/Evaluation: short essays/assignments; two individual take-home exams; final group project

Prerequisites: one ECON class at Williams or prior course deemed equivalent by the Economics Department

Enrollment Limit: 25

Enrollment Preferences: first-year and sophomore students
Difference, Power, and Equity Notes: This course provides a setting for students to learn about the causes and consequences of poverty in developing countries. It requires students to engage with questions of political and economic power, stressing attentiveness to how market relationships may not generate welfare-maximizing opportunities for poor and marginalized populations. Through exercises and a group project, the course builds analytical and empirical skills for diagnosing and addressing constraints on economic development.

Spring 2021
LEC Section: R1  MW 6:45 pm - 8:00 pm     Michael  Samson

ENVI 235  (S)  Survival and Resistance: Environmental Political Theory

Cross-listings:  PSCI 235  ENVI 235

Secondary Cross-listing

Contemporary struggles to reverse environmental destruction and establish sustainable communities have prompted some political theorists to rethink longstanding assumptions about politics and its relationship to nature. Does the environment have "rights"? What, if anything, is the difference between an ecosystem and a political community? Is democracy dangerous to the planet's health? Are environmental protections compatible with political freedom? How is the domination or conquest of nature connected with domination and conquest within human societies? What does justice demand in an age of climate change? In this class, we will consider the promise and limits of political theory to illuminate present day environmental crises and foster movements to overcome them. We will engage classic texts that helped to establish political theory’s traditional view of nature as a resource, as well as contemporary texts that offer alternative, ecological understandings of nature and its entwinements with politics. Class will be driven primarily by discussion. Students will have significant responsibility for setting the agenda for discussions through informal writing submitted prior to class. As a writing intensive course, attention to the writing process and developing an authorial voice will be a recurrent focus of our work inside and outside the classroom.

Requirements/Evaluation:  formal and informal writing assignments and class participation

Prerequisites:  none

Enrollment Limit:  19

Enrollment Preferences:  first-years and sophomores

Expected Class Size:  12

Grading:  yes pass/fail option, yes fifth course option

Distributions:  (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 235 (D2) ENVI 235 (D2)

Not offered current academic year

ENVI 238  (F)  Sustainable Economic Growth

Cross-listings:  ENVI 238  ECON 238

Secondary Cross-listing

Is it possible to have infinite economic growth on a finite planet? This question has sparked a great deal of inquiry across the social sciences. Some argue that we need to slow or even end economic growth to prevent environmental catastrophe. Others argue that market forces, especially changing prices and improved technology, will ensure that growth can continue unabated without significant negative consequences. Still others argue that government intervention is necessary to limit negative consequences of economic progress, but that effective interventions are still compatible with sustained economic growth. In this class, we will explore the insights that economics has to offer on this important question. We will start by considering the importance of finite inputs used in production, including fossil fuels, minerals, and land, among others. Then, we will consider whether undesirable byproducts of economic growth will prevent sustained growth. This second part of class will place a lot of emphasis on climate change.
Throughout the class, we will pay special attention to the role that government intervention can or cannot play in promoting sustainable economic growth. This class will reinforce important concepts taught in introductory microeconomics and introductory macroeconomics.

Class Format: This class will be conducted remotely. The lectures will be asynchronous (videos posted online). Scheduled class times will be used for small group discussions and as review.

Requirements/Evaluation: midterms exams, final exam, problem sets, short writing assignments, video-taped presentations, class participation

Prerequisites: ECON 110 and ECON 120

Enrollment Limit: 25

Enrollment Preferences: potential or declared social science majors

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit: ENVI 238 (D2) ECON 238 (D2)

Fall 2020
LEC Section: R1 TR 9:45 am - 11:00 am Gregory P. Casey

ENVI 240 (F) Conservation and Climate Change (WS)

What does climate change mean for the future of Earth's 8.7 million-or-so species? This tutorial introduces students to an emerging literature on how climate change alters the distributions, behaviors, and interactions of plant and animal species. In it we will pay close attention to how to read a scientific paper and how to write about science from the discipline of environmental studies. Some of the questions we will consider include: How is scientific knowledge produced? What might the biotic world look like in 10, 100, and 1000 years? How are conservation and restoration practitioners responding to climate change? To what extent can local environmental management alter global trends?

Requirements/Evaluation: one 5- to 7-page essay every other week and carefully prepared oral responses to partners' essays in alternate weeks

Prerequisites: ENVI101 or permission of the instructor

Enrollment Limit: 10

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: No divisional credit (WS)

Writing Skills Notes: Weekly tutorial paper or response paper for which the instructor will provide feedback on writing skills as well as content. Opportunities to revise.

Not offered current academic year

ENVI 241 (S) The Politics of Waste

Cross-listings: ENVI 241 PSCI 242

Secondary Cross-listing

Waste is not just a fact of life, it is a political practice. To create and maintain political order requires devising collective means to pile up, bury, burn, or otherwise dispose of stuff deemed dirty or disorderly: waste management is regime management. In turn, our feelings of disgust for anything deemed waste shape political deliberation and action on environmental policy, immigration, food production, economic distribution, and much more. The very effort to define "waste" raises thorny political questions: What (or who) is disposable? Why do we find the visible presence of certain kinds of things or persons to be unbearably noxious? How should we respond to the fact that these unbearable beings persist in existing, despite our best efforts to eliminate them? What is our individual and collective responsibility for creating and disposing of waste? Serious inquiry into waste is rare in political theory and political science—perhaps understandably, given that the study of politics is shaped by the same taboos that shape politics. In this seminar we will openly discuss unmentionable topics and get our hands dirty (sometimes literally) examining the politics of waste. We will take notice of the erasure of waste in traditional political theory and work together to fill these gaps. To do so, we will draw on work in anthropology, critical theory, history, urban studies, and waste management science; representations of waste in popular culture; and experiences with waste in our lives. This
course is part of a joint program between Williams' Center for Learning in Action and the Berkshire County Jail in Pittsfield, MA. The class will be composed equally of nine Williams students and nine inmates and will be held at the jail. An important goal of the course is to encourage students from different backgrounds to think together about issues of common human concern. Transportation will be provided by the college. *Please note the atypical class hours, Wed 4:45-8:30 pm*

Requirements/Evaluation: class attendance and participation, short essays, and a final paper

Prerequisites: not open to first-year students

Enrollment Limit: 9

Enrollment Preferences: final selection will be made on the basis of statements of interest solicited after pre-registration and interviews with the instructor

Expected Class Size: 9

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 241 (D2) PSCI 242 (D2)

Not offered current academic year

ENVI 242 (S) The Country and the City in the Classical World

Cross-listings: ENVI 242 ANTH 242 CLAS 242

Secondary Cross-listing

A growing urban-rural divide is defining political discourse around the world. The interrelation and tension between "city" and "countryside" are not new, however, but date back to the time when cities first began. How do cities occupy and transform, interact with and displace rural landscapes? What are the values, stereotypes, and ideals--as well as artistic, literary, and architectural forms--associated with the city and the countryside? What role does one play in the political, social, and economic life of the other? With a focus on ancient Greece and, especially, Rome, this course will combine archaeological evidence and contemporary scholarship with primary sources ranging from Hesiod, Theocritus, Vergil, and Propertius to Cato the Elder, Varro, Vitruvius, and Pliny the Elder, to examine an array of topics including land surveying and colonization; agrarian legislation; the urban food supply; rustic religion in the city; urban parks and gardens; and the concept of the pastoral. Together, we will explore the city and the countryside - not just as places, but also as states of mind. All readings are in translation.

Requirements/Evaluation: informed participation, two short papers (2-5 pages), final paper (8-10 pages)

Prerequisites: none, although prior knowledge of the ancient world will be useful

Enrollment Limit: 19

Enrollment Preferences: declared and intending majors in Classics and Environmental Studies

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 242 (D1) ANTH 242 (D1) CLAS 242 (D1)

Not offered current academic year

ENVI 243 (S) Reimagining Rivers

Cross-listings: ENVI 243 ANTH 243

Primary Cross-listing

Rivers are the circulatory systems of civilization, yet for much of modern history they have been treated as little more than sewers, roads, and sources of power. Today they are in crisis. Rivers and the people who rely on them face a multitude of problems, including climate change, pollution, unsustainable agriculture, and ill-conceived dams. These problems will threaten human rights, public health, political stability, and ecological resilience far into the future unless we learn to manage rivers more justly and sustainably. Can we reimagine rivers before it is too late? This course will pursue this question by examining the social, cultural, and political dimensions of conflict over rivers in the twentieth and twenty-first centuries. Drawing on scholarship from a wide range of social science and humanities disciplines and focusing on case studies in Asia, Africa, Europe, and the Americas, it
will explore a diverse array of sources: film, fiction, ethnography, history, journalism, and more.

**Class Format:** This class will be taught in a modified tutorial format, with five groups of three students, each of which will meet for one 75-minute session per week. Sessions will be held in-person and remotely.

**Requirements/Evaluation:** Each week, each student will either write a 4-5-page essay on assigned readings or write a 2-page critique of a partner’s paper.

**Prerequisites:** Environmental Studies 101

**Enrollment Limit:** 15

**Enrollment Preferences:** Environmental Studies majors and concentrators

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 243 (D2) ANTH 243 (D2)

Spring 2021

TUT Section: HT1 TBA Nicolas C. Howe

**ENVI 244 (S) Environmental Ethics (WS)**

**Cross-listings:** ENVI 244 PHIL 244

**Primary Cross-listing**

What ethical standards should guide our individual and societal choices when those choices affect current and future environmental conditions? This course will introduce students to fundamental concepts, methods, and issues in environmental ethics. Initial tutorial meetings will focus on theoretical materials that will background later discussions and will include classic readings from the environmental ethics literature (e.g., Leopold, Taylor, Rolston). Subsequent sessions will pair readings about key concepts with specific cases that raise complex ethical issues, including the concept of moral standing and, e.g., people who do not yet exist, non-human individuals, species, and complex living systems; the concept of moral responsibility and complicity in environmentally damaging practices; the legitimacy of cost-benefit analysis as an environmental policy tool; and the valuation of human lives.

**Class Format:** Remote format. Students will meet with the professor in pairs via Zoom for approximately 75 minutes per week, writing and presenting 5- to 7-page essays every other week, and commenting orally on partners’ essays in alternate week

**Requirements/Evaluation:** six essays (5-7 pages each) and six carefully prepared oral responses to partners’ essays; evaluation will be based on essays, oral responses, and quality of discussion

**Prerequisites:** ENVI 101 or one course in PHIL

**Enrollment Limit:** 10

**Enrollment Preferences:** declared and prospective Environmental Studies majors and concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** meets Value Theory requirement only if registration is under PHIL

**Distributions:** (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 244 (D2) PHIL 244 (D2)

**Writing Skills Notes:** Students will write six tutorial papers of 5-7 pages in length, one of which they will revise and submit at the end of the term. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

Spring 2021
ENVI 245 (F) **Hydrothermal Vents** (WS)

**Cross-listings:** GEOS 245  MAST 245  ENVI 245

**Secondary Cross-listing**

Hydrothermal vents are perhaps the most alien places on Earth. Many are located on active volcanoes, especially at mid-ocean ridges, where magma super-heats water to form underwater hot springs. Others are located at deep-sea fracture zones, where the exothermic reaction of serpentinization provides the heat to drive hydrothermal circulation. Hydrothermal vents are extreme environments which host unique organisms, like giant tubeworms and giant hydrothermal clams, that are found only at these deep sea oases. This tutorial will examine how and where hydrothermal vents form, the strange and ancient life there, and why they are relevant despite feeling so far removed from our daily lives. Hydrothermal vent science draws on geology, physics, chemistry, and biology, so prior interest or coursework in one or more of those fields is suggested. This course is in the Oceans and Climate group for the Geosciences major.

**Class Format:** This class will meet remotely. Students will meet in pairs weekly with the instructor for one hour. The entire class will meet once at the beginning of the semester for organizational purposes and at the end of the semester for a synthesis.

**Requirements/Evaluation:** Five 5-page papers, critiques of tutorial partner's papers, final reflection, and participation

**Prerequisites:** none, open to all students

**Enrollment Limit:** 10

**Enrollment Preferences:** 1. sophomores, 2. first-years, 3. junior and senior GEOS majors and MAST concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 245 (D3) MAST 245 (D3) ENVI 245 (D3)

**Writing Skills Notes:** Students will write six 5-page papers. The first five papers will be written every other week, alternating with a tutorial partner. Students will receive oral and written feedback during a discussion with the instructor and their tutorial partner. Students will write a final 5-page reflection paper to synthesize their learning.

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ENVI 246 (F) **Race, Power, & Food History** (DPE)

**Cross-listings:** HIST 265  ENVI 246  AMST 245

**Primary Cross-listing**

Have you ever wondered why Spam is so popular in Hawaii and why Thai food is available all across the United States? Are you curious why black-eyed peas and collards are considered "soul food"? In this course, we will answer these questions by digging into the histories of global environmental transformation through colonialism, slavery, and international migration. We will consider the production and consumption of food as a locus of power over the last 300 years. Beginning with the rise of the Atlantic slave trade and continuing through the 20th century, we trace the global movement of plants, foods, flavors, workers, businesses, and agricultural knowledge. Major units include rice production by enslaved people in the Americas; Asian American food histories during the Cold War; and fat studies critiques of obesity discourse. We will discuss food justice, food sovereignty, and contemporary movements for food sustainability in the context of these histories and our contemporary world. Readings are interdisciplinary, but our emphasis will be on historical analyses of race, labor, environment, health, and gender.

**Class Format:** Fall 2020 only: The course will be taught in a hybrid format that accommodates students on campus and those learning remotely. Depending on enrollment, some break-out discussions may need to be scheduled outside of the allotted time block (as would be the case in a tutorial). Discussion will be supplemented with a mix of synchronous and asynchronous online activities.

**Requirements/Evaluation:** two to three papers on assigned topics (4-6 pages); one longer final paper (8-10 pages); participation in discussion and online activities

**Prerequisites:** none
Enrollment Limit: 19
Enrollment Preferences: Environmental Studies majors and concentrators; American Studies majors; Public Health concentrators; history majors
Expected Class Size: 12
Grading: yes pass/fail option, no fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 265 (D2) ENVI 246 (D2) AMST 245 (D2)

Difference, Power, and Equity Notes: This course considers the production and consumption of food as a locus of power over the last 300 years, and contextualizes current movements for food justice and sovereignty in light of those histories. Students will have opportunities to reflect on questions of power, privilege, and racism in contemporary food movements. Our final unit focuses on challenges to critical food studies from fat liberation and body positivity

Fall 2020
SEM Section: R1 WF 1:30 pm - 2:45 pm April Merleaux

ENVI 248 (F) "Our Response Will Define Our Future": Climate Change Policy Analysis (WS)
In 2014, UN Secretary General Ban Ki-moon declared: climate change is "the defining issue of our age. It is defining our present. Our response will define our future." In this tutorial, we will examine a broad range of proposed, and currently implemented, policy responses to this grand challenge. We will employ policy analysis to evaluate these strategies' effectiveness and viability. This tutorial will consider approaches at varied scales (ranging from university campuses to coordinated global action) and addressing different sectors (including transportation, energy generation, and food production).

Requirements/Evaluation: students alternate in preparing 5- to 7-page papers and 2-page responses (five papers and five responses in total), final paper building on one of the 5- to 7-page papers
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: 1. second-year students 2. Environmental studies concentrators and majors 3. first-year students
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (WS)

Writing Skills Notes: Bi-weekly 5-7 pages long papers. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.
Not offered current academic year

ENVI 249 (S) Food, Agriculture, and Globalization
This course examines the history and current politics of the international political economy of food with a focus on how agriculture and food provisioning have been transformed through imperialism and globalization. We examine the interactions of corporations, nation-states, multilateral international organizations, non-governmental organizations, and social movements in the formation of a globalized food system. Topics include the historical antecedents of our present system, plantation agriculture, the influences of war and settler colonialism on global food production, Cold War transformations in the international food system, the origins of sustainable development discourse, international anti-hunger programs, fair trade and other labeling schemes, labor migration, the antiglobalization and local food movements, and neoliberalism. We will pay particular attention to theories about how producers and consumers are connected to one other through the political economy of food. The reading assignments are drawn from the fields of environmental, food, and policy history, and we will also read works from political scientists, international relations scholars, geographers, anthropologists, and advocacy organizations.

Requirements/Evaluation: oral presentations with handouts; 2 short concept papers (3-4 pages); 2 research papers (5-7 pages)
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Environmental Studies majors and concentrators
ENVI 250  (S)  Environmental Justice  (DPE)
Cross-listings:  ENVI 250  STS 250
Primary Cross-listing
How are local and global environmental problems distributed unevenly according to race, gender, and class? What are the historical, social and economic structures that create unequal exposures to environmental risks and benefits? And how does inequity shape the construction and distribution of environmental knowledge? These are some of the questions we will take up in this course, which will be reading and discussion intensive. Through readings, discussions, and case studies, we will explore EJ in both senses. Potential topics include: toxics exposure, food justice, urban planning, e-waste, unnatural hazards, nuclearism in the U.S. West, natural resources and war, and climate refugees. Occasionally, community leaders, organizers, academics, and government officials will join the class to discuss current issues.

Requirements/Evaluation:  several short essays, final essay
Prerequisites:  ENVI 101 or permission of the instructor
Enrollment Limit:  12
Enrollment Preferences:  Environmental Studies concentrators
Expected Class Size:  10
Grading:  no pass/fail option,  no fifth course option
Distributions:  (D2)  (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 250 (D2) STS 250 (D2)
Difference, Power, and Equity Notes:  This course will explore how unequal power leads to environmental injustice. Specifically, we will analyze how local and global environmental problems are distributed unevenly according to race, gender, and class. This is a service-based learning course, and students will hone skills to address environmental injustices.
Not offered current academic year

ENVI 251  Science and Militarism in the Modern World
In 1961, United States President Dwight D. Eisenhower warned of the global dangers of what he called the "military-industrial complex." In this course, we will interrogate the military-scientific complex, or the imbrication of militarism and scientific knowledge. Surveying conflicts from the colonial wars of the late 19th century through to the present-day War on Terror, this course will consider how empire, networks of expert knowledge, resource extraction, environmental contamination, and land degradation have shaped the modern world. Students will engage a range of textual materials including books, films, photographs, and news reports.
Requirements/Evaluation:  Course requirements include weekly short response papers (4-6 pages) and tutorial discussions.
Prerequisites:  None
Enrollment Limit:  10
Enrollment Preferences:  ENVI and STS majors and concentrators
Expected Class Size:  10
Grading:  
Distributions:  (D2)
Not offered current academic year

ENVI 255  (F)  Environmental Observation
Cross-listings:  GEOS 255  ENVI 255
Secondary Cross-listing
To study the environment, we need to observe and measure it. We collect data--numbers that represent system states--and analyze them to create understanding of the world we live in. Advances in technology create more opportunities to discover how the planet works. Through a survey of observational approaches (including weather stations, direct sampling, radar, community-based monitoring, and other techniques), this course will investigate the process of turning a physical property in the environment into a number on a computer and then into meaningful information. We will explore both direct field measurements and remote sensing techniques, diving into how to choose the appropriate sensor for a scientific question, how sensors work, analysis approaches and statistical methods, and how to interpret the resulting data. We will also learn how to mitigate measurement bias through a combination of lab experiments and field work and how to make interpretations of measurements that accurately reflect what is being measured. The course will focus on the near-surface environment, including the atmosphere, water, and biosphere. Students will carry out a research project using observation techniques covered in class to explore a scientific question of interest. This course is in the Oceans and Climate group for the Geosciences major.

Requirements/Evaluation: labs, quizzes, and a final project

Prerequisites: at least one prior course in GEOS or ENVI

Enrollment Limit: 20

Enrollment Preferences: sophomores

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 255 (D3) ENVI 255 (D3)

Not offered current academic year

ENVI 259 (S) New England Environmental History (WS)

Cross-listings: AMST 259 HIST 259 ENVI 259

Primary Cross-listing

Have you ever wondered why there are few old-growth forests in New England? What Williamstown looked like before Williams was founded? How ideas about environmental preservation have changed over time? These are some of the questions we will explore in this course, which introduces students to the discipline of Environmental History through New England examples. During the semester we will: (1) read and discuss scholarship on the environmental history of New England and the world; (2) use case studies and field trips to examine how past environments are represented in museum exhibits, digital projects, and physical landscapes; (3) Develop a research paper based on original archival research

Requirements/Evaluation: several short essays, final project

Prerequisites: ENVI 101 or permission of the instructor

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies concentrators

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 259 (D2) HIST 259 (D2) ENVI 259 (D2)

Writing Skills Notes: Six response papers for which the instructor will provide consistent feedback on writing skills as well as content. Sequenced writing workshops that lead toward a final research paper.

Not offered current academic year

ENVI 261 (S) Science and Militarism in the Modern World

Cross-listings: STS 261 ENVI 261

Primary Cross-listing

In 1961, United States President Dwight D. Eisenhower warned about the global dangers of what he called the "military-industrial complex." In this course, we will interrogate the military-scientific complex, or the imbrication of militarism and scientific knowledge. Surveying conflicts from World War
II through to the present-day War on Terror, this course will consider how empire, networks of expert knowledge, resource extraction, environmental contamination, and land degradation have shaped the modern world. Students will engage a range of textual materials including books, films, photographs, and news reports. Course requirements include weekly writing assignments and participation in small group discussions.

**Class Format:** This course adopts a tutorial model. Students will be divided into 5 groups of 2. Each week the groups will meet with me. Each pair will include one "presenter," who shares a 4-6 page paper responding to the week's theme, and one "respondent," who will offer a 2-3 page response to the presenter's paper. The roles of presenter and respondent will alternate each week. Each student will produce 5 papers as "presenter" and 5 papers as "respondent."

**Requirements/Evaluation:** Each student will produce five (4-6 page) papers as "presenter" and five (2-3 page) papers as "respondent." Grades will be issued based on the portfolio of papers and active participation in discussions.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** ENVI and STS majors and concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 261 (D2) ENVI 261 (D2)

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Spring 2021

**ENVI 263 (F)(S) The Global Ocean: An Interdisciplinary Introduction**

**Cross-listings:** MAST 263 ENVI 263

**Secondary Cross-listing**

Though it covers most of the planet, the ocean's importance to everyday life is easy to overlook. Its roles as a cultural symbol, resource, highway, and climate regulator make it essential to life around the world. This interdisciplinary course, team-taught by the faculty of the Williams-Mystic Program, will examine key issues in each of the world's oceans while introducing students to the ways these issues connect multiple disciplines and transcend physical, political, and imaginary ocean boundaries. By drawing on the expertise of the five professors -- from humanities, social sciences, and sciences -- this course facilitates the critical study of the ocean from an interdisciplinary perspective and helps them consider their own role in the shifting relationship between humanity and the ocean. This seminar-style course will meet twice a week online, with students assessed by their participation, response papers, and final project, while helping them apply interdisciplinary skills to pressing sustainability issues connecting the environment and society.

**Class Format:** Remote, including Zoom seminar meetings twice a week

**Requirements/Evaluation:** Five 2-page papers, participation, and a 6-8 page final paper

**Prerequisites:** none, open to all students

**Enrollment Limit:** 20

**Enrollment Preferences:** 1. first years, 2. sophomores, 3. MAST concentrators

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MAST 263 (D3) ENVI 263 (D2)
ENVI 265  (F) Coral Reefs: Ecology, Threats, & Conservation

Cross-listings:  BIOL 165  MAST 265  ENVI 265

Secondary Cross-listing

Coral reefs are a fascinating ecosystem found throughout the world's tropical oceans. Corals can thrive in nutrient-poor oceans because of the mutualistic relationship with algal symbionts. And as a foundational species, corals provide a habitat for numerous species, possibly the highest diversity found on the planet. However, these complex and beautiful ecosystems are declining worldwide from a variety of local and global threats. In this course, we will explore coral reef ecology through an in-depth examination of the biotic and abiotic factors contributing to the ecosystem's functioning. We will also investigate the causes and consequences of threats to coral reefs, such as ocean warming, ocean acidification, and resource extraction. Finally, we will identify the many efforts worldwide to conserve coral reefs and promote their resilience. In this seminar course, offered remotely, you will demonstrate your proficiency through knowledge assessments, short writing reflections, a virtual coral fragmentation experiment, and a creative advocacy project. This course aims to deepen your awareness of the complex species interactions on coral reefs and the physical factors affecting coral survival while fostering hope through current conservation efforts.

Class Format: Remote, including Zoom seminar meetings twice a week

Requirements/Evaluation: Four 1-paragraph discussion board post, One 20-question knowledge assessment (quiz), Three 2-page writing reflections, One lab results and discussion write-up 2-3 pages figures included, and a creative (medium is student choice) advocacy project.

Prerequisites: none, open to all students

Enrollment Limit:  20

Enrollment Preferences: 1. First-Year, 2. Sophomores

Expected Class Size:  16

Grading:  yes pass/fail option,  yes fifth course option

Unit Notes:  Does not count for Biology major credit.

Distributions:  (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 165 (D3) MAST 265 (D2) ENVI 265 (D2)

Fall 2020

SEM Section: R1    MW 10:00 am - 11:15 am     Tim J. Pusack

ENVI 266  (S) Reading Water  (WS)

Cross-listings:  ENVI 266  MAST 266

Secondary Cross-listing

Water has such profound and far-reaching influence on individuals, societies, and the planet that it simultaneously risks going overlooked and appearing clichéd. Human beings are made of it and need it to live, yet will die if immersed in it. It is venerated by cultures around the world, yet most people either cannot access clean water, or don't know where their clean water is piped in from. It covers the earth's surface, and has shaped it over eons, yet scientists are still not sure how it came to be here in the first place. This wide-ranging influence also presents challenges for traditional academic structures; thinking about water demands crossing times, spaces, and disciplines. This course will explore the wide-ranging and diverse ways water impacts individuals, cultures, and the environments they call home by drawing on a range of content: hydrology, literature, political theory, storytelling, geography, and more. To do this, we will also develop and examine methods of critically reading as "non-experts"--reading scientific articles as rhetorical objects and reading for scientific principles in literature, for instance--to explore what interdisciplinary thinking opens up (and inhibits), and thus how to effectively engage with and create interdisciplinary work. The goal here is not to define water's cultural or scientific importance, or to determine which disciplines "best" combine to explain water, or to come up with humanities-based solutions to "the water crisis." Rather, these texts, and the water that flows through them will help us explore the opportunities and limits of human perceptions of the other-than-human world. It will help us consider the extent to which those perceptions both shape, and are shaped by, a seemingly simple molecule. And it will help us imagine epistemologies and ontologies that account for the ways water simultaneously flows through us, around us, and through the

**Class Format:** This class will be remote, meeting synchronously. The class will be primarily discussion-based, and will ask students to lead and structure discussions. Students will have questions, reflections, and insights prepared before class, and use those to drive our in-class activities.

**Requirements/Evaluation:** 100pg of reading a week, give or take. Approx 20-25 pages of written work throughout the semester.

**Prerequisites:** None

**Enrollment Limit:** 20

**Enrollment Preferences:** Preference to majors, and then to sophomores and juniors, respectively.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 266 (D1) MAST 266 (D1)

**Writing Skills Notes:** Students will write four papers of increasing complexity that will require workshopping and drafts. Each of these papers will receive forward-looking writing feedback from me. The first paper centers on paragraph-level stylistic choices, the second on argument/evidence connections, the third on genre, and the final paper synthesizes these writing skills. In addition, students' final grades will allow for revision of earlier papers to encourage and assess growth of writing skills.

Spring 2021

SEM Section: R1  MR 3:15 pm - 4:30 pm  Ned G. Schaumberg

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**ENVI 267 (F) Coastal Communities and Climate Justice** (DPE)

**Cross-listings:** PSCI 256  GEOS 257  MAST 267  ENVI 267

**Secondary Cross-listing**

Climate change poses extraordinary challenges to our country's coastal communities; the impacts of which will not be borne equally. Access to innovative technological, scientific, financial and legal resources is controlled by policy makers. Equal access is critical for the sustainability of our coastal communities. But fair decisions require vulnerable communities to have a voice in local climate change adaptation decisions. This seminar course will introduce you to basic concepts of climate justice in the context of our Nation's coastal communities, guided by the UN Framework Convention on Climate Change. The course will introduce you to fundamental coastal and ocean-based climate-induced impacts with a focus on sea level rise, ocean warming, ocean acidification and coastal infrastructure. We will examine these impacts, as well as local, state, regional and federal policy responses to them through the lens of climate justice. We will identify what's working and what more needs to be done to advance climate equity and justice in the wake of formidable global and local change. Proficiency will be demonstrated through class participation, work conducted in small group strategy exercises, discussion board posts, short research assessment papers and a final written project. There are three goals in this course: first to broaden your understanding of the disproportionate effects of climate change to underrepresented, disempowered, poor, urban and indigenous populations living in American coastal communities; second to provide you with tools to identify inequity; third, to increase your own voice to promote avenues to seek climate justice.

**Class Format:** remote

**Requirements/Evaluation:** Weekly Readings; Class Participation; Small group strategy exercises; Four on-line discussion board posts; Two 2-3-page data & research assessment papers; Final written project--multiple formats available

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** first-years and sophomores

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** social science; This course does not count toward the Geosciences Major.
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 256 (D2) GEOS 257 (D2) MAST 267 (D2) ENVI 267 (D2)

Difference, Power, and Equity Notes: This course examines the persistent disproportionate climate changes impacts on underrepresented, poor, urban and indigenous populations living in U.S. coastal communities. Students will analyze multi-disciplinary data and conduct research to reveal unequal distributions of power and resources and to strengthen their integrative, analytical, writing, and advocacy skills. They will structure discussions on the pervasiveness of climate injustice and craft potential avenues for corrective actions.

Fall 2020
SEM Section: R1 MR 3:15 pm - 4:30 pm Catherine Robinson Hall

ENVI 268 (S) Debating Ocean Biodiversity at the Intersection of Science and Policy

Cross-listings: ENVI 268 MAST 268

Secondary Cross-listing

Biodiversity in the ocean is facing an onslaught of challenges, both directly and indirectly. It is likely that we are undergoing a sixth mass extinction event, where diversity of life on earth is stunningly at risk. Fortunately, however, we are also finding innovative ways to solve issues and attempt to stave off these dramatic changes to our ecosystems. These solutions potentially have both positive and negative effects. Difficult tradeoffs must be weighed and decisions must be made as people wrestle with known knowns, known unknowns, and unknown unknowns. In this class, we will explore five issues that relate to biodiversity in the ocean. You will have the opportunity to investigate one side of an issue, to collect supporting information, and to advocate for your position all while learning about current biodiversity issues in the ocean. You will be challenged to weigh conflicting evidence to find a positive outcome. Throughout the class you will practice critical thinking, evaluation, and synthesizing skills as you work with multiple viewpoints. Class time will include lecture, in-class group work, and student-led debates of timely, controversial issues. You will be assessed on summaries of information, reflections on topics, and a final project on an issue of your choice relating to ocean biodiversity.

Class Format: Remote, including Zoom seminar meetings twice a week

Requirements/Evaluation: Five 2-page papers, participation, and a 6-8 page final paper

Prerequisites: none, open to all students

Enrollment Limit: 20

Enrollment Preferences: 1. first years, 2. sophomores, 3. MAST concentrators

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 268 (D2) MAST 268 (D2)

Spring 2021
SEM Section: R1 MW 10:00 am - 11:15 am Catherine Robinson Hall, Tim J. Pusack

ENVI 270 (S) Environmental Problems: Social Causes, Consequences, and Policy Solutions

This course will provide an overview of the social causes and consequences of environmental problems, especially within the US context. Special attention will be paid to the variety of actors that shape environmental outcomes, including legislators, administrators, the science community, civil society and the private sector. We will examine different proposed solutions to environmental problems and models of environmental policy-making, including at the local, state and federal level. This course will focus on several case studies, including air and water pollution, agricultural runoff, climate change and endangered species protection.

Requirements/Evaluation: participation, midterm, several smaller assignments, and a final project analyzing an environmental policy

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators, and Political Science majors
ENVI 272  (S)  Earth Hazards and Risks  (WS)

Cross-listings: ENVI 272  GEOS 272

Secondary Cross-listing

As individuals, communities, and societies we live with risk from a variety of natural hazards. Depending on where we live, we may be more at risk from hurricanes, volcanoes, earthquakes, flooding, landslides, drought, wildfire, asteroids, or other hazards. Which hazards can be predicted? How far in advance and with what uncertainty? How do we evaluate our risks from hazards and how do we engage with others in decision-making? In this tutorial, we will examine the innovative ways earth scientists currently forecast these hazards. Students will use geospatial and time series data to assess the comparative risks of several hazards at a location that is significant to them (e.g., hometown, site of personal/historical importance). We will combine forecasting effectiveness with vulnerability assessments to strategize ways of proactively mitigating risk. This course is in the Sediments and Life group for the Geosciences major.

Class Format: This class will meet remotely. Students will meet in pairs or small groups weekly with the instructor for one hour. The entire class will meet once at the beginning of the semester for organizational purposes and at the end of the semester for a synthesis.

Requirements/Evaluation: Assessment will be based on participation, tutorial papers, peer reviews, presentations, and a final paper.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: sophomores, Geosciences and Environmental Studies juniors and seniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 272 (D2) GEOS 272 (D2)

Writing Skills Notes: Students will write four (5 page) tutorial papers evaluating the predictability/uncertainty of Earth-related hazards and make short (5 minute) presentations assessing risk of the hazard in their hometown or other location. A final (10 page) paper will synthesize two of the hazards and ability of forecasts to mitigate associated risks. Students will give/receive feedback in the form of peer reviews and receive frequent feedback from the instructor.

Spring 2021

TUT Section: RT1  TBA  Lisa A. Gilbert

ENVI 273  (F)  Politics without Humans?

Cross-listings: ENVI 273  STS 273  PSCI 273

Secondary Cross-listing

Are human beings the only beings who belong in politics? And is political involvement a unique or defining aspect of what it means to be human? Such questions are increasingly complex as the boundaries of “the human” become blurred by the rise of artificial intelligence, robotics, and brain implants; shifting attitudes towards both animal and human bodies; and the automation of economic and military decisions (buy! sell! attack! retreat!) that used to be the prerogative of human actors. How do visions of politics without humans and humans without politics impact our thinking about longstanding questions of freedom, power, and right? Can and should the link between humans and politics survive in an age in which “posthuman” or “transhuman” entities become central characters in the drama of politics? This class will consider these questions through readings, films and artifacts that bring political theory into conversation with science fiction, popular literature on the so-called “singularity” (the merger of humans with computers), science and technology studies, evolutionary anthropology, “new materialist” philosophy, and feminist theory.

Requirements/Evaluation: three 5- to 7-page papers, regular Glow posts, class participation

Prerequisites: please note that this is an introductory-level course with no prerequisites; first-year students and those with no background in political
theory are welcome, as are more experienced students

Enrollment Limit: 25

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 273 (D2) STS 273 (D2) PSCI 273 (D2)

Not offered current academic year

ENVI 283 (F) Dirty Politics: Regulating Hazardous Chemicals and Wastes

Cross-listings: ENVI 283 PSCI 283

Primary Cross-listing

Since consumers were first introduced to the promise of "better living through chemistry," society has had to wrestle with the impacts, often far removed in place and time, resulting from a rapid proliferation of hazardous chemicals and wastes. Policy responses, be they at the local, national or global scale, are often limited to reactionary efforts to counter releases into the environment, are constrained by the prevalent use of the technologies in question, and further bring to the fore key challenges of environmental justice and risk management. How then are we to regulate DDT without adversely affecting our fight against mosquito-borne malaria? How might we preserve the ozone layer while still maintaining the benefits of food preservation through refrigeration? How can we reap the benefits of the electronic age without condoning the steady flow of electronic waste affecting workers' health and environments in developing countries? Emphasis will be placed on understanding the politics that bring about, and allow us to address, these problems. We will be examining in particular novel policy responses, including the US' revised legislation on chemicals passed in 2016 and citizen science initiatives such as those that brought attention to the crisis of lead-contaminated water in Flint, MI.

Requirements/Evaluation: participation, several smaller assignments, and a final research project

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators, and Political Science majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 283 (D2) PSCI 283 (D2)

Not offered current academic year

ENVI 291 (S) Religion and the American Environmental Imagination

Cross-listings: SOC 291 REL 291 ENVI 291

Primary Cross-listing

This course examines the relationship between religious and environmental thought in modern America. Exploring a broad range of practices and beliefs, we will examine the religious (and anti-religious) roots of contemporary environmental discourse. Rather than survey the environmental teachings of organized religious groups, our focus throughout will be on ambiguous, eclectic, and fascinating traditions of "eco-spirituality" and popular "nature religion." Where do these traditions come from? What is their relationship to science, to secularism, to politics, and to the search for environmental justice? Starting with the Transcendentalist movement of the 19th century, we will trace a roughly chronological line to the present, taking long detours into several modern religious trends and movements, including the revitalization and contestation of Native American religions, Wicca and neo-pagan ecofeminism, and evangelical Creation Care. Focusing on the writings of activists and radicals from a variety of religious backgrounds, our overarching question throughout the semester is one of the most critical we face in modern environmental thought: what is the relationship between spirituality and the just, sustainable society?

Requirements/Evaluation: a 15- to 18-page research paper and several shorter writing assignments

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 19
ENVI 301 (F) Climate Changes (Latin America): Aesthetics, Politics, Science

Cross-listings: RLSP 401 ENVI 301

Secondary Cross-listing
In her 2007 book, *In Catastrophic Times: Resisting the Coming Barbarism*, philosopher Isabelle Stengers offers a chilling observation: "we are more badly equipped than ever for putting to work the solutions defined as necessary" to avoid the most devastating effects of global warming—the extinction of 25 to 75% of existing species; an increase in sea levels that will drown island nations and coastal cities; the breakdown of agricultural systems, leading to widespread famine; and the recurrence of powerful hurricanes and other so-called "natural" disasters. All of this, as Stengers and others point out, will create human upheaval, conflict and suffering on an unprecedented scale. This senior seminar examines works of literature, art and film that Latin Americans have produced in response to the catastrophic times in which we live. We will discuss the political, economic, and cultural histories that have led to our present moment, including neoliberalism, dictatorship, and the rise and fall of the leftwing Pink Tide. Through works of new and experimental fiction, poetry, film, performance and visual art, we will consider the lives and work of environmental activists, including Berta Cáceres and others who were murdered because of their outspoken opposition to extractive capitalism, examine the struggle for the decolonization of environmental knowledge, an epistemological battle increasingly waged on behalf of all living things, and experience the politics of mourning for the hundreds of thousands of life-forms disappearing from the planet. Cultural texts to be explored throughout the semester may include: *La vorágine* (José Eustasio Rivera, Colombia, 1924); *Distancia de rescate* (Samanta Schweblin, Argentina, 2014); *Lo que soño Sebastián* (Rodrigo Rey Rosa, Guatemala, 1995); *Serras da desordem* (Andrea Tonacci, Brazil, 2006); *Boi Neón* (Gabriel Mascaro, Brazil, 2015); *American Fork* (George Handley, USA, 2018).

Requirements/Evaluation: rigorous preparation and participation in class discussions, oral presentations and discussion-leading, response papers, one 5- to 7-page paper and one 15- to 20-page paper

Prerequisites: one 300-level course in the department, evidence of a successful direct-enroll experience at a local university in Latin America or Spain, or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: senior Spanish majors; after that, priority will be given to ENVI majors with a strong command of Spanish

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Unit Notes: this is the senior seminar required for all Spanish majors

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
RLSP 401 (D1) ENVI 301 (D1)

Not offered current academic year

ENVI 302 (F) Environmental Planning Workshop: Community-Based Experience

Cross-listings: AMST 302 ENVI 302

Primary Cross-listing
This interdisciplinary, experiential workshop introduces students to the field of planning through hands-on community projects. Environmental Planning includes a range of disciplines pertaining to the natural and built landscape such as city planning, housing, transportation, energy, open space and recreation, municipal services, ecological design, landscape architecture, neighborhood design, and community development, to list a few. This year, the foci will be issues currently at the forefront of the field: planning for public health and pandemics, racist planning legacies and anti-racist approaches, poverty and affordable housing, climate resilience planning, alternative transportation and transit, and agriculture and food systems. The
class is organized into two parts. Part 1 involves reading and discussion of the planning literature: history, theory, policy, ethics, legal framework, and case studies. Labs include GIS mapping, hands-on planning exercises and project development. Part 2 involves project work: tackling an current planning problem in your home community. The includes primary research, conducting interviews with policymakers, stakeholders and residents, site visits, attending meetings, and other activities as demanded by the particular project. The project work draws on students' academic training and extracurricular activities, and applies creative solutions to thorny problems. Labs will be small group work and project work. The course includes several class presentations; students will gain skills in interacting with public officials, interviewing, preparing presentations, public speaking, report-writing, and teamwork. The class culminates in a public presentation.

**Class Format:** Classes will be remote; some lab sessions will be in-person (held outside) for those on campus and others will be remote; there will be some in-person small group meetings held outside for those on campus. Scheduled class time and lab times will include small group discussion and collaborative group work and individual project work.

**Requirements/Evaluation:** Response papers (about four 1-page papers), planning exercises, class discussion, reports submitted in segments (total about 30 pp), collaborative small group work, class presentations frequently during semester, final class presentations over zoom.

**Prerequisites:** ENVI 101; open to seniors only

**Enrollment Limit:** 16

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Required course for Environmental Studies major and concentration

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 302 (D2) ENVI 302 (D2)

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**ENVI 303 (S) Cultures of Climate Change**

**Cross-listings:** SOC 303 ENVI 303

**Primary Cross-listing**

This course asks why people think and talk about climate change in such very different ways. Climate change is a physical phenomenon that can be observed, quantified, and measured. But it is also an idea, and as such it is subject to the vagaries of cultural interpretation. Despite scientific agreement about its existence and its causes, many people do not see climate change as a serious problem, or as a problem at all. Many others see it as the most serious problem our species has ever faced. What are the sources of this disparity? Why can't we agree about climate change? How does something as complex and confusing as climate change become a "problem" in the first place? This course will explore a broad array of factors, from religion to race, class to colonialism. It will focus especially closely on the communication of scientific knowledge, risk perception, and environmental ethics, and it will apply a range of theories from the social sciences and humanities to a set of concrete case studies.

**Requirements/Evaluation:** a 15- to 18-page research paper and several shorter writing assignments

**Prerequisites:** ENVI 101 or permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** Environmental Studies majors and concentrators first; Anthropology and Sociology majors second

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 303 (D2) ENVI 303 (D2)

Not offered current academic year
ENVI 304 (F) Sacred Custodians: Environmental Conservation in Africa (DPE)

Cross-listings: AFR 335  ENVI 304  GBST 304  HIST 304

Secondary Cross-listing

In this seminar we will explore environmental conservation in Africa. In particular we will look at African ideas, ethics, and approaches to environmental conservation. Are there African ideas, ethics, and activities that are uniquely conservationist in nature? We will explore well-known African leaders to understand what spurred them to become conservationists, how they interpreted and communicated environmental crises. For example, Wangari Maathai is a world-renowned female scientist who established the Green Belt Movement in Kenya. This movement focuses on addressing the problem of deforestation. Ken Saro-Wiwa was an activist in Nigeria who fought for and alongside local communities against multinational oil corporations. We will examine these and other African conservation practices alongside popular images of environmental crisis that place blame for environmental degradation on Africans. Students will be invited to critically study histories of environmental management on the continent and the emergence, development, and impact of the idea of conservation. We will unpack the rich histories of conservation efforts in Africa, such as resource extraction, game parks, desertification, wildlife and hunting, traditional practices, and climate change.

Class Format: If there’s sufficient enrollment, this course will be taught in 2 sections, 1 in-person section and 1 remote section;

Requirements/Evaluation: Requirements/Evaluation: active participation in discussion, map quiz, reading reflections, critical reflections on films, a case study (5-7 pages), and a take-home final exam.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: If course is over-enrolled, preference to History Majors and students with a demonstrated interest in African studies. If there’s sufficient enrollment, this course will be taught in 2 sections, 1 in-person section and 1 remote section.

Expected Class Size: 10-12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 335 (D2) ENVI 304 (D2) GBST 304 (D2) HIST 304 (D2)

Difference, Power, and Equity Notes: This course will intensively explore the question of how various global and local actors have defined environmental degradation and promoted approaches to conservation in Africa. It guides students through an examination of the different power dynamics that have shaped environmental conservation thought and practices on the continent. This course, therefore, provides a critical lens through which to examine the inequalities rooted in race, gender, and other forms of difference

Fall 2020

SEM Section: H1  MW 10:00 am - 11:15 am  Benjamin Twagira
SEM Section: R2  TR 11:30 am - 12:45 pm  Benjamin Twagira

ENVI 307 (F) Environmental Law

Cross-listings: PSCI 317  ENVI 307

Primary Cross-listing

We rely on environmental laws to make human communities healthier and protect the natural world, while allowing for sustainable economic growth. Yet, despite 40 years of increasingly varied and complex legislation, balancing human needs and environmental quality has never been harder than it is today. Environmental Studies 307 analyzes the transformation of environmental law from fringe enterprise to fundamental feature of modern political, economic and social life. ENVI 307 also addresses the role of community activism in environmental law, from local battles over proposed industrial facilities to national campaigns for improved corporate citizenship. By the completion of the semester, students will understand both the successes and failures of modern environmental law and how these laws are being reinvented, through innovations like pollution credit trading and "green product" certification, to confront globalization, climate change and other emerging threats.

Requirements/Evaluation: several short writing assignments, a term research project, and active participation in class

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 14
ENVI 308 (S) Science and Politics in Environmental Decision Making

This course explores the relationship between science and politics in environmental decision-making. How do legislators know when a species is endangered and warrants protection? What precautions should be applied in allowing genetically modified foods onto our plates? Can we, and should we, weigh the risks of malaria against the impacts of pesticides used to control those mosquitoes that transmit the disease? How has the global community come together to understand the risks from global climate change, and how has this understanding shaped our policy responses? What are some of the limits of science in shaping policy outcomes? In addressing these and other questions, we will pay particular attention to how power relations and existing institutions shape what knowledge, and whose knowledge, is taken on board in decision-making, be it at the local, national or global level. We will delve into how these dynamics shape policy outcomes and we will also examine novel approaches for incorporating the knowledge of traditionally disempowered groups, including indigenous and local communities.

Requirements/Evaluation: participation, several smaller assignments, and a final project

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators, Public Health concentrators, and Political Science majors

Fall 2020
LEC Section: H1  TR 6:45 pm - 8:00 pm  David N. Cassuto

ENVI 311 (S) Tropical Ecologies: Francophone Caribbean Literature and the Environment (DPE)

Secondary Cross-listing

The lushness of the mangroves, the flora and fauna of tropical landscapes, the intricacy of the rhizome, the flow of great rivers, the crashing waves of the Atlantic, the heights of mountainous lands, and expanse of the plateau--the natural world is an important site of Caribbean art in general and, more specifically, the francophone Caribbean novel of the 20th and 21st centuries. Applying eco-criticism to the field of francophone Caribbean literature, the goal of this class is to examine the ways that fiction explores the relationship between human activity and the environment. How does the novel inhabit Caribbean ecologies and topographies? How does it represent nature? In what ways do Caribbean texts meditate on nature and culture together or against one another? As the earthquake in Haiti demonstrated in 2010 with calamitous force, and the cycles of Caribbean hurricanes have shown over the years, natural disaster is also a political crisis. In view of this, we will also consider the legacies of slavery and colonialism in terms of class, gender and race politics. This investigation of the dynamics of natural and cultural phenomena will also have a theoretical frame rooted in critical texts of Caribbean of literary and political movements such as Indigenisme, Négritude, and Créolité. Conducted in French.

Class Format: This will be a remote course available to all students, whether they are on campus or completing coursework 100% remotely. We will convene synchronously via Zoom multiple times per week, with an emphasis on discussion and small group work. Students are also required to attend a monthly colloquium featuring renowned Caribbean scholars and participate in online activities both during and in-between our synchronous sessions.

Requirements/Evaluation: Students will be required to submit four 2-page position papers that incorporate critical readings with analysis of the books being read in their entirety; each student will also be responsible for making a twenty-five minute oral presentation on a critical/theoretical area related to class readings and discussion; the semester will conclude with a 6-8 page research paper to include footnotes and a bibliography. Attendance is mandatory and active, and informed class participation is required of all students. In addition, students are asked to come up with discussion questions three times throughout the semester.

Prerequisites: Successful performance in RLFR 105 or 106; or a previous RLFR 200-level or 300-level course; or by placement test; or permission of
the instructor.

Enrollment Limit: 12

Enrollment Preferences: All are welcome, but if over-enrolled, preference will be given to French majors and certificate students; and those with compelling justification for admission.

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 313 (D1) ENVI 311 (D1)

Difference, Power, and Equity Notes: As the course description show, this course critically examines difference, power, and equity in the Francophone Caribbean. The content focuses on race and ethnicity, slavery and colonialism, ecology and environmental disaster, and their effects on Caribbean histories, peoples, and cultures. The course teaches students how to critically investigate racial, cultural, and environmental in/justice(s), through texts, films, discussion, debate, and writing.

Spring 2021
SEM Section: R1  TF 1:30 pm - 2:45 pm  Regine M Jean-Charles

ENVI 312 (F) Communities and Ecosystems (QFR)

Cross-listings: BIOL 302 ENVI 312

Secondary Cross-listing
An advanced ecology course that examines how species interact with each other and their environment and how communities are assembled. This course emphasizes phenomena that emerge in complex ecological systems, building on the fundamental concepts of population biology, community ecology, and ecosystem science. This foundation will be used to understand specific topics relevant to conservation including invasibility and the functional significance of diversity for ecosystem stability and processes. Lectures and labs will explore how to characterize the emergent properties of communities and ecosystems, and how theoretical, comparative, and experimental approaches are used to understand their structure and function. The lab component of this course will emphasize hypothesis-oriented field experiments as well as "big-data" analyses using existing data sets. The laboratory component of the course will culminate with a self-designed independent or group project.

Class Format: six hours per week

Requirements/Evaluation: lab reports, a midterm exam, a term project presentation, and a final project paper

Prerequisites: BIOL/ENVI 203 or 220

Enrollment Limit: 28

Enrollment Preferences: Biology majors and Environmental Studies majors and concentrators

Expected Class Size: 24

Grading: yes pass/fail option, yes fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 302 (D3) ENVI 312 (D3)

Not offered current academic year

ENVI 313 (S) Chicago

Cross-listings: LATS 312 ENVI 313 AMST 312

Secondary Cross-listing

"The city of big shoulders has plenty of room for diversity," reads the official visitor's website for the City of Chicago. Focusing on this claim, this course asks students to think critically about what kind room has been made for diversity--social, spatial, and ideological. Additionally we examine the ways in which diverse social actors have shouldered their way into the imagined and physical landscape of the city. Working with ethnography, history,
literature, critical essays, and popular culture, we will explore the material and discursive constructions of Chi-Town and urban life among its residents. Appreciating these constructions we also consider how Chicago has served as a key site for understandings of urbanity within a broader national and global context.

Class Format: discussion

Requirements/Evaluation: attendance and class participation, group presentations and discussions, 5 critical briefs (2-pages) and a book review essay (15 pages)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: American Studies majors, Latina/o Studies concentrators and students who have taken LATS 220/AMST 221/ENVI 221

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 312 (D2) ENVI 313 (D2) AMST 312 (D2)

Not offered current academic year

ENVI 314 (F) Nature in Crisis: The Classification Craze and The Rise of Museums

Cross-listings: RLFR 315 ENVI 314

Secondary Cross-listing

This course examines how understandings of nature evolved dramatically (and at times unsettlingly) from the 17th through the early 20th centuries and how this instability prompted a desire to classify and control natural phenomena. To analyze these issues, we will likewise consider the rise of modern museums, as well as the accompanying acts of classification and curation. We will consider how literary and philosophical texts from the aforementioned time periods depict nature, how real-world interactions with nature led to the creation of (illustrated) taxonomies, how colonization inflected notions of the natural world and also museum exhibits, and finally, how the cabinet of curiosities and later, the museum, provided a space in which to display and analyze nature’s more unusual treasures. As part of our explorations, we will build a virtual exhibit of our own to reflect our understanding of nature today and our engagement with concepts of nature from previous eras. Conducted in French. Counts as an Envi Humanities Elective for the Envi Concentration.

Class Format: Remote. This will be a remote course available to all students, whether they are on campus or completing coursework 100% remotely. We will convene synchronously via web-conferencing multiple times per week, with an emphasis on discussion in small groups. There will be many opportunities for all course members to interact via a series of varied online activities both during and in-between our synchronous sessions.

Requirements/Evaluation: participation, online homework, essays, mid-semester presentation, final class project (virtual exhibit)

Prerequisites: exceptional performance in RLFR 106, or an RLFR 200-level course; or by placement test; or permission of the instructor

Enrollment Limit: 12

Enrollment Preferences: All are welcome, but if over-enrolled, preference will be given to French majors and certificate students; and those with compelling justification for admission.

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 315 (D1) ENVI 314 (D1)

Fall 2020

SEM Section: R1  MW 11:45 am - 1:00 pm  Theresa Brock

ENVI 315 (S) Ecocriticism

Cross-listings: ENVI 315 ENGL 312
How does the human imagination encounter its environment? This overarching question is of particular importance now, as the humanities struggle to address the ecological crises of our time. We’ll read selections from the long tradition of environmentally-minded literary works in order to historicize concepts of nature and wilderness, as well as from more recent theoretical and creative writing that reflects an increasing awareness of climate change, toxic waste and pollution, habitat loss and species extinction, population expansion, and other forms of environmental catastrophe. Finally, we will explore via our own writing the ethical and aesthetic imperative to find ways of imagining this ever-changing relation between the imagination and the environment.

Requirements/Evaluation: engaged participation; one 5- to 7-page paper and one final 12- to 15-page paper; frequent GLOW posts; and a creative journal

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or consent of the instructor

Enrollment Limit: 25

Enrollment Preferences: majors in English or Environmental Studies

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 315 (D1) ENGL 312 (D1)

Not offered current academic year

ENVI 321 (F) Born to be Wild: Rethinking Animals in Pre-modern and Modern Texts (DPE)

Cross-listings: COMP 323 ARAB 323 ENVI 321

Secondary Cross-listing

In the past few months, images of dolphins appearing in the Venetian canals, and wild animals roaming eerie looking post-apocalyptic deserted streets have gone viral. The majority of these images have proven to be fake, however their popularity was witness to people's hope that we can "reset" the environment and a yearning to reframe animals' positionality vis-à-vis their habitats and humans. Using critical lenses from ecocriticism and animal studies, we will be exploring texts from non-Western traditions in which animals figure strongly from pre-modern times to the age of the Anthropocene. The focus will be on Arabic, Persian and Turkish texts all in translation. The course will be traversing several genres and texts from Pre-Islamic poetry, the Quran, the 10th century Ikhwan as-Safa's epistle The Case of Animals versus Man Before the King of the Jinn, the fables of Kalila and Dimna, Farid ed-Din 'Attar's Conference of Birds, travelogues, paintings, contemporary film till we reach recent fiction with cyborgs and drones. Throughout the course, we will be examining themes such as diverse conceptualizations of what it means to be an "animal", what constitutes' animal agency and animal subjectivity irrespective of humans and their often utilitarian lens. We will do this by investigating how animals through these texts have been represented, imagined and reconfigured whether allegorically or otherwise as communities and in relation to humans and the environment and the implications of that. Finally, we will explore what a poetics of animal studies in these cultural and literary traditions could look like. The course will consist of multiple forms of evaluation like participation, Glow posts, essays, experiential reflections and creative tasks.

Class Format: This class will be offered remotely synchronously twice a week (75 minutes each session), in addition to prerecorded asynchronous material at times.

Requirements/Evaluation: The course will consist of multiple forms of evaluation like participation, Glow posts, essays, experiential reflections and creative tasks.

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: Arabic majors, Comparative Literature Majors, Environmental Studies Majors and Arabic certificate holders.

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
COMP 323 (D1) ARAB 323 (D1) ENVI 321 (D1)
Difference, Power, and Equity Notes: This course deals with different literary traditions and their aesthetics. The approach is both synchronic and diachronic by looking at texts and their texts from different time periods and at different genres. The course will be examining what it means to be an "animal" vis-a-vis human beings and their environment and animal agency in these literary traditions as opposed to the often utilitarian lens that animals have often been viewed through.

Fall 2020
SEM Section: R1  MW 11:45 am - 1:00 pm  Radwa M. El Barouni

ENVI 322  (F) Waste and Value
Cross-listings: ENVI 322  GBST 322  ANTH 322
Secondary Cross-listing
What is trash and what is treasure? In what ways does value depend upon and necessitate waste, and how is the dialectic between the two inflected by culture? When we 'throw away' things at Williams College, where exactly do they go, and who handles them 'down the line'? What are the local and global economies of waste in which we are all embedded and how are they structured by class, race, caste, gender and nation? In this seminar we critically examine the production of waste - both as material and as category - and its role in the production of value, meaning, hierarchy and the environment. Readings include ethnographic accounts of sanitation labor and social hierarchy; studies of the political and environmental consequences of systems of waste management in the colonial period and the present; and theoretical inquiries into the relation between filth and culture, including work by Mary Douglas, Dipesh Chakrabarty and Karl Marx. Geographically the foci are South Asia, Japan, and the United States. There is also a fieldwork component to the course. In (safe, socially distant) fieldtrips we follow the waste streams flowing out of Williams - to an incinerator, a sewage treatment plant, recycling and composting facilities and other sites - and students individually explore the everyday social life of waste in our communities.

Class Format: Hybridity is a beautiful and productive thing. Each week we will meet once for in-person seminar-style classes, virtual learners projected into the room with us. The other meeting each week will be either a fieldtrip (carefully designed with precautions, and with an individually-tailored alternative for virtual learners) or a synchronous virtual meeting with a guest speaker.

Requirements/Evaluation: regular posting of critical response papers, field notes on waste streams, research-based final paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: majors in ANSO, ENVI, ASST

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 322 (D2) GBST 322 (D2) ANTH 322 (D2)

Fall 2020
SEM Section: H1  MR 3:15 pm - 4:30 pm  Joel Lee

ENVI 323  (F) World’s End: Literary Ecologies of the Limit
Cross-listings: ENVI 323  ENGL 324
Secondary Cross-listing
Consciousness of the world's finiteness in a time of environmental degradation and headlong global capitalism prompts restraint, a harboring of resources. But beyond the economic logic of conservation and expenditure, might imagining the world from the vantage point of its limit provoke a more profound rethinking of ourselves and the things of the world? Does it change what it means to possess, or even what an experience of the world is? Does it change human relationship? This course explores these questions in part by reaching back to the early modern period, when the boundedness of nations and worlds first comes to view in a meaningful way. But the course will have a long arc, from Shakespeare to Sinha's Animal's People. Primary works will include: Shakespeare, As You Like It and King Lear; Marvell; Ovid, Metamorphosis; Browne, Urn Burial; Wordsworth; McCarthy, The Road; Atwood; Alice Oswald; photography (Struth, Hutte); painting (Titian), and video installations (Pipilotti Rist). Theoretical texts include: Smith, Against Ecological Sovereignty; Wood, Reoccupy Earth; Agamben, The Time that Remains; Heidegger, "Question Concerning...
Technology”; Latour, “An Inquiry into Modes of Existence”; Nancy, After Fukushima; Derrida, The animal that therefore I am and Beast and the Sovereign.

**Class Format:** This course will be taught virtually, but we will make absolutely every effort to ensure that it takes the form of a genuine discussion class, including breaking periodically into smaller online groups. Requirements: two papers totaling 20 pages.

**Requirements/Evaluation:** two papers over the course of the semester totaling approximately 20 pages.

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** English majors using the course to fulfill a requirement; Environmental Studies majors

**Expected Class Size:** 16

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 323 (D1) ENGL 324 (D1)

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**ENVI 324 (S) Corals and Sea Level**

**Cross-listings:** GEOS 324 MAST 324 ENVI 324

**Secondary Cross-listing**

In coastal communities, increasing flood damage from storm surges and chronic inundation by seawater are already happening as a result of sea level rise. How do we know what contributes to the observed change in sea level in the last century? What does the geological record teach us about what controls the natural variation in sea level on short and long timescales? How can we use this information to separate anthropogenic effects from natural change in modern systems? And how does this inform us on what to expect through the 21st century and beyond? In this course, we will examine how sea level is reconstructed using geological archives and how coral-based sea level data led to breakthroughs in our understanding of the long-term evolution of the ocean and climate, the controls in the timing of ice age cycles, the singularity of modern climate change, and how high the future seas will rise. During Spring Break, the class will travel to Barbados, a renowned locality for Quaternary sea level reconstruction, to observe modern and ancient reefs, and collect samples that will be the basis of individual or group projects in the second half of the semester. Participation in the Spring Break trip is not required for successful completion of the course, but course enrollment is necessary to attend the trip. This course is in the Oceans and Climate group for the Geosciences major.

**Requirements/Evaluation:** short papers, labs, participation in discussion, and a research project

**Prerequisites:** GEOS 104 or GEOS 210 or GEOS 215 or MAST 311 or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Geoscience majors, students who commit to the Spring Break trip

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 324 (D3) MAST 324 (D3) ENVI 324 (D3)

**Not offered current academic year**

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**ENVI 329 (S) Our Planet’s Plastic Plight**

#stopsucking, #gotopless, #foodinthenude: these rallying calls to rethinkplastic and ban plastic straws, coffee cups, and excessive food packaging are just the latest consumer-driven campaigns to combat the scourge of plastic proliferation. Indeed, over the past century, plastic has become ubiquitous in our societies. Durability, affordability and versatility, the very characteristics that explain this success, have heightened the pollution challenge we face today. Yet, we also rely on plastic for a variety of life-saving devices and implements. In this course, we will examine the chemistry and history of plastic and understand how its uses have impacted diverse systems including our oceans. As we undertake this semester-long lifecycle
analysis of plastic in our daily lives, we will explore how additives, often toxic, complicate efforts to recycle plastic goods. We will also study international flows of this material, notably following China’s decision in 2017 to constrain its imports of plastics for recycling. Finally, we will evaluate novel efforts to regulate plastic from the local to the global scale.

Requirements/Evaluation: participation, several small assignments, multi-part project setting out action plan to address a particular aspect of plastic pollution

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Environmental Studies majors, Public Health concentrators

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: No divisional credit

Not offered current academic year

ENVI 339 (F) Conservation Biology (QFR)

Cross-listings: ENVI 339 BIOL 329

Secondary Cross-listing

This course examines the application of population genetics, population ecology, community ecology, and systematics to the conservation of biological diversity. The overarching theme of the course is on the role of stochastic processes for small populations. Lecture/discussion topics will include extinction, the genetics of small populations, metapopulations, and importantly, conservation strategies. Labs will include a mixture of computer and lab projects.

Class Format: lecture and discussion, 3 hours per week; lab, 1.25 hours per week. students will be assigned to a lab section (block AA - either W or F from 1:30-2:45) during the first week of class.

Requirements/Evaluation: Evaluation will be based on lab assignments, two exams, discussion participation, and an independent project

Prerequisites: BIOL 203/ENVI 203, or BIOL 305, or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Biology majors, seniors, and juniors

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Unit Notes: Satisfies the distribution requirement for the Biology major

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 339 (D3) BIOL 329 (D3)

Quantitative/Formal Reasoning Notes: This course uses quantitative and statistical analyses in both the laboratory and lecture portion of the course. In lectures mathematical models will be covered to understand conservation dynamics. In lab, students will collect and analyze data and present results in graphical and statistical forms.

Fall 2020

LEC Section: H1 TR 8:00 am - 9:15 am Manuel A. Morales

LAB Section: H2 WF 1:30 pm - 2:45 pm Manuel A. Morales

ENVI 341 (S) Toxicology and Cancer

Cross-listings: ENVI 341 CHEM 341

Secondary Cross-listing

What is a poison and what makes it poisonous? Paracelcus commented in 1537: "What is not a poison? All things are poisons (and nothing is without poison). The dose alone keeps a thing from being a poison." Is the picture really this bleak; is modern technology-based society truly swimming in a sea of toxic materials? How are the nature and severity of toxicity established, measured and expressed? Do all toxic materials exert their effect in the
same manner, or can materials be poisonous in a variety of different ways? Are the safety levels set by regulatory agencies low enough for a range of common toxic materials, such as mercury, lead, and certain pesticides? How are poisons metabolized and how do they lead to the development of cancer? What is cancer and what does it take to cause it? What biochemical defense mechanisms exist to counteract the effects of poisons?

This course attempts to answer these questions by surveying the fundamentals of modern chemical toxicology and the induction and progression of cancer. Topics will range from description and quantitation of the toxic response, including risk assessment, to the basic mechanisms underlying toxicity, mutagenesis, carcinogenesis, and DNA repair.

**Class Format:** three times per week

**Requirements/Evaluation:** two hour tests, a class presentation and paper, participation in discussion sessions, a self-exploration of the current toxicological literature, and a final exam

**Prerequisites:** CHEM 156; may be taken concurrently with CHEM 251/255; a basic understanding of organic chemistry

**Enrollment Limit:** 30

**Expected Class Size:** 24

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 341 (D3) CHEM 341 (D3)

Not offered current academic year

**ENVI 342 (F) The Nature of Gardens: From Eden to the High Line**

The garden, since time immemorial, has been the touchstone for humans’ interactions with the environment. The relationships between humans and their environments have been so intimate that the creation and origins mythologies of many cultures are set in the context of a garden or paradise. The garden is the environment in which humans have been created, and reciprocally gardens, by definition are the product of human design and environmental manipulation. This seminar examines the interactions between humans and gardens from the perspectives of creation mythologies, the origins of domestication of plants, the cultural expression and design of gardens, the historical exchange of cultivated plants, and evolution of garden design, and the interface of gardens and human biology. Each student will present a seminar based either on their own major interest, an historical, or garden design perspective. One all-day field trip will be scheduled for sometime during the semester.

**Class Format:** discussion classes, student-led seminars, and one all-day field trip

**Requirements/Evaluation:** weekly reaction papers (500 words) to reading assignments, seminar presentation, final paper in lieu of final exam

**Prerequisites:** an application (e.g., online form, statement of interest)

**Enrollment Limit:** 16

**Enrollment Preferences:** senior and junior ENVI majors and concentrators

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Distributions:** No divisional credit

Not offered current academic year

**ENVI 346 (S) Environmental Psychology**

**Cross-listings:** ENVI 346 PSYC 346

**Secondary Cross-listing**

This is a course in social psychology as it pertains to the natural environment. We will consider how the environment influences aspects of human psychology (e.g., the psychological implications of humans’ disconnect with nature), as well as how human psychology influences the environment (e.g., why some people engage in environmentally destructive behaviors despite holding proenvironmental attitudes). At the core of this course is an attempt to examine various ways in which research and theory in social psychology can contribute insights to understanding (and encouraging) environmentally responsible behavior and sustainable practices, both here at Williams and globally. Because human choice and behavior play such an important role in environmental problems, a consideration of human psychology may therefore be an important part of the solution.

**Requirements/Evaluation:** a series of papers, two essay exams, written and oral reports of research

**Prerequisites:** PSYC 242 recommended, PSYC 201, or a comparable course in statistics and research methodology, is also recommended.
Enrollment Limit: 16
Enrollment Preferences: Psychology majors and Environmental Studies concentrators
Expected Class Size: 16
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 346 (D2) PSYC 346 (D2)

Not offered current academic year

ENVI 347 (S) Big Game: Adventure, Empire, Ecology (DPE)
Cross-listings: ENGL 347 COMP 387 ENVI 347
Secondary Cross-listing

Big Game: Adventure, Empire, Ecology asks how the era of imperial expansion and the study of "natural history" leads into our contemporary ecological crisis. We will begin with readings of influential colonial travel and adventure narratives like Robinson Crusoe, the captivity narrative of Mary Rowlandson, sections of Darwin and Captain Cook's travel journals, and in-class work with archival materials like the Indian Botanical Survey Flora and the photographs of Subhankar Banerjee. In the first weeks, we will consider how the aesthetics of adventure circulated throughout the British empire in both the East Indies and India, and ramifies elsewhere in the Dutch, French, Spanish, Portuguese and Belgian holdings. We will conclude with a suite of readings through which we will attempt to locate a productive intersection between ecocriticism and postcolonial studies, drawing together sensationalist disaster journalism with environmental activism emerging from the Global South. This course will be especially of interest to students in English, Comparative Literature, and Environmental Studies.

Requirements/Evaluation: presentation, short paper and revision, final research project
Prerequisites: one lower-division literature or related course
Enrollment Limit: 25
Enrollment Preferences: students with related course experience
Expected Class Size: 25
Grading: no pass/fail option, yes fifth course option
Distributions: (D1) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 347 (D1) COMP 387 (D1) ENVI 347 (D1)

Difference, Power, and Equity Notes: This course will consider the relationship between the practice of the natural sciences (including the human sciences) and imperial power. We will read texts both from and against the aesthetics of empire. The DPE contribution will carry the course from philosophy and nature writing to literature and visual art.

Not offered current academic year

ENVI 348 (S) Beyond Cli-Fi: Climate Change Histories & the Arts of Resilience (DPE)
Cross-listings: AMST 347 ENVI 348
Primary Cross-listing

This interdisciplinary environmental humanities seminar begins with the premise that our present climate crisis is a political project of globalization propelled by capitalism and its cultural logic. Causes and consequences of climate change can only be understood by examining the historical trajectories of carbon-based economic, political, and cultural systems since the 19th century. We trace the intellectual genealogy of modern climate science, consider the politics of indigenous knowledge as related to extractivism, and examine literary and artistic engagements with the natural world. We pay particular attention to the narrative strategies that scientists and policymakers use to talk about climate, and we develop creative critiques of the dominant discourses. We use historical and cultural analysis to study social movement strategy and tactics among advocates for climate mitigation, adaptation, and resilience. We begin and end with creative responses to climate crisis, always asking: How can we move beyond dystopia and defeatism? How might history inform social movements for climate resilience? How can the arts, theater, and literary production articulate a new politics of survival? What narrative forms enable and inspire climate action?

Requirements/Evaluation: one short creative writing assignment; several short critical papers (3-4 pages); final essay (10-15 pages)
Prerequisites: ENVI 101 or instructor permission
Enrollment Limit: none
Enrollment Preferences: ENVI or AMST majors or concentrators; people with demonstrated interest in the course topics
Expected Class Size: 15
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 347 (D2) ENVI 348 (D2)

Difference, Power, and Equity Notes: This course considers the historical differences in economic, political, and cultural power which have shaped our present climate crisis. We consider both who drives environmental change and who experiences it first hand. We consider in particular how differences of class, race, and gender shape capacities for resilience and resistance and we examine social movement strategy, with particular attention to Indigenous and POC social movement thinkers and leaders.

Not offered current academic year

ENVI 351 (S) Marine Policy
Cross-listings: ENVI 351 MAST 351 PSCI 319
Secondary Cross-listing

This seminar considers contemporary issues in our relationship with our ocean and marine environment and the critical roles our oceans and coasts play in our Nation's environmental sustainability, and ocean and coastal climate resiliency and stability. By analyzing case and statutory law and policies that relate to our rich and diverse coastal and marine environment, we critically examine the many conflict of use issues present in the coastal and marine environment. The course examines coastal zone management, climate change, fisheries, environmental justice, ocean and coastal pollution, marine biodiversity and admiralty, through the lens of coastal and ocean governance and policy-making. Semester-long independent research engages students with ocean and coastal stakeholders to develop policy strategies and solutions to contemporary issues impacting America's coastlines and oceans.

Class Format: seminar, discussions, guest lectures by active professionals, and includes coastal and near-shore interdisciplinary field seminars, and 10 days offshore

Requirements/Evaluation: an independent research project, and two presentations.

Prerequisites: none
Enrollment Limit: 23
Enrollment Preferences: must be enrolled at Williams-Mystic in Connecticut
Expected Class Size: 22
Grading: no pass/fail option, yes fifth course option
Unit Notes: offered only at Williams-Mystic at Mystic Seaport Museum in CT
Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 351 (D2) MAST 351 (D2) PSCI 319 (D2)

Writing Skills Notes: Each student writes a short paper identifying research goals, a draft outline of the research paper, a draft of the research paper (10-15 pp.), as well as a final 8-10 pp. research paper. Each submission receives written feedback from professor, including additional research resources, input on grammar, structure, language, analysis as well as an assessment of and assistance with credibility and feasibility of proposed final policy recommendation; several individual conferences held as well.

Not offered current academic year

ENVI 352 (S) After Nature: Writing About Science and The Environment
Cross-listings: ENGL 351 ENVI 352

Primary Cross-listing

Over the last few decades, the nature of nature has changed and so, by necessity, has nature writing. In this course we will read some of the classic
works of nature writing as well as essays and articles by contemporary authors. The emphasis will be on producing our own work. The class will include workshop sessions and group discussions. There will be frequent short exercises and a long final project.

Prerequisites: ENVI 101 or 102 suggested

Enrollment Limit: 15

Enrollment Preferences: Environmental Studies majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 351 (D1) ENVI 352 (D1)

Not offered current academic year

ENVI 364 (F) Instrumental Methods of Analysis

Cross-listings: ENVI 364 CHEM 364

Secondary Cross-listing

Instrumental methods of analysis provide scientists with different lenses to observe and elucidate fundamental chemical phenomena and to measure parameters and properties at the atomic, molecular, and bulk scales. This course introduces a framework for learning about a variety of instrumental techniques that typically include chromatography, mass spectrometry, thermal methods, atomic and molecular absorption and emission spectroscopy, X-ray diffraction, and optical and electron microscopies. Lectures will cover the theory and uses of these techniques. By exploring the primary literature and review articles we will discuss recent advances in instrumental methods that address today's analytical questions. The theoretical knowledge will be complemented by hands-on use of our research instruments to study molecules and materials of interest. The skills learned are useful in a wide variety of scientific areas and will prepare you well for research endeavors.

Class Format: hybrid: classroom/online activities (2 x 75 min); 4 h per week of laboratory (M or W; segmented into discussion and experimental periods with 30-min break)

Requirements/Evaluation: class participation, two mid-term exams, problem sets, oral presentations and discussions of selected topics, an independent project and performance in the laboratories including lab reports

Prerequisites: CHEM 155 or 256 and 251/255; may be taken concurrently with CHEM 256 with permission of instructor

Enrollment Limit: 6/lab

Enrollment Preferences: Chemistry and Environmental Studies majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 364 (D3) CHEM 364 (D3)

Fall 2020

LEC Section: H1 TR 9:45 am - 11:00 am Christopher Goh, Amnon G Ortoll-Bloch

LAB Section: H2 M 1:00 pm - 5:30 pm Christopher Goh, Amnon G Ortoll-Bloch

LAB Section: H3 W 1:00 pm - 5:30 pm Christopher Goh, Amnon G Ortoll-Bloch

ENVI 368 (F) Technology and Modern Society

Cross-listings: ENVI 368 SOC 368

Secondary Cross-listing

With widespread use of new social media, controversial developments in such bio-technical practices as the cloning of mammals, rapid advances in various forms of telecommunication, and the increasing sophistication of technological weaponry in the military, the triumph of technology remains a defining feature of modern life. For the most part, modern humans remain unflinchingly confident in the possibilities technology holds for continuing to
improve the human condition. Indisputably, technology has benefited human life in innumerable ways. However, as with other features of modernity, technology has also had significant, albeit largely unanticipated, social consequences. Working within a sociological paradigm, this course will focus on the less often examined latent functions of technology in modern society. It will consider, for example, the social effects of technology on community life, on privacy, and on how people learn, think, understand the world, communicate, and organize themselves. The course will also examine the effects of technology on medicine, education, criminal law, and agriculture and will consider such counter-cultural reactions to technology as the Luddite movement in early nineteenth century England, Amish agrarian practices, and the CSA (community supported agriculture) movement.

Requirements/Evaluation: two short papers, a midterm exam, and a final exam
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: Anthropology and Sociology majors
Expected Class Size: 20
Grading: no pass/fail option, yes fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 368 (D2) SOC 368 (D2)
Not offered current academic year

ENVI 373 (F) Environmental Organic Chemistry
Cross-listings: ENVI 373 CHEM 373
Secondary Cross-listing
This course introduces students to the methods used to assess the risks posed by organic chemicals to human, animal, and ecosystem health. Our goal is to develop a quantitative understanding for how specific features of organic molecular structure directly dictate a given molecule's environmental fate. We will begin by using thermodynamic principles to estimate the salient physiochemical properties of molecules (e.g., vapor pressure, solubility, charging behavior, etc.) that impact the distribution, or partitioning, of organic chemicals between air, water, soils, and biota. Then, using quantitative structure activity relationships, we will predict the degradation kinetics resulting from natural nucleophilic, photochemical, and biological processes that determine chemical lifetime in the environment.
Class Format: Lecture/discussion; lecture, three hours per week and discussion, 75 minutes per week.
Requirements/Evaluation: weekly problem sets, two midterm exams, a final exam, participation in discussion, an independent research proposal
Prerequisites: CHEM 251 and either CHEM 155 or CHEM 256. ENVI 102 is strongly recommended.
Enrollment Limit: 15
Enrollment Preferences: junior and senior Chemistry and Environmental Studies majors with a demonstrated interest in environmental chemistry
Expected Class Size: 15
Grading: no pass/fail option, no fifth course option
Distributions: (D3)
This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 373 (D3) CHEM 373 (D3)
Fall 2020
LEC Section: R1 MWF 11:45 am - 1:00 pm Anthony J. Carrasquillo

ENVI 376 (F) Economics of Environmental Behavior (QFR)
Cross-listings: ECON 477 ENVI 376
Secondary Cross-listing
A community maintains a fishery; a firm decides whether to get a green certification; you choose to fly home or stay here for spring break: behaviors of people and firms determine our impact on the environment. We'll use economics to model environmental behavior and to consider how policies can help or hurt the environment. Topics we'll study include: voluntary conservation, social norms and nudges, firm responses to mandatory and voluntary
rules, and boycotts and divestment.

**Class Format:** Class sessions will largely consist of presentations and discussions of academic research papers, as well as lab sessions to work on empirical exercises; we may break the class into groups for some discussions

**Requirements/Evaluation:** regular reading responses, empirical exercises, class participation, 2 oral presentations, and a final original research paper using an experiment, existing data, or theory

**Prerequisites:** ECON 251 and (ECON 255 or STAT 346)

**Enrollment Limit:** 15

**Enrollment Preferences:** senior Economics majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 477 (D2) ENVI 376 (D2)

**Quantitative/Formal Reasoning Notes:** The research students will consume and produce in the class will be based on math-based theory and/or econometric-based empirical analysis.

Fall 2020

SEM Section: H1  MW 8:30 pm - 9:45 pm  Sarah A. Jacobson

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**ENVI 378 (F) Nature/Writing**

**Cross-listings:** ENGL 378  ENVI 378

**Secondary Cross-listing**

What do we mean by "nature"? How do we understand the relationships between "nature" and "culture"? In this course we will examine how various American writers have attempted to render conceptions of "nature" in literary form. We will compare treatments of various kinds of natural environments and trace the philosophical and stylistic traditions within the nature writing genre. The authors to be considered include Ralph Waldo Emerson, Henry David Thoreau, William Faulkner, Annie Dillard, Barry Lopez, Ursula LeGuin, and Wendell Berry.

**Class Format:** discussion

**Requirements/Evaluation:** two 10-page papers, regular class attendance, and participation in discussions

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors and Environmental Studies concentrators

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 378 (D1) ENVI 378 (D1)

**Not offered current academic year**

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**ENVI 387 (F) Economics of Climate Change** (QFR)

**Cross-listings:** ECON 522  ENVI 387  ECON 387

**Secondary Cross-listing**

This course introduces the economic view of climate change, including both theory and empirical evidence. Given the substantial changes implied by the current stock of greenhouse gases (GHGs) in the atmosphere, we will begin by looking at impacts on agriculture, health, income, and migration. We will consider the distribution of climate damages across poor and wealthy people, both within and across countries. Next we will study adaptation, including capital investments and behavioral changes. We will examine the sources of climate change, especially electricity generation and transportation, and think about optimal policies. What is the socially optimal amount of climate change? Why have countries had such a hard time
agreeing on GHG emissions reductions, and how might we overcome such difficulties? We will consider the growing body of evidence from attempts to regulate GHGs, including China’s cap-and-trade programs, the EU ETS, and US state policies. Throughout the course we will discuss the limits of the economic approach, pointing out normative questions on which economic theory provides little guidance.

Class Format: Lectures, office hours and TA sessions will take place on Zoom.

Requirements/Evaluation: problem sets, midterm, group presentation, final exam

Prerequisites: ECON 251, familiarity with statistics

Enrollment Limit: 20

Enrollment Preferences: Junior/Senior Economics majors and CDE fellows

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:
ECON 522 (D2) ENVI 387 (D2) ECON 387 (D2)

Quantitative/Formal Reasoning Notes: The course involves simple calculus-based theory and applied statistics.

Fall 2020

LEC Section: R1 MR 1:30 pm - 2:45 pm Matthew Gibson

ENVI 390 (S) The Nature of Nature

Cross-listings: ENVI 390 ENGL 394

Secondary Cross-listing

"Nature" is one of the commonest words in English. And yet what does it signify? Is it primarily descriptive (all living things), or normative ("natural" foods, "human nature")? This course will consider the richly incoherent ways we think about the living world, paying attention to the difficulty of narrating processes that are often too big, too small, too quick or too slow for direct human apprehension. We'll also explore the ways popular nature writing mingles scientific reporting with implicit judgments about human identity, morality, and social organization. Writers studied will include Elizabeth Kolbert, N. Scott Momaday and Charles Darwin. We'll also consider the technological mediations of nature in documentaries by David Attenborough and Lynette Wallworth, among others.

Requirements/Evaluation: Several short written exercises, an eight page comparative midterm essay, and a final twelve to fifteen page online essay incorporating audiovisual materials. Active participation in class. Note that this course will be offered exclusively online.

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 16

Enrollment Preferences: English majors; Environmental Studies majors and concentrators.

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 390 (D1) ENGL 394 (D1)

Spring 2021

SEM Section: R1 TR 6:45 pm - 8:00 pm Shawn J. Rosenheim

ENVI 397 (F) Independent Study of Environmental Problems

Individuals or groups of students may undertake a study of a particular environmental problem. The project may involve either pure or applied research, policy analysis, laboratory or field studies, or may be a creative writing or photography project dealing with the environment. A variety of nearby sites are available for the study of natural systems. Ongoing projects in the College-owned Hopkins Forest include ecological studies, animal behavior, and acid rain effects on soils, plants, and animals. Students may also choose to work on local, national, or international policy or planning
ENVI 398  (S) Independent Study of Environmental Problems

Individuals or groups of students may undertake a study of a particular environmental problem. The project may involve either pure or applied research, policy analysis, laboratory or field studies, or may be a creative writing or photography project dealing with the environment. A variety of nearby sites are available for the study of natural systems. Ongoing projects in the College-owned Hopkins Forest include ecological studies, animal behavior, and acid rain effects on soils, plants, and animals. Students may also choose to work on local, national, or international policy or planning issues, and opportunities to work with town and regional planning officials are available. Projects are unrestricted as to disciplinary focus. Students should consult with faculty well before the start of the semester in which they plan to carry out their project.

Prerequisites: approval by the Chair of Environmental Studies

Grading: yes pass/fail option, yes fifth course option

Distributions: No divisional credit

Fall 2020

IND Section: H1  TBA  Nicolas C. Howe

ENVI 404  (S) Coastal Processes and Geomorphology  (QFR)

Cross-listings: ENVI 404  MAST 404  GEOS 404

Secondary Cross-listing

Can people live safely along the coast? Recent events like SuperStorm Sandy and the Tohoku Tsunami have shown us how the ocean can rise up suddenly and wreak havoc on our lives and coastal infrastructure. Only educated geoscientists can evaluate the risks and define informed strategies to prevent future coastal catastrophes. Currently almost half the global population lives within 100 km of the coast, with a large percent of those living in densely populated cities (e.g., New York, New Orleans, Los Angeles, Shanghai, Hong Kong, Cape Town, Sydney, Mumbai). Despite the growing risks and challenges associated with climate change and rising sea levels, the coastal population continues to grow rapidly. To help ensure these growing populations can live safely along the coast requires a detailed understanding of the processes that shape the coastal zone. These processes act across a variety of scales, from deep-time geologic processes that dictate coastal shape and structure, to decadal-scale processes that determine shoreline position and evolution, to weekly and daily processes such as storms and tides. This course will provide an in-depth look at the forces—wind, waves, storms, and people—that shape the coastal zone, as well as the geologic formations—sandy beaches, rocky cliffs, barrier islands, deltas, and coral reefs—that are acted upon and resist these forces. Coastal dynamics are strongly affected by human interventions, such as seawalls, dredged channels, and sand dune removal, as well as by sea level rise and changes in storm frequency and magnitude associated with climate change. Finally, the course will provide students with a perspective on how the U.S. seeks to manage its coastal zone, focusing on sea level rise and coastal development. This class will include a quantitative lab that will use MATLAB software to model and evaluate various coastal processes. Students will gain a basic understanding of MATLAB functionality, and will be asked to independently apply what they have learned to various data sets provided by the instructor.

Class Format: lecture two times a week with a lab one time per week

Requirements/Evaluation: lab reports, tests, and an independent research project

Prerequisites: Either GEOS 104 or GEOS 210; or permission of instructor

Enrollment Limit: none

Enrollment Preferences: senior Geosciences majors, then juniors

Expected Class Size: 10
ENVI 405  (F)  Geochemistry: Understanding Earth’s Environment

Cross-listings:  ENVI 405  GEOS 405

Secondary Cross-listing
Rocks, water, air, life: what comprises these interconnected components of the Earth system? How do they interact today, and how did these interactions differ in the past? In this course we will study how chemical elements are distributed in the Earth, cycle through the Earth system, and act together to produce a planet that is habitable. As Earth’s landscapes and oceans, and the life they harbor, have evolved through time, they have left an imprint in the geological record that we can read using geochemical tools such as molecular fossils, elemental ratios, and stable and radioactive isotopes. Topics include the synthesis of elements in stars, the formation and differentiation of planet Earth; radiometric dating; the major constituents of the atmosphere, rain, rocks, rivers and the ocean; how they’re linked by chemical weathering and biological activity; and reconstruction of past environments. Students will explore these topics through lecture; reading and discussing articles from the scientific literature; and collecting, analyzing and interpreting data from environmental samples.

Requirements/Evaluation: seminar discussions, two 10-page lab reports, lab activities, and final project
Prerequisites: two 200-level GEOS courses and at least one of GEOS 302 or 303
Enrollment Limit: 10
Enrollment Preferences: senior Geosciences majors, then juniors
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option

Unit Notes: As a 400-level seminar, this capstone course is intended to build on and extend knowledge and skills students have developed during previous courses in the major
Distributions:  (D3)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 405 (D3) GEOS 405 (D3)

ENVI 410  (S)  The Cryosphere

Cross-listings:  ENVI 410  GEOS 410

Secondary Cross-listing
The Earth’s climate system is often described in terms of its spheres, including the atmosphere, biosphere, lithosphere, oceans, and the cryosphere. The cryosphere is the naturally occurring ice on Earth in all its many forms: snow, glaciers, ice sheets, sea ice, frozen lakes and rivers, and permafrost (frozen soil). These parts of the climate system may seem remote, but have implications for climate and weather around the world; changes in Arctic sea ice cover accelerate climate change in the north, resulting in the increased frequency of Polar Vortex events that send frigid temperatures down as far as the southern US. Melting glaciers and ice sheets have already contributed to sea level rise, and are projected to do so even more in the future. This course will explore the cryosphere, including snow, sea ice, permafrost, and glaciers through lectures, hands-on and data analysis labs, reading journal articles, and a final project. As a 400-level seminar, this capstone course is intended to build on and extend knowledge and skills students have developed during previous courses in the major.

Class Format: Hybrid: classes will meet synchronously online for lectures/discussions, labs will meet in person when possible. Class periods and lab periods will be used interchangeably based on the weather.
Requirements/Evaluation: Evaluation will be based on short papers, labs responses, and a research project

Prerequisites: GEOS 215 or GEOS 255 or GEOS 309 or MAST 311 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Senior GEOS majors, then other GEOS majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Unit Notes: As a 400-level seminar, this capstone course is intended to build on and extend knowledge and skills students have developed during previous courses in the major

Materials/Lab Fee: Labs will be outside during the winter: students should be prepared to dress appropriately for the weather.

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 410 (D3) GEOS 410 (D3)

Spring 2021

SEM Section: H1 WF 8:15 am - 9:30 am Alice C. Bradley
LAB Section: H2 M 8:15 am - 9:30 am Alice C. Bradley

ENVI 412 (S) Senior Seminar: Perspectives on Environmental Studies (WS)

Cross-listings: MAST 402 ENVI 412

Primary Cross-listing

The Environmental Studies and Maritime Studies programs provide students with an opportunity to explore the myriad ways that humans interact with diverse environments at scales ranging from local to global. The capstone course for Environmental Studies and Maritime Studies, this seminar brings together students who have specialized in the humanities, social studies and the sciences to exchange ideas across these disciplines. Over the course of the seminar, students will develop a sustained independent research project on a topic of their choice, and they will have opportunities throughout the semester to meet with guest speakers to discuss environmental work outside the academy.

Requirements/Evaluation: active participation, discussion leading, several smaller assignments and multi-step capstone project

Prerequisites: declared major/concentration in Environmental Studies or Maritime Studies, ideally to be taken in final semester at Williams

Enrollment Limit: 14

Enrollment Preferences: Environmental Studies majors and concentrators, Maritime Studies concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: required course for students wishing to complete the Maritime Studies concentration

Distributions: No divisional credit (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

MAST 402 No divisional credit ENVI 412 No divisional credit

Writing Skills Notes: This course is focused on building up cross-disciplinary writing and communication skills. There will be a multi-step capstone project that emphasizes writing, and there will be opportunities to revise and resubmit work.

Spring 2021

SEM Section: H1 TF 3:15 pm - 4:30 pm W 2:50 pm - 3:40 pm April Merleaux
SEM Section: H2 TR 11:30 am - 12:45 pm W 2:50 pm - 3:40 pm Nicolas C. Howe

ENVI 420 (F) Architecture and Sustainability in a Global World (WS)

Cross-listings: ARTH 420 GBST 420 ENVI 420

Secondary Cross-listing
What does it mean to create a sustainable built environment? What do such environments look like? Do they look the same for different people across different times and spaces? This course takes these questions as starting points in exploring the concept of architectural sustainability, defined as “minimizing the negative impact of built form on the surrounding landscape,” and how this concept can be interpreted not only from an environmental point of view, but from cultural, political, and social perspectives as well. Over the course of the class, students will explore different conceptualizations of sustainability and how these conceptualizations take form in built environments in response to the cultural identities, political agendas, social norms, gender roles, and religious values circulating in society at any given moment. In recognizing the relationship between the way things are constructed (technique of assembly, technology, materials, process) and the deeper meanings behind the structural languages deployed, students will come to understand sustainability as a fundamentally context-specific ideal, and its manifestation within the architectural environment as a mode of producing dialogues about the anticipated futures of both cultural and architectural worlds.

Class Format: This course will be taught in a hybrid mode, with both online (lecture) and in-person (discussion) elements.

Requirements/Evaluation: weekly reading discussion question posts on GLOW, leading class discussions, and a final project/paper (15-20 pages) with presentation

Prerequisites: none, although a course in art/architectural history or environmental studies would be advantageous

Enrollment Limit: 12

Enrollment Preferences: Art History majors, Environmental Studies majors, History and Studio majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 420 (D1) GBST 420 (D2) ENVI 420 (D1)

Writing Skills Notes: This course develops writing proficiency using a series of sequenced assignments that culminate with the formation of a well-articulated, compelling final project. Students will receive extensive feedback on these assignments via a progression-oriented evaluative system that involves both instructor and peer feedback, and will take part in a writing seminar towards gaining the necessary tools for drafting work, formulating ideas, organizing sections, and crafting an abstract.

Fall 2020

ENVI 421  (S) Latinx Ecologies

Cross-listings: LATS 420  ENVI 421

Secondary Cross-listing

An August 2015 Latino Decisions poll found that Latinxs, more than other ethnic groups in the U.S.A., are deeply concerned about climate change and the "environment". How and why might some Latinxs be disproportionately impacted by climate change? How have a few distinct Latinx theorists and activists imagined and constructed ecology? How are struggles for environmental justice related to broader Latinx concerns with and constructions of place? This seminar will examine a few moments in distinct Latinx histories and geographies such as California migrant farmworkers and the struggle over pesticides, urban movements over waste management such as the Young Lords' garbage offensive, food justice movements and urban gardening, as well as literary and theological representations of affective and sacred ecologies such as Helena Maria Viramontes’ Their Dogs Came With Them and Ecuadoran-U.S. ecofeminist Jeanette Rodríguez's theological texts. Evaluation will be based on class participation, presentations, annotated bibliography, short writing assignments, writing workshop participation, and a final 20-page research paper.

Requirements/Evaluation: class participation, presentations, annotated bibliography, short writing assignments, writing workshop participation, and a final 20-page research paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Latinx Studies concentrators; Environmental Studies majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)
ENVI 422 (F) Ecology of Sustainable Agriculture

A seminar/field course investigating patterns, processes, and concepts of stability in human-dominated, food production ecosystems. As a capstone course, the course will draw upon the experiences that students have had in biology and environmental studies courses. Topics will include: the relationships among diversity, ecosystem function, sustainability, resilience, and stability of food production, distribution systems, nutrient pools and processing in human dominated ecosystems. Two extensive field trips will be taken to agricultural operations in the region. Each student will present a seminar on a topic requiring extensive reading of primary resources and is responsible for leading the discussion that ensues. Reading question paper assignments will be due prior to the seminar. Criticism paper assignments will be made at approximately bi-weekly intervals and due two days after the seminar to which they relate.

Class Format: two 75 minute sessions per week
Requirements/Evaluation: writing assignments, seminar presentation, and course participation
Prerequisites: BIOL/ENVI 203 or BIOL 302 or permission of instructor
Enrollment Limit: 16
Enrollment Preferences: senior Biology and Environmental Studies Majors and Environmental Studies Concentrators; then Junior majors/concentrators, then seniors, then juniors
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Unit Notes: satisfies the distribution requirement for the Biology major
Distributions: (D3)

ENVI 423 (F) Global Change Ecology

Cross-listings: ENVI 423 BIOL 413

Secondary Cross-listing

Plants and animals are increasingly faced with rapid environmental change driven by human activities across the globe. How do they cope with challenges imposed by climate change, altered nutrient cycling, biological invasions, and increased urbanization? What are the impacts of organismal responses at the population and community level? This course uses an integrative approach to understand the impacts of global change at multiple levels of biological organization in both aquatic and terrestrial environments. We examine how global-scale environmental changes affect the distribution and abundance of species and alter community organization. We also consider the physiological and behavioural mechanisms underlying species responses and the role of acclimation versus adaptation in coping with rapid environmental change. Finally, we learn the analytical tools used to predict future responses to global change. Class discussions will focus on readings drawn from the primary literature.

Class Format: two 75-minute discussion sessions each week
Requirements/Evaluation: class participation and several short papers
Prerequisites: BIOL 203 or BIOL 305, or permission of instructor
Enrollment Limit: 12
Enrollment Preferences: senior Biology majors who have not yet taken a 400-level course
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Unit Notes: satisfies the distribution requirement for the Biology major
Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 423 (D3) BIOL 413 (D3)

Not offered current academic year
From 18th-century claims that climate determined character to the 21st-century proliferation of DNA tests underwriting claims to Indigenous ancestry, race, colonialism, identity, and "nature" operate as interconnected terrains of power. Anchored in the contexts of U.S. colonialisms, racialization, and accumulation, this course aims to expose students to the cultural politics of "nature" as a way of "doing" American Studies. Specifically, this course investigates formations of and struggles against U.S. colonialisms, racialization, and accumulation via the many symbolic and material iterations, negotiations, and contestations of the contingent relations between and among human and non-human natures. Organized around a significant research paper and weekly written responses, this course ultimately aims to foster students' critical writing, reading, analytical thinking, and comparative inquiry skills across such contexts and sites of contestation, and across texts of different genres and media. We will work with a wide range of primary sources, including published fiction and poetry, legal documents, newspaper articles, speeches, recorded songs, and films, photos, paintings and other visual culture. By the end of this course, students should be able to describe the historical foundations of dominant ideas, attitudes, and practices toward non-human natures, as well as analyze how ideas of "nature" mediate the ways in which colonial, racial, gender, and sexual categories and structures inform and are (re)produced by U.S. institutions and in public areas such as the law, public policy, and property. Finally, students should be able to interpret how racialized and colonized peoples' visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation.

Class Format: This course is designated as remote. However, international students who want to take this course but need it to be designated as a hybrid course in order to do so may instead register for an independent study with Prof. Ayazi. As a hybrid course, this independent study will have the same requirements as the listed course, with the exception of a limited number of face-to-face meetings in Williamstown or Boston. Please contact Prof. Ayazi at ha5@williams.edu to discuss such an arrangement.

Requirements/Evaluation: Evaluation will be based upon the following: Class Participation: 25%; Weekly Responses (350-500 words): 25%; Final Research Essay: 50%, broken down by Research Proposal (2-3 pgs, 10%), Peer Review and Feedback (2 pgs, 10%), Presentation (10%); Essay (15 pgs): 20%. Class will meet twice per week. Tu. meetings will be synchronous and Th. meetings will be asynchronous. Asynchronous components of the course include pre-recorded lectures, discussion boards, and other exercises that promote as much connection as possible within the constraints of remote education. Toward this end, synchronous meetings will center engaged discussion.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: American Studies majors will be given preference; secondary preference given to students specializing in Native American and Indigenous Studies, as well as Africana and Environmental Studies majors.

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 430 (D2) AFR 390 (D2) AMST 430 (D2)

Writing Skills Notes: Emphasis on revision and writing process includes: One thesis paper at 15 pages (receiving critical feedback from professor and peers); one thesis paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process; one research proposal (including thesis outline and annotated bibliography of primary texts) with critical feedback from professor; student presentations and roundtable discussion based on the final paper.

Difference, Power, and Equity Notes: By the end of this course, students should be able to interpret how racialized and colonized peoples' visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation. In order to addresses such issues of difference, power, and equity, this course provides students with the necessary th
**ENVI 436 (S) Demigods: Nature, social theory, and visual imagination in art and literature, ancient to modern**

**Cross-listings:** ENVI 436 ARTH 436 CLAS 436

**Secondary Cross-listing**

Horse-men, cat-women, goat-men, tree-women, man-bulls, fish-girls, snake-people--cross-species compound creatures are everywhere in ancient Greek and Roman art, poetry, and culture. The conceptual or cognitive value of those "demigods" has changed over time. In art, demigods have frequently been reduced to the status of decoration, and in literature, they have become generic markers of fantasy. But they are hardly without meaning. Embodied in satyrs, centaurs, nymphs, and other demigods is a vision of an alternative evolutionary and cultural history. In it, humans and animals live together. The distinction between nature and culture is not meaningful. Male and female are equal. The industrial revolution never happens. This course traces the history of demigods from its origins in ancient Greek art and poetry until today. We pay special attention to three points: the relationship between mythology of demigods and ancient political theory about primitive life; evolving conceptions of nature, the origin of species, and the environment; and the capacity of the visual arts to create mythology that has a limited literary counterpart. The first half of the course examines the origins and character of the demigods, in works of ancient art, e.g. the François vase and the Parthenon, as well as ancient texts, including Hesiod's Theogony and Ovid's Metamorphoses. We examine relevant cultural practices, intellectual history, and conceptions of nature, in texts such as Euripides' Bakchai, Plato's Phaidros, and Lucretius' De rerum natura. We will consider in detail ancient theories of the origins of species as well as the relationship between nature and human culture. The second half of the course investigates the post-classical survival of demigods. We consider the "rediscovery" of demigods in the work of Renaissance artists such as Botticelli, Michelangelo, Dürer, and Titian, and the rediscovery of ancient materialist theories of nature and culture. We consider in detail the important role played by demigods in the formation of Modernism in art and literature. Key texts include Schiller, "Naive and sentimental poetry," Nietzsche, Birth of Tragedy, Mallarmé, "L'Apres midi d'une faun," Aby Warburg's cultural-historical texts, and Stoppard's Arcadia. Problems include the relationship between nymphs and prostitutes in Manet, and the meaning of fauns and the Minotaur in Picasso. We conclude with demigods in popular culture such as the Narnia chronicles or Hunger Games.

**Class Format:** Lecture and discussion. When possible, we will meet outdoors in person; when that is not possible, we will meet online.

**Requirements/Evaluation:** The requirements of the course include: attendance and participation in discussion; preparing summaries/analyses of reading assignments for discussions; one presentation on a research project, and one 20-page paper on the research project.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** art history majors, graduate students in art history, classics majors, then any interested student

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** This course will satisfy the seminar requirement in art history.

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 436 (D1) ARTH 436 (D1) CLAS 436 (D1)

Spring 2021

**ENVI 454 (F) Climate Change Physiology**

**Cross-listings:** BIOL 454 ENVI 454

**Secondary Cross-listing**

Animals are increasingly faced with rapid climate change driven by human activities across the globe. How do they cope with challenges imposed by increasing temperature? And, how might physiological mechanisms at the organismal level scale up to influence population processes? This course uses an integrative approach to understand the impacts of climate change at multiple levels of biological organization in both terrestrial and aquatic environments. We examine physiological mechanisms underlying animal responses and the role of acclimation versus adaptation in coping with rapidly shifting thermal environments. We then consider the impacts of these mechanisms on whole organism performance and their consequences for population persistence. Finally, we learn the analytical tools used to incorporate physiological mechanisms into ecological models to predict future responses to global climate change. Class discussions will focus on readings drawn from the primary literature.
ENVI 478 (S) Cold War Landscapes

Cross-listings: AMST 478  HIST 478  ENVI 478

Secondary Cross-listing

The Cold War between the United States and the Soviet Union set in motion dramatic changes to the natural and built environments of many nations between 1945 and 1991. Nuclear test and missile launch sites, naval installations, military production operations, and border securitizations are just a few of the most obvious ways in which the stand-off between the two countries altered rural and urban landscapes around the world. But one can also see the Cold War as setting in motion less immediately direct but nonetheless profound changes to the way that many people saw and planned for the environments around them, as evidenced, for instance, by the rise of the American suburb, the reconstruction of postwar Europe, and agricultural and industrial initiatives in many developing nations. We will begin this seminar by exploring several distinct “Cold War landscapes” in the United States, then move on to examining others in Europe and the Soviet Union. We will spend the final weeks of the semester discussing examples from other parts of the world. Our approach to our topics will be interdisciplinary throughout the semester, and students are welcome to write their research papers on any geographical area of the world.

Requirements/Evaluation: class participation, weekly critical writing, and a final 20- to 25-page research paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: History, Environmental Studies majors if over-enrolled

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 478 (D2) HIST 478 (D2) ENVI 478 (D2)

Not offered current academic year

ENVI 491 (F) The Suburbs

Cross-listings: AMST 490  ENVI 491  HIST 491

Secondary Cross-listing

The suburbs transformed the United States. At the broadest level, they profoundly altered spatial residential geography (especially in terms of race), consumer expectations and behavior, governmental policies, cultural norms and assumptions, societal connections, and Americans' relationship to nature. More specifically, the different waves of post-World War II suburban development have both reflected large-scale shifts in how power and money have operated in the American political economy; and set in motion deep-seated changes in electoral politics, in Americans' understandings of how their income should be used, and in how the built landscape should be re-imagined. This tutorial will explore the rich historical literature that has emerged over the last twenty years to provide students with a history of the suburbs, to see the suburbs as more than simply collections of houses that
drew individual homeowners who wanted to leave urban areas. We will focus most of our attention on the period from 1945 through the 1980s. Some of the questions we will consider will include: how did the first wave of suburban development bring together postwar racial and Cold War ideologies? Is it possible, as one historian has argued, that suburbs actually created the environmental movement of the 1960s? And how have historians understood the role that suburbs played in America’s conservative political turn, leading to the election of Ronald Reagan?

**Class Format:** Remote for fall 2020. As in a regular semester, I'll work with enrolled students to set up a schedule for our tutorial meetings, which will occur online. At a couple junctures during the semester, we will also try to meet online as a whole class, as well as have a few small group discussions.

**Requirements/Evaluation:** typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay on the assigned readings; on alternate weeks, students will write a 2-page critique. During two of the weeks of the semester (around the middle of the semester and at the end), all students will write papers that explore a common question or theme.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** History majors and students with previous coursework in History

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option  
**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**  
AMST 490 (D2) ENVI 491 (D2) HIST 491 (D2)

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**ENVI 493 (F) Senior Research and Thesis: Environmental Studies**  
Enviromental Studies senior research and thesis; this is part of a full-year thesis (493-494).

**Prerequisites:** approval by the Chair of Environmental Studies

**Grading:** yes pass/fail option, yes fifth course option  
**Distributions:** No divisional credit

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**ENVI 494 (S) Senior Research and Thesis: Environmental Studies**  
Environmental Studies senior research and thesis; this is part of a full-year thesis (493-494).

**Prerequisites:** approval by the Chair of Environmental Studies

**Grading:** yes pass/fail option, yes fifth course option  
**Distributions:** No divisional credit

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**Spring 2021**

**HON Section: H1  TBA  Nicolas C. Howe**

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**Winter Study**

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**ENVI 31 (W) Senior Research and Thesis: Environmental Studies**  
To be taken by students registered for Environmental Studies 493-494.

**Class Format:** thesis
ENVI 99 (W) Independent Study: Environmental Studies

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year
ENVIRONMENTAL STUDIES MAJOR
Chair: Associate Professor Nicolas Howe

Associate Director: Lecturer Sarah Gardner


Mystic Executive Director: T. Van Winkle.

MEMBERS OF THE CENTER FOR ENVIRONMENTAL STUDIES (2020-21)

Alex Apotsos, Visiting Lecturer in Geosciences
Henry W. Art, Professor of Biology and Environmental Studies
Sonya Auer, Visiting Assistant Professor of Biology
Lois M. Banta, Professor of Biology
Ron D. Bassar, Assistant Professor of Biology
Ben Benedict, Lecturer in Art
Julie C. Blackwood, Assistant Professor of Mathematics
Roger E. Bolton, Professor of Economics, Emeritus
Ralph Bradburd, David A. Wells Professor of Political Economy
Alice C. Bradley, Assistant Professor of Geosciences
Nicole G. Brown, Assistant Professor of Classics
Cory E. Campbell, instructional Technology Specialist
Anthony Carrasquillo, Assistant Professor of Chemistry
Gregory Casey, Assistant Professor of Economics
David Cassuto, Class of 1946 Visiting Distinguished Professor of Environmental Studies
Phoebe A. Cohen, Associate Professor of Geosciences
José E.A. Constantine, Assistant Professor of Geosciences
Mea S. Cook, Associate Professor of Geosciences
David P. Dethier, Professor of Geosciences, Emeritus
Joan Edwards, Samuel Fessenden Professor of Biology
Laura Ephraim, Associate Professor of Political Science
Michael Evans, Assistant Director of The Zilkha Center
Jessica M. Fisher, Assistant Professor of English
Antonia Foias, Professor of Anthropology and Sociology
Jennifer L. French, Professor of Spanish
Sarah S. Gardner, Lecturer in Environmental Studies
Matthew Gibson, Assistant Professor of Economics
Lisa Gilbert, Associate Professor of Geosciences and Marine Sciences
Allison Gill, Assistant Professor of Biology
Catherine Hall, Lecturer, Williams-Mystic Maritime Studies Program
Nicolas Howe, Associate Professor of Environmental Studies
Sarah Jacobson, Associate Professor of Economics
Andrew Jones, Manager, Hopkins Memorial Forest
Paul Karabinos, Professor of Geosciences
Elizabeth Kolbert, Class of 1946 Visiting Distinguished Professor of Environmental Studies
Joel Lee, Assistant Professor of Anthropology
Scott Lewis, Assistant Professor of Physical Education and Director of Outing Club
James Manigault-Bryant, Associate Professor of Africana Studies
Luana Maroja, Associate Professor of Biology
Laura Martin, Assistant Professor of Environmental Studies
Brittany Meché, Bolin Fellow in Environmental Studies
April Merleaux, Visiting Assistant Professor of Environmental Studies
Karen R. Merrill, Professor of History
Manuel Morales, Professor of Biology and Director of Research Hopkins Forest
James Nolan, Chair of Anthropology and Sociology and Washington Gladden 1859 Professor of Sociology
Julie Pedroni, Lecturer in Philosophy
Timothy Pusack, Assistant Professor of Marine Ecology, Williams-Mystic Maritime Studies Program
Jay Racela, Lecturer in Environmental Studies and Supervisor, Environmental Analysis Lab
David P. Richardson, Professor of Chemistry
Kenneth Savitsky, Professor of Psychology
David C. Smith, Senior Lecturer in Biology, Emeritus
David L. Smith, Professor of English
Greta F. Snyder, Visiting Assistant Professor of Women's, Gender, and Sexuality Studies
John W. Thoman, Jr., Professor of Chemistry
Claire Ting, Professor of Biology
Tom Van Winkle, Executive Director of The Williams-Mystic Maritime Studies Program
Sofia Zepeda, Assistant Professor, Maritime History, Williams-Mystic Maritime Studies Program

ENVIRONMENTAL STUDIES

Environmental issues call upon citizens, organizations, and governments to grasp complex scientific concepts, address conflicting human values, and make difficult economic, political and ethical choices. A proper understanding of environmental issues is therefore an interdisciplinary exercise. The concentration in Environmental Studies is designed to help students to:

- Effectively address complex environmental issues by integrating perspectives from the natural sciences, the social sciences, and the arts and humanities;
- Understand ecological principles and the nature of living systems;
- Apply scientific methods to collect environmental data and evaluate environmental quality;
- Understand the political and economic factors that inform, enable, and constrain environmental policy;
- Understand the social, cultural, and historical factors that shape environmental thought, history, and behavior;
- Develop significant understanding of one or more of the essential methodological approaches required in addressing environmental challenges;
- Have an appreciation for the ambiguity and uncertainty inherent in many environmental issues;
- Apply their learning in a practical setting.

The program is administered by the Center for Environmental Studies (CES), located in the Class of 1986 Environmental Center. Founded in 1967, the CES is considered to be the first environmental studies center at a liberal arts college. In addition to the academic program described below, the CES offers extensive resources including databases, funding for student-organizations and student-initiated activities, and generous support for summer research and internships. The Class of 1966 Environmental Center, a Living Building and the Program’s home, includes a classroom, living room, study rooms, kitchen, as well as student gardens. The CES manages the Hopkins Memorial Forest, a 2600-acre natural area only 1.5 miles from campus, in which there are field-study sites and a laboratory, and where passive-recreation opportunities may be found in all seasons. The CES also operates the Environmental Analysis Laboratory in Morey Science Center.

ADVISING

Majors (or first-years and sophomores interested in the major offered by CES) are encouraged to talk at any time with the Chair, Associate Director of Environmental Studies, or any other members of CES for advice. All incoming majors will be assigned a faculty advisor in the spring of their sophomore year.

Advisors for 2019-20: Henry Art, R. Bradburd, Sarah Gardner, N. Howe, Pia Kohler, Laura Martin, and Mea Cook.

STUDY AWAY

Many study away options are available to students in Environmental Studies, including the Williams-Mystic Maritime Studies Program. Students considering either a semester or year away who intend to major in Environmental Studies should consult the Chair or Associate Director of Environmental Studies and the Dean in charge of study abroad as early as possible to discuss their options. Students may take up to two courses outside of Williams toward their major, but must have advance approval in writing from the Chair of Environmental Studies.

CONCENTRATION IN ENVIRONMENTAL STUDIES

The Environmental Studies concentration provides students with an opportunity to explore how humans interact with the environment, including physical, biological, philosophical, and social elements. The concentration is designed so that students will understand the complexity of issues and perspectives that inhere in environmental problems and will appreciate that most environmental issues lack distinct disciplinary boundaries. The goal of the concentration is to educate students to be well-informed, environmentally literate citizens who have the capacity to become active participants in the local and global community. To this end, the concentration is designed to develop the capability to think in interdisciplinary ways and to use synthetic approaches to solve problems while incorporating the knowledge and experiences gained from majoring in other departments at the College.

The Environmental Studies concentration is a seven-course concentration in which students gain broad exposure to environmental studies while pursuing another major. In addition to the core of ENVI 101, ENVI 102, ENVI 302, and ENVI 412, students pursuing the concentration will take one elective from each group that represents a broad category of inquiry: Environmental Policy; Humanities, Arts and Social Sciences; and the Natural World.

THE MAJOR IN ENVIRONMENTAL STUDIES

The Environmental Studies major is an eleven-course major. The major has a core of seven courses, with varying amounts of choice for the various core course requirements. All majors are required to take four of the seven courses: ENVI 101, ENVI 102, ENVI 302, and the ENVI 412 the Senior Seminar. ENVI 101 – Nature and Society: An Introduction to Environmental Studies, is a broad introduction to the field, emphasizing the humanities and social sciences. ENVI 102 – Introduction to Environmental Science, introduces students to the interdisciplinary study of the Earth’s systems through the synthesis of physical, chemical, geological, and biological perspectives. All majors are also required to take, in the junior year (or senior year under special circumstances), ENVI 302 – Environmental Planning Workshop: Community-Based Experience (offered every fall), and ENVI 412 – Environmental Studies Senior Seminar (offered every spring). The remaining core requirements are comprised of three foundational 200-level courses, one from each of three lists of courses (see below). These lists represent the three main branches of the environmental curriculum: Environmental humanities, environmental social science/policy, and environmental science. Students choose, in consultation with their major advisor,
Building on this seven-course foundation, Environmental Studies majors devise an individualized four-course cluster of electives that together comprise a disciplinary or thematic specialization sequence—for example, climate change policy, environmental justice, the built environment, environmental chemistry, sustainable food and agriculture, environmental ethics, etc. Students are responsible for designing their own major cluster in consultation with a faculty advisor in the spring semester of their sophomore year. One of these four electives in the cluster must be among those listed by the Program as a research methods course, although students may petition to count another course toward this requirement under special circumstances.

The study of living systems is an integral component of environmental studies, and therefore all students majoring in environmental studies will need to complete at least one course designated by the Program as a “living systems” course (this may be within their specialization cluster or as one of their 200-level foundational courses).

### Submitting your Proposed Course Cluster and Plan of Study to the Major

Students intending to major in environmental studies must meet with a prospective advisor chosen in consultation with the Environmental Studies Chair to develop their proposed four-course cluster and plan of study through the major. We encourage all students interested in the major to meet with a faculty member in Environmental Studies at least one week prior to spring pre-registration to discuss their proposed cluster and plan of study. The proposals must be submitted to the program Chair on or before the final day of pre-registration in the spring of the sophomore year. Application materials and instructions are available from Environmental Studies faculty and on the CES website (ces.williams.edu). The individual proposals will be reviewed by the CES Advisory Committee.

### Planning for Prerequisites on your Path through the Major

While ENVI 101 or ENVI 102 are recommended starting points for the major, and are prerequisites for many other ENVI course offerings, please note that some of the course options for the major may have other courses as prerequisites that may not count toward the programs. For example, ENVI/ECON 213 (Intro to Environmental and Natural Resource Economics) has a prerequisite of ECON 110 (Principles of Microeconomics). We strongly suggest that you do advance planning to avoid being blocked from taking a relevant course. For example, should you want to design a cluster that emphasizes environmental economics, ENVI/ECON 387 (Economics of Climate Change) has a prerequisite of ECON 251 (Price and Allocation Theory), which in turn has a prerequisite of ECON 110. Similarly, should you design a cluster that emphasizes resource conservation, you should be aware that ENVI 312 (Communities and Ecosystems) has a prerequisite of ENVI/BIOL 203 (Ecology) or ENVI/BIOL 220 (Field Botany and Plant Natural History). Students interested in the program are encouraged to consult with members of the Environmental Studies Program and to contact the Chair or Associate Director.

### Credit for AP, IB, A-levels and other pre-Williams Courses

Students are not allowed to place out of ENVI 101 or ENVI 102.

### Introductory Required Courses (2 courses)

- ENVI 101 Nature and Society: An Introduction to Environmental Studies
- ENVI 102 Introduction to Environmental Science

### Foundational Required Courses for all Environmental Studies Majors (3 courses, 1 from each category)

#### Culture/Humanities Foundational (1 course)

- **ENVI 217 / AMST 216** Landscape, Place and Power
  - Taught by: Nicolas Howe
  - Catalog details
- **ENVI 229 / HIST 264** Environmental History
  - Taught by: Laura Martin
  - Catalog details
- **ENVI 244 T / PHIL 244** (S) Environmental Ethics
  - Taught by: Julie Pedroni
  - Catalog details
- **ENVI 246 / AMST 245 / HIST 265** (F) Race, Power, & Food History
  - Taught by: April Merleaux
  - Catalog details
- **ENVI 250 / STS 250** Environmental Justice
  - Taught by: Laura Martin
  - Catalog details
- **ENVI 259 / AMST 259 / HIST 259** New England Environmental History
  - Taught by: Laura Martin
  - Catalog details
- **RLSP 216 / ENVI 233** (S) Latin American Environmental Literature and Cultural Production
  - Taught by: Laura Martin
  - Catalog details
In the spring of the sophomore year, at the same time that the major declaration is due, each student planning to major in Environmental Studies is required to submit a detailed proposal for a specialization cluster comprised of four elective courses built around a disciplinary or thematic focus. The proposed specialization must include one course identified as a “methods” course, that is, a course providing substantial training in a relevant method of inquiry (see list below for indicative list of courses that might fulfill that designation).

To help students get a better idea of what the “cluster” entails, we have provided examples of specialization clusters on the CES website, including the following themes (not intended to be an exhaustive list): climate change policy, environmental justice, environmental planning and design, environmental literature, environmental chemistry, environmental biology, environmental geosciences, sustainable design, water and energy, sustainable food and agriculture, urban studies, and environmental economics.

The student’s specialization sequence will be developed under guidance of an adviser from the CES faculty, and formally approved by the CES Advisory Committee, and will be examined in the broader context of the student’s proposed route through the major (including their choice of 200-level foundational courses). One of the courses in the student’s proposed route through the major must be from a designated list of “living systems” courses (below).

Courses taken abroad may be included in the specialization with the approval of the Chair or Associate Director. Additional courses from the 200-level group requirements (culture/humanities; social science/policy; and environmental science) or from among the research practicum courses may also be included in the specialization.

Living Systems (1 course)

The Environmental Studies program will consider requests from students to substitute another course that focuses on living systems for one of the courses listed above. These requests should be submitted to the Chair or to Sarah Gardner, Associate Director.

BIOL 154 / ENVI 154(F) The Tropics: Biology and Social Issues
Taught by: Joan Edwards
Catalog details

BIOL 203 / ENVI 203(F) Ecology
Taught by: Jennifer French
Catalog details
Methods (1 course)

This is not intended to be an exhaustive list. Students are expected to make the case for how their designated methods course complements their proposed specialization.

**ANSO 205(S)Ways of Knowing**

Taught by: Ben Snyder

**CHEM 364 / ENVI 364(F)Instrumental Methods of Analysis**

Taught by: Christopher Goh, Amnon G Ortoll-Bloch

**ECON 255(F, S)Econometrics**

Taught by: Owen Ozier, Matthew Gibson, David Zimmerman

**GEOS 214 / ENVI 214(S)Mastering GIS**

Taught by: José Constantine

**GEOS 255 / ENVI 255Environmental Observation**

Taught by: Alice Bradley

**GEOS 309 / ENVI 209(F)Modern Climate**

Taught by: Alice Bradley

**POEC 253(F)Empirical Methods in Political Economy**

Taught by: Anand Swamy

**STAT 201(F, S)Statistics and Data Analysis**

Taught by: Elizabeth Upton, Anna Plantinga, Richard De Veaux

**STAT 202(F, S)Introduction to Statistical Modeling**

Taught by: Laurie Tupper

**STAT 346(F, S)Regression Theory and Applications**

Taught by: Richard De Veaux

Experiential Required Course (1 course)

In the junior year, or under special circumstances in the senior year, students will take ENVI 302 Environmental Planning Workshop: Community-Based Experience. Offered every fall semester, the practicum Environmental Planning Workshop engages students in team-based work on community projects in the Berkshire region involving urban or rural land use planning and environmental design.

Senior Seminar Required Course (1 course)

In the senior year students will take ENVI 412, Senior Seminar, a capstone course. Offered in the spring semester, the Senior Seminar engages students in research on a policy-related environmental problem.

INDEPENDENT STUDY AND WINTER STUDY

In addition to courses fulfilling the Environmental Studies major requirements, the following courses are offered:

ENVI 397, 398 Independent Study of Environmental Problems

ENVI 493-W31-494 Honors Thesis and Senior Research
Winter Study courses play an important role in the program, offering opportunities to learn about aspects of environmental studies with which students would like to become more familiar. We encourage students to bear in mind their interests in the environment and maritime studies when reviewing each year’s Winter Study offerings.

HONORS IN ENVIRONMENTAL STUDIES MAJOR

Candidates for honors in Environmental Studies will complete a thesis in their senior year. A student earns honors by successfully completing a rigorous independent project under the supervision of a member of the CES faculty. The thesis may either be a one-semester plus Winter Study project, or a full-year project (two semesters plus Winter Study). Students who are majoring in environmental studies, and who opt to complete a year-long thesis project, have the option of substituting the second semester of their thesis work for the spring semester senior seminar. Honors will be awarded on the basis of the academic merit and originality demonstrated by the student in the completed thesis. Because many theses will require sustained field, laboratory or archival work that is difficult to combine with conventional coursework, students are strongly encouraged to spend the summer before senior year and/or their senior year Winter Study doing advance research.

Funds to support student research are available from endowment funds of the CES, and an open competition is held each spring to allocate summer funding resources. Other departments may also provide limited support for summer thesis research. Students and their faculty sponsors should plan the thesis with the expectation of such research in mind.

Juniors who wish to apply to pursue honors should submit a 5-page proposal to their intended advisor and the Chair of Environmental Studies by the first Friday in March. If a student wishes to pursue thesis research advised by a faculty member not affiliated with CES, the student must also identify a co-advisor from within the program. Students applying to conduct an honors thesis in Environmental Studies will be notified before spring break whether or not their proposal has been approved.

Students doing a full-year thesis give a presentation in October to their thesis advisor, second reader, and environmental studies community. Further details on the honors program are available through the Environmental Studies website: https://ces.williams.edu/academic-program/honors/

ENVI 100 (S) Introduction to Weather and Climate

Cross-listings: GEOS 100 ENVI 100

Secondary Cross-listing

How is it that we have such a hard time predicting if it’s going to rain next week, but we can be confident in projections of future climate change decades from now? This course will explore the atmosphere and how air moves and changes, understanding the wind, clouds, precipitation, and extreme events (including thunderstorms, hurricanes, and tornados) that form our weather. Building off of our understanding of the atmosphere, we’ll look at longer time scales to develop a basic understanding of earth’s climate, global heat and moisture transport, climate change, and the ways that humans can change our planet. We will look at weather and climate models to learn how to scientists and meteorologists predict future conditions. Labs will include local field trips, bench top experiments, and running a climate model on a computer. This course is in the Oceans and Climate group for the Geosciences major.

Requirements/Evaluation: lab assignments, a midterm, and a final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: first year and second year students, Geosciences majors

Expected Class Size: 40

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 100 (D3) ENVI 100 (D3)

Not offered current academic year

ENVI 101 (F) Nature and Society: An Introduction to Environmental Studies

Environment and society interact on scales from the local to the global. This course explores these interactions and introduces students to the interdisciplinary methods of environmental studies. We will investigate the social, political, and historical aspects of environmental problems --
including environmental racism, species extinction, climate change, and more -- as well as their possible solutions. We will survey policy-making and activism in a variety of contexts and will examine art, literature, film, music, maps, advertisements, and other cultural objects. Throughout the course, we will ask how unequal distributions of power affect people and environments. Case studies, readings, discussions, and field exercises will help students develop their understanding how natural systems influence and are influenced by human activities.

**Class Format:** Fall 2020: The two sections of the course will be taught entirely online (Howe) or in a hybrid format accommodating both students on campus & those learning remotely (Merleaux). Both sections will be divided into small discussion groups meeting once per week. Some meetings may be scheduled outside of the allotted time block. Course includes a mix of synchronous & asynchronous online work, including video lectures, writing workshops, virtual field trips, reading annotation, and discussion forums.

**Requirements/Evaluation:** participation, in-class exercises, several short writing assignments (varying from 2-5 pages)

**Prerequisites:** none

**Enrollment Limit:** 20/section

**Enrollment Preferences:** Environmental Studies majors and concentrators

**Expected Class Size:** 20/section

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** required course for the Environmental Studies major and concentration

**Distributions:** (D2)

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**ENVI 102  (S) Introduction to Environmental Science**

Environmental Science is an interdisciplinary field that develops scientific and technical means for assessing and mitigating human impacts on the environment. This course provides an overview of the discipline in the context of the interconnected global earth system: the geosphere, atmosphere, hydrosphere, and biosphere. Students are introduced to scientific methods from physics, chemistry, geology, and biology that are used to examine real-world case studies at global and local scales. Topics may include: climate change, air and water pollution, resource extraction and management, land use change, and their effects on environmental quality, biodiversity, and human health. During weekly fieldwork and laboratory sessions, students gain hands-on experience in collecting, analyzing, and interpreting data that can be used to make recommendations for addressing local environmental issues.

**Class Format:** Lecture/laboratory; two asynchronous pre-recorded lectures up to 75-minutes each and one 2-hour field/laboratory/discussion/data analysis session each week. Remote students will be able to view pre-recorded field/lab procedures and participate in all data analyses and discussions.

**Requirements/Evaluation:** Weekly short quizzes, three exams, lab assignments, participation

**Prerequisites:** none

**Enrollment Limit:** 48

**Enrollment Preferences:** first- and second-year students, Environmental Studies majors and concentrators

**Expected Class Size:** 48

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Required course for Environmental Studies major and concentration

**Distributions:** (D3)

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**Spring 2021**

LAB Section: 02    T 1:00 pm - 3:00 pm    Alex A. Apotsos
LAB Section: 03    W 1:00 pm - 3:00 pm    Sonya K. Auer
LEC Section: R1    TR 9:45 am - 11:00 am    Alex A. Apotsos, Sonya K. Auer
LAB Section: R4    R 1:00 pm - 3:00 pm    Sonya K. Auer
ENVI 103  (F)  Global Warming and Environmental Change

Cross-listings: GEOS 103  ENVI 103

Secondary Cross-listing

Earth is the warmest it has been for at least five centuries, and the surface of our planet is responding. From extreme floods and drought to landslides and soil erosion, the natural processes that shape Earth’s surface are tied to temperature and precipitation. As those change, the landscape reacts. People are beginning to feel the impacts, but in different ways depending on where they call home. In this course, we will investigate how climate change is altering landscapes and the natural processes that support them, highlighting all the ways that people are being affected today. Ultimately, we will develop an understanding of the consequences of climate change that connects physical processes with the geography of place. Specific topics include foundations of the Earth system, plate tectonics and the construction of landscapes, Earth materials, rivers and flooding, hillslope processes, coastal processes, and climate impacts on natural resources such as fresh water and soil. Labs will use local field sites and analytical exercises to evaluate recent cases that reflect an interaction of the landscape and climate. This course is in the Sediments and Life group for the Geosciences major.

Class Format: The course will have a hybrid format, with lectures taking place on-line and labs meeting in-person. Labs will take place every other week for two hours, and we will virtually meet each week for discussion.

Requirements/Evaluation: written reports from laboratories and readings, class participation, a midterm and final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: first year and second year students, Geosciences majors and Environmental Studies majors and concentrators

Expected Class Size: 40

Grading: yes pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 103 (D3) ENVI 103 (D3)

Fall 2020

LAB Section: H2  T 3:30 pm - 5:30 pm  José A. Constantine
LAB Section: H3  R 3:30 pm - 5:30 pm  José A. Constantine
LEC Section: R1  TBA  José A. Constantine

ENVI 104  (S)  Oceanography

Cross-listings: GEOS 104  MAST 104  ENVI 104

Secondary Cross-listing

The oceans cover three quarters of Earth’s surface, yet oceanography as a modern science is relatively young: the first systematic explorations of the geology, biology, physics and chemistry of the oceans began in the late 19th century. This introduction to ocean science includes the creation and destruction of ocean basins with plate tectonics; the source and transport of seafloor sediments and the archive of Earth history they contain; currents, tides, and waves; photosynthesis and the transfer of energy and matter in ocean food webs; the composition and origin of seawater, and how its chemistry traces biological, physical and geological processes; oceans and climate change; and human impacts. This course is in the Oceans and Climates group for the Geosciences major.

Class Format: Remote lectures, students attend a 2-hour lab every other week. Lab meetings will be a mixture of remote, and in-person/hybrid formats. If public health conditions allow, there may be a field trip.

Requirements/Evaluation: two midterm exams, homework, lab work, and a final exam

Prerequisites: none

Enrollment Limit: 48

Enrollment Preferences: first year and second year students, Geosciences majors, Maritime Studies concentrators

Expected Class Size: 48

Grading: yes pass/fail option, no fifth course option

Distributions: (D3)
ENVI 105 (F) The Co-Evolution of Earth and Life

Cross-listings: GEOS 101 ENVI 105

Secondary Cross-listing

Our planet is about 4.6 billion years old and has supported life for at least the last 3.5 billion of those years. This course will consider the inter-related nature of Earth and the life that inhabits it, starting with the first living organisms and progressing to the interaction of our own species with the Earth today. Students will investigate the dynamic nature of the Earth-life system, examine many of its feedbacks, and learn about the dramatic changes that have occurred throughout the history of the Earth. We will ask questions such as: How did the Earth facilitate biologic evolution, and what effects did those biologic events have on the physical Earth? When did photosynthesis evolve, how can we detect that in the rock record, and how did this biological event lead to profound changes in the environment? How and why did animals evolve and what role did environmental change play in the radiation of animal life? How did the rise and radiation of land plants affect world climate? How do plate tectonics, glaciation, and volcanism influence biodiversity and evolutionary innovation? What caused mass extinctions in the past and what can that teach us about our current extinction crisis? Labs will involve hands-on analysis of rocks, fossils, and real-world data as well as conceptual and analytical exercises; field trips will contextualize major events in Earth history and will help students learn to read the rock record. Through these investigations, the class will provide a comprehensive overview of Earth history, with special attention paid to the geological and paleontological history of the northeastern United States. This course is in the Sediments and Life group for the Geosciences major.

Class Format: one laboratory per week plus one all-day field trip
Requirements/Evaluation: lab work, short quizzes, midterms, an independent project, and a final exam
Prerequisites: none
Enrollment Limit: 30
Enrollment Preferences: first year and second year students, Geosciences majors
Expected Class Size: 30
Grading: yes pass/fail option, no fifth course option
Distributions: (D3)
This course is cross-listed and the prefixes carry the following divisional credit:
GEOS 101 (D3) ENVI 105

Not offered current academic year

ENVI 108 (F) Energy Science and Technology (QFR)

Cross-listings: ENVI 108 PHYS 108

Secondary Cross-listing

Energy use has skyrocketed in the United States and elsewhere in the world, causing significant economic and political shifts, as well as concerns for the environment. This course will address the physics and technology of energy generation, consumption, and conservation. It will cover a wide range of energy sources, including fossil fuels, hydropower, solar energy, wind energy, and nuclear energy. We will discuss energy use in transportation, manufacturing, building heating, and building lighting. Students will learn to compare the efficiencies and environmental impacts of various energy sources and uses.

Class Format: twice a week, occasional lab exercises, and a field trip to the college heating plant, all during class hours
Requirements/Evaluation: weekly assignments, two hour tests, and a final project culminating in an oral presentation to the class and a 10-page paper; all of these will be substantially quantitative
ENVI 110 (S) The Anthropocene: Nature and Culture in the Human Age

In 2016, a group of scientists appointed by the International Commission on Stratigraphy, the body that keeps the official timetable of earth's history, argued that the planet has entered a new age known as the Anthropocene. Their questions were epochal: Has humanity become a geological force as powerful as those that have shaped the planet's deep past, such as ice sheets and asteroids? Have we truly entered "the human age," and if so, when did it begin and what does it all mean? This course will ask how researchers from different fields have sought to answer these questions. Just as important, it will ask how they became questions in the first place. Where did the idea of the Anthropocene come from? What are its social, political, and ethical implications? How did we arrive at this new understanding of our planet and ourselves? And what can this major intellectual shift—a shift that has already begun to send waves far beyond the academy into the worlds of art, literature, politics, and religion—tell us about the construction of environmental knowledge in the twenty-first century? Readings will come primarily from the environmental social sciences and humanities, including works by nineteenth and early twentieth-century environmental thinkers, but will be supplemented with material from the natural and environmental sciences. Topics will include climate change, mass extinction, urbanization, and deforestation. Our focus throughout will remain on ways of knowing, imagining, and representing global environmental change in an era of ever-expanding human influence.

**Requirements/Evaluation:** each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first years and sophomores

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

*Not offered current academic year*

**ENVI 154 (F) The Tropics: Biology and Social Issues (DPE)**

**Cross-listings:** BIOL 154, ENVI 154

This course counts towards the Biology major but is also accessible to non-majors. It explores the biological dimensions of social issues in tropical societies, and focuses specifically on the peoples of tropical regions in Africa, Asia, Latin America, Oceania, and the Caribbean. Tropical issues have become prominent on a global scale, and many social issues in the tropics are inextricably bound to human ecology, evolution, and physiology. The course highlights differences between the tropics and areas at higher latitudes. It begins with a survey of the tropical environment, including major climatic and habitat features. The next section focuses on human population biology, and emphasizes demography and the role of disease particularly malaria, AIDS and Covid-19 (SARS-CoV-2). The final part of the course covers the place of human societies in local and global ecosystems including the challenges of tropical food production and the interaction of humans with their supporting ecological environment. This course fulfills the DPE requirement. Through lectures, debates and readings, students confront social issues and policies from the perspective of biologists. This builds a framework for lifelong exploration of human diversity in terms of difference, power and equity.

**Class Format:** Debate

**Requirements/Evaluation:** two hour exams, a short paper, debate presentation, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 24
Enrollment Preferences: Preference will be given to biology majors, environmental studies majors and students who were previously dropped from the course.

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Unit Notes: Counts for credit in the Biology major. Satisfies the distribution requirement for the Biology major.

Distributions: (D3) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 154 (D3) ENVI 154 (D3)

Difference, Power, and Equity Notes: This course highlights differences between the tropics and areas at higher latitudes. For each section we focus on difference—different natural habitats and biodiversity, different patterns of population growth, different human disease profiles, different types of agriculture and impacts of climate change. For each section we highlight differences in power and the inequities of resource distribution. We then debate potential policies to ameliorate these inequities.

Fall 2020

LEC Section: R1 MWF 12:00 pm - 12:50 pm Joan Edwards

ENVI 201 (F)(S) The Geoscience of Epidemiology and Public Health (DPE)

Cross-listings: ENV 201 GEOS 207

Secondary Cross-listing

The Coronavirus pandemic has highlighted the many ways that diseases can be transmitted in the environment. As a society we are becoming aware of the many ways that geological processes and materials influence human health, in ways both beneficial and dangerous. This course unites geoscience, biomedicine and public health approaches to address a range of environmental health problems. These include water-related illnesses (e.g. diarrhea, malaria); minerals and metals, both toxic (e.g. asbestos, arsenic) and essential (e.g. iodine); radioactive poisoning (e.g. radon gas); and the transport of pathogens by water and wind. In many cases, the environmental health problems disproportionately affect marginalized populations, contributing to greater disease and death among poor communities and populations of colour. We will examine the broad array of dynamic connections between human health and the natural world. We will discuss the social justice implications of a range of environmental health problems. And we will examine current research into how coronaviruses, such as the one causing COVID-19, are transported in the environment. This course is in the Sediments and Life group for the Geosciences Major.

Class Format: Hybrid format. Specific organisational details will depend on the number of students enrolled, but will include both synchronous and asynchronous components, with both in-person and remote teaching. Particular care will be taken to ensure that fully remote students can participate fully and experience the same content and discussion richness. To make sure that remote students receive equal attention, some sections will be designated as fully remote and others as in-person.

Requirements/Evaluation: Evaluation will be based on short weekly writing assignments as well as an individual project and poster presentation.

Prerequisites: No prerequisites

Enrollment Limit: 34

Enrollment Preferences: Preference to first-years, sophomores, and prospective Geoscience majors

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 201 (D3) GEOS 207 (D3)

Difference, Power, and Equity Notes: Through a series of case studies, we will examine ways in which marginalized groups (whether due to poverty, race, or ethnicity) are disproportionately affected by environmental health issues. Themes of power and equity in terms of decision making, access to knowledge, and funding availability, will be woven into all aspects of the class and will underpin our analysis of the science.

Fall 2020

CON Section: 02 T 1:15 pm - 3:00 pm Rónadh Cox
ENVI 203  (F)  Ecology  (QFR)

Cross-listings: ENVI 203  BIOL 203

Secondary Cross-listing

This course combines lectures with field and indoor laboratory exercises to explore factors that determine the distribution and abundance of plants and animals in natural systems. The course begins with an overall view of global patterns and then builds from the population to the ecosystem level. An emphasis is given to basic ecological principles and relates them to current environmental issues. Selected topics include population dynamics (competition, predation, mutualism); community interactions (succession, food chains and diversity) and ecosystem function (biogeochemical cycles, energy flow). In Fall 2020, the course will use a hybrid model, with recorded lecture material available to all students. In person and remote class meetings will focus on problem sets and interactive case studies. Labs will be available in either in person or remote modalities. Remote participants will have the opportunity to collect their own data for some lab exercises, while in other cases will receive background information and media describing the data collection process. All students will be required to complete all data analyses and written lab reports.

Class Format: Six hours per week. All labs will be available in both remote and in-person modalities. All students (whether in person or remote) may choose their preferred modality for each lab module. Due to COVID-19 distancing requirements, some labs will require walking to field sites. The instructor will work with individual students to identify accommodations that support in person lab participation as needed.

Requirements/Evaluation: problem sets, lab reports, hour exams, and a final exam

Prerequisites: BIOL 101 and 102, or ENVI 101 or 102, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: students planning to pursue Biology and/or ENVI

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 203 (D3) BIOL 203 (D3)

Quantitative/Formal Reasoning Notes: Much of the material in this course centers on the interpretation and application of mathematical models used to describe ecological systems. The laboratory section of this course also contains a large data analysis component. Students are introduced to t-tests, Mann-Whitney U tests, chi-square analysis, and regression.

Fall 2020

LEC Section: H1  MWF 9:20 am - 10:10 am  Allison L. Gill
LAB Section: H2  T 1:00 pm - 3:00 pm  Allison L. Gill
LAB Section: H3  T 3:30 pm - 5:30 pm  Allison L. Gill

ENVI 205  (F)  Geomorphology

Cross-listings: GEOS 201  ENVI 205  GEOS 305

Secondary Cross-listing

Geomorphology is the study of landforms, the processes that shape them and the rates at which these processes change the landscape in which we live. The course is designed for Geosciences majors and for environmental studies students interested in the evolution of Earth's surface and the ways our activities are changing the physical environment. We will emphasize the influence of climatic, tectonic, and volcanic forces on landform evolution
over relatively short periods of geologic time, generally thousands to a few millions of years. More recently, the impacts of human activity in reshaping landscapes, determining the movement of water, and changing climate could not be clearer. We will also examine how these impacts are affecting communities, including causes and possible solutions to environmental injustice. And we will learn a range of practical skills for describing physical environments and for predicting how they change, including field surveys, GIS analysis, and numerical modelling. This course is in the Sediments and Life group for the Geosciences major.

Class Format: lecture, three hours per week and laboratory, three hours per week

Requirements/Evaluation: weekly lab exercises, a research project, and a midterm and final exam

Prerequisites: At least one 100-level and one 200-level GEOS or ENVI course or permission of instructor

Enrollment Limit: 18

Enrollment Preferences: GEOS and ENVI majors

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 201 (D3) ENVI 205 (D3) GEOS 305 (D3)

Not offered current academic year

ENVI 206 (S) Global Environmental Politics

This course examines the history and current status of international environmental cooperation and conflict. We will consider the interactions of nation-states, multilateral international organizations, non-governmental organizations, and social movements in the formation of transnational environmental policy and treaties. We will also examine non-state approaches to global environmental challenges. After reviewing competing explanations for the causes of global environmental problems and diverse disciplinary approaches to studying those issues, we will read case studies covering a range of topics. These include fresh water conflict, fisheries and oceans, climate change, waste and pollution, agriculture, pesticides, population and development, wildlife, forestry, and consumerism. The reading assignments are drawn from the fields of environmental and foreign policy history, political science, international relations, geography, and anthropology in order to develop an interdisciplinary approach to international policy analysis. The written assignments are a series of policy briefs. You will also be responsible for two oral presentations during the semester, related to the policy briefs.

Class Format: Depending on enrollment, some discussion may be scheduled outside of the class hours, as would be the case in a tutorial.

Requirements/Evaluation: 2-3 short writing assignments based on assigned readings (3 pages each), 2 oral presentations, discussion participation, 2 policy briefing papers based on library research (5 pages each)

Prerequisites: ENVI 101 or permission of the instructor

Enrollment Limit: 19

Enrollment Preferences: environmental studies majors and concentrators

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Spring 2021

SEM Section: R1 TF 1:30 pm - 2:45 pm April Merleaux

ENVI 207 (F) Economic Geology and Earth Resources

Cross-listings: GEOS 205 ENVI 207

Secondary Cross-listing

"If it can't be grown, it must be mined." We depend on the solid Earth for a huge array of resources. The metal in your soda can, the plastic in your Nalgene, the components of your computer, the glass in your window, the hydrocarbons being burned to keep you warm in the winter or to transport you in cars or aircraft, the cars and aircraft themselves: all are made of materials mined from the Earth. Right now there are more people building more houses, paving more roads, making more vehicles, more electronics, and more plastic packaging—all with geologic materials. As demand soars in both
established and growing economies, and as we realize the environmental damage that can result from resource extraction and processing, the importance of understanding Earth's resources increases. Finding new deposits and managing those we have requires insight into the geology that underlies the location and origin of strategic Earth materials. This class introduces the geologic processes that control formation, distribution, and extent of materials reserves: dimension stone and gravel, base and precious metal ores, gemstones, petroleum, nuclear energy sources, and specialty materials for medical, technological, and military uses. This course is in the SOLID EARTH GROUP for the Geosciences major.

Class Format: 2.5 hours lecture per week and one 3 hour lab per week, including some field labs

Requirements/Evaluation: one hour exam, a final exam, lab exercises, and a group project

Prerequisites: one 100-level GEOS course or permission of instructor

Enrollment Limit: 18

Enrollment Preferences: sophomores and Geosciences majors

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 205 (D3) ENVI 207 (D3)

Not offered current academic year

ENVI 208  (S)  Saharan Imaginations  (DPE) (WS)

Cross-listings: ARAB 209  ENVI 208  COMP 234

Secondary Cross-listing

Literary representations of the Sahara challenge facile assumptions about this undertheorized place. Approached mainly through the prism of adventure and exploitation, the desert is portrayed as a dead space. However, literature and film furnish a unique opportunity to engage critically with the ways Maghrebi and Middle Eastern culture production represents deserts and raises issues of fundamental importance to these societies. This course offers students the opportunity to engage in close readings of novels and film through the theme of the Sahara and Saharan space. Reading through the politics of human mobility and life in the desert will help students to understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the Saharan sub-genre of African and Middle Eastern literatures. Whether grappling with transcontinental issues of climate change, cannibalization of biodiversity or overexploitation of natural resources, desert-focused cultural production invites us to think critically about the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature. Deconstructing reductive Saharanisms, students will see the desert for what it is, rather than what it is portrayed to be or stand for.

Class Format: hybrid

Requirements/Evaluation: active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Students are admitted into the course on a first-come-first-serve basis. If the course is over-enrolled, preference will be given to Arabic Studies and Comparative Literature majors and certificates.

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)  (DPE)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 209 (D1) ENVI 208 (D1) COMP 234 (D1)

Writing Skills Notes: Students will receive constant and extensive feedback on their written work. Students will write regular weekly responses on Glow, a reflection statement, two 5pp. papers for midterms, and one 10pp. final paper.

Difference, Power, and Equity Notes: Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.
ENVI 209 (F) Modern Climate (QFR)

Cross-listings: GEOS 309 ENVI 209

Secondary Cross-listing

What will happen to the Earth's climate in the next century? What is contributing to sea level rise? Is Arctic sea ice doomed? In this course we will study the components of the climate system (atmosphere, ocean, cryosphere, biosphere and land surface) and the processes through which they interact. Greenhouse gas emission scenarios will form the basis for investigating how these systems might respond to human activity. This course will explore how heat and mass are moved around the atmosphere and ocean to demonstrate how the geographic patterns of climate change arise. We will also focus on climate feedback effects--like the albedo feedback associated with sea ice and glacier loss--and how these processes can accelerate climate change. In labs we will learn MATLAB to use process and full-scale climate models to investigate the behavior of these systems in response to increasing greenhouse gasses in the atmosphere. This course is in the Oceans and Climate group for the Geosciences major.

Class Format: Lectures will be held synchronously online. Labs will be remote and in small groups. Lab groups will each meet online for two 1-hour sessions each week, scheduled according to the needs of the class. In-person office hours available.

Requirements/Evaluation: 4 multi-week lab projects and several short quizzes

Prerequisites: Any of GEOS 100, GEOS 103, ENVI 102, GEOS 215, or permission of instructor

Enrollment Limit: 30

Enrollment Preferences: GEOS and ENVI majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 309 (D3) ENVI 209 (D3)

Quantitative/Formal Reasoning Notes: Labs consist of a series of numerical climate modeling projects, which require significant quantitative and logical reasoning.

Fall 2020

LEC Section: R1 TR 9:45 am - 11:00 am Alice C. Bradley

LAB Section: R2 TBA Alice C. Bradley

ENVI 211 (F) Race and the Environment

Cross-listings: AMST 211 ENVI 211 AFR 211 SOC 211

Secondary Cross-listing

In contemporary societies, race remains an enduring impediment to the achievement of equality. Generally understood as a socially meaningful way of classifying human bodies hierarchically, race manifests itself in a number of arenas, including personal experience, economic production and distribution, and political organization. In this course, we will explore how race emerges in local and global environmental issues, like pollution and climate change. We will begin with a review of some of the landmark texts in Environmental Studies that address "environmental racism," like Robert Bullard's Dumping in Dixie and David Pellow's Garbage Wars. We will examine how and to what extent polluting facilities like landfills, oil refineries, and sewage treatment plants are disproportionately located in communities of color; we will also pay attention to how specific corporations create the underlying rationale for plotting industrial sites. After outlining some of the core issues raised in this scholarship, we will turn to cultural productions--like literature, film, and music--to understand how people of color respond to environmental injustice and imagine the natural world.

Class Format: discussion

Requirements/Evaluation: class participation, 2-3 short papers (5-7 pages), and a self-scheduled final

Prerequisites: none

Enrollment Limit: 20

Expected Class Size: 20
Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 211 (D2) ENVI 211 (D2) AFR 211 (D2) SOC 211 (D2)

Not offered current academic year

ENVI 212 (S) The Economics and Ethics of CO2 Offsets (WS)

Cross-listings: POEC 214 ENVI 212 ECON 214

Secondary Cross-listing

Some electric utilities and other CO2 emission polluters are allowed to purchase carbon offsets to achieve a portion of their mandated emissions cuts, in effect, to pay others to reduce carbon emissions in their stead. Some individuals, college and universities, and for-profit and non-profit institutions have chosen voluntarily to purchase carbon offsets as a way of reducing their carbon footprint. But do offsets actually succeed in reducing carbon emissions? What separates a legitimate offset from one that is not? How should we measure the true impact of an offset? How do carbon offsets compare to other policies for reducing carbon emissions in terms of efficiency, equity, and justice? Is there something inherently wrong about "commodifying" the atmosphere? Is there something inherently wrong about selling or buying the right to pollute? Should colleges and universities be using the purchase of offsets to achieve "carbon neutrality?"

Class Format: This tutorial will be taught remotely via Zoom meetings. Each student will be the tutorial partner of one other student, and each pair of tutorial partners will meet with the instructor for 75 minutes each week. Individual "office hour meetings" will also occur via Zoom meetings.

Requirements/Evaluation: a 5- to 7-page paper every other week; a 3-page written critique every other week; one re-write paper

Prerequisites: ECON 110 or the equivalent, permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first-year students and sophomores intending to major in Economics and/or to major or concentrate in Environmental Studies

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
POEC 214 (D2) ENVI 212 (D2) ECON 214 (D2)

Writing Skills Notes: Each student will write five 5-7 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will write five 3-page critiques of their partner's papers. As the final assignment, each student will revise one of their five papers.

Spring 2021

TUT Section: RT1 TBA Ralph M. Bradburd

ENVI 213 (F) Introduction to Environmental and Natural Resource Economics (QFR)

Cross-listings: ECON 213 ENVI 213

Secondary Cross-listing

We'll use economics to learn why we harm the environment and overuse natural resources, and what we can do about it. We'll talk about whether and how we can put a dollar value on nature and ecosystem services. We'll study cost benefit analysis, pollution in general, climate change, environmental justice, natural resources (like fisheries, forests, and fossil fuels), and energy. We will take an economic approach to global sustainability, and study the relationship between the environment and economic growth and trade. Consideration of justice and equity will be woven through the whole semester.

Class Format: We will likely use small, focused discussion groups in combination with lectures

Requirements/Evaluation: problem sets, short essays, final paper; intermediate assignments may include poster, presentation, brief writing assignment

Prerequisites: ECON 110 or equivalent
Enrollment Limit: 25

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Unit Notes: this course will count toward both the Environmental Studies major and concentration

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:
ECON 213 (D2) ENVI 213 (D2)

Quantitative/Formal Reasoning Notes: We will use formal theory expressed in math and graphs, perform calculations, and consume statistical data.

Fall 2020
LEC Section: H1 MW 6:45 pm - 8:00 pm Sarah A. Jacobson

ENVI 214 (S) Mastering GIS
Cross-listings: GEOS 214 ENVI 214

Secondary Cross-listing
The development of Geographic Information Systems (GIS) has allowed us to investigate incredibly large and spatially complex data sets like never before. From assessing the effects of climate change on alpine glaciers, to identifying ideal habitat ranges for critically endangered species, to determining the vulnerability of coastal communities to storms, GIS tools have opened the door for important, large-scale environmental analyses. And as these technologies improve, our ability to understand the world grows ever greater. This course will teach you how to use GIS tools to investigate environmental problems. We will review fundamental principles in geography, the construction and visualization of geospatial datasets, and tools for analyzing geospatial data. Special attention will also be given to analysis of remotely sensed (satellite) imagery and to collection of field data. By the end of the course, you will be able to conduct independent GIS-based research and produce maps and other geospatial imagery of professional quality.

Class Format: We will meet in person (or remote synchronous) for our weekly lectures (3 hours) and labs (2 hours)

Requirements/Evaluation: weekly lab exercises, weekly quizzes, and a research project

Prerequisites: at least one introductory course in Geosciences or Environmental Studies

Enrollment Limit: 12

Enrollment Preferences: Geosciences majors and Environmental Studies majors and concentrators.

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:
GEOS 214 (D3) ENVI 214 (D3)

Spring 2021
LEC Section: H1 MW 11:45 am - 1:00 pm José A. Constantine
LAB Section: H2 W 3:30 pm - 5:30 pm José A. Constantine

ENVI 215 (F) Climate Changes
Cross-listings: GEOS 215 ENVI 215

Secondary Cross-listing
In recent years, there has been a growing public and scientific interest in the Earth's climate and its variability. This interest reflects both concern over future climate changes resulting from anthropogenic increases in atmospheric greenhouse gases and growing recognition of the economic impact of "natural" climate variability (for example, El Niño events), especially in the developing world. Efforts to understand the Earth's climate system and predict future climate changes require both study of parameters controlling present day climate and detailed studies of climate changes in the past. In
this course, we will review the processes that control the Earth's climate, like solar radiation, the greenhouse effect, ocean circulation, configuration of continents, and positive and negative feedbacks. At the same time, we will review the geological record of climate changes in the past, examining their causes. Laboratories and problem sets will emphasize developing problem solving skills as well as sampling and interpreting geological archives of climate change. This course is in the Oceans and Climate group for the Geosciences major.

Class Format: This class has three scheduled remote lectures per week, and one remote lab meeting per week which will consist of lab exercises, problem solving and discussion

Requirements/Evaluation: lab exercises and problem sets (25%), three exams (50%), and a final project (25%) where students will collect, analyze, and interpret data

Prerequisites: 100-level course in GEOS, CHEM, or PHYS or ENVI 102 or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Geosciences and Environmental Studies majors

Expected Class Size: 16

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 215 (D3) ENVI 215 (D3)

Fall 2020

LEC Section: R1  MWF 10:40 am - 11:30 am  Mea S. Cook

LAB Section: R2  T 1:00 pm - 3:00 pm  Mea S. Cook

ENVI 216 (S) Philosophy of Animals

Cross-listings: ENVI 216 PHIL 216

Secondary Cross-listing

Animals are and always have been part of human life. To name just a few ways: We treat animals as companions, as food, as objects of wonder in the wild, as resources to be harvested, as testing grounds for science, and as religious sacrifice. The abstract philosophical question before us is, what are animals such that they can be all these things? In this course we aim to engage that abstract question through two more focused projects. Firstly, we will try to understand the mental lives of non-human animals. Secondly, we will try to make sense of the moral dimensions of our relationship to animals. Throughout we will aim to fuse a rigorous scientific perspective with more humanistic themes and philosophical inquiry. Topics include sentience, animal cognition, language in non-human animals, empathy and evolution, the history of domestication, animal rights, cross-cultural views on animals, arguments against and for vegetarianism and veganism, the morality of zoos, hunting and fishing, and pets and happiness.

Class Format: This course is wholly remote and can only be taken synchronously (i.e., students will be expected to attend seminar on zoom during the scheduled time and no recording will be made).

Requirements/Evaluation: four 3-to-4 page papers and one 8-to-10 page final paper. In addition, students are required to attend remotely at least four talks in the speaker series associated with the course. These will be during the Friday course time slot. (When there is no speaker, there will not be class during that slot, so class itself will be solely on Mondays and Wednesdays.)

Prerequisites: none, though at least one course in philosophy is recommended.

Enrollment Limit: 16

Enrollment Preferences: students with at least one previous philosophy or cognitive science course; there is no need to email the professor in advance to indicate special interest in the course.

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Unit Notes: meets Contemporary Metaphysics & Epistemology requirement only if registration is under PHIL

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 216 (D2) PHIL 216 (D2)
ENVI 217  (F)  Landscape, Place and Power
Cross-listings:  AMST 216  ENVI 217

Primary Cross-listing
How does culture shape the way we imagine, use, and experience the physical environment, and how does the physical environment shape culture in turn? What can landscapes tell us about the values, beliefs, and ideas of the people who make them? What is the relationship between place and social power? This course will explore the various ways in which scholars from a broad range of disciplines have sought to answer these questions by incorporating insights from social theory and cultural criticism. Focusing on studies of place and landscape in the Americas from the time of European colonization to the present, it will examine key works from fields such as cultural geography, environmental history, ecocriticism, environmental philosophy, and anthropology, and it will survey the major methodological and theoretical commitments that unite these fields.

Requirements/Evaluation:  three 5- to 7-page essays; several shorter writing assignments
Prerequisites:  ENVI 101 or permission of instructor
Enrollment Limit:  19
Expected Class Size:  15
Grading:  no pass/fail option,  yes fifth course option
Distributions:  (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 216 (D2) ENVI 217 (D2)

Not offered current academic year

ENVI 218  (S)  "Ecologismo": Literature, Culture and the Environment in Latin America  (DPE)
Cross-listings:  RLSP 214  ENVI 218

Secondary Cross-listing
How have Latin American authors and artists responded to environmental concerns, from the logging and rubber booms that threatened the Amazon in the early 20th century to contemporary global warming? How do the realities of Latin American societies--including massive disparities of wealth and poverty; the cultural and political impacts of the region's indigenous populations; and the complex histories of colonialism, dependency and neoliberalism--inform Latin American responses to environmental issues? How does Latin America's environmental imaginary differ from those of the U.S. and Europe? In this course we will explore these issues and more through literature and other cultural texts from Latin America. We will consider short stories and novellas by authors including Horacio Quiroga (Uruguay), Luis Sepúlveda (Chile), Mempo Giardinelli (Argentina), and Ana Cristina Rossi (Costa Rica); poetry by Esthela Calderón (Nicaragua), Juan Carlos Galeano (Colombia), Homero Aridjis (Mexico); the paintings of Tomás Sánchez (Cuba); and feature films as well as shorter documentaries. In Spanish.

Requirements/Evaluation:  brief response papers, as well as three 5- to 7-page essays based on close-readings of literary and cultural texts
Prerequisites:  RLSP 105, placement exam results, or permission of the instructor
Enrollment Limit:  19
Enrollment Preferences:  Spanish and Environmental Studies majors
Expected Class Size:  12
Grading:  no pass/fail option,  yes fifth course option
Distributions:  (D1)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
RLSP 214 (D1) ENVI 218 (D1)

Difference, Power, and Equity Notes:  This course is inspired by and organized around Arturo Escobar's notion of "the political ecology of difference:" our work throughout the semester aims to understand the myriad ways in which "difference"--economic, ecological, and cultural--informs Latin American responses to environmental degradation.

Not offered current academic year
ENVI 219 (F) Evolution of and on Volcanic Islands (WS)

Cross-listings: GEOS 220 ENVI 219

Secondary Cross-listing
Plate tectonic theory accounts for the vast majority of volcanic islands in ocean basins. They form above mantle plume hot spots (Hawaiian and Galapagos Islands), subduction zones (Aleutian and Indonesian arcs), and mid-ocean ridges (Azores and Ascension Island). Iceland is unusual because it is located above a hot spot and the mid-Atlantic ridge. Each plate tectonic setting produces chemically distinctive magmas, and the lifespan of volcanic islands varies widely. Islands above hot spots may be geographically remote and emergent for only several million years, but be part of a long-lived sequence of islands that persists for over a hundred million years. In contrast, island arc volcanoes belong to long geographically continuous chains of volcanoes, commonly in close proximity to continents. This tutorial explores the geologic evolution and lifespan of volcanic islands from formation to submergence, and searches for correlations between these characteristics and plate tectonic setting. We will also consider how geographic isolation, areal extent, lifespan, and climate affect biological evolution on volcanic islands. There will be weekly tutorial meetings with pairs of students, and students will alternate writing papers on assigned topics. This course is in the Solid Earth group for the Geosciences major.

Class Format: Remote, one-hour weekly meetings with tutorial partner and instructor

Requirements/Evaluation: five 5-page papers and critiques of partner's papers

Prerequisites: 100-level GEOS course or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Geosciences majors and students with a demonstrated interest in geosciences

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
GEOS 220 (D3) ENVI 219 (D3)

Writing Skills Notes: Students will write five 5-page papers and will receive instructor feedback on how to improve their writing skills and formulate sound arguments.

Fall 2020
TUT Section: RT1 TBA Paul M. Karabinos

ENVI 220 (S) Field Botany and Plant Natural History

Cross-listings: ENVI 220 BIOL 220

Secondary Cross-listing
This field-lecture course covers the evolutionary and ecological relationships among plant groups represented in our local and regional flora. Lectures focus on the evolution of the land plants, the most recent and revolutionary developments in plant systematics and phylogeny, characteristics of plant families, the cultural and economic uses of plants and how plants have shaped our world. The labs cover field identification, natural history and the ecology of local species.

Class Format: both field and indoor laboratories

Requirements/Evaluation: based on two hour exams, field quizzes, a final project, and a final exam

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Biology majors, and Environmental Studies majors & concentrators

Expected Class Size: 24

Grading: no pass/fail option, yes fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Materials/Lab Fee: there is a charge for the lab manual; the sketchbook and hand lens can be self-provided or purchased from the department

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 221 (F) Introduction to Urban Studies: Shaping and Living the City

Cross-listings: AMST 221  ENVI 221  LATS 220

Secondary Cross-listing

Generally, cities have been described either as vibrant commercial and cultural centers or as violent and decaying urban slums. In an effort to begin to think more critically about cities, this course introduces important topics in the interdisciplinary field of Urban Studies. Specifically, we will discuss concepts and theories used to examine the peoples and structures that make up cities: In what ways do socio-cultural, economic, and political factors affect urban life and development? How are cities planned and used by various stakeholders (politicians, developers, businesses, and residents)? How do people make meaning of the places they inhabit? We will pay particular attention to the roles of race, ethnicity, class, and gender in understanding and interpreting urban communities. Texts include works by anthropologists, historians, sociologists, cultural critics, cultural geographers, and literary writers.

Class Format: discussion

Requirements/Evaluation: attendance and class participation, several short writing assignments (1-2 pages), two creative group projects and presentations, a midterm essay (6-7 pages) and final essay (8-10 pages)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: first- and second-year students as well as American Studies majors and Latina/o Studies concentrators

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 221 (D2) ENVI 221 (D2) LATS 220 (D2)

ENVI 222 (F) Examining Inconvenient Truths: Climate Science meets U.S. Senate Politics (WS)

Cross-listings: GEOS 221  ENVI 222  LEAD 221

Secondary Cross-listing

Former President Barack Obama once said: "There's one issue that will define the contours of this century more dramatically than any other, and that is the urgent threat of a changing climate." While consensus regarding the causes and impacts of climate change has been growing steadily among scientists and researchers (and to some extent, the general public) over the past two decades, the U.S. has yet to confront this issue in a manner consistent with its urgency. This lack of action in the U.S. is at least partly due to the fact that science provides necessary but insufficient information towards crafting effective climate change legislation and the unfortunate fact that climate change has become a highly partisan issue. The primary objective of this tutorial will be to help students develop a greater understanding of the difficulties associated with crafting climate change legislation, with an emphasis on the role of science and politics within the legislative process. To this end, the tutorial will address how the underlying scientific complexities embedded in most climate policies (e.g., offsets, carbon capture and sequestration, uncertainty and complexity of the climate system, leakage) must be balanced by and blended with the different operational value systems (e.g., economic, social, cultural, religious) that underlie U.S. politics. Over the course of this tutorial, students will develop a nuanced sense of how and when science can support the development of comprehensive national climate change legislation within the current partisan climate. This course will take a practical approach, where students will craft weekly policy oriented documents (e.g., policy memos, action memos, research briefs) targeted to selected members of the current U.S. Senate Environment and Public Works Committee, the committee that has historically held jurisdiction over a majority of the major climate change bills that have moved through the legislative process. This course is in the Oceans and Climate group for the Geosciences major.

Class Format: Hybrid: this class will be mostly remote, but there may be some in-person meetings outside for those on campus and interested, weather permitting.

Requirements/Evaluation: weekly papers (2 - 5 pages in length) and a final oral presentation

Prerequisites: none

Enrollment Limit: 10
Enrollment Preferences: sophomores, Geosciences and Environmental Studies juniors and seniors

Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
GEOS 221 (D3) ENVI 222 (D3) LEAD 221 (D3)

Writing Skills Notes: You will learn to write in a variety of policy-focused formats

Fall 2020
TUT Section: RT1 TBA Alex A. Apotsos

ENVI 224 (F) The Rise and Fall of Civilizations
Cross-listings: ANTH 214 ENVI 224

Secondary Cross-listing
Over the centuries, philosophers and historians have asked how societies evolved from simple hunter-gatherer bands to complex urban civilizations. Human prehistory and history have shown the repeated cycles of the rise, expansion and collapse of early civilizations in both the Old and New World. What do the similarities and differences in the development of these first civilizations tell us about the nature of societal change, civilization and the state, and human society itself? The course will examine these issues through an introductory survey of the earliest civilizations in Mesopotamia, Egypt, India, Mesoamerica and South America. Classical and modern theories on the nature, origin, and development of the state will be reviewed in light of the archaeological evidence.

Class Format: Class discussion and debates will complement lecture with powerpoint presentation. In the Fall 2020, the course will have a hybrid format. In person and remote students will attend lectures or class discussions during the regular twice-a-week schedule, with an additional synchronous session for remote students to address questions. If remote students cannot attend additional Q&A session, open office hours will also be available.

Requirements/Evaluation: midterm, final exam, 15pp analytical paper, two quizzes
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: First and second years.

Expected Class Size: 19
Grading: no pass/fail option, yes fifth course option
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
ANTH 214 (D2) ENVI 224 (D2)

Fall 2020
LEC Section: H1 TF 3:15 pm - 4:30 pm Antonia E. Foias

ENVI 225 (F) Sustainable Food & Agriculture
Cross-listings: BIOL 225 ENVI 225

Secondary Cross-listing
A tutorial course investigating patterns, processes, and stability in human-dominated, food production systems. The course will examine sustainable food and agriculture from an ecological perspective. Topics will include: changes in diversity, concentration, and scale, flows of energy, circulation (or not) of fertilizer nutrients, carbon balances in soils, and stability of food production, processing, and distribution ecosystems. A day-long field experience will take place on a local farm.

Requirements/Evaluation: writing assignments, tutorial presentation, performance in the role of paper critic, and course participation
Prerequisites: BIOL 102 or ENVI 102
This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 225 (D3) ENVI 225 (D3)

Not offered current academic year

ENVI 228 (F) Water as a Scarce Resource

Cross-listings: ECON 228 ENVI 228

Secondary Cross-listing

For a variety of reasons including environmental pollution, urbanization, changing agricultural techniques, resource mismanagement, and the consequences of climate change, water is becoming a scarce resource even in places where it was relatively plentiful in the past, and it is likely to become an increasingly scarce resource over the coming decades. In this course we will use basic economic models to consider policy issues relating to water: Is access to water a basic human right, and if so, what market and non-market mechanisms should play a role in water allocation? Does public ownership of water improve the way it is provided and used? Why do societies differ in their approaches to allocating water and are some systems better than others? What does it mean to have a property right to water? Could private property rights to water help address the water pollution problem? How can societies change their water-related property rights, regulations and social institutions when individuals have implicit or explicit rights to the institutional status quo? Who has the right to water that crosses international boundaries? How should societies allocate water across generations?

Class Format: meeting with the instructor in pairs for an hour each week

Requirements/Evaluation: a 5- to 7-page paper every other week (5 in all), prepare and present a written critique of their partners' papers in alternate weeks, and revise and re-write one of their five papers; evaluation will be based on the quality of the papers and on the quality of the student's oral presentations and commentary on the work of their colleagues

Prerequisites: ECON 110 or equivalent

Enrollment Limit: 10

Enrollment Preferences: first-year students and sophomores intending to major in Economics and/or to major or concentrate in Environmental Studies, and to students who are already major or concentrators in those subjects

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Not offered current academic year

ENVI 229 (S) Environmental History

Cross-listings: ENVI 229 HIST 264

Primary Cross-listing

This course is an introduction to Environmental History: the study of how people have shaped environments, how environments have shaped human histories, and how cultural change and material change are intertwined. As such, it challenges traditional divides between the humanities and the sciences. Taking U.S. environmental history as our focus, we will strive to understand the historical roots of contemporary environmental problems, such as species extinction, pollution, and climate change. We will take field trips to learn to read landscapes for their histories and to examine how past environments are represented in museum exhibits, digital projects, and physical landscapes. And we will develop original arguments and essays based on archival research. It is imperative that we understand this history if we are to make informed and ethical environmental decisions at the local, national, and global scale.
This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 229 (D2) HIST 264 (D2)

Not offered current academic year

ENVI 231  (F)  The African Anthropocene  (DPE)

Cross-listings:  ENVI 231  AFR 231  STS 231

Primary Cross-listing

Despite its low contributions to global carbon emissions, the continent of Africa is predicted to experience some of the worst effects of climate change. This interdisciplinary course investigates the causes and consequences of this troubling contradiction. It positions the African continent as an important site for understanding how legacies of empire, racial and gendered inequality, resource extraction, and capital accumulation impact contemporary global environmental politics. Students will engage theoretical texts, reports from international organizations, films, poetry, novels, and web-based content. Topics include: humanism/post-humanism; migration and displacement; representations of conflict; and sustainable development.

Class Format: non-traditional technologies, web-streams, social media (Tumblr/Twitter)

Requirements/Evaluation:  assignments include: short written commentaries, current event analysis, presentations, and a final analytical essay

Prerequisites:  none

Enrollment Limit:  19

Enrollment Preferences:  Environmental Studies majors and concentrators; juniors and seniors

Expected Class Size:  19

Grading:  no pass/fail option,  yes fifth course option

Distributions:  (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 231 (D2) AFR 231 (D2) STS 231 (D2)

Difference, Power, and Equity Notes: The African Anthropocene considers inequity in environmental politics from the vantage of the African continent. Through selected readings and classroom discussions students will tackle questions of power, racial and gendered difference, empire, and economic stratification. The course contributes to the DPE requirement by helping students to develop skills to better analyze abiding challenges in global society.

Not offered current academic year

ENVI 232  (S)  The Garden in the Ancient World

Cross-listings:  COMP 235  REL 235  ENVI 232  CLAS 235

Secondary Cross-listing

Drawing on the literature, art, and archaeology of ancient gardens and on real gardens of the present day, this course examines the very nature and experience of the garden and the act of gardening. Using a multi-disciplinary approach, we will explore the garden as a paradise; as a locus for philosophical discussion and religious encounter; as a site of labor, conquest, and resistance; and as a place for solace, inspiration, and desire. This course will be grounded in crucial readings from antiquity, such as the Hebrew Bible, Homer, Sappho, Cicero, Lucretius, Vergil, Horace, Columella, and Augustine, and in the perspectives of more modern writers, from Jane Austen and Tom Stoppard to contemporary cultural historian George McKay. Ultimately, our goal is to analyze conceptions and expressions of beauty, power, and love-in the garden. All readings are in translation.

Requirements/Evaluation:  class participation, short written assignments, and a final project
**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Classics majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 235 (D1) REL 235 (D2) ENVI 232 (D1) CLAS 235 (D1)

Not offered current academic year

**ENVI 233 (S) Latin American Environmental Literature and Cultural Production (DPE)**

**Cross-listings:** RLSP 216 ENVI 233

**Secondary Cross-listing**

This foundational course explores a wide array of ecocultural texts from Latin America, ranging from accounts of Europeans’ first arrival to the crisis of mass extinction and anthropogenic climate change today. In between we consider an eclectic mix of styles and genres, including poetry, essays, prose fiction and speeches produced by a varied group of cultural agents. We read classic texts by canonical figures (José Martí’s “Our América,” the Popol Vuh), which take on new meaning in the current context, as well as some little-known gems of ecological consciousness. Readings and discussion trace connections between environmental thought and the region’s long and multi-layered history of colonialism, and students are encouraged to develop their own positions by responding to some of the leading theoretical discourses that animate the field of Latin American ecocriticism: decolonial and creole ecologies, ecofeminism, transcultural materialism, and postdevelopment. Conducted in English.

**Class Format:** This class will be fully remote. Students are expected to be active participants at all scheduled class meetings; there may be some additional asynchronous activities.

**Requirements/Evaluation:** Students will write and revise three formal essays over the course of the semester. There will also be shorter written assignments and intermittent discussion-leading.

**Prerequisites:** None.

**Enrollment Limit:** 15

**Enrollment Preferences:** Preference given to students majoring in Spanish or Environmental Studies.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLSP 216 (D1) ENVI 233 (D1)

**Difference, Power, and Equity Notes:** This course meets the goals of the DPE requirement in that it focalizes the current environmental crisis through the long history of political, economic and cultural struggles in Latin America. We examine the genealogies of environmental culture, tracing the emergence of ecofeminism, for example, through generations of writers. We also examine the phenomenon of creolization and its relationship to the environmental cultures of Latin America’s originary peoples.

Spring 2021

SEM Section: R1 TR 11:30 am - 12:45 pm Jennifer L. French

**ENVI 234 (S) Economics of Developing Countries (DPE)**

**Cross-listings:** ENVI 234 ECON 204

**Secondary Cross-listing**

The leaders of developing countries almost universally proclaim “economic development” to be their eventual destination, but it is not easy to visualize the journey. Is rapid economic growth sufficient to generate development, or do governments need to invest proactively in health, education and social protection? Can agriculture support incomes and provide jobs, or is urban industrial development a prerequisite? How do households in developing
countries insure themselves against adverse outcomes? Can policies enable entrepreneurship and innovation in such economies? Is it true that corruption is a significant obstacle? Has the climate crisis upended our traditional models to the point where we need to rethink the notion of development? How does the global COVID-19 pandemic threaten the progress developing countries have achieved, and what policy responses will be most effective in addressing the crisis? The class will introduce these and other issues, as analyzed by economists.

Class Format: discussion

Requirements/Evaluation: short essays/assignments; two individual take-home exams; final group project

Prerequisites: one ECON class at Williams or prior course deemed equivalent by the Economics Department

Enrollment Limit: 25

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 234 (D2) ECON 204 (D2)

Difference, Power, and Equity Notes: This course provides a setting for students to learn about the causes and consequences of poverty in developing countries. It requires students to engage with questions of political and economic power, stressing attentiveness to how market relationships may not generate welfare-maximizing opportunities for poor and marginalized populations. Through exercises and a group project, the course builds analytical and empirical skills for diagnosing and addressing constraints on economic development.

Spring 2021

LEC Section: R1   MW 6:45 pm - 8:00 pm   Michael Samson

ENVI 235 (S) Survival and Resistance: Environmental Political Theory

Cross-listings: PSCI 235     ENVI 235

Secondary Cross-listing

Contemporary struggles to reverse environmental destruction and establish sustainable communities have prompted some political theorists to rethink longstanding assumptions about politics and its relationship to nature. Does the environment have “rights”? What, if anything, is the difference between an ecosystem and a political community? Is democracy dangerous to the planet’s health? Are environmental protections compatible with political freedom? How is the domination or conquest of nature connected with domination and conquest within human societies? What does justice demand in an age of climate change? In this class, we will consider the promise and limits of political theory to illuminate present day environmental crises and foster movements to overcome them. We will engage classic texts that helped to establish political theory’s traditional view of nature as a resource, as well as contemporary texts that offer alternative, ecological understandings of nature and its entwinements with politics. Class will be driven primarily by discussion. Students will have significant responsibility for setting the agenda for discussions through informal writing submitted prior to class. As a writing intensive course, attention to the writing process and developing an authorial voice will be a recurrent focus of our work inside and outside the classroom.

Requirements/Evaluation: formal and informal writing assignments and class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-years and sophomores

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 235 (D2) ENVI 235 (D2)

Not offered current academic year

ENVI 238 (F) Sustainable Economic Growth
Is it possible to have infinite economic growth on a finite planet? This question has sparked a great deal of inquiry across the social sciences. Some argue that we need to slow or even end economic growth to prevent environmental catastrophe. Others argue that market forces, especially changing prices and improved technology, will ensure that growth can continue unabated without significant negative consequences. Still others argue that government intervention is necessary to limit negative consequences of economic progress, but that effective interventions are still compatible with sustained economic growth. In this class, we will explore the insights that economics has to offer on this important question. We will start by considering the importance of finite inputs used in production, including fossil fuels, minerals, and land, among others. Then, we will consider whether undesirable byproducts of economic growth will prevent sustained growth. This second part of class will place a lot of emphasis on climate change. Throughout the class, we will pay special attention to the role that government intervention can or cannot play in promoting sustainable economic growth. This class will reinforce important concepts taught in introductory microeconomics and introductory macroeconomics.

Class Format: This class will be conducted remotely. The lectures will be asynchronous (videos posted online). Scheduled class times will be used for small group discussions and as review.

Requirements/Evaluation: midterms exams, final exam, problem sets, short writing assignments, video-taped presentations, class participation

Prerequisites: ECON 110 and ECON 120

Enrollment Limit: 25

Enrollment Preferences: potential or declared social science majors

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 238 (D2) ECON 238 (D2)

Fall 2020
LEC Section: R1 TR 9:45 am - 11:00 am Gregory P. Casey

ENVI 240 (F) Conservation and Climate Change (WS)
What does climate change mean for the future of Earth’s 8.7 million-or-so species? This tutorial introduces students to an emerging literature on how climate change alters the distributions, behaviors, and interactions of plant and animal species. In it we will pay close attention to how to read a scientific paper and how to write about science from the discipline of environmental studies. Some of the questions we will consider include: How is scientific knowledge produced? What might the biotic world look like in 10, 100, and 1000 years? How are conservation and restoration practitioners responding to climate change? To what extent can local environmental management alter global trends?

Requirements/Evaluation: one 5- to 7-page essay every other week and carefully prepared oral responses to partners’ essays in alternate weeks

Prerequisites: ENVI101 or permission of the instructor

Enrollment Limit: 10

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: No divisional credit (WS)

Writing Skills Notes: Weekly tutorial paper or response paper for which the instructor will provide feedback on writing skills as well as content. Opportunities to revise.

Not offered current academic year

ENVI 241 (S) The Politics of Waste

Cross-listings: ENVI 241 PSCI 242

Secondary Cross-listing
Waste is not just a fact of life, it is a political practice. To create and maintain political order requires devising collective means to pile up, bury, burn, or otherwise dispose of stuff deemed dirty or disorderly: waste management is regime management. In turn, our feelings of disgust for anything deemed waste shape political deliberation and action on environmental policy, immigration, food production, economic distribution, and much more. The very effort to define "waste" raises thorny political questions: What (or who) is disposable? Why do we find the visible presence of certain kinds of things or persons to be unbearably noxious? How should we respond to the fact that these unbearable beings persist in existing, despite our best efforts to eliminate them? What is our individual and collective responsibility for creating and disposing of waste? Serious inquiry into waste is rare in political theory and political science—perhaps understandably, given that the study of politics is shaped by the same taboos that shape politics. In this seminar we will openly discuss unmentionable topics and get our hands dirty (sometimes literally) examining the politics of waste. We will take notice of the erasure of waste in traditional political theory and work together to fill these gaps. To do so, we will draw on work in anthropology, critical theory, history, urban studies, and waste management science; representations of waste in popular culture; and experiences with waste in our lives. This course is part of a joint program between Williams’ Center for Learning in Action and the Berkshire County Jail in Pittsfield, MA. The class will be composed equally of nine Williams students and nine inmates and will be held at the jail. An important goal of the course is to encourage students from different backgrounds to think together about issues of common human concern. Transportation will be provided by the college. *Please note the atypical class hours, Wed 4:45-8:30 pm*

Requirements/Evaluation: class attendance and participation, short essays, and a final paper

Prerequisites: not open to first-year students

Enrollment Limit: 9

Enrollment Preferences: final selection will be made on the basis of statements of interest solicited after pre-registration and interviews with the instructor

Expected Class Size: 9

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 241 (D2) PSCI 242 (D2)

Not offered current academic year

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**ENVI 242 (S) The Country and the City in the Classical World**

**Cross-listings:** ENVI 242 ANTH 242 CLAS 242

**Secondary Cross-listing**

A growing urban-rural divide is defining political discourse around the world. The interrelation and tension between "city" and "countryside" are not new, however, but date back to the time when cities first began. How do cities occupy and transform, interact with and displace rural landscapes? What are the values, stereotypes, and ideals—as well as artistic, literary, and architectural forms—associated with the city and the countryside? What role does one play in the political, social, and economic life of the other? With a focus on ancient Greece and, especially, Rome, this course will combine archaeological evidence and contemporary scholarship with primary sources ranging from Hesiod, Theocritus, Vergil, and Propertius to Cato the Elder, Varro, Vitruvius, and Pliny the Elder, to examine an array of topics including land surveying and colonization; agrarian legislation; the urban food supply; rustic religion in the city; urban parks and gardens; and the concept of the pastoral. Together, we will explore the city and the countryside— not just as places, but also as states of mind. All readings are in translation.

Requirements/Evaluation: informed participation, two short papers (2-5 pages), final paper (8-10 pages)

Prerequisites: none, although prior knowledge of the ancient world will be useful

Enrollment Limit: 19

Enrollment Preferences: declared and intending majors in Classics and Environmental Studies

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 242 (D1) ANTH 242 (D1) CLAS 242 (D1)

Not offered current academic year
Rivers are the circulatory systems of civilization, yet for much of modern history they have been treated as little more than sewers, roads, and sources of power. Today they are in crisis. Rivers and the people who rely on them face a multitude of problems, including climate change, pollution, unsustainable agriculture, and ill-conceived dams. These problems will threaten human rights, public health, political stability, and ecological resilience far into the future unless we learn to manage rivers more justly and sustainably. Can we reimagine rivers before it is too late? This course will pursue this question by examining the social, cultural, and political dimensions of conflict over rivers in the twentieth and twenty-first centuries. Drawing on scholarship from a wide range of social science and humanities disciplines and focusing on case studies in Asia, Africa, Europe, and the Americas, it will explore a diverse array of sources: film, fiction, ethnography, history, journalism, and more.

**Class Format:** This class will be taught in a modified tutorial format, with five groups of three students, each of which will meet for one 75-minute session per week. Sessions will be held in-person and remotely.

**Requirements/Evaluation:** Each week, each student will either write a 4-5-page essay on assigned readings or write a 2-page critique of a partner's paper.

**Prerequisites:** Environmental Studies 101

**Enrollment Limit:** 15

**Enrollment Preferences:** Environmental Studies majors and concentrators

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 243 (D2) ANTH 243 (D2)

Spring 2021

TUT Section: HT1    TBA     Nicolas C. Howe
Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 244 (D2) PHIL 244 (D2)

Writing Skills Notes: Students will write six tutorial papers of 5-7 pages in length, one of which they will revise and submit at the end of the term. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

Spring 2021
TUT Section: RT1 TBA Julie A. Pedroni

ENVI 245 (F) Hydrothermal Vents (WS)

Cross-listings: GEOS 245 MAST 245 ENVI 245

Secondary Cross-listing

Hydrothermal vents are perhaps the most alien places on Earth. Many are located on active volcanoes, especially at mid-ocean ridges, where magma super-heats water to form underwater hot springs. Others are located at deep-sea fracture zones, where the exothermic reaction of serpentinization provides the heat to drive hydrothermal circulation. Hydrothermal vents are extreme environments which host unique organisms, like giant tubeworms and giant hydrothermal clams, that are found only at these deep sea oases. This tutorial will examine how and where hydrothermal vents form, the strange and ancient life there, and why they are relevant despite feeling so far removed from our daily lives. Hydrothermal vent science draws on geology, physics, chemistry, and biology, so prior interest or coursework in one or more of those fields is suggested. This course is in the Oceans and Climate group for the Geosciences major.

Class Format: This class will meet remotely. Students will meet in pairs weekly with the instructor for one hour. The entire class will meet once at the beginning of the semester for organizational purposes and at the end of the semester for a synthesis.

Requirements/Evaluation: Five 5-page papers, critiques of tutorial partner's papers, final reflection, and participation

Prerequisites: none, open to all students

Enrollment Limit: 10

Enrollment Preferences: 1. sophomores, 2. first-years, 3. junior and senior GEOS majors and MAST concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 245 (D3) MAST 245 (D3) ENVI 245 (D3)

Writing Skills Notes: Students will write six 5-page papers. The first five papers will be written every other week, alternating with a tutorial partner. Students will receive oral and written feedback during a discussion with the instructor and their tutorial partner. Students will write a final 5-page reflection paper to synthesize their learning.

Fall 2020
TUT Section: RT1 TBA Lisa A. Gilbert

ENVI 246 (F) Race, Power, & Food History (DPE)

Cross-listings: HIST 265 ENVI 246 AMST 245

Primary Cross-listing

Have you ever wondered why Spam is so popular in Hawaii and why Thai food is available all across the United States? Are you curious why black-eyed peas and collards are considered "soul food"? In this course, we will answer these questions by digging in to the histories of global environmental transformation through colonialism, slavery, and international migration. We will consider the production and consumption of food as a locus of power over the last 300 years. Beginning with the rise of the Atlantic slave trade and continuing through the 20th century, we trace the global movement of plants, foods, flavors, workers, businesses, and agricultural knowledge. Major units include rice production by enslaved people in the
Americas; Asian American food histories during the Cold War; and fat studies critiques of obesity discourse. We will discuss food justice, food sovereignty, and contemporary movements for food sustainability in the context of these histories and our contemporary world. Readings are interdisciplinary, but our emphasis will be on historical analyses of race, labor, environment, health, and gender.

**Class Format:** Fall 2020 only: The course will be taught in a hybrid format that accommodates students on campus and those learning remotely. Depending on enrollment, some break-out discussions may need to be scheduled outside of the allotted time block (as would be the case in a tutorial). Discussion will be supplemented with a mix of synchronous and asynchronous online activities.

**Requirements/Evaluation:** two to three papers on assigned topics (4-6 pages); one longer final paper (8-10 pages); participation in discussion and online activities

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Environmental Studies majors and concentrators; American Studies majors; Public Health concentrators; history majors

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 265 (D2) ENVI 246 (D2) AMST 245 (D2)

**Difference, Power, and Equity Notes:** This course considers the production and consumption of food as a locus of power over the last 300 years, and contextualizes current movements for food justice and sovereignty in light of those histories. Students will have opportunities to reflect on questions of power, privilege, and racism in contemporary food movements. Our final unit focuses on challenges to critical food studies from fat liberation and body positivity

Fall 2020

SEM Section: R1    WF 1:30 pm - 2:45 pm     April Merleaux

**ENVI 248 (F) "Our Response Will Define Our Future": Climate Change Policy Analysis**  (WS)

In 2014, UN Secretary General Ban Ki-moon declared: climate change is "the defining issue of our age. It is defining our present. Our response will define our future." In this tutorial, we will examine a broad range of proposed, and currently implemented, policy responses to this grand challenge. We will employ policy analysis to evaluate these strategies' effectiveness and viability. This tutorial will consider approaches at varied scales (ranging from university campuses to coordinated global action) and addressing different sectors (including transportation, energy generation, and food production).

**Requirements/Evaluation:** students alternate in preparing 5- to 7-page papers and 2-page responses (five papers and five responses in total), final paper building on one of the 5- to 7-page papers

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** 1. second-year students 2. Environmental studies concentrators and majors 3. first-year students

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Bi-weekly 5-7 pages long papers. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Not offered current academic year

**ENVI 249 (S) Food, Agriculture, and Globalization**

This course examines the history and current politics of the international political economy of food with a focus on how agriculture and food provisioning have been transformed through imperialism and globalization. We examine the interactions of corporations, nation-states, multilateral international organizations, non-governmental organizations, and social movements in the formation of a globalized food system. Topics include the historical antecedents of our present system, plantation agriculture, the influences of war and settler colonialism on global food production, Cold War
transformations in the international food system, the origins of sustainable development discourse, international anti-hunger programs, fair trade and other labeling schemes, labor migration, the antiglobalization and local food movements, and neoliberalism. We will pay particular attention to theories about how producers and consumers are connected to one another through the political economy of food. The reading assignments are drawn from the fields of environmental, food, and policy history, and we will also read works from political scientists, international relations scholars, geographers, anthropologists, and advocacy organizations.

**Requirements/Evaluation:** oral presentations with handouts; 2 short concept papers (3-4 pages); 2 research papers (5-7 pages)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Environmental Studies majors and concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Not offered current academic year

**ENVI 250 (S) Environmental Justice (DPE)**

**Cross-listings:** ENVI 250 STS 250

**Primary Cross-listing**

How are local and global environmental problems distributed unevenly according to race, gender, and class? What are the historical, social and economic structures that create unequal exposures to environmental risks and benefits? And how does inequity shape the construction and distribution of environmental knowledge? These are some of the questions we will take up in this course, which will be reading and discussion intensive. Through readings, discussions, and case studies, we will explore EJ in both senses. Potential topics include: toxics exposure, food justice, urban planning, e-waste, unnatural hazards, nuclearism in the U.S. West, natural resources and war, and climate refugees. Occasionally, community leaders, organizers, academics, and government officials will join the class to discuss current issues.

**Requirements/Evaluation:** several short essays, final essay

**Prerequisites:** ENVI 101 or permission of the instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Environmental Studies concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 250 (D2) STS 250 (D2)

**Difference, Power, and Equity Notes:** This course will explore how unequal power leads to environmental injustice. Specifically, we will analyze how local and global environmental problems are distributed unevenly according to race, gender, and class. This is a service-based learning course, and students will hone skills to address environmental injustices.

Not offered current academic year

**ENVI 251 Science and Militarism in the Modern World**

In 1961, United States President Dwight D. Eisenhower warned of the global dangers of what he called the "military-industrial complex." In this course, we will interrogate the military-scientific complex, or the imbrication of militarism and scientific knowledge. Surveying conflicts from the colonial wars of the late 19th century through to the present-day War on Terror, this course will consider how empire, networks of expert knowledge, resource extraction, environmental contamination, and land degradation have shaped the modern world. Students will engage a range of textual materials including books, films, photographs, and news reports.

**Requirements/Evaluation:** Course requirements include weekly short response papers (4-6 pages) and tutorial discussions.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** ENVI and STS majors and concentrators
ENVI 255 (F) Environmental Observation

Cross-listings: GEOS 255 ENVI 255

Secondary Cross-listing

To study the environment, we need to observe and measure it. We collect data--numbers that represent system states--and analyze them to create understanding of the world we live in. Advances in technology create more opportunities to discover how the planet works. Through a survey of observational approaches (including weather stations, direct sampling, radar, community-based monitoring, and other techniques), this course will investigate the process of turning a physical property in the environment into a number on a computer and then into meaningful information. We will explore both direct field measurements and remote sensing techniques, diving into how to choose the appropriate sensor for a scientific question, how sensors work, analysis approaches and statistical methods, and how to interpret the resulting data. We will also learn how to mitigate measurement bias through a combination of lab experiments and field work and how to make interpretations of measurements that accurately reflect what is being measured. The course will focus on the near-surface environment, including the atmosphere, water, and biosphere. Students will carry out a research project using observation techniques covered in class to explore a scientific question of interest. This course is in the Oceans and Climate group for the Geosciences major.

Requirements/Evaluation: labs, quizzes, and a final project
Prerequisites: at least one prior course in GEOS or ENVI
Enrollment Limit: 20
Enrollment Preferences: sophomores
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:
GEOS 255 (D3) ENVI 255 (D3)

Not offered current academic year

ENVI 259 (S) New England Environmental History (WS)

Cross-listings: AMST 259 HIST 259 ENVI 259

Primary Cross-listing

Have you ever wondered why there are few old-growth forests in New England? What Williamstown looked like before Williams was founded? How ideas about environmental preservation have changed over time? These are some of the questions we will explore in this course, which introduces students to the discipline of Environmental History through New England examples. During the semester we will: (1) read and discuss scholarship on the environmental history of New England and the world; (2) use case studies and field trips to examine how past environments are represented in museum exhibits, digital projects, and physical landscapes; (3) Develop a research paper based on original archival research

Requirements/Evaluation: several short essays, final project
Prerequisites: ENVI 101 or permission of the instructor
Enrollment Limit: 19
Enrollment Preferences: Environmental Studies concentrators
Expected Class Size: 15
Grading: no pass/fail option, yes fifth course option
Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 259 (D2) HIST 259 (D2) ENVI 259 (D2)
Writing Skills Notes: Six response papers for which the instructor will provide consistent feedback on writing skills as well as content. Sequenced writing workshops that lead toward a final research paper.

Not offered current academic year

**ENVI 261 (S) Science and Militarism in the Modern World**

**Cross-listings:** STS 261 ENVI 261

**Primary Cross-listing**

In 1961, United States President Dwight D. Eisenhower warned about the global dangers of what he called the "military-industrial complex." In this course, we will interrogate the military-scientific complex, or the imbrication of militarism and scientific knowledge. Surveying conflicts from World War II through to the present-day War on Terror, this course will consider how empire, networks of expert knowledge, resource extraction, environmental contamination, and land degradation have shaped the modern world. Students will engage a range of textual materials including books, films, photographs, and news reports. Course requirements include weekly writing assignments and participation in small group discussions.

**Class Format:** This course adopts a tutorial model. Students will be divided into 5 groups of 2. Each week the groups will meet with me. Each pair will include one "presenter," who shares a 4-6 page paper responding to the week's theme, and one "respondent," who will offer a 2-3 page response to the presenter's paper. The roles of presenter and respondent will alternate each week. Each student will produce 5 papers as "presenter" and 5 papers as "respondent."

**Requirements/Evaluation:** Each student will produce five (4-6 page) papers as "presenter" and five (2-3 page) papers as "respondent." Grades will be issued based on the portfolio of papers and active participation in discussions.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** ENVI and STS majors and concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 261 (D2) ENVI 261 (D2)

Spring 2021

TUT Section: RT1 TBA Brittany Meché

**ENVI 263 (F)(S) The Global Ocean: An Interdisciplinary Introduction**

**Cross-listings:** MAST 263 ENVI 263

**Secondary Cross-listing**

Though it covers most of the planet, the ocean's importance to everyday life is easy to overlook. Its roles as a cultural symbol, resource, highway, and climate regulator make it essential to life around the world. This interdisciplinary course, team-taught by the faculty of the Williams-Mystic Program, will examine key issues in each of the world's oceans while introducing students to the ways these issues connect multiple disciplines and transcend physical, political, and imaginary ocean boundaries. By drawing on the expertise of the five professors -- from humanities, social sciences, and sciences -- this course facilitates the critical study of the ocean from an interdisciplinary perspective and helps them consider their own role in the shifting relationship between humanity and the ocean. This seminar-style course will meet twice a week online, with students assessed by their participation, response papers, and final project, while helping them apply interdisciplinary skills to pressing sustainability issues connecting the environment and society.

**Class Format:** Remote, including Zoom seminar meetings twice a week

**Requirements/Evaluation:** Five 2-page papers, participation, and a 6-8 page final paper

**Prerequisites:** none, open to all students

**Enrollment Limit:** 20

**Enrollment Preferences:** 1. first years, 2. sophomores, 3. MAST concentrators

**Expected Class Size:** 15
This course is cross-listed and the prefixes carry the following divisional credit:

MAST 263 (D3) ENVI 263 (D2)

Fall 2020
SEM Section: R1    MR 1:30 pm - 2:45 pm     Lisa A. Gilbert, Catherine Robinson Hall, Tim J. Pusack, Sofia E. Zepeda, Ned G. Schaumberg, ngs3

Spring 2021
SEM Section: R1    MR 1:30 pm - 2:45 pm     Catherine Robinson Hall, Tim J. Pusack, Lisa A. Gilbert, Sofia E. Zepeda, Ned G. Schaumberg, ngs3

ENVI 265 (F) Coral Reefs: Ecology, Threats, & Conservation

Cross-listings: BIOL 165  MAST 265  ENVI 265

Secondary Cross-listing

Coral reefs are a fascinating ecosystem found throughout the world's tropical oceans. Corals can thrive in nutrient-poor oceans because of the mutualistic relationship with algal symbionts. And as a foundational species, corals provide a habitat for numerous species, possibly the highest diversity found on the planet. However, these complex and beautiful ecosystems are declining worldwide from a variety of local and global threats. In this course, we will explore coral reef ecology through an in-depth examination of the biotic and abiotic factors contributing to the ecosystem’s functioning. We will also investigate the causes and consequences of threats to coral reefs, such as ocean warming, ocean acidification, and resource extraction. Finally, we will identify the many efforts worldwide to conserve coral reefs and promote their resilience. In this seminar course, offered remotely, you will demonstrate your proficiency through knowledge assessments, short writing reflections, a virtual coral fragmentation experiment, and a creative advocacy project. This course aims to deepen your awareness of the complex species interactions on coral reefs and the physical factors affecting coral survival while fostering hope through current conservation efforts.

Class Format: Remote, including Zoom seminar meetings twice a week

Requirements/Evaluation: Four 1-paragraph discussion board post, One 20-question knowledge assessment (quiz), Three 2-page writing reflections, One lab results and discussion write-up 2-3 pages figures included, and a creative (medium is student choice) advocacy project.

Prerequisites: none, open to all students

Enrollment Limit: 20

Enrollment Preferences: 1. First-Year, 2. Sophomores

Expected Class Size: 16

Grading: yes pass/fail option, yes fifth course option

Unit Notes: Does not count for Biology major credit.

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 165 (D3) MAST 265 (D2) ENVI 265 (D2)

Fall 2020
SEM Section: R1    MW 10:00 am - 11:15 am     Tim J. Pusack

ENVI 266 (S) Reading Water (WS)

Cross-listings: ENVI 266  MAST 266

Secondary Cross-listing

Water has such profound and far-reaching influence on individuals, societies, and the planet that it simultaneously risks going overlooked and appearing cliché. Human beings are made of it and need it to live, yet will die if immersed in it. It is venerated by cultures around the world, yet most people either cannot access clean water, or don't know where their clean water is piped in from. It covers the earth's surface, and has shaped it over
eons, yet scientists are still not sure how it came to be here in the first place. This wide-ranging influence also presents challenges for traditional academic structures; thinking about water demands crossing times, spaces, and disciplines. This course will explore the wide-ranging and diverse ways water impacts individuals, cultures, and the environments they call home by drawing on a range of content: hydrology, literature, political theory, storytelling, geography, and more. To do this, we will also develop and examine methods of critically reading as “non-experts”—reading scientific articles as rhetorical objects and reading for scientific principles in literature, for instance—to explore what interdisciplinary thinking opens up (and inhibits), and thus how to effectively engage with and create interdisciplinary work. The goal here is not to define water's cultural or scientific importance, or to determine which disciplines “best” combine to explain water, or to come up with humanities-based solutions to "the water crisis.” Rather, these texts, and the water that flows through them will help us explore the opportunities and limits of human perceptions of the other-than-human world. It will help us consider the extent to which those perceptions both shape, and are shaped by, a seemingly simple molecule. And it will help us imagine epistemologies and ontologies that account for the ways water simultaneously flows through us, around us, and through the deep geological history of the planet. Course Texts: Tristan Gooley -- *How to Read Water* (selections) Vandana Shiva -- *Water Wars* (selections) Luna Leopold -- *Water, Rivers, and Creeks* (selections) Richard White -- *The Organic Machine* Linda Hogan -- *Solar Storms* Marc Reisner -- *Cadillac Desert* Jesmyn Ward -- *Salvage the Bones* John McPhee -- "Atchafalaya" Emmi Itäranta -- *Memory of Water* Brenda Hillman -- "The Hydrology of California"

**Class Format:** This class will be remote, meeting synchronously. The class will be primarily discussion-based, and will ask students to lead and structure discussions. Students will have questions, reflections, and insights prepared before class, and use those to drive our in-class activities.

**Requirements/Evaluation:** 100pg of reading a week, give or take. Approx 20-25 pages of written work throughout the semester.

**Prerequisites:** None

**Enrollment Limit:** 20

**Enrollment Preferences:** Preference to majors, and then to sophomores and juniors, respectively.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**
ENVI 266 (D1) MAST 266 (D1)

**Writing Skills Notes:** Students will write four papers of increasing complexity that will require workshopping and drafts. Each of these papers will receive forward-looking writing feedback from me. The first paper centers on paragraph-level stylistic choices, the second on argument/evidence connections, the third on genre, and the final paper synthesizes these writing skills. In addition, students' final grades will allow for revision of earlier papers to encourage and assess growth of writing skills.

Spring 2021

**SEM Section:** R1  MR 3:15 pm - 4:30 pm  Ned G. Schaumberg

ENVI 267  (F)  Coastal Communities and Climate Justice  (DPE)

**Cross-listings:** PSCI 256  GEOS 257  MAST 267  ENVI 267

**Secondary Cross-listing**
Climate change poses extraordinary challenges to our country's coastal communities; the impacts of which will not be borne equally. Access to innovative technological, scientific, financial and legal resources is controlled by policy makers. Equal access is critical for the sustainability of our coastal communities. But fair decisions require vulnerable communities to have a voice in local climate change adaptation decisions. This seminar course will introduce you to basic concepts of climate justice in the context of our Nation's coastal communities, guided by the UN Framework Convention on Climate Change. The course will introduce you to fundamental coastal and ocean-based climate-induced impacts with a focus on sea level rise, ocean warming, ocean acidification and coastal infrastructure. We will examine these impacts, as well as local, state, regional and federal policy responses to them through the lens of climate justice. We will identify what's working and what more needs to be done to advance climate equity and justice in the wake of formidable global and local change. Proficiency will be demonstrated through class participation, work conducted in small group strategy exercises, discussion board posts, short research assessment papers and a final written project. There are three goals in this course: first to broaden your understanding of the disproportionate effects of climate change to underrepresented, disempowered, poor, urban and indigenous populations living in American coastal communities; second to provide you with tools to identify inequity; third, to increase your own voice to promote avenues to seek climate justice.

**Class Format:** remote
**Requirements/Evaluation:** Weekly Readings; Class Participation; Small group strategy exercises; Four on-line discussion board posts; Two 2-3-page data & research assessment papers; Final written project--multiple formats available

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** first-years and sophomores

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** social science; This course does not count toward the Geosciences Major.

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 256 (D2) GEOS 257 (D2) MAST 267 (D2) ENVI 267 (D2)

**Difference, Power, and Equity Notes:** This course examines the persistent disproportionate climate changes impacts on underrepresented, poor, urban and indigenous populations living in U.S. coastal communities. Students will analyze multi-disciplinary data and conduct research to reveal unequal distributions of power and resources and to strengthen their integrative, analytical, writing, and advocacy skills. They will structure discussions on the pervasiveness of climate injustice and craft potential avenues for corrective actions.

Fall 2020

**SEM Section:** R1  MR 3:15 pm - 4:30 pm  Catherine Robinson Hall

**ENVI 268 (S) Debating Ocean Biodiversity at the Intersection of Science and Policy**

**Cross-listings:** ENVI 268  MAST 268

**Secondary Cross-listing**

Biodiversity in the ocean is facing an onslaught of challenges, both directly and indirectly. It is likely that we are undergoing a sixth mass extinction event, where diversity of life on earth is stunningly at risk. Fortunately, however, we are also finding innovative ways to solve issues and attempt to stave off these dramatic changes to our ecosystems. These solutions potentially have both positive and negative effects. Difficult tradeoffs must be weighed and decisions must be made as people wrestle with known knowns, known unknowns, and unknown unknowns. In this class, we will explore five issues that relate to biodiversity in the ocean. You will have the opportunity to investigate one side of an issue, to collect supporting information, and to advocate for your position all while learning about current biodiversity issues in the ocean. You will be challenged to weigh conflicting evidence to find a positive outcome. Throughout the class you will practice critical thinking, evaluation, and synthesizing skills as you work with multiple viewpoints. Class time will include lecture, in-class group work, and student-led debates of timely, controversial issues. You will be assessed on summaries of information, reflections on topics, and a final project on an issue of your choice relating to ocean biodiversity.

**Class Format:** Remote, including Zoom seminar meetings twice a week

**Requirements/Evaluation:** Five 2-page papers, participation, and a 6-8 page final paper

**Prerequisites:** none, open to all students

**Enrollment Limit:** 20

**Enrollment Preferences:** 1. first years, 2. sophomores, 3. MAST concentrators

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 268 (D2) MAST 268 (D2)

Spring 2021

**SEM Section:** R1  MW 10:00 am - 11:15 am  Catherine Robinson Hall, Tim J. Pusack

**ENVI 270 (S) Environmental Problems: Social Causes, Consequences, and Policy Solutions**
This course will provide an overview of the social causes and consequences of environmental problems, especially within the US context. Special attention will be paid to the variety of actors that shape environmental outcomes, including legislators, administrators, the science community, civil society and the private sector. We will examine different proposed solutions to environmental problems and models of environmental policy-making, including at the local, state and federal level. This course will focus on several case studies, including air and water pollution, agricultural runoff, climate change and endangered species protection.

**Requirements/Evaluation:** participation, midterm, several smaller assignments, and a final project analyzing an environmental policy

**Prerequisites:** ENVI 101 or permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** Environmental Studies majors and concentrators, and Political Science majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

Not offered current academic year

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**ENVI 272  (S)  Earth Hazards and Risks  (WS)**

**Cross-listings:** ENVI 272  GEOS 272

**Secondary Cross-listing**

As individuals, communities, and societies we live with risk from a variety of natural hazards. Depending on where we live, we may be more at risk from hurricanes, volcanoes, earthquakes, flooding, landslides, drought, wildfire, asteroids, or other hazards. Which hazards can be predicted? How far in advance and with what uncertainty? How we evaluate our risks from hazards is important for how we make decisions for ourselves and how we engage with others in decision-making. In this tutorial, we will examine the innovative ways earth scientists currently forecast these hazards. Students will use geospatial and time series data to assess the comparative risks of several hazards at a location that is significant to them (e.g., hometown, site of personal/historical importance). We will combine forecasting effectiveness with vulnerability assessments to strategize ways of proactively mitigating risk. This course is in the Sediments and Life group for the Geosciences major.

**Class Format:** This class will meet remotely. Students will meet in pairs or small groups weekly with the instructor for one hour. The entire class will meet once at the beginning of the semester for organizational purposes and at the end of the semester for a synthesis.

**Requirements/Evaluation:** Assessment will be based on participation, tutorial papers, peer reviews, presentations, and a final paper.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** sophomores, Geosciences and Environmental Studies juniors and seniors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 272 (D3) GEOS 272 (D3)

**Writing Skills Notes:** Students will write four (5 page) tutorial papers evaluating the predictability/uncertainty of Earth-related hazards and make short (5 minute) presentations assessing risk of the hazard in their hometown or other location. A final (10 page) paper will synthesize two of the hazards and ability of forecasts to mitigate associated risks. Students will give/receive feedback in the form of peer reviews and receive frequent feedback from the instructor.

Spring 2021

TUT Section: RT1 TBA Lisa A. Gilbert

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**ENVI 273  (F)  Politics without Humans?**

**Cross-listings:** ENVI 273  STS 273  PSCI 273

**Secondary Cross-listing**
Are human beings the only beings who belong in politics? And is political involvement a unique or defining aspect of what it means to be human? Such questions are increasingly complex as the boundaries of "the human" become blurred by the rise of artificial intelligence, robotics, and brain implants: shifting attitudes towards both animal and human bodies; and the automation of economic and military decisions (buy! sell! attack! retreat!) that used to be the prerogative of human actors. How do visions of politics without humans and humans without politics impact our thinking about longstanding questions of freedom, power, and right? Can and should the link between humans and politics survive in an age in which "posthuman" or "transhuman" entities become central characters in the drama of politics? This class will consider these questions through readings, films and artifacts that bring political theory into conversation with science fiction, popular literature on the so-called "singularity" (the merger of humans with computers), science and technology studies, evolutionary anthropology, "new materialist" philosophy, and feminist theory.

Requirements/Evaluation: three 5- to 7-page papers, regular Glow posts, class participation

Prerequisites: please note that this is an introductory-level course with no prerequisites; first-year students and those with no background in political theory are welcome, as are more experienced students

Enrollment Limit: 25

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 273 (D2) STS 273 (D2) PSCI 273 (D2)

Not offered current academic year

ENVI 283 (F) Dirty Politics: Regulating Hazardous Chemicals and Wastes

Cross-listings: ENVI 283 PSCI 283

Primary Cross-listing

Since consumers were first introduced to the promise of "better living through chemistry," society has had to wrestle with the impacts, often far removed in place and time, resulting from a rapid proliferation of hazardous chemicals and wastes. Policy responses, be they at the local, national or global scale, are often limited to reactionary efforts to counter releases into the environment, are constrained by the prevalent use of the technologies in question, and further bring to the fore key challenges of environmental justice and risk management. How then are we to regulate DDT without adversely affecting our fight against mosquito-borne malaria? How might we preserve the ozone layer while still maintaining the benefits of food preservation through refrigeration? How can we reap the benefits of the electronic age without condoning the steady flow of electronic waste affecting workers' health and environments in developing countries? Emphasis will be placed on understanding the politics that bring about, and allow us to address, these problems. We will be examining in particular novel policy responses, including the US' revised legislation on chemicals passed in 2016 and citizen science initiatives such as those that brought attention to the crisis of lead-contaminated water in Flint, MI.

Requirements/Evaluation: participation, several smaller assignments, and a final research project

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators, and Political Science majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 283 (D2) PSCI 283 (D2)

Not offered current academic year

ENVI 291 (S) Religion and the American Environmental Imagination

Cross-listings: SOC 291 REL 291 ENVI 291

Primary Cross-listing

This course examines the relationship between religious and environmental thought in modern America. Exploring a broad range of practices and beliefs, we will examine the religious (and anti-religious) roots of contemporary environmental discourse. Rather than survey the environmental
teachings of organized religious groups, our focus throughout will be on ambiguous, eclectic, and fascinating traditions of "eco-spirituality" and popular "nature religion." Where do these traditions come from? What is their relationship to science, to secularism, to politics, and to the search for environmental justice? Starting with the Transcendentalist movement of the 19th century, we will trace a roughly chronological line to the present, taking long detours into several modern religious trends and movements, including the revitalization and contestation of Native American religions, Wicca and neo-pagan ecofeminism, and evangelical Creation Care. Focusing on the writings of activists and radicals from a variety of religious backgrounds, our overarching question throughout the semester is one of the most critical we face in modern environmental thought: what is the relationship between spirituality and the just, sustainable society?

Requirements/Evaluation:  a 15- to 18-page research paper and several shorter writing assignments
Prerequisites:  ENVI 101 or permission of instructor
Enrollment Limit:  19
Enrollment Preferences:  Environmental Studies majors and concentrators
Expected Class Size:  12
Grading:  no pass/fail option, yes fifth course option
Distributions:  (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
SOC 291 (D2) REL 291 (D2) ENVI 291 (D2)
Not offered current academic year

ENVI 301  (F) Climate Changes (Latin America): Aesthetics, Politics, Science
Cross-listings:  RLS 401  ENVI 301
Secondary Cross-listing
In her 2007 book, In Catastrophic Times: Resisting the Coming Barbarism, philosopher Isabelle Stengers offers a chilling observation: "we are more badly equipped than ever for putting to work the solutions defined as necessary" to avoid the most devastating effects of global warming--the extinction of 25 to 75% of existing species; an increase in sea levels that will drown island nations and coastal cities; the breakdown of agricultural systems, leading to widespread famine; and the recurrence of powerful hurricanes and other so-called "natural" disasters. All of this, as Stengers and others point out, will create human upheaval, conflict and suffering on an unprecedented scale. This senior seminar examines works of literature, art and film that Latin Americans have produced in response to the catastrophic times in which we live. We will discuss the political, economic, and cultural histories that have led to our present moment, including neoliberalism, dictatorship, and the rise and fall of the leftwing Pink Tide. Through works of new and experimental fiction, poetry, film, performance and visual art, we will consider the lives and work of environmental activists, including Berta Cáceres and others who were murdered because of their outspoken opposition to extractive capitalism, examine the struggle for the decolonization of environmental knowledge, an epistemological battle increasingly waged on behalf of all living things, and experience the politics of mourning for the hundreds of thousands of life-forms disappearing from the planet. Cultural texts to be explored throughout the semester may include: La vorágine (José Eustasio Rivera, Colombia, 1924); Distancia de rescate (Samanta Schweblin, Argentina, 2014); Lo que soño Sebastián (Rodrigo Rey Rosa, Guatemala, 1995); Serras da desordem (Andrea Tonacci, Brazil, 2006); Boi Neón (Gabriel Mascaro, Brazil, 2015); American Fork (George Handley, USA, 2018).

Requirements/Evaluation:  rigorous preparation and participation in class discussions, oral presentations and discussion-leading, response papers, one 5- to 7-page paper and one 15- to 20-page paper
Prerequisites:  one 300-level course in the department, evidence of a successful direct-enroll experience at a local university in Latin America or Spain, or permission of instructor
Enrollment Limit:  19
Enrollment Preferences:  senior Spanish majors; after that, priority will be given to ENVI majors with a strong command of Spanish
Expected Class Size:  12
Grading:  no pass/fail option, no fifth course option
Unit Notes:  this is the senior seminar required for all Spanish majors
Distributions:  (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
RLSP 401 (D1) ENVI 301 (D1)
Not offered current academic year
ENVI 302 (F) Environmental Planning Workshop: Community-Based Experience

Cross-listings: AMST 302 ENVI 302

Primary Cross-listing

This interdisciplinary, experiential workshop introduces students to the field of planning through hands-on community projects. Environmental Planning includes a range of disciplines pertaining to the natural and built landscape such as city planning, housing, transportation, energy, open space and recreation, municipal services, ecological design, landscape architecture, neighborhood design, and community development, to list a few. This year, the foci will be issues currently at the forefront of the field: planning for public health and pandemics, racist planning legacies and anti-racist approaches, poverty and affordable housing, climate resilience planning, alternative transportation and transit, and agriculture and food systems. The class is organized into two parts. Part 1 involves reading and discussion of the planning literature: history, theory, policy, ethics, legal framework, and case studies. Labs include GIS mapping, hands-on planning exercises and project development. Part 2 involves project work: tackling an current planning problem in your home community. The includes primary research, conducting interviews with policymakers, stakeholders and residents, site visits, attending meetings, and other activities as demanded by the particular project. The project work draws on students' academic training and extracurricular activities, and applies creative solutions to thorny problems. Labs will be small group work and project work. The course includes several class presentations; students will gain skills in interacting with public officials, interviewing, preparing presentations, public speaking, report-writing, and teamwork. The class culminates in a public presentation.

Class Format: Classes will be remote; some lab sessions will be in-person (held outside) for those on campus and others will be remote; there will be some in-person small group meetings held outside for those on campus. Scheduled class time and lab times will include small group discussion and collaborative group work and individual project work.

Requirements/Evaluation: Response papers (about four 1-page papers), planning exercises, class discussion, reports submitted in segments (total about 30 pp), collaborative small group work, class presentations frequently during semester, final class presentations over zoom.

Prerequisites: ENVI 101; open to seniors only

Enrollment Limit: 16

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Unit Notes: Required course for Environmental Studies major and concentration

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 302 (D2) ENVI 302 (D2)

Fall 2020

LAB Section: H2 T 2:00 pm - 4:00 pm Sarah Gardner
LAB Section: H3 R 2:00 pm - 4:00 pm Sarah Gardner
SEM Section: R1 TR 11:30 am - 12:45 pm Sarah Gardner

ENVI 303 (S) Cultures of Climate Change

Cross-listings: SOC 303 ENVI 303

Primary Cross-listing

This course asks why people think and talk about climate change in such very different ways. Climate change is a physical phenomenon that can be observed, quantified, and measured. But it is also an idea, and as such it is subject to the vagaries of cultural interpretation. Despite scientific agreement about its existence and its causes, many people do not see climate change as a serious problem, or as a problem at all. Many others see it as the most serious problem our species has ever faced. What are the sources of this disparity? Why can't we agree about climate change? How does something as complex and confusing as climate change become a "problem" in the first place? This course will explore a broad array of factors, from religion to race, class to colonialism. It will focus especially closely on the communication of scientific knowledge, risk perception, and environmental ethics, and it will apply a range of theories from the social sciences and humanities to a set of concrete case studies.

Requirements/Evaluation: a 15- to 18-page research paper and several shorter writing assignments
Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators first; Anthropology and Sociology majors second

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
SOC 303 (D2) ENVI 303 (D2)

Not offered current academic year

ENVI 304 (F) Sacred Custodians: Environmental Conservation in Africa (DPE)

Cross-listings: AFR 335  ENVI 304  GBST 304  HIST 304

Secondary Cross-listing
In this seminar we will explore environmental conservation in Africa. In particular we will look at African ideas, ethics, and approaches to environmental conservation. Are there African ideas, ethics, and activities that are uniquely conservationist in nature? We will explore well-known African leaders to understand what spurred them to become conservationists, how they interpreted and communicated environmental crises. For example, Wangari Maathai is a world-renowned female scientist who established the Green Belt Movement in Kenya. This movement focuses on addressing the problem of deforestation. Ken Saro-Wiwa was an activist in Nigeria who fought for and alongside local communities against multinational oil corporations. We will examine these and other African conservation practices alongside popular images of environmental crisis that place blame for environmental degradation on Africans. Students will be invited to critically study histories of environmental management on the continent and the emergence, development, and impact of the idea of conservation. We will unpack the rich histories of conservation efforts in Africa, such as resource extraction, game parks, desertification, wildlife and hunting, traditional practices, and climate change.

Class Format: If there's sufficient enrollment, this course will be taught in 2 sections, 1 in-person section and 1 remote section;

Requirements/Evaluation: Requirements/Evaluation: active participation in discussion, map quiz, reading reflections, critical reflections on films, a case study (5-7 pages), and a take-home final exam.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: If course is over-enrolled, preference to History Majors and students with a demonstrated interest in African studies. If there's sufficient enrollment, this course will be taught in 2 sections, 1 in-person section and 1 remote section.

Expected Class Size: 10-12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 335 (D2) ENVI 304 (D2) GBST 304 (D2) HIST 304 (D2)

Difference, Power, and Equity Notes: This course will intensively explore the question of how various global and local actors have defined environmental degradation and promoted approaches to conservation in Africa. It guides students through an examination of the different power dynamics that have shaped environmental conservation thought and practices on the continent. This course, therefore, provides a critical lens through which to examine the inequalities rooted in race, gender, and other forms of difference

Fall 2020

SEM Section: H1  MW 10:00 am - 11:15 am  Benjamin Twagira

SEM Section: R2  TR 11:30 am - 12:45 pm  Benjamin Twagira

ENVI 307 (F) Environmental Law

Cross-listings: PSCI 317  ENVI 307

Primary Cross-listing
We rely on environmental laws to make human communities healthier and protect the natural world, while allowing for sustainable economic growth. Yet, despite 40 years of increasingly varied and complex legislation, balancing human needs and environmental quality has never been harder than it is today. Environmental Studies 307 analyzes the transformation of environmental law from fringe enterprise to fundamental feature of modern political, economic and social life. ENVI 307 also addresses the role of community activism in environmental law, from local battles over proposed industrial facilities to national campaigns for improved corporate citizenship. By the completion of the semester, students will understand both the successes and failures of modern environmental law and how these laws are being reinvented, through innovations like pollution credit trading and "green product" certification, to confront globalization, climate change and other emerging threats.

Requirements/Evaluation: several short writing assignments, a term research project, and active participation in class
Prerequisites: ENVI 101 or permission of instructor
Enrollment Limit: 14
Expected Class Size: 14
Grading: no pass/fail option, yes fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
PSCI 317 (D2) ENVI 307 (D2)

Fall 2020
LEC Section: H1 TR 6:45 pm - 8:00 pm David N. Cassuto

ENVI 308 (S) Science and Politics in Environmental Decision Making
This course explores the relationship between science and politics in environmental decision-making. How do legislators know when a species is endangered and warrants protection? What precautions should be applied in allowing genetically modified foods onto our plates? Can we, and should we, weigh the risks of malaria against the impacts of pesticides used to control those mosquitoes that transmit the disease? How has the global community come together to understand the risks from global climate change, and how has this understanding shaped our policy responses? What are some of the limits of science in shaping policy outcomes? In addressing these and other questions, we will pay particular attention to how power relations and existing institutions shape what knowledge, and whose knowledge, is taken on board in decision-making, be it at the local, national or global level. We will delve into how these dynamics shape policy outcomes and we will also examine novel approaches for incorporating the knowledge of traditionally disempowered groups, including indigenous and local communities.

Requirements/Evaluation: participation, several smaller assignments, and a final project
Prerequisites: ENVI 101 or permission of instructor
Enrollment Limit: 19
Enrollment Preferences: Environmental Studies majors and concentrators, Public Health concentrators, and Political Science majors
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Distributions: No divisional credit
Not offered current academic year

ENVI 311 (S) Tropical Ecologies: Francophone Caribbean Literature and the Environment (DPE)
Cross-listings: RLFR 313 ENVI 311
Secondary Cross-listing
The lushness of the mangroves, the flora and fauna of tropical landscapes, the intricacy of the rhizome, the flow of great rivers, the crashing waves of the Atlantic, the heights of mountainous lands, and expanse of the plateau--the natural world is an important site of Caribbean art in general and, more specifically, the francophone Caribbean novel of the 20th and 21st centuries. Applying eco-criticism to the field of francophone Caribbean literature, the goal of this class is to examine the ways that fiction explores the relationship between human activity and the environment. How does the novel inhabit Caribbean ecologies and topographies? How does it represent nature? In what ways do Caribbean texts meditate on nature and culture together or against one another? As the earthquake in Haiti demonstrated in 2010 with calamitous force, and the cycles of Caribbean hurricanes have shown over the years, natural disaster is also a political crisis. In view of this, we will also consider the legacies of slavery and colonialism in terms of
class, gender and race politics. This investigation of the dynamics of natural and cultural phenomena will also have a theoretical frame rooted in critical
texts of Caribbean of literary and political movements such as Indigenisme, Négritude, and Créolité. Conducted in French.

**Class Format:** This will be a remote course available to all students, whether they are on campus or completing coursework 100% remotely. We will
convene synchronously via Zoom multiple times per week, with an emphasis on discussion and small group work. Students are also required to attend
a monthly colloquium featuring renowned Caribbean scholars and participate in online activities both during and in-between our synchronous sessions.

**Requirements/Evaluation:** Students will be required to submit four 2-page position papers that incorporate critical readings with analysis of the
books being read in their entirety; each student will also be responsible for making a twenty-five minute oral presentation on a critical/theoretical area
related to class readings and discussion; the semester will conclude with a 6-8 page research paper to include footnotes and a bibliography.

Attendance is mandatory and active, and informed class participation is required of all students. In addition, students are asked to come up with
discussion questions three times throughout the semester.

**Prerequisites:** Successful performance in RLFR 105 or 106; or a previous RLFR 200-level or 300-level course; or by placement test; or permission of
the instructor.

**Enrollment Limit:** 12

**Enrollment Preferences:** All are welcome, but if over-enrolled, preference will be given to French majors and certificate students; and those with
compelling justification for admission.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**
RLFR 313 (D1) ENVI 311 (D1)

**Difference, Power, and Equity Notes:** As the course description show, this course critically examines difference, power, and equity in the
Francophone Caribbean. The content focuses on race and ethnicity, slavery and colonialism, ecology and environmental disaster, and their effects on
Caribbean histories, peoples, and cultures. The course teaches students how to critically investigate racial, cultural, and environmental in/justice(s),
through texts, films, discussion, debate, and writing.

Spring 2021

SEM Section: R1 TF 1:30 pm - 2:45 pm Regine M Jean-Charles

**ENVI 312 (F) Communities and Ecosystems (QFR)**

**Cross-listings:** BIOL 302 ENVI 312

**Secondary Cross-listing**

An advanced ecology course that examines how species interact with each other and their environment and how communities are assembled. This
course emphasizes phenomena that emerge in complex ecological systems, building on the fundamental concepts of population biology, community
ecology, and ecosystem science. This foundation will be used to understand specific topics relevant to conservation including invasibility and the
functional significance of diversity for ecosystem stability and processes. Lectures and labs will explore how to characterize the emergent properties of
communities and ecosystems, and how theoretical, comparative, and experimental approaches are used to understand their structure and function.
The lab component of this course will emphasize hypothesis-oriented field experiments as well as "big-data" analyses using existing data sets. The
laboratory component of the course will culminate with a self-designed independent or group project.

**Class Format:** six hours per week

**Requirements/Evaluation:** lab reports, a midterm exam, a term project presentation, and a final project paper

**Prerequisites:** BIOL/ENVI 203 or 220

**Enrollment Limit:** 28

**Enrollment Preferences:** Biology majors and Environmental Studies majors and concentrators

**Expected Class Size:** 24

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** satisfies the distribution requirement for the Biology major

**Distributions:** (D3) (QFR)
This course is cross-listed and the prefixes carry the following divisional credit:
BIOL 302 (D3) ENVI 312 (D3)
Not offered current academic year

ENVI 313 (S) Chicago
Cross-listings: LATS 312  ENVI 313  AMST 312
Secondary Cross-listing
"The city of big shoulders has plenty of room for diversity," reads the official visitor's website for the City of Chicago. Focusing on this claim, this course asks students to think critically about what kind room has been made for diversity--social, spatial, and ideological. Additionally we examine the ways in which diverse social actors have shouldered their way into the imagined and physical landscape of the city. Working with ethnography, history, literature, critical essays, and popular culture, we will explore the material and discursive constructions of Chi-Town and urban life among its residents. Appreciating these constructions we also consider how Chicago has served as a key site for understandings of urbanity within a broader national and global context.
Class Format: discussion
Requirements/Evaluation: attendance and class participation, group presentations and discussions, 5 critical briefs (2-pages) and a book review essay (15 pages)
Prerequisites: none
Enrollment Limit: 20
Expected Class Size: 15
Grading: no pass/fail option, no fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
LATS 312 (D2) ENVI 313 (D2) AMST 312 (D2)
Not offered current academic year

ENVI 314 (F) Nature in Crisis: The Classification Craze and The Rise of Museums
Cross-listings: RLFR 315  ENVI 314
Secondary Cross-listing
This course examines how understandings of nature evolved dramatically (and at times unsettlingly) from the 17th through the early 20th centuries and how this instability prompted a desire to classify and control natural phenomena. To analyze these issues, we will likewise consider the rise of modern museums, as well as the accompanying acts of classification and curation. We will consider how literary and philosophical texts from the aforementioned time periods depict nature, how real-world interactions with nature led to the creation of (illustrated) taxonomies, how colonization inflected notions of the natural world and also museum exhibits, and finally, how the cabinet of curiosities and later, the museum, provided a space in which to display and analyze nature's more unusual treasures. As part of our explorations, we will build a virtual exhibit of our own to reflect our understanding of nature today and our engagement with concepts of nature from previous eras. Conducted in French. Counts as an Envi Humanities Elective for the Envi Concentration.
Class Format: Remote. This will be a remote course available to all students, whether they are on campus or completing coursework 100% remotely. We will convene synchronously via web-conferencing multiple times per week, with an emphasis on discussion in small groups. There will be many opportunities for all course members to interact via a series of varied online activities both during and in-between our synchronous sessions.
Requirements/Evaluation: participation, online homework, essays, mid-semester presentation, final class project (virtual exhibit)
Prerequisites: exceptional performance in RLFR 106, or an RLFR 200-level course; or by placement test; or permission of the instructor
Enrollment Limit: 12
Enrollment Preferences: All are welcome, but if over-enrolled, preference will be given to French majors and certificate students; and those with compelling justification for admission.
Expected Class Size: 12
Grading: yes pass/fail option, yes fifth course option
This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 315 (D1)  ENVI 314 (D1)

Fall 2020

SEM Section: R1   MW 11:45 am - 1:00 pm    Theresa Brock

ENVI 315  (S)  Ecocriticism

Cross-listings:  ENVI 315  ENGL 312

Secondary Cross-listing

How does the human imagination encounter its environment? This overarching question is of particular importance now, as the humanities struggle to address the ecological crises of our time. We’ll read selections from the long tradition of environmentally-minded literary works in order to historicize concepts of nature and wilderness, as well as from more recent theoretical and creative writing that reflects an increasing awareness of climate change, toxic waste and pollution, habitat loss and species extinction, population expansion, and other forms of environmental catastrophe. Finally, we will explore via our own writing the ethical and aesthetic imperative to find ways of imagining this ever-changing relation between the imagination and the environment.

Requirements/Evaluation:  engaged participation; one 5- to 7-page paper and one final 12- to 15-page paper; frequent GLOW posts; and a creative journal

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or consent of the instructor

Enrollment Limit: 25

Enrollment Preferences:  majors in English or Environmental Studies

Expected Class Size: 25

Grading:  yes pass/fail option, yes fifth course option

Distributions:  (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 315 (D1)  ENGL 312 (D1)

Not offered current academic year

ENVI 321  (F)  Born to be Wild: Rethinking Animals in Pre-modern and Modern Texts  (DPE)

Cross-listings:  COMP 323  ARAB 323  ENVI 321

Secondary Cross-listing

In the past few months, images of dolphins appearing in the Venetian canals, and wild animals roaming eerie looking post-apocalyptic deserted streets have gone viral. The majority of these images have proven to be fake, however their popularity was witness to people's hope that we can "reset" the environment and a yearning to reframe animals' positionality vis-à-vis their habitats and humans. Using critical lenses from ecocriticism and animal studies, we will be exploring texts from non-Western traditions in which animals figure strongly from pre-modern times to the age of the Anthropocene. The focus will be on Arabic, Persian and Turkish texts all in translation. The course will be traversing several genres and texts from Pre-Islamic poetry, the Quran, the 10th century Ikhwan as-Safa's epistle The Case of Animals versus Man Before the King of the Jinn, the fables of Kalila and Dimna, Farid ed-Din 'Attar's Conference of Birds, travelogues, paintings, contemporary film till we reach recent fiction with cyborgs and drones. Throughout the course, we will be examining themes such as diverse conceptualizations of what it means to be an "animal", what constitutes' animal agency and animal subjectivity irrespective of humans and their often utilitarian lens. We will do this by investigating how animals through these texts have been represented, imagined and reconfigured whether allegorically or otherwise as communities and in relation to humans and the environment and the implications of that. Finally, we will explore what a poetics of animal studies in these cultural and literary traditions could look like. The course will consist of multiple forms of evaluation like participation, Glow posts, essays, experiential reflections and creative tasks.

Class Format:  This class will be offered remotely synchronously twice a week (75 minutes each session), in addition to prerecorded asynchronous material at times.

Requirements/Evaluation:  The course will consist of multiple forms of evaluation like participation, Glow posts, essays, experiential reflections and
creative tasks.

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** Arabic majors, Comparative Literature Majors, Environmental Studies Majors and Arabic certificate holders.

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 323 (D1) ARAB 323 (D1) ENVI 321 (D1)

**Difference, Power, and Equity Notes:** This course deals with different literary traditions and their aesthetics. The approach is both synchronic and diachronic by looking at texts and their texts from different time periods and at different genres. The course will be examining what it means to be an "animal" vis-a-vis human beings and their environment and animal agency in these literary traditions as opposed to the often utilitarian lens that animals have often been viewed through.

Fall 2020

SEM Section: R1    MW 11:45 am - 1:00 pm     Radwa M. El Barouni

**ENVI 322 (F) Waste and Value**

**Cross-listings:** ENVI 322 GBST 322 ANTH 322

**Secondary Cross-listing**

What is trash and what is treasure? In what ways does value depend upon and necessitate waste, and how is the dialectic between the two inflected by culture? When we 'throw away' things at Williams College, where exactly do they go, and who handles them 'down the line'? What are the local and global economies of waste in which we are all embedded and how are they structured by class, race, caste, gender and nation? In this seminar we critically examine the production of waste - both as material and as category - and its role in the production of value, meaning, hierarchy and the environment. Readings include ethnographic accounts of sanitation labor and social hierarchy; studies of the political and environmental consequences of systems of waste management in the colonial period and the present; and theoretical inquiries into the relation between filth and culture, including work by Mary Douglas, Dipesh Chakrabarty and Karl Marx. Geographically the foci are South Asia, Japan, and the United States.

There is also a fieldwork component to the course. In (safe, socially distant) fieldtrips we follow the waste streams flowing out of Williams - to an incinerator, a sewage treatment plant, recycling and composting facilities and other sites - and students individually explore the everyday social life of waste in our communities.

**Class Format:** Hybridity is a beautiful and productive thing. Each week we will meet once for in-person seminar-style classes, virtual learners projected into the room with us. The other meeting each week will be either a fieldtrip (carefully designed with precautions, and with an individually-tailored alternative for virtual learners) or a synchronous virtual meeting with a guest speaker.

**Requirements/Evaluation:** regular posting of critical response papers, field notes on waste streams, research-based final paper

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** majors in ANSO, ENVI, ASST

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 322 (D2) GBST 322 (D2) ANTH 322 (D2)

Fall 2020

SEM Section: H1    MR 3:15 pm - 4:30 pm     Joel Lee
ENVI 323  (F)  World's End: Literary Ecologies of the Limit
Cross-listings:  ENVI 323  ENGL 324

Secondary Cross-listing

Consciousness of the world's finiteness in a time of environmental degradation and headlong global capitalism prompts restraint, a harboring of resources. But beyond the economic logic of conservation and expenditure, might imagining the world from the vantage point of its limit provoke a more profound rethinking of ourselves and the things of the world? Does it change what it means to possess, or even what an experience of the world is? Does it change human relationship? This course explores these questions in part by reaching back to the early modern period, when the boundedness of nations and worlds first comes to view in a meaningful way. But the course will have a long arc, from Shakespeare to Sinha's Animal's People. Primary works will include: Shakespeare, As You Like It and King Lear; Marvell; Ovid, Metamorphosis; Browne, Urn Burial; Wordsworth; McCarthy, The Road; Atwood; Alice Oswald; photography (Struth, Hutte); painting (Tiliani), and video installations (Pipilotti Rist). Theoretical texts include: Smith, Against Ecological Sovereignty; Wood, Reoccupy Earth; Agamben, The Time that Remains; Heidegger, "Question Concerning Technology"; Latour, "An Inquiry into Modes of Existence"; Nancy, After Fukushima; Derrida, The animal that therefore I am and Beast and the Sovereign.

Class Format: This course will be taught virtually, but we will make absolutely every effort to ensure that it takes the form of a genuine discussion class, including breaking periodically into smaller online groups. Requirements: two papers totaling 20 pages.

Requirements/Evaluation: two papers over the course of the semester totaling approximately 20 pages.

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: English majors using the course to fulfill a requirement; Environmental Studies majors

Expected Class Size: 16

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 323 (D1) ENGL 324 (D1)

Fall 2020

SEM Section: R1  MR 3:15 pm - 4:30 pm  Christopher L. Pye

ENVI 324  (S)  Corals and Sea Level
Cross-listings: GEOS 324  MAST 324  ENVI 324

Secondary Cross-listing

In coastal communities, increasing flood damage from storm surges and chronic inundation by seawater are already happening as a result of sea level rise. How do we know what contributes to the observed change in sea level in the last century? What does the geological record teach us about what controls the natural variation in sea level on short and long timescales? How can we use this information to separate anthropogenic effects from natural change in modern systems? And how does this inform us on what to expect through the 21st century and beyond? In this course, we will examine how sea level is reconstructed using geological archives and how coral-based sea level data led to breakthroughs in our understanding of the long-term evolution of the ocean and climate, the controls in the timing of ice age cycles, the singularity of modern climate change, and how high the future seas will rise. During Spring Break, the class will travel to Barbados, a renowned locality for Quaternary sea level reconstruction, to observe modern and ancient reefs, and collect samples that will be the basis of individual or group projects in the second half of the semester. Participation in the Spring Break trip is not required for successful completion of the course, but course enrollment is necessary to attend the trip. This course is in the Oceans and Climate group for the Geosciences major.

Requirements/Evaluation: short papers, labs, participation in discussion, and a research project

Prerequisites: GEOS 104 or GEOS 210 or GEOS 215 or MAST 311 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Geoscience majors, students who commit to the Spring Break trip

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option
ENVI 329 (S) Our Planet's Plastic Plight

#stopssucking, #gotopless, #foodinthenude: these rallying calls to #rethinkplastic and ban plastic straws, coffee cups, and excessive food packaging are just the latest consumer-driven campaigns to combat the scourge of plastic proliferation. Indeed, over the past century, plastic has become ubiquitous in our societies. Durability, affordability and versatility, the very characteristics that explain this success, have heightened the pollution challenge we face today. Yet, we also rely on plastic for a variety of life-saving devices and implements. In this course, we will examine the chemistry and history of plastic and understand how its uses have impacted diverse systems including our oceans. As we undertake this semester-long lifecycle analysis of plastic in our daily lives, we will explore how additives, often toxic, complicate efforts to recycle plastic goods. We will also study international flows of this material, notably following China's decision in 2017 to constrain its imports of plastics for recycling. Finally, we will evaluate novel efforts to regulate plastic from the local to the global scale.

Requirements/Evaluation: participation, several small assignments, multi-part project setting out action plan to address a particular aspect of plastic pollution

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Environmental Studies majors, Public Health concentrators

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: No divisional credit

Not offered current academic year

ENVI 339 (F) Conservation Biology (QFR)

Cross-listings: ENVI 339 BIOL 329

Secondary Cross-listing

This course examines the application of population genetics, population ecology, community ecology, and systematics to the conservation of biological diversity. The overarching theme of the course is on the role of stochastic processes for small populations. Lecture/discussion topics will include extinction, the genetics of small populations, metapopulations, and importantly, conservation strategies. Labs will include a mixture of computer and lab projects.

Class Format: lecture and discussion, 3 hours per week; lab, 1.25 hours per week. Students will be assigned to a lab section (block AA - either W or F from 1:30-2:45) during the first week of class.

Requirements/Evaluation: Evaluation will be based on lab assignments, two exams, discussion participation, and an independent project

Prerequisites: BIOL 203/ENVI 203, or BIOL 305, or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Biology majors, seniors, and juniors

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Unit Notes: Satisfies the distribution requirement for the Biology major

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 339 (D3) BIOL 329 (D3)

Quantitative/Formal Reasoning Notes: This course uses quantitative and statistical analyses in both the laboratory and lecture portion of the course. In lectures mathematical models will be covered to understand conservation dynamics. In lab, students will collect and analyze data and present results in graphical and statistical forms.
ENVI 341 (S) Toxicology and Cancer

Cross-listings: ENVI 341 CHEM 341

Secondary Cross-listing
What is a poison and what makes it poisonous? Paracelcus commented in 1537: "What is not a poison? All things are poisons (and nothing is without poison). The dose alone keeps a thing from being a poison." Is the picture really this bleak; is modern technology-based society truly swimming in a sea of toxic materials? How are the nature and severity of toxicity established, measured and expressed? Do all toxic materials exert their effect in the same manner, or can materials be poisonous in a variety of different ways? Are the safety levels set by regulatory agencies low enough for a range of common toxic materials, such as mercury, lead, and certain pesticides? How are poisons metabolized and how do they lead to the development of cancer? What is cancer and what does it take to cause it? What biochemical defense mechanisms exist to counteract the effects of poisons?

This course attempts to answer these questions by surveying the fundamentals of modern chemical toxicology and the induction and progression of cancer. Topics will range from description and quantitation of the toxic response, including risk assessment, to the basic mechanisms underlying toxicity, mutagenesis, carcinogenesis, and DNA repair.

Class Format: three times per week

Requirements/Evaluation: two hour tests, a class presentation and paper, participation in discussion sessions, a self-exploration of the current toxicological literature, and a final exam

Prerequisites: CHEM 156; may be taken concurrently with CHEM 251/255; a basic understanding of organic chemistry

Enrollment Limit: 30

Expected Class Size: 24

Grading: no pass/fail option, yes fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 341 (D3) CHEM 341 (D3)

Not offered current academic year

ENVI 342 (F) The Nature of Gardens: From Eden to the High Line

The garden, since time immemorial, has been the touchstone for humans’ interactions with the environment. The relationships between humans and their environments have been so intimate that the creation and origins mythologies of many cultures are set in the context of a garden or paradise. The garden is the environment in which humans have been created, and reciprocally gardens, by definition are the product of human design and environmental manipulation. This seminar examines the interactions between humans and gardens from the perspectives of creation mythologies, the origins of domestication of plants, the cultural expression and design of gardens, the historical exchange of cultivated plants, and evolution of garden design, and the interface of gardens and human biology. Each student will present a seminar based either on their own major interest, an historical, or garden design perspective. One all-day field trip will be scheduled for sometime during the semester.

Class Format: discussion classes, student-led seminars, and one all-day field trip

Requirements/Evaluation: weekly reaction papers (500 words) to reading assignments, seminar presentation, final paper in lieu of final exam

Prerequisites: an application (e.g., online form, statement of interest)

Enrollment Limit: 16

Enrollment Preferences: senior and junior ENVI majors and concentrators

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: No divisional credit

Not offered current academic year
ENVI 346 (S) Environmental Psychology

Cross-listings: ENVI 346 PSYC 346

Secondary Cross-listing

This is a course in social psychology as it pertains to the natural environment. We will consider how the environment influences aspects of human psychology (e.g., the psychological implications of humans' disconnect with nature), as well as how human psychology influences the environment (e.g., why some people engage in environmentally destructive behaviors despite holding proenvironmental attitudes). At the core of this course is an attempt to examine various ways in which research and theory in social psychology can contribute insights to understanding (and encouraging) environmentally responsible behavior and sustainable practices, both here at Williams and globally. Because human choice and behavior play such an important role in environmental problems, a consideration of human psychology may therefore be an important part of the solution.

Requirements/Evaluation: a series of papers, two essay exams, written and oral reports of research

Prerequisites: PSYC 242 recommended, PSYC 201, or a comparable course in statistics and research methodology, is also recommended.

Enrollment Limit: 16

Enrollment Preferences: Psychology majors and Environmental Studies concentrators

Expected Class Size: 16

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 346 (D2) PSYC 346 (D2)

Not offered current academic year

ENVI 347 (S) Big Game: Adventure, Empire, Ecology (DPE)

Cross-listings: ENGL 347 COMP 387 ENVI 347

Secondary Cross-listing

Big Game: Adventure, Empire, Ecology asks how the era of imperial expansion and the study of "natural history" leads into our contemporary ecological crisis. We will begin with readings of influential colonial travel and adventure narratives like Robinson Crusoe, the captivity narrative of Mary Rowlandson, sections of Darwin and Captain Cook's travel journals, and in-class work with archival materials like the Indian Botanical Survey Flora and the photographs of Subhankar Banerjee. In the first weeks, we will consider how the aesthetics of adventure circulated throughout the British empire in both the East Indies and India, and ramifies elsewhere in the Dutch, French, Spanish, Portuguese and Belgian holdings. We will conclude with a suite of readings through which we will attempt to locate a productive intersection between ecocriticism and postcolonial studies, drawing together sensationalist disaster journalism with environmental activism emerging from the Global South. This course will be especially of interest to students in English, Comparative Literature, and Environmental Studies.

Requirements/Evaluation: presentation, short paper and revision, final research project

Prerequisites: one lower-division literature or related course

Enrollment Limit: 25

Enrollment Preferences: students with related course experience

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 347 (D1) COMP 387 (D1) ENVI 347 (D1)

Difference, Power, and Equity Notes: This course will consider the relationship between the practice of the natural sciences (including the human sciences) and imperial power. We will read texts both from and against the aesthetics of empire. The DPE contribution will carry the course from philosophy and nature writing to literature and visual art.

Not offered current academic year

ENVI 348 (S) Beyond Cli-Fi: Climate Change Histories & the Arts of Resilience (DPE)
Cross-listings: AMST 347 ENVI 348

Primary Cross-listing

This interdisciplinary environmental humanities seminar begins with the premise that our present climate crisis is a political project of globalization propelled by capitalism and its cultural logic. Causes and consequences of climate change can only be understood by examining the historical trajectories of carbon-based economic, political, and cultural systems since the 19th century. We trace the intellectual genealogy of modern climate science, consider the politics of indigenous knowledge as related to extractivism, and examine literary and artistic engagements with the natural world. We pay particular attention to the narrative strategies that scientists and policymakers use to talk about climate, and we develop creative critiques of the dominant discourses. We use historical and cultural analysis to study social movement strategy and tactics among advocates for climate mitigation, adaptation, and resilience. We begin and end with creative responses to climate crisis, always asking: How can we move beyond dystopia and defeatism? How might history inform social movements for climate resilience? How can the arts, theater, and literary production articulate a new politics of survival? What narrative forms enable and inspire climate action?

Requirements/Evaluation: one short creative writing assignment; several short critical papers (3-4 pages); final essay (10-15 pages)

Prerequisites: ENVI 101 or instructor permission

Enrollment Limit: none

Enrollment Preferences: ENVI or AMST majors or concentrators; people with demonstrated interest in the course topics

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 347 (D2) ENVI 348 (D2)

Difference, Power, and Equity Notes: This course considers the historical differences in economic, political, and cultural power which have shaped our present climate crisis. We consider both who drives environmental change and who experiences it first hand. We consider in particular how differences of class, race, and gender shape capacities for resilience and resistance and we examine social movement strategy, with particular attention to Indigenous and POC social movement thinkers and leaders.

Not offered current academic year

ENVI 351 (S) Marine Policy (WS)

Cross-listings: ENVI 351 MAST 351 PSCI 319

Secondary Cross-listing

This seminar considers contemporary issues in our relationship with our ocean and marine environment and the critical roles our oceans and coasts play in our Nation's environmental sustainability, and ocean and coastal climate resiliency and stability. By analyzing case and statutory law and policies that relate to our rich and diverse coastal and marine environment, we critically examine the many conflict of use issues present in the coastal and marine environment. The course examines coastal zone management, climate change, fisheries, environmental justice, ocean and coastal pollution, marine biodiversity and admiralty, through the lens of coastal and ocean governance and policy-making. Semester-long independent research engages students with ocean and coastal stakeholders to develop policy strategies and solutions to contemporary issues impacting America's coastlines and oceans.

Class Format: seminar, discussions, guest lectures by active professionals, and includes coastal and near-shore interdisciplinary field seminars, and 10 days offshore

Requirements/Evaluation: an independent research project, and two presentations.

Prerequisites: none

Enrollment Limit: 23

Enrollment Preferences: must be enrolled at Williams-Mystic in Connecticut

Expected Class Size: 22

Grading: no pass/fail option, yes fifth course option

Unit Notes: offered only at Williams-Mystic at Mystic Seaport Museum in CT

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
Writing Skills Notes: Each student writes a short paper identifying research goals, a draft outline of the research paper, a draft of the research paper (10-15 pp.), as well as a final 8-10 pp. research paper. Each submission receives written feedback from professor, including additional research resources, input on grammar, structure, language, analysis as well as an assessment of and assistance with credibility and feasibility of proposed final policy recommendation; several individual conferences held as well.

Not offered current academic year

ENVI 352 (S) After Nature: Writing About Science and The Environment

Cross-listings: ENGL 351 ENVI 352

Primary Cross-listing

Over the last few decades, the nature of nature has changed and so, by necessity, has nature writing. In this course we will read some of the classic works of nature writing as well as essays and articles by contemporary authors. The emphasis will be on producing our own work. The class will include workshop sessions and group discussions. There will be frequent short exercises and a long final project.

Prerequisites: ENVI 101 or 102 suggested

Enrollment Limit: 15

Enrollment Preferences: Environmental Studies majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 351 (D1) ENVI 352 (D1)

Not offered current academic year

ENVI 364 (F) Instrumental Methods of Analysis

Cross-listings: ENVI 364 CHEM 364

Secondary Cross-listing

Instrumental methods of analysis provide scientists with different lenses to observe and elucidate fundamental chemical phenomena and to measure parameters and properties at the atomic, molecular, and bulk scales. This course introduces a framework for learning about a variety of instrumental techniques that typically include chromatography, mass spectrometry, thermal methods, atomic and molecular absorption and emission spectroscopy, X-ray diffraction, and optical and electron microscopies. Lectures will cover the theory and uses of these techniques. By exploring the primary literature and review articles we will discuss recent advances in instrumental methods that address today's analytical questions. The theoretical knowledge will be complemented by hands-on use of our research instruments to study molecules and materials of interest. The skills learned are useful in a wide variety of scientific areas and will prepare you well for research endeavors.

Class Format: hybrid: classroom/online activities (2 x 75 min); 4 h per week of laboratory (M or W; segmented into discussion and experimental periods with 30-min break)

Requirements/Evaluation: class participation, two mid-term exams, problem sets, oral presentations and discussions of selected topics, an independent project and performance in the laboratories including lab reports

Prerequisites: CHEM 155 or 256 and 251/255; may be taken concurrently with CHEM 256 with permission of instructor

Enrollment Limit: 6/lab

Enrollment Preferences: Chemistry and Environmental Studies majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 364 (D3) CHEM 364 (D3)
ENVI 368  (F) Technology and Modern Society

Cross-listings:  ENVI 368  SOC 368

Secondary Cross-listing

With widespread use of new social media, controversial developments in such bio-technical practices as the cloning of mammals, rapid advances in various forms of telecommunication, and the increasing sophistication of technological weaponry in the military, the triumph of technology remains a defining feature of modern life. For the most part, modern humans remain unflinchingly confident in the possibilities technology holds for continuing to improve the human condition. Indisputably, technology has benefited human life in innumerable ways. However, as with other features of modernity, technology has also had significant, albeit largely unanticipated, social consequences. Working within a sociological paradigm, this course will focus on the less often examined latent functions of technology in modern society. It will consider, for example, the social effects of technology on community life, on privacy, and on how people learn, think, understand the world, communicate, and organize themselves. The course will also examine the effects of technology on medicine, education, criminal law, and agriculture and will consider such counter-cultural reactions to technology as the Luddite movement in early nineteenth century England, Amish agrarian practices, and the CSA (community supported agriculture) movement.

Requirements/Evaluation:  two short papers, a midterm exam, and a final exam

Prerequisites:  none

Enrollment Limit:  20

Enrollment Preferences:  Anthropology and Sociology majors

Expected Class Size:  20

Grading:  no pass/fail option,  yes fifth course option

Distributions:  (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 368 (D2) SOC 368 (D2)

Not offered current academic year

ENVI 373  (F) Environmental Organic Chemistry

Cross-listings:  ENVI 373  CHEM 373

Secondary Cross-listing

This course introduces students to the methods used to assess the risks posed by organic chemicals to human, animal, and ecosystem health. Our goal is to develop a quantitative understanding for how specific features of organic molecular structure directly dictate a given molecule's environmental fate. We will begin by using thermodynamic principles to estimate the salient physiochemical properties of molecules (e.g., vapor pressure, solubility, charging behavior, etc.) that impact the distribution, or partitioning, of organic chemicals between air, water, soils, and biota. Then, using quantitative structure activity relationships, we will predict the degradation kinetics resulting from natural nucleophilic, photochemical, and biological processes that determine chemical lifetime in the environment.

Class Format:  Lecture/discussion; lecture, three hours per week and discussion, 75 minutes per week.

Requirements/Evaluation:  weekly problem sets, two midterm exams, a final exam, participation in discussion, an independent research proposal

Prerequisites:  CHEM 251 and either CHEM 155 or CHEM 256. ENVI 102 is strongly recommended.

Enrollment Limit:  15

Enrollment Preferences:  junior and senior Chemistry and Environmental Studies majors with a demonstrated interest in environmental chemistry

Expected Class Size:  15

Grading:  no pass/fail option,  no fifth course option

Distributions:  (D3)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 376 (F)  Economics of Environmental Behavior  (QFR)

Cross-listings:  ECON 477  ENVI 376

Secondary Cross-listing

A community maintains a fishery; a firm decides whether to get a green certification; you choose to fly home or stay here for spring break: behaviors of people and firms determine our impact on the environment. We'll use economics to model environmental behavior and to consider how policies can help or hurt the environment. Topics we'll study include: voluntary conservation, social norms and nudges, firm responses to mandatory and voluntary rules, and boycotts and divestment.

Class Format: Class sessions will largely consist of presentations and discussions of academic research papers, as well as lab sessions to work on empirical exercises; we may break the class into groups for some discussions

Requirements/Evaluation:  regular reading responses, empirical exercises, class participation, 2 oral presentations, and a final original research paper using an experiment, existing data, or theory

Prerequisites:  ECON 251 and (ECON 255 or STAT 346)

Enrollment Limit:  15

Enrollment Preferences:  senior Economics majors

Expected Class Size:  15

Grading:  yes pass/fail option,  yes fifth course option

Distributions:  (D2)  (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 477 (D2) ENVI 376 (D2)

Quantitative/Formal Reasoning Notes: The research students will consume and produce in the class will be based on math-based theory and/or econometric-based empirical analysis.

Fall 2020

SEM Section: H1    MW 8:30 pm - 9:45 pm     Sarah A. Jacobson

ENVI 378 (F)  Nature/Writing

Cross-listings:  ENGL 378  ENVI 378

Secondary Cross-listing

What do we mean by "nature"? How do we understand the relationships between "nature" and "culture"? In this course we will examine how various American writers have attempted to render conceptions of "nature" in literary form. We will compare treatments of various kinds of natural environments and trace the philosophical and stylistic traditions within the nature writing genre. The authors to be considered include Ralph Waldo Emerson, Henry David Thoreau, William Faulkner, Annie Dillard, Barry Lopez, Ursula LeGuin, and Wendell Berry.

Class Format: discussion

Requirements/Evaluation: two 10-page papers, regular class attendance, and participation in discussions

Prerequisites:  a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit:  25

Enrollment Preferences:  English majors and Environmental Studies concentrators

Expected Class Size:  20

Grading:  yes pass/fail option,  yes fifth course option

Distributions:  (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 387 (F) Economics of Climate Change (QFR)

Cross-listings: ECON 522  ENVI 387  ECON 387

Secondary Cross-listing

This course introduces the economic view of climate change, including both theory and empirical evidence. Given the substantial changes implied by the current stock of greenhouse gases (GHGs) in the atmosphere, we will begin by looking at impacts on agriculture, health, income, and migration. We will consider the distribution of climate damages across poor and wealthy people, both within and across countries. Next we will study adaptation, including capital investments and behavioral changes. We will examine the sources of climate change, especially electricity generation and transportation, and think about optimal policies. What is the socially optimal amount of climate change? Why have countries had such a hard time agreeing on GHG emissions reductions, and how might we overcome such difficulties? We will consider the growing body of evidence from attempts to regulate GHGs, including China's cap-and-trade programs, the EU ETS, and US state policies. Throughout the course we will discuss the limits of the economic approach, pointing out normative questions on which economic theory provides little guidance.

Class Format: Lectures, office hours and TA sessions will take place on Zoom.

Requirements/Evaluation: problem sets, midterm, group presentation, final exam

Prerequisites: ECON 251, familiarity with statistics

Enrollment Limit: 20

Enrollment Preferences: Junior/Senior Economics majors and CDE fellows

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 522 (D2) ENVI 387 (D2) ECON 387 (D2)

Quantative/Formal Reasoning Notes: The course involves simple calculus-based theory and applied statistics.

Fall 2020

LEC Section: R1  MR 1:30 pm - 2:45 pm  Matthew Gibson

ENVI 390 (S) The Nature of Nature

Cross-listings: ENVI 390  ENGL 394

Secondary Cross-listing

"Nature" is one of the commonest words in English. And yet what does it signify? Is it primarily descriptive (all living things), or normative ("natural" foods, "human nature")? This course will consider the richly incoherent ways we think about the living world, paying attention to the difficulty of narrating processes that are often too big, too small, too quick or too slow for direct human apprehension. We'll also explore the ways popular nature writing mingles scientific reporting with implicit judgments about human identity, morality, and social organization. Writers studied will include Elizabeth Kolbert, N. Scott Momaday and Charles Darwin. We'll also consider the technological mediations of nature in documentaries by David Attenborough and Lynette Wallworth, among others.

Requirements/Evaluation: Several short written exercises, an eight page comparative midterm essay, and a final twelve to fifteen page online essay incorporating audiovisual materials. Active participation in class. Note that this course will be offered exclusively online.

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 16

Enrollment Preferences: English majors; Environmental Studies majors and concentrators.

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 390 (D1) ENGL 394 (D1)

Spring 2021

SEM Section: R1   TR 6:45 pm - 8:00 pm   Shawn J. Rosenheim

ENVI 397  (F)  Independent Study of Environmental Problems

Individuals or groups of students may undertake a study of a particular environmental problem. The project may involve either pure or applied research, policy analysis, laboratory or field studies, or may be a creative writing or photography project dealing with the environment. A variety of nearby sites are available for the study of natural systems. Ongoing projects in the College-owned Hopkins Forest include ecological studies, animal behavior, and acid rain effects on soils, plants, and animals. Students may also choose to work on local, national, or international policy or planning issues, and opportunities to work with town and regional planning officials are available. Projects are unrestricted as to disciplinary focus. Students should consult with faculty well before the start of the semester in which they plan to carry out their project.

Prerequisites: approval by the Chair of Environmental Studies

Grading:  yes pass/fail option,  yes fifth course option

Distributions: No divisional credit

Fall 2020

IND Section: H1   TBA   Nicolas C. Howe

ENVI 398  (S)  Independent Study of Environmental Problems

Individuals or groups of students may undertake a study of a particular environmental problem. The project may involve either pure or applied research, policy analysis, laboratory or field studies, or may be a creative writing or photography project dealing with the environment. A variety of nearby sites are available for the study of natural systems. Ongoing projects in the College-owned Hopkins Forest include ecological studies, animal behavior, and acid rain effects on soils, plants, and animals. Students may also choose to work on local, national, or international policy or planning issues, and opportunities to work with town and regional planning officials are available. Projects are unrestricted as to disciplinary focus. Students should consult with faculty well before the start of the semester in which they plan to carry out their project.

Prerequisites: approval by the Chair of Environmental Studies

Grading:  yes pass/fail option,  yes fifth course option

Distributions: No divisional credit

Spring 2021

IND Section: H1   TBA   Nicolas C. Howe

ENVI 404  (S)  Coastal Processes and Geomorphology  (QFR)

Cross-listings:  ENVI 404  MAST 404  GEOS 404

Secondary Cross-listing

Can people live safely along the coast? Recent events like SuperStorm Sandy and the Tohoku Tsunami have shown us how the ocean can rise up suddenly and wreak havoc on our lives and coastal infrastructure. Only educated geoscientists can evaluate the risks and define informed strategies to prevent future coastal catastrophes. Currently almost half the global population lives within 100 km of the coast, with a large percent of those living in densely populated cities (e.g., New York, New Orleans, Los Angeles, Shanghai, Hong Kong, Cape Town, Sydney, Mumbai). Despite the growing risks and challenges associated with climate change and rising sea levels, the coastal population continues to grow rapidly. To help ensure these growing populations can live safely along the coast requires a detailed understanding of the processes that shape the coastal zone. These processes act across a variety of scales, from deep-time geologic processes that dictate coastal shape and structure, to decadal-scale processes that determine shoreline position and evolution, to weekly and daily processes such as storms and tides. This course will provide an in-depth look at the forces--wind, waves, storms, and people--that shape the coastal zone, as well as the geologic formations--sandy beaches, rocky cliffs, barrier islands, deltas, and coral reefs--that are acted upon and resist these forces. Coastal dynamics are strongly affected by human interventions, such as seawalls, dredged
channels, and sand dune removal, as well as by sea level rise and changes in storm frequency and magnitude associated with climate change. Finally, the course will provide students with a perspective on how the U.S. seeks to manage its coastal zone, focusing on sea level rise and coastal development. This class will include a quantitative lab that will use MATLAB software to model and evaluate various coastal processes. Students will gain a basic understanding of MATLAB functionality, and will be asked to independently apply what they have learned to various data sets provided by the instructor.

Class Format: lecture two times a week with a lab one time per week  
Requirements/Evaluation: lab reports, tests, and an independent research project  
Prerequisites: Either GEOS 104 or GEOS 210; or permission of instructor  
Enrollment Limit: none  
Enrollment Preferences: senior Geosciences majors, then juniors  
Expected Class Size: 10  
Grading: yes pass/fail option, yes fifth course option  

Unit Notes: As a 400-level seminar, this capstone course is intended to build on and extend knowledge and skills students have developed during previous courses in the major  
Distributions: (D3) (QFR)  
This course is cross-listed and the prefixes carry the following divisional credit:  
ENVI 404 (D3) MAST 404 (D3) GEOS 404 (D3)  
Quantative/Formal Reasoning Notes: This course will involve the use of MATLAB software to quantitatively analyze coastal process and geomorphological data.  
Not offered current academic year

ENVI 405  (F)  Geochemistry: Understanding Earth's Environment  
Cross-listings: ENVI 405 GEOS 405  
Secondary Cross-listing  
Rocks, water, air, life: what comprises these interconnected components of the Earth system? How do they interact today, and how did these interactions differ in the past? In this course we will study how chemical elements are distributed in the Earth, cycle through the Earth system, and act together to produce a planet that is habitable. As Earth's landscapes and oceans, and the life they harbor, have evolved through time, they have left an imprint in the geological record that we can read using geochemical tools such as molecular fossils, elemental ratios, and stable and radioactive isotopes. Topics include the synthesis of elements in stars, the formation and differentiation of planet Earth; radiometric dating; the major constituents of the atmosphere, rain, rocks, rivers and the ocean; how they're linked by chemical weathering and biological activity; and reconstruction of past environments. Students will explore these topics through lecture; reading and discussing articles from the scientific literature; and collecting, analyzing and interpreting data from environmental samples.  
Requirements/Evaluation: seminar discussions, two 10-page lab reports, lab activities, and final project  
Prerequisites: two 200-level GEOS courses and at least one of GEOS 302 or 303  
Enrollment Limit: 10  
Enrollment Preferences: senior Geosciences majors, then juniors  
Expected Class Size: 10  
Grading: no pass/fail option, no fifth course option  
Unit Notes: As a 400-level seminar, this capstone course is intended to build on and extend knowledge and skills students have developed during previous courses in the major  
Distributions: (D3)  
This course is cross-listed and the prefixes carry the following divisional credit:  
ENVI 405 (D3) GEOS 405 (D3)  
Not offered current academic year

ENVI 410  (S)  The Cryosphere
Cross-listings: ENVI 410 GEOS 410

Secondary Cross-listing

The Earth's climate system is often described in terms of its spheres, including the atmosphere, biosphere, lithosphere, oceans, and the cryosphere. The cryosphere is the naturally occurring ice on Earth in all its many forms: snow, glaciers, ice sheets, sea ice, frozen lakes and rivers, and permafrost (frozen soil). These parts of the climate system may seem remote, but have implications for climate and weather around the world; changes in Arctic sea ice cover accelerate climate change in the north, resulting in the increased frequency of Polar Vortex events that send frigid temperatures down as far as the southern US. Melting glaciers and ice sheets have already contributed to sea level rise, and are projected to do so even more in the future. This course will explore the cryosphere, including snow, sea ice, permafrost, and glaciers through lectures, hands-on and data analysis labs, reading journal articles, and a final project. As a 400-level seminar, this capstone course is intended to build on and extend knowledge and skills students have developed during previous courses in the major.

Class Format: Hybrid: classes will meet synchronously online for lectures/discussions, labs will meet in person when possible. Class periods and lab periods will be used interchangeably based on the weather.

Requirements/Evaluation: Evaluation will be based on short papers, labs responses, and a research project

Prerequisites: GEOS 215 or GEOS 255 or GEOS 309 or MAST 311 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Senior GEOS majors, then other GEOS majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Unit Notes: As a 400-level seminar, this capstone course is intended to build on and extend knowledge and skills students have developed during previous courses in the major

Materials/Lab Fee: Labs will be outside during the winter: students should be prepared to dress appropriately for the weather.

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 410 (D3) GEOS 410 (D3)

Spring 2021

SEM Section: H1 WF 8:15 am - 9:30 am Alice C. Bradley
LAB Section: H2 M 8:15 am - 9:30 am Alice C. Bradley

ENVI 412 (S) Senior Seminar: Perspectives on Environmental Studies (WS)

Cross-listings: MAST 402 ENVI 412

Primary Cross-listing

The Environmental Studies and Maritime Studies programs provide students with an opportunity to explore the myriad ways that humans interact with diverse environments at scales ranging from local to global. The capstone course for Environmental Studies and Maritime Studies, this seminar brings together students who have specialized in the humanities, social studies and the sciences to exchange ideas across these disciplines. Over the course of the seminar, students will develop a sustained independent research project on a topic of their choice, and they will have opportunities throughout the semester to meet with guest speakers to discuss environmental work outside the academy.

Requirements/Evaluation: active participation, discussion leading, several smaller assignments and multi-step capstone project

Prerequisites: declared major/concentration in Environmental Studies or Maritime Studies, ideally to be taken in final semester at Williams

Enrollment Limit: 14

Enrollment Preferences: Environmental Studies majors and concentrators, Maritime Studies concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: required course for students wishing to complete the Maritime Studies concentration

Distributions: No divisional credit (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
Writing Skills Notes: This course is focused on building up cross-disciplinary writing and communication skills. There will be a multi-step capstone project that emphasizes writing, and there will be opportunities to revise and resubmit work.

Spring 2021

SEM Section: H1  TF 3:15 pm - 4:30 pm W 2:50 pm - 3:40 pm  April  Merleaux
SEM Section: H2  TR 11:30 am - 12:45 pm W 2:50 pm - 3:40 pm  Nicolas C. Howe

ENVI 420  (F)  Architecture and Sustainability in a Global World  (WS)

Cross-listings:  ARTH 420  GBST 420  ENVI 420

Secondary Cross-listing

What does it mean to create a sustainable built environment? What do such environments look like? Do they look the same for different people across different times and spaces? This course takes these questions as starting points in exploring the concept of architectural sustainability, defined as "minimizing the negative impact of built form on the surrounding landscape," and how this concept can be interpreted not only from an environmental point of view, but from cultural, political, and social perspectives as well. Over the course of the class, students will explore different conceptualizations of sustainability and how these conceptualizations take form in built environments in response to the cultural identities, political agendas, social norms, gender roles, and religious values circulating in society at any given moment. In recognizing the relationship between the way things are constructed (technique of assembly, technology, materials, process) and the deeper meanings behind the structural languages deployed, students will come to understand sustainability as a fundamentally context-specific ideal, and its manifestation within the architectural environment as a mode of producing dialogues about the anticipated futures of both cultural and architectural worlds.

Class Format: This course will be taught in a hybrid mode, with both online (lecture) and in-person (discussion) elements.

Requirements/Evaluation: weekly reading discussion question posts on GLOW, leading class discussions, and a final project/paper (15-20 pages) with presentation

Prerequisites: none, although a course in art/architectural history or environmental studies would be advantageous

Enrollment Limit: 12

Enrollment Preferences: Art History majors, Environmental Studies majors, History and Studio majors

Expected Class Size: 12

Grading: no pass/fail option,    no fifth course option

Distributions:  (D1)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ARTH 420  (D1) GBST 420  (D2) ENVI 420  (D1)

Writing Skills Notes: This course develops writing proficiency using a series of sequenced assignments that culminate with the formation of a well-articulated, compelling final project. Students will receive extensive feedback on these assignments via a progression-oriented evaluative system that involves both instructor and peer feedback, and will take part in a writing seminar towards gaining the necessary tools for drafting work, formulating ideas, organizing sections, and crafting an abstract.

Fall 2020

SEM Section: R1  TR 9:45 am - 11:00 am  Michelle M. Apotsos

ENVI 421  (S)  Latinx Ecologies

Cross-listings:  LATS 420  ENVI 421

Secondary Cross-listing

An August 2015 Latino Decisions poll found that Latinxs, more than other ethnic groups in the U.S.A., are deeply concerned about climate change and the "environment". How and why might some Latinxs be disproportionately impacted by climate change? How have a few distinct Latinx theorists and activists imagined and constructed ecology? How are struggles for environmental justice related to broader Latinx concerns with and constructions of place? This seminar will examine a few moments in distinct Latinx histories and geographies such as California migrant farmworkers and the struggle over pesticides, urban movements over waste management such as the Young Lords' garbage offensive, food justice movements and urban
gardening, as well as literary and theological representations of affective and sacred ecologies such as Helena María Viramontes’ *Their Dogs Came With Them* and Ecuadoran-U.S. ecofeminist Jeanette Rodríguez’s theological texts. Evaluation will be based on class participation, presentations, annotated bibliography, short writing assignments, writing workshop participation, and a final 20-page research paper.

**Requirements/Evaluation:** class participation, presentations, annotated bibliography, short writing assignments, writing workshop participation, and a final 20-page research paper

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Latinx Studies concentrators; Environmental Studies majors and concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 420 (D2) ENVI 421 (D2)

Not offered current academic year

**ENVI 422 (F) Ecology of Sustainable Agriculture**

A seminar/field course investigating patterns, processes, and concepts of stability in human-dominated, food production ecosystems. As a capstone course, the course will draw upon the experiences that students have had in biology and environmental studies courses. Topics will include: the relationships among diversity, ecosystem function, sustainability, resilience, and stability of food production, distribution systems, nutrient pools and processing in human dominated ecosystems. Two extensive field trips will be taken to agricultural operations in the region. Each student will present a seminar on a topic requiring extensive reading of primary resources and is responsible for leading the discussion that ensues. Reading question paper assignments will be due prior to the seminar. Criticism paper assignments will be made at approximately bi-weekly intervals and due two days after the seminar to which they relate.

**Class Format:** two 75 minute sessions per week

**Requirements/Evaluation:** writing assignments, seminar presentation, and course participation

**Prerequisites:** BIOL/ENVI 203 or BIOL 302 or permission of instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** senior Biology and Environmental Studies Majors and Environmental Studies Concentrators; then Junior majors/concentrators, then seniors, then juniors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** satisfies the distribution requirement for the Biology major

**Distributions:** (D3)

Not offered current academic year

**ENVI 423 (F) Global Change Ecology**

**Cross-listings:** ENVI 423 BIOL 413

**Secondary Cross-listing**

Plants and animals are increasingly faced with rapid environmental change driven by human activities across the globe. How do they cope with challenges imposed by climate change, altered nutrient cycling, biological invasions, and increased urbanization? What are the impacts of organismal responses at the population and community level? This course uses an integrative approach to understand the impacts of global change at multiple levels of biological organization in both aquatic and terrestrial environments. We examine how global-scale environmental changes affect the distribution and abundance of species and alter community organization. We also consider the physiological and behavioural mechanisms underlying species responses and the role of acclimation versus adaptation in coping with rapid environmental change. Finally, we learn the analytical tools used to predict future responses to global change. Class discussions will focus on readings drawn from the primary literature.

**Class Format:** two 75-minute discussion sessions each week

**Requirements/Evaluation:** class participation and several short papers
Secondary Cross-listing

From 18th-century claims that climate determined character to the 21st-century proliferation of DNA tests underwriting claims to Indigenous ancestry, race, colonialism, identity, and "nature" operate as interconnected terrains of power. Anchored in the contexts of U.S. colonialisms, racialization, and accumulation, this course aims to expose students to the cultural politics of "nature" as a way of "doing" American Studies. Specifically, this course investigates formations of and struggles against U.S. colonialisms, racialization, and accumulation via the many symbolic and material iterations, negotiations, and contestations of the contingent relations between and among human and non-human natures. Organized around a significant research paper and weekly written responses, this course ultimately aims to foster students' critical writing, reading, analytical thinking, and comparative inquiry skills across such contexts and sites of contestation, and across texts of different genres and media. We will work with a wide range of primary sources, including published fiction and poetry, legal documents, newspaper articles, speeches, recorded songs, and films, photos, paintings and other visual culture. By the end of this course, students should be able to describe the historical foundations of dominant ideas, attitudes, and practices toward non-human natures, as well as analyze how ideas of "nature" mediate the ways in which colonial, racial, gender, and sexual categories and structures inform and are (re)produced by U.S. institutions and in public areas such as the law, public policy, and property. Finally, students should be able to interpret how racialized and colonized peoples' visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation.

Class Format: This course is designated as remote. However, international students who want to take this course but need it to be designated as a hybrid course in order to do so may instead register for an independent study with Prof. Ayazi. As a hybrid course, this independent study will have the same requirements as the listed course, with the exception of a limited number of face-to-face meetings in Williamstown or Boston. Please contact Prof. Ayazi at ha5@williams.edu to discuss such an arrangement.

Requirements/Evaluation: Evaluation will be based upon the following: Class Participation: 25%; Weekly Responses (350-500 words): 25%; Final Research Essay: 50%, broken down by Research Proposal (2-3 pgs, 10%), Peer Review and Feedback (2 pgs, 10%), Presentation (10%); Essay (15 pgs): 20%. Class will meet twice per week. Tu. meetings will be synchronous and Th. meetings will be asynchronous. Asynchronous components of the course include pre-recorded lectures, discussion boards, and other exercises that promote as much connection as possible within the constraints of remote education. Toward this end, synchronous meetings will center engaged discussion.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: American Studies majors will be given preference; secondary preference given to students specializing in Native American and Indigenous Studies, as well as Africana and Environmental Studies majors.

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 430 (D2) AFR 390 (D2) AMST 430 (D2)

Writing Skills Notes: Emphasis on revision and writing process includes: One thesis paper at 15 pages (receiving critical feedback from professor and peers); one thesis paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision
process; one research proposal (including thesis outline and annotated bibliography of primary texts) with critical feedback from professor; student presentations and roundtable discussion based on the final paper.

Difference, Power, and Equity Notes: By the end of this course, students should be able to interpret how racialized and colonized peoples' visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation. In order to addresses such issues of difference, power, and equity, this course provides students with the necessary th

Fall 2020
SEM Section: R1   TR 11:30 am - 12:45 pm   Hossein Ayazi

Spring 2021
SEM Section: R1   TR 11:30 am - 12:45 pm   Hossein Ayazi

ENVI 436 (S) Demigods: Nature, social theory, and visual imagination in art and literature, ancient to modern

Cross-listings: ENVI 436 ARTH 436 CLAS 436

Secondary Cross-listing

Horse-men, cat-women, goat-men, tree-women, man-bulls, fish-girls, snake-people—cross-species compound creatures are everywhere in ancient Greek and Roman art, poetry, and culture. The conceptual or cognitive value of those "demigods" has changed over time. In art, demigods have frequently been reduced to the status of decoration, and in literature, they have become generic markers of fantasy. But they are hardly without meaning. Embodied in satyrs, centaurs, nymphs, and other demigods is a vision of an alternative evolutionary and cultural history. In it, humans and animals live together. The distinction between nature and culture is not meaningful. Male and female are equal. The industrial revolution never happens. This course traces the history of demigods from its origins in ancient Greek art and poetry until today. We pay special attention to three points: the relationship between mythology of demigods and ancient political theory about primitive life; evolving conceptions of nature, the origin of species, and the environment; and the capacity of the visual arts to create mythology that has a limited literary counterpart. The first half of the course examines the origins and character of the demigods, in works of ancient art, e.g. the François vase and the Parthenon, as well as ancient texts, including Hesiod's Theogony and Ovid's Metamorphoses. We examine relevant cultural practices, intellectual history, and conceptions of nature, in texts such as Euripides' Bakchai, Plato's Phaidros, and Lucretius' De rerum natura. We will consider in detail ancient theories of the origins of species as well as the relationship between nature and human culture. The second half of the course investigates the post-classical survival of demigods. We consider the "rediscovery" of demigods in the work of Renaissance artists such as Botticelli, Michelangelo, Dürer, and Titian, and the rediscovery of ancient materialist theories of nature and culture. We consider in detail the important role played by demigods in the formation of Modernism in art and literature. Key texts include Schiller, "Naive and sentimental poetry," Nietzsche, Birth of Tragedy, Mallarmé, "L'Apres midi d'une faun," Aby Warburg's cultural-historical texts, and Stoppard's Arcadia. Problems include the relationship between nymphs and prostitutes in Manet, and the meaning of fauns and the Minotaur in Picasso. We conclude with demigods in popular culture such as the Narnia chronicles or Hunger Games.

Class Format: Lecture and discussion. When possible, we will meet outdoors in person; when that is not possible, we will meet online.

Requirements/Evaluation: The requirements of the course include: attendance and participation in discussion; preparing summaries/analyses of reading assignments for discussions; one presentation on a research project, and one 20-page paper on the research project.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: art history majors, graduate students in art history, classics majors, then any interested student

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Unit Notes: This course will satisfy the seminar requirement in art history.

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 436 (D1) ARTH 436 (D1) CLAS 436 (D1)

Spring 2021
SEM Section: H1   MR 1:30 pm - 2:45 pm   Guy M. Hedreen
ENVI 454 (F) Climate Change Physiology
Cross-listings: BIOL 454 ENVI 454
Secondary Cross-listing
Animals are increasingly faced with rapid climate change driven by human activities across the globe. How do they cope with challenges imposed by increasing temperature? And, how might physiological mechanisms at the organismal level scale up to influence population processes? This course uses an integrative approach to understand the impacts of climate change at multiple levels of biological organization in both terrestrial and aquatic environments. We examine physiological mechanisms underlying animal responses and the role of acclimation versus adaptation in coping with rapidly shifting thermal environments. We then consider the impacts of these mechanisms on whole organism performance and their consequences for population persistence. Finally, we learn the analytical tools used to incorporate physiological mechanisms into ecological models to predict future responses to global climate change. Class discussions will focus on readings drawn from the primary literature.

Class Format: Synchronous discussions with in-person and remote option. Satisfies the distribution requirement for the Biology major.
Requirements/Evaluation: Evaluation will be based on class participation and several short papers.
Prerequisites: BIOL 203 or BIOL 205, or permission of instructor
Enrollment Limit: 10
Enrollment Preferences: Biology seniors who have not yet taken a 400 level course
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D3)
This course is cross-listed and the prefixes carry the following divisional credit:
BIOL 454 (D3) ENVI 454 (D3)

Fall 2020
SEM Section: H1 TR 11:30 am - 12:45 pm Sonya K. Auer

ENVI 478 (S) Cold War Landscapes
Cross-listings: AMST 478 HIST 478 ENVI 478
Secondary Cross-listing
The Cold War between the United States and the Soviet Union set in motion dramatic changes to the natural and built environments of many nations between 1945 and 1991. Nuclear test and missile launch sites, naval installations, military production operations, and border securitizations are just a few of the most obvious ways in which the stand-off between the two countries altered rural and urban landscapes around the world. But one can also see the Cold War as setting in motion less immediately direct but nonetheless profound changes to the way that many people saw and planned for the environments around them, as evidenced, for instance, by the rise of the American suburb, the reconstruction of postwar Europe, and agricultural and industrial initiatives in many developing nations. We will begin this seminar by exploring several distinct "Cold War landscapes" in the United States, then move on to examining others in Europe and the Soviet Union. We will spend the final weeks of the semester discussing examples from other parts of the world. Our approach to our topics will be interdisciplinary throughout the semester, and students are welcome to write their research papers on any geographical area of the world.

Requirements/Evaluation: class participation, weekly critical writing, and a final 20- to 25-page research paper
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: History, Environmental Studies majors if over-enrolled
Expected Class Size: 10
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
AMST 478 (D2) HIST 478 (D2) ENVI 478 (D2)

Not offered current academic year
The suburbs transformed the United States. At the broadest level, they profoundly altered spatial residential geography (especially in terms of race), consumer expectations and behavior, governmental policies, cultural norms and assumptions, societal connections, and Americans' relationship to nature. More specifically, the different waves of post-World War II suburban development have both reflected large-scale shifts in how power and money have operated in the American political economy; and set in motion deep-seated changes in electoral politics, in Americans' understandings of how their income should be used, and in how the built landscape should be re-imagined. This tutorial will explore the rich historical literature that has emerged over the last twenty years to provide students with a history of the suburbs, to see the suburbs as more than simply collections of houses that drew individual homeowners who wanted to leave urban areas. We will focus most of our attention on the period from 1945 through the 1980s. Some of the questions we will consider will include: how did the first wave of suburban development bring together postwar racial and Cold War ideologies? Is it possible, as one historian has argued, that suburbs actually created the environmental movement of the 1960s? And how have historians understood the role that suburbs played in America's conservative political turn, leading to the election of Ronald Reagan?

Class Format: Remote for fall 2020. As in a regular semester, I'll work with enrolled students to set up a schedule for our tutorial meetings, which will occur online. At a couple junctures during the semester, we will also try to meet online as a whole class, as well as have a few small group discussions.

Requirements/Evaluation: typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay on the assigned readings; on alternate weeks, students will write a 2-page critique. During two of the weeks of the semester (around the middle of the semester and at the end), all students will write papers that explore a common question or theme.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: History majors and students with previous coursework in History

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 490 (D2) ENVI 491 (D2) HIST 491 (D2)
Winter Study

**ENVI 31 (W) Senior Research and Thesis: Environmental Studies**
To be taken by students registered for Environmental Studies 493-494.

**Class Format:** thesis

**Grading:** pass/fail only

Not offered current academic year

**ENVI 99 (W) Independent Study: Environmental Studies**
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Not offered current academic year
MEMBERS OF THE CENTER FOR ENVIRONMENTAL STUDIES

Alex Apotsos, Visiting Lecturer in Geosciences
Henry W. Art, Professor of Biology and Environmental Studies
Sonya Auer, Visiting Assistant Professor of Biology
Lois M. Banta, Professor of Biology
Ron D. Bassar, Assistant Professor of Biology
Ben Benedict, Lecturer in Art
Mary K. Bercaw-Edwards, Associate Professor for Literature of The Sea, Williams-Mystic Maritime Studies Program
Julie C. Blackwood, Assistant Professor of Mathematics
Roger E. Bolton, Professor of Economics, Emeritus
Cory E. Campbell, instructional Technology Specialist
Phoebe A. Cohen, Associate Professor of Geosciences
Anthony J. Carrasquillo, Assistant Professor of Chemistry
David Cassuto, Class of 1946 Visiting Distinguished Professor of Environmental Studies
Jose E.A. Constantine, Assistant Professor of Geosciences
Mea S. Cook, Associate Professor of Geosciences
David P. Dethier, Professor of Geosciences
Joan Edwards, Professor of Biology
Laura Ephraim, Associate Professor of Political Science
Michael Evans, Assistant Director of The Zilkha Center for Environmental initiatives
Jessica M. Fisher, Assistant Professor of English
Antonia Foias, Professor of Anthropology and Sociology
Jennifer L. French, Professor of Spanish
Sarah S. Gardner, Lecturer in Environmental Studies
Matthew Gibson, Assistant Professor of Economics
Lisa Gilbert, Associate Professor of Geosciences and Marine Sciences
ENVIRONMENTAL STUDIES

Environmental issues call upon citizens, organizations, and governments to grasp complex scientific concepts, address conflicting human values, and make difficult economic, political and ethical choices. A proper understanding of environmental issues is therefore an interdisciplinary exercise. The concentration in Maritime Studies is designed to help students to:

- Effectively address complex environmental issues by integrating perspectives from the natural sciences, the social sciences, and the arts and humanities;
- Understand ecological principles and the nature of living systems;
• Apply scientific methods to collect environmental data and evaluate environmental quality;
• Understand the political and economic factors that inform, enable, and constrain environmental policy;
• Understand the social, cultural, and historical factors that shape environmental thought, history, and behavior;
• Develop significant understanding of one or more of the essential methodological approaches required in addressing environmental challenges;
• Apply their learning in a practical setting.

The program is administered by the Center for Environmental Studies (CES), located in the Class of 1966 Environmental Center. Founded in 1967, CES was one of the first environmental studies programs at a liberal arts college. In addition to the academic program described below, CES is the focus of a varied set of activities in which students lead and participate, often with other members of the Williams community. CES offers extensive resources including databases, funding for student-organizations, and student initiated activities, and generous support for summer research and internships. The Class of 1966 Center, a Living Building and the Program’s home, includes a classroom, living room, study rooms, kitchen, as well as student gardens. The CES manages the Hopkins Memorial Forest, a 2600-acre natural area northwest of campus, in which there are field-study sites and a laboratory, and where passive-recreation opportunities may be found in all seasons. CES also operates the Environmental Analysis Laboratory in Morley Science Center. The Maritime Studies concentration builds on the course offerings of the Williams-Mystic Maritime Studies Program at Mystic Seaport.

ADVISING

Concentrators (or first-years and sophomores interested in the concentration offered by CES) are encouraged to talk at any time with the Chair or Associate Director of Environmental Studies, or any other members of CES or Maritime Studies for advice. All incoming concentrators will choose a faculty advisor in the spring of their sophomore year.

Advisors for 2019-20: Henry Art, Sarah Gardner, Pia Kohler, Laura Martin, Mea Cook, James Manigault-Bryant.

CONCENTRATION IN MARITIME STUDIES

The Maritime Studies concentration provides students with an opportunity to explore how humans interact with the environment, including the maritime environment. Understanding the oceans and our interactions with them is of increasing importance in this era of climate change, sea-level rise, fisheries crises, and the internationalization of the high seas. We encourage students to investigate our WaterWorld from the perspectives of the humanities, social sciences, and physical sciences. Maritime Studies is an interdisciplinary, cross-divisional program that includes the literature, history, policy issues, and science of the ocean. Candidates for the concentration in Maritime Studies must complete a minimum of seven courses: the interdisciplinary introductory course (GEOS 104 Oceanography), four intermediate core courses (at Williams-Mystic), an elective, and the senior seminar.

Students who have completed other study-away programs that emphasize maritime studies should consult with the CES chair about the possibility of completing the Maritime Studies concentration.

Required Courses (7 courses)

Introductory Course

MAST/ENVI/GEOS 104 Oceanography

Students who take MAST 211/GEOS 210 Oceanographic Processes at Williams-Mystic can substitute an extra elective in lieu of GEOS 104.

Capstone Course

ENVI/MAST 412 Senior Seminar: Perspectives on Environmental Studies

Core Courses (taken as part of Williams-Mystic program at Mystic Seaport):

MAST/ENGL 231 Literature of the Sea

MAST 311/BIOL 231 Marine Ecology OR MAST 211/GEOS 210 Oceanographic Processes

MAST/ENVI 351/ PSCI 319 Marine Policy

MAST/HIST 352 America and the Sea, 1600-Present

Elective Courses

Elective courses are listed based on either a clear maritime statement in the course description or broad practical/theoretical applicability to maritime studies. Concentrators will take a minimum of one course from the list below. If concentrators find other courses in the catalog that they believe meet the requirements for a MAST elective, they may bring them to the attention of the Chair or Associate Director.
AFR 248 / HIST 248 The Caribbean: From Slavery to Independence
Taught by: Shanti Singham
Catalog details

BIOL 414 Life at Extremes: Molecular Mechanisms
Taught by: Claire Ting
Catalog details

ECON 213 / ENVI 213(F) Introduction to Environmental and Natural Resource Economics
Taught by: Sarah Jacobson
Catalog details

ECON 215 / GBST 315 Globalization
Taught by: Will Olney
Catalog details

ECON 387 / ENVI 387 / ECON 522(F) Economics of Climate Change
Taught by: Matthew Gibson
Catalog details

ECON 477 / ENVI 376(F) Economics of Environmental Behavior
Taught by: Sarah Jacobson
Catalog details

ENVI 307 / PSCI 317(F) Environmental Law
Taught by: David Cassuto
Catalog details

GEOS 212 / BIOL 211 Paleobiology
Taught by: Phoebe Cohen
Catalog details

GEOS 215 / ENVI 215(F) Climate Changes
Taught by: Mea Cook
Catalog details

GEOS 245 T / ENVI 245 / MAST 245(F) Hydrothermal Vents
Taught by: Lisa Gilbert
Catalog details

GEOS 302 Sedimentology
Taught by: Rónadh Cox
Catalog details

HIST 321 / ASST 321 / LEAD 321(S) History of U.S.-Japan Relations, 1853-Present
Taught by: Eiko Maruko Sinawer
Catalog details

HIST 391 / ASST 391 / GBST 391(S) When India was the World: Trade, Travel and History in the Indian Ocean
Taught by: Aparna Kapadia
Catalog details

MAST 267 / PSCI 256 / GEOS 257 / ENVI 267(F) Coastal Communities and Climate Justice
Taught by: Catherine Robinson Hall
Catalog details

MAST 268 / ENVI 268(S) Debating Ocean Biodiversity at the Intersection of Science and Policy
Taught by: Catherine Robinson Hall, Tim Pusack
Catalog details

PSCI 223(F) International Law
Taught by: Cheryl Shanks
Catalog details

PSCI 229(F) Global Political Economy
Taught by: Darel Paul
Catalog details

PSCI 323 Law and Politics of the Sea
Taught by: Cheryl Shanks
Catalog details

INDEPENDENT STUDY AND WINTER STUDY

In addition to courses fulfilling the Maritime Studies concentration requirements, the following courses are offered:

MAST 397, 398 Independent Study: Maritime Studies

MAST 493-W31-494 Senior Thesis: Maritime Studies

Winter study courses play an important role in the program, offering opportunities to learn about aspects of environmental studies with which students would like to become more familiar. We encourage students to bear in mind their interests in the environment and maritime studies when
reviewing each year’s Winter Study offerings.

HONORS IN MARITIME STUDIES
Candidates for honors in Maritime Studies will complete a thesis in their senior year. The project will involve original research (archive, museum, field, or laboratory) followed by on-campus analysis and write-up of results. The thesis may either be a one-semester plus winter study project, or a full year (two semesters plus winter study). In either case, data collection during the summer before the senior year may be necessary. In some cases, the thesis project may be a continuation and expansion of the student’s Williams-Mystic research project. Honors will be awarded if the thesis shows a high degree of scholarship, originality, and intellectual insight.

MAST 104 (S) Oceanography
Cross-listings: GEOS 104 MAST 104 ENVI 104
Secondary Cross-listing
The oceans cover three quarters of Earth’s surface, yet oceanography as a modern science is relatively young: the first systematic explorations of the geology, biology, physics and chemistry of the oceans began in the late 19th century. This introduction to ocean science includes the creation and destruction of ocean basins with plate tectonics; the source and transport of seafloor sediments and the archive of Earth history they contain; currents, tides, and waves; photosynthesis and the transfer of energy and matter in ocean food webs; the composition and origin of seawater, and how its chemistry traces biological, physical and geological processes; oceans and climate change; and human impacts. This course is in the Oceans and Climates group for the Geosciences major.

Class Format: Remote lectures, students attend a 2-hour lab every other week. Lab meetings will be a mixture of remote, and in-person/hybrid formats. If public health conditions allow, there may be a field trip.
Requirements/Evaluation: two midterm exams, homework, lab work, and a final exam
Prerequisites: none
Enrollment Limit: 48
Enrollment Preferences: first year and second year students, Geosciences majors, Maritime Studies concentrators
Expected Class Size: 48
Grading: yes pass/fail option, no fifth course option
Distributions: (D3)
This course is cross-listed and the prefixes carry the following divisional credit:
GEOS 104 (D3) MAST 104 (D3) ENVI 104 (D3)

Spring 2021
LAB Section: H2  M 1:00 pm - 3:00 pm  Mea S. Cook
LAB Section: H3  W 1:00 pm - 3:00 pm  Mea S. Cook
LEC Section: R1  MWF 10:40 am - 11:30 am  Mea S. Cook

MAST 211 (S) Oceanographic Processes
Cross-listings: MAST 211 GEOS 210
Primary Cross-listing
This course examines ocean and coastal environmental science issues including carbon dioxide and the ocean’s role in climate, El Niño and other ocean-atmosphere oscillations that influence our weather, coastal erosion and other hazards, coastal pollution, and fisheries. The focus is on controlling processes with regional comparisons. Blue water oceanography is conducted in the Atlantic and comparative coastal oceanography includes trips to southern New England shores, and the West and Gulf coasts of the US as part of the Williams-Mystic program. This course is in the Oceans and Climate group for the Geosciences major.

Class Format: including coastal and near-shore field trips, 11 days offshore, and a laboratory or field research project
Requirements/Evaluation: two tests, a research project, and a presentation
Prerequisites: none
Enrollment Limit: 24
Enrollment Preferences: none
Expected Class Size: 10
Grading: yes pass/fail option, yes fifth course option
Unit Notes: offered only at Mystic Seaport
Distributions: (D3)
This course is cross-listed and the prefixes carry the following divisional credit:
MAST 211 (D3) GEOS 210 (D3)
Not offered current academic year

MAST 231 (S) Literature of the Sea
Cross-listings: ENGL 231  MAST 231
Primary Cross-listing
Taking advantage of our maritime museum, coastal setting, and three field seminars, we study canonical and lesser-known novelists, short-story writers, dramatists, and poets who set their works in the watery world, often in the exact places where we travel as a class. We read, for example--depending on fall or spring semester--Ernest Hemingway when sailing on the Straits of Florida, John Steinbeck when exploring Cannery Row on Monterey Bay, and Mark Twain on a steamboat on the Mississippi. We read Kate Chopin on the sands of the Gulf of Mexico, Rudyard Kipling out on Georges Bank, and Herman Melville's masterpiece *Moby-Dick* aboard Mystic Seaport's historic whaleship, the *Charles W. Morgan*, a vessel nearly identical to the vessel he climbed aboard at age twenty-one. In the classroom we examine these works through a mixture of lecture, small-group discussion, and writing. To further appreciation and analysis, this interdisciplinary course uses students' emerging knowledge of maritime history and marine science.

Class Format: weekly lectures, including coastal and near-shore field trips and ten days at sea
Requirements/Evaluation: regular papers, class participation, journal-writing, and a final paper
Grading: no pass/fail option, no fifth course option
Unit Notes: offered only at Mystic Seaport
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 231 (D1) MAST 231 (D1)
Not offered current academic year

MAST 245 (F) Hydrothermal Vents (WS)
Cross-listings: GEOS 245  MAST 245  ENVI 245
Secondary Cross-listing
Hydrothermal vents are perhaps the most alien places on Earth. Many are located on active volcanoes, especially at mid-ocean ridges, where magma super-heats water to form underwater hot springs. Others are located at deep-sea fracture zones, where the exothermic reaction of serpentinization provides the heat to drive hydrothermal circulation. Hydrothermal vents are extreme environments which host unique organisms, like giant tubeworms and giant hydrothermal clams, that are found only at these deep sea oases. This tutorial will examine how and where hydrothermal vents form, the strange and ancient life there, and why they are relevant despite feeling so far removed from our daily lives. Hydrothermal vent science draws on geology, physics, chemistry, and biology, so prior interest or coursework in one or more of those fields is suggested. This course is in the Oceans and Climate group for the Geosciences major.

Class Format: This class will meet remotely. Students will meet in pairs weekly with the instructor for one hour. The entire class will meet once at the beginning of the semester for organizational purposes and at the end of the semester for a synthesis.
Requirements/Evaluation: Five 5-page papers, critiques of tutorial partner's papers, final reflection, and participation
Prerequisites: none, open to all students
Enrollment Limit: 10
Enrollment Preferences: 1. sophomores, 2. first-years, 3. junior and senior GEOS majors and MAST concentrators
**Expected Class Size:** 10
**Grading:** no pass/fail option, no fifth course option
**Distributions:** (D3) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**
GEOS 245 (D3) MAST 245 (D3) ENVI 245 (D3)

**Writing Skills Notes:** Students will write six 5-page papers. The first five papers will be written every other week, alternating with a tutorial partner. Students will receive oral and written feedback during a discussion with the instructor and their tutorial partner. Students will write a final 5-page reflection paper to synthesize their learning.

**Fall 2020**
TUT Section: RT1 TBA Lisa A. Gilbert

**MAST 263** (F)(S) **The Global Ocean: An Interdisciplinary Introduction**

**Cross-listings:** MAST 263 ENVI 263

**Primary Cross-listing**

Though it covers most of the planet, the ocean’s importance to everyday life is easy to overlook. Its roles as a cultural symbol, resource, highway, and climate regulator make it essential to life around the world. This interdisciplinary course, team-taught by the faculty of the Williams-Mystic Program, will examine key issues in each of the world’s oceans while introducing students to the ways these issues connect multiple disciplines and transcend physical, political, and imaginary ocean boundaries. By drawing on the expertise of the five professors -- from humanities, social sciences, and sciences -- this course facilitates the critical study of the ocean from an interdisciplinary perspective and helps them consider their own role in the shifting relationship between humanity and the ocean. This seminar-style course will meet twice a week online, with students assessed by their participation, response papers, and final project, while helping them apply interdisciplinary skills to pressing sustainability issues connecting the environment and society.

**Class Format:** Remote, including Zoom seminar meetings twice a week

**Requirements/Evaluation:** Five 2-page papers, participation, and a 6-8 page final paper

**Prerequisites:** none, open to all students

**Enrollment Limit:** 20

**Enrollment Preferences:** 1. first years, 2. sophomores, 3. MAST concentrators

**Expected Class Size:** 15
**Grading:** yes pass/fail option, yes fifth course option
**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**
MAST 263 (D3) ENVI 263 (D2)

**Fall 2020**
SEM Section: R1 MR 1:30 pm - 2:45 pm Lisa A. Gilbert, Catherine Robinson Hall, Tim J. Pusack, Sofia E. Zepeda, Ned G. Schaumberg, ngs3

**Spring 2021**
SEM Section: R1 MR 1:30 pm - 2:45 pm Catherine Robinson Hall, Tim J. Pusack, Lisa A. Gilbert, Sofia E. Zepeda, Ned G. Schaumberg, ngs3

**MAST 265** (F) **Coral Reefs: Ecology, Threats, & Conservation**

**Cross-listings:** BIOL 165 MAST 265 ENVI 265

**Primary Cross-listing**

Coral reefs are a fascinating ecosystem found throughout the world's tropical oceans. Corals can thrive in nutrient-poor oceans because of the mutualistic relationship with algal symbionts. And as a foundational species, corals provide a habitat for numerous species, possibly the highest
diversity found on the planet. However, these complex and beautiful ecosystems are declining worldwide from a variety of local and global threats. In this course, we will explore coral reef ecology through an in-depth examination of the biotic and abiotic factors contributing to the ecosystem’s functioning. We will also investigate the causes and consequences of threats to coral reefs, such as ocean warming, ocean acidification, and resource extraction. Finally, we will identify the many efforts worldwide to conserve coral reefs and promote their resilience. In this seminar course, offered remotely, you will demonstrate your proficiency through knowledge assessments, short writing reflections, a virtual coral fragmentation experiment, and a creative advocacy project. This course aims to deepen your awareness of the complex species interactions on coral reefs and the physical factors affecting coral survival while fostering hope through current conservation efforts.

Class Format: Remote, including Zoom seminar meetings twice a week

Requirements/Evaluation: Four 1-paragraph discussion board post, One 20-question knowledge assessment (quiz), Three 2-page writing reflections, One lab results and discussion write-up 2-3 pages figures included, and a creative (medium is student choice) advocacy project.

Prerequisites: none, open to all students

Enrollment Limit: 20

Enrollment Preferences: 1. First-Year, 2. Sophomores

Expected Class Size: 16

Grading: yes pass/fail option, yes fifth course option

Unit Notes: Does not count for Biology major credit.

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 165 (D3) MAST 265 (D2) ENVI 265 (D2)

Fall 2020

SEM Section: R1 MW 10:00 am - 11:15 am Tim J. Pusack

MAST 266 (S) Reading Water (WS)

Cross-listings: ENVI 266 MAST 266

Primary Cross-listing

Water has such profound and far-reaching influence on individuals, societies, and the planet that it simultaneously risks going overlooked and appearing clichéd. Human beings are made of it and need it to live, yet will die if immersed in it. It is venerated by cultures around the world, yet most people either cannot access clean water, or don't know where their clean water is piped in from. It covers the earth's surface, and has shaped it over eons, yet scientists are still not sure how it came to be here in the first place. This wide-ranging influence also presents challenges for traditional academic structures; thinking about water demands crossing times, spaces, and disciplines. This course will explore the wide-ranging and diverse ways water impacts individuals, cultures, and the environments they call home by drawing on a range of content: hydrology, literature, political theory, storytelling, geography, and more. To do this, we will also develop and examine methods of critically reading as "non-experts"--reading scientific articles as rhetorical objects and reading for scientific principles in literature, for instance--to explore what interdisciplinary thinking opens up (and inhibits), and thus how to effectively engage with and create interdisciplinary work. The goal here is not to define water's cultural or scientific importance, or to determine which disciplines "best" combine to explain water, or to come up with humanities-based solutions to "the water crisis." Rather, these texts, and the water that flows through them will help us explore the opportunities and limits of human perceptions of the other-than-human world. It will help us consider the extent to which those perceptions both shape, and are shaped by, a seemingly simple molecule. And it will help us imagine epistemologies and ontologies that account for the ways water simultaneously flows through us, around us, and through the deep geological history of the planet. Course Texts: Tristan Gooley -- How to Read Water (selections) Vandana Shiva -- Water Wars (selections) Luna Leopold -- Water, Rivers, and Creeks (selections) Richard White -- The Organic Machine Linda Hogan -- Solar Storms Marc Reisner -- Cadillac Desert Jesmyn Ward -- Salvage the Bones John McPhee -- "Atchafalaya" Emmi Itäranta -- Memory of Water Brenda Hillman -- "The Hydrology of California"

Class Format: This class will be remote, meeting synchronously. The class will be primarily discussion-based, and will ask students to lead and structure discussions. Students will have questions, reflections, and insights prepared before class, and use those to drive our in-class activities.

Requirements/Evaluation: 100pg of reading a week, give or take. Approx 20-25 pages of written work throughout the semester.

Prerequisites: None

Enrollment Limit: 20
Enrollment Preferences: Preference to majors, and then to sophomores and juniors, respectively.

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 266 (D1) MAST 266 (D1)

Writing Skills Notes: Students will write four papers of increasing complexity that will require workshop and drafts. Each of these papers will receive forward-looking writing feedback from me. The first paper centers on paragraph-level stylistic choices, the second on argument/evidence connections, the third on genre, and the final paper synthesizes these writing skills. In addition, students' final grades will allow for revision of earlier papers to encourage and assess growth of writing skills.

Spring 2021

SEM Section: R1  MR 3:15 pm - 4:30 pm  Ned G. Schaumberg

MAST 267  (F)  Coastal Communities and Climate Justice  (DPE)

Cross-listings: PSCI 256  GEOS 257  MAST 267  ENVI 267

Primary Cross-listing

Climate change poses extraordinary challenges to our country's coastal communities; the impacts of which will not be borne equally. Access to innovative technological, scientific, financial and legal resources is controlled by policymakers. Equal access is critical for the sustainability of our coastal communities. But fairness requires vulnerable communities to have a voice in local climate change adaptation decisions. This seminar course will introduce you to basic concepts of climate justice in the context of our Nation's coastal communities, guided by the UN Framework Convention on Climate Change. The course will introduce you to fundamental coastal and ocean-based climate-induced impacts with a focus on sea level rise, ocean warming, ocean acidification and coastal infrastructure. We will examine these impacts, as well as local, state, regional and federal policy responses to them through the lens of climate justice. We will identify what's working and what more needs to be done to advance climate equity and justice in the wake of formidable global and local change. Proficiency will be demonstrated through class participation, work conducted in small group strategy exercises, discussion board posts, short research assessment papers and a final written project. There are three goals in this course: first to broaden your understanding of the disproportionate effects of climate change to underrepresented, disempowered, poor, urban and indigenous populations living in American coastal communities; second to provide you with tools to identify inequity; third, to increase your own voice to promote avenues to seek climate justice.

Class Format: remote

Requirements/Evaluation: Weekly Readings; Class Participation; Small group strategy exercises; Four on-line discussion board posts; Two 2-3-page data & research assessment papers; Final written project--multiple formats available

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: first-years and sophomores

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Unit Notes: social science; This course does not count toward the Geosciences Major.

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 256 (D2) GEOS 257 (D2) MAST 267 (D2) ENVI 267 (D2)

Difference, Power, and Equity Notes: This course examines the persistent disproportionate climate changes impacts on underrepresented, poor, urban and indigenous populations living in U.S. coastal communities. Students will analyze multi-disciplinary data and conduct research to reveal unequal distributions of power and resources and to strengthen their integrative, analytical, writing, and advocacy skills. They will structure discussions on the pervasiveness of climate injustice and craft potential avenues for corrective actions.

Fall 2020
MAST 268  (S)  Debating Ocean Biodiversity at the Intersection of Science and Policy

Cross-listings:  ENVI 268  MAST 268

Primary Cross-listing

Biodiversity in the ocean is facing an onslaught of challenges, both directly and indirectly. It is likely that we are undergoing a sixth mass extinction event, where diversity of life on earth is stunningly at risk. Fortunately, however, we are also finding innovative ways to solve issues and attempt to stave off these dramatic changes to our ecosystems. These solutions potentially have both positive and negative effects. Difficult tradeoffs must be weighed and decisions must be made as people wrestle with known knowns, known unknowns, and unknown unknowns. In this class, we will explore five issues that relate to biodiversity in the ocean. You will have the opportunity to investigate one side of an issue, to collect supporting information, and to advocate for your position all while learning about current biodiversity issues in the ocean. You will be challenged to weigh conflicting evidence to find a positive outcome. Throughout the class you will practice critical thinking, evaluation, and synthesizing skills as you work with multiple viewpoints. Class time will include lecture, in-class group work, and student-led debates of timely, controversial issues. You will be assessed on summaries of information, reflections on topics, and a final project on an issue of your choice relating to ocean biodiversity.

Class Format: Remote, including Zoom seminar meetings twice a week
Requirements/Evaluation:  Five 2-page papers, participation, and a 6-8 page final paper
Prerequisites:  none, open to all students
Enrollment Limit:  20
Enrollment Preferences:  1. first years, 2. sophomores, 3. MAST concentrators
Expected Class Size:  15
Grading:  yes pass/fail option,  yes fifth course option
Distributions:  (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 268 (D2) MAST 268 (D2)

Spring 2021
SEM Section: R1  MW 10:00 am - 11:15 am  Catherine Robinson Hall, Tim J. Pusack

MAST 311  (S)  Marine Ecology

Cross-listings:  MAST 311  BIOL 231

Primary Cross-listing

Using the principles of evolutionary biology and experimental ecology, this course examines the processes that control the diversity, abundance and distribution of marine organisms. Major marine communities, including estuaries, the rocky shore, sandy beaches, salt marshes, coral reefs, and the deep sea are discussed in detail.

Class Format:  including coastal and near-shore field trips, 10 days offshore, and a laboratory or field research project
Requirements/Evaluation:  two tests, a research project, and a presentation
Prerequisites:  BIOL 101 or GEOS/MAST 104, or permission of instructor
Grading:  yes pass/fail option,  yes fifth course option
Unit Notes:  offered only at Mystic Seaport
Distributions:  (D3)

This course is cross-listed and the prefixes carry the following divisional credit:
MAST 311 (D3) BIOL 231 (D3)
Not offered current academic year

MAST 324  (S)  Corals and Sea Level

Cross-listings:  GEOS 324  MAST 324  ENVI 324
Secondary Cross-listing

In coastal communities, increasing flood damage from storm surges and chronic inundation by seawater are already happening as a result of sea level rise. How do we know what contributes to the observed change in sea level in the last century? What does the geological record teach us about what controls the natural variation in sea level on short and long timescales? How can we use this information to separate anthropogenic effects from natural change in modern systems? And how does this inform us on what to expect through the 21st century and beyond? In this course, we will examine how sea level is reconstructed using geological archives and how coral-based sea level data led to breakthroughs in our understanding of the long-term evolution of the ocean and climate, the controls in the timing of ice age cycles, the singularity of modern climate change, and how high the future seas will rise. During Spring Break, the class will travel to Barbados, a renowned locality for Quaternary sea level reconstruction, to observe modern and ancient reefs, and collect samples that will be the basis of individual or group projects in the second half of the semester. Participation in the Spring Break trip is not required for successful completion of the course, but course enrollment is necessary to attend the trip. This course is in the Oceans and Climate group for the Geosciences major.

Requirements/Evaluation: short papers, labs, participation in discussion, and a research project

Prerequisites: GEOS 104 or GEOS 210 or GEOS 215 or MAST 311 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Geoscience majors, students who commit to the Spring Break trip

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:
GEOS 324 (D3) MAST 324 (D3) ENVI 324 (D3)

Not offered current academic year

MAST 351 (S) Marine Policy (WS)

Cross-listings: ENVI 351 MAST 351 PSCI 319

Primary Cross-listing

This seminar considers contemporary issues in our relationship with our ocean and marine environment and the critical roles our oceans and coasts play in our Nation’s environmental sustainability, and ocean and coastal climate resiliency and stability. By analyzing case and statutory law and policies that relate to our rich and diverse coastal and marine environment, we critically examine the many conflict of use issues present in the coastal and marine environment. The course examines coastal zone management, climate change, fisheries, environmental justice, ocean and coastal pollution, marine biodiversity and admiralty, through the lens of coastal and ocean governance and policy-making. Semester-long independent research engages students with ocean and coastal stakeholders to develop policy strategies and solutions to contemporary issues impacting America's coastlines and oceans.

Class Format: seminar, discussions, guest lectures by active professionals, and includes coastal and near-shore interdisciplinary field seminars, and 10 days offshore

Requirements/Evaluation: an independent research project, and two presentations.

Prerequisites: none

Enrollment Limit: 23

Enrollment Preferences: must be enrolled at Williams-Mystic in Connecticut

Expected Class Size: 22

Grading: no pass/fail option, yes fifth course option

Unit Notes: offered only at Williams-Mystic at Mystic Seaport Museum in CT

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 351 (D2) MAST 351 (D2) PSCI 319 (D2)

Writing Skills Notes: Each student writes a short paper identifying research goals, a draft outline of the research paper, a draft of the research paper (10-15 pp.), as well as a final 8-10 pp. research paper. Each submission receives written feedback from professor, including additional research
resources, input on grammar, structure, language, analysis as well as an assessment of and assistance with credibility and feasibility of proposed final policy recommendation; several individual conferences held as well.

Not offered current academic year

MAST 352  (S)  American Maritime History  (DPE) (WS)

Cross-listings: HIST 352  MAST 352

Primary Cross-listing

This course surveys American maritime history from the colonial era to the 21st century. We will consider the dynamic relationship between the sea and American life, and the broad influence that each has had on the other. Special emphasis will be placed on how diverse peoples shaped and experienced America's maritime past. We will sample from different fields of historical inquiry including labor, environmental, cultural, political, technological, and energy history in order to gain a deeper understanding of America's maritime heritage.

Class Format: classroom discussion as well as field seminars

Requirements/Evaluation: class participation, weekly response papers, three longer papers

Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor

Grading: no pass/fail option, no fifth course option

Unit Notes: offered only at Mystic Seaport

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 352 (D2) MAST 352 (D2)

Writing Skills Notes: Students must complete weekly 1-page papers, two 5-page papers, and a final 10- to 15-page paper. Additionally, students will participate in several in-class writing workshops and peer critiques that cover argument and style. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Maritime activity has long provided opportunities for some while burdening others with tremendous costs. From the slave trade and the encounters between native and European mariners to the power wielded by multi-national shipping conglomerates, this course investigates contests over power, empire, and capitalism as they played out on the maritime stage.

Not offered current academic year

MAST 397  (F)  Independent Study: Maritime Studies

Maritime Studies independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: No divisional credit

Fall 2020

IND Section: H1  TBA  Nicolas C. Howe

MAST 398  (S)  Independent Study: Maritime Studies

Maritime Studies independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: No divisional credit

Spring 2021

IND Section: H1  TBA  Nicolas C. Howe

MAST 402  (S)  Senior Seminar: Perspectives on Environmental Studies  (WS)

Cross-listings: MAST 402  ENVI 412
Secondary Cross-listing

The Environmental Studies and Maritime Studies programs provide students with an opportunity to explore the myriad ways that humans interact with diverse environments at scales ranging from local to global. The capstone course for Environmental Studies and Maritime Studies, this seminar brings together students who have specialized in the humanities, social studies and the sciences to exchange ideas across these disciplines. Over the course of the seminar, students will develop a sustained independent research project on a topic of their choice, and they will have opportunities throughout the semester to meet with guest speakers to discuss environmental work outside the academy.

Requirements/Evaluation: active participation, discussion leading, several smaller assignments and multi-step capstone project

Prerequisites: declared major/concentration in Environmental Studies or Maritime Studies, ideally to be taken in final semester at Williams

Enrollment Limit: 14

Enrollment Preferences: Environmental Studies majors and concentrators, Maritime Studies concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: required course for students wishing to complete the Maritime Studies concentration

Distributions: No divisional credit (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

MAST 402 No divisional credit
ENVI 412 No divisional credit

Writing Skills Notes: This course is focused on building up cross-disciplinary writing and communication skills. There will be a multi-step capstone project that emphasizes writing, and there will be opportunities to revise and resubmit work.

Spring 2021

SEM Section: H1  TF 3:15 pm - 4:30 pm W 2:50 pm - 3:40 pm  April Merleaux
SEM Section: H2  TR 11:30 am - 12:45 pm W 2:50 pm - 3:40 pm  Nicolas C. Howe

MAST 404 (S) Coastal Processes and Geomorphology (QFR)

Cross-listings: ENVI 404  MAST 404  GEOS 404

Secondary Cross-listing

Can people live safely along the coast? Recent events like SuperStorm Sandy and the Tohoku Tsunami have shown us how the ocean can rise up suddenly and wreak havoc on our lives and coastal infrastructure. Only educated geoscientists can evaluate the risks and define informed strategies to prevent future coastal catastrophes. Currently almost half the global population lives within 100 km of the coast, with a large percent of those living in densely populated cities (e.g., New York, New Orleans, Los Angeles, Shanghai, Hong Kong, Cape Town, Sydney, Mumbai). Despite the growing risks and challenges associated with climate change and rising sea levels, the coastal population continues to grow rapidly. To help ensure these growing populations can live safely along the coast requires a detailed understanding of the processes that shape the coastal zone. These processes act across a variety of scales, from deep-time geologic processes that dictate coastal shape and structure, to decadal-scale processes that determine shoreline position and evolution, to weekly and daily processes such as storms and tides. This course will provide an in-depth look at the forces--wind, waves, storms, and people--that shape the coastal zone, as well as the geologic formations--sandy beaches, rocky cliffs, barrier islands, deltas, and coral reefs--that are acted upon and resist these forces. Coastal dynamics are strongly affected by human interventions, such as seawalls, dredged channels, and sand dune removal, as well as by sea level rise and changes in storm frequency and magnitude associated with climate change.

Finally, the course will provide students with a perspective on how the U.S. seeks to manage its coastal zone, focusing on sea level rise and coastal development. This class will include a quantitative lab that will use MATLAB software to model and evaluate various coastal processes. Students will gain a basic understanding of MATLAB functionality, and will be asked to independently apply what they have learned to various data sets provided by the instructor.

Class Format: lecture two times a week with a lab one time per week

Requirements/Evaluation: lab reports, tests, and an independent research project

Prerequisites: Either GEOS 104 or GEOS 210; or permission of instructor

Enrollment Limit: none

Enrollment Preferences: senior Geosciences majors, then juniors

Expected Class Size: 10
Grading: yes pass/fail option, yes fifth course option

Unit Notes: As a 400-level seminar, this capstone course is intended to build on and extend knowledge and skills students have developed during previous courses in the major

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 404 (D3) MAST 404 (D3) GEOS 404 (D3)

Quantitative/Formal Reasoning Notes: This course will involve the use of MATLAB software to quantitatively analyze coastal process and geomorphological data.

Not offered current academic year

MAST 493 (F) Senior Thesis: Maritime Studies
Maritime Studies senior thesis.
Grading: no pass/fail option, no fifth course option
Distributions: No divisional credit

Fall 2020
HON Section: H1 TBA Nicolas C. Howe

MAST 494 (S) Senior Thesis: Maritime Studies
Maritime Studies senior thesis.
Grading: no pass/fail option, no fifth course option
Distributions: No divisional credit

Spring 2021
HON Section: H1 TBA Nicolas C. Howe

Winter Study  ---------------------------------------------------------------

MAST 31 (W) Sen Thesis: Maritime Studies
Maritime Studies senior thesis.
Class Format: independent study
Grading: pass/fail only

Not offered current academic year

MAST 99 (W) Independent Study: Maritime Studies
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.
Class Format: independent study
Grading: pass/fail only

Not offered current academic year
Experiential education, involving "learning by doing" outside the classroom, is a robust part of the Williams curriculum. In addition to the use of traditional laboratory work in the natural sciences and studio work in art, faculty have been challenging students to become engaged more personally in the Williams curriculum through field work, whether in the form of research, sustained work on special projects, or through placement with community organizations. Courses which include experiential learning provide students with opportunities to encounter firsthand the issues that they read and study about, requiring them to apply academic learning to nonacademic settings and challenging them to use their experiences in those settings to think more critically and deeply about what they are studying. Experiential courses, as defined above, range from fully integrated off-campus programs such as the Williams-Mystic Maritime Studies Program to courses involving a small field research exercise or project. The amount and nature of the experiential component(s) varies according to the instructor's judgment. More information can be found on the Center for Learning in Action website.

EXPERIENTIAL EDUCATION
Coordinator: Paula Consolini

Experiential Education Courses

AFR 212  (S)  Jazz Theory and Improvisation I
Cross-listings: MUS 104  AFR 212

Secondary Cross-listing
The theory and application of basic techniques in jazz improvisation and performance styles, including blues forms, swing, bebop, modally based composition, Afro-Cuban, etc. Appropriate for students with skill on their instrument and some basic theoretical knowledge. Knowledge of all key signatures, major/minor keys and modes, intervals, triads and basic seventh chords and their functions within keys. Students should be able to play and demonstrate these concepts on their instruments—competence on an instrument is essential (vocalists and drummers will be encouraged to study the piano). Pianists and guitarists should be able to sight read chords on a jazz lead sheet.

Class Format: alternates between lecture style exposition of theoretical topics and a master class where students will perform and be evaluated on assigned repertoire

Requirements/Evaluation: weekly assignments (e.g., harmonic analysis and exercises in transposition and transcription), a midterm, a transcription project and the end of semester concert, as well as improvement as measured in weekly class performance

Prerequisites: MUS 103 and/or permission of instructor; musical literacy required as per above description; private study on student's individual instruction strongly encouraged

Enrollment Limit: 15

Enrollment Preferences: prospective Music majors, then Jazz Ensemble members, then Music majors

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Unit Notes: this course will share aural skills labs with MUS 104a; students considering taking this course should consult the lab times and plan their schedules accordingly

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
MUS 104 (D1) AFR 212 (D1)

Not offered current academic year

AMST 113  (F)  The Feminist Poetry Movement  (DPE)  (WS)
Cross-listings: WGSS 113  ENGL 113  AMST 113

Secondary Cross-listing
Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the
crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

Class Format: discussion, some lecture, project work in archives and art gallery
Requirements/Evaluation: three analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), curated final project (archival exhibit with 7-page paper), presentations
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: first years
Expected Class Size: 19
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1) (DPE) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 113 (D1) ENGL 113 (D1) AMST 113 (D1)
Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, three four-to-five-page graded papers, one creative assignment, and a final digital research project (10-page equivalent; peer reviewed). Students receive critical feedback on written assignments a week prior to due date through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next assignment.
Difference, Power, and Equity Notes: The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

Not offered current academic year

AMST 221 (F) Introduction to Urban Studies: Shaping and Living the City
Cross-listings: AMST 221 ENVI 221 LATS 220
Secondary Cross-listing
Generally, cities have been described either as vibrant commercial and cultural centers or as violent and decaying urban slums. In an effort to begin to think more critically about cities, this course introduces important topics in the interdisciplinary field of Urban Studies. Specifically, we will discuss concepts and theories used to examine the peoples and structures that make up cities: In what ways do socio-cultural, economic, and political factors affect urban life and development? How are cities planned and used by various stakeholders (politicians, developers, businesses, and residents)? How do people make meaning of the places they inhabit? We will pay particular attention to the roles of race, ethnicity, class, and gender in understanding and interpreting urban communities. Texts include works by anthropologists, historians, sociologists, cultural critics, cultural geographers, and literary writers.
Class Format: discussion
Requirements/Evaluation: attendance and class participation, several short writing assignments (1-2 pages), two creative group projects and presentations, a midterm essay (6-7 pages) and final essay (8-10 pages)
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: first- and second-year students as well as American Studies majors and Latina/o Studies concentrators
Expected Class Size: 20
Grading: no pass/fail option, no fifth course option
**AMST 236 (S) Making Things Visible: Adventures in Documentary Work**

**Cross-listings:** SOC 236 AMST 236 ARTH 237 ENGL 237

**Secondary Cross-listing**

Photography, like ethnography, is an art of looking carefully and taking notice. This course will explore the overlaps between documentary photography and field methods of social science, concentrating particularly on the genre in which the two intersect: the photo essay. The students will learn methods of visual narrative and storytelling, using techniques of interviewing, still photography, and video. Concurrently, we will explore a number of examples of investigative work that blend word and image. We will ask questions about the changing practices and expectations associated with the documentarian’s role, and the evolving media in which such work can be presented. Lastly, we will discuss ethical questions that haunt documentary work, including issues of responsibility and politics of representation, as well as the perennial question of whether “objective representation” is even possible or desirable. Experience in photography and/or video is not required, but students will be expected to master basic technical skills in image acquisition and audio editing taught in a separate lab section. Students should also be prepared to interact extensively with people in the community and spend a significant time off campus doing fieldwork.

**Requirements/Evaluation:** full participation in discussions, weekly photographic assignments, a research journal, field materials, and an independent final project; in addition to substantial readings, students should be prepared to spend a significant time out of the classroom doing field work

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Anthropology and Sociology majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Not offered current academic year

**AMST 238 (F) Zen and the Art of American Literature**

**Cross-listings:** ENGL 239 REL 228 AMST 238

**Secondary Cross-listing**

Just one hundred years ago, few Americans knew the first thing about Buddhism. But in 2020, who hasn’t heard of (or even tried) mindfulness or meditation? Buddhist ideas and practices now seem ubiquitous, available even in the form of smartphone apps like Headspace and Ten Percent Happier. In this class, we’ll explore how Buddhism came to be the profoundly important cultural force in American life that it is today. We’ll read a variety of Buddhist-influenced literary texts, from the Beat poetry of the 1950s to contemporary novels like Ruth Ozeki’s *A Tale for the Time Being*. And we’ll range far beyond the world of literature into other cultural domains in which Buddhism has had a deep impact, like environmentalism, psychotherapy, and Western attitudes towards death and dying. We’ll also give special attention to the role that Buddhism is playing in the struggle for racial justice (from bell hooks to Black Lives Matter). And we’ll engage in an experiential investigation of the benefits of incorporating contemplative practices like mindfulness into higher education: students will learn a variety of meditation techniques, and we’ll spend time each week practicing and reflecting upon those practices. Students will be expected to maintain a daily meditation practice outside of class (10-15 minutes a day), with the help of one of those newfangled meditation apps no less! No prior experience with meditation is necessary. Just an open mind. (For detailed information about the format of this hybrid course, please visit: www.tinyurl.com/Engl239info)

**Class Format:** This is a hybrid course. The class will be divided into small discussion groups of 6-7 students (two of the groups will be in-person; one of them remote). In a typical week, the whole class will meet together once on Zoom for 45-60 minutes and each discussion group will meet once for 60 minutes (either in-person or remote). For more info about the class format, please visit: www.tinyurl.com/Engl239info (students who are interested in this course should visit this URL).
**Requirements/Evaluation:** Regular attendance will be strictly required; weekly Glow posts; and a final critical or creative project (like an 8-10 page essay, podcast episode, or zine).

**Prerequisites:** none

**Enrollment Limit:** 21

**Enrollment Preferences:** preference will go to juniors and seniors; students who pre-register should email brhie@williams.edu an explanation of why they want to take this course, which will be used to decide enrollment. The class For more info: www.tinyurl.com/Engl239info

**Expected Class Size:** 21

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 239 (D1) REL 228 (D2) AMST 238 (D2)

Fall 2020

SEM Section: H1    MWF 8:15 am - 9:30 am WF 1:30 pm - 2:45 pm   Bernard J. Rhie

**AMST 241 (S) Performing Masculinity in Global Popular Culture** (DPE)

**Cross-listings:** WGSS 240 THEA 241 SOC 240 AMST 241 LATS 241

**Secondary Cross-listing**

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

**Requirements/Evaluation:** masculinity journal, mid-term essay exam, visual rhetorical analyses of pop culture images

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** a short statement of interest will be solicited

**Expected Class Size:** 14

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 240 (D2) THEA 241 (D1) SOC 240 (D2) AMST 241 (D2) LATS 241 (D2)

**Difference, Power, and Equity Notes:** This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

Spring 2021

SEM Section: R1    MW 6:45 pm - 8:00 pm   Gregory C. Mitchell

**AMST 252 (S) Puerto Rico and its Diaspora**

**Cross-listings:** AMST 252 LATS 252

**Secondary Cross-listing**

On September 20, 2018, Maria---a category four hurricane made landfall on Puerto Rico. The most powerful storm to hit the island since 1932, Maria
caused widespread catastrophic damage on a land already suffering from the devastating effects of a decades-long economic recession. Three months after the hurricane, half the island remained without power, water service yet to be reestablished in many areas, and aid distribution inadequate and inconsistent. The hurricane and its aftermath brought mainstream U.S. attention to Puerto Rico and its diaspora, while simultaneously calling attention to the island's status and relationship to the United States. This hybrid onsite-Skype-travel course is for students interested in learning about the historical, social, and political relationship between Puerto Rico and the United States. We will examine, for example, the political status of Puerto Rico, migration, race, social movements, and expressive cultural forms that have emerged as a result of this asymmetrical relationship. Through the study of the impact and legacy of U.S. policies on the island, we will also consider how the fiscal and humanitarian crisis and proposed solutions affect the daily collective lives of the people in the U.S. territory and the diaspora. This course is a unique collaboration between Vassar, Williams, and the UPR. To enroll in this course, students must commit to participating in an alternative spring break/community engagement project in Puerto Rico and flexible with possible changes in class time when Skyping with students from the University of Puerto Rico. We will gather in Puerto Rico to meet with peers from UPR and for an alternative spring break collaboration, interfacing with various community organizations that have taken up vital social, medical, and economic roles vacated by the United States. Taller Salud, PECES, and Casa Pueblo are among the organizations in Puerto Rico that students may work with as a part of the course's community engagement component.

Class Format: to enroll in this course, students must commit to participating in an alternative spring break/community engagement learning project in Puerto Rico

Requirements/Evaluation: class participation, short writing exercises, group work/project, a midterm essay (5-7 pages), and a final essay (10-12 pages)

Prerequisites: students should have some fluency with the Spanish language

Enrollment Limit: 8

Enrollment Preferences: should be first- and second-years, students considering an American Studies major or Latina/o Studies concentration; AMST majors and LATS concentrators.

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 252 (D2) LATS 252 (D2)

Not offered current academic year

AMST 259  (S)  New England Environmental History  (WS)

Cross-listings: AMST 259  HIST 259  ENVI 259

Secondary Cross-listing

Have you ever wondered why there are few old-growth forests in New England? What Williamstown looked like before Williams was founded? How ideas about environmental preservation have changed over time? These are some of the questions we will explore in this course, which introduces students to the discipline of Environmental History through New England examples. During the semester we will: (1) read and discuss scholarship on the environmental history of New England and the world; (2) use case studies and field trips to examine how past environments are represented in museum exhibits,digital projects, and physical landscapes; (3) Develop a research paper based on original archival research

Requirements/Evaluation: several short essays, final project

Prerequisites: ENVI 101 or permission of the instructor

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies concentrators

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 259 (D2) HIST 259 (D2) ENVI 259 (D2)

Writing Skills Notes: Six response papers for which the instructor will provide consistent feedback on writing skills as well as content. Sequenced writing workshops that lead toward a final research paper.
AMST 302  (F)  Environmental Planning Workshop: Community-Based Experience

Cross-listings:  AMST 302  ENVI 302

Secondary Cross-listing

This interdisciplinary, experiential workshop introduces students to the field of planning through hands-on community projects. Environmental Planning includes a range of disciplines pertaining to the natural and built landscape such as city planning, housing, transportation, energy, open space and recreation, municipal services, ecological design, landscape architecture, neighborhood design, and community development, to list a few. This year, the foci will be issues currently at the forefront of the field: planning for public health and pandemics, racist planning legacies and anti-racist approaches, poverty and affordable housing, climate resilience planning, alternative transportation and transit, and agriculture and food systems. The class is organized into two parts. Part 1 involves reading and discussion of the planning literature: history, theory, policy, ethics, legal framework, and case studies. Labs include GIS mapping, hands-on planning exercises and project development. Part 2 involves project work: tackling an current planning problem in your home community. The includes primary research, conducting interviews with policymakers, stakeholders and residents, site visits, attending meetings, and other activities as demanded by the particular project. The project work draws on students' academic training and extracurricular activities, and applies creative solutions to thorny problems. Labs will be small group work and project work. The course includes several class presentations; students will gain skills in interacting with public officials, interviewing, preparing presentations, public speaking, report-writing, and teamwork. The class culminates in a public presentation.

Class Format:  Classes will be remote; some lab sessions will be in-person (held outside) for those on campus and others will be remote; there will be some in-person small group meetings held outside for those on campus. Scheduled class time and lab times will include small group discussion and collaborative group work and individual project work.

Requirements/Evaluation:  Response papers (about four 1-page papers), planning exercises, class discussion, reports submitted in segments (total about 30 pp), collaborative small group work, class presentations frequently during semester, final class presentations over zoom.

Prerequisites:  ENVI 101; open to seniors only

Enrollment Limit:  16

Enrollment Preferences:  Environmental Studies majors and concentrators

Expected Class Size:  16

Grading:  no pass/fail option,  no fifth course option

Unit Notes:  Required course for Environmental Studies major and concentration

Distributions:  (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 302 (D2)  ENVI 302 (D2)

Fall 2020

LAB Section:  H2  T 2:00 pm - 4:00 pm  Sarah Gardner
LAB Section:  H3  R 2:00 pm - 4:00 pm  Sarah Gardner
SEM Section:  R1  TR 11:30 am - 12:45 pm  Sarah Gardner

AMST 331  (S)  New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City

Cross-listings:  AMST 331  THEA 330  COMP 330

Secondary Cross-listing

This course will look at the representation of a city and how it has influenced artists. Students will read, listen to, and view a selection of the literature, music, film and art that represent the city from both pre-flooding and current re-building. Reading selections will include examples such as Harper's Weekly (Lafcadio Hearn), The Awakening (Kate Chopin), A Streetcar Named Desire (Tennessee Williams), The Moviegoer (Walker Percy), Why New Orleans Matters (Tom Piazza), A Confederacy of Dunces (John Kennedy O'Toole), New Orleans Sketches (William Faulkner), One Dead in the Attic (Chris Rose). Film examples such as A Streetcar Named Desire, An Interview with a Vampire, The Curious Case of Benjamin Button, When the Levees Broke, Treme, Waiting for Godot (in the 9th Ward). Music selections from examples such as Louis Moreau Gottschalk, Jelly Roll Morton, Louis Armstrong, Fats Domino, The Meters, Kermit Ruffins and the Rebirth Brass Band. Art selections will come from a variety of sources such as THE OGDEN Museum of Southern Art and Prospect 1, 2, & 3.
Requirements/Evaluation: will be on active participation, weekly response essays on film viewings, 2 short essays on class topics, a final paper and a contemporary creative project/performance

Prerequisites: none

Enrollment Limit: 12

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 331 (D1) THEA 330 (D1) COMP 330 (D1)

Not offered current academic year

ANSO 205 (S) Ways of Knowing

An applied exploration of how one makes sense of the social world through fieldwork. Some of the key questions of the course are: What are the philosophical and epistemological underpinnings of social inquiry? How does one frame intellectual problems and go about collecting, sifting, and assessing field materials? How do qualitative and quantitative approaches to social inquiry differ? How are they similar? What is the importance of history to sociological and anthropological research? How do social researchers use archival and other documentary materials to interpret society? What is the relationship between empirical data and the generation of social theory? What are the typical ethical dilemmas of fieldwork and of other kinds of social research? How do researchers' personal biographies and values shape their work? We will approach these problems both abstractly and concretely, through readings in epistemology as well as a series of case studies, drawing upon the field experiences of departmental faculty and guest speakers from both inside and outside the academy. The course will also feature hands-on training in field methods, in which students design and undertake their own pilot field projects.

Class Format: This class will be taught remotely with both synchronous and asynchronous components. Students must attend two synchronous video meetings per week. The asynchronous portion will involve semi-weekly postings on the assigned readings using the Perusall app along with weekly video lectures.

Requirements/Evaluation: full-participation in the seminar, an independent ethnographic project, several short written assignments, and a final research essay/proposal (roughly 30 pages of writing in total).

Prerequisites: ANTH 101 or SOC 101 or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 16

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2021

SEM Section: R1    WF 1:30 pm - 2:45 pm    Ben Snyder

ANSO 402 (S) Senior Seminar

This capstone seminar combines intensive discussion and individual research. Half of the course will be dedicated to the discussion of current debates central to the concerns of both anthropology and sociology, such as the ethics of conducting fieldwork, humanitarianism and relief, global public health, poverty and the city, and environmental conservation. Among the topics discussed, the ethical dilemmas of conducting ethnography will be a common theme. The second half of the course will be devoted to independent individual original projects which should have a major ethnographic component. At the end of the course, students will present their projects to the seminar.

Requirements/Evaluation: full participation, major research project and paper (30 pages), class presentation; weekly short responses

Prerequisites: only senior majors in Anthropology and Sociology, or permission of instructor

Enrollment Limit: none

Enrollment Preferences: Anthropology and Sociology majors
ANTH 230 (S) Musical Ethnography

Music provides a constant accompaniment to most of our lives, from mundane activities to personal or collective moments of celebration and grief. Often, we experience music's impact on us without fully considering how it shapes our ideas and experiences. Drawing on ethnomusicology, anthropology, and related fields, this course explores how music can illuminate people's practices of being-in-the-world. Musical ethnography describes both the means by which scholars pursue this line of questioning, and also the written work that results from such an investigation. This course features a hands-on approach to musical ethnography. Students will each conduct ethnographic fieldwork in a musical community within Williamstown and the surrounding area. Coursework will survey approaches to methodology (modes and degrees of researcher involvement, practical skills related to documentation), issues of ethics, and social and musical analysis.

Class Format: lecture/discussion

Requirements/Evaluation: class participation, small assignments (four 1-2 page assignments), interview transcript with commentary, reading response, final project and presentation

Prerequisites: some musical training/experience necessary, see instructor for more information

Enrollment Limit: 10

Enrollment Preferences: Seniors, music and anthropology/sociology majors

Expected Class Size: 6

Grading:

Unit Notes: MUS World Music/Ethnomusicology

Distributions: (D1)

Not offered current academic year

ANTH 371 (F) Medicine and Campus Health in Disruptive Times (DPE)

Cross-listings: STS 370  WGSS 371  ANTH 371

Primary Cross-listing

This class uses the methods and theories of critical medical anthropology and medical sociology to help students design and pursue innovative ethnographic projects that explore campus health or community health. Students will use an array of ethnographic techniques such as observant participation, interviewing, focus groups, and qualitative surveys to explore our campus community comprised of students, faculty, and/or staff, that build on weekly discussions, feedback, and design exercises. We situate our campus health projects within the wider context of how power and intersectionality inflect and structure health and well-being locally and globally. Our case studies explore how structural racism shapes medical education, pediatric care, and maternity care in the US, how the spread of US psychiatry inflects the landscape of global mental health, and how queer activism responded to the HIV/AIDS crisis. We consider how disruptive moments like COVID-19 or HIV/AIDS can serve as focal moments in social history that reveal underlying inequalities of health outcomes and access. We attend to the parallel roles of narrative in medicine and ethnography, as we contrast the discourse of providers & patients as well as researchers & interlocutors. Throughout our goal is to better understand the strengths and limits of ethnographic inquiry while exploring the challenges of collaborative and participatory research within communities always already structured by power, privilege, and engaged practices.

Class Format: Offered in hybrid format, yet students are encouraged to attend in person if they can. Students will be grouped into in-person or remote sections and can be reassigned during the semester if they request or require it for health reasons. Students should complete all assignments, weekly exercises, and attendance in class discussion. Please email me (Kgutscho@williams.edu) to indicate whether you plan to attend in person or remotely.

Requirements/Evaluation: Three written fieldnotes, weekly attendance and other writing exercises, midterm and final presentations on fieldwork projects

Prerequisites: none, but a class in Anthropology, Sociology, Science & Technology Studies, or other social science is recommended
Enrollment Limit: 20

Enrollment Preferences: Majors in Anthropology, Sociology, Women's, Gender and Sexuality Studies; Concentrators in Public Health, Science and Technology Studies

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
STS 370 (D2) WGSS 371 (D2) ANTH 371 (D2)

Difference, Power, and Equity Notes: This class examines the intersection of race, gender, class, and sexuality in structuring health outcomes, well-being, and access to health resources. It theorizes the ways that intersectionality shapes health of individuals and societies, including patient/provider encounters and efforts to 'improve' community health within contexts of social inequality and social suffering.

Fall 2020

SEM Section: H1   WF 1:30 pm - 2:45 pm   Kim Gutschow

ARTH 237 (S) Making Things Visible: Adventures in Documentary Work

Cross-listings: SOC 236 AMST 236 ARTH 237 ENGL 237

Secondary Cross-listing

Photography, like ethnography, is an art of looking carefully and taking notice. This course will explore the overlaps between documentary photography and field methods of social science, concentrating particularly on the genre in which the two intersect: the photo essay. The students will learn methods of visual narrative and storytelling, using techniques of interviewing, still photography, and video. Concurrently, we will explore a number of examples of investigative work that blend word and image. We will ask questions about the changing practices and expectations associated with the documentarian's role, and the evolving media in which such work can be presented. Lastly, we will discuss ethical questions that haunt documentary work, including issues of responsibility and politics of representation, as well as the perennial question of whether "objective representation" is even possible or desirable. Experience in photography and/or video is not required, but students will be expected to master basic technical skills in image acquisition and audio editing taught in a separate lab section. Students should also be prepared to interact extensively with people in the community and spend a significant time off campus doing fieldwork.

Requirements/Evaluation: full participation in discussions, weekly photographic assignments, a research journal, field materials, and an independent final project; in addition to substantial readings, students should be prepared to spend a significant time out of the classroom doing field work.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
SOC 236 (D2) AMST 236 (D2) ARTH 237 (D1) ENGL 237 (D2)

Not offered current academic year

ARTH 508 (S) Art and Conservation: An Inquiry into History, Methods, and Materials

This course is designed to acquaint students with observation and examination techniques for works of art, artifacts, and decorative arts objects; give them an understanding of the history of artist materials and methods; and familiarize them with the ethics and procedures of conservation. This is not a conservation training course but is structured to provide a broader awareness for those who are planning careers involving work with cultural objects. Sessions will be held at the Williamstown Art Conservation Center, Williams College, the Clark Art Institute, and the Governor Nelson A. Rockefeller Empire State Plaza Art Collection in Albany. Examination questions may be formulated from exhibitions at these locations. Six exams will be given. Exam scores will be weighted in proportion to the number of sessions covered by the exam (e.g., the paintings exam, derived from six sessions of the course, will count as 25% of the final grade).
**ARTS 385  (S)  The Sculptural Costume and It’s Performance Potential**

**Cross-listings:**  THEA 385  ARTS 385

**Primary Cross-listing**
A team-taught studio art / theatre course designed to explore the rich territory of the wearable sculpture and its generative role in art and performance. From ritual costumes, to Carnival, to Dada performance, to Bauhaus dance, to Helio Oiticica’s Parangole, and Nick Cave’s sound-suits, there has been a rich tradition where sculpture and costumes merge. Students will study artists who have bridged distinctions between the theatrical costume and the sculptural object as well as produce hybrid objects that explore the range of possibilities within this collaborative practice. The students will produce object-costumes involving a wide variety of media, from recycled materials to new technologies, while striving to develop their individual artistic voices.

**Requirements/Evaluation:**  the quality of work produced, the depth and quality of the content and process, participation in critiques, and attendance

**Prerequisites:**  successful completion of any 200-level course in art studio or performing arts, or permission of the instructor

**Enrollment Limit:**  14

**Enrollment Preferences:**  Art and Theater majors

**Expected Class Size:**  12

**Grading:**  no pass/fail option,  no fifth course option

**Materials/Lab Fee:**  $125

**Distributions:**  (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**
THEA 385 (D1) ARTS 385 (D1)

**Not offered current academic year**

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**BIOL 211  (S)  Paleobiology**

**Cross-listings:**  GEOS 212  BIOL 211

**Secondary Cross-listing**
The fossil record is a direct window into the history of life on Earth and contains a wealth of information on evolution, biodiversity, and climate change. This course investigates the record of ancient life forms, from single-celled algae to snails to dinosaurs. In addition to the intellectual discovery of fossils as organic relics and the ways in which fossils have been used to support conflicting views on nature, geologic time, and evolution, we will cover a range of topics central to modern paleobiology. These include: how the fossil record informs our understanding of evolutionary processes including speciation; the causes and consequences of mass extinctions; how fossils help us tell time and reconstruct the Earth’s climactic and tectonic history; statistical analysis of the fossil record to reconstruct biodiversity through time; analysis of fossil morphology to recreate the biomechanics of extinct organisms; and using fossil communities to reconstruct past ecosystems. Laboratory exercises will take advantage of Williams’ fossil collections as well as published datasets to provide a broad understanding of fossils and the methods we use to study the history of life on Earth, including using the programming language R (no previous experience is required). We will also view a diversity of fossils in their geologic and paleo-environmental context on our field trip to Eastern New York. This course is in the Sediments and Life group for the Geosciences major.

**Class Format:**  field trip to the the Paleozoic of New York State

**Requirements/Evaluation:**  lab assignments, short quizzes and writing assignments, and a final exam
Prerequisites: any 100-level GEOS course or BIOL 102, 203 or 205

Enrollment Limit: 15

Enrollment Preferences: sophomore and junior GEOS majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 212 (D3) BIOL 211 (D3)

Not offered current academic year

BIOL 220 (S) Field Botany and Plant Natural History

Cross-listings: ENVI 220 BIOL 220

Primary Cross-listing

This field-lecture course covers the evolutionary and ecological relationships among plant groups represented in our local and regional flora. Lectures focus on the evolution of the land plants, the most recent and revolutionary developments in plant systematics and phylogeny, characteristics of plant families, the cultural and economic uses of plants and how plants have shaped our world. The labs cover field identification, natural history and the ecology of local species.

Class Format: both field and indoor laboratories

Requirements/Evaluation: based on two hour exams, field quizzes, a final project, and a final exam

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Biology majors, and Environmental Studies majors & concentrators

Expected Class Size: 24

Grading: no pass/fail option, yes fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Materials/Lab Fee: there is a charge for the lab manual; the sketchbook and hand lens can be self-provided or purchased from the department

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 220 (D3) BIOL 220 (D3)

Not offered current academic year

BIOL 231 (S) Marine Ecology

Cross-listings: MAST 311 BIOL 231

Secondary Cross-listing

Using the principles of evolutionary biology and experimental ecology, this course examines the processes that control the diversity, abundance and distribution of marine organisms. Major marine communities, including estuaries, the rocky shore, sandy beaches, salt marshes, coral reefs, and the deep sea are discussed in detail.

Class Format: including coastal and near-shore field trips, 10 days offshore, and a laboratory or field research project

Requirements/Evaluation: two tests, a research project, and a presentation

Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor

Grading: yes pass/fail option, yes fifth course option

Unit Notes: offered only at Mystic Seaport

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:
BIOL 302 (F) Communities and Ecosystems (QFR)

Cross-listings: BIOL 302, ENVI 312

Primary Cross-listing

An advanced ecology course that examines how species interact with each other and their environment and how communities are assembled. This course emphasizes phenomena that emerge in complex ecological systems, building on the fundamental concepts of population biology, community ecology, and ecosystem science. This foundation will be used to understand specific topics relevant to conservation including invasibility and the functional significance of diversity for ecosystem stability and processes. Lectures and labs will explore how to characterize the emergent properties of communities and ecosystems, and how theoretical, comparative, and experimental approaches are used to understand their structure and function. The lab component of this course will emphasize hypothesis-oriented field experiments as well as “big-data” analyses using existing data sets. The laboratory component of the course will culminate with a self-designed independent or group project.

Class Format: six hours per week

Requirements/Evaluation: lab reports, a midterm exam, a term project presentation, and a final project paper

Prerequisites: BIOL/ENVI 203 or 220

Enrollment Limit: 28

Enrollment Preferences: Biology majors and Environmental Studies majors and concentrators

Expected Class Size: 24

Grading: yes pass/fail option, yes fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 302 (D3) ENVI 312 (D3)

Not offered current academic year

CHIN 252 (F) Bridging Theory and Practice: Learning and Teaching Chinese as a Second Language

This course introduces students to the principles of second language acquisition (SLA), a field of study that investigates how people learn a foreign language and provides a basis for understanding research related to foreign language learning and teaching. Theoretical issues to be covered include what it means to know a language, how one becomes proficient in a foreign language, factors that affect the learning process, and the role of one’s native language. We will also examine what SLA research has discovered about teaching grammar, pronunciation, vocabulary, and writing. The goal is to explore ways in which SLA theories can be applied to facilitate acquisition of Chinese in terms of learning strategies and curriculum design. This course will be useful to both students who want to improve their own learning of Chinese and those who plan to teach or conduct research on Chinese. All readings in English with some examples in Chinese.

Class Format: discussion

Requirements/Evaluation: class participation, several oral presentations and short papers, and a final research project

Prerequisites: CHIN 101 or permission of instructor

Enrollment Limit: 19

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

COMP 330 (S) New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City

Cross-listings: AMST 331, THEA 330, COMP 330

Secondary Cross-listing
This course will look at the representation of a city and how it has influenced artists. Students will read, listen to, and view a selection of the literature, music, film and art that represent the city from both pre-flooding and current re-building. Reading selections will include examples such as Harper's Weekly (Lafrcadio Hearn), The Awakening (Kate Chopin), A Streetcar Named Desire (Tennessee Williams), The Moviegoer (Walker Percy), Why New Orleans Matters (Tom Piazza), A Confederacy of Dunces (John Kennedy O'Toole), New Orleans Sketches (William Faulkner), One Dead in the Attic (Chris Rose). Film examples such as A Streetcar Named Desire, An Interview with a Vampire, The Curious Case of Benjamin Button, When the Levees Broke, Treme, Waiting for Godot (in the 9th Ward). Music selections from examples such as Louis Moreau Gottschalk, Jelly Roll Morton, Louis Armstrong, Fats Domino, The Meters, Kermit Ruffins and the Rebirth Brass Band. Art selections will come from a variety of sources such as THE OGDEN Museum of Southern Art and Prospect 1, 2, & 3.

Requirements/Evaluation: will be on active participation, weekly response essays on film viewings, 2 short essays on class topics, a final paper and a contemporary creative project/performance

Prerequisites: none

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 331 (D1) THEA 330 (D1) COMP 330 (D1)

Not offered current academic year

COMP 338 (F) The Culture of Carnival

Cross-listings: COMP 338 THEA 335

Secondary Cross-listing

Carnival is a regenerative festival as well as a transgressive one. It is a time for upheavals and recreating for one day, a new world order. Men dress as women, women dress as men, the poor become kings; drink and sex and outrageous behavior is sanctioned. We will look at festivals in such places as New Orleans, Venice, and Rio. Central to this course are the cultural and religious lives of these societies, and how these festivals exist politically in a modern world as theatre and adult play. A variety of sources will be used, such as newspaper accounts, films, photography, personal memoirs and essays on the subject.

Requirements/Evaluation: regular active class participation, one oral presentation including a 5-page essay, one 15-page research final paper and participation in a group project/public parade

Prerequisites: none

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 338 (D1) THEA 335 (D1)

Not offered current academic year

ENGL 113 (F) The Feminist Poetry Movement (DPE) (WS)

Cross-listings: WGSS 113 ENGL 113 AMST 113

Primary Cross-listing

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the
Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

**Class Format:** discussion, some lecture, project work in archives and art gallery

**Requirements/Evaluation:** three analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), curated final project (archival exhibit with 7-page paper), presentations

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first years

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 113 (D1) ENGL 113 (D1) AMST 113 (D1)

**Writing Skills Notes:** Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, three four-to-five-page graded papers, one creative assignment, and a final digital research project (10-page equivalent; peer reviewed). Students receive critical feedback on written assignments a week prior to due date through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next assignment.

**Difference, Power, and Equity Notes:** The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

Not offered current academic year

**ENGL 237 (S) Making Things Visible: Adventures in Documentary Work**

**Cross-listings:** SOC 236 AMST 236 ARTH 237 ENGL 237

**Secondary Cross-listing**

Photography, like ethnography, is an art of looking carefully and taking notice. This course will explore the overlaps between documentary photography and field methods of social science, concentrating particularly on the genre in which the two intersect: the photo essay. The students will learn methods of visual narrative and storytelling, using techniques of interviewing, still photography, and video. Concurrently, we will explore a number of examples of investigative work that blend word and image. We will ask questions about the changing practices and expectations associated with the documentarian's role, and the evolving media in which such work can be presented. Lastly, we will discuss ethical questions that haunt documentary work, including issues of responsibility and politics of representation, as well as the perennial question of whether "objective representation" is even possible or desirable. Experience in photography and/or video is not required, but students will be expected to master basic technical skills in image acquisition and audio editing taught in a separate lab section. Students should also be prepared to interact extensively with people in the community and spend a significant time off campus doing fieldwork.

**Requirements/Evaluation:** full participation in discussions, weekly photographic assignments, a research journal, field materials, and an independent final project; in addition to substantial readings, students should be prepared to spend a significant time out of the classroom doing field work

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Anthropology and Sociology majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 239 (F) Zen and the Art of American Literature

Cross-listings: ENGL 239 REL 228 AMST 238

Primary Cross-listing

Just one hundred years ago, few Americans knew the first thing about Buddhism. But in 2020, who hasn't heard of (or even tried) mindfulness or meditation? Buddhist ideas and practices now seem ubiquitous, available even in the form of smartphone apps like Headspace and Ten Percent Happier. In this class, we'll explore how Buddhism came to be the profoundly important cultural force in American life that it is today. We'll read a variety of Buddhist-influenced literary texts, from the Beat poetry of the 1950s to contemporary novels like Ruth Ozeki's *A Tale for the Time Being*. And we'll range far beyond the world of literature into other cultural domains in which Buddhism has had a deep impact, like environmentalism, psychotherapy, and Western attitudes towards death and dying. We'll also give special attention to the role that Buddhism is playing in the struggle for racial justice (from bell hooks to Black Lives Matter). And we'll engage in an experiential investigation of the benefits of incorporating contemplative practices like mindfulness into higher education: students will learn a variety of meditation techniques, and we'll spend time each week practicing and reflecting upon those practices. Students will be expected to maintain a daily meditation practice outside of class (10-15 minutes a day), with the help of one of those newfangled meditation apps no less! No prior experience with meditation is necessary. Just an open mind. (For detailed information about the format of this hybrid course, please visit: www.tinyurl.com/Engl239info)

Class Format: This is a hybrid course. The class will be divided into small discussion groups of 6-7 students (two of the groups will be in-person; one of them remote). In a typical week, the whole class will meet together once on Zoom for 45-60 minutes and each discussion group will meet once for 60 minutes (either in-person or remote). For more info about the class format, please visit: www.tinyurl.com/Engl239info (students who are interested in this course should visit this URL).

Requirements/Evaluation: Regular attendance will be strictly required; weekly Glow posts; and a final critical or creative project (like an 8-10 page essay, podcast episode, or zine).

Prerequisites: none

Enrollment Limit: 21

Enrollment Preferences: preference will go to juniors and seniors; students who pre-register should email brhie@williams.edu an explanation of why they want to take this course, which will be used to decide enrollment. The class For more info: www.tinyurl.com/Engl239info

Expected Class Size: 21

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 239 (D1) REL 228 (D2) AMST 238 (D2)

Fall 2020

SEM Section: H1  MWF 8:15 am - 9:30 am WF 1:30 pm - 2:45 pm  Bernard J. Rhie

ENVI 100 (S) Introduction to Weather and Climate

Cross-listings: GEOS 100 ENVI 100

Secondary Cross-listing

How is it that we have such a hard time predicting if it's going to rain next week, but we can be confident in projections of future climate change decades from now? This course will explore the atmosphere and how air moves and changes, understanding the wind, clouds, precipitation, and extreme events (including thunderstorms, hurricanes, and tornadoes) that form our weather. Building off of our understanding of the atmosphere, we'll look at longer time scales to develop a basic understanding of earth's climate, global heat and moisture transport, climate change, and the ways that humans can change our planet. We will look at weather and climate models to learn how to scientists and meteorologists predict future conditions. Labs will include local field trips, bench top experiments, and running a climate model on a computer. This course is in the Oceans and Climate group for the Geosciences major.

Requirements/Evaluation: lab assignments, a midterm, and a final exam
Prerequisites: none
Enrollment Limit: 40
Enrollment Preferences: first year and second year students, Geosciences majors
Expected Class Size: 40
Grading: no pass/fail option, no fifth course option
Distributions: (D3)
This course is cross-listed and the prefixes carry the following divisional credit:
GEOS 100 (D3) ENVI 100 (D3)
Not offered current academic year

ENVI 102 (S) Introduction to Environmental Science
Environmental Science is an interdisciplinary field that develops scientific and technical means for assessing and mitigating human impacts on the environment. This course provides an overview of the discipline in the context of the interconnected global earth system: the geosphere, atmosphere, hydrosphere, and biosphere. Students are introduced to scientific methods from physics, chemistry, geology, and biology that are used to examine real-world case studies at global and local scales. Topics may include: climate change, air and water pollution, resource extraction and management, land use change, and their effects on environmental quality, biodiversity, and human health. During weekly fieldwork and laboratory sessions, students gain hands-on experience in collecting, analyzing, and interpreting data that can be used to make recommendations for addressing local environmental issues.

Class Format: Lecture/laboratory; two asynchronous pre-recorded lectures up to 75-minutes each and one 2-hour field/laboratory/discussion/data analysis session each week. Remote students will be able to view pre-recorded field/lab procedures and participate in all data analyses and discussions.

Requirements/Evaluation: Weekly short quizzes, three exams, lab assignments, participation

Prerequisites: none
Enrollment Limit: 48
Enrollment Preferences: first- and second-year students, Environmental Studies majors and concentrators
Expected Class Size: 48
Grading: no pass/fail option, no fifth course option
Unit Notes: Required course for Environmental Studies major and concentration
Distributions: (D3)

Spring 2021
LEC Section: R1    TR 9:45 am - 11:00 am     Alex A. Apotsos,  Sonya K. Auer
LAB Section: R4    R 1:00 pm - 3:00 pm , Sonya K. Auer
LAB Section: 02    T 1:00 pm - 3:00 pm     Alex A. Apotsos
LAB Section: 03    W 1:00 pm - 3:00 pm     Sonya K. Auer

ENVI 103 (F) Global Warming and Environmental Change
Cross-listings: GEOS 103 ENVI 103

Secondary Cross-listing
Earth is the warmest it has been for at least five centuries, and the surface of our planet is responding. From extreme floods and drought to landslides and soil erosion, the natural processes that shape Earth's surface are tied to temperature and precipitation. As those change, the landscape reacts. People are beginning to feel the impacts, but in different ways depending on where they call home. In this course, we will investigate how climate change is altering landscapes and the natural processes that support them, highlighting all the ways that people are being affected today. Ultimately, we will develop an understanding of the consequences of climate change that connects physical processes with the geography of place. Specific topics include foundations of the Earth system, plate tectonics and the construction of landscapes, Earth materials, rivers and flooding, hillslope processes, coastal processes, and climate impacts on natural resources such as fresh water and soil. Labs will use local field sites and analytical exercises to evaluate recent cases that reflect an interaction of the landscape and climate. This course is in the Sediments and Life group for the
Geosciences major.

**Class Format:** The course will have a hybrid format, with lectures taking place on-line and labs meeting in-person. Labs will take place every other week for two hours, and we will virtually meet each week for discussion.

**Requirements/Evaluation:** written reports from laboratories and readings, class participation, a midterm and final exam

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** first year and second year students, Geosciences majors and Environmental Studies majors and concentrators

**Expected Class Size:** 40

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 103 (D3) ENVI 103 (D3)

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**ENVI 104 (S) Oceanography**

**Cross-listings:** GEOS 104 MAST 104 ENVI 104

**Secondary Cross-listing**

The oceans cover three quarters of Earth’s surface, yet oceanography as a modern science is relatively young: the first systematic explorations of the geology, biology, physics and chemistry of the oceans began in the late 19th century. This introduction to ocean science includes the creation and destruction of ocean basins with plate tectonics; the source and transport of seafloor sediments and the archive of Earth history they contain; currents, tides, and waves; photosynthesis and the transfer of energy and matter in ocean food webs; the composition and origin of seawater, and how its chemistry traces biological, physical and geological processes; oceans and climate change; and human impacts. This course is in the Oceans and Climates group for the Geosciences major.

**Class Format:** Remote lectures, students attend a 2-hour lab every other week. Lab meetings will be a mixture of remote, and in-person/hybrid formats. If public health conditions allow, there may be a field trip.

**Requirements/Evaluation:** two midterm exams, homework, lab work, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 48

**Enrollment Preferences:** first year and second year students, Geosciences majors, Maritime Studies concentrators

**Expected Class Size:** 48

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 104 (D3) MAST 104 (D3) ENVI 104 (D3)

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**ENVI 105 (F) The Co-Evolution of Earth and Life**
Our planet is about 4.6 billion years old and has supported life for at least the last 3.5 billion of those years. This course will consider the inter-related nature of Earth and the life that inhabits it, starting with the first living organisms and progressing to the interaction of our own species with the Earth today. Students will investigate the dynamic nature of the Earth-life system, examine many of its feedbacks, and learn about the dramatic changes that have occurred throughout the history of the Earth. We will ask questions such as: How did the Earth facilitate biologic evolution, and what effects did those biologic events have on the physical Earth? When did photosynthesis evolve, how can we detect that in the rock record, and how did this biological event lead to profound changes in the environment? How and why did animals evolve and what role did environmental change play in the radiation of animal life? How did the rise and radiation of land plants affect world climate? How do plate tectonics, glaciation, and volcanism influence biodiversity and evolutionary innovation? What caused mass extinctions in the past and what can that teach us about our current extinction crisis?

Labs will involve hands-on analysis of rocks, fossils, and real-world data as well as conceptual and analytical exercises; field trips will contextualize major events in Earth history and will help students learn to read the rock record. Through these investigations, the class will provide a comprehensive overview of Earth history, with special attention paid to the geological and paleontological history of the northeastern United States. This course is in the Sediments and Life group for the Geosciences major.

Class Format: one laboratory per week plus one all-day field trip
Requirements/Evaluation: lab work, short quizzes, midterms, an independent project, and a final exam
Prerequisites: none
Enrollment Limit: 30
Enrollment Preferences: first year and second year students, Geosciences majors
Expected Class Size: 30
Grading: yes pass/fail option, no fifth course option
Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:
GEOS 101 (D3) ENVI 105 (D3)

Not offered current academic year

ENVI 205 (F) Geomorphology
Cross-listings: GEOS 201 ENVI 205 GEOS 305

Geomorphology is the study of landforms, the processes that shape them and the rates at which these processes change the landscape in which we live. The course is designed for Geosciences majors and for environmental studies students interested in the evolution of Earth's surface and the ways our activities are changing the physical environment. We will emphasize the influence of climatic, tectonic, and volcanic forces on landform evolution over relatively short periods of geologic time, generally thousands to a few millions of years. More recently, the impacts of human activity in reshaping landscapes, determining the movement of water, and changing climate could not be clearer. We will also examine how these impacts are affecting communities, including causes and possible solutions to environmental injustice. And we will learn a range of practical skills for describing physical environments and for predicting how they change, including field surveys, GIS analysis, and numerical modelling. This course is in the Sediments and Life group for the Geosciences major.

Class Format: lecture, three hours per week and laboratory, three hours per week
Requirements/Evaluation: weekly lab exercises, a research project, and a midterm and final exam
Prerequisites: At least one 100-level and one 200-level GEOS or ENVI course or permission of instructor
Enrollment Limit: 18
Enrollment Preferences: GEOS and ENVI majors
Expected Class Size: 18
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:
GEOS 201 (D3) ENVI 205 (D3) GEOS 305 (D3)
ENVI 214  (S)  Mastering GIS

Cross-listings:  GEOS 214  ENVI 214

Secondary Cross-listing

The development of Geographic Information Systems (GIS) has allowed us to investigate incredibly large and spatially complex data sets like never before. From assessing the effects of climate change on alpine glaciers, to identifying ideal habitat ranges for critically endangered species, to determining the vulnerability of coastal communities to storms, GIS tools have opened the door for important, large-scale environmental analyses. And as these technologies improve, our ability to understand the world grows ever greater. This course will teach you how to use GIS tools to investigate environmental problems. We will review fundamental principles in geography, the construction and visualization of geospatial datasets, and tools for analyzing geospatial data. Special attention will also be given to analysis of remotely sensed (satellite) imagery and to collection of field data. By the end of the course, you will be able to conduct independent GIS-based research and produce maps and other geospatial imagery of professional quality.

Class Format:  We will meet in person (or remote synchronous) for our weekly lectures (3 hours) and labs (2 hours)

Requirements/Evaluation:  weekly lab exercises, weekly quizzes, and a research project

Prerequisites:  at least one introductory course in Geosciences or Environmental Studies

Enrollment Limit:  12

Enrollment Preferences:  Geosciences majors and Environmental Studies majors and concentrators.

Expected Class Size:  12

Grading:  yes pass/fail option,  no fifth course option

Distributions:  (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 214 (D3)  ENVI 214 (D3)

Spring 2021

LAB Section:  H2  W 3:30 pm - 5:30 pm  José A. Constantine
LEC Section:  H1  MW 11:45 am - 1:00 pm  José A. Constantine

ENVI 215  (F)  Climate Changes

Cross-listings:  GEOS 215  ENVI 215

Secondary Cross-listing

In recent years, there has been a growing public and scientific interest in the Earth's climate and its variability. This interest reflects both concern over future climate changes resulting from anthropogenic increases in atmospheric greenhouse gases and growing recognition of the economic impact of "natural" climate variability (for example, El Niño events), especially in the developing world. Efforts to understand the Earth's climate system and predict future climate changes require both study of parameters controlling present day climate and detailed studies of climate changes in the past. In this course, we will review the processes that control the Earth's climate, like solar radiation, the greenhouse effect, ocean circulation, configuration of continents, and positive and negative feedbacks. At the same time, we will review the geological record of climate changes in the past, examining their causes. Laboratories and problem sets will emphasize developing problem solving skills as well as sampling and interpreting geological archives of climate change. This course is in the Oceans and Climate group for the Geosciences major.

Class Format:  This class has three scheduled remote lectures per week, and one remote lab meeting per week which will consist of lab exercises, problem solving and discussion

Requirements/Evaluation:  lab exercises and problem sets (25%), three exams (50%), and a final project (25%) where students will collect, analyze, and interpret data

Prerequisites:  100-level course in GEOS, CHEM, or PHYS or ENVI 102 or permission of instructor

Enrollment Limit:  16

Enrollment Preferences:  Geosciences and Environmental Studies majors

Expected Class Size:  16
Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 215 (D3) ENVI 215 (D3)

Fall 2020

LEC Section: R1  MWF 10:40 am - 11:30 am  Mea S. Cook
LAB Section: R2  T 1:00 pm - 3:00 pm  Mea S. Cook

ENVI 220  (S)  Field Botany and Plant Natural History

Cross-listings:  ENVI 220  BIOL 220

Secondary Cross-listing

This field-lecture course covers the evolutionary and ecological relationships among plant groups represented in our local and regional flora. Lectures focus on the evolution of the land plants, the most recent and revolutionary developments in plant systematics and phylogeny, characteristics of plant families, the cultural and economic uses of plants and how plants have shaped our world. The labs cover field identification, natural history and the ecology of local species.

Class Format: both field and indoor laboratories

Requirements/Evaluation: based on two hour exams, field quizzes, a final project, and a final exam

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Biology majors, and Environmental Studies majors & concentrators

Expected Class Size: 24

Grading: no pass/fail option, yes fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Materials/Lab Fee: there is a charge for the lab manual; the sketchbook and hand lens can be self-provided or purchased from the department

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 220 (D3) BIOL 220 (D3)

Not offered current academic year

ENVI 221  (F)  Introduction to Urban Studies: Shaping and Living the City

Cross-listings:  AMST 221  ENVI 221  LATS 220

Secondary Cross-listing

Generally, cities have been described either as vibrant commercial and cultural centers or as violent and decaying urban slums. In an effort to begin to think more critically about cities, this course introduces important topics in the interdisciplinary field of Urban Studies. Specifically, we will discuss concepts and theories used to examine the peoples and structures that make up cities: In what ways do socio-cultural, economic, and political factors affect urban life and development? How are cities planned and used by various stakeholders (politicians, developers, businesses, and residents)? How do people make meaning of the places they inhabit? We will pay particular attention to the roles of race, ethnicity, class, and gender in understanding and interpreting urban communities. Texts include works by anthropologists, historians, sociologists, cultural critics, cultural geographers, and literary writers.

Class Format: discussion

Requirements/Evaluation: attendance and class participation, several short writing assignments (1-2 pages), two creative group projects and presentations, a midterm essay (6-7 pages) and final essay (8-10 pages)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: first- and second-year students as well as American Studies majors and Latina/o Studies concentrators
Expected Class Size: 20  
Grading: no pass/fail option, no fifth course option  
Distributions: (D2)  

This course is cross-listed and the prefixes carry the following divisional credit:  
AMST 221 (D2) ENVI 221 (D2) LATS 220 (D2)  

Not offered current academic year  

**ENVI 222 (F) Examining Inconvenient Truths: Climate Science meets U.S. Senate Politics (WS)**  
**Cross-listings:** GEOS 221 ENVI 222 LEAD 221  
**Secondary Cross-listing**  

Former President Barack Obama once said: “There’s one issue that will define the contours of this century more dramatically than any other, and that is the urgent threat of a changing climate.” While consensus regarding the causes and impacts of climate change has been growing steadily among scientists and researchers (and to some extent, the general public) over the past two decades, the U.S. has yet to confront this issue in a manner consistent with its urgency. This lack of action in the U.S. is at least partly due to the fact that science provides necessary but insufficient information towards crafting effective climate change legislation and the unfortunate fact that climate change has become a highly partisan issue. The primary objective of this tutorial will be to help students develop a greater understanding of the difficulties associated with crafting climate change legislation, with an emphasis on the role of science and politics within the legislative process. To this end, the tutorial will address how the underlying scientific complexities embedded in most climate policies (e.g., offsets, carbon capture and sequestration, uncertainty and complexity of the climate system, leakage) must be balanced by and blended with the different operational value systems (e.g., economic, social, cultural, religious) that underlie U.S. politics. Over the course of this tutorial, students will develop a nuanced sense of how and when science can support the development of comprehensive national climate change legislation within the current partisan climate. This course will take a practical approach, where students will craft weekly policy oriented documents (e.g., policy memos, action memos, research briefs) targeted to selected members of the current U.S. Senate Environment and Public Works Committee, the committee that has historically held jurisdiction over a majority of the major climate change bills that have moved through the legislative process. This course is in the Oceans and Climate group for the Geosciences major.  
**Class Format:** Hybrid: this class will be mostly remote, but there may be some in-person meetings outside for those on campus and interested, weather permitting.  
**Requirements/Evaluation:** weekly papers (2 - 5 pages in length) and a final oral presentation  
**Prerequisites:** none  

**Enrollment Limit:** 10  
**Enrollment Preferences:** sophomores, Geosciences and Environmental Studies juniors and seniors  
Expected Class Size: 10  
Grading: no pass/fail option, no fifth course option  
**Distributions:** (D3) (WS)  

This course is cross-listed and the prefixes carry the following divisional credit:  
GEOS 221 (D3) ENVI 222 (D3) LEAD 221 (D3)  
**Writing Skills Notes:** You will learn to write in a variety of policy-focused formats  

Fall 2020  
TUT Section: RT1 TBA Alex A. Apotsos  

**ENVI 229 (S) Environmental History**  
**Cross-listings:** ENVI 229 HIST 264  
**Primary Cross-listing**  

This course is an introduction to Environmental History: the study of how people have shaped environments, how environments have shaped human histories, and how cultural change and material change are intertwined. As such, it challenges traditional divides between the humanities and the sciences. Taking U.S. environmental history as our focus, we will strive to understand the historical roots of contemporary environmental problems, such as species extinction, pollution, and climate change. We will take field trips to learn to read landscapes for their histories and to examine how
past environments are represented in museum exhibits, digital projects, and physical landscapes. And we will develop original arguments and essays based on archival research. It is imperative that we understand this history if we are to make informed and ethical environmental decisions at the local, national, and global scale.

**Class Format:** with field trips

**Requirements/Evaluation:** several short essays; final research project

**Prerequisites:** ENVI 101 or permission of instructor

**Enrollment Limit:** 18

**Enrollment Preferences:** Environmental Studies majors and concentrators; History majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 229 (D2) HIST 264 (D2)

*Not offered current academic year*

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**ENVI 250 (S) Environmental Justice** (DPE)

**Cross-listings:** ENVI 250 STS 250

**Primary Cross-listing**

How are local and global environmental problems distributed unevenly according to race, gender, and class? What are the historical, social and economic structures that create unequal exposures to environmental risks and benefits? And how does inequity shape the construction and distribution of environmental knowledge? These are some of the questions we will take up in this course, which will be reading and discussion intensive. Through readings, discussions, and case studies, we will explore EJ in both senses. Potential topics include: toxics exposure, food justice, urban planning, e-waste, unnatural hazards, nuclearism in the U.S. West, natural resources and war, and climate refugees. Occasionally, community leaders, organizers, academics, and government officials will join the class to discuss current issues.

**Requirements/Evaluation:** several short essays, final essay

**Prerequisites:** ENVI 101 or permission of the instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Environmental Studies concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 250 (D2) STS 250 (D2)

**Difference, Power, and Equity Notes:** This course will explore how unequal power leads to environmental injustice. Specifically, we will analyze how local and global environmental problems are distributed unevenly according to race, gender, and class. This is a service-based learning course, and students will hone skills to address environmental injustices.

*Not offered current academic year*

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**ENVI 255 (F) Environmental Observation**

**Cross-listings:** GEOS 255 ENVI 255

**Secondary Cross-listing**

To study the environment, we need to observe and measure it. We collect data--numbers that represent system states--and analyze them to create understanding of the world we live in. Advances in technology create more opportunities to discover how the planet works. Through a survey of observational approaches (including weather stations, direct sampling, radar, community-based monitoring, and other techniques), this course will investigate the process of turning a physical property in the environment into a number on a computer and then into meaningful information. We will explore both direct field measurements and remote sensing techniques, diving into how to choose the appropriate sensor for a scientific question, how
sensors work, analysis approaches and statistical methods, and how to interpret the resulting data. We will also learn how to mitigate measurement bias through a combination of lab experiments and field work and how to make interpretations of measurements that accurately reflect what is being measured. The course will focus on the near-surface environment, including the atmosphere, water, and biosphere. Students will carry out a research project using observation techniques covered in class to explore a scientific question of interest. This course is in the Oceans and Climate group for the Geosciences major.

**Requirements/Evaluation:** labs, quizzes, and a final project

**Prerequisites:** at least one prior course in GEOS or ENVI

**Enrollment Limit:** 20

**Enrollment Preferences:** sophomores

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

- GEOS 255 (D3)
- ENVI 255 (D3)

Not offered current academic year

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**ENVI 259 (S) New England Environmental History (WS)**

**Cross-listings:** AMST 259  HIST 259  ENVI 259

**Primary Cross-listing**

Have you ever wondered why there are few old-growth forests in New England? What Williamstown looked like before Williams was founded? How ideas about environmental preservation have changed over time? These are some of the questions we will explore in this course, which introduces students to the discipline of Environmental History through New England examples. During the semester we will: (1) read and discuss scholarship on the environmental history of New England and the world; (2) use case studies and field trips to examine how past environments are represented in museum exhibits, digital projects, and physical landscapes; (3) Develop a research paper based on original archival research

**Requirements/Evaluation:** several short essays, final project

**Prerequisites:** ENVI 101 or permission of the instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** Environmental Studies concentrators

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

- AMST 259 (D2)
- HIST 259 (D2)
- ENVI 259 (D2)

**Writing Skills Notes:** Six response papers for which the instructor will provide consistent feedback on writing skills as well as content. Sequenced writing workshops that lead toward a final research paper.

Not offered current academic year

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**ENVI 302 (F) Environmental Planning Workshop: Community-Based Experience**

**Cross-listings:** AMST 302  ENVI 302

**Primary Cross-listing**

This interdisciplinary, experiential workshop introduces students to the field of planning through hands-on community projects. Environmental Planning includes a range of disciplines pertaining to the natural and built landscape such as city planning, housing, transportation, energy, open space and recreation, municipal services, ecological design, landscape architecture, neighborhood design, and community development, to list a few. This year, the foci will be issues currently at the forefront of the field: planning for public health and pandemics, racist planning legacies and anti-racist approaches, poverty and affordable housing, climate resilience planning, alternative transportation and transit, and agriculture and food systems. The class is organized into two parts. Part 1 involves reading and discussion of the planning literature: history, theory, policy, ethics, legal framework, and case studies. Labs include GIS mapping, hands-on planning exercises and project development. Part 2 involves project work: tackling an current
planning problem in your home community. The includes primary research, conducting interviews with policymakers, stakeholders and residents, site visits, attending meetings, and other activities as demanded by the particular project. The project work draws on students’ academic training and extracurricular activities, and applies creative solutions to thorny problems. Labs will be small group work and project work. The course includes several class presentations; students will gain skills in interacting with public officials, interviewing, preparing presentations, public speaking, report-writing, and teamwork. The class culminates in a public presentation.

Class Format: Classes will be remote; some lab sessions will be in-person (held outside) for those on campus and others will be remote; there will be some in-person small group meetings held outside for those on campus. Scheduled class time and lab times will include small group discussion and collaborative group work and individual project work.

Requirements/Evaluation: Response papers (about four 1-page papers), planning exercises, class discussion, reports submitted in segments (total about 30 pp), collaborative small group work, class presentations frequently during semester, final class presentations over zoom.

Prerequisites: ENVI 101; open to seniors only

Enrollment Limit: 16

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Unit Notes: Required course for Environmental Studies major and concentration

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 302 (D2) ENVI 302 (D2)

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**ENVI 312 (F) Communities and Ecosystems (QFR)**

Cross-listings: BIOL 302 ENVI 312

Secondary Cross-listing

An advanced ecology course that examines how species interact with each other and their environment and how communities are assembled. This course emphasizes phenomena that emerge in complex ecological systems, building on the fundamental concepts of population biology, community ecology, and ecosystem science. This foundation will be used to understand specific topics relevant to conservation including invisibility and the functional significance of diversity for ecosystem stability and processes. Lectures and labs will explore how to characterize the emergent properties of communities and ecosystems, and how theoretical, comparative, and experimental approaches are used to understand their structure and function. The lab component of this course will emphasize hypothesis-oriented field experiments as well as "big-data" analyses using existing data sets. The laboratory component of the course will culminate with a self-designed independent or group project.

Class Format: six hours per week

Requirements/Evaluation: lab reports, a midterm exam, a term project presentation, and a final project paper

Prerequisites: BIOL/ENVI 203 or 220

Enrollment Limit: 28

Enrollment Preferences: Biology majors and Environmental Studies majors and concentrators

Expected Class Size: 24

Grading: yes pass/fail option, yes fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 302 (D3) ENVI 312 (D3)
ENVI 324  (S)  Corals and Sea Level

Cross-listings: GEOS 324  MAST 324  ENVI 324

Secondary Cross-listing
In coastal communities, increasing flood damage from storm surges and chronic inundation by seawater are already happening as a result of sea level rise. How do we know what contributes to the observed change in sea level in the last century? What does the geological record teach us about what controls the natural variation in sea level on short and long timescales? How can we use this information to separate anthropogenic effects from natural change in modern systems? And how does this inform us on what to expect through the 21st century and beyond? In this course, we will examine how sea level is reconstructed using geological archives and how coral-based sea level data led to breakthroughs in our understanding of the long-term evolution of the ocean and climate, the controls in the timing of ice age cycles, the singularity of modern climate change, and how high the future seas will rise. During Spring Break, the class will travel to Barbados, a renowned locality for Quaternary sea level reconstruction, to observe modern and ancient reefs, and collect samples that will be the basis of individual or group projects in the second half of the semester. Participation in the Spring Break trip is not required for successful completion of the course, but course enrollment is necessary to attend the trip. This course is in the Oceans and Climate group for the Geosciences major.

Requirements/Evaluation: short papers, labs, participation in discussion, and a research project
Prerequisites: GEOS 104 or GEOS 210 or GEOS 215 or MAST 311 or permission of instructor
Enrollment Limit: 10
Enrollment Preferences: Geoscience majors, students who commit to the Spring Break trip
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:
GEOS 324 (D3) MAST 324 (D3) ENVI 324 (D3)

ENVI 351  (S)  Marine Policy  (WS)

Cross-listings: ENVI 351  MAST 351  PSCI 319

Secondary Cross-listing
This seminar considers contemporary issues in our relationship with our ocean and marine environment and the critical roles our oceans and coasts play in our Nation's environmental sustainability, and ocean and coastal climate resiliency and stability. By analyzing case and statutory law and policies that relate to our rich and diverse coastal and marine environment, we critically examine the many conflict of use issues present in the coastal and marine environment. The course examines coastal zone management, climate change, fisheries, environmental justice, ocean and coastal pollution, marine biodiversity and admiralty, through the lens of coastal and ocean governance and policy-making. Semester-long independent research engages students with ocean and coastal stakeholders to develop policy strategies and solutions to contemporary issues impacting America's coastlines and oceans.

Class Format: seminar, discussions, guest lectures by active professionals, and includes coastal and near-shore interdisciplinary field seminars, and 10 days offshore
Requirements/Evaluation: an independent research project, and two presentations.
Prerequisites: none
Enrollment Limit: 23
Enrollment Preferences: must be enrolled at Williams-Mystic in Connecticut
Expected Class Size: 22
Grading: no pass/fail option, yes fifth course option
Unit Notes: offered only at Williams-Mystic at Mystic Seaport Museum in CT
Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
Writing Skills Notes: Each student writes a short paper identifying research goals, a draft outline of the research paper, a draft of the research paper (10-15 pp.), as well as a final 8-10 pp. research paper. Each submission receives written feedback from professor, including additional research resources, input on grammar, structure, language, analysis as well as an assessment of and assistance with credibility and feasibility of proposed final policy recommendation; several individual conferences held as well.

Not offered current academic year

GEOS 100  (S) Introduction to Weather and Climate

Cross-listings: GEOS 100  ENVI 100

Primary Cross-listing

How is it that we have such a hard time predicting if it's going to rain next week, but we can be confident in projections of future climate change decades from now? This course will explore the atmosphere and how air moves and changes, understanding the wind, clouds, precipitation, and extreme events (including thunderstorms, hurricanes, and tornados) that form our weather. Building off of our understanding of the atmosphere, we'll look at longer time scales to develop a basic understanding of earth's climate, global heat and moisture transport, climate change, and the ways that humans can change our planet. We will look at weather and climate models to learn how to scientists and meteorologists predict future conditions. Labs will include local field trips, bench top experiments, and running a climate model on a computer. This course is in the Oceans and Climate group for the Geosciences major.

Requirements/Evaluation: lab assignments, a midterm, and a final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: first year and second year students, Geosciences majors

Expected Class Size: 40

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 100 (D3) ENVI 100 (D3)

Not offered current academic year

GEOS 101  (F) The Co-Evolution of Earth and Life

Cross-listings: GEOS 101  ENVI 105

Primary Cross-listing

Our planet is about 4.6 billion years old and has supported life for at least the last 3.5 billion of those years. This course will consider the inter-related nature of Earth and the life that inhabits it, starting with the first living organisms and progressing to the interaction of our own species with the Earth today. Students will investigate the dynamic nature of the Earth-life system, examine many of its feedbacks, and learn about the dramatic changes that have occurred throughout the history of the Earth. We will ask questions such as: How did the Earth facilitate biologic evolution, and what effects did those biologic events have on the physical Earth? When did photosynthesis evolve, how can we detect that in the rock record, and how did this biological event lead to profound changes in the environment? How and why did animals evolve and what role did environmental change play in the radiation of animal life? How did the rise and radiation of land plants affect world climate? How do plate tectonics, glaciation, and volcanism influence biodiversity and evolutionary innovation? What caused mass extinctions in the past and what can that teach us about our current extinction crisis?

Labs will involve hands-on analysis of rocks, fossils, and real-world data as well as conceptual and analytical exercises; field trips will contextualize major events in Earth history and will help students learn to read the rock record. Through these investigations, the class will provide a comprehensive overview of Earth history, with special attention paid to the geological and paleontological history of the northeastern United States. This course is in the Sediments and Life group for the Geosciences major.

Class Format: one laboratory per week plus one all-day field trip

Requirements/Evaluation: lab work, short quizzes, midterms, an independent project, and a final exam

Prerequisites: none

Enrollment Limit: 30
Enrollment Preferences: first year and second year students, Geosciences majors
Expected Class Size: 30
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:
GEOS 101 (D3) ENVI 105 (D3)
Not offered current academic year

GEOS 102 (S) An Unfinished Planet

The Earth is a work-in-progress, an evolving planet whose vital signs—as expressed by earthquakes, volcanic eruptions, and shifting plates—are still strong. In a geological time frame, nothing on Earth is permanent: ocean basins open and close, mountains rise and fall, continental masses accrete and separate. There is a message here for all of us who live, for an infinitesimally brief time, on the moving surface of the globe. This course uses the plate tectonics model—one of the fundamental scientific accomplishments of the past century—to interpret the processes and products of a changing Earth. The emphasis will be on mountain systems (on land and beneath the oceans) as expressions of plate interactions. Specific topics include the rocks and structures of modern and ancient mountain belts, the patterns of global seismicity and volcanism, the nature of the Earth's interior, the changing configurations of continents and ocean basins through time, and, in some detail, the formation of the Appalachian Mountain system and the geological assembly of New England. Readings will be from a physical geology textbook, a primary source supplement, selected writings of John McPhee, and references about the geology of the Northeast. This course is in the Solid Earth group for the Geosciences major.

Class Format: lecture three hours per week and lab (several involving field work) two hours per week; one required all-day field trip on the last Monday of the semester to the Connecticut Valley and the highlands of western Massachusetts
Requirements/Evaluation: two hour-tests, weekly lab work, and a scheduled final exam
Prerequisites: none
Enrollment Limit: 30
Enrollment Preferences: first year and second year students, Geosciences majors
Expected Class Size: 30
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3)
Not offered current academic year

GEOS 103 (F) Global Warming and Environmental Change

Cross-listings: GEOS 103 ENVI 103

Primary Cross-listing
Earth is the warmest it has been for at least five centuries, and the surface of our planet is responding. From extreme floods and drought to landslides and soil erosion, the natural processes that shape Earth's surface are tied to temperature and precipitation. As those change, the landscape reacts. People are beginning to feel the impacts, but in different ways depending on where they call home. In this course, we will investigate how climate change is altering landscapes and the natural processes that support them, highlighting all the ways that people are being affected today. Ultimately, we will develop an understanding of the consequences of climate change that connects physical processes with the geography of place. Specific topics include foundations of the Earth system, plate tectonics and the construction of landscapes, Earth materials, rivers and flooding, hillslope processes, coastal processes, and climate impacts on natural resources such as fresh water and soil. Labs will use local field sites and analytical exercises to evaluate recent cases that reflect an interaction of the landscape and climate. This course is in the Sediments and Life group for the Geosciences major.

Class Format: The course will have a hybrid format, with lectures taking place on-line and labs meeting in-person. Labs will take place every other week for two hours, and we will virtually meet each week for discussion.
Requirements/Evaluation: written reports from laboratories and readings, class participation, a midterm and final exam
Prerequisites: none
Enrollment Limit: 40
Enrollment Preferences: first year and second year students, Geosciences majors and Environmental Studies majors and concentrators
Expected Class Size: 40
Grading: yes pass/fail option, no fifth course option
Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:
GEOS 103 (D3) ENVI 103 (D3)

Fall 2020
LEC Section: R1  TBA  José A. Constantine
LAB Section: H3  R 3:30 pm - 5:30 pm  José A. Constantine
LAB Section: H2  T 3:30 pm - 5:30 pm  José A. Constantine

GEOS 104 (S) Oceanography

Cross-listings: GEOS 104  MAST 104  ENVI 104

Primary Cross-listing
The oceans cover three quarters of Earth's surface, yet oceanography as a modern science is relatively young: the first systematic explorations of the geology, biology, physics and chemistry of the oceans began in the late 19th century. This introduction to ocean science includes the creation and destruction of ocean basins with plate tectonics; the source and transport of seafloor sediments and the archive of Earth history they contain; currents, tides, and waves; photosynthesis and the transfer of energy and matter in ocean food webs; the composition and origin of seawater, and how its chemistry traces biological, physical and geological processes; oceans and climate change; and human impacts. This course is in the Oceans and Climates group for the Geosciences major.

Class Format: Remote lectures, students attend a 2-hour lab every other week. Lab meetings will be a mixture of remote, and in-person/hybrid formats. If public health conditions allow, there may be a field trip.

Requirements/Evaluation: two midterm exams, homework, lab work, and a final exam
Prerequisites: none
Enrollment Limit: 48
Enrollment Preferences: first year and second year students, Geosciences majors, Maritime Studies concentrators
Expected Class Size: 48
Grading: yes pass/fail option, no fifth course option
Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:
GEOS 104 (D3) MAST 104 (D3) ENVI 104 (D3)

Spring 2021
LEC Section: R1  MWF 10:40 am - 11:30 am  Mea S. Cook
LAB Section: H3  W 1:00 pm - 3:00 pm  Mea S. Cook
LAB Section: H2  M 1:00 pm - 3:00 pm  Mea S. Cook

GEOS 202 (F) Mineralogy

This course could be subtitled "An Introduction to Earth Materials and Analytical Techniques." As the basis for all subsequent solid-earth courses in the major, it provides a systematic framework for the study of minerals--Earth's building blocks: their physical and chemical properties at all scales and the common analytical methods used to identify and interpret them. The course progresses from hand-specimen morphology and crystallography through element distribution and crystal chemistry to the phase relations, compositional variation, and mineral associations within major rock-forming mineral systems. Laboratory work includes the determination of crystal symmetry; mineral separation; the principles and applications of optical emission spectroscopy; wavelength- and energy-dispersive x-ray spectrochemical analysis; x-ray diffraction; the use of the petrographic microscope; and the identification of important minerals in hand specimen and thin section. This course is in the Solid Earth group for the Geosciences major.

Class Format: Hybrid. lecture three hours per week and laboratory three hours per week; independent study of minerals in hand specimen; one
afternoon field trip

Requirements/Evaluation: one hour test, lab work, and a final exam
Prerequisites: one 100-level GEOS course or permission of instructor
Enrollment Limit: 14
Enrollment Preferences: sophomores and juniors planning to take GEOS 301, 302 and/or 303 in the subsequent year
Expected Class Size: 12
Grading: yes pass/fail option, no fifth course option
Distributions: (D3)

Fall 2020
LAB Section: H2  W 1:00 pm - 3:00 pm  Bud  Wobus
LEC Section: H1  MW 8:15 am - 9:30 am  Bud  Wobus

GEOS 210  (S)  Oceanographic Processes
Cross-listings: MAST 211 GEOS 210
Secondary Cross-listing
This course examines ocean and coastal environmental science issues including carbon dioxide and the ocean's role in climate, El Niño and other ocean-atmosphere oscillations that influence our weather, coastal erosion and other hazards, coastal pollution, and fisheries. The focus is on controlling processes with regional comparisons. Blue water oceanography is conducted in the Atlantic and comparative coastal oceanography includes trips to southern New England shores, and the West and Gulf coasts of the US as part of the Williams-Mystic program. This course is in the Oceans and Climate group for the Geosciences major.
Class Format: including coastal and near-shore field trips, 11 days offshore, and a laboratory or field research project
Requirements/Evaluation: two tests, a research project, and a presentation
Prerequisites: none
Enrollment Limit: 24
Enrollment Preferences: none
Expected Class Size: 10
Grading: yes pass/fail option, yes fifth course option
Unit Notes: offered only at Mystic Seaport
Distributions: (D3)
This course is cross-listed and the prefixes carry the following divisional credit:
MAST 211 (D3) GEOS 210 (D3)
Not offered current academic year

GEOS 212  (S)  Paleobiology
Cross-listings: GEOS 212 BIOL 211
Primary Cross-listing
The fossil record is a direct window into the history of life on Earth and contains a wealth of information on evolution, biodiversity, and climate change. This course investigates the record of ancient life forms, from single-celled algae to snails to dinosaurs. In addition to the intellectual discovery of fossils as organic relics and the ways in which fossils have been used to support conflicting views on nature, geologic time, and evolution, we will cover a range of topics central to modern paleobiology. These include: how the fossil record informs our understanding of evolutionary processes including speciation; the causes and consequences of mass extinctions; how fossils help us tell time and reconstruct the Earth’s climactic and tectonic history; statistical analysis of the fossil record to reconstruct biodiversity through time; analysis of fossil morphology to recreate the biomechanics of extinct organisms; and using fossil communities to reconstruct past ecosystems. Laboratory exercises will take advantage of Williams' fossil collections as well as published datasets to provide a broad understanding of fossils and the methods we use to study the history of life on Earth, including using the programming language R (no previous experience is required). We will also view a diversity of fossils in their geologic and paleo-environmental
context on our field trip to Eastern New York. This course is in the Sediments and Life group for the Geosciences major.

**Class Format:** field trip to the the Paleozoic of New York State

**Requirements/Evaluation:** lab assignments, short quizzes and writing assignments, and a final exam

**Prerequisites:** any 100-level GEOS course or BIOL 102, 203 or 205

**Enrollment Limit:** 15

**Enrollment Preferences:** sophomore and junior GEOS majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** does not satisfy the distribution requirement for the Biology major

**Distributions:** (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 212 (D3) BIOL 211 (D3)

Not offered current academic year

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**GEOS 214 (S) Mastering GIS**

**Cross-listings:** GEOS 214  ENVI 214

**Primary Cross-listing**

The development of Geographic Information Systems (GIS) has allowed us to investigate incredibly large and spatially complex data sets like never before. From assessing the effects of climate change on alpine glaciers, to identifying ideal habitat ranges for critically endangered species, to determining the vulnerability of coastal communities to storms, GIS tools have opened the door for important, large-scale environmental analyses. And as these technologies improve, our ability to understand the world grows ever greater. This course will teach you how to use GIS tools to investigate environmental problems. We will review fundamental principles in geography, the construction and visualization of geospatial datasets, and tools for analyzing geospatial data. Special attention will also be given to analysis of remotely sensed (satellite) imagery and to collection of field data. By the end of the course, you will be able to conduct independent GIS-based research and produce maps and other geospatial imagery of professional quality.

**Class Format:** We will meet in person (or remote synchronous) for our weekly lectures (3 hours) and labs (2 hours)

**Requirements/Evaluation:** weekly lab exercises, weekly quizzes, and a research project

**Prerequisites:** at least one introductory course in Geosciences or Environmental Studies

**Enrollment Limit:** 12

**Enrollment Preferences:** Geosciences majors and Environmental Studies majors and concentrators.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 214 (D3) ENVI 214 (D3)

Spring 2021

LAB Section: H2  W 3:30 pm - 5:30 pm  José A. Constantine

LEC Section: H1  MW 11:45 am - 1:00 pm  José A. Constantine

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**GEOS 215 (F) Climate Changes**

**Cross-listings:** GEOS 215  ENVI 215

**Primary Cross-listing**

In recent years, there has been a growing public and scientific interest in the Earth's climate and its variability. This interest reflects both concern over future climate changes resulting from anthropogenic increases in atmospheric greenhouse gases and growing recognition of the economic impact of "natural" climate variability (for example, El Niño events), especially in the developing world. Efforts to understand the Earth's climate system and
predict future climate changes require both study of parameters controlling present day climate and detailed studies of climate changes in the past. In this course, we will review the processes that control the Earth's climate, like solar radiation, the greenhouse effect, ocean circulation, configuration of continents, and positive and negative feedbacks. At the same time, we will review the geological record of climate changes in the past, examining their causes. Laboratories and problem sets will emphasize developing problem solving skills as well as sampling and interpreting geological archives of climate change. This course is in the Oceans and Climate group for the Geosciences major.

Class Format: This class has three scheduled remote lectures per week, and one remote lab meeting per week which will consist of lab exercises, problem solving and discussion

Requirements/Evaluation: lab exercises and problem sets (25%), three exams (50%), and a final project (25%) where students will collect, analyze, and interpret data

Prerequisites: 100-level course in GEOS, CHEM, or PHYS or ENVI 102 or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Geosciences and Environmental Studies majors

Expected Class Size: 16

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 215 (D3) ENVI 215 (D3)

Fall 2020
LEC Section: R1 MWF 10:40 am - 11:30 am Mea S. Cook
LAB Section: R2 T 1:00 pm - 3:00 pm Mea S. Cook

GEOS 221 (F) Examining Inconvenient Truths: Climate Science meets U.S. Senate Politics (WS)

Cross-listings: GEOS 221 ENVI 222 LEAD 221

Primary Cross-listing

Former President Barack Obama once said: "There's one issue that will define the contours of this century more dramatically than any other, and that is the urgent threat of a changing climate." While consensus regarding the causes and impacts of climate change has been growing steadily among scientists and researchers (and to some extent, the general public) over the past two decades, the U.S. has yet to confront this issue in a manner consistent with its urgency. This lack of action in the U.S. is at least partly due to the fact that science provides necessary but insufficient information towards crafting effective climate change legislation and the unfortunate fact that climate change has become a highly partisan issue. The primary objective of this tutorial will be to help students develop a greater understanding of the difficulties associated with crafting climate change legislation, with an emphasis on the role of science and politics within the legislative process. To this end, the tutorial will address how the underlying scientific complexities embedded in most climate policies (e.g., offsets, carbon capture and sequestration, uncertainty and complexity of the climate system, leakage) must be balanced by and blended with the different operational value systems (e.g., economic, social, cultural, religious) that underlie U.S. politics. Over the course of this tutorial, students will develop a nuanced sense of how and when science can support the development of comprehensive national climate change legislation within the current partisan climate. This course will take a practical approach, where students will craft weekly policy oriented documents (e.g., policy memos, action memos, research briefs) targeted to selected members of the current U.S. Senate Environment and Public Works Committee, the committee that has historically held jurisdiction over a majority of the major climate change bills that have moved through the legislative process. This course is in the Oceans and Climate group for the Geosciences major.

Class Format: Hybrid: this class will be mostly remote, but there may be some in-person meetings outside for those on campus and interested, weather permitting.

Requirements/Evaluation: weekly papers (2 - 5 pages in length) and a final oral presentation

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: sophomores, Geosciences and Environmental Studies juniors and seniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option
This course is cross-listed and the prefixes carry the following divisional credit:
GEOS 221 (D3) ENVI 222 (D3) LEAD 221 (D3)

Writing Skills Notes: You will learn to write in a variety of policy-focused formats

Fall 2020
TUT Section: RT1    TBA    Alex A. Apotsos

GEOS 255  (F)  Environmental Observation

Cross-listings: GEOS 255  ENVI 255

Primary Cross-listing
To study the environment, we need to observe and measure it. We collect data--numbers that represent system states--and analyze them to create understanding of the world we live in. Advances in technology create more opportunities to discover how the planet works. Through a survey of observational approaches (including weather stations, direct sampling, radar, community-based monitoring, and other techniques), this course will investigate the process of turning a physical property in the environment into a number on a computer and then into meaningful information. We will explore both direct field measurements and remote sensing techniques, diving into how to choose the appropriate sensor for a scientific question, how sensors work, analysis approaches and statistical methods, and how to interpret the resulting data. We will also learn how to mitigate measurement bias through a combination of lab experiments and field work and how to make interpretations of measurements that accurately reflect what is being measured. The course will focus on the near-surface environment, including the atmosphere, water, and biosphere. Students will carry out a research project using observation techniques covered in class to explore a scientific question of interest. This course is in the Oceans and Climate group for the Geosciences major.

Requirements/Evaluation: labs, quizzes, and a final project
Prerequisites: at least one prior course in GEOS or ENVI
Enrollment Limit: 20
Enrollment Preferences: sophomores
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option

Distributions: (D3)
This course is cross-listed and the prefixes carry the following divisional credit:
GEOS 255 (D3) ENVI 255 (D3)

Not offered current academic year

GEOS 302  (S)  Sedimentology  (WS)

Sedimentology is a fundamental component of Geoscience, linking the solid Earth, ocean, atmosphere and biosphere. Sediments and sedimentary rocks preserve information about the rocks that were eroded to form them, the fluids and forces that transported them, the mechanisms by which they were deposited, and the processes by which they were lithified. They are the book in which we read the story of evolution and where Earth's history is recorded. This course introduces the principles of sedimentology, including sediment composition, fluid mechanics, bedform analysis, and depositional environments. This course is in the Sediments and Life group for the Geosciences major.

Class Format: discussion three hours per week and laboratory three hours per week; field trips: two half-day and one all-day
Requirements/Evaluation: lab work, writing assignments, participation in discussions, and regular quizzes
Prerequisites: at least one course in GEOS Group B (Solid Earth) AND one course in GEOS Group C (Sediments and Life); or permission of instructor
Enrollment Limit: 15
Enrollment Preferences: Geosciences majors
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Distributions: (D3) (WS)

Writing Skills Notes: Weekly 2-3 page writing assignments will be thoroughly edited for style, grammar, and syntax; each student will compile their papers as a growing body of work, and each new assignment will be read and edited in the context of previous submissions.

Not offered current academic year

GEOS 305  (F)  Geomorphology

Cross-listings: GEOS 201  ENVI 205  GEOS 305

Primary Cross-listing

Geomorphology is the study of landforms, the processes that shape them and the rates at which these processes change the landscape in which we live. The course is designed for Geosciences majors and for environmental studies students interested in the evolution of Earth's surface and the ways our activities are changing the physical environment. We will emphasize the influence of climatic, tectonic, and volcanic forces on landform evolution over relatively short periods of geologic time, generally thousands to a few millions of years. More recently, the impacts of human activity in reshaping landscapes, determining the movement of water, and changing climate could not be clearer. We will also examine how these impacts are affecting communities, including causes and possible solutions to environmental injustice. And we will learn a range of practical skills for describing physical environments and for predicting how they change, including field surveys, GIS analysis, and numerical modelling. This course is in the Sediments and Life group for the Geosciences major.

Class Format: lecture, three hours per week and laboratory, three hours per week

Requirements/Evaluation: weekly lab exercises, a research project, and a midterm and final exam

Prerequisites: At least one 100-level and one 200-level GEOS or ENVI course or permission of instructor

Enrollment Limit: 18

Enrollment Preferences: GEOS and ENVI majors

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 201 (D3) ENVI 205 (D3) GEOS 305 (D3)

Not offered current academic year

GEOS 324  (S)  Corals and Sea Level

Cross-listings: GEOS 324  MAST 324  ENVI 324

Primary Cross-listing

In coastal communities, increasing flood damage from storm surges and chronic inundation by seawater are already happening as a result of sea level rise. How do we know what contributes to the observed change in sea level in the last century? What does the geological record teach us about what controls the natural variation in sea level on short and long timescales? How can we use this information to separate anthropogenic effects from natural change in modern systems? And how does this inform us on what to expect through the 21st century and beyond? In this course, we will examine how sea level is reconstructed using geological archives and how coral-based sea level data led to breakthroughs in our understanding of the long-term evolution of the ocean and climate, the controls in the timing of ice age cycles, the singularity of modern climate change, and how high the future seas will rise. During Spring Break, the class will travel to Barbados, a renowned locality for Quaternary sea level reconstruction, to observe modern and ancient reefs, and collect samples that will be the basis of individual or group projects in the second half of the semester. Participation in the Spring Break trip is not required for successful completion of the course, but course enrollment is necessary to attend the trip. This course is in the Oceans and Climate group for the Geosciences major.

Requirements/Evaluation: short papers, labs, participation in discussion, and a research project

Prerequisites: GEOS 104 or GEOS 210 or GEOS 215 or MAST 311 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Geoscience majors, students who commit to the Spring Break trip

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option
**Distributions:** (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 324 (D3) MAST 324 (D3) ENVI 324 (D3)

Not offered current academic year

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**GEOS 411 (F) Geobiology**

Geobiology—the study of interactions between earth and life over geologic timescales—is a new and interdisciplinary field that has grown out of exciting advances in earth and life sciences. During this course we will examine the many ways in which organisms—from bacteria to trees—have left their mark on our planet. Topics include the origin of life, the rise of oxygen in the earth's atmosphere, the evolution of biomineralization, the environmental context for animal evolution, the role of microbial communities in the earth system, the emergence of land plants, and the potential for planet-life interactions elsewhere in our solar system. Geobiology incorporates tools and ideas from geochemistry, paleontology, microbiology, and sedimentology. Class time will be divided between lectures and student-led discussions of primary literature. Labs will be varied and involve everything from growing our own microbial ecosystems to querying online databases and analyzing geological, geochemical, genetic, and paleontological data. Our field trip will take us to Upstate New York where we will sample water from a stratified lake and visit ancient microbial fossil reefs. The final project will involve writing a proposal in small groups on a geobiological topic based on the style and format of a National Science Foundation grant, and presenting the idea to the class.

**Requirements/Evaluation:** labs, short papers, final grant proposal and presentation

**Prerequisites:** GEOS 212 or GEOS 312T; or GEOS 101 + any 200-level GEOS course; or permission of instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** senior Geosciences majors, then juniors

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** As a 400-level seminar, this capstone course is intended to build on and extend knowledge and skills students have developed during previous courses in the major

**Distributions:** (D3)

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**HIST 259 (S) New England Environmental History (WS)**

**Cross-listings:** AMST 259 HIST 259 ENVI 259

**Secondary Cross-listing**

Have you ever wondered why there are few old-growth forests in New England? What Williamstown looked like before Williams was founded? How ideas about environmental preservation have changed over time? These are some of the questions we will explore in this course, which introduces students to the discipline of Environmental History through New England examples. During the semester we will: (1) read and discuss scholarship on the environmental history of New England and the world; (2) use case studies and field trips to examine how past environments are represented in museum exhibits, digital projects, and physical landscapes; (3) Develop a research paper based on original archival research.

**Requirements/Evaluation:** several short essays, final project

**Prerequisites:** ENVI 101 or permission of the instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** Environmental Studies concentrators

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 259 (D2) HIST 259 (D2) ENVI 259 (D2)

**Writing Skills Notes:** Six response papers for which the instructor will provide consistent feedback on writing skills as well as content. Sequenced writing workshops that lead toward a final research paper.

Not offered current academic year
HIST 264 (S) Environmental History

Cross-listings: ENVI 229 HIST 264

Secondary Cross-listing

This course is an introduction to Environmental History: the study of how people have shaped environments, how environments have shaped human histories, and how cultural change and material change are intertwined. As such, it challenges traditional divides between the humanities and the sciences. Taking U.S. environmental history as our focus, we will strive to understand the historical roots of contemporary environmental problems, such as species extinction, pollution, and climate change. We will take field trips to learn to read landscapes for their histories and to examine how past environments are represented in museum exhibits, digital projects, and physical landscapes. And we will develop original arguments and essays based on archival research. It is imperative that we understand this history if we are to make informed and ethical environmental decisions at the local, national, and global scale.

Class Format: with field trips

Requirements/Evaluation: several short essays; final research project

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 18

Enrollment Preferences: Environmental Studies majors and concentrators; History majors

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 229 (D2) HIST 264 (D2)

Not offered current academic year

HIST 352 (S) American Maritime History (DPE) (WS)

Cross-listings: HIST 352 MAST 352

Secondary Cross-listing

This course surveys American maritime history from the colonial era to the 21st century. We will consider the dynamic relationship between the sea and American life, and the broad influence that each has had on the other. Special emphasis will be placed on how diverse peoples shaped and experienced America's maritime past. We will sample from different fields of historical inquiry including labor, environmental, cultural, political, technological, and energy history in order to gain a deeper understanding of America's maritime heritage.

Class Format: classroom discussion as well as field seminars

Requirements/Evaluation: class participation, weekly response papers, three longer papers

Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor

Grading: no pass/fail option, no fifth course option

Unit Notes: offered only at Mystic Seaport

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 352 (D2) MAST 352 (D2)

Writing Skills Notes: Students must complete weekly 1-page papers, two 5-page papers, and a final 10- to 15-page paper. Additionally, students will participate in several in-class writing workshops and peer critiques that cover argument and style. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Maritime activity has long provided opportunities for some while burdening others with tremendous costs. From the slave trade and the encounters between native and European mariners to the power wielded by multi-national shipping conglomerates, this course investigates contests over power, empire, and capitalism as they played out on the maritime stage.

Not offered current academic year
LATS 220  (F)  Introduction to Urban Studies: Shaping and Living the City
Cross-listings: AMST 221  ENVI 221  LATS 220

Primary Cross-listing

Generally, cities have been described either as vibrant commercial and cultural centers or as violent and decaying urban slums. In an effort to begin to think more critically about cities, this course introduces important topics in the interdisciplinary field of Urban Studies. Specifically, we will discuss concepts and theories used to examine the peoples and structures that make up cities: In what ways do socio-cultural, economic, and political factors affect urban life and development? How are cities planned and used by various stakeholders (politicians, developers, businesses, and residents)? How do people make meaning of the places they inhabit? We will pay particular attention to the roles of race, ethnicity, class, and gender in understanding and interpreting urban communities. Texts include works by anthropologists, historians, sociologists, cultural critics, cultural geographers, and literary writers.

Class Format: discussion

Requirements/Evaluation: attendance and class participation, several short writing assignments (1-2 pages), two creative group projects and presentations, a midterm essay (6-7 pages) and final essay (8-10 pages)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: first- and second-year students as well as American Studies majors and Latina/o Studies concentrators

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 221 (D2) ENVI 221 (D2) LATS 220 (D2)

Not offered current academic year

LATS 241  (S)  Performing Masculinity in Global Popular Culture  (DPE)
Cross-listings: WGSS 240  THEA 241  SOC 240  AMST 241  LATS 241

Secondary Cross-listing

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

Requirements/Evaluation: masculinity journal, mid-term essay exam, visual rhetorical analyses of pop culture images

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: a short statement of interest will be solicited

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 240 (D2) THEA 241 (D1) SOC 240 (D2) AMST 241 (D2) LATS 241 (D2)

Difference, Power, and Equity Notes: This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.
On September 20, 2018, Maria—a category four hurricane made landfall on Puerto Rico. The most powerful storm to hit the island since 1932, Maria caused widespread catastrophic damage on a land already suffering from the devastating effects of a decades-long economic recession. Three months after the hurricane, half the island remained without power, water service yet to be reestablished in many areas, and aid distribution inadequate and inconsistent. The hurricane and its aftermath brought mainstream U.S. attention to Puerto Rico and its diaspora, while simultaneously calling attention to the island's status and relationship to the United States. This hybrid onsite-Skype-travel course is for students interested in learning about the historical, social, and political relationship between Puerto Rico and the United States. We will examine, for example, the political status of Puerto Rico, migration, race, social movements, and expressive cultural forms that have emerged as a result of this asymmetrical relationship. Through the study of the impact and legacy of U.S. policies on the island, we will also consider how the fiscal and humanitarian crisis and proposed solutions affect the daily collective lives of the people in the U.S. territory and the diaspora. This course is a unique collaboration between Vassar, Williams, and the UPR. To enroll in this course, students must commit to participating in an alternative spring break/community engagement project in Puerto Rico and flexible with possible changes in class time when Skyping with students from the University of Puerto Rico. We will gather in Puerto Rico to meet with peers from UPR and for an alternative spring break collaboration, interfacing with various community organizations that have taken up vital social, medical, and economic roles vacated by the United States. Taller Salud, PECES, and Casa Pueblo are among the organizations in Puerto Rico that students may work with as a part of the course's community engagement component.

Class Format: to enroll in this course, students must commit to participating in an alternative spring break/community engagement learning project in Puerto Rico

Requirements/Evaluation: class participation, short writing exercises, group work/project, a midterm essay (5-7 pages), and a final essay (10-12 pages)

Prerequisites: students should have some fluency with the Spanish language

Enrollment Limit: 8

Enrollment Preferences: should be first- and second-years, students considering an American Studies major or Latina/o Studies concentration; AMST majors and LATS concentrators.

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 252 (D2) LATS 252 (D2)

Not offered current academic year

LEAD 221 (F) Examining Inconvenient Truths: Climate Science meets U.S. Senate Politics (WS)

Cross-listings: GEOS 221 ENVI 222 LEAD 221

Secondary Cross-listing

Former President Barack Obama once said: "There's one issue that will define the contours of this century more dramatically than any other, and that is the urgent threat of a changing climate." While consensus regarding the causes and impacts of climate change has been growing steadily among scientists and researchers (and to some extent, the general public) over the past two decades, the U.S. has yet to confront this issue in a manner consistent with its urgency. This lack of action in the U.S. is at least partly due to the fact that science provides necessary but insufficient information towards crafting effective climate change legislation and the unfortunate fact that climate change has become a highly partisan issue. The primary objective of this tutorial will be to help students develop a greater understanding of the difficulties associated with crafting climate change legislation, with an emphasis on the role of science and politics within the legislative process. To this end, the tutorial will address how the underlying scientific complexities embedded in most climate policies (e.g., offsets, carbon capture and sequestration, uncertainty and complexity of the climate system, leakage) must be balanced by and blended with the different operational value systems (e.g., economic, social, cultural, religious) that underlie U.S. politics. Over the course of this tutorial, students will develop a nuanced sense of how and when science can support the development of
comprehensive national climate change legislation within the current partisan climate. This course will take a practical approach, where students will craft weekly policy oriented documents (e.g., policy memos, action memos, research briefs) targeted to selected members of the current U.S. Senate Environment and Public Works Committee, the committee that has historically held jurisdiction over a majority of the major climate change bills that have moved through the legislative process. This course is in the Oceans and Climate group for the Geosciences major.

Class Format: Hybrid: this class will be mostly remote, but there may be some in-person meetings outside for those on campus and interested, weather permitting.

Requirements/Evaluation: weekly papers (2 - 5 pages in length) and a final oral presentation

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: sophomores, Geosciences and Environmental Studies juniors and seniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 221 (D3) ENVI 222 (D3) LEAD 221 (D3)

Writing Skills Notes: You will learn to write in a variety of policy-focused formats

Fall 2020

TUT Section: RT1 TBA Alex A. Apotsos

MAST 104 (S) Oceanography

Cross-listings: GEOS 104 MAST 104 ENVI 104

Secondary Cross-listing

The oceans cover three quarters of Earth's surface, yet oceanography as a modern science is relatively young: the first systematic explorations of the geology, biology, physics and chemistry of the oceans began in the late 19th century. This introduction to ocean science includes the creation and destruction of ocean basins with plate tectonics; the source and transport of seafloor sediments and the archive of Earth history they contain; currents, tides, and waves; photosynthesis and the transfer of energy and matter in ocean food webs; the composition and origin of seawater, and how its chemistry traces biological, physical and geological processes; oceans and climate change; and human impacts. This course is in the Oceans and Climates group for the Geosciences major.

Class Format: Remote lectures, students attend a 2-hour lab every other week. Lab meetings will be a mixture of remote, and in-person/hybrid formats. If public health conditions allow, there may be a field trip.

Requirements/Evaluation: two midterm exams, homework, lab work, and a final exam

Prerequisites: none

Enrollment Limit: 48

Enrollment Preferences: first year and second year students, Geosciences majors, Maritime Studies concentrators

Expected Class Size: 48

Grading: yes pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 104 (D3) MAST 104 (D3) ENVI 104 (D3)

Spring 2021

LAB Section: H2 M 1:00 pm - 3:00 pm Mea S. Cook

LEC Section: R1 MWF 10:40 am - 11:30 am Mea S. Cook

LAB Section: H3 W 1:00 pm - 3:00 pm Mea S. Cook
MAST 211 (S) Oceanographic Processes

Cross-listings: MAST 211 GEOS 210

Primary Cross-listing

This course examines ocean and coastal environmental science issues including carbon dioxide and the ocean's role in climate, El Niño and other ocean-atmosphere oscillations that influence our weather, coastal erosion and other hazards, coastal pollution, and fisheries. The focus is on controlling processes with regional comparisons. Blue water oceanography is conducted in the Atlantic and comparative coastal oceanography includes trips to southern New England shores, and the West and Gulf coasts of the US as part of the Williams-Mystic program. This course is in the Oceans and Climate group for the Geosciences major.

Class Format: including coastal and near-shore field trips, 11 days offshore, and a laboratory or field research project

Requirements/Evaluation: two tests, a research project, and a presentation

Prerequisites: none

Enrollment Limit: 24

Enrollment Preferences: none

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Unit Notes: offered only at Mystic Seaport

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

MAST 211 (D3) GEOS 210 (D3)

Not offered current academic year

MAST 311 (S) Marine Ecology

Cross-listings: MAST 311 BIOL 231

Primary Cross-listing

Using the principles of evolutionary biology and experimental ecology, this course examines the processes that control the diversity, abundance and distribution of marine organisms. Major marine communities, including estuaries, the rocky shore, sandy beaches, salt marshes, coral reefs, and the deep sea are discussed in detail.

Class Format: including coastal and near-shore field trips, 10 days offshore, and a laboratory or field research project

Requirements/Evaluation: two tests, a research project, and a presentation

Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor

Grading: yes pass/fail option, yes fifth course option

Unit Notes: offered only at Mystic Seaport

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

MAST 311 (D3) BIOL 231 (D3)

Not offered current academic year

MAST 324 (S) Corals and Sea Level

Cross-listings: GEOS 324 MAST 324 ENVI 324

Secondary Cross-listing

In coastal communities, increasing flood damage from storm surges and chronic inundation by seawater are already happening as a result of sea level rise. How do we know what contributes to the observed change in sea level in the last century? What does the geological record teach us about what controls the natural variation in sea level on short and long timescales? How can we use this information to separate anthropogenic effects from natural change in modern systems? And how does this inform us on what to expect through the 21st century and beyond? In this course, we will examine how sea level is reconstructed using geological archives and how coral-based sea level data led to breakthroughs in our understanding of the long-term evolution of the ocean and climate, the controls in the timing of ice age cycles, the singularity of modern climate change, and how high the
future seas will rise. During Spring Break, the class will travel to Barbados, a renowned locality for Quaternary sea level reconstruction, to observe modern and ancient reefs, and collect samples that will be the basis of individual or group projects in the second half of the semester. Participation in the Spring Break trip is not required for successful completion of the course, but course enrollment is necessary to attend the trip. This course is in the Oceans and Climate group for the Geosciences major.

**Requirements/Evaluation:** short papers, labs, participation in discussion, and a research project

**Prerequisites:** GEOS 104 or GEOS 210 or GEOS 215 or MAST 311 or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Geoscience majors, students who commit to the Spring Break trip

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 324 (D3) MAST 324 (D3) ENVI 324 (D3)

Not offered current academic year

**MAST 351 (S) Marine Policy (WS)**

**Cross-listings:** ENVI 351  MAST 351  PSCI 319

**Primary Cross-listing**

This seminar considers contemporary issues in our relationship with our ocean and marine environment and the critical roles our oceans and coasts play in our Nation's environmental sustainability, and ocean and coastal climate resiliency and stability. By analyzing case and statutory law and policies that relate to our rich and diverse coastal and marine environment, we critically examine the many conflict of use issues present in the coastal and marine environment. The course examines coastal zone management, climate change, fisheries, environmental justice, ocean and coastal pollution, marine biodiversity and admiralty, through the lens of coastal and ocean governance and policy-making. Semester-long independent research engages students with ocean and coastal stakeholders to develop policy strategies and solutions to contemporary issues impacting America's coastlines and oceans.

**Class Format:** seminar, discussions, guest lectures by active professionals, and includes coastal and near-shore interdisciplinary field seminars, and 10 days offshore

**Requirements/Evaluation:** an independent research project, and two presentations.

**Prerequisites:** none

**Enrollment Limit:** 23

**Enrollment Preferences:** must be enrolled at Williams-Mystic in Connecticut

**Expected Class Size:** 22

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** offered only at Williams-Mystic at Mystic Seaport Museum in CT

**Distributions:** (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 351 (D2) MAST 351 (D2) PSCI 319 (D2)

**Writing Skills Notes:** Each student writes a short paper identifying research goals, a draft outline of the research paper, a draft of the research paper (10-15 pp.), as well as a final 8-10 pp. research paper. Each submission receives written feedback from professor, including additional research resources, input on grammar, structure, language, analysis as well as an assessment of and assistance with credibility and feasibility of proposed final policy recommendation; several individual conferences held as well.

Not offered current academic year

**MAST 352 (S) American Maritime History (DPE) (WS)**

**Cross-listings:** HIST 352  MAST 352

**Primary Cross-listing**
This course surveys American maritime history from the colonial era to the 21st century. We will consider the dynamic relationship between the sea and American life, and the broad influence that each has had on the other. Special emphasis will be placed on how diverse peoples shaped and experienced America's maritime past. We will sample from different fields of historical inquiry including labor, environmental, cultural, political, technological, and energy history in order to gain a deeper understanding of America's maritime heritage.

Class Format: classroom discussion as well as field seminars

Requirements/Evaluation: class participation, weekly response papers, three longer papers

Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor

Grading: no pass/fail option, no fifth course option

Unit Notes: offered only at Mystic Seaport

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 352 (D2) MAST 352 (D2)

Writing Skills Notes: Students must complete weekly 1-page papers, two 5-page papers, and a final 10- to 15-page paper. Additionally, students will participate in several in-class writing workshops and peer critiques that cover argument and style. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Maritime activity has long provided opportunities for some while burdening others with tremendous costs. From the slave trade and the encounters between native and European mariners to the power wielded by multi-national shipping conglomerates, this course investigates contests over power, empire, and capitalism as they played out on the maritime stage.

Not offered current academic year

MUS 104 (S) Jazz Theory and Improvisation I

Cross-listings: MUS 104 AFR 212

Primary Cross-listing

The theory and application of basic techniques in jazz improvisation and performance styles, including blues forms, swing, bebop, modally based composition, Afro-Cuban, etc. Appropriate for students with skill on their instrument and some basic theoretical knowledge. Knowledge of all key signatures, major/minor keys and modes, intervals, triads and basic seventh chords and their functions within keys. Students should be able to play and demonstrate these concepts on their instruments—competence on an instrument is essential (vocalists and drummers will be encouraged to study the piano). Pianists and guitarists should be able to sight read chords on a jazz lead sheet.

Class Format: alternates between lecture style exposition of theoretical topics and a master class where students will perform and be evaluated on assigned repertoire

Requirements/Evaluation: weekly assignments, e.g., harmonic analysis and exercises in transposition and transcription, a midterm, a transcription project and the end of semester concert, as well as improvement as measured in weekly class performance

Prerequisites: MUS 103 and/or permission of instructor; musical literacy required as per above description; private study on student's individual instruction strongly encouraged

Enrollment Limit: 15

Enrollment Preferences: prospective Music majors, then Jazz Ensemble members, then Music majors

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Unit Notes: this course will share aural skills labs with MUS 104a; students considering taking this course should consult the lab times and plan their schedules accordingly

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 104 (D1) AFR 212 (D1)

Not offered current academic year

MUS 174 (S) The Singing Voice: Structure, Styles and Meaning

What makes an opera singer sound different than a pop singer? How does the sound of each contribute to musical meaning for listeners? And why is
the former granted a higher status and the latter a wider audience? This course examines the world of singing styles and engages these styles from multiple angles: through listening, readings, film viewing and, importantly, through singing. We examine histories of styles, cultural contexts as well as basic physiology, acoustics and techniques. We will explore the basics of yodeling, Tuval throat singing, and belting, among other styles. Basic knowledge of musical notation strongly recommended.

Class Format: studio/brief lectures

Requirements/Evaluation: one quiz, one short 3-4 page paper, journaling and a final paper (6-8 page) and presentation

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: juniors and seniors

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Spring 2021

SEM Section: H1  MR 1:30 pm - 2:45 pm  Brad Wells

MUS 205  (F)(S) Composition I
Beginning courses in musical composition. Size and number of required projects will vary from 4 to 5. A group meeting per week will deal with the presentation, performance, and critique of the student's work in progress, analysis of models for composition, and discussion of topics in composition. There will be a weekly individual meeting with the instructor to discuss each student's progress. Students must also be available for performances and reading of work outside normal class time and the instructor and students will work together to ensure that all work written during the semester is performed.

Class Format: Remote in the fall semester.

Requirements/Evaluation: completion of assignments, quality and timeliness of composition projects, attendance, and class participation

Prerequisites: MUS 202 (may be taken concurrently) or permission of instructor

Enrollment Limit: 6

Enrollment Preferences: Music majors; consideration of non-majors based on qualifications and experience

Expected Class Size: 4

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2020

SEM Section: R1  TF 3:15 pm - 4:30 pm  Zachary Wadsworth

Spring 2021

SEM Section: R1  WF 1:30 pm - 2:45 pm  Ileana Perez Velazquez

MUS 206  (F)(S) Composition II
Beginning courses in musical composition. Size and number of required assignments will vary from 3 to 6 in addition to a possible full semester composition project. One to two group meetings per week will deal with the presentation of new assignments, analysis of models for composition, and performance and critique of work. Individual meetings may be added to deal with individual needs. Students must also be available for performances and reading of work outside normal class time and the instructor and students will work together to ensure that all work written during the semester is actually performed.

Class Format: Remote in the fall semester.

Requirements/Evaluation: completion of assignments, quality and timeliness of composition projects, attendance, and class participation

Prerequisites: MUS 202 (may be taken concurrently) and permission of instructor

Enrollment Limit: 6
MUS 230  (S)   Musical Ethnography
Music provides a constant accompaniment to most of our lives, from mundane activities to personal or collective moments of celebration and grief. Often, we experience music's impact on us without fully considering how it shapes our ideas and experiences. Drawing on ethnomusicology, anthropology, and related fields, this course explores how music can illuminate people's practices of being-in-the-world. Musical ethnography describes both the means by which scholars pursue this line of questioning, and also the written work that results from such an investigation. This course features a hands-on approach to musical ethnography. Students will each conduct ethnographic fieldwork in a musical community within Williamstown and the surrounding area. Coursework will survey approaches to methodology (modes and degrees of researcher involvement, practical skills related to documentation), issues of ethics, and social and musical analysis.

Class Format: lecture/discussion
Requirements/Evaluation:  class participation, small assignments (four 1-2 page assignments), interview transcript with commentary, reading response, final project and presentation
Prerequisites:  some musical training/experience necessary, see instructor for more information
Enrollment Limit:  10
Enrollment Preferences:  Seniors, music and anthropology/sociology majors
Expected Class Size:  6
Grading:  no pass/fail option, yes fifth course option
Unit Notes:  MUS World Music/Ethnomusicology
Distributions:  (D1)
Not offered current academic year

MUS 309  (S)   Jazz Arranging and Composition
This is a course designed to acquaint the student with the basic principles of composing and arranging for Jazz Ensemble, beginning with lead sheet format and progressing through the big band. Intensive score study and some transcription from selected recordings required. Evaluation will be based on the successful completion and performance of original arrangements and/or compositions during the semester, to include several lead sheet compositions, one quintet and one sextet arrangement, and one arrangement for big band. Students must attend extra small ensemble and large ensemble rehearsals when work is being rehearsed and/or performed. A solid background in jazz chord/scale theory is required.

Class Format: weekly lecture and targeted ensemble rehearsals generally last 2 hours total; additional individual tutorial style meetings are generally an hour a week, more frequently and for longer amounts of time as needed
Requirements/Evaluation:  project based 4-5 compositions/arrangements
Prerequisites:  MUS 104B and permission of the instructor
Enrollment Limit:  10
Enrollment Preferences:  MUS 104B or recommendation of instructor
Expected Class Size:  3-5
Grading:  yes pass/fail option, yes fifth course option
Distributions:  (D1)
Not offered current academic year
PHLH 402 (S) Senior Seminar in Public Health

The capstone seminar provides concentrators with the opportunity to reflect upon and synthesize their experiential learning in the context of understanding gained from a cohesive set of elective courses, and through the lens of a variety of intellectual and disciplinary frameworks. A second goal is to give concentrators experience working in a multi-disciplinary team to address a real-world, and in many cases very daunting, public health problem. Students will read, discuss, and compose written reflections on primary source empirical papers addressing a range of issues and disciplines in the field of public health. For example, topics may include the social determinants of health, environmental health risks, and access to health care. Students will also be divided into small research teams to interact with local organizations (remotely) and investigate a contemporary real-life issue in public health. The capstone course is required of all concentrators, but may be opened to other students with relevant experience at the discretion of the instructor and the advisory committee, if space permits.

Requirements/Evaluation: active seminar participation, written reflections, contribution to the team research project, and a 12- to 15-page final paper

Prerequisites: completion of at least four courses counting towards the PHLH concentration

Enrollment Limit: 10

Enrollment Preferences: senior Public Health concentrators; students who are not senior Public Health concentrators should contact the instructor

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: No divisional credit

Spring 2021

SEM Section: H3  MW 10:00 am - 11:15 am  Marion Min-Barron
SEM Section: H2  MW 11:45 am - 1:00 pm  Marion Min-Barron
SEM Section: H1  TR 9:45 am - 11:00 am  Susan Godlonton

POEC 402 (S) Political Economy of Public Policy Issues

In this course, students form groups that conduct a political and economic analysis of a public policy issue of their choosing. They do extensive reading, conduct interviews, write a major report on their findings and recommendations, and present and defend their findings in a public talk.

Class Format: student presentations

Requirements/Evaluation: group policy projects including an 80- to 100-page paper and 2-hour presentation

Prerequisites: POEC 253 or ECON 255, POEC 250, POEC 401; open only to Political Economy majors

Enrollment Limit: 19

Enrollment Preferences: open only to Political Economy majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Unit Notes: required for the Political Economy major

Distributions: (D2)

Spring 2021

SEM Section: H1  MR 1:30 pm - 2:45 pm  William M. Gentry, Sidney A. Rothstein

PSCI 118 (F) Power to the People?

Popular unrest. The resurgence of authoritarian styles and practices in politics. Democratic collapse. Political tumult around the globe in recent decades has put elites, and others, on edge as young democracies have collapsed and longer standing ones appear to be stumbling. In the United States, basic stability and democratic expansion have been accompanied by increasing citizen distrust of institutions, growing social divisions, and contestation over basic citizenship rights. The current pandemic, related economic distress, and social protests have only sharpened the precarious state of U.S. democracy. Acute observers have long seen the U.S. as a harbinger of the promise and peril of modern democracies. What is the fate of democracy in the U.S.? What does that portend, if anything, for other democracies, or for the general principle of popular sovereignty—the idea that the
people govern themselves? We investigate these and related questions, primarily through active, project-based group research activities, guided by political theory and empirical research in the social sciences. This class is extensively hybrid by design; it is largely remote with some in-person sessions. Remote sessions include substantial collaboration with a similarly structured first-year course being taught by a sociologist at the University of North Carolina. Williams and UNC students will work together in small groups and will present their project findings to both classes.

Requirements/Evaluation: active class participation, three 4-page essays, group assignments, and class presentation

Prerequisites: first-year students

Enrollment Limit: 15

Enrollment Preferences: first-year students

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Fall 2020

SEM Section: H1 TR 11:30 am - 12:45 pm Nicole E. Mellow

PSCI 21 (W) Fieldwork in Public Affairs and Private Non-Profits

This course is a participant-observation experience in which students work full-time for a governmental or nongovernmental (including voluntary, activist, and grassroots) organization or for a political campaign. Students may find placements in government and nonprofit organizations in which their work involves significant involvement with public issues. Examples include: town government offices; state or federal administrative offices (e.g., environmental agencies, housing authorities); interest groups that lobby government (e.g., ACLU, NRA); nonprofit organizations such as service providers or think tanks (e.g., Habitat for Humanity, Cato Institute); and grassroots, activist or community development organizations (e.g., Greenpeace or neighborhood associations). The instructors will work with each student to arrange a placement; such arrangements must be made in advance of the Winter Term. Students should first make their own contracts with an institution or agency. The instructors and members of the Political Science Department are available to help students find placements, if necessary. Each student's fieldwork mentor shall send a confirmation letter to the instructor verifying the placement and describing the nature of the work to be performed. During the session, students are responsible for keeping a journal of their experiences and observations. Additionally, students write final papers summarizing and reflecting upon the experience in light of assigned readings. A group meeting of all students will occur before winter study to prepare and after to discuss the experience.

Grading: pass/fail only

Materials/Lab Fee: cost of books

Not offered current academic year

PSCI 319 (S) Marine Policy (WS)

Cross-listings: ENVI 351 MAST 351 PSCI 319

Secondary Cross-listing

This seminar considers contemporary issues in our relationship with our ocean and marine environment and the critical roles our oceans and coasts play in our Nation's environmental sustainability, and ocean and coastal climate resiliency and stability. By analyzing case and statutory law and policies that relate to our rich and diverse coastal and marine environment, we critically examine the many conflict of use issues present in the coastal and marine environment. The course examines coastal zone management, climate change, fisheries, environmental justice, ocean and coastal pollution, marine biodiversity and admiralty, through the lens of coastal and ocean governance and policy-making. Semester-long independent research engages students with ocean and coastal stakeholders to develop policy strategies and solutions to contemporary issues impacting America's coastlines and oceans.

Class Format: seminar, discussions, guest lectures by active professionals, and includes coastal and near-shore interdisciplinary field seminars, and 10 days offshore

Requirements/Evaluation: an independent research project, and two presentations.

Prerequisites: none

Enrollment Limit: 23

Enrollment Preferences: must be enrolled at Williams-Mystic in Connecticut
Expected Class Size: 22
Grading: no pass/fail option, yes fifth course option
Unit Notes: offered only at Williams-Mystic at Mystic Seaport Museum in CT
Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 351 (D2) MAST 351 (D2) PSCI 319 (D2)

Writing Skills Notes: Each student writes a short paper identifying research goals, a draft outline of the research paper, a draft of the research paper (10-15 pp.), as well as a final 8-10 pp. research paper. Each submission receives written feedback from professor, including additional research resources, input on grammar, structure, language, analysis as well as an assessment of and assistance with credibility and feasibility of proposed final policy recommendation; several individual conferences held as well.

Not offered current academic year

PSYC 21 (W) Psychology Internships
Would you like to explore applications of psychology in the "real world?" This course gives students an opportunity to work full-time during Winter Study in a mental health, business, education, law or another setting in which psychological theories and methods are applied to solve problems. Students are responsible for locating their own potential internships whether in the local area, their hometowns, or elsewhere, and are welcome to contact the course instructor for suggestions on how to do this. In any case, all students considering this course must consult with the instructor about the suitability of the internship being considered before the Winter Study registration period. Please prepare a brief description of the proposed placement, noting its relevance to psychology, and the name and contact information of the agency supervisor. Before Thanksgiving break, the student will provide a letter from the agency supervisor which describes the agency, and the student's role and responsibilities during Winter Study. Enrolled students will meet the instructor before Winter Study to discuss matters relating to ethics and their goals for the course, and after Winter Study to discuss their experiences and reflections.

Requirements/Evaluation: 10-page minimum final paper summarizing the student's experiences and reflections, a journal kept throughout the experience, and the supervisor's evaluation
Prerequisites: approval by Ken Savitsky is required
Enrollment Limit: 20
Enrollment Preferences: random selection
Grading: pass/fail only
Not offered current academic year

PSYC 352 (F) Clinical and Community Psychology
This course provides an overview of theory, methods, and professional issues in the fields of clinical and community psychology (and related fields). In addition to academic work (primary source readings and class discussions), students are encouraged to apply their experiences in academic psychology to field settings, and to use their fieldwork experience to critically evaluate theory and research. The course includes a supervised field-work placement arranged by the instructor in a local mental health or social service agency. Students must complete a brief survey about their interests and schedule in order to place them in an agency. Students should email the instructor to obtain the survey as well as receive permission to register for this course.

Requirements/Evaluation: field work (six hours per week), two 5-page position papers, and a 12- to 15-page final paper
Prerequisites: PSYC 252
Enrollment Limit: 15
Enrollment Preferences: senior, then junior, Psychology majors; you MUST have permission of instructor to register for this course
Expected Class Size: 15
Grading: no pass/fail option, no fifth course option
Distributions: (D2)

Not offered current academic year

PSYC 372 (F) Advanced Seminar in Teaching and Learning
This advanced seminar will give students an opportunity to connect theory to practice. Each student will have a teaching placement in a local school, and participate in both peer and individual supervision. In addition, we will read a range of texts that examine different approaches to teaching, as well as theory and research on the process of education. What is the best way to teach? How do various theories of child development and teaching translate into everyday practices with students? Students will be encouraged to reflect on and modify their own teaching practices as a result of what we read as well as their supervision. Questions we will discuss include: What is the relationship between educational goals and curriculum development? What is the relation between substance (knowledge, skills, content) and the interpersonal dynamic inherent in a classroom setting? How do we assess teaching practices and the students' learning? What does it take to be an educated person?

Requirements/Evaluation: this course involves a field placement, weekly readings, as well as seminar discussion, supervision, and a graded journal
Prerequisites: PSYC 232 or PSYC 272 or permission of instructor
Enrollment Limit: 16
Enrollment Preferences: Psychology majors and those who plan to become teachers
Expected Class Size: 16
Grading: no pass/fail option, no fifth course option
Distributions: (D2)

Not offered current academic year

REL 110  (F)  Living Religion: The Study of Religion in Everyday Life

When studying religions, people generally turn to studying scriptures, the life and teachings of the religion's founder, and the fundamental doctrines of the religion. What this approach does not allow us to understand, however, is the way that such religious traditions actually manifest themselves in the world. This course introduces students to an alternative approach to studying religion, by exploring the way these religions are lived and experienced by individuals and communities in a variety of contexts. We will see how religion intersects with people's lived experiences of gender, race, class, sexuality, and broader socio-cultural and political contexts. We will explore this approach to religion through an engagement with ethnography (the qualitative research method in the social-sciences generally described as "participant-observation"). Students will not only learn about the theory and practice of this methodology, but will also conduct their own ethnographic research project over the course of the semester. This will involve: designing a feasible project and research question, selecting local research sites and subjects, taking field-notes and conducting interviews, and finally analyzing data and writing an ethnographic essay.

Requirements/Evaluation: regular reading responses, semester-long research project with frequent small assignments building up to the final product (class presentation and approximately 10-page paper)
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: first-year students and sophomores
Expected Class Size: 12-12
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

Not offered current academic year

REL 228  (F)  Zen and the Art of American Literature

Cross-listings: ENGL 239  REL 228  AMST 238

Secondary Cross-listing

Just one hundred years ago, few Americans knew the first thing about Buddhism. But in 2020, who hasn't heard of (or even tried) mindfulness or meditation? Buddhist ideas and practices now seem ubiquitous, available even in the form of smartphone apps like Headspace and Ten Percent Happier. In this class, we'll explore how Buddhism came to be the profoundly important cultural force in American life that it is today. We'll read a variety of Buddhist-influenced literary texts, from the Beat poetry of the 1950s to contemporary novels like Ruth Ozeki's A Tale for the Time Being. And we'll range far beyond the world of literature into other cultural domains in which Buddhism has had a deep impact, like environmentalism, psychotherapy, and Western attitudes towards death and dying. We'll also give special attention to the role that Buddhism is playing in the struggle for racial justice (from bell hooks to Black Lives Matter). And we'll engage in an experiential investigation of the benefits of incorporating contemplative practices like mindfulness into higher education: students will learn a variety of meditation techniques, and we'll spend time each week practicing and reflecting upon those practices. Students will be expected to maintain a daily meditation practice outside of class (10-15 minutes a day), with the help
of one of those newfangled meditation apps no less! No prior experience with meditation is necessary. Just an open mind. (For detailed information about the format of this hybrid course, please visit: www.tinyurl.com/Engl239info)

Class Format: This is a hybrid course. The class will be divided into small discussion groups of 6-7 students (two of the groups will be in-person; one of them remote). In a typical week, the whole class will meet together once on Zoom for 45-60 minutes and each discussion group will meet once for 60 minutes (either in-person or remote). For more info about the class format, please visit: www.tinyurl.com/Engl239info (students who are interested in this course should visit this URL).

Requirements/Evaluation: Regular attendance will be strictly required; weekly Glow posts; and a final critical or creative project (like an 8-10 page essay, podcast episode, or zine).

Prerequisites: none

Enrollment Limit: 21

Enrollment Preferences: preference will go to juniors and seniors; students who pre-register should email brhie@williams.edu an explanation of why they want to take this course, which will be used to decide enrollment. The class For more info: www.tinyurl.com/Engl239info

Expected Class Size: 21

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 239 (D1) REL 228 (D2) AMST 238 (D2)

Fall 2020

SOC 236 (S) Making Things Visible: Adventures in Documentary Work

Cross-listings: SOC 236 AMST 236 ARTH 237 ENGL 237

Primary Cross-listing

Photography, like ethnography, is an art of looking carefully and taking notice. This course will explore the overlaps between documentary photography and field methods of social science, concentrating particularly on the genre in which the two intersect: the photo essay. The students will learn methods of visual narrative and storytelling, using techniques of interviewing, still photography, and video. Concurrently, we will explore a number of examples of investigative work that blend word and image. We will ask questions about the changing practices and expectations associated with the documentarian's role, and the evolving media in which such work can be presented. Lastly, we will discuss ethical questions that haunt documentary work, including issues of responsibility and politics of representation, as well as the perennial question of whether "objective representation" is even possible or desirable. Experience in photography and/or video is not required, but students will be expected to master basic technical skills in image acquisition and audio editing taught in a separate lab section. Students should also be prepared to interact extensively with people in the community and spend a significant time off campus doing fieldwork.

Requirements/Evaluation: full participation in discussions, weekly photographic assignments, a research journal, field materials, and an independent final project; in addition to substantial readings, students should be prepared to spend a significant time out of the classroom doing field work

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
SOC 236 (D2) AMST 236 (D2) ARTH 237 (D1) ENGL 237 (D2)

Not offered current academic year

SOC 240 (S) Performing Masculinity in Global Popular Culture (DPE)

Cross-listings: WGSS 240 THEA 241 SOC 240 AMST 241 LATS 241
Secondary Cross-listing

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

Requirements/Evaluation: masculinity journal, mid-term essay exam, visual rhetorical analyses of pop culture images

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: a short statement of interest will be solicited

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 240 (D2) THEA 241 (D1) SOC 240 (D2) AMST 241 (D2) LATS 241 (D2)

Difference, Power, and Equity Notes: This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

Spring 2021

SEM Section: R1    MW 6:45 pm - 8:00 pm     Gregory C. Mitchell

SPEC 19 (W) Healthcare Internships

Experience of a clinical environment is essential to making the decision to enter the health professions. Through this internship, students clarify their understanding of the rewards and challenges that accompany the practice of medicine (human and animal) and dentistry. Generally, a shadowing experience focuses on provider-patient interactions within out-patient and in-patient settings. These experiences provide students with the opportunity to observe clinical interactions, as well as to learn about the systems within which health care is delivered. Students will be introduced to fundamental concepts related to patient interviewing and history taking, diagnosis and medical decision making. Students will also be introduced to core concepts of population health, providing a broad perspective on health outcomes within a geographic region and expanding their perspective on the individual clinical interactions which they observe. This course will encourage participants to reflect on their clinical experiences with a dual focus- from the perspective of the individual provider-patient relationship and within a systems-level context. Didactic sessions for (on-campus students) will focus on the challenges and experiences of healthcare professionals in the Berkshires or nationally. Students will be introduced to concepts of health and wellness, epigenetics, and environmental influences that have a demonstrable, sustained impact on individuals before and after clinical symptoms of illness emerge By the end of the course, students will demonstrate greater understanding of the fundamentals of patient-provider interactions, clinical diagnosis, patient interviewing, and factors affecting the health of individuals and communities.

Requirements/Evaluation: 10-page paper

Prerequisites: not open to first-years

Enrollment Preferences: grade level and potential as applicant to professional programs

Grading: pass/fail only

Not offered current academic year

SPEC 21 (W) Experience in the Workplace; an Internship with Williams Alumni/Parents

Field experience is a critical component of the decision to enter a profession. Through these field placements, students can clarify their understanding of the rewards and challenges that accompany the practice of many different aspects within a profession, and understand the psychology of the
workplace. In order to participate in this course, students must apply to the winter study internships listed in this syllabus. The expectation is that each student will observe and participate in some aspect of the profession for at least 30 hours per week, 6 hours per day for 5 days each week. It is also expected that the instructor will assign a specific project to be completed within the 3-4 week duration of the course depending upon appropriateness. Participation in this winter study will require the student to quickly assess the work environment, make inferences about corporate culture, performance norms and expectations, and to take initiative not only to learn from this experience, but also to contribute where and when appropriate. Understanding the dynamics within a work environment is critical to success in any organization, and this hands-on experience will illuminate lessons learned in the classroom. Upon completion of the winter study, it is expected that the student write a thorough report evaluating and interpreting the experience.

Teaching Associates: Williams College Alumni/Parents will be recruited to become teaching associates for this course. A broad range of professions will be represented as the course develops. Alumni and parents will receive individual orientations with the course instructor in person or via telephone conference. Students will be required to read one of two books selected for this course. Bibliography: a bibliography of readings would be selected from such works as: *What Should I do with My Life?* by Po Bronson, 2003; *Working* by Studs Terkel, 2004.

**Requirements/Evaluation:** it is expected that students will complete assigned readings (read one of two books assigned to this course), write a daily journal, and write a 5- to 7-page expository review; evaluation will become public record as a resource for other students.

**Prerequisites:** interested students must attend an information meeting in late September or early October and follow up with Dawn Dellea if students have questions about specific WS internships listed in the SPEC 21 syllabus; application are submitted via Handshake.

**Enrollment Preferences:** 1st priority--students applying for winter study internships listed in the SPEC 21 syllabus; 2nd priority--students developing independent Internships with Williams alumni/parents; first-years limited to applying for local internships.

**Grading:** pass/fail only.

**Materials/Lab Fee:** cost of books

*Not offered current academic year*

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**SPEC 24 (W) Class of 1959 Teach NYC Urban Education Program**

Students in this course learn about the front-line challenges of urban public education by working in one of New York City's public schools. Participants will be expected to pursue a full day's program of observing, teaching, tutoring and mentoring in their choice of more than 20 different school situations from elementary through high school. Each of the participating schools will have a resident supervisor who will meet with the January interns to arrange individual schedules and provide mentoring during the month. There will be weekly seminar meetings of all the interns who are expected to participate in group discussions, keep a journal and write a 5 page paper reflecting upon their experience. The course will conduct orientation meetings with students prior to January, matching each student's interest with appropriate teaching subject areas and a host school. Dormitory-style housing will be provided along with some assistance with transportation and food costs-estimated at $400 for the term. Further assistance is available for financial aid students. Adjunct Instructor Bio: Tracy Finnegan is a master's level teacher with training and teaching experience in a variety of approaches and settings.

**Class Format:** wsp internship.

**Requirements/Evaluation:** Evaluation will be based on a journal and a 5-page paper.

**Prerequisites:** prerequisites: Sophomore, Junior or Senior standing; not open to first-year students.

**Enrollment Limit:** 12

**Enrollment Preferences:** statement of interest.

**Grading:** pass/fail only.

**Materials/Lab Fee:** $400

*Not offered current academic year*

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**STS 250 (S) Environmental Justice (DPE)**

**Cross-listings:** ENVI 250 STS 250

**Secondary Cross-listing**

How are local and global environmental problems distributed unevenly according to race, gender, and class? What are the historical, social and economic structures that create unequal exposures to environmental risks and benefits? And how does inequity shape the construction and distribution of environmental knowledge? These are some of the questions we will take up in this course, which will be reading and discussion intensive. Through readings, discussions, and case studies, we will explore EJ in both senses. Potential topics include: toxics exposure, food justice, urban planning, e-waste, unnatural hazards, nuclearism in the U.S. West, natural resources and war, and climate refugees. Occasionally, community
leaders, organizers, academics, and government officials will join the class to discuss current issues.

Requirements/Evaluation: several short essays, final essay

Prerequisites: ENVI 101 or permission of the instructor

Enrollment Limit: 12

Enrollment Preferences: Environmental Studies concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 250 (D2) STS 250 (D2)

Difference, Power, and Equity Notes: This course will explore how unequal power leads to environmental injustice. Specifically, we will analyze how local and global environmental problems are distributed unevenly according to race, gender, and class. This is a service-based learning course, and students will hone skills to address environmental injustices.

Not offered current academic year

STS 265  (F)  Digital Performance Lab

Cross-listings: SCST 265 THEA 265 STS 265

Secondary Cross-listing
A collaborative laboratory investigating the intersection of live art and new media, this studio course explores the opportunities for (and problems of) performing through various media. Using audio, video, web-based, interactive, algorithmic, and analog platforms, students will perform research and create performances that examine liveness, broadcasting, digital stages, networking, and what it means to be both a spectator and a maker in the digital age. Students will develop technical and collaborative skills in artistic and new media production, gain fluency in contemporary theories of liveness, performance, and visual culture, and will research historical and current trends in mediatized performance practices. Platforms/technologies/media forms that may be considered include Twitter, live radio, in-ear monitors, algorithmic composition, bots, video games, live streaming, VJ software, interactive audio, sensors, soundwalks, Snapchat, VR, and surveillance.

Requirements/Evaluation: bi-weekly projects and presentations, bi-weekly 2-page critical writing assignments, class participation, work ethic, and collaborative skills

Prerequisites: none

Enrollment Limit: 20

Expected Class Size: 6

Grading: no pass/fail option, yes fifth course option

Materials/Lab Fee: $100

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
SCST 265 (D2) THEA 265 (D1) STS 265 (D1)

Not offered current academic year

STS 370  (F)  Medicine and Campus Health in Disruptive Times  (DPE)

Cross-listings: STS 370 WGSS 371 ANTH 371

Secondary Cross-listing
This class uses the methods and theories of critical medical anthropology and medical sociology to help students design and pursue innovative ethnographic projects that explore campus health or community health. Students will use an array of ethnographic techniques such as observant participation, interviewing, focus groups, and qualitative surveys to explore our campus community comprised of students, faculty, and/or staff, that build on weekly discussions, feedback, and design exercises. We situate our campus health projects within the wider context of how power and intersectionality inflect and structure health and well-being locally and globally. Our case studies explore how structural racism shapes medical education, pediatric care, and maternity care in the US, how the spread of US psychiatry inflects the landscape of global mental health, and how queer activism responded to the HIV/AIDS crisis. We consider how disruptive moments like COVID-19 or HIV/AIDS can serve as focal moments in social
history that reveal underlying inequalities of health outcomes and access. We attend to the parallel roles of narrative in medicine and ethnography, as we contrast the discourse of providers & patients as well as researchers & interlocutors. Throughout our goal is to better understand the strengths and limits of ethnographic inquiry while exploring the challenges of collaborative and participatory research within communities always already structured by power, privilege, and engaged practices.

**Class Format:** Offered in hybrid format, yet students are encouraged to attend in person if they can. Students will be grouped into in-person or remote sections and can be reassigned during the semester if they request or require it for health reasons. Students should complete all assignments, weekly exercises, and attendance in class discussion. Please email me (Kgutsch@williams.edu) to indicate whether you plan to attend in person or remotely.

**Requirements/Evaluation:** Three written fieldnotes, weekly attendance and other writing exercises, midterm and final presentations on fieldwork projects

**Prerequisites:** none, but a class in Anthropology, Sociology, Science & Technology Studies, or other social science is recommended

**Enrollment Limit:** 20

**Enrollment Preferences:** Majors in Anthropology, Sociology, Women's, Gender and Sexuality Studies; Concentrators in Public Health, Science and Technology Studies

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

Distributions:  (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 370 (D2) WGSS 371 (D2) ANTH 371 (D2)

**Difference, Power, and Equity Notes:** This class examines the intersection of race, gender, class, and sexuality in structuring health outcomes, well-being, and access to health resources. It theorizes the ways that intersectionality shapes health of individuals and societies, including patient/provider encounters and efforts to 'improve' community health within contexts of social inequality and social suffering.

Fall 2020

SEM Section: H1   WF 1:30 pm - 2:45 pm   Kim Gutschow

**THEA 241 (S) Performing Masculinity in Global Popular Culture (DPE)**

**Cross-listings:** WGSS 240 THEA 241 SOC 240 AMST 241 LATS 241

Secondary Cross-listing

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

**Requirements/Evaluation:** masculinity journal, mid-term essay exam, visual rhetorical analyses of pop culture images

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** a short statement of interest will be solicited

**Expected Class Size:** 14

**Grading:** yes pass/fail option, yes fifth course option

Distributions:  (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 240 (D2) THEA 241 (D1) SOC 240 (D2) AMST 241 (D2) LATS 241 (D2)

**Difference, Power, and Equity Notes:** This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of
masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

Spring 2021

SEM Section: R1  MW 6:45 pm - 8:00 pm  Gregory C. Mitchell

THEA 265  (F)  Digital Performance Lab

Cross-listings: SCST 265  THEA 265  STS 265

Primary Cross-listing

A collaborative laboratory investigating the intersection of live art and new media, this studio course explores the opportunities for (and problems of) performing through various media. Using audio, video, web-based, interactive, algorithmic, and analog platforms, students will perform research and create performances that examine liveness, broadcasting, digital stages, networking, and what it means to be both a spectator and a maker in the digital age. Students will develop technical and collaborative skills in artistic and new media production, gain fluency in contemporary theories of liveness, performance, and visual culture, and will research historical and current trends in mediatized performance practices. Platforms/technologies/media forms that may be considered include Twitter, live radio, in-ear monitors, algorithmic composition, bots, video games, live streaming, VJ software, interactive audio, sensors, soundwalks, Snapchat, VR, and surveillance.

Requirements/Evaluation:  bi-weekly projects and presentations, bi-weekly 2-page critical writing assignments, class participation, work ethic, and collaborative skills

Prerequisites: none

Enrollment Limit: 20

Expected Class Size: 6

Grading:  no pass/fail option,  yes fifth course option

Materials/Lab Fee: $100

Distributions:  (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
SCST 265 (D2) THEA 265 (D1) STS 265 (D1)

Not offered current academic year

THEA 330  (S)  New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City

Cross-listings: AMST 331  THEA 330  COMP 330

Primary Cross-listing

This course will look at the representation of a city and how it has influenced artists. Students will read, listen to, and view a selection of the literature, music, film and art that represent the city from both pre-flooding and current re-building. Reading selections will include examples such as Harper's Weekly (Lafradco Hearn), The Awakening (Kate Chopin), A Streetcar Named Desire (Tennessee Williams), The Moviegoer (Walker Percy), Why New Orleans Matters (Tom Piazza), A Confederacy of Dunoes (John Kennedy O'Toole), New Orleans Sketches (William Faulkner), One Dead in the Attic (Chris Rose). Film examples such as A Streetcar Named Desire, An Interview with a Vampire, The Curious Case of Benjamin Button, When the Levees Broke, Treme, Waiting for Godot (in the 9th Ward). Music selections from examples such as Louis Moreau Gottschalk, Jelly Roll Morton, Louis Armstrong, Fats Domino, The Meters, Kermit Ruffins and the Rebirth Brass Band. Art selections will come from a variety of sources such as THE OGDEN Museum of Southern Art and Prospect 1, 2, & 3.

Requirements/Evaluation:  will be on active participation, weekly response essays on film viewings, 2 short essays on class topics, a final paper and a contemporary creative project/performance

Prerequisites: none

Enrollment Limit: 12

Expected Class Size: 10

Grading:  yes pass/fail option,  yes fifth course option

Distributions:  (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 331 (D1) THEA 330 (D1) COMP 330 (D1)
THEA 335  (F) The Culture of Carnival

Cross-listings: COMP 338  THEA 335

Primary Cross-listing
Carnival is a regenerative festival as well as a transgressive one. It is a time for upheavals and recreating for one day, a new world order. Men dress as women, women dress as men, the poor become kings; drink and sex and outrageous behavior is sanctioned. We will look at festivals in such places as New Orleans, Venice, and Rio. Central to this course are the cultural and religious lives of these societies, and how these festivals exist politically in a modern world as theatre and adult play. A variety of sources will be used, such as newspaper accounts, films, photography, personal memoirs and essays on the subject.

Requirements/Evaluation: regular active class participation, one oral presentation including a 5-page essay, one 15-page research final paper and participation in a group project/public parade

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: sophomores and first-year students

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 338 (D1) THEA 335 (D1)

Not offered current academic year

THEA 385  (S) The Sculptural Costume and It's Performance Potential

Cross-listings: THEA 385  ARTS 385

Secondary Cross-listing
A team-taught studio art / theatre course designed to explore the rich territory of the wearable sculpture and its generative role in art and performance. From ritual costumes, to Carnival, to Dada performance, to Bauhaus dance, to Helio Oiticica's Parangole, and Nick Cave's sound-suits, there has been a rich tradition where sculpture and costumes merge. Students will study artists who have bridged distinctions between the theatrical costume and the sculptural object as well as produce hybrid objects that explore the range of possibilities within this collaborative practice. The students will produce object-costumes involving a wide variety of media, from recycled materials to new technologies, while striving to develop their individual artistic voices.

Requirements/Evaluation: the quality of work produced, the depth and quality of the content and process, participation in critiques, and attendance

Prerequisites: successful completion of any 200-level course in art studio or performing arts, or permission of the instructor

Enrollment Limit: 14

Enrollment Preferences: Art and Theater majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: $125

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 385 (D1) ARTS 385 (D1)

Not offered current academic year

WGSS 113  (F) The Feminist Poetry Movement  (DPE) (WS)

Cross-listings: WGSS 113  ENGL 113  AMST 113
Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

Class Format: discussion, some lecture, project work in archives and art gallery

Requirements/Evaluation: three analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), curated final project (archival exhibit with 7-page paper), presentations

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first years

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 113 (D1) ENGL 113 (D1) AMST 113 (D1)

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, three four-to-five-page graded papers, one creative assignment, and a final digital research project (10-page equivalent; peer reviewed). Students receive critical feedback on written assignments a week prior to due date through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next assignment.

Difference, Power, and Equity Notes: The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

Not offered current academic year

WGSS 240  (S)  Performing Masculinity in Global Popular Culture  (DPE)

Cross-listings:  WGSS 240  THEA 241  SOC 240  AMST 241  LATS 241

Primary Cross-listing

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

Requirements/Evaluation: masculinity journal, mid-term essay exam, visual rhetorical analyses of pop culture images

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: a short statement of interest will be solicited
Expected Class Size: 14
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 240 (D2) THEA 241 (D1) SOC 240 (D2) AMST 241 (D2) LATS 241 (D2)

Difference, Power, and Equity Notes: This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

Spring 2021
SEM Section: R1  MW 6:45 pm - 8:00 pm  Gregory C. Mitchell

WGSS 371  (F)  Medicine and Campus Health in Disruptive Times  (DPE)
Cross-listings: STS 370  WGSS 371  ANTH 371

Secondary Cross-listing
This class uses the methods and theories of critical medical anthropology and medical sociology to help students design and pursue innovative ethnographic projects that explore campus health or community health. Students will use an array of ethnographic techniques such as observant participation, interviewing, focus groups, and qualitative surveys to explore our campus community comprised of students, faculty, and/or staff, that build on weekly discussions, feedback, and design exercises. We situate our campus health projects within the wider context of how power and intersectionality inflect and structure health and well-being locally and globally. Our case studies explore how structural racism shapes medical education, pediatric care, and maternity care in the US, how the spread of US psychiatry inflects the landscape of global mental health, and how queer activism responded to the HIV/AIDS crisis. We consider how disruptive moments like COVID-19 or HIV/AIDS can serve as focal moments in social history that reveal underlying inequalities of health outcomes and access. We attend to the parallel roles of narrative in medicine and ethnography, as we contrast the discourse of providers & patients as well as researchers & interlocutors. Throughout our goal is to better understand the strengths and limits of ethnographic inquiry while exploring the challenges of collaborative and participatory research within communities always already structured by power, privilege, and engaged practices.

Class Format: Offered in hybrid format, yet students are encouraged to attend in person if they can. Students will be grouped into in-person or remote sections and can be reassigned during the semester if they request or require it for health reasons. Students should complete all assignments, weekly exercises, and attendance in class discussion. Please email me (Kgutschow@williams.edu) to indicate whether you plan to attend in person or remotely.

Requirements/Evaluation: Three written fieldnotes, weekly attendance and other writing exercises, midterm and final presentations on fieldwork projects

Prerequisites: none, but a class in Anthropology, Sociology, Science & Technology Studies, or other social science is recommended

Enrollment Limit: 20

Enrollment Preferences: Majors in Anthropology, Sociology, Women's, Gender and Sexuality Studies; Concentrators in Public Health, Science and Technology Studies

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
STS 370 (D2) WGSS 371 (D2) ANTH 371 (D2)

Difference, Power, and Equity Notes: This class examines the intersection of race, gender, class, and sexuality in structuring health outcomes, well-being, and access to health resources. It theorizes the ways that intersectionality shapes health of individuals and societies, including patient/provider encounters and efforts to 'improve' community health within contexts of social inequality and social suffering.

Fall 2020
SEM Section: H1  WF 1:30 pm - 2:45 pm  Kim Gutschow
FILM AND MEDIA STUDIES

Advisors: Professors: B. Mladenovic, S. Rosenheim.

Film and Media Studies is a vibrant interdisciplinary field. It studies traditional visual and audio-only forms, such as film, television and radio, as well as new media such as podcasts, video installations, interactive video projects, video games, augmented reality, animation, streaming video and other forms that will undoubtedly emerge in the future. Given the explosive growth in the variety of moving-image media, and their penetration into entertainment, art, science and public discourse, the study of film and related media must encompass a variety of theoretical approaches and must cultivate a number of specific skills in production and analysis. Production and analysis feed into each other, together providing the necessary tools for understanding why and how the moving image generates meaning in the world. The field of film and media studies thus unites numerous aspects of production, theoretical lenses of analysis and interpretation, and critical understanding of the complex relations between media and larger social and cultural forces.

Students interested in Film and Media Studies will naturally take different paths through the numerous relevant courses offered at Williams. It is however strongly recommended that they seek a balance between production courses (most of which are offered by Art Studio, Computer Science, and Theatre) and theoretical courses (offered by numerous departments in Divisions I and II). This will help students to think critically both about and with moving images, in the same way that they think with and about words.

Currently, students interested in film and media can major in the field only through the Contract Major. Guidance on course selection (with or without the aim of completing the contract major in film and media studies) can be sought from the faculty with whom students take the first couple of film and media courses. In addition, professors Morgan McGuire (Computer Science), Bojana Mladenovic (Philosophy), and Shawn Rosenheim (English) have volunteered to serve as advisors to students interested in this field.

FMST Core Courses

AFR 283 (F) Black Queer Looks: Race, Gender and Sexuality in Contemporary African-American Film

Cross-listings: WGSS 283 AMST 283 ENGL 286 AFR 283

Secondary Cross-listing

In this course we will foreground questions around visibility and memory. We will explore representations of Black queer bodies in experimental, documentary and narrative film. This course will engage foundational texts from Black Queer Studies. We will pair texts with film in order to examine the various relationships between art and scholarship. You will also be asked to think about yourself as a filmmaker. We will screen films such as Looking for Langston (Isaac Julien, 1989), The Watermelon Woman (Cheryl Dunye, 1996), U People (Olive Demetrius and Hanifah Walidah, 2009), Tongues Untied (Marlon Riggs, 1989) and Litany for Survival (Ada Gay Griffin and Michelle Parkerson, 1995). Throughout the course we will evaluate the different ways filmmakers represent Black queerness on screen. The goal is to think about the possibilities and limitations of representation and visibility. Each of you will be asked to facilitate a class discussion. You also will be required to do weekly critical response papers. In lieu of a final paper you will create a detailed proposal for a short film that "represents" some segment of Black queer living.

Requirements/Evaluation: facilitate class discussion; weekly critical response papers; in lieu of a final paper you will create a detailed proposal for a short film

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Women's, Gender and Sexuality Studies majors, then Africana Studies concentrators

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 283 (D2) AMST 283 (D2) ENGL 286 (D2) AFR 283 (D2)

Not offered current academic year
AFR 315 (S) Blackness 2.0: Race, Film and New Technologies

Cross-listings: AFR 315  STS 315  SCST 315  AMST 315

Primary Cross-listing

Are distinctions of race truly eliminated with digital technologies? Through an engagement with scholarship in media studies, cultural studies, gender studies, and Africana studies (to name a few), this course will investigate the nuanced ways blackness is (re)constructed and (re)presented in digital technologies. Although we will largely focus on representations of blackness in modern film, we will examine the impact of ‘new’ technologies upon the broader categories of race, gender, and sexuality. Additional topics may include: avatar-based entertainment; race in the ‘real’ vs ‘virtual’ world; emoji wars; blogosphere politics; internet and hashtag activism; social networking and a post-race future; and fandom in the twitter era.

Requirements/Evaluation: participation and attendance, creation and maintenance of a personal blog, structural analyses for film, and design of an original multimedia project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Africana Studies concentrators

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 315 (D2) STS 315 (D2) SCST 315 (D2) AMST 315 (D2)

Not offered current academic year

AFR 321 (F) Trending Black: Race & Social Media in the 21st Century

The 21st Century ushered in new and exciting ways for people to communicate digitally. With the creation of social media outlets like Facebook, Twitter, Instagram, and more recently TikTok, connecting with the world is literally one click, or selfie away. Though much of the attention around social media is focused on people with race and educational privilege, people of color have created their own spaces to curate, articulate, and produce culture. Through the methods of rhetorical criticism, critical discourse analysis, cultural criticism and ethnography, we will investigate the ways Africana cultures, specifically in the United States, utilize social media to shape community and influence popular culture. This course will give students hands-on experience analyzing various texts, and a deeper understanding of rhetorical methodologies.

Class Format: Remote

Requirements/Evaluation: class participation, response papers, and a final research project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: sophomores, juniors, seniors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Fall 2020

SEM Section: R1  MW 10:00 am - 11:15 am  VaNatta S. Ford

AFR 325 (F) Television, Social Media, and Black Women "Unscripted"

Cross-listings: AFR 325  WGSS 325

Primary Cross-listing

Nene Leaks, Shonda Rhimes, Oprah Winfrey, Kerry Washington and now Lavern Cox and Melissa Harris-Perry have become common household names. Whether from the television shows they star in, the TV shows they have created, or the social media presence they have developed--these women continue to influence and shape popular culture. In this course we will situate Black women as creators and contributors to popular culture as a whole, but specifically through television (scripted and "unscripted") and social media. We will begin by covering the history of Black women in
television. This historical approach will then lead us to examine selected TV episodes, and investigate social media pages of Black actresses, television producers, and the fans of these shows. The aim of this course is to analyze the ways in which Black women continually shift the popular culture paradigm and how they serve as key players determining what is indeed popular.

Requirements/Evaluation: class participation, response papers, one 10 page paper, and a formal class presentation

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: juniors and seniors

Expected Class Size: 13

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 325 (D2) WGSS 325 (D2)

**Not offered current academic year**

AFR 337 (S) Queer in the City (DPE)

Cross-listings: AMST 337 AFR 337 WGSS 346

Secondary Cross-listing

In this course we will examine the various ways scholars and filmmakers have used ethnography as a critical tool for understanding the intersections of race, place, space, gender and sexuality. We will foreground studies that examine unfamiliar sites of Black struggle, resistance, and survival. We will examine Black gender variant and sexual minorities and how they produce, reproduce and struggle for spaces and places of desire, community, pleasure, love, and loss. We will explore these stories through primarily ethnographic modalities. We will discuss the political and ethical ramifications of these ethnographic narratives paying particular attention to the usefulness and limitations of both 'Thin' and 'Thick' descriptions. We will use ethnography to center debates regarding the politics of representation of racialized queer space, place, and people through both filmic and written accounts. All students will be asked to discover and develop their ethnographic voices through various critical, creative, experimental and performative assignments.

Requirements/Evaluation: facilitated class discussion; weekly critical response papers; creative projects

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: WGSS majors; students may be asked to write a short statement of interest in the event of over-enrollment

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 337 (D2) AFR 337 (D2) WGSS 346 (D2)

**Difference, Power, and Equity Notes:** Course directly discusses structural oppression, forms of inequality, and social redress through the intersecting matrices of race, gender, sexuality and other ontological forms.

**Not offered current academic year**

AMST 205 (S) Chicana/o/x Film and Video

Cross-listings: AMST 205 WGSS 203 LATS 203 ARTH 203

Secondary Cross-listing

Hollywood cinema has long been fascinated with the border between the United States and Mexico. This course will examine representations of the U.S.-Mexico border, Mexican Americans, and Chicans in both Hollywood film and independent media. We will consider how positions on nationalism, race, gender, identity, migration, and history are represented and negotiated through film. We will begin by analyzing Hollywood "border" and gang films before approaching Chicana/o/x-produced features, independent narratives, and experimental work. This course will explore issues of film and ideology, genre and representation, nationalist resistance and feminist critiques, queer theory and the performative aspects of identity. Through a focus on Chicana/o/x representation, the course explores a wide spectrum of film history (from the silent era to the present) and considers numerous
genres.

**Class Format:** Remote. Discussion-oriented lecture class. The course will feature synchronous online class meetings. In addition to class meetings and readings, students will be expected to watch 3-5 hours of film per week on GLOW or in the library.

**Requirements/Evaluation:** one short paper, mid-term exam, final exam and take home essays

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** Art majors; LATS concentrators

**Expected Class Size:** 14

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 205 (D2) WGSS 203 (D2) LATS 203 (D2) ARTH 203 (D1)

Spring 2021

LEC Section: R1    MW 11:45 am - 1:00 pm     C. Ondine Chavoya

**AMST 283 (F) Black Queer Looks: Race, Gender and Sexuality in Contemporary African-American Film**

**Cross-listings:** WGSS 283 AMST 283 ENGL 286 AFR 283

**Secondary Cross-listing**

In this course we will foreground questions around visibility and memory. We will explore representations of Black queer bodies in experimental, documentary and narrative film. This course will engage foundational texts from Black Queer Studies. We will pair texts with film in order to examine the various relationships between art and scholarship. You will also be asked to think about yourself as a filmmaker. We will screen films such as Looking for Langston (Isaac Julien, 1989), The Watermelon Woman (Cheryl Dunye, 1996), U People (Olive Demetrius and Hanifah Walidah, 2009), Tongues Untied (Marlon Riggs, 1989) and Litany for Survival (Ada Gay Griffin and Michelle Parkerson, 1995). Throughout the course we will evaluate the different ways filmmakers represent Black queerness on screen. The goal is to think about the possibilities and limitations of representation and visibility. Each of you will be asked to facilitate a class discussion. You also will be required to do weekly critical response papers. In lieu of a final paper you will create a detailed proposal for a short film that "represents" some segment of Black queer living.

**Requirements/Evaluation:** facilitate class discussion; weekly critical response papers; in lieu of a final paper you will create a detailed proposal for a short film

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Women's, Gender and Sexuality Studies majors, then Africana Studies concentrators

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 283 (D2) AMST 283 (D2) ENGL 286 (D2) AFR 283 (D2)

Not offered current academic year

**AMST 315 (S) Blackness 2.0: Race, Film and New Technologies**

**Cross-listings:** AFR 315 STS 315 SCST 315 AMST 315

**Secondary Cross-listing**

Are distinctions of race truly eliminated with digital technologies? Through an engagement with scholarship in media studies, cultural studies, gender studies, and Africana studies (to name a few), this course will investigate the nuanced ways blackness is (re)constructed and (re)presented in digital technologies. Although we will largely focus on representations of blackness in modern film, we will examine the impact of 'new' technologies upon the broader categories of race, gender, and sexuality. Additional topics may include: avatar-based entertainment; race in the 'real' vs 'virtual' world; emoji
wars; blogosphere politics; internet and hashtag activism; social networking and a post-race future; and fandom in the twitter era.

**Requirements/Evaluation:** participation and attendance, creation and maintenance of a personal blog, structural analyses for film, and design of an original multimedia project

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Africana Studies concentrators

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 315 (D2) STS 315 (D2) SCST 315 (D2) AMST 315 (D2)

Not offered current academic year

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**AMST 333 (S) An American Family and "Reality" Television (WS)**

**Cross-listings:** ARTH 310 WGS 312 AMST 333

**Secondary Cross-listing**

*An American Family* was a popular documentary series that featured the Loud family from Santa Barbara, California, whose everyday lives were broadcast on national television. The series generated an enormous amount of media attention, commentary, and controversy when it premiered on PBS in 1973. Today, it is regarded as the origin of so-called "Reality TV." In addition to challenging standard rules for television programming, the show challenged social conventions and asked viewers to think seriously about family relations, sexuality, domesticity, and the "American dream." Documenting the family's life over the course of eight months, the series chronicled the dissolution of the Louds' marriage and broadcast the "coming out" of eldest son Lance Loud, the first star of reality television. In this class, we will view the *An American Family* series in its entirety, research the program's historical reception, and analyze its influence on broadcast and film media, particularly on "reality" television. A final 14- to 18-page research paper will be prepared in stages, including a 6- to 8-page midterm essay that will be revised and expanded over the course of the semester.

**Class Format:** Remote seminar. The course will feature synchronous online class meetings.

**Requirements/Evaluation:** class presentations, research assignments and annotated bibliographies, and final 14- to 18-page research paper. Student presentations will be recorded offline and posted to GLOW.

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** junior Art majors, followed by senior majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ARTH 310 (D1) WGS 312 (D2) AMST 333 (D2)

**Writing Skills Notes:** There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Spring 2021

**SEM Section: R1 MW 6:45 pm - 8:00 pm C. Ondine Chavoya**

**AMST 337 (S) Queer in the City (DPE)**

**Cross-listings:** AMST 337 AFR 337 WGS 346

**Secondary Cross-listing**

In this course we will examine the various ways scholars and filmmakers have used ethnography as a critical tool for understanding the intersections
of race, place, space, gender and sexuality. We will foreground studies that examine unfamiliar sites of Black struggle, resistance, and survival. We will examine Black gender variant and sexual minorities and how they produce, reproduce and struggle for spaces and places of desire, community, pleasure, love, and loss. We will explore these stories through primarily ethnographic modalities. We will discuss the political and ethical ramifications of these ethnographic narratives paying particular attention to the usefulness and limitations of both ‘Thin’ and ‘Thick’ descriptions. We will use ethnography to center debates regarding the politics of representation of racialized queer space, place, and people through both filmic and written accounts. All students will be asked to discover and develop their ethnographic voices through various critical, creative, experimental and performative assignments.

**Requirements/Evaluation:** facilitated class discussion; weekly critical response papers; creative projects

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** WGSS majors; students may be asked to write a short statement of interest in the event of over-enrollment

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 337 (D2) AFR 337 (D2) WGSS 346 (D2)

**Difference, Power, and Equity Notes:** Course directly discusses structural oppression, forms of inequality, and social redress through the intersecting matrices of race, gender, sexuality and other ontological forms.

Not offered current academic year

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**AMST 346 (F) Latinas/os and the Media: From Production to Consumption**

**Cross-listings:** LATS 346 AMST 346

**Secondary Cross-listing**

This interdisciplinary course focuses on the areas of Latina/o media production, policy, content, and consumption in an attempt to answer the following questions, among others: How do Latinas/os construct identity (and have their identities constructed for them) through the media? How can we best understand the complex relationship between consumer, producer, and media text? How are Latina/o stereotypes constructed and circulated in mass media? Where do issues of Latina/o consumer agency come into play? In what ways does popular media impact our understanding of ethno-racial identities, gender, sexuality, class, language, and nation?

**Requirements/Evaluation:** student participation, one 2- to 3-page close reading exercise, and an original 10- to 12 page research paper conducted in stages

**Prerequisites:** LATS 105 or permission of the instructor; no first-year students are permitted to take this course

**Enrollment Limit:** 12

**Enrollment Preferences:** Latina/o Studies concentrators or American Studies majors by seniority

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LATS 346 (D2) AMST 346 (D2)

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**Fall 2020**

SEM Section: R1  MR 1:30 pm - 2:45 pm  Maria Elena Cepeda

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**ANTH 225 (F) Ways of Seeing**

This course examines the potential of images for revealing aspects of cultural normally obscured by the written word and for transmitting different, sometimes undervalued insights and knowledge of the social world. The central focus of this course is documentary film, and we will consider both the theory and practice of the documentary in the United States and abroad as it has evolved over time and as it is evident in contemporary filmmaking. In the course of the semester, we will examine some of the ways in which filmmakers, and ethnographic filmmakers in particular, have approached the
task of documenting and understanding different aspects of social reality. Among the questions that we will consider are the following: What is the relationship between written texts and images? What is it that documentary films “document”? What is the relationship between images and stories, and should the techniques used in fiction films to construct voice, point of view, identification, narrative sequence, etc. apply as well in the creation of nonfiction films? What is the role of film in anthropology, and how does ethnomethodic filmmaking relate to anthropology and to the broader documentary film tradition? In the last part of the course, we will consider the proliferation of cell phone videos and platforms such as Youtube and Instagram and their significance for the documentary film genre more generally.

Class Format: The class will be taught remotely and will include pre-recorded lectures, conversations with filmmakers and producers, and weekly online discussions.

Requirements/Evaluation: Weekly response/critiques of assigned films, a longer written paper (10-12 pages) or video essay of comparable scope.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Anthropology/Sociology majors, open to first-year students

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Fall 2020

SEM Section: R1  MWF 10:40 am - 11:30 am  David B. Edwards

ANTH 330  (F)  The Documentary Project: Ethnography and the Visual Narrative

The goals of ethnography and documentary work overlap. Both strive to communicate a compelling sense of people's lives, and to connect them to broader struggles and issues faced by others. Further, ethnography as a method emphasizes a close and sustained interaction, or "engagement" between the practitioner and her subjects. In this class, students will have the opportunity to practice both engagement and compelling presentation, by working throughout the semester on planning and executing a documentary project. The course will emphasize the use of visual narratives accompanied by text and audio drawn from interviews. Students will practice different types of documentation, and consider techniques for approaching, imaging and interviewing subjects. The practical aspects of developing a project, gaining access, working in unfamiliar environments and editing both visual and audio material will be reviewed. Conceptual topics will include myths about "truth" and "objectivity" in visual media, tensions between the goals of the documentarian and her responsibilities to her subjects, and differences between the documentary and ethnographic point of view. Acceptance into the class requires technical competence in photography or videography (as evidenced by prior coursework or portfolio), and a demonstrated ability to work independently and to commit to a long-term project. Participants should expect to spend significant time working off campus.

Requirements/Evaluation: develop and execute a semester length documentary project under instructor guidance; produce and edit weekly visual and audio content; participate in class critiques.

Prerequisites: SOC 236 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Not offered current academic year

ARAB 401  (F)(S)  Topics in Advanced Arabic: Contemporary Arab Cinema  (DPE)  (WS)

The Arab world is a fascinating region with rich traditions and vibrant societies. Through an exploration of contemporary Arab cinema, this course will introduce you to issues in modern Arab societies that represent the diversity of the region as well as the shared concerns and challenges. We will analyze select movies and texts, exploring how Arab filmmakers represent social, political, and economic change and realities in their societies. Some topics include nationalism and national identity, gender identities, civil wars, religion, social justice, and the recent revolts. The course will be conducted in Arabic, and we will employ linguistic and paralinguistic analyses of the movies as a means to explore modern Arab thought and cultures.
Class Format: The course will be offered remotely (Final course format to be determined closer to the semester)

Requirements/Evaluation: class participation, daily writing and reflections, quizzes, blogs, leading a movie discussion, and a final project.

Prerequisites: ARAB 302 or equivalent.

Enrollment Limit: 19

Enrollment Preferences: if the course is overenrolled, preference will be given to Arabic majors.

Expected Class Size: 5-7

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will engage in daily writing and reflections involving prose responses to discussion prompts, movies, YouTube videos, articles, and quiz prompts. The students will also write blogs, a minimum of one speech, and a 5-7 pp. final research paper. The instructor will give daily feedback on students' writing as well as training in writing skills to advance their writing abilities.

Difference, Power, and Equity Notes: The students will engage in an exploration of social, political, and economic realities in Arab societies. They will examine similarities and differences across a variety of contexts involving differential power dynamics, biases, and gender roles. They will reflect on issues of power based on internal and external factors in these societies as positioned in a region torn by political, social, and religious conflicts.

Fall 2020
SEM Section: H1  MW 1:30 pm - 2:45 pm  Brahim El Guabli

Spring 2021
SEM Section: R1  MW 1:30 pm - 2:45 pm  Lama Nassif

ARAB 415  (S) Examining the Arab Cultural Landscape: What does Arabic Media Actually Say  (DPE) (WS)

How does Arabic media represent the Arab landscape? This course will examine Arabic media as a window to the understanding of modern Arab though and culture. It will discuss how issues of political, historical, social, and economic significance in the Arab world are discussed, debated, and analyzed. Some issues include political and social freedoms, inter-Arab relations, national identity, recent revolts, gender identities, the Arabic language in a changing world, and technology in the age of globalization. The course will explore these issues as represented in the language of print, internet, television, movies, and social media, and we will employ linguistic and paralinguistic analysis of these resources.

Class Format: This course will involve two 75-minute sessions in addition to a weekly discussion session with the TA.

Requirements/Evaluation: active participation in class, daily assignments, blogs, quizzes, presentation, final project

Prerequisites: ARAB 302

Enrollment Limit: 12

Enrollment Preferences: Arabic majors

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: The course involves extensive writing in which learners reflect on cultural topics applicable to Arabic-speaking countries such as political and social freedoms, inter-Arab relations, national identity, recent revolts, gender identities, the Arabic language in a changing world, and technology in the age of globalization.

Difference, Power, and Equity Notes: The course explores how Arabic media reflects how Arabic societies deal with issues such as political and social freedoms, inter-Arab relations, national identity, recent revolts, gender identities, the Arabic language in a changing world, and technology in the age of globalization. We will analyze how these societies engage in discussions around these topics, common to the region, but with different local perspectives.

Not offered current academic year

ARTH 203  (S) Chicana/o/x Film and Video

Cross-listings: AMST 205  WGSS 203  LATS 203  ARTH 203

Secondary Cross-listing
Hollywood cinema has long been fascinated with the border between the United States and Mexico. This course will examine representations of the U.S.-Mexico border, Mexican Americans, and Chicanxs in both Hollywood film and independent media. We will consider how positions on nationalism, race, gender, identity, migration, and history are represented and negotiated through film. We will begin by analyzing Hollywood "border" and gang films before approaching Chicana/o/x-produced features, independent narratives, and experimental work. This course will explore issues of film and ideology, genre and representation, nationalist resistance and feminist critiques, queer theory and the performative aspects of identity. Through a focus on Chicana/o/x representation, the course explores a wide spectrum of film history (from the silent era to the present) and considers numerous genres.

**Class Format:** Remote. Discussion-oriented lecture class. The course will feature synchronous online class meetings. In addition to class meetings and readings, students will be expected to watch 3-5 hours of film per week on GLOW or in the library.

**Requirements/Evaluation:** one short paper, mid-term exam, final exam and take home essays

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** Art majors; LATS concentrators

**Expected Class Size:** 14

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 205 (D2) WGSS 203 (D2) LATS 203 (D2) ARTH 203 (D1)

**Spring 2021**

LEC Section: R1  MW 11:45 am - 1:00 pm  C. Ondine Chavoya

**ARTH 310 (S) An American Family and "Reality" Television** (WS)

**Cross-listings:** ARTH 310  WGSS 312  AMST 333

**Primary Cross-listing**

*An American Family* was a popular documentary series that featured the Loud family from Santa Barbara, California, whose everyday lives were broadcast on national television. The series generated an enormous amount of media attention, commentary, and controversy when it premiered on PBS in 1973. Today, it is regarded as the origin of so-called "Reality TV." In addition to challenging standard rules for television programming, the show challenged social conventions and asked viewers to think seriously about family relations, sexuality, domesticity, and the "American dream."

Documenting the family's life over the course of eight months, the series chronicled the dissolution of the Louds' marriage and broadcast the "coming out" of eldest son Lance Loud, the first star of reality television. In this class, we will view the *An American Family* series in its entirety, research the program's historical reception, and analyze its influence on broadcast and film media, particularly on "reality" television. A final 14- to 18-page research paper will be prepared in stages, including a 6- to 8-page midterm essay that will be revised and expanded over the course of the semester.

**Class Format:** Remote seminar. The course will feature synchronous online class meetings.

**Requirements/Evaluation:** class presentations, research assignments and annotated bibliographies, and final 14- to 18-page research paper. Student presentations will be recorded offline and posted to GLOW.

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** junior Art majors, followed by senior majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 310 (D1) WGSS 312 (D2) AMST 333 (D2)

**Writing Skills Notes:** There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for
The first movies excited viewers not by telling stories, but by reproducing the world: a dancer's billowing skirts, the sight of Niagara Falls, the arrival of a train at the station--such vignettes felt viscerally real. Our fascination with documentaries derives, in large part, from the way seemingly transparent images are woven into narratives full of hidden assumptions. Every viewer of the Zapruder film sees the same thing: President Kennedy, struck by a bullet, lurches forward. But what that might mean--whether it points toward a lone gunman or a conspiracy, toward the Soviet Union or the CIA--still remains uncertain. We'll explore the tensions between image and story, evidence and context, in films ranging from Fred Ott's "Sneeze" (1894) to Josh Oppenheimer's *The Act of Killing* (2012), concluding with a look at the effects of contemporary image technologies on our sense of personal and national identity. Readings for the course will be drawn from narrative theory, epistemology, and cultural theory, as framed by writers including Trinh Minh-ha, Christian Metz, and Bill Nichols.

**Requirements/Evaluation:** four written and multimedia exercises (1-2 pages each), two essays (six and twelve pages), and a willingness to experiment with formats

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors; Art and Comparative Literature majors; students with experience making video

**Expected Class Size:** 25

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**
ARTH 367 (D1) ENGL 367 (D1)

**Not offered current academic year**
ASST 153 (S) Japanese Film

Cross-listings: ASST 153 COMP 153

Secondary Cross-listing

From the swashbuckling samurai films of Kurosawa and delicate family dramas of Ozu to edgy cinematic experiments and a breathtaking range of animation, Japan has one of the most varied and exciting film traditions in the world. This course will introduce you to major periods, genres, and directors in that tradition. We will read film criticism that represents a range of approaches, but we’ll focus particularly on learning and practicing the kind of close visual analysis that will allow you to build your own original descriptions of how a given scene “works.” Throughout the course we will consider the relationship between classic cinema and popular genres like sword flicks, melodramas, psychological thrillers, and anime, focusing particularly on directors whose work seems to borrow equally from genre film and the artistic avant-garde. All texts are translated or subtitled. All levels welcome.

Class Format: This class will have a hybrid format: on-campus students will meet in a classroom during the scheduled class slot (observing campus distancing protocols), while off-campus students participate simultaneously via Zoom. Off-campus students must be able to Zoom in during the scheduled class times.

Requirements/Evaluation: attendance & participation, a few short response assignments, two 5-page papers, in-class test

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: students majoring or considering a major in comparative literature

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 153 (D1) COMP 153 (D1)

Spring 2021

LEC Section: H1 TR 11:30 am - 12:45 pm Christopher A. Bolton

CHIN 226 (S) Chinese Film and Its Significant Others (DPE)

Cross-listings: CHIN 226 COMP 296

Primary Cross-listing

From the "wows" that the first short films invoked at a Shanghai teahouse in 1896 to the $527 million (or 3.4 billion RMB) grossed at the box-office by a 3D fantasy in 2019, Chinese films have struck a responsive chord among domestic and foreign audiences. In this survey course, we will explore the evolving relationships between Chinese films and five "significant others" that are central to film and film-making. Roughly following a chronological order, this course will examine 1) the effect of new technological developments (such as photography, sound, color, special FX) on film; 2) the tension between film and traditional modes of public entertainment (such as operas and shadow plays); 3) film's social role to affirm and contest gender, national, and class identities; 4) the need to garner differing sources of financial support (state funding, cultural entrepreneurs, and transnational capital); and 5) the circulation of Chinese films in the global market. Class materials include various genre films (melodrama, horror, martial arts, comedy, etc.), directors’ notes, contemporary reviews, and scholarship in China and media studies. All materials and discussions are in English.

Class Format: All regular course meetings will be conducted ONLINE with mostly a synchronous mode of instruction. Students are also expected to complete asynchronous preparations (view the films and Panopto lecture clips, read scholarship, and contribute to the discussion board) before the regular class hour. All materials are posted on GLOW. For full information, please contact the instructor.

Requirements/Evaluation: Evaluation will be based on 1) ACTIVE in-class discussion; 2) Pre-class discussion posts based on reading and recorded lectures (Graded as Complete or Incomplete); 3) two short papers (3-5 pages); 4) two peer review papers (1-2 pages); and 5) the final project (including a presentation, and a paper or other form of project).

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: current or prospective Chinese, Japanese, Asian Studies, and Comparative Literature majors
Expected Class Size: 10
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
CHIN 226 (D1) COMP 296 (D1)

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze the clashes and negotiations between Western media technological modernities and Chinese indigenous understanding of shadows, visibility, and sound. By discussing various films produced from mainland China, Hong Kong, Taiwan, and other diaspora areas from 1920 to now, this course asks students to explore how cinema invokes (and erases) differences, and consolidates (and challenges) hegemonic notions of nation, gender, and class.

Spring 2021
SEM Section: R1 MR 3:15 pm - 4:30 pm Man He

CHIN 237 (F) Present Past: The Politics of Memory in Contemporary Chinese Literatures and Films
Cross-listings: COMP 297 CHIN 237

Primary Cross-listing
What happens when memories, already slippery, are further massaged by literary and cinematic narrative strategies? How is the historical "past" remembered, forgotten, and subverted in a literary "presence"? This tutorial explores the politics of memory in contemporary literatures and films from the People's Republic of China (post-socialist era, 1978), Taiwan (post-martial law, 1987), and Hong Kong (postcolonial era, 1997). We will look at how literary and cinematic works in each of these "post" societies represent state-sponsored narratives of remembrance, dissidents' collective amnesia, and at the popular level, a playful yet cynical flirtation with politics. With close- and distant- readings of textualized and visualized memories, we will examine themes of nation and locality, public and private, amnesia and nostalgia, and home and diaspora in the PRC, Taiwan, and Hong Kong from the late 1980s until to today. Course readings include "root-seeking", "new realist", "avant-garde" and "hooligan" novels, examples from the Taiwanese small theater movement, and the transnational cinemas made by the fifth, sixth, and second new wave filmmakers from these three "post" societies.

Requirements/Evaluation: attendance and participation, five short papers, five short critiques of a partner's paper, one final project
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: current or prospective Chinese, Asian Studies, and Comparative Literature majors
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
COMP 297 (D1) CHIN 237 (D1)

Not offered current academic year

COMP 153 (S) Japanese Film
Cross-listings: ASST 153 COMP 153

Primary Cross-listing
From the swashbuckling samurai films of Kurosawa and delicate family dramas of Ozu to edgy cinematic experiments and a breathtaking range of animation, Japan has one of the most varied and exciting film traditions in the world. This course will introduce you to major periods, genres, and directors in that tradition. We will read film criticism that represents a range of approaches, but we’ll focus particularly on learning and practicing the kind of close visual analysis that will allow you to build your own original descriptions of how a given scene "works." Throughout the course we will consider the relationship between classic cinema and popular genres like sword flicks, melodramas, psychological thrillers, and anime, focusing particularly on directors whose work seems to borrow equally from genre film and the artistic avant-garde. All texts are translated or subtitled. All levels welcome.

Class Format: This class will have a hybrid format: on-campus students will meet in a classroom during the scheduled class slot (observing campus
distancing protocols), while off-campus students participate simultaneously via Zoom. Off-campus students must be able to Zoom in during the scheduled class times.

Requirements/Evaluation: attendance & participation, a few short response assignments, two 5-page papers, in-class test

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: students majoring or considering a major in comparative literature

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 153 (D1) COMP 153 (D1)

Spring 2021

LEC Section: H1    TR 11:30 am - 12:45 pm     Christopher A. Bolton

COMP 296  (S)  Chinese Film and Its Significant Others  (DPE)

Cross-listings: CHIN 226  COMP 296

Secondary Cross-listing

From the “wows” that the first short films invoked at a Shanghai teahouse in 1896 to the $527 million (or 3.4 billion RMB) grossed at the box-office by a 3D fantasy in 2019, Chinese films have struck a responsive chord among domestic and foreign audiences. In this survey course, we will explore the evolving relationships between Chinese films and five “significant others” that are central to film and film-making. Roughly following a chronological order, this course will examine 1) the effect of new technological developments (such as photography, sound, color, special FX) on film; 2) the tension between film and traditional modes of public entertainment (such as operas and shadow plays); 3) film’s social role to affirm and contest gender, national, and class identities; 4) the need to garner differing sources of financial support (state funding, cultural entrepreneurs, and transnational capital); and 5) the circulation of Chinese films in the global market. Class materials include various genre films (melodrama, horror, martial arts, comedy, etc.), directors’ notes, contemporary reviews, and scholarship in China and media studies. All materials and discussions are in English.

Class Format: All regular course meetings will be conducted ONLINE with mostly a synchronous mode of instruction. Students are also expected to complete asynchronous preparations (view the films and Panopto lecture clips, read scholarship, and contribute to the discussion board) before the regular class hour. All materials are posted on GLOW. For full information, please contact the instructor.

Requirements/Evaluation: Evaluation will be based on 1) ACTIVE in-class discussion; 2) Pre-class discussion posts based on reading and recorded lectures (Graded as Complete or Incomplete); 3) two short papers (3-5 pages); 4) two peer review papers (1-2 pages); and 5) the final project (including a presentation, and a paper or other form of project).

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: current or prospective Chinese, Japanese, Asian Studies, and Comparative Literature majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 226 (D1) COMP 296 (D1)

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze the clashes and negotiations between Western media technological modernities and Chinese indigenous understanding of shadows, visuality, and sound. By discussing various films produced from mainland China, Hong Kong, Taiwan, and other diaspora areas from 1920 to now, this course asks students to explore how cinema invokes (and erases) differences, and consolidates (and challenges) hegemonic notions of nation, gender, and class.

Spring 2021

SEM Section: R1    MR 3:15 pm - 4:30 pm     Man  He
COMP 297 (F) Present Past: The Politics of Memory in Contemporary Chinese Literatures and Films

**Cross-listings:** COMP 297 CHIN 237

**Secondary Cross-listing**

What happens when memories, already slippery, are further massaged by literary and cinematic narrative strategies? How is the historical "past" remembered, forgotten, and subverted in a literary "presence"? This tutorial explores the politics of memory in contemporary literatures and films from the People's Republic of China (post-socialist era, 1978), Taiwan (post-martial law, 1987), and Hong Kong (postcolonial era, 1997). We will look at how literary and cinematic works in each of these "post" societies represent state-sponsored narratives of remembrance, dissidents' collective amnesia, and at the popular level, a playful yet cynical flirtation with politics. With close- and distant- readings of textualized and visualized memories, we will examine themes of nation and locality, public and private, amnesia and nostalgia, and home and diaspora in the PRC, Taiwan, and Hong Kong from the late 1980s until to today. Course readings include "root-seeking", "new realist", "avant-garde" and "hooligan" novels, examples from the Taiwanese small theater movement, and the transnational cinemas made by the fifth, sixth, and second new wave filmmakers from these three "post" societies.

**Requirements/Evaluation:** attendance and participation, five short papers, five short critiques of a partner's paper, one final project

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** current or prospective Chinese, Asian Studies, and Comparative Literature majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 297 (D1) CHIN 237 (D1)

Not offered current academic year

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COMP 298 (S) Introduction to French and Francophone Film

**Cross-listings:** RLFR 228 COMP 298

**Secondary Cross-listing**

In this course, we watch and examine seminal French and Francophone films. Starting with early French cinema and silent movies of the end of the nineteenth century, we continue with landmark films from the 1920s, '30s and '40s. World War II serves as a point of rupture to explore how the advent of Francophone film parallels postcolonial theory. Throughout the semester, we discuss film as spectacle, the emergence of narrative forms, innovative technical practice and their connection to aesthetics. We also look at the role of film in addressing larger questions that include acts of rebellion, decolonization, the radical rejection of societal values, colonialism, dislocation, alienation, French collaboration during the German occupation, and the intersection of history and biography, as well as migration, in between-ness, and transnationalism. Films from the Lumière brothers, Méliès, Guy-Blaché, Vigo, Truffaut, Sembène, Mambety, Malle, Varda, Palcy, Peck, and Sissako. Conducted in French.

**Requirements/Evaluation:** response papers, midterm paper, TV show, colloquium

**Prerequisites:** RLFR 201, 202, or 203, or by permission of instructor

**Enrollment Limit:** 15

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 228 (D1) COMP 298 (D1)

Not offered current academic year

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COMP 341 (F) Cinematic Representations of Work and Migration after the Wall

**Cross-listings:** WGSS 341 COMP 341
The increased flow of migrants from East to West and from South to North into the center of Europe and the simultaneous tightening of restrictions against illegal migration have brought to the forefront issues of labour, gender, and precarity, citizenship and cultural belonging. We will analyze feature films and documentaries that trace the changing face of work and migration, with an emphasis on flows from countries the former east bloc and Africa to Europe. We will discuss negative effects of globalized capitalism, such as the monetization of feeling and personal relations (Harvey), the concept of intensification and the disembodied state (Nealon and Foucault), but also ask what new opportunities might arise, and for which groups. We will study the depiction of manual labour, illegal migration, women as caregivers, Internet marriage, sex work, and the migrant as a raced and othered body. Theory by Dina Iordanova and William Brown, Ewa Mazierska, Sandro Mezzadra and Brett Neilson, Jeffrey Nealon, Lara Águstin, Angela Melitopoulos, Lauren Berlant and Mieke Bal. Films will likely include: *Illegal*, *Working Man's Death*, NordSud.com, *Lichter* (Lights), *Code Unknown*, *The Flower Bridge*, *Occident*, *Since Otar Left*, *Losers and Winners*, *Whore's Glory*, *Le Havre* and *Time Out*.

**Requirements/Evaluation:** active class participation, two short papers, an oral presentation, and a final paper

**Prerequisites:** a 200-level ENGL or COMP course, or permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** Comparative Literature and Women’s Gender & Sexuality majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 341 (D2) COMP 341 (D1)

Not offered current academic year

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**ENGL 204 (F) Hollywood Film**

For almost a century, Hollywood films have been the world's most influential art form, shaping how we dress and talk, how we think about sex, race, and power, and what it means to be American. We'll examine both the characteristic pleasures provided by Hollywood's dominant genres—including action films, horror films, thrillers and romantic comedies—and the complex, sometimes unsavory fantasies they mobilize. We will do this by looking carefully at a dozen or so iconic films, probably including *Psycho*, *Casablanca*, *The Godfather*, *Schindler's List*, *Bridesmaids*, *Groundhog Day*, *12 Years a Slave* and *Get Out*.

**Requirements/Evaluation:** Two 2-page essays, two editing exercises, a midterm, and a final exam

**Prerequisites:** None

**Enrollment Limit:** 60

**Enrollment Preferences:** English majors

**Expected Class Size:** 60

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2020

LEC Section: R1 TBA John E. Kleiner, James R. Shepard

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**ENGL 213 (S) Making Radio**

This course has two aims. The first is to teach the necessary skills (including interview technique, field recording, editing, and scoring) to make broadcast-worthy audio nonfiction. The second is to use this process to investigate fundamental aspects of narrative. How does a story build its contract with listeners? What's the role of the narrator? How can one appropriately speak for (and sometimes against) another person? This is less a course in journalism than an experiment in documentary cinema for the ear. We'll do some reading in narrative theory and radio technique, and will listen to exemplary works (including episodes of *This American Life*, *RadioLab*, *Love and Radio*, and *Snap Judgment*), but most of our time—and this is a time-consuming course—will be spent making and critiquing each other's pieces. Students will produce five or six pieces total, at least two of which must develop out of interviews with strangers.

**Requirements/Evaluation:** Five short audio pieces; attendance and active participation. Note that this course will be given exclusively online.
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: sophomores; English majors; students with radio or studio art training

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: The student version of Hindenburg audio software ($95); students on financial aid will have this expense covered by the college.

Distributions: (D1)

Spring 2021

SEM Section: R1  TF 3:15 pm - 4:30 pm   Shawn J. Rosenheim

ENGL 234  (F)  The Video Essay

While people today are subject to an unprecedented flood of moving images, few have had the chance to think critically about film and video. Fewer still have had the opportunity to think with the medium, exploiting the resources of film and video in their efforts to understand how these media work on viewers. The Video Essay offers a chance to do that. After being introduced to the fundamentals of film analysis and receiving training in the use of Adobe Premiere Pro, students will spend the term alternately making short video essays and commenting on the essays produced by their partners. Note that this is primarily a course in film analysis: students will not shoot original material. No prior experience is required. Note that the course meets entirely online.

Class Format: We will meet together for three weeks, then break into groups of four. Students in each group will alternate weekly between creating video essays on film topics, and writing commentaries on the essays of their partner. All meetings will be online.

Requirements/Evaluation: four written exercises (1-2 pages); four video essays, increasing from two to six minutes; and four written commentaries on one's partner's video essays.

Prerequisites: permission of the instructor

Enrollment Limit: 12

Enrollment Preferences: sophomores; first-year students; English majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2020

TUT Section: RT1  W 2:50 pm - 3:40 pm   Shawn J. Rosenheim

ENGL 286  (F)  Black Queer Looks: Race, Gender and Sexuality in Contemporary African-American Film

Cross-listings: WGSS 283  AMST 283  ENGL 286  AFR 283

Secondary Cross-listing

In this course we will foreground questions around visibility and memory. We will explore representations of Black queer bodies in experimental, documentary and narrative film. This course will engage foundational texts from Black Queer Studies. We will pair texts with film in order to examine the various relationships between art and scholarship. You will also be asked to think about yourself as a filmmaker. We will screen films such as Looking for Langston (Isaac Julien, 1989), The Watermelon Woman (Cheryl Dunye, 1996), U People (Olive Demetrius and Hanifah Walidah, 2009), Tongues Untied (Marlon Riggs, 1989) and Litany for Survival (Ada Gay Griffin and Michelle Parkerson, 1995). Throughout the course we will evaluate the different ways filmmakers represent Black queerness on screen. The goal is to think about the possibilities and limitations of representation and visibility. Each of you will be asked to facilitate a class discussion. You also will be required to do weekly critical response papers. In lieu of a final paper you will create a detailed proposal for a short film that "represents" some segment of Black queer living.

Requirements/Evaluation: facilitate class discussion; weekly critical response papers; in lieu of a final paper you will create a detailed proposal for a short film

Prerequisites: none
ENGLISH 367 (F) Documentary Fictions

Cross-listings: ARTH 367 ENGL 367

Primary Cross-listing

The first movies excited viewers not by telling stories, but by reproducing the world: a dancer's billowing skirts, the sight of Niagara Falls, the arrival of a train at the station--such vignettes felt viscerally real. Our fascination with documentaries derives, in large part, from the way seemingly transparent images are woven into narratives full of hidden assumptions. Every viewer of the Zapruder film sees the same thing: President Kennedy, struck by a bullet, lurches forward. But what that might mean--whether it points toward a lone gunman or a conspiracy, toward the Soviet Union or the CIA--still remains uncertain. We'll explore the tensions between image and story, evidence and context, in films ranging from Fred Ott's "Sneeze" (1894) to Josh Oppenheimer's The Act of Killing (2012), concluding with a look at the effects of contemporary image technologies on our sense of personal and national identity. Readings for the course will be drawn from narrative theory, epistemology, and cultural theory, as framed by writers including Trinh Minh-ha, Christian Metz, and Bill Nichols.

Requirements/Evaluation: four written and multimedia exercises (1-2 pages each), two essays (six and twelve pages), and a willingness to experiment with formats

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor

Enrollment Limit: 25

Enrollment Preferences: English majors; Art and Comparative Literature majors; students with experience making video

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 367 (D1) ENGL 367 (D1)

Not offered current academic year

LATS 203 (S) Chicana/o/x Film and Video

Cross-listings: AMST 205 WGSS 203 LATS 203 ARTH 203

Primary Cross-listing

Hollywood cinema has long been fascinated with the border between the United States and Mexico. This course will examine representations of the U.S.-Mexico border, Mexican Americans, and Chicanxs in both Hollywood film and independent media. We will consider how positions on nationalism, race, gender, identity, migration, and history are represented and negotiated through film. We will begin by analyzing Hollywood "border" and gang films before approaching Chicana/o/x-produced features, independent narratives, and experimental work. This course will explore issues of film and ideology, genre and representation, national resistance and feminist critiques, queer theory and the performative aspects of identity. Through a focus on Chicana/o/x representation, the course explores a wide spectrum of film history (from the silent era to the present) and considers numerous genres.

Class Format: Remote. Discussion-oriented lecture class. The course will feature synchronous online class meetings. In addition to class meetings and readings, students will be expected to watch 3-5 hours of film per week on GLOW or in the library.

Requirements/Evaluation: one short paper, mid-term exam, final exam and take home essays

Prerequisites: none
Enrollment Limit: 16
Enrollment Preferences: Art majors; LATS concentrators
Expected Class Size: 14
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
AMST 205 (D2) WGSS 203 (D2) LATS 203 (D2) ARTH 203 (D1)

Spring 2021
LEC Section: R1 MW 11:45 am - 1:00 pm C. Ondine Chavoya

LATS 346 (F) Latinas/os and the Media: From Production to Consumption
Cross-listings: LATS 346 AMST 346
Primary Cross-listing
This interdisciplinary course focuses on the areas of Latina/o media production, policy, content, and consumption in an attempt to answer the following questions, among others: How do Latinas/os construct identity (and have their identities constructed for them) through the media? How can we best understand the complex relationship between consumer, producer, and media text? How are Latina/o stereotypes constructed and circulated in mass media? Where do issues of Latina/o consumer agency come into play? In what ways does popular media impact our understanding of ethno-racial identities, gender, sexuality, class, language, and nation?
Requirements/Evaluation: student participation, one 2- to 3-page close reading exercise, and an original 10- to 12 page research paper conducted in stages
Prerequisites: LATS 105 or permission of the instructor; no first-year students are permitted to take this course
Enrollment Limit: 12
Enrollment Preferences: Latina/o Studies concentrators or American Studies majors by seniority
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
LATS 346 (D2) AMST 346 (D2)

Fall 2020
SEM Section: R1 MR 1:30 pm - 2:45 pm María Elena Cepeda

MUS 149 (S) The Language of Film Music
Filmmakers have relied on music from the earliest days of silent movies (often accompanied by live musical performance) to our present age of slickly-produced online video. Along the way, trends have arisen (and have been artfully thwarted) in countless film scores, whether constructed from preexisting works or specially crafted by composers like Max Steiner, Duke Ellington, Bernard Herrmann, John Williams, James Horner, Micachu, or Björk. In this class, we will look at and listen to films from different periods and cultures, observing which techniques evolved, which have changed very little, and considering when an idea is borrowed and when it might actually be new. We will also discuss the impact this language has on the experience of the viewer, and how film music functions in the wider culture. Assignments will consist of listening/viewing, responding in writing, and re-interpreting film clips with music you will compose or borrow.
Class Format: This is a remote course that includes synchronous class meetings.
Requirements/Evaluation: Course evaluations include: several short writing and creative assignments, two quizzes, a midterm essay, and a final creative project. Off-campus students should consult the professor about computer hardware requirements for the completion of creative projects.
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: given to juniors and seniors
Expected Class Size: 25
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)

Spring 2021
LEC Section: R1  TF 3:15 pm - 4:30 pm  Zachary Wadsworth

**MUS 276 (F) Music and the Internet**
Since the release of Napster in 1999, the Internet’s relationship with music has been sometimes elevating and sometimes adversarial. While it has granted listeners access to broad music libraries and musicians access to large audiences, the Internet has also exposed listeners to legal action, taxed artists with dwindling royalties, and disrupted and reshaped the recording and publishing industries. This course examines how the Internet has affected music at every level, from its creation to its distribution and consumption. Topics will include music written for online spaces, musical performances that take place online, music and online gaming, live music that refers to the Internet, the financial and philosophical background of music file formats, changing notions of musical ownership, censorship of music online, music’s place in memes, and the user experience in (and attitudes toward music projected by) services like iTunes, YouTube, Spotify, and musically.

Class Format: discussion
Requirements/Evaluation: 4-page midterm paper, 8-page final paper, one presentation, two mid-semester creative projects
Prerequisites: none
Enrollment Limit: 19
Expected Class Size: 14
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)
Not offered current academic year

**RLFR 206 (F) The Outsider in French & Francophone Film Adaptations of Literary Texts** (DPE)
In this course students will examine the figure of the outsider (queer, black, woman, intruder, loner) in several French and Francophone literary texts and their film adaptations and will explore questions such as: how are such outsiders translated onto the screen? To what extent does outsider status help maintain, challenge, or reveal hegemonic discourse? In what ways do non-Western and Western filmmakers (re)cast power and privilege through the figure of the outsider in their film adaptations (of Western canonical texts)? Students will read original French and Francophone literary texts and apply theories of film adaptation to their analyses.

Requirements/Evaluation: three response papers, one short essay on film adaption, one video essay with a student partner
Prerequisites: students should have taken RLFR 105 or above, or placement test, or by permission of instructor
Enrollment Limit: 16
Enrollment Preferences: Comparative Literature majors, Africana Studies concentrators, French majors and certificates
Expected Class Size: 12
Grading: yes pass/fail option, no fifth course option
Distributions: (D1) (DPE)
Difference, Power, and Equity Notes: This course fulfills the DPE requirement because it focuses via the figure of the outsider on power dynamics (based on sexual identity race, class, gender) between cultural producers, in literary texts and their film adaptations.
Not offered current academic year

**RLFR 228 (S) Introduction to French and Francophone Film**
Cross-listings: RLFR 228 COMP 298
Primary Cross-listing
In this course, we watch and examine seminal French and Francophone films. Starting with early French cinema and silent movies of the end of the
nineteenth century, we continue with landmark films from the 1920s, '30s and '40s. World War II serves as a point of rupture to explore how the advent of Francophone film parallels postcolonial theory. Throughout the semester, we discuss film as spectacle, the emergence of narrative forms, innovative technical practice and their connection to aesthetics. We also look at the role of film in addressing larger questions that include acts of rebellion, decolonization, the radical rejection of societal values, colonialism, dislocation, alienation, French collaboration during the German occupation, and the intersection of history and biography, as well as migration, in between-ness, and transnationalism. Films from the Lumière brothers, Méliès, Guy-Blaché, Vigo, Truffaut, Sembene, Mambety, Malle, Varda, Paltz, Peck, and Sissako. Conducted in French.

Requirements/Evaluation: response papers, midterm paper, TV show, colloquium

Prerequisites: RLFR 201, 202, or 203, or by permission of instructor

Enrollment Limit: 15

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 228 (D1) COMP 298 (D1)

Not offered current academic year

SOC 212 (S) Understanding Social Media

Cross-listings: STS 214 SOC 212

Primary Cross-listing

Over just the last twenty years--beginning with Friendster and MySpace and continuing through Facebook and Twitter, Snapchat and Instagram--the rise of social media has had a profound influence on the way we live. It has given a new rhythm to our daily routines, shaped the way we inform ourselves and converse with others, and transformed media and entertainment, politics and public discourse, and many other aspects of culture. This seminar course will undertake a broad and critical examination of social media, looking at it from historical, economic, legal, social, and phenomenological perspectives. The topics addressed will include social media's effects on self-image and self-formation, its influence on protest movements and political campaigns, its use as a conduit for news and propaganda, and the way commercial interests and technical characteristics have shaped its design and use. Through pertinent readings and lively discussions, and drawing on students' own experiences with social media, the course will illuminate social media's benefits and drawbacks while providing a foundation for thinking about possible legal, regulatory, and personal responses to this far-reaching and still unfolding social phenomenon.

Class Format: hybrid

Requirements/Evaluation: attendance and participation, team assignments, two 5-page writing assignments, final exam

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 214 (D2) SOC 212 (D2)

Spring 2021

SEM Section: H1 MW 11:45 am - 1:00 pm Nicholas Carr

SEM Section: H1 MW 11:45 am - 1:00 pm Nicholas Carr

STS 276 (F) Music and the Internet

Since the release of Napster in 1999, the Internet's relationship with music has been sometimes elevating and sometimes adversarial. While it has granted listeners access to broad music libraries and musicians access to large audiences, the Internet has also exposed listeners to legal action, taxed artists with dwindling royalties, and disrupted and reshaped the recording and publishing industries. This course examines how the Internet has
affected music at every level, from its creation to its distribution and consumption. Topics will include music written for online spaces, musical performances that take place online, music and online gaming, live music that refers to the Internet, the financial and philosophical background of music file formats, changing notions of musical ownership, censorship of music online, music's place in memes, and the user experience in (and attitudes toward music projected by) services like iTunes, YouTube, Spotify, and musically.

Class Format: discussion

Requirements/Evaluation: 4-page midterm paper, 8-page final paper, one presentation, two mid-semester creative projects

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 14

Grading:

Distributions: (D1)

Not offered current academic year

STS 315 (S) Blackness 2.0: Race, Film and New Technologies

Cross-listings: AFR 315 STS 315 SCST 315 AMST 315

Secondary Cross-listing

Are distinctions of race truly eliminated with digital technologies? Through an engagement with scholarship in media studies, cultural studies, gender studies, and Africana studies (to name a few), this course will investigate the nuanced ways blackness is (re)constructed and (re)presented in digital technologies. Although we will largely focus on representations of blackness in modern film, we will examine the impact of ‘new’ technologies upon the broader categories of race, gender, and sexuality. Additional topics may include: avatar-based entertainment; race in the ‘real’ vs ‘virtual’ world; emoji wars; blogosphere politics; internet and hashtag activism; social networking and a post-race future; and fandom in the twitter era.

Requirements/Evaluation: participation and attendance, creation and maintenance of a personal blog, structural analyses for film, and design of an original multimedia project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Africana Studies concentrators

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 315 (D2) STS 315 (D2) SCST 315 (D2) AMST 315 (D2)

Not offered current academic year

WGSS 203 (S) Chicana/o/x Film and Video

Cross-listings: AMST 205 WGSS 203 LATS 203 ARTH 203

Secondary Cross-listing

Hollywood cinema has long been fascinated with the border between the United States and Mexico. This course will examine representations of the U.S.-Mexico border, Mexican Americans, and Chicanxs in both Hollywood film and independent media. We will consider how positions on nationalism, race, gender, identity, migration, and history are represented and negotiated through film. We will begin by analyzing Hollywood "border" and gang films before approaching Chicana/o/x-produced features, independent narratives, and experimental work. This course will explore issues of film and ideology, genre and representation, nationalist resistance and feminist critiques, queer theory and the performative aspects of identity. Through a focus on Chicana/o/x representation, the course explores a wide spectrum of film history (from the silent era to the present) and considers numerous genres.

Class Format: Remote. Discussion-oriented lecture class. The course will feature synchronous online class meetings. In addition to class meetings and readings, students will be expected to watch 3-5 hours of film per week on GLOW or in the library.

Requirements/Evaluation: one short paper, mid-term exam, final exam and take home essays

Prerequisites: none
Enrollment Limit: 16
Enrollment Preferences: Art majors; LATS concentrators
Expected Class Size: 14
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 205 (D2) WGSS 203 (D2) LATS 203 (D2) ARTH 203 (D1)

Spring 2021
LEC Section: R1  MW 11:45 am - 1:00 pm  C. Ondine Chavoya

WGSS 283 (F) Black Queer Looks: Race, Gender and Sexuality in Contemporary African-American Film
Cross-listings: WGSS 283 AMST 283 ENGL 286 AFR 283

Primary Cross-listing
In this course we will foreground questions around visibility and memory. We will explore representations of Black queer bodies in experimental, documentary and narrative film. This course will engage foundational texts from Black Queer Studies. We will pair texts with film in order to examine the various relationships between art and scholarship. You will also be asked to think about yourself as a filmmaker. We will screen films such as Looking for Langston (Isaac Julien, 1989), The Watermelon Woman (Cheryl Dunye, 1996), U People (Olive Demetrius and Hanifah Walidah, 2009), Tongues Untied (Marlon Riggs, 1989) and Litany for Survival (Ada Gay Griffin and Michelle Parkerson, 1995). Throughout the course we will evaluate the different ways filmmakers represent Black queerness on screen. The goal is to think about the possibilities and limitations of representation and visibility. Each of you will be asked to facilitate a class discussion. You also will be required to do weekly critical response papers. In lieu of a final paper you will create a detailed proposal for a short film that "represents" some segment of Black queer living.

Requirements/Evaluation: facilitate class discussion; weekly critical response papers; in lieu of a final paper you will create a detailed proposal for a short film
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: Women's, Gender and Sexuality Studies majors, then Africana Studies concentrators
Expected Class Size: 20
Grading: no pass/fail option, yes fifth course option
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 283 (D2) AMST 283 (D2) ENGL 286 (D2) AFR 283 (D2)

Not offered current academic year

WGSS 312 (S) An American Family and "Reality" Television (WS)
Cross-listings: ARTH 310 WGSS 312 AMST 333

Secondary Cross-listing
An American Family was a popular documentary series that featured the Loud family from Santa Barbara, California, whose everyday lives were broadcast on national television. The series generated an enormous amount of media attention, commentary, and controversy when it premiered on PBS in 1973. Today, it is regarded as the origin of so-called "Reality TV." In addition to challenging standard rules for television programming, the show challenged social conventions and asked viewers to think seriously about family relations, sexuality, domesticity, and the "American dream." Documenting the family's life over the course of eight months, the series chronicled the dissolution of the Lounds' marriage and broadcast the "coming out" of eldest son Lance Loud, the first star of reality television. In this class, we will view the An American Family series in its entirety, research the program's historical reception, and analyze its influence on broadcast and film media, particularly on "reality" television. A final 14- to 18-page research paper will be prepared in stages, including a 6- to 8-page midterm essay that will be revised and expanded over the course of the semester.

Class Format: Remote seminar. The course will feature synchronous online class meetings.
Requirements/Evaluation: class presentations, research assignments and annotated bibliographies, and final 14- to 18-page research paper.
Student presentations will be recorded offline and posted to GLOW.

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** junior Art majors, followed by senior majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 310 (D1) WGSS 312 (D2) AMST 333 (D2)

**Writing Skills Notes:** There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Spring 2021

SEM Section: R1 MW 6:45 pm - 8:00 pm C. Ondine Chavoya

**WGSS 325 (F) Television, Social Media, and Black Women 'Unscripted'**

**Cross-listings:** AFR 325 WGSS 325

**Secondary Cross-listing**

Nene Leaks, Shonda Rhimes, Oprah Winfrey, Kerry Washington and now Lavern Cox and Melissa Harris-Perry have become common household names. Whether from the television shows they star in, the TV shows they have created, or the social media presence they have developed--these women continue to influence and shape popular culture. In this course we will situate Black women as creators and contributors to popular culture as a whole, but specifically through television (scripted and "unscripted") and social media. We will begin by covering the history of Black women in television. This historical approach will then lead us to examine selected TV episodes, and investigate social media pages of Black actresses, television producers, and the fans of these shows. The aim of this course is to analyze the ways in which Black women continually shift the popular culture paradigm and how they serve as key players determining what is indeed popular.

**Requirements/Evaluation:** class participation, response papers, one 10 page paper, and a formal class presentation

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** juniors and seniors

**Expected Class Size:** 13

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 325 (D2) WGSS 325 (D2)

Not offered current academic year

**WGSS 341 (F) Cinematic Representations of Work and Migration after the Wall**

**Cross-listings:** WGSS 341 COMP 341

**Secondary Cross-listing**

The increased flow of migrants from East to West and from South to North into the center of Europe and the simultaneous tightening of restrictions against illegal migration have brought to the forefront issues of labour, gender, and precarity, citizenship and cultural belonging. We will analyze feature films and documentaries that trace the changing face of work and migration, with an emphasis on flows from countries the former east bloc and Africa to Europe. We will discuss negative effects of globalized capitalism, such as the monetization of feeling and personal relations (Harvey), the concept of intensification and the disembodied state (Nealon and Foucault), but also ask what new opportunities might arise, and for which groups. We will study the depiction of manual labour, illegal migration, women as caregivers, Internet marriage, sex work, and the migrant as a raced and othered
In this course we will examine the various ways scholars and filmmakers have used ethnography as a critical tool for understanding the intersections of race, place, space, gender and sexuality. We will foreground studies that examine unfamiliar sites of Black struggle, resistance, and survival. We will examine Black gender variant and sexual minorities and how they produce, reproduce and struggle for spaces and places of desire, community, pleasure, love, and loss. We will explore these stories through primarily ethnographic modalities. We will discuss the political and ethical ramifications of these ethnographic narratives paying particular attention to the usefulness and limitations of both ‘Thin’ and ‘Thick’ descriptions. We will use ethnography to center debates regarding the politics of representation of racialized queer space, place, and people through both filmic and written accounts. All students will be asked to discover and develop their ethnographic voices through various critical, creative, experimental and performative assignments.

Requirements/Evaluation: facilitated class discussion; weekly critical response papers; creative projects
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: WGSS majors; students may be asked to write a short statement of interest in the event of over-enrollment
Expected Class Size: 20
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
AMST 337 (D2) AFR 337 (D2) WGSS 346 (D2)
FMST Related Courses
AMST 236 (S) Making Things Visible: Adventures in Documentary Work
Cross-listings: SOC 236 AMST 236 ARTH 237 ENGL 237
Secondary Cross-listing
Photography, like ethnography, is an art of looking carefully and taking notice. This course will explore the overlaps between documentary photography and field methods of social science, concentrating particularly on the genre in which the two intersect: the photo essay. The students will learn methods of visual narrative and storytelling, using techniques of interviewing, still photography, and video. Concurrently, we will explore a number of examples of investigative work that blend word and image. We will ask questions about the changing practices and expectations associated
with the documentarian’s role, and the evolving media in which such work can be presented. Lastly, we will discuss ethical questions that haunt documentary work, including issues of responsibility and politics of representation, as well as the perennial question of whether “objective representation” is even possible or desirable. Experience in photography and/or video is not required, but students will be expected to master basic technical skills in image acquisition and audio editing taught in a separate lab section. Students should also be prepared to interact extensively with people in the community and spend a significant time off campus doing fieldwork.

Requirements/Evaluation: full participation in discussions, weekly photographic assignments, a research journal, field materials, and an independent final project; in addition to substantial readings, students should be prepared to spend a significant time out of the classroom doing field work

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
SOC 236 (D2) AMST 236 (D2) ARTH 237 (D1) ENGL 237 (D2)

Not offered current academic year

AMST 241 (S) Performing Masculinity in Global Popular Culture (DPE)

Cross-listings: WGSS 240 THEA 241 SOC 240 AMST 241 LATS 241

Secondary Cross-listing

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

Requirements/Evaluation: masculinity journal, mid-term essay exam, visual rhetorical analyses of pop culture images

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: a short statement of interest will be solicited

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 240 (D2) THEA 241 (D1) SOC 240 (D2) AMST 241 (D2) LATS 241 (D2)

Difference, Power, and Equity Notes: This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

Spring 2021

SEM Section: R1 MW 6:45 pm - 8:00 pm Gregory C. Mitchell

AMST 331 (S) New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City

Cross-listings: AMST 331 THEA 330 COMP 330
Secondary Cross-listing

This course will look at the representation of a city and how it has influenced artists. Students will read, listen to, and view a selection of the literature, music, film and art that represent the city from both pre-flooding and current re-building. Reading selections will include examples such as Harper's Weekly (Lafradio Hearn), The Awakening (Kate Chopin), A Streetcar Named Desire (Tennessee Williams), The Moviegoer (Walker Percy), Why New Orleans Matters (Tom Piazza), A Confederacy of Dunces (John Kennedy O'Toole), New Orleans Sketches (William Faulkner), One Dead in the Attic (Chris Rose). Film examples such as A Streetcar Named Desire, An Interview with a Vampire, The Curious Case of Benjamin Button, When the Levees Broke, Treme, Waiting for Godot (in the 9th Ward). Music selections from examples such as Louis Moreau Gottschalk, Jelly Roll Morton, Louis Armstrong, Fats Domino, The Meters, Kermit Ruffins and the Rebirth Brass Band. Art selections will come from a variety of sources such as THE OGDEN Museum of Southern Art and Prospect 1, 2, & 3.

Requirements/Evaluation: will be on active participation, weekly response essays on film viewings, 2 short essays on class topics, a final paper and a contemporary creative project/performance

Prerequisites: none

Enrollment Limit: 12

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 331 (D1) THEA 330 (D1) COMP 330 (D1)

Not offered current academic year

AMST 346 (F) Latinas/os and the Media: From Production to Consumption

Cross-listings: LATS 346 AMST 346

Secondary Cross-listing

This interdisciplinary course focuses on the areas of Latina/o media production, policy, content, and consumption in an attempt to answer the following questions, among others: How do Latinas/os construct identity (and have their identities constructed for them) through the media? How can we best understand the complex relationship between consumer, producer, and media text? How are Latina/o stereotypes constructed and circulated in mass media? Where do issues of Latina/o consumer agency come into play? In what ways does popular media impact our understanding of ethno-racial identities, gender, sexuality, class, language, and nation?

Requirements/Evaluation: student participation, one 2- to 3-page close reading exercise, and an original 10- to 12 page research paper conducted in stages

Prerequisites: LATS 105 or permission of the instructor; no first-year students are permitted to take this course

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators or American Studies majors by seniority

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 346 (D2) AMST 346 (D2)

Fall 2020

SEM Section: R1 MR 1:30 pm - 2:45 pm Maria Elena Cepeda

ARTH 221 (F) History of Photography

Cross-listings: ARTH 221 STS 221

Primary Cross-listing

This lecture course will examine the history of photography from its beginnings in the 1830s to the present, from the first grainy black and white images
to the work of contemporary artists using cutting-edge photographic technologies. We will examine photographs used for documentary, scientific, and aesthetic purposes, and we will trace the medium's emergence and acceptance as a fine art. We will also explore photography's physical and conceptual characteristics as a medium, paying particular attention to its uniquely intimate and frequently contested relationship to "the real." By the end of the course, students will have a broad understanding of photography as a unique medium within the history of art and knowledge of the theoretical frameworks that developed alongside that history.

Requirements/Evaluation: three to four short papers, quizzes, online presentations.

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: art history majors

Expected Class Size: 14

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 221 (D1) STS 221 (D2)

ARTh 237 (S) Making Things Visible: Adventures in Documentary Work

Cross-listings: SOC 236 AMST 236 ARTH 237 ENGL 237

Secondary Cross-listing

Photography, like ethnography, is an art of looking carefully and taking notice. This course will explore the overlaps between documentary photography and field methods of social science, concentrating particularly on the genre in which the two intersect: the photo essay. The students will learn methods of visual narrative and storytelling, using techniques of interviewing, still photography, and video. Concurrently, we will explore a number of examples of investigative work that blend word and image. We will ask questions about the changing practices and expectations associated with the documentarian's role, and the evolving media in which such work can be presented. Lastly, we will discuss ethical questions that haunt documentary work, including issues of responsibility and politics of representation, as well as the perennial question of whether "objective representation" is even possible or desirable. Experience in photography and/or video is not required, but students will be expected to master basic technical skills in image acquisition and audio editing taught in a separate lab section. Students should also be prepared to interact extensively with people in the community and spend a significant time off campus doing fieldwork.

Requirements/Evaluation: full participation in discussions, weekly photographic assignments, a research journal, field materials, and an independent final project; in addition to substantial readings, students should be prepared to spend a significant time out of the classroom doing field work

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 236 (D2) AMST 236 (D2) ARTH 237 (D1) ENGL 237 (D2)

Not offered current academic year

COMP 111 (F)(S) The Nature of Narrative  (WS)

Cross-listings: ENGL 120 COMP 111

Primary Cross-listing

Narrative--storytelling--is a fundamental human activity. Narratives provide us with maps of how the world does or should or might work, and we make
sense of our own experiences through the narratives we construct ourselves. This course examines the nature and workings of narrative using texts from a wide range of literary traditions, media, and genres. Readings may include Western and Asian classics (Homerian epic, The Tale of Genji, medieval Chinese narrative), novelistic fiction ranging from nineteenth-century realism to postmodern experimentation (Tolstoy, Garcia-Marquez, Toni Morrison), and visual literature from film and drama to graphic memoir (Mizoguchi Kenji, David Mamet, Art Spiegelman, Alison Bechdel). We will also read some short works of literary theory from around the world to help us broaden our idea of what literature can be and do. All readings in English.

**Class Format:** The spring section of this class will have a hybrid format to the extent possible given conditions on campus and student enrollment. Off-campus students must be able to Zoom in during the scheduled class times.

**Requirements/Evaluation:** Regular attendance and participation in class; short and mid-length writing assignments spaced throughout the semester; revision of selected assignments after receiving instructor feedback.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Students considering a major in Comparative Literature

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 120 (D1) COMP 111 (D1)

**Writing Skills Notes:** Multiple writing assignments that build upon each other, including drafts and revisions, with substantial individualized feedback on writing from the instructor.

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**COMP 232 (S) Nordic Lights: Literary and Cultural Diversity in Modern Scandinavia (DPE)**

**Cross-listings:** WGSS 200 COMP 232

**Primary Cross-listing**

Mythologized as the land of the aurora borealis and the midnight sun, Scandinavia's five distinct nations--Iceland, Norway, Sweden, Denmark, and Finland--are often mistakenly associated with blond-haired and blue-eyed uniformity. Modern Scandinavia, however, is a place of great social and cultural diversity. From medieval Viking sagas to contemporary Nordic rap, the Scandinavian literary tradition is rich in tales of global exploration, childhood imagination, sexual revolution, and multicultural confrontation. Through readings of nineteenth-century drama, twentieth-century novels, and twenty-first century cinema, we will investigate a wide range of issues on class, ethnicity, and identity, including the indigenous reindeer-herding Sámi people, Danish colonialism and the Greenlandic Inuit, Norwegian collaboration and resistance during World War II, and Nordic emigration (to North America) and immigration (from Africa, Asia, Latin America, and the Middle East). Discussion will also focus on Scandinavia's leadership in gender equality and sexual liberation, Scandinavian political isolation and integration (into both the UN and the EU), and the global effects of Nordic pop (ABBA to Björk), glamour (Greta Garbo to Alicia Vikander), technology (Volvo to Nokia), design (IKEA to H&M), and activism (Alfred Nobel to Greta Thunberg). Readings to include works by Henrik Ibsen, August Strindberg, Hans Christian Andersen, Karen Blixen, Astrid Lindgren, Halldór Laxness, Reidar Jönsson, and Peter Høeg. Films to include works by Ingmar Bergman, Lasse Hallström, Bille August, Colin Nutley, Lukas Moodysson, Josef Fares, Tomas Alfredson, and Tomas Vinterberg. All readings and discussions in English.

**Class Format:** This will be a remote course for all students, whether they are on campus or not. We will convene synchronously via web-conferencing, with an emphasis on group discussion. There will also be opportunities for students to engage with online activities both during and between our synchronous sessions. Remote office hours will provide even more opportunities for follow-up, questions, and further discussion.

**Requirements/Evaluation:** active participation, two shorter papers, a midterm, and a longer final paper

**Prerequisites:** none
Enrollment Limit: 12

Enrollment Preferences: Comparative Literature and Women's, Gender & Sexuality Studies majors, and those with compelling justification for admission

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 200 (D2) COMP 232 (D1)

Difference, Power, and Equity Notes: As the course description explains, this course centers on a critical examination of difference, power, and equity in modern Scandinavia. The content examines the effects of class, race, ethnicity, gender, and sexuality on social (in)equalities among citizens, institutions, communities, and identities. The course also employs critical tools to teach students how to interrogate Scandinavian diversity and modernity, through reading, film analysis, discussion, and writing.

Spring 2021
SEM Section: R1    TR 11:30 am - 12:45 pm     Brian  Martin

COMP 251 (F) Dolls, Puppets and Automatons (WS)

Cross-listings: GERM 251  COMP 251

Primary Cross-listing

Since their origin, humans have always made anthropomorphic representations, first in the form of idols, fetishes, or statues for religious worship, later in the shape of puppets, dolls, or automatons for their entertainment qualities. And yet, these objects have always played multiple roles in human society; modernity in particular shows a great interest paired with great ambivalence towards dolls, puppets, and automatons, regarded both as uncanny Doppelgänger or threatening machines. In order to comprehend the scope of our modern fascination with these figures, we will explore their haunting presence in literary texts by ETA Hoffmann, Achim von Arnim, Theodor Storm, Felisberto Hernandez, discuss theoretical texts by Sigmund Freud and Heinrich von Kleist, look at paintings by Oskar Kokoschka and at photographs by Hans Bellmer & Cindy Sherman, watch a ballet by Andreas Heise and films by Fritz Lang and Alex Garland, and watch fashion shows by Alexander McQueen and Jean-Paul Gaultier. Conducted in English.

Class Format: This seminar will be taught online.

Requirements/Evaluation: active class participation, oral presentations on the reading materials, three 5- to 8-page papers

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors, or those considering a major in Comparative Literature

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
GERM 251 (D1) COMP 251 (D1)

Writing Skills Notes: Each student will write three 5- to 8-page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will write two 3-4 page papers on which I will provide written feedback regarding grammar, style, and textual analysis.

Fall 2020
SEM Section: R1    MW 11:45 am - 1:00 pm     Christophe A. Kone

COMP 271 (S) Phantasmagoria, Madness, and the Absurd in Russian Literature and Film

Cross-listings: RUSS 232  COMP 271

Secondary Cross-listing
In one of Nikolai Gogol's most famous stories, a man wakes up one day to find that his own nose has left his face and taken on a life of its own. This situation, which we might label bizarre or absurd, just as easily shows how reality often fails to meet our expectations and even suggests that the story's leading character might have gone mad. But what then is insanity? Likewise, one of Dostoevsky's socially marginal characters contemplates the fact that only sick people see ghosts, which, in his opinion, "only proves that ghosts cannot appear to anyone but sick people, not that they themselves do not exist." This course aims to analyze the rich tradition, typified by Gogol and Dostoevsky, of the absurd, the fantastic, and madness in Russian literature and film of the 19th-21st centuries. Addressing the aesthetic, historical, and political circumstances that nurtured this tradition in Russian literature and cinema, our course material will explore new dimensions of reality, point out the many paradoxes and absurdities of human existence, and question our perceptions, as well as the assumption that we are sane. Close analysis of literary and cinematic texts will lead us to a broader discussion of the relationship between reality and representation, as well as the notions of the absurd and madness. Authors/directors will include Alexander Pushkin, Nikolai Gogol, Fyodor Dostoevsky, Anton Chekhov, Mikhail Bulgakov, Lyudmila Petrushevskaya, Andrey Tarkovsky, and Kira Muratova, among others. All readings will be in English, and all films will have English subtitles.

Requirements/Evaluation: class attendance and participation; two analytical papers (3-5 pages); leading class discussion; a creative assignment; an oral presentation; a final paper (6 pages)

Prerequisites: none

Enrollment Limit: none

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

RUSS 232 (D1) COMP 271 (D1)

Not offered current academic year

COMP 330 (S) New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City

Cross-listings: AMST 331 THEA 330 COMP 330

Secondary Cross-listing

This course will look at the representation of a city and how it has influenced artists. Students will read, listen to, and view a selection of the literature, music, film and art that represent the city from both pre-flooding and current re-building. Reading selections will include examples such as Harper's Weekly (Lafrcadio Hearn), The Awakening (Kate Chopin), A Streetcar Named Desire (Tennessee Williams), The Moviegoer (Walker Percy), Why New Orleans Matters (Tom Piazza), A Confederacy of Dunces (John Kennedy O'Toole), New Orleans Sketches (William Faulkner), One Dead in the Attic (Chris Rose). Film examples such as A Streetcar Named Desire, An Interview with a Vampire, The Curious Case of Benjamin Button, When the Levees Broke, Treme, Waiting for Godot (in the 9th Ward). Music selections from examples such as Louis Moreau Gottschalk, Jelly Roll Morton, Louis Armstrong, Fats Domino, The Meters, Kermit Ruffins and the Rebirth Brass Band. Art selections will come from a variety of sources such as THE OGDEN Museum of Southern Art and Prospect 1, 2, & 3.

Requirements/Evaluation: will be on active participation, weekly response essays on film viewings, 2 short essays on class topics, a final paper and a contemporary creative project/performance

Prerequisites: none

Enrollment Limit: 12

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 331 (D1) THEA 330 (D1) COMP 330 (D1)

Not offered current academic year

ENGL 120 (F)(S) The Nature of Narrative (WS)

Cross-listings: ENGL 120 COMP 111
Narrative—storytelling—is a fundamental human activity. Narratives provide us with maps of how the world does or should or might work, and we make sense of our own experiences through the narratives we construct ourselves. This course examines the nature and workings of narrative using texts from a wide range of literary traditions, media, and genres. Readings may include Western and Asian classics (Homerian epic, The Tale of Genji, medieval Chinese narrative), novelistic fiction ranging from nineteenth-century realism to postmodern experimentation (Tolstoy, Garcia-Marquez, Toni Morrison), and visual literature from film and drama to graphic memoir (Mizoguchi Kenji, David Mamet, Art Spiegelman, Alison Bechdel). We will also read some short works of literary theory from around the world to help us broaden our idea of what literature can be and do. All readings in English.

Class Format: The spring section of this class will have a hybrid format to the extent possible given conditions on campus and student enrollment. Off-campus students must be able to Zoom in during the scheduled class times.

Requirements/Evaluation: Regular attendance and participation in class; short and mid-length writing assignments spaced throughout the semester; revision of selected assignments after receiving instructor feedback.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Students considering a major in Comparative Literature

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 120 (D1) COMP 111 (D1)

Writing Skills Notes: Multiple writing assignments that build upon each other, including drafts and revisions, with substantial individualized feedback on writing from the instructor.

Fall 2020

SEM Section: H2 MR 1:30 pm - 2:45 pm Christopher A. Bolton

SEM Section: H1 WF 1:30 pm - 2:45 pm Christopher A. Bolton

SEM Section: R3 WF 1:30 pm - 2:45 pm Sarah M. Allen

Spring 2021

SEM Section: H1 TR 11:30 am - 12:45 pm Sarah M. Allen

ENGL 214 (S) Writing for Stage and Screen

Cross-listings: THEA 214 ENGL 214

Secondary Cross-listing

This studio/workshop course is designed for students interested in a semester-long immersion in the practice of dramatic writing for theater, film, television and audio. Students should expect to write most days. Our focus will be on the fundamentals of story, and the cultivation of each writer’s individual voice. In addition to reading existing dramatic texts of various genres and forms, and completing weekly prompts and exercises exploring character, dialogue, structure, theme, conflict and world building, students will work toward a longer final project. Students will present their own work regularly, and respond to each other’s work. The course will culminate in a staged reading of excerpts for the campus community.

Requirements/Evaluation: a daily journal; weekly writing exercises; peer responses; a ten-minute piece; a final 20-30 minute piece; attendance and class participation

Prerequisites: students are asked to submit a brief statement describing their interest and any past experience (if applicable) in writing for the stage and/or screen

Enrollment Limit: 18

Enrollment Preferences: Theatre and English majors; Comparative Literature majors

Expected Class Size: 14

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)
ENGL 237  (S) Making Things Visible: Adventures in Documentary Work

Cross-listings: SOC 236 AMST 236 ARTH 237 ENGL 237

Secondary Cross-listing
Photography, like ethnography, is an art of looking carefully and taking notice. This course will explore the overlaps between documentary photography and field methods of social science, concentrating particularly on the genre in which the two intersect: the photo essay. The students will learn methods of visual narrative and storytelling, using techniques of interviewing, still photography, and video. Concurrently, we will explore a number of examples of investigative work that blend word and image. We will ask questions about the changing practices and expectations associated with the documentarian's role, and the evolving media in which such work can be presented. Lastly, we will discuss ethical questions that haunt documentary work, including issues of responsibility and politics of representation, as well as the perennial question of whether "objective representation" is even possible or desirable. Experience in photography and/or video is not required, but students will be expected to master basic technical skills in image acquisition and audio editing taught in a separate lab section. Students should also be prepared to interact extensively with people in the community and spend a significant time off campus doing fieldwork.

Requirements/Evaluation: full participation in discussions, weekly photographic assignments, a research journal, field materials, and an independent final project; in addition to substantial readings, students should be prepared to spend a significant time out of the classroom doing field work

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
SOC 236 (D2) AMST 236 (D2) ARTH 237 (D1) ENGL 237 (D2)

Not offered current academic year

ENGL 368  (S) Ireland in Film

In 1909, James Joyce was briefly the manager of one of Dublin's first cinemas. The medium of film has long attracted Irish writers: as a means to explore and represent the country's political and cultural history, to interrogate the very notion of "Irishness", and to promote their work to a wider audience. In turn, Ireland has long provided a rich subject for Hollywood fantasy, often being portrayed by non-Irish directors as either a mythic space for emerald-green romanticism, or, more darkly, as a place of political terror and enduring ideological rivalries. In this course we will view and discuss major films from the canon of Irish cinema, to assess the country's newly ascendant film movement. We will consider the impact of commercial considerations, and the powerful influence of British and American films (and especially those offering competing representations of Ireland), on Irish filmmakers. We will also read the literary texts on which some films were based, so as to weigh the strengths and limitations of the medium as a resource for writers who initially worked only in print. This course will introduce participants to the technical vocabulary of film art, as well as to major developments in modern Irish history and culture. Films to be viewed will likely include: Man of Aran, The Informer, The Quiet Man, Eat the Peach, In the Name of the Father, Butcher Boy, Intermission, Into the West, The Field, The Crying Game, December Bride, The Commitments, Michael Collins, Ondine, Six Shooter, In Bruges and The Guard; and we will also assess one or more short independent films such as Budawanny and Adam and Paul. Special attention will be given to the work of Neil Jordan, Jim Sheridan, Terry George, and Martin McDonagh.

Requirements/Evaluation: two long papers, four 1- to 2-page shorter responses, class participation

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam; not open to first-year students

Enrollment Limit: 19

Enrollment Preferences: English majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option
ENVI 368  (F) Technology and Modern Society

Cross-listings:  ENVI 368  SOC 368
Secondary Cross-listing

With widespread use of new social media, controversial developments in such bio-technical practices as the cloning of mammals, rapid advances in various forms of telecommunication, and the increasing sophistication of technological weaponry in the military, the triumph of technology remains a defining feature of modern life. For the most part, modern humans remain unflinchingly confident in the possibilities technology holds for continuing to improve the human condition. Indisputably, technology has benefited human life in innumerable ways. However, as with other features of modernity, technology has also had significant, albeit largely unanticipated, social consequences. Working within a sociological paradigm, this course will focus on the less often examined latent functions of technology in modern society. It will consider, for example, the social effects of technology on community life, on privacy, and on how people learn, think, understand the world, communicate, and organize themselves. The course will also examine the effects of technology on medicine, education, criminal law, and agriculture and will consider such counter-cultural reactions to technology as the Luddite movement in early nineteenth century England, Amish agrarian practices, and the CSA (community supported agriculture) movement.

Requirements/Evaluation: two short papers, a midterm exam, and a final exam
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: Anthropology and Sociology majors
Expected Class Size: 20
Grading: no pass/fail option, yes fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 368 (D2) SOC 368 (D2)

Not offered current academic year

GERM 251  (F) Dolls, Puppets and Automatons  (WS)

Cross-listings:  GERM 251  COMP 251
Secondary Cross-listing

Since their origin, humans have always made anthropomorphic representations, first in the form of idols, fetishes, or statues for religious worship, later in the shape of puppets, dolls, or automatons for their entertainment qualities. And yet, these objects have always played multiple roles in human society; modernity in particular shows a great interest paired with great ambivalence towards dolls, puppets, and automatons, regarded both as uncanny Doppelgänger or threatening machines. In order to comprehend the scope of our modern fascination with these figures, we will explore their haunting presence in literary texts by ETA Hoffmann, Achim von Arnim, Theodor Storm, Felisberto Hernandez, discuss theoretical texts by Sigmund Freud and Heinrich von Kleist, look at paintings by Oskar Kokoschka and at photographs by Hans Bellmer & Cindy Sherman, watch a ballet by Andreas Heise and films by Fritz Lang and Alex Garland, and watch fashion shows by Alexander McQueen and Jean-Paul Gaultier. Conducted in English.

Class Format: This seminar will be taught online.
Requirements/Evaluation: active class participation, oral presentations on the reading materials, three 5- to 8-page papers
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Comparative Literature majors, or those considering a major in Comparative Literature
Expected Class Size: 12
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
**Writing Skills Notes:** Each student will write three 5- to 8-page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will write two 3-4 page papers on which I will provide written feedback regarding grammar, style, and textual analysis.

**Fall 2020**

**SEM Section:** R1  MW 11:45 am - 1:00 pm  Christophe A. Kone

**LATS 241 (S) Performing Masculinity in Global Popular Culture (DPE)**

**Cross-listings:**  WGSS 240  THEA 241  SOC 240  AMST 241  LATS 241

**Secondary Cross-listing**

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

**Requirements/Evaluation:** masculinility journal, mid-term essay exam, visual rhetorical analyses of pop culture images

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** a short statement of interest will be solicited

**Expected Class Size:** 14

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 240 (D2)  THEA 241 (D1)  SOC 240 (D2)  AMST 241 (D2)  LATS 241 (D2)

**Difference, Power, and Equity Notes:** This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

**Spring 2021**

**SEM Section:** R1  MW 6:45 pm - 8:00 pm  Gregory C. Mitchell

**LATS 346 (F) Latinas/os and the Media: From Production to Consumption**

**Cross-listings:**  LATS 346  AMST 346

**Primary Cross-listing**

This interdisciplinary course focuses on the areas of Latina/o media production, policy, content, and consumption in an attempt to answer the following questions, among others: How do Latinas/os construct identity (and have their identities constructed for them) through the media? How can we best understand the complex relationship between consumer, producer, and media text? How are Latina/o stereotypes constructed and circulated in mass media? Where do issues of Latina/o consumer agency come into play? In what ways does popular media impact our understanding of ethno-racial identities, gender, sexuality, class, language, and nation?

**Requirements/Evaluation:** student participation, one 2- to 3-page close reading exercise, and an original 10- to 12 page research paper conducted in stages

**Prerequisites:** LATS 105 or permission of the instructor; no first-year students are permitted to take this course

**Enrollment Limit:** 12

**Enrollment Preferences:** Latina/o Studies concentrators or American Studies majors by seniority
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
LATS 346 (D2) AMST 346 (D2)

Fall 2020
SEM Section: R1 MR 1:30 pm - 2:45 pm Maria Elena Cepeda

RLFR 108 (S) Voyages Francophones: Alienation and Self-Discovery in Contemporary Literature and Film
This is an advanced course in French language designed to help you improve your speaking, listening comprehension, reading, and writing, through the dynamic study of literary texts and films focusing on the themes of alienation and self-discovery in the late twentieth- and early twenty-first-century Francophone world. Through active discussion and debate, textual and cinematic analysis, grammatical review, and careful writing and revision, you will improve your command of spoken and written French, strengthen your ability to express complex ideas, expand your vocabulary, and deepen your understanding of French-language fiction, film, and culture. This is an ideal course to prepare for study abroad or for more advanced coursework in French language and cinema. As a focus for improving your French, we will examine a broad range of texts and films on the themes of alienation and self-discovery—especially in the context of immigration and coming of age—as they are represented in texts from France, Québec, and the Caribbean.

Requirements/Evaluation: class participation, grammar exercises, group discussion leading, two short papers, and final project
Prerequisites: exceptional performance in RLFR 104; successful performance in RLFR 105; or by placement test; or permission of the instructor
Enrollment Limit: 20
Enrollment Preferences: French Majors and certificate students

Expected Class Size: 20
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)

Not offered current academic year

RLSP 280 (S) From Roma to Yalhalhj: Race and Identity Politics Through Contemporary Mexican Cultural Production (WS)
In 2017, the National Institute of Statistics in Mexico (INEGI) used for the first time a color palette to measure individuals’ skin tone. The study showed that “Mexicans who were classified by the interviewers as having darker skin tones tend to have lower levels of education and are worse off economically than their lighter-skinned counterparts” (Zizumbo and Flores, 2017). Raising controversy among those who would like to think of Mexico as a post-racial nation and those who recognize social inequality and discrimination on the basis of skin tone, the debate resonates in the way Mexican citizenship and cultural identity are both represented in mainstream media, even with the intention of showing diversity. The prevalent whitewashing dominating mass media in Mexico extends from advertisements to films, promoting an image of wealth and education intrinsically related to not only skin tone but also with race/ethnic positionality and gender. This course will explore the representation of these variables and their intersections through the analysis of photography, films, novels, paintings, reality shows, telenovelas, advertising campaigns, and music videos. In addition, we will take into account questions of representation, agency, and visibility addressed by cultural producers from pueblos originarios who do not consider themselves Mexican citizens. This class will be conducted in Spanish.

Requirements/Evaluation: essays, oral presentation, participation
Prerequisites: RLSP 105, placement exam results, permission from the instructor or the Department Chair
Enrollment Limit: 19
Enrollment Preferences: Spanish major

Expected Class Size: 15
Grading: no pass/fail option, no fifth course option
Distributions: (D1) (WS)

Writing Skills Notes: Weekly short (less than 1000 words) papers, alternatively letter-graded and graded P/F; at least three letter-graded papers will be revisions of a P/F paper; and final 5 pages long paper, which is a revision and expansion of the last weekly paper.

Not offered current academic year
RUSS 232 (S)  Phantasmagoria, Madness, and the Absurd in Russian Literature and Film

Cross-listings: RUSS 232  COMP 271

Primary Cross-listing

In one of Nikolai Gogol's most famous stories, a man wakes up one day to find that his own nose has left his face and taken on a life of its own. This situation, which we might label bizarre or absurd, just as easily shows how reality often fails to meet our expectations and even suggests that the story's leading character might have gone mad. But what then is insanity? Likewise, one of Dostoevsky's socially marginal characters contemplates the fact that only sick people see ghosts, which, in his opinion, "only proves that ghosts cannot appear to anyone but sick people, not that they themselves do not exist." This course aims to analyze the rich tradition, typified by Gogol and Dostoevsky, of the absurd, the fantastic, and madness in Russian literature and film of the 19th-21st centuries. Addressing the aesthetic, historical, and political circumstances that nurtured this tradition in Russian literature and cinema, our course material will explore new dimensions of reality, point out the many paradoxes and absurdities of human existence, and question our perceptions, as well as the assumption that we are sane. Close analysis of literary and cinematic texts will lead us to a broader discussion of the relationship between reality and representation, as well as the notions of the absurd and madness. Authors/directors will include Alexander Pushkin, Nikolai Gogol, Fyodor Dostoevsky, Anton Chekhov, Mikhail Bulgakov, Lyudmila Petrushevskaya, Andrey Tarkovsky, and Kira Muratova, among others. All readings will be in English, and all films will have English subtitles.

Requirements/Evaluation: class attendance and participation; two analytical papers (3-5 pages); leading class discussion; a creative assignment; an oral presentation; a final paper (6 pages)

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

RUSS 232 (D1) COMP 271 (D1)

Not offered current academic year

SOC 236 (S)  Making Things Visible: Adventures in Documentary Work

Cross-listings: SOC 236  AMST 236  ARTH 237  ENGL 237

Primary Cross-listing

Photography, like ethnography, is an art of looking carefully and taking notice. This course will explore the overlaps between documentary photography and field methods of social science, concentrating particularly on the genre in which the two intersect: the photo essay. The students will learn methods of visual narrative and storytelling, using techniques of interviewing, still photography, and video. Concurrently, we will explore a number of examples of investigative work that blend word and image. We will ask questions about the changing practices and expectations associated with the documentarian's role, and the evolving media in which such work can be presented. Lastly, we will discuss ethical questions that haunt documentary work, including issues of responsibility and politics of representation, as well as the perennial question of whether "objective representation" is even possible or desirable. Experience in photography and/or video is not required, but students will be expected to master basic technical skills in image acquisition and audio editing taught in a separate lab section. Students should also be prepared to interact extensively with people in the community and spend a significant time off campus doing fieldwork.

Requirements/Evaluation: full participation in discussions, weekly photographic assignments, a research journal, field materials, and an independent final project; in addition to substantial readings, students should be prepared to spend a significant time out of the classroom doing field work

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:

SOC 236 (D2) AMST 236 (D2) ARTH 237 (D1) ENGL 237 (D2)

Not offered current academic year

SOC 240 (S) Performing Masculinity in Global Popular Culture (DPE)

Cross-listings: WGSS 240 THEA 241 SOC 240 AMST 241 LATS 241

Secondary Cross-listing

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

Requirements/Evaluation: masculinity journal, mid-term essay exam, visual rhetorical analyses of pop culture images

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: a short statement of interest will be solicited

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 240 (D2) THEA 241 (D1) SOC 240 (D2) AMST 241 (D2) LATS 241 (D2)

Difference, Power, and Equity Notes: This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

Spring 2021

SEM Section: R1 MW 6:45 pm - 8:00 pm Gregory C. Mitchell

SOC 368 (F) Technology and Modern Society

Cross-listings: ENVI 368 SOC 368

Primary Cross-listing

With widespread use of new social media, controversial developments in such bio-technical practices as the cloning of mammals, rapid advances in various forms of telecommunication, and the increasing sophistication of technological weaponry in the military, the triumph of technology remains a defining feature of modern life. For the most part, modern humans remain unflinchingly confident in the possibilities technology holds for continuing to improve the human condition. Indisputably, technology has benefited human life in innumerable ways. However, as with other features of modernity, technology has also had significant, albeit largely unanticipated, social consequences. Working within a sociological paradigm, this course will focus on the less often examined latent functions of technology in modern society. It will consider, for example, the social effects of technology on community life, on privacy, and on how people learn, think, understand the world, communicate, and organize themselves. The course will also examine the effects of technology on medicine, education, criminal law, and agriculture and will consider such counter-cultural reactions to technology as the Luddite movement in early nineteenth century England, Amish agrarian practices, and the CSA (community supported agriculture) movement.

Requirements/Evaluation: two short papers, a midterm exam, and a final exam

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors
STS 221  (F)  History of Photography
Cross-listings:  ARTH 221  STS 221
Secondary Cross-listing
This lecture course will examine the history of photography from its beginnings in the 1830s to the present, from the first grainy black and white images to the work of contemporary artists using cutting-edge photographic technologies. We will examine photographs used for documentary, scientific, and aesthetic purposes, and we will trace the medium's emergence and acceptance as a fine art. We will also explore photography's physical and conceptual characteristics as a medium, paying particular attention to its uniquely intimate and frequently contested relationship to "the real." By the end of the course, students will have a broad understanding of photography as a unique medium within the history of art and knowledge of the theoretical frameworks that developed alongside that history.

Requirements/Evaluation:  three to four short papers, quizzes, online presentations.
Prerequisites:  none
Enrollment Limit:  14
Enrollment Preferences:  art history majors
Expected Class Size:  14
Grading:  yes pass/fail option,  no fifth course option
Distributions:  (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
ARTH 221 (D1) STS 221 (D2)

THEA 214  (S)  Writing for Stage and Screen
Cross-listings:  THEA 214  ENGL 214
Primary Cross-listing
This studio/workshop course is designed for students interested in a semester-long immersion in the practice of dramatic writing for theater, film, television and audio. Students should expect to write most days. Our focus will be on the fundamentals of story, and the cultivation of each writer's individual voice. In addition to reading existing dramatic texts of various genres and forms, and completing weekly prompts and exercises exploring character, dialogue, structure, theme, conflict and world building, students will work toward a longer final project. Students will present their own work regularly, and respond to each other's work. The course will culminate in a staged reading of excerpts for the campus community.

Requirements/Evaluation:  a daily journal; weekly writing exercises; peer responses; a ten-minute piece; a final 20-30 minute piece; attendance and class participation
Prerequisites:  students are asked to submit a brief statement describing their interest and any past experience (if applicable) in writing for the stage and/or screen
Enrollment Limit:  18
Enrollment Preferences:  Theatre and English majors; Comparative Literature majors
Expected Class Size:  14
Grading:  yes pass/fail option,  no fifth course option
Distributions:  (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
THEA 214 (D1) ENGL 214 (D1)

Not offered current academic year

THEA 241 (S) Performing Masculinity in Global Popular Culture (DPE)
Cross-listings: WGSS 240 THEA 241 SOC 240 AMST 241 LATS 241

Secondary Cross-listing
This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

Requirements/Evaluation: masculinity journal, mid-term essay exam, visual rhetorical analyses of pop culture images
Prerequisites: none
Enrollment Limit: 14
Enrollment Preferences: a short statement of interest will be solicited
Expected Class Size: 14
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 240 (D2) THEA 241 (D1) SOC 240 (D2) AMST 241 (D2) LATS 241 (D2)

Difference, Power, and Equity Notes: This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

Spring 2021
SEM Section: R1 MW 6:45 pm - 8:00 pm Gregory C. Mitchell

THEA 330 (S) New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City
Cross-listings: AMST 331 THEA 330 COMP 330

Primary Cross-listing
This course will look at the representation of a city and how it has influenced artists. Students will read, listen to, and view a selection of the literature, music, film and art that represent the city from both pre-flooding and current re-building. Reading selections will include examples such as Harper's Weekly (Lafrcadio Hearn), The Awakening (Kate Chopin), A Streetcar Named Desire (Tennessee Williams), The Moviegoer (Walker Percy), Why New Orleans Matters (Tom Piazza), A Confederacy of Dunces (John Kennedy O'Toole), New Orleans Sketches (William Faulkner), One Dead in the Attic (Chris Rose). Film examples such as A Streetcar Named Desire, An Interview with a Vampire, The Curious Case of Benjamin Button, When the Levees Broke, Treme, Waiting for Godot (in the 9th Ward). Music selections from examples such as Louis Moreau Gottschalk, Jelly Roll Morton, Louis Armstrong, Fats Domino, The Meters, Kermit Ruffins and the Rebirth Brass Band. Art selections will come from a variety of sources such as THE OGDEN Museum of Southern Art and Prospect 1, 2, & 3.

Requirements/Evaluation: will be on active participation, weekly response essays on film viewings, 2 short essays on class topics, a final paper and a contemporary creative project/performance
Prerequisites: none
Enrollment Limit: 12
Expected Class Size: 10
This course is cross-listed and the prefixes carry the following divisional credit:
AMST 331 (D1) THEA 330 (D1) COMP 330 (D1)

Not offered current academic year

WGSS 200 (S) Nordic Lights: Literary and Cultural Diversity in Modern Scandinavia (DPE)

Cross-listings: WGSS 200 COMP 232

Secondary Cross-listing

Mythologized as the land of the aurora borealis and the midnight sun, Scandinavia's five distinct nations--Iceland, Norway, Sweden, Denmark, and Finland--are often mistakenly associated with blond-haired and blue-eyed uniformity. Modern Scandinavia, however, is a place of great social and cultural diversity. From medieval Viking sagas to contemporary Nordic rap, the Scandinavian literary tradition is rich in tales of global exploration, childhood imagination, sexual revolution, and multicultural confrontation. Through readings of nineteenth-century drama, twentieth-century novels, and twenty-first century cinema, we will investigate a wide range of issues on class, ethnicity, and identity, including the indigenous reindeer-herding Sámi people, Danish colonialism and the Greenlandic Inuit, Norwegian collaboration and resistance during World War II, and Nordic emigration (to North America) and immigration (from Africa, Asia, Latin America, and the Middle East). Discussion will also focus on Scandinavia's leadership in gender equality and sexual liberation, Scandinavian political isolation and integration (into both the UN and the EU), and the global effects of Nordic pop (ABBA to Björk), glamour (Greta Garbo to Alicia Vikander), technology (Volvo to Nokia), and activism (Alfred Nobel to Greta Thunberg). Readings to include works by Henrik Ibsen, August Strindberg, Hans Christian Andersen, Karen Blixen, Astrid Lindgren, Halldór Laxness, Reidar Jónsson, and Peter Hoeg. Films to include works by Ingmar Bergman, Lasse Hallström, Bille August, Colin Nutley, Lukas Moodysson, Josef Fares, Tomas Alfredson, and Tomas Vinterberg. All readings and discussions in English.

Class Format: This will be a remote course for all students, whether they are on campus or not. We will convene synchronously via web-conferencing, with an emphasis on group discussion. There will also be opportunities for students to engage with online activities both during and between our synchronous sessions. Remote office hours will provide even more opportunities for follow-up, questions, and further discussion.

Requirements/Evaluation: active participation, two shorter papers, a midterm, and a longer final paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Comparative Literature and Women's, Gender & Sexuality Studies majors, and those with compelling justification for admission

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 200 (D2) COMP 232 (D1)

Difference, Power, and Equity Notes: As the course description explains, this course centers on a critical examination of difference, power, and equity in modern Scandinavia. The content examines the effects of class, race, ethnicity, gender, and sexuality on social (in)equalities among citizens, institutions, communities, and identities. The course also employs critical tools to teach students how to interrogate Scandinavian diversity and modernity, through reading, film analysis, discussion, and writing.

Spring 2021

SEM Section: R1 TR 11:30 am - 12:45 pm Brian Martin

WGSS 240 (S) Performing Masculinity in Global Popular Culture (DPE)

Cross-listings: WGSS 240 THEA 241 SOC 240 AMST 241 LATS 241

Primary Cross-listing

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how
does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

Requirements/Evaluation: masculinity journal, mid-term essay exam, visual rhetorical analyses of pop culture images

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: a short statement of interest will be solicited

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 240 (D2) THEA 241 (D1) SOC 240 (D2) AMST 241 (D2) LATS 241 (D2)

Difference, Power, and Equity Notes: This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

Spring 2021

SEM Section: R1 MW 6:45 pm - 8:00 pm Gregory C. Mitchell
MAJOR—French Language and Literature

The French major seeks to provide training in literary and cultural analysis and linguistic expression through the study of selected texts from the French-speaking world. Emphasis is placed on the changes in form and subject matter from the early modern period to the contemporary era.

The major consists of nine courses. One of these courses must be the 400-level senior seminar during the student’s final year at the College.

Students entering the major program at the 200-level may, with the permission of the Department, choose as part of their major program, one course in Art History, History, Philosophy, Comparative Literature or other subjects that relate to and broaden their study of French. Students entering the major program at a very advanced level may, in some cases and with the permission of the Department, include two such courses in their major program.

Working with the major advisor, the student will formulate a curricular plan that will ensure balance and coherence in courses taken. Such balance and coherence will be based on the above areas of literary and cultural investigation. Prospective majors should discuss their program with the major advisor by the end of their sophomore year. This is especially imperative for students who are planning to spend a part or all of their junior year in France.

Inasmuch as all courses in French assume the active participation of each student in discussions conducted in the foreign language, regular attendance at class meetings is expected.

MAJOR—French Studies

The major in French Studies is an interdisciplinary program that provides students with the opportunity to acquire skills and knowledge embracing the cultural, historical, social, and political heritage of France and the Francophone world. The program allows for an individualized course of study involving work in several departments and the opportunity to study abroad.

Students electing the French Studies major should register with the French Studies faculty advisor during their sophomore year. At that time, they should submit a feasibility plan that articulates their projected program.

The French Studies major consists of ten courses satisfying the following requirements:

- at least five RLFR courses in French language, literature, film, or culture;
- the RLFR senior seminar during the student’s final year at the College;
- Electives: The remaining courses needed to complete the major must be drawn from at least three different departments and relate primarily to an aspect of the cultures, histories, societies, and politics of France and the Francophone world. These courses will be selected in consultation with members of the Department of Romance Languages. Appropriate electives might include:
  - AFR 360 Political Thought Frantz Fanon
  - ARTH 254 Manet to Matisse
  - HIST 390 Haitian and French Revolutions
  - RLFR 101-450 All courses in French and Francophone language, literature, film, and culture

THE DEGREE WITH HONORS IN FRENCH

Students majoring in French may apply to be admitted to the Honors Program in French upon demonstrating the following: (1) fluency of spoken and written language; (2) potential for successful independent research, as demonstrated by strong performance in advanced-level coursework; (3) interest and motivation; and (4) overall quality and feasibility of the proposal.

By May 15th of their junior year, candidates will have found a thesis advisor, and given the Department a three- to five-page proposal and a preliminary bibliography. (In some cases, and upon consultation with the Department, candidates will have the option to choose a second reader in addition to their primary advisor; for example, when the thesis is interdisciplinary enough in nature that it requires the expertise of an additional reader). This proposal will be discussed by the Department; by June 1st, the candidate will be informed whether they can proceed with the thesis, and if so, what changes need to be made to the focus and scope of the project. The summer before the senior year will be spent reading, researching (in relevant archives or with field work), and compiling a more detailed bibliography.
Upon their return to Williams, candidates will devote to their theses two semesters of independent study (beyond the nine courses required for the major) and the winter study period of their senior year (493-W31-494). The thesis will be written in French and will usually not be shorter than fifty pages. By the end of the Fall semester, students will normally have a clear outline of the project, have done substantial research, and produced the draft of at least the first half of the project. During January this draft will be suitably rewritten and edited with a view to a final version, while the candidates will also begin work on remaining chapters.

Candidates will submit what they have written to the department on the last day of Winter Study.

On the Tuesday of the first week of the spring semester candidates will make a presentation of the project at a departmental colloquium in French. The thesis will be promptly discussed and evaluated to determine whether or not the student should continue in the honors program. The second semester of independent thesis work will be spent writing more chapters, as well as revising, rewriting, and polishing the project where necessary. The completed thesis in its final form will be due on April 25th. At the end of the Spring term, the student will present and defend the final project before members of the Department and others by invitation. The grade will be awarded once members of the Department have consulted after the defense.

THE CERTIFICATE IN FRENCH

The Certificate in French Language and Cultures consists of a sequence of seven courses for which the student must earn a cumulative grade average of B or higher.

For students with no prior study of French, the course sequence will consist of RLFR 101-102, RLFR 103, RLFR 104, and three additional courses, with at least one of these at the 200-level or higher taken at Williams. For students starting the sequence at RLFR 103 or higher, six additional courses must be taken, including at least three French courses at the 200-level or higher. For these students starting at French 103 or higher, two electives may be taken in other departments: one elective should be in French or Francophone culture (art, literature, theatre, music) and the other in French or Francophone civilization (history, political science, philosophy).

PLACEMENT

A placement test in French is administered at Williams at the opening of the fall semester. Incoming first-year students who register for any French course above the 101 level must take this test, regardless of their previous preparation.

STUDY ABROAD

We encourage all students of French to complement their courses at Williams with the life-changing experience of studying abroad in a Francophone country. In particular, French majors and certificate students are strongly advised to complete part of the requirements for the major or certificate by studying abroad, for either a semester or a year. Most study abroad programs require applicants to have completed a fifth-semester French course in college (French 105) or higher before they go abroad. Credit for up to a total of 4 courses towards the major or certificate can be granted for either a semester or a full year abroad, at the discretion of the Romance Languages Department. Students who are planning to get credit for their study abroad courses should meet with a French faculty member in advance, to review the courses they intend to take abroad. Normally, only courses that focus on French language or Francophone literature, history, politics, art, and culture may be counted towards the major or certificate. The final assignment of course credit will be authorized in consultation with the student’s French advisor, once the student has returned to Williams. Such credits can only be determined by review of course format, course materials, and evidence of satisfactory academic performance; students should thus provide not only their study abroad transcript, but retain course materials (including syllabi, papers, exams, and other projects) for potential review back at Williams. While students can gain credit for 100-, 200-, and 300-level courses during their time abroad, the 400-level senior seminar must be taken during the senior year at Williams. Early planning is essential: Students interested in studying abroad are strongly urged to attend the yearly Francophone Study Away Information Session (held each October) during their first year or sophomore year. Students will receive credit for only those study abroad programs recommended and approved by the Dean of Study Away and the Romance Languages Department. Williams has long-term affiliations with the following programs: Hamilton College (Paris), Sweet Briar College (Paris), CUPA (Paris), Middlebury College (Paris), Wellesley College (Aix-en-Provence), Boston University (Grenoble), and both SIT and CIEE (in Morocco, Senegal, and Madagascar). For more on all approved study-abroad programs, see the webpages for the French program (french.williams.edu) and Study Away (study-away.williams.edu/programs). Finally, the Department does not administer proficiency exams (for study abroad, fellowships, or job applications) to students who have not completed a French course at Williams; and most study abroad programs will not accept students who have not taken any college courses in French (at Williams) prior to their application. Students should thus plan well ahead (as early as their first year and sophomore year) to take appropriate courses at Williams, before applying for and taking part in study abroad programs in the Francophone world.

RLFR 101 (F) Introduction to French Language and Francophone Cultures

This year-long course offers a complete introduction to the French language and is designed to help you become fully conversant in French by focusing on four fundamental language skills: listening, speaking, reading, and writing. Through daily practice, class activities, interactive discussion,
listening exercises, written work, reading assignments, and active engagement with music, video, and film, you will quickly gain confidence and increasing facility with your abilities to speak and understand both spoken and written French. In addition, our study of grammar, vocabulary, and communication skills will be organized around an engaging and dynamic introduction to a variety of French-speaking cultures around the world, from France and Belgium, to Québec and Martinique, to Sénégal and Morocco. Conducted in French.

Class Format: Remote. This will be a remote course for all students, whether they are on campus or not. We will convene synchronously via web-conferencing multiple times per week, with an emphasis on speaking practice in small groups. There will also be opportunities for students to engage with online activities both during and between our synchronous sessions. Remote office hours will provide even more opportunities for follow-up, questions, and practice.

Requirements/Evaluation: active class participation, workbook exercises and compositions, chapter tests, midterms, and final exams

Prerequisites: none; for students who have never formally studied French; students who have previously studied French (in any formal course, at any level) must take the French Placement Test in late August or early September

Enrollment Limit: 12

Enrollment Preferences: all are welcome, but if over-enrolled, preference will be given to first-year and second-year students and those with compelling justification for admission

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Unit Notes: RLFR 101-102 is a year-long course; credit granted only if both semesters (RLFR 101 and 102) are taken. Also: RLFR 101-102 students must normally take the French Winter Study Course, which may have a remote or independent study format in 2021.

Distributions: (D1)

Fall 2020

LEC Section: R1    M-F 10:00 am - 10:50 am     Brian Martin

RLFR 102  (S) Introduction to French Language and Francophone Cultures

This year-long course offers a complete introduction to the French language and is designed to help you become fully conversant in French by focusing on four fundamental language skills: listening, speaking, reading, and writing. Through daily practice, class activities, interactive discussion, listening exercises, written work, reading assignments, video-observations, and film-viewing, you will quickly gain confidence and increasing facility with your abilities to speak and understand both spoken and written French. In addition, our study of grammar, vocabulary, and communication skills will be organized around an engaging and dynamic introduction to a variety of French-speaking cultures around the world, from France and Belgium, to Québec and Martinique, to Sénégal and Morocco. Conducted in French.

Class Format: Remote. This will be a remote course available to all students, whether they are on campus or completing coursework 100% remotely. We will convene synchronously via web-conferencing multiple times per week, with an emphasis on speaking practice in small groups. There will be many opportunities for all course members to interact via a series of varied online activities both during and in-between our synchronous sessions.

Requirements/Evaluation: participation, online homework, mid-semester and final projects, short writing assignments

Prerequisites: RLFR 101, or by Placement Test, or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Preference will go to first- and second-year students and those with compelling justification for admission. Statement of interest solicited if overenrolled.

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2021

LEC Section: R1    M-F 8:15 am - 9:30 am     Theresa Brock

RLFR 103  (F) Intermediate Studies in French Language and Francophone Cultures

As a continuation of French 101-102, this dynamic first-semester intermediate course is designed to help you improve your French, while at the same
time learning more about French and Francophone cultures, politics, literature, and film. Through the active study and daily practice of listening, speaking, reading, and writing in French, you will: continue developing your communication skills and learn to express your opinions and ideas; improve your command of spoken and written French through a revision of important grammatical structures; strengthen your reading and writing skills in order to prepare you for further study of literary texts; and develop an increased vocabulary and cultural appreciation of French-speaking cultures around the world.

**Class Format:** Remote. This will be a remote course available to all students, whether they are on campus or completing coursework 100% remotely. We will convene synchronously via web-conferencing multiple times per week, with an emphasis on speaking practice in small groups. There will be many opportunities for all course members to interact via a series of varied online activities both during and in-between our synchronous sessions.

**Requirements/Evaluation:** participation, online homework, mid-semester and final projects, short writing assignments

**Prerequisites:** RLFR 101-102, or by Placement Test, or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Preference will go to first and second year students. Statement of interest solicited if overenrolled.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** students should seriously consider taking RLFR 103 AND 105 if they intend to enroll in more advanced French literature courses at the 200-level and above, or if they anticipate studying in France or a Francophone country during their junior year

**Distributions:** (D1)

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**RLFR 104 (S) Intermediate French II: Advanced Intermediate Studies in French**

As a continuation of French 103, this course will help students gain greater fluency in French, through an exploration of French and Francophone literature, film, media, politics, and culture. With a focus on listening, speaking, reading, and writing, students will review advanced grammar expand their vocabulary, gain greater confidence, and both discuss and debate central questions in the social, political, and cultural landscape of French-speaking communities in Europe, Africa, and the Caribbean.

**Class Format:** Remote. Both sections of 104 will convene synchronously via web-conferencing three times per week (two sessions with the instructor, one session with the TA), with an emphasis on speaking practice in small groups, and a series of varied online activities in-between our synchronous sessions. Prof. Tresfel's R1 course's TA meetings will be scheduled at agreed-upon times once enrollment is established. Prof Cornell's R2 course's TA meetings will take place during scheduled class hours.

**Requirements/Evaluation:** short weekly readings, participation, online homework, three quizzes, three writing assignments and one final project.

**Prerequisites:** RLFR 103, or by placement test, or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Preference will go to students who have taken 103 in Fall 2020. Statement of interest solicited if overenrolled.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** after successfully completing RLFR 104, students may register for RLFR 201

**Distributions:** (D1)

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**RLFR 105 (F) Advanced French: Advanced Studies in French Language and Francophone Culture**

In this course, we will concentrate on polishing your oral and written expression and on expanding your vocabulary, while focusing on the analysis and
discussion of French and Francophone cultures and the concepts that define them. In addition to helping you improve your speaking, listening comprehension, reading, and writing, as well as reviewing advanced grammar, we will explore key myths and practices linked to municipal, regional, and national identities in France and the Francophone world, and seek to understand the history of contemporary debates surrounding these identities. Topics of discussion will include: Which cultural practices represent what it means to be French? How do certain regions and cities derive a sense of identity distinct from that of the nation? How do overseas departments and territories inflect Frenchness by means of their own histories and geographies? Short literary, theoretical, and historical texts, along with films, music, artwork, press articles, and websites, will inform our discussions. Conducted in French.

Class Format: Remote. This will be a remote course available to all students, whether they are on campus or completing coursework 100% remotely. We will convene synchronously via web-conferencing multiple times per week, with an emphasis on discussion in small groups. There will be many opportunities for all course members to interact via a series of varied online activities both during and in-between our synchronous sessions.

Requirements/Evaluation: participation, grammar exercises, 3 reaction papers, 1 presentation, final project

Prerequisites: RLFR 104, placement exam, or by permission of instructor

Enrollment Limit: 12

Enrollment Preferences: All are welcome, but if overenrolled, preference will be given to first- and second-year students and French major and certificate students. If necessary, a statement of interest will be solicited.

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2020
LEC Section: R1 MWF 8:15 am - 9:30 am Carl B. Cornell
LEC Section: R2 MWF 11:45 am - 1:00 pm Carl B. Cornell

RLFR 106 (S) Advanced French: Danger and Desire in French Film and Fiction (DPE)

Cross-listings: RLFR 106 COMP 107

Primary Cross-listing

This is an advanced course in French language designed to help you improve your speaking, comprehension, reading, and writing, through the dynamic study of short literary texts and films focusing on danger and desire in nineteenth-, twentieth-, and twenty-first-century France. Through active discussion and debate, textual and cinematic analysis, grammatical review, and careful writing and revision, you will improve your command of spoken and written French, strengthen your ability to express complex ideas, expand your vocabulary, and deepen your understanding of French fiction, film, and culture. This is an ideal course to prepare for study abroad or for more advanced coursework in French literature and cinema. As a focus for improving your French, we will examine a broad range of texts and films on danger and desire in France from 1820 to 2020, with an emphasis on passion and ambition, infatuation and seduction, betrayal and vengeance, courage and cruelty, warfare and resistance. Works to include nineteenth-century texts by Chateaubriand, Duras, Balzac, Mérimée, Flaubert, Maupassant, Zola; twentieth-century texts by Colette, Camus, Sartre, Beauvoir, Duras, Ernaux, Guibert, Quint, Lindon, Vilrouge; and twenty-first-century films by Caron, Ozon, Ducastel, Martineau, Dercourt, and Becker. Conducted in French.

Class Format: This will be a remote course for all students, whether they are on campus or not. We will convene synchronously via web-conferencing, with an emphasis on speaking practice in small groups. There will also be opportunities for students to engage with online activities both during and between our synchronous sessions. Remote office hours will provide even more opportunities for follow-up, questions, and practice.

Requirements/Evaluation: active class participation, grammar exercises, two short papers, midterm, and final paper

Prerequisites: Exceptional performance in RLFR 104; successful performance in RLFR 105; or by placement test; or permission of the instructor.

Enrollment Limit: 12

Enrollment Preferences: All are welcome, but if over-enrolled, preference will be given to French majors and certificate students; and those with compelling justification for admission.

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
Difference, Power, and Equity Notes: This course centers on a critical examination of difference, power, and equity in French film & fiction. The content examines the effects of class, ethnicity, gender, and sexuality on social inequalities among rich & poor, soldiers & civilians, nations & colonies, men & women. The course employs critical tools to teach students how to articulate and interrogate social injustice, through reading, viewing, discussion, writing, and revision.

Spring 2021
SEM Section: R1 TR 9:45 am - 11:00 am Brian Martin

RLFR 108 (S) Voyages Francophones: Alienation and Self-Discovery in Contemporary Literature and Film
This is an advanced course in French language designed to help you improve your speaking, listening comprehension, reading, and writing, through the dynamic study of literary texts and films focusing on the themes of alienation and self-discovery in the late twentieth- and early twenty-first-century Francophone world. Through active discussion and debate, textual and cinematic analysis, grammatical review, and careful writing and revision, you will improve your command of spoken and written French, strengthen your ability to express complex ideas, expand your vocabulary, and deepen your understanding of French-language fiction, film, and culture. This is an ideal course to prepare for study abroad or for more advanced coursework in French language and cinema. As a focus for improving your French, we will examine a broad range of texts and films on the themes of alienation and self-discovery—especially in the context of immigration and coming of age—as they are represented in texts from France, Québec, and the Caribbean.

Requirements/Evaluation: class participation, grammar exercises, group discussion leading, two short papers, and final project
Prerequisites: exceptional performance in RLFR 104; successful performance in RLFR 105; or by placement test; or permission of the instructor
Enrollment Limit: 20
Enrollment Preferences: French Majors and certificate students
Expected Class Size: 20
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)
Not offered current academic year

RLFR 202 (F) War and Resistance: Two Centuries of War Literature in France (1804-2016)
Cross-listings: RLFR 202 WGSS 201
Primary Cross-listing
In 1883, Maupassant called on his fellow war veterans and writers to join him in speaking out against warfare and violence, crying "Let us dishonor war!" From the Gallic Wars against Caesar (during the first century BC) to the recent terrorist attacks in France (at the opening of the twenty-first century), the French literary tradition is rich in texts that bear witness to war and speak out against its monstrous inhumanity. While war literature in France can be traced back to ancient and medieval texts on Vercingétorix, Charlemagne, William the Conqueror, and Joan of Arc, this course will focus specifically on literary representations of war during the nineteenth- and twentieth-centuries, from the Napoleonic Wars, to the First and Second World Wars, to the Algerian and Cold Wars, and the "War on Terror." Discussions will examine the impact of war on soldiers and civilians, patriotism and pacifism, history and memory; the implications of war as invasion and conquest, occupation and resistance, victory and defeat; the relationship of war to gender, sexuality, and ethnicity; and the role of war in colonialism and genocide. Readings to include novels, short stories, and poems by Balzac, Stendhal, Hugo, Rimbaud, Daudet, Maupassant, Zola, Cocteau, Wiesel, Duras, Camus, and Fanon. Films to include works by Resnais, Renoir, Carion, Jeunet, Malle, Angelo, Pontecorvo, and Duras. Conducted in French.

Requirements/Evaluation: active class participation, midterm exam, and two to three papers
Prerequisites: exceptional performance in RLFR 105; successful performance in RLFR 106 or 107; or by French placement exam; or by permission of instructor
Enrollment Limit: 20
Enrollment Preferences: French majors and certificate students; Comparative Literature majors; Women's, Gender and Sexuality Studies majors; and those with compelling justification for admission
Expected Class Size: 20
Grading: no pass/fail option, no fifth course option
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
RLFR 202 (D1) WGSS 201 (D2)
Not offered current academic year

RLFR 205 (S) On Strike: Workers and Revolutions in the French Republic
The recent "yellow vests" (gilets jaunes) protests in France have attracted international attention to the experiences of French workers. Yet these protests are only the latest example in a series of workers' movements that have shaped French identity. From the revolutions of 1830 and 1848, to the Popular Front of the 1930s, to the general strike that fueled the events of May 1968, workers have played a significant role in determining France's sociocultural values and political orientation. In this course, we will study representations of workers in literary and filmic texts dating from the late nineteenth century to the present. We will consider how depictions of the worker have evolved amid changing sociocultural conditions in France: for instance, the arrival of immigrants from such countries as Spain, Italy, and Portugal, and later from the Maghreb; the entry of women into the workforce; the disappearance of the rural farm worker, or paysan; the creation of a nuclear power grid; and deindustrialization. Finally, we will examine how the memory of workers is preserved in twenty-first-century France. Conducted in French.

Requirements/Evaluation: class participation, reaction papers, group discussion leading, and a final project
Prerequisites: strong performance in RLFR 105; RLFR 106; another RLFR 200-level course; placement exam; or permission of instructor
Enrollment Limit: 20
Enrollment Preferences: French Majors and certificate students
Expected Class Size: 20
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)
Not offered current academic year

RLFR 206 (F) The Outsider in French & Francophone Film Adaptations of Literary Texts (DPE)
In this course students will examine the figure of the outsider (queer, black, woman, intruder, loner) in several French and Francophone literary texts and their film adaptations and will explore questions such as: how are such outsiders translated onto the screen? To what extent does outsider status help maintain, challenge, or reveal hegemonic discourse? In what ways do non-Western and Western filmmakers (re)cast power and privilege through the figure of the outsider in their film adaptations (of Western canonical texts)? Students will read original French and Francophone literary texts and apply theories of film adaptation to their analyses.

Requirements/Evaluation: three response papers, one short essay on film adaption, one video essay with a student partner
Prerequisites: students should have taken RLFR 105 or above, or placement test, or by permission of instructor
Enrollment Limit: 16
Enrollment Preferences: Comparative Literature majors, Africana Studies concentrators, French majors and certificates
Expected Class Size: 12
Grading: yes pass/fail option, no fifth course option
Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course fulfills the DPE requirement because it focuses via the figure of the outsider on power dynamics (based on sexual identity race, class, gender) between cultural producers, in literary texts and their film adaptations.
Not offered current academic year

RLFR 207 (F) Urban Ecologies of the French-Speaking World: Sustainability and the City in the 21st Century
In the twenty-first century, urban populations around the world have continued to grow, all while the climate crisis has become ever more urgent. The fact that more than 50% of Earth's inhabitants live in urban settings today means that cities will be important actors in the fight against climate change moving forward. In this course, we will examine how cities from the French-speaking world (including in North America, Europe, and Africa, as well as along the Pacific Rim) are enacting solutions for sustainable living in their midst. Taking a cultural studies approach, we will examine a variety of sources--including literature, videos and films, press articles, government documents, academic analyses, websites, and artistic productions, among
others—to understand the challenges each of these cities faces and the solutions each has introduced. In so doing, we will study how site-specific realities, such as (eco)tourism, the legacy of colonialism and imperialism, relations with indigenous populations, and inequalities (such as those of race, sex, gender expression, class, age, and ability), are interwoven with questions of sustainable development and ecological living. Conducted in French.

Class Format: Remote. This will be a remote course available to all students, whether they are on campus or completing coursework 100% remotely. We will convene synchronously via web-conferencing multiple times per week, with an emphasis on discussion in small groups. There will be many opportunities for all course members to interact via a series of varied online activities both during and in-between our synchronous sessions.

Requirements/Evaluation: participation, 3 reactions papers, 1 group presentation, final project

Prerequisites: successful performance in RLFR 106 or another RLFR 200-level course; or by placement test; or permission of the instructor

Enrollment Limit: 12

Enrollment Preferences: All are welcome, but if overenrolled, preference will be given to French majors and certificate students; and those with compelling justification for admission.

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2020

SEM Section: R1  WF 1:30 pm - 2:45 pm  Carl B. Cornell

RLFR 208  (F) Queens, Crusaders and Cannibals: Gender, Race and Religion in Medieval and Renaissance France

The intersection of gender, race, and religion is at the heart of contemporary political and social debates. How to build a nation and how to live together were also key questions for Medieval and Renaissance writers. In this introductory course in Early Modern Literature, we will study how literary works from the 11th to the 16th centuries represented conflicting debates on gender, race, and religion, from the Crusades opposing Christians and Muslims, to the Wars of Religion opposing Catholics and Protestants. We will explore how these concepts were intertwined in courtly love poems and chivalric novels in Europe, and how they were redefined in humanist writings and travel narratives to the Americas. Through an investigation of epic poems, allegories, tales, sonnets, novels, travel narratives, and essays by Marie de France, Christine de Pisan, Pierre de Ronsard, Louise Labé, François Rabelais, Michel de Montaigne and Marguerite de Valois, students will compare cultural, political, and ideological debates in Early Modern France with 21st-century questions on racism, sexism and discrimination.

Requirements/Evaluation: active participation, weekly written responses, midterm exam, and final project

Prerequisites: exceptional performance in RLFR 105, strong performance in RLFR 106, or by Placement Test, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and French certificate students, and those with compelling justification for admission

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

RLFR 210  (F) Scientific Selves: Medicine, Technology, and Identity in Early Modern France

Cross-listings: STS 211  RLFR 210

Primary Cross-listing

The early modern period has long been associated with scientific discovery and shifting ideology in France. From Copernicus on, thinkers such as René Descartes, Blaise Pascal, and Antoine Lavoisier helped advance the Scientific Revolution, which led to medical and technological breakthroughs, as well as important advances in our understanding of the world and our solar system. This course examines the role that France played in pursuing such discoveries, as well as the ways newfound knowledge impacted notions of belonging and alterity. How did the Scientific Revolution and French colonization lead to the creation of social, cultural, and medical "others"? How did scientific discourse permeate verbal and visual expression and depict those who did not fit into normative paradigms of gender, sexuality, ability, ethnicity, belief, and culture? What avenues for self-expression and definition were available to those whom society excluded? What parallels can we see with twenty-first-century questions of
political activism, social justice, sciences, and technology? To explore these questions, we will analyze literary texts, visual representations, and historical documents, such as medical treatises, scientific diagrams, and texts on new technologies. Conducted in French.

Requirements/Evaluation: active class participation, written reflections, quizzes, mid-semester presentation, and final paper

Prerequisites: strong performance in RLFR 105; RLFR 106; another RLFR 200-level course; placement exam; or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French Majors and certificate students

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 211 (D1) RLFR 210 (D1)

Not offered current academic year

RLFR 211 (F) Explorers, Missionaries, Colonizers: French Travel Narratives in the Age of Discovery  (DPE)

Often referred to in European history as the "Age of Discovery" or the "Age of Exploration," the 15th and 16th centuries saw the rise of overseas exploration from Europe to the Americas, Asia and Africa. These travels both contributed to the expansion of the known world for Europeans and also laid the foundations for commercial routes and colonisation. French travelers played a key role in this process and documented their journeys in detailed narratives. After reading short excerpts of earlier works that built the travel narrative genre, such as Ibn Battuta’s Travels and Marco Polo’s Book of Marvels, we will read longer excerpts from Jacques Cartier’s Brief narration of the Navigation to the Islands of Canada, Jean de Léry’s History of a Voyage to the Land of Brazil, Pierre Belon’s Voyage to the Levant, and study the maps that were created during this time period. We will analyze the representation of the journey itself, the descriptions of the lands traveled to and their inhabitants, and also the enunciation of the goals of such travels. We will see how a rhetoric of fascination, wonder and curiosity is intertwined with economical, political and religious agendas. There is no "official" travel narrative written by a woman in this time period: we will wonder why and study the representation of women in these texts. Conducted in French.

Class Format: Remote. This will be a remote course available to all students, whether they are on campus or completing coursework 100% remotely. We will convene synchronously via web-conferencing multiple times per week, with an emphasis on speaking practice in small groups. There will be many opportunities for all course members to interact via a series of varied online activities both during and in-between our synchronous sessions.

Requirements/Evaluation: Participation, weekly readings, online homework, one-page written responses or audio-recorded responses every two weeks, presentation of a visual document, final project.

Prerequisites: Exceptional performance in RLFR 105, strong performance in RLFR 106, or by Placement Test, or Permission of the Instructor.

Enrollment Limit: 12

Enrollment Preferences: If overenrolled, preference given to French Majors & French Certificate Students, and those with compelling justification for admission (statement of interest required).

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course qualifies for a DPE requirement because it addresses the early history of French colonization. The 15th and 16th century travel narratives we will focus on will allow students to critically engage with the first interactions of French people with indigenous populations and inhabitants of the Americas, Africa and India, with the religious and commercial projects undertaken by France vis-à-vis these territories, and with the racial and power dynamics that structure these narratives.

Fall 2020

SEM Section: R1 MR 3:15 pm - 4:30 pm Cécile Tresfels

RLFR 212 (S) Scandalous News: Media and Transgression in Pre-Revolutionary France

Today’s twenty-four-hour news cycle bombards us with scandalous stories. On our smartphones, tablets, and screens, personal transgressions and their political consequences loom large. In this constant state of media immersion, scandal and its communication have come to define our time. Yet
centuries ago in Pre-Revolutionary France, scandalous news played an even more crucial role, in a society centered on obedience to monarchy and monolithic institutions. In this course, we will consider how institutionalized codes of gender, social class, and religion shaped individual identity, how those who broke from these codes created individual autonomy, and how the scandals they caused were communicated to others. To pursue these questions, we will analyze literature, journalism, and legal texts that document scandalous figures and compare these early modern scandals with those of the twenty-first century.

**Requirements/Evaluation:** active class participation, written reflections, quizzes, mid-semester presentation, and final paper

**Prerequisites:** strong performance in RLFR 105; RLFR 106; another RLFR 200-level course; placement exam; or permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** French Majors and certificate students

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

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**RLFR 215 (F) The French Adventure: Word, Sound, and Image in the Digital Age**

The French Adventure examines celebrated French literary texts (from the Middle Ages to Modernity) that draw on the theme of adventure, putting them into dialogue with their graphic novel and filmic adaptations (from the twentieth and twenty-first centuries). This course seeks to explore the phenomena of word (written or spoken), image (still or moving), and sound, as well as their interactions in today's environment of multimedia and digital immersion. Why have we seen an explosion of graphic novels and films depicting French literary classics in recent decades? How can these visual and audiovisual renderings enhance our appreciation for and understanding of written texts, and what aspects of the written word remain untranslatable to the world of the image? To address these questions, we will study a series of literary texts that depict historical moments from the late Middle Ages, to Absolute Monarchy, to the Belle Époque. From our visual vantage point of the twenty-first century, we will gain familiarity with the defining figures and events that these texts represent, from the fifteenth to the twentieth centuries. At the same time, we will interrogate the French-language graphic novel adaptations of each text, as well as portions of American-made filmic representations to consider questions of *patrimoine*, visual culture, and (trans)national identity. *Conducted in French.*

**Requirements/Evaluation:** active class participation, reading journal (with written reflections), quizzes, discussion leading, and final paper

**Prerequisites:** successful performance in RLFR 105, RLFR 106, or another RLFR 200-level course; or by placement test; or permission of the instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** all are welcome, but if over-enrolled, preference will be given to French majors and certificate students; and those with compelling justification for admission

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

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**RLFR 220 (S) Fairy Tales: Love and Politics at the Sun King's Court**

This course explores the literary and historical development of love and politics in 17th-century France. These two motifs dominated courtly life at Versailles during the reign of Louis XIV, the Sun King. Since cultural and artistic creations tend to dialogue with social circumstances, the literature of this time period—which critics have sometimes called the "Grand Siècle"—develops different schools of thought on the interactions between politics and love. Some authors approached these interactions from an idealistic or innocent perspective, while others had a more pessimistic or realistic outlook. Together, we will examine why and how each trajectory formed while also investigating the roles of literary genre and authorial gender. As part of our explorations, students will compose their own, original fairy tales and will also adapt a written tale into an in-class theatrical performance. *Conducted in French.*

**Requirements/Evaluation:** active class participation, quizzes, a midterm paper, an original fairy tale, an in-class performance of the fairy tale in groups

**Prerequisites:** successful performance in RLFR 105, RLFR 106, or another RLFR 200-level course; or by placement test; or permission of the instructor
Enrollment Limit: 20

Enrollment Preferences: all are welcome, but if over-enrolled, preference will be given to French majors and certificate students; and those with compelling justification for admission

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

RLFR 224 (S)  Sexuality and Seduction in Nineteenth and Twentieth-Century France  (DPE)

Cross-listings: RLFR 224  WGSS 224

Primary Cross-listing

In 1857, both Flaubert's *Madame Bovary* and Baudelaire's *Les Fleurs du mal* were put on trial for sexual indecency and "crimes against public morality." In 1868, *Le Figaro* attacked Zola's novel *Thérèse Raquin* as "putrid literature" for its depiction of adultery, murder, and scandalous sexuality in nineteenth-century Paris. A century later, Gide, Proust, Colette, and Duras continued to shock French readers with their extraordinary novels on male and female homosexuality, intergenerational lovers, and biracial relationships. In this course, we will examine a broad range of issues on sexuality and seduction in nineteenth- and twentieth-century French literature, including eroticism and desire, love and betrayal, marriage and adultery, prostitution and fetishism, gay and lesbian identities, cross-dressing and gender representation, exoticism and colonial (s)exploitation. Readings to include novels, shorts stories, and poems by Chateaubriand, Constant, Duras, Balzac, Flaubert, Baudelaire, Zola, Maupassant, Barbey d'Aurevilly, Gide, Proust, Colette, Duras, and Guibert.

Requirements/Evaluation: active class participation, two shorter papers, a midterm, and a longer final paper

Prerequisites: exceptional performance in RLFR 105, successful performance in RLFR 106 or 107, or by French placement exam, or by permission of instructor

Enrollment Limit: 18

Enrollment Preferences: French majors and certificate students, Women's, Gender, and Sexuality Studies majors, and those with compelling justification for admission; if the course is overenrolled, students will submit an online form

Expected Class Size: 18

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 224 (D1)  WGSS 224 (D1)

Writing Skills Notes: As the course description explains, this course centers on a critical examination of difference, power, and equity in a broad range of debates on sexuality in France, from 1800-2000. The content examines the effects of class, race, ethnicity, gender, and sexuality on social inequality; and the course employs critical tools to teach students how to articulate and interrogate the complexities of gender and sexuality, from reading and discussion, to critical analysis and writing.

Difference, Power, and Equity Notes: As the course description explains, this course centers on a critical examination of difference, power, and equity in a broad range of debates on sexuality in France, from 1800-2000. The content examines the effects of class, race, ethnicity, gender, and sexuality on social inequality; and the course employs critical tools to teach students how to articulate and interrogate the complexities of gender and sexuality, from reading and discussion, to critical analysis and writing.

Not offered current academic year

RLFR 225 (F)  Remembering the Great War: The First World War in Literature and Film  (DPE)

Cross-listings: RLFR 225  COMP 224

Secondary Cross-listing

From 1914 to 1918, the First World War ravaged Europe and slaughtered millions of soldiers and civilians from across the globe. Known as the "war to end (all) war(s)," World War I set the stage for an entire century of military conflict and carnage. New technologies led to unprecedented violence in the trenches, killing and wounding as many as 41 million soldiers and civilians. Beyond the slaughter at the front, the Great War also led to the global influenza pandemic that claimed up to 50 million lives, and the Armenian genocide that presaged the later atrocities of the Holocaust. The war also led
to massive political transformation, from the Irish Rebellion and Russian Revolution, to the collapse of the German, Russian, Austro-Hungarian, and Ottoman Empires, and the redrawing of national borders across Europe and the Middle East. Even the end of the war with Treaty of Versailles lay the groundwork for new animosities that would lead to the Second World War just two decades later. However, the First World War also inspired great social change, from the emergence of the United States as a global leader and the founding of the League of Nations, to growing discontent with colonial rule in Asia and Africa, and greater power for women whose wartime labor influenced the post-war passage of their right to vote in countries across Europe and North America. To honor the centenary of the Great War in 2018, we will examine texts and films that bear witness to the suffering and courage of soldiers and civilians, and consider the legacy of the war in the twentieth- and twenty-first centuries. Readings to include memoirs and novels by Barbusse, Barker, Brittain, Cocteau, Graves, Hemingway, Jünger, Remarque, Wharton, Woolf; poetry by Apollinaire, Brooke, Mackintosh, McCrae, Owen, Sassoon; films by Attenborough, Boyd, Carion, Chaplin, Jeunet, Ozon, Renoir, Trumbo, Walsh, Weir; and archival materials on the roles of Williams students and faculty during the First World War. Readings and Discussions in English.

Requirements/Evaluation: active class participation, two shorter papers (4-5 pages), a midterm, and a longer final paper (6-8 pages)

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: all are welcome, but if the course is overenrolled, preference will be given to Comparative Literature majors and French majors and certificate students; if the course is over-enrolled, students will submit a form online

Expected Class Size: 18

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 225 (D1) COMP 224 (D1)

Difference, Power, and Equity Notes: As the course description explains, this course centers on a critical examination of difference, power, and equity during WWI. The content examines the effects of class, race, ethnicity, gender, and sexuality on social inequalities among soldiers & civilians, nations & colonies, men & women. The course also employs critical tools to teach students how to articulate and interrogate the social injustices of the Great War, from reading & discussion, to analytical essays & archival investigation.

Not offered current academic year

RLFR 226 (S) Black France/France Noire (DPE)

Cross-listings: AFR 226 RLFR 226

Primary Cross-listing

On the eve of the new millennium, the year 1998 saw the emergence in France of "Black studies à la française" (Ndiaye). Inspired, in part, by the 150th anniversary of the 1848 abolition of slavery, the French black minority "made itself more visible" (Faes and Smith). This course examines a wide range of discursive practices through which athletes, artists, authors, politicians, activists, and scholars amplified their voices in the French hexagone. It retraces the rise of these discourses and how they assert, reframe, and establish blackness as a legitimate field of knowledge and a space of affirmation and contestation. Following a study of the interwar period (1918-1939), when the work of "negritude women" (Sharpley-Whiting) such as "afro-latinité" spurred the negritude movement, we will discuss publications, documentaries, and seminal moments of protest in the early twenty-first century. Course material may include works by Suzanne Césaire, Jane and Paulette Nardal, Aimé Césaire, Frantz Fanon, Achille Mbembé, François Vergès, Pascal Blanchard, Nicolas Bancel and Sandrine Lemaire, Pap Ndiaye, Gaston Kelman, Rokhaya Diallo, Alice Diop, Léonora Miano, and Fabienne and Véronique Kanor. Conducted in French.

Requirements/Evaluation: response papers, midterm paper, TV show, colloquium

Prerequisites: RLFR 201, 202, or 203, or by permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French and Africana Studies concentrators

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 226 (D2) RLFR 226 (D1)

Difference, Power, and Equity Notes: This course satisfies the DPE requirement because it focuses on "the shaping of social differences, dynamics
of unequal power, and processes of change" through the lenses of historical colonial legacies, race, gender, citizenship among other questions.

Not offered current academic year

RLFR 228 (S) Introduction to French and Francophone Film

**Cross-listings:** RLFR 228 COMP 298

**Primary Cross-listing**

In this course, we watch and examine seminal French and Francophone films. Starting with early French cinema and silent movies of the end of the nineteenth century, we continue with landmark films from the 1920s, '30s and '40s. World War II serves as a point of rupture to explore how the advent of Francophone film parallels postcolonial theory. Throughout the semester, we discuss film as spectacle, the emergence of narrative forms, innovative technical practice and their connection to aesthetics. We also look at the role of film in addressing larger questions that include acts of rebellion, decolonization, the radical rejection of societal values, colonialism, dislocation, alienation, French collaboration during the German occupation, and the intersection of history and biography, as well as migration, in between-ness, and transnationalism. Films from the Lumière brothers, Méliès, Guy-Blaché, Vigo, Truffaut, Sembene, Mambety, Malle, Varda, Palcy, Peck, and Sissako. Conducted in French.

**Requirements/Evaluation:** response papers, midterm paper, TV show, colloquium

**Prerequisites:** RLFR 201, 202, or 203, or by permission of instructor

**Enrollment Limit:** 15

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 228 (D1) COMP 298 (D1)

Not offered current academic year

RLFR 229 Black Outside the U.S.

This course explores multiple ways Black identity evolves, adapts and is experienced differently depending on location. Students analyze Black experience in the U.S., France and Senegal through a range of texts from books and social media to music and film. One key aspect of the course is a study abroad trip to Senegal, which increases cultural awareness through experiential learning. This combination of textual learning with experiential knowledge exemplifies how language, religion, gender, geography, and performance shape one's racial identity. In the first section of the course, students investigate Black experience in the U.S., focusing on such topics as the one-drop rule, racial profiling and where mixed people fit within Black/White tensions. The second section highlights the politics of language in France. Students explore how words like "Black," "noir" and "race" have strong political connotations in France and spur both resistance to and alliance with Black American civil rights history. In the third part of the course, students visit Dakar, Senegal, and analyze Blackness through their own observations and encounters. Their trip insights jumpstart the final focus of the course on Senegal. Students investigate the influence of French colonialism on Black identity in Senegal, which makes the two geographical experiences of Blackness very different but still forever linked.

**Class Format:** seminar, the course includes a required spring break trip to Dakar, Senegal, which is no additional cost to students

**Requirements/Evaluation:** evaluation will be based on class participation, short weekly reading responses, two 4-5 page papers, a presentation based on the spring break trip, and a final presentation including a short 2-page report

**Prerequisites:** none

**Enrollment Limit:** 8

**Enrollment Preferences:** students who have taken other AFR courses, Francophone speakers and students

**Expected Class Size:** 8

**Grading:**

**Distributions:** (D2)

Not offered current academic year

RLFR 238 (S) *Le Moyen Âge en images:* Decoding the Middle Ages

This seminar investigates questions of visual culture and textual analysis in the Middle Ages. Although different from today's multimedia and digital
environment, the Middle Ages boasted its own form of visual culture that will enable us to draw meaningful connections between medieval literature and history and modern-day debates on gender and sexuality. To explore these connections, we will study literary texts from the 12th-16th centuries in modern French translation, making comparisons to bandes dessinées that seek to visualize each text from a twenty-first-century perspective. We will investigate the points of overlap and divergence between the original texts and accompanying comics to ask why and how today's artists are returning to the literature and culture of the Middle Ages, especially in a time of globalization and technological immersion. For example: How might our findings inform our outlook on international politics, as well as gender-based forms of activism, such as the #MeToo movement, among other forms of social and political engagement? Conducted in French

**Class Format:** Remote. This will be a remote course available to all students, whether they are on campus or completing coursework 100% remotely. We will convene synchronously via web-conferencing multiple times per week, with an emphasis on discussion in small groups. There will be many opportunities for all course members to interact via a series of varied online activities both during and in-between our synchronous sessions.

**Requirements/Evaluation:** active class participation, essays, online homework assignments, mid-semester presentation: une bande dessinée, and final paper

**Prerequisites:** successful performance in RLFR 106 or another RLFR 200-level course; or by placement test; or permission of the instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** all are welcome, but if over-enrolled, preference will be given to French majors and certificate students; and those with compelling justification for admission

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

*Spring 2021*

**SEM Section:** R1 MW 11:45 am - 1:00 pm Theresa Brock

**RLFR 260 (F) Reading Comics from the French-Speaking World**

**Cross-listings:** COMP 260 RLFR 260

**Primary Cross-listing**

From political cartoons and satire of the 19th century to contemporary graphic novels, the bande dessinée has a long history in the French-speaking world. We will read classics such as Astérix and Tintin, and contemporary BD from France, Québec, Côte d'Ivoire, Morocco, Rwanda, and Guadeloupe to analyze how they tackle subjects such as nation, empire, sexuality, biography, war and human rights. We will pay attention to the visual form and critical theory of the genre. Conducted in French.

**Requirements/Evaluation:** weekly response papers, two short papers, presentation and final research project

**Prerequisites:** RLFR 201, 202, or 203, or by permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** French majors and certificate students, Comparative Literature majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 260 (D1) RLFR 260 (D1)

Not offered current academic year

**RLFR 302 (S) Monsters of the Renaissance**

Where did monsters appear before comics and blockbusters? Before cinematic ghosts, vampires, and zombies, the French Renaissance popularized the Scythian Lamb, the Monk Fish, the Monopod, the Wind-Eaters from the Island of Ruach, and the mythic giants Gargantua and Pantagruel. The Latin word monstrum referred to a prodigy that did not fit the laws of nature. Thus, the monster not only generated wonder, curiosity, and fear, but both challenged and disrupted normative social values. In this course, students will analyze novels, travel narratives, medical treatises, essays, and epic poems from 16th-century France, when writers, doctors, and travelers developed a critical reflection on monstrosity in order to deal with otherness.
This encompassed fantastic creatures, non-human beings, and natural phenomena, as well as people whose gender, race, religion, and bodies deviated from established norms. In this course, students will think critically about race, gender, and disability, and study the complexities of fear, disgust, wonder, and fascination. Readings to include classical texts by Homer and Ovid, medieval texts like the Legend of Saint George and the Dragon, and Renaissance texts by Francois Rabelais, Jean de Léry, Marguerite de Navarre, Ambroise Paré, Michel de Montaigne, and Agrrippa d'Aubigné.

Requirements/Evaluation: active participation, weekly written responses, midterm exam and final project
Prerequisites: exceptional performance in RLFR 106, or an RLFR 200-level course, or by Placement Test, or permission of instructor
Enrollment Limit: 20
Enrollment Preferences: French majors and French certificate students, and those with compelling justification for admission
Expected Class Size: 20
Grading: yes pass/fail option, no fifth course option
Distributions: (D1)
Not offered current academic year

RLFR 305 (F) Where We Are & Where We Go: Spaces & Places of Contemporary France

How do people in France give meaning to the spaces they inhabit or move through? What does it mean to be from "here" or "there"? Through contemporary French literature and cultural analysis, we will explore these questions in the urban landscapes of major French cities, including Lyon, Marseilles, Nantes, and Angoulême. We will focus on literary representations of the home, the street, the park, the grocery store, and the train, and discuss the ways videos, press articles, photographs, and websites depict neighborhoods, festivals, and street theater. We will also examine a variety of theories that will help us conceptualize urban space and interpret these literary and cultural texts on city life in contemporary France. Readings to include texts by Annie Ernaux, Patrick Modiano, Leïla Sebbar, Didier van Cauwelaert, Yasmina Reza, Jean Rolin, Marie Darrieussecq, and Xavier Houssin. Conducted in French.

Requirements/Evaluation: class participation, several short essays (1-2 pages), midterm essay (5 pages), digital mapping project, and final oral presentation (based on midterm)
Prerequisites: strong performance in RLFR 106 or 107; a RLFR 200-level course; another RLFR 300-level course; or permission of instructor
Enrollment Limit: 20
Enrollment Preferences: French majors & certificate students; those with compelling justification for admission; seniors returning from study abroad (Francophone countries) particularly welcome
Expected Class Size: 20
Grading: yes pass/fail option, no fifth course option
Distributions: (D1)
Not offered current academic year

RLFR 309 (F) Contemporary Short Stories from North Africa

Cross-listings: AFR 307 RLFR 309
Primary Cross-listing

Short stories are the vibrant center of the literary landscape in North Africa today. Written in French, Arabic and sometimes Amazigh languages, short stories provide timely interventions in political and social discourse. In this course, we will read short stories that use humor and satire to address the effects of globalization on local communities, that experiment with language to portray war and revolution, and that seek to create a new space for the discussion of gender. We will also analyze films, sociological texts and Moroccan, Algerian and Tunisian online newspapers in order to explore contemporary transformations of life in North Africa. Readings by Maissa Bey, Abdelfattah Kilito, Zeina Tabi, Mohamed Zatfaz, Ahmed Bouzfour, Soumaya Zahy and Fouad Laroui among others. Conducted in French.

Class Format: discussion
Requirements/Evaluation: active class participation, weekly response papers, two short papers, an oral presentation and a final paper
Prerequisites: RLFR 201, 202 or 203 or permission of instructor
Enrollment Limit: 20
Enrollment Preferences: French majors and those with compelling justification for admission
**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 307 (D1) RLFR 309 (D1)

Not offered current academic year

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**RLFR 313** (S) **Tropical Ecologies: Francophone Caribbean Literature and the Environment** (DPE)

**Cross-listings:** RLFR 313 ENVI 311

**Primary Cross-listing**

The lushness of the mangroves, the flora and fauna of tropical landscapes, the intricacy of the rhizome, the flow of great rivers, the crashing waves of the Atlantic, the heights of mountainous lands, and expanse of the plateau--the natural world is an important site of Caribbean art in general and, more specifically, the francophone Caribbean novel of the 20th and 21st centuries. Applying eco-criticism to the field of francophone Caribbean literature, the goal of this class is to examine the ways that fiction explores the relationship between human activity and the environment. How does the novel inhabit Caribbean ecologies and topographies? How does it represent nature? In what ways do Caribbean texts meditate on nature and culture together or against one another? As the earthquake in Haiti demonstrated in 2010 with calamitous force, and the cycles of Caribbean hurricanes have shown over the years, natural disaster is also a political crisis. In view of this, we will also consider the legacies of slavery and colonialism in terms of class, gender and race politics. This investigation of the dynamics of natural and cultural phenomena will also have a theoretical frame rooted in critical texts of Caribbean of literary and political movements such as *Indigenisme*, *Négritude*, and *Créolité*. Conducted in French.

**Class Format:** This will be a remote course available to all students, whether they are on campus or completing coursework 100% remotely. We will convene synchronously via Zoom multiple times per week, with an emphasis on discussion and small group work. Students are also required to attend a monthly colloquium featuring renowned Caribbean scholars and participate in online activities both during and in-between our synchronous sessions.

**Requirements/Evaluation:** Students will be required to submit four 2-page position papers that incorporate critical readings with analysis of the books being read in their entirety; each student will also be responsible for making a twenty-five minute oral presentation on a critical/theoretical area related to class readings and discussion; the semester will conclude with a 6-8 page research paper to include footnotes and a bibliography. Attendance is mandatory and active, and informed class participation is required of all students. In addition, students are asked to come up with discussion questions three times throughout the semester.

**Prerequisites:** Successful performance in RLFR 105 or 106; or a previous RLFR 200-level or 300-level course; or by placement test; or permission of the instructor.

**Enrollment Limit:** 12

**Enrollment Preferences:** All are welcome, but if over-enrolled, preference will be given to French majors and certificate students; and those with compelling justification for admission.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 313 (D1) ENVI 311 (D1)

**Difference, Power, and Equity Notes:** As the course description show, this course critically examines difference, power, and equity in the Francophone Caribbean. The content focuses on race and ethnicity, slavery and colonialism, ecology and environmental disaster, and their effects on Caribbean histories, peoples, and cultures. The course teaches students how to critically investigate racial, cultural, and environmental in/justice(s), through texts, films, discussion, debate, and writing.

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Spring 2021

**SEM Section:** R1  TF 1:30 pm - 2:45 pm Regine M Jean-Charles

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**RLFR 315** (F) **Nature in Crisis: The Classification Craze and The Rise of Museums**

**Cross-listings:** RLFR 315 ENVI 314
Primary Cross-listing

This course examines how understandings of nature evolved dramatically (and at times unsettlingly) from the 17th through the early 20th centuries and how this instability prompted a desire to classify and control natural phenomena. To analyze these issues, we will likewise consider the rise of modern museums, as well as the accompanying acts of classification and curation. We will consider how literary and philosophical texts from the aforementioned time periods depict nature, how real-world interactions with nature led to the creation of (illustrated) taxonomies, how colonization inflected notions of the natural world and also museum exhibits, and finally, how the cabinet of curiosities and later, the museum, provided a space in which to display and analyze nature's more unusual treasures. As part of our explorations, we will build a virtual exhibit of our own to reflect our understanding of nature today and our engagement with concepts of nature from previous eras. Conducted in French. Counts as an Envi Humanities Elective for the Envi Concentration.

Class Format: Remote. This will be a remote course available to all students, whether they are on campus or completing coursework 100% remotely. We will convene synchronously via web-conferencing multiple times per week, with an emphasis on discussion in small groups. There will be many opportunities for all course members to interact via a series of varied online activities both during and in-between our synchronous sessions.

Requirements/Evaluation: participation, online homework, essays, mid-semester presentation, final class project (virtual exhibit)

Prerequisites: exceptional performance in RLFR 106, or an RLFR 200-level course; or by placement test; or permission of the instructor

Enrollment Limit: 12

Enrollment Preferences: All are welcome, but if over-enrolled, preference will be given to French majors and certificate students; and those with compelling justification for admission.

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 315 (D1) ENVI 314 (D1)

Fall 2020

SEM Section: R1  MW 11:45 am - 1:00 pm  Theresa  Brock

RLFR 316  (S) Paris on Fire: Incendiary Voices from the City of Light (1830-2015)

Cross-listings: WGSS 315  RLFR 316

Primary Cross-listing

During the 1830s, Balzac described Paris as a "surprising assemblage of movements, machines, and ideas, a city of one hundred thousand novels, the head of the world," but also characterized the French capital as a "land of contrasts," a "monstrous wonder," a "moral sewer." Similarly, writers from Hugo to Zola have simultaneously celebrated Parisian elegance and condemned the appalling misery of Paris's urban poor. Since 1889, Paris has been feted as the "City of Light" for its Enlightenment legacy, its Eiffel Tower modernity, and its luminous urban energy, captured in countless paintings, photographs, and film. However, Paris is also the historical site of revolution, resistance, and riots. From revolutionary revolt (1830, 1848, 1871), to wartime resistance (1870, 1914-18, 1940-44), to reformist and race riots (1968 and 2005), Paris has repetitively sparked with incendiary passion and political protest. As fires raged during the riots in 2005, many heard the echo of Hitler's ominous 1944 question, "Is Paris burning?" and asked: why was Paris burning again at the dawn of the twenty-first century? And following the recent terrorist attacks in Paris in 2015, many wonder what lies ahead for the City of Light. To answer these questions, we will examine the social, political, and literary landscape of Paris during the nineteenth and twentieth centuries, from urbanization and modernization, to occupation and liberation, to immigration and globalization. Readings to include poetry, short stories, and novels by Hugo, Balzac, Baudelaire, Maupassant, Verne, Zola, Apollinaire, Colette, Duras, Perec, Rochefort, and Charef. Films to include works by Clair, Truffaut, Godard, Minnelli, Clément, Leouch, Luhrmann, Kassovitz, Besson, and Jeunet. Conducted in French.

Requirements/Evaluation: active class participation, midterm exam, and two to three papers

Prerequisites: strong performance in RLFR 106 or 107; a RLFR 200-level course; another RLFR 300-level course; or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and certificate students; Women's, Gender, and Sexuality Studies majors; and those with compelling justification for admission

Expected Class Size: 20
RLFR 412  (F)  Senior Seminar: Nineteenth-Century French Novel: Desperate Housewives and Extreme Makeovers

Cross-listings: WGSS 408  RLFR 412

Primary Cross-listing

In 1834, Balzac wrote that "Paris is a veritable ocean. Sound it: you will never know its depth." The same can be said of the French nineteenth-century novel and its boundless ability to echo the past and illuminate the present. From the Romanticism of Stendhal and Hugo, and the Realism of Balzac and Flaubert, to the Naturalism of Zola and Maupassant, the novel became a forum for examining illicit sexuality, institutional misogyny, social injustice, criminal passions, revolutionary struggles, and Parisian pleasures in nineteenth-century France. Characters such as the imprisoned housewife Emma Bovary, the reluctant revolutionary Jean Valjean, the social-climbing lover Julien Sorel, the ambitious undergraduate Rastignac, and the domestically-abused Gervaise became synonymous with France's turbulent social and political landscape from the 1830s to the 1880s. And as recent film adaptations make clear, these desperate housewives and extreme makeovers continue to haunt our twenty-first century present. Reinterpreted by such actors as Gérard Depardieu, Isabelle Huppert, Uma Thurman, Claire Danes, and Jennifer Aniston, the nineteenth-century novel continues to sound out the scandalous and sensational depths of our own century. Readings to include novels by Balzac, Stendhal, Hugo, Flaubert, Maupassant, Zola. Films to include adaptations by Clément, Berri, August, Arteta, Lelouch, Chabrol. Conducted in French.

Requirements/Evaluation: active class participation, midterm exam, and two to three papers

Prerequisites: a 200-level or 300-level RLFR literature course at Williams; advanced coursework during study abroad; or by permission of the instructor

Enrollment Limit: 16

Enrollment Preferences: French majors and certificate students; Women's, Gender, and Sexuality Studies majors; Comparative Literature majors; and those with compelling justification for admission

Expected Class Size: 16

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 408 (D1) RLFR 412 (D1)

Not offered current academic year

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RLFR 414  (S)  Senior Seminar: Coming of Age: French and Francophone Childhood and Adolescent Film  (DPE)

Cross-listings: RLFR 414  COMP 414

Primary Cross-listing

Like the bildungsroman in literature, the coming of age story is a genre in itself in cinema. In this senior seminar, we will watch, discuss, and analyze French and Francophone childhood and adolescent narrative films whose protagonists bring into focus larger issues such as racial discrimination, class, gender, sexual identity, social mobility, repression from the state, regime change, delinquency, justice, bereavement, and human trafficking. We will watch seminal films by Euzhan Palcy, the Dardennes brothers, Céline Sciamma, Férid Boughédir, François Truffaut, Michel Ocelot, Claude Pinoteau, Abdellatif Kéchiche, Laurent Cantet, and Raoul Peck.

Requirements/Evaluation: three, three-page response papers; thesis statement, methodology, and works cited list on one page; one script of a video essay

Prerequisites: 200-level RLFR courses

Enrollment Limit: 19

Enrollment Preferences: French and Comparative Literature majors and certificate students

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 408 (D2) RLFR 412 (D1)

Not offered current academic year
Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 414 (D1) COMP 414 (D1)

**Difference, Power, and Equity Notes:** This course qualifies for a Difference, Power, and Equity requirement because the films we focus on racial inequality, class, gender, sexual identity, post slavery society in the Caribbean, lack of social mobility, repression from the state, regime change, delinquency, justice, bereavement, and human trafficking.

Not offered current academic year

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**RLFR 416**

**Liberté, Égalité, Fraternité?** Questioning Inclusion in French Literature and Culture (DPE)

"Liberté, Égalité, Fraternité" is the national motto of France and of the Republic of Haiti. It finds its origin in the French Revolution but was institutionalized as the official symbol of the Republic in 1880. In this course, we will study literary texts and historical documents to explore these three terms, their cultural and philosophical meaning, their institutional definitions and their application in French society. Who gets to be free throughout French history? If equality is a Republican principle, what about equity? Could fraternity be replaced by a more inclusive term referring to more than one gender? Readings will include texts of multiple genres from the 16th to the 21st century addressing class, race and gender (Michel de Montaigne, Marie de Gournay, Voltaire, Montesquieu, Victor Hugo, Aimé Césaire, Léonora Miano, Paul B. Preciado), one short film, as well as other historical documents such as the "Code Noir," the "Déclaration des droits de la Femme et de la Citoyenne," the "Décret d'Abolition de l'Esclavage" and the "Constitution" of the Fifth Republic.

**Class Format:** Remote. This will be a remote course available to all students, whether they are on campus or completing coursework 100% remotely. We will convene synchronously via web-conferencing multiple times per week, with an emphasis on discussion in small groups. There will be many opportunities for all course members to interact via a series of varied online activities both during and in-between our synchronous sessions.

**Requirements/Evaluation:** Active participation, weekly readings, weekly posts on GLOW, weekly audio recordings, one presentation of a visual document (narrated PowerPoint), multiple steps towards final project: recording a podcast in French [this project, as well as the rest of the course, will take into account accessibility needs and can be modified accordingly].

**Prerequisites:** Any 200-level or 300-level RLFR literature course at Williams; advanced coursework during study abroad; or by permission of the instructor

**Enrollment Limit:** 14

**Enrollment Preferences:** French majors and certificate students in their senior year; if overenrolled: statement of interest required.

**Expected Class Size:** 14

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** This course addresses the discrepancy between the values promoted by the national French motto and their actual application in French society throughout history. Students will investigate how inclusion within the French nation varies according to race, class, gender, sexuality and ability. They will explore the history of French Republican concepts of inclusion such as universalism and "laïcité" as well as their divisive and excluding potential.

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**Spring 2021**

**SEM Section:** R1  TF 3:15 pm - 4:30 pm  Cécile Tresfels

**RLFR 493 (F) Senior Thesis: French**

French senior thesis; this is part of a full-year thesis (493-494).

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

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**Fall 2020**

**HON Section:** H1  TBA  Brian Martin
RLFR 494 (S) Senior Thesis: French
French senior thesis; this is part of a full-year thesis (493-494).

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2021
HON Section: H1   TBA   Brian Martin

RLFR 497 (F) Independent Study: French
French independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2020
IND Section: H1   TBA   Brian Martin

RLFR 498 (S) Independent Study: French
French independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2021
IND Section: H1   TBA   Brian Martin

RLFR 511 (F) Intensive French Grammar and Translation
This course is designed to offer students a thorough and systematic review of sentence structures and grammar to develop a reading knowledge of French. Through this intensive study, students will learn to decipher the subtleties of the written language, and as they become more confident they will start translating a variety of short excerpts. Students are also expected to learn and develop a wide lexical range centered on art history and criticism, but not limited to it.

Class Format: classes meet twice weekly and are conducted in English

Requirements/Evaluation: class participation, papers, a midterm, and a final examination

Prerequisites: a strong interest and need to learn French

Enrollment Preferences: although this course is to serve the needs of students enrolled in the Graduate Program in the History of Art, undergraduates may enroll by permission of the instructor

Grading: pass/fail option only

Distributions: (D1)

Fall 2020
LEC Section: R1   TR 8:30 am - 9:45 am   Pramila Kolekar

RLFR 512 (S) Readings in French Art History and Criticism
This course is designed to provide Graduate Program students and interested others with knowledge of French acquired through translation and interpretation. The core of this course is based on the reading and translating of a variety of critical works covering different periods and genres in the field of art history. The material read will be analyzed in form and content, translated or summarized, in order to develop the skills and understand the techniques necessary for reading French accurately. Grammar will be reviewed in context.
Requirements/Evaluation: evaluation is based on class participation, papers, a midterm, and a final examination
Prerequisites: RLFR 511 or permission of instructor; undergraduates are welcome with permission of instructor
Grading: pass/fail option only
Distributions: (D1)

Spring 2021
LEC Section: H1    TBA    Pramila Kolekar

Winter Study  -------------------------------------------------------------------------------------------------------------------------------------

RLFR 30  (W)  Honors Essay: French
To be taken by candidates for honors other than by thesis route.
Class Format: honors essay
Grading: pass/fail only
Not offered current academic year

RLFR 31  (W)  Senior Thesis: French
To be taken by students registered for French 493-494.
Class Format: thesis
Grading: pass/fail only
Not offered current academic year

RLFR 88  (W)  French Sustaining Program
Students registered for RLFR 101-102 are required to attend and pass the French Sustaining Program. However, students are also required to register for a regular Winter Study course. Once the regular Winter Study registration process is complete, the Registrar's Office will automatically enroll you in the Sustaining Program. Check your class schedule to confirm enrollment.
Grading: pass/fail option only
Not offered current academic year

RLFR 99  (W)  Independent Study: French
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.
Class Format: independent study
Grading: pass/fail only
Not offered current academic year
MAJOR

The Geosciences major offers an understanding of the evolution of our planet and its interacting global systems. In this era of global change, geoscience provides the tools that can help us learn to live sustainably with our environment, and appreciate our place within the vastness of Earth history. Forces within the Earth create mountain ranges and ocean basins and drive the movements of continents. Wind, water and ice shape the surface of the Earth, making and changing the landscapes around us. Sedimentary rocks and the fossils within them teach us how life and climate have evolved over the vastness of time.

Geosciences graduates have a wide range of career options, both with and without graduate training. The many choices include environmental consulting, hazard assessment, hydrology, gemology, the energy and mining industries, outdoor education, and research and teaching in universities, colleges, and secondary schools. Many students choose to double-major in fields as diverse as Art, Economics, History, Physics, Mathematics, English, and Philosophy, and often find jobs where they can apply the synergies of their Geosciences double major. No matter what field they enter, all our Geosciences graduates pursue their lives and careers with a deeper appreciation for the natural world around them.

The major is designed to provide a solid grounding in the geosciences while being adaptable enough to accommodate diverse paths driven by student interests. There are no required courses, but students work through the menu below, which allows a lot of scheduling flexibility.

The requirements for the Geosciences major were revised. The new requirements are immediately below, and the old requirements follow. Students who entered Williams in fall 2019 or after are under the new requirements. Students who entered Williams before fall 2019 are under the old requirements but may opt into the new requirements. Please talk to the Geosciences chair if you have questions about the major requirements.

Geosciences major requirements for students who entered Williams in fall 2019 or after:
At least one and at most two 100-level courses:
- GEOS 100 Introduction to Weather and Climate
- GEOS 101 Co-Evolution of Earth and Life
- GEOS 102 An Unfinished Planet
- GEOS 103 Global Warming and Environmental Change
- GEOS 104 Oceanography
- GEOS 107 Astrobiology

At least two 200-level courses selected from this group:
- GEOS 201 Geomorphology
- GEOS 202 Mineralogy
- GEOS 203 Field Methods and Structural Geology
- GEOS 205 Economic Geology and Earth Resources
- GEOS 210 Oceanographic Processes
- GEOS 212 Paleobiology
- GEOS 214 Mastering GIS
GEOS 215 Climate Changes
GEOS 217 Planets and Moons
GEOS 255 Environmental Observation

At least two 300-level courses selected from this group:
GEOS 301 Structural Geology
GEOS 302 Sedimentology
GEOS 303 Igneous and Metamorphic Petrology
GEOS 309 Modern Climate
GEOS 314 Analytical Historical Geology
GEOS 324 Corals and Sea Level

At least one of the following 400-level courses:
GEOS 401 Global Tectonics and the Rise of Mountains
GEOS 404 Coastal Processes and Geomorphology
GEOS 405 Geochemistry: Understanding Earth’s Environment
GEOS 410 The Cryosphere
GEOS 411 Geobiology

Finally, students must take enough electives to bring the total to a minimum of nine courses.
In addition, courses taken for the major must include at least two courses from each of the following three groups:

Climate and Oceans:
GEOS 100 Introduction to Weather and Climate
GEOS 104 Oceanography
GEOS 210 Oceanographic Processes
GEOS 215 Climate Changes
GEOS 221T Climate Science and Politics
GEOS 255 Environmental Observation
GEOS 309 Modern Climate
GEOS 324 Corals and Sea Level

Sediments and Life:
GEOS 101 Co-Evolution of Earth and Life
GEOS 103 Global Warming and Environmental Change
GEOS 107 Astrobiology
GEOS 201 Geomorphology
GEOS 212 Paleobiology
GEOS 302 Sedimentology
GEOS 312T Mass Extinctions
GEOS 314 Analytical Historical Geology

Solid Earth:
GEOS 102 Unfinished Planet
GEOS 202 Mineralogy
GEOS 203 Field Methods and Structural Geology
GEOS 205 Economic Geology and Earth Resources
GEOS 217 Planets and Moons
GEOS 220T Evolution of and on Volcanic Islands
GEOS 250T Tectonic Geomorphology and Landscape Evolution
Geosciences major requirements for students who entered Williams before fall 2019:

At least one and at most two 100-level courses:
- GEOS 100 Introduction to Weather and Climate
- GEOS 101 The Co-Evolution of Earth and Life
- GEOS 102 An Unfinished Planet
- GEOS 103 Global Warming and Environmental Change the Reshaping of Landscapes
- GEOS 104 Oceanography
- GEOS 107 Astrobiology

At least two 200-level courses selected from this group:
- GEOS 201 Geomorphology
- GEOS 202 Mineralogy
- GEOS 203 Field Methods and Structural Geology
- GEOS 205 Earth Resources
- GEOS 210 Oceanographic Processes
- GEOS 212 Paleobiology
- GEOS 214 Mastering GIS
- GEOS 215 Climate Changes
- GEOS 217 Planets and Moons
- GEOS 255 Environmental Observation

At least two 300-level courses selected from this group:
- GEOS 302 Sedimentology
- GEOS 303 Igneous and Metamorphic Petrology
- GEOS 309 Modern Climate
- GEOS 314 Analytical Historical Geology
- GEOS 324 Corals and Sea Level

At least one of the following 400-level courses:
- GEOS 401 Global Tectonics and the Rise of Mountains
- GEOS 404 Coastal Processes and Geomorphology
- GEOS 405 Geochemistry: Understanding Earth’s Environment
- GEOS 410 The Cryosphere
- GEOS 411 Geobiology

Finally, students must take enough electives to bring the total to a minimum of nine courses.

PREPARATION FOR GRADUATE SCHOOL

Although many of our majors take geoscience jobs after graduation, many choose to go to graduate school, and most graduate programs will expect students to have a background in mathematics as well as a year or so of study in related sciences, in addition to the requirements of the Geosciences major. Students considering graduate work in geosciences should therefore consult with faculty to ensure that they plan wisely. The selection of outside courses will depend on the field in which a student wants to specialize. Graduate programs in solid-earth geosciences commonly expect entering students to have taken courses in chemistry. For those going into environmental geosciences, courses in chemistry, computer science and/or statistics are recommended. For those considering geobiology programs, biology courses are important. For students entering planetary geology, physics is recommended.

THE DEGREE WITH HONORS IN GEO SCIENCES

The degree with honors in Geosciences provides students with an opportunity to undertake an independent research project under the supervision
of a faculty member, culminating in a thesis that demonstrates outstanding achievement of an original and innovative nature. In addition to the major requirements listed above, those who are candidates for the degree with honors take the following sequence in the Fall, Winter Study, and Spring of their senior year:

GEOS 493-031-494 Senior Research and Thesis

The principal considerations in admitting a student to a program of independent research are interest and motivation, mastery of fundamental material and skills, and ability to pursue independent study successfully. Interested students should talk to members of the department about project options at any time, but generally no later than January of the Junior year.

STUDY AWAY

Students planning to study off-campus should meet as early as possible with the Department Chair to plan and to discuss how potential courses might be used in the major. Although most study-away programs do not offer geoscience courses, there are some that dovetail well with Geosciences. Examples include the Williams-Mystic program, the Frontiers Abroad program at Canterbury University in New Zealand, and the program at the University of Otago in New Zealand. Courses offered at Norwegian Technical Universities and at several universities in the United Kingdom have also been accepted. Up to two geoscience courses taken away from Williams can be counted toward the nine-course major. Be sure to meet with a Geosciences faculty advisor or Department Chair to discuss your plans and ideas for off-campus work.

FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Generally not until after a student returns and can provide course material for review (e.g. Syllabus and/or completed work such as exams, portfolios, lab reports and the like).

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Complete syllabus and course description, including readings, assignments, evaluation criteria.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

Yes. A maximum of two courses can be credited toward major requirements.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

No.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Students should consult with the chair or other department faculty members to plan ahead and make sure that requirements can be met.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:

None to date.

GEOS 100 (S) Introduction to Weather and Climate

Cross-listings: GEOS 100 ENVI 100
How is it that we have such a hard time predicting if it's going to rain next week, but we can be confident in projections of future climate change decades from now? This course will explore the atmosphere and how air moves and changes, understanding the wind, clouds, precipitation, and extreme events (including thunderstorms, hurricanes, and tornados) that form our weather. Building off of our understanding of the atmosphere, we'll look at longer time scales to develop a basic understanding of earth's climate, global heat and moisture transport, climate change, and the ways that humans can change our planet. We will look at weather and climate models to learn how to scientists and meteorologists predict future conditions.

Labs will include local field trips, bench top experiments, and running a climate model on a computer. This course is in the Oceans and Climate group for the Geosciences major.

Requirements/Evaluation: lab assignments, a midterm, and a final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: first year and second year students, Geosciences majors

Expected Class Size: 40

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 100 (D3) ENVI 100 (D3)

Not offered current academic year

GEOS 101 (F) The Co-Evolution of Earth and Life

Cross-listings: GEOS 101 ENVI 105

Primary Cross-listing

Our planet is about 4.6 billion years old and has supported life for at least the last 3.5 billion of those years. This course will consider the inter-related nature of Earth and the life that inhabits it, starting with the first living organisms and progressing to the interaction of our own species with the Earth today. Students will investigate the dynamic nature of the Earth-life system, examine many of its feedbacks, and learn about the dramatic changes that have occurred throughout the history of the Earth. We will ask questions such as: How did the Earth facilitate biologic evolution, and what effects did those biologic events have on the physical Earth? When did photosynthesis evolve, how can we detect that in the rock record, and how did this biological event lead to profound changes in the environment? How and why did animals evolve and what role did environmental change play in the radiation of animal life? How did the rise and radiation of land plants affect world climate? How do plate tectonics, glaciation, and volcanism influence biodiversity and evolutionary innovation? What caused mass extinctions in the past and what can that teach us about our current extinction crisis?

Labs will involve hands-on analysis of rocks, fossils, and real-world data as well as conceptual and analytical exercises; field trips will contextualize major events in Earth history and will help students learn to read the rock record. Through these investigations, the class will provide a comprehensive overview of Earth history, with special attention paid to the geological and paleontological history of the northeastern United States. This course is in the Sediments and Life group for the Geosciences major.

Class Format: one laboratory per week plus one all-day field trip

Requirements/Evaluation: lab work, short quizzes, midterms, an independent project, and a final exam

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: first year and second year students, Geosciences majors

Expected Class Size: 30

Grading: yes pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 101 (D3) ENVI 105 (D3)

Not offered current academic year
GEOS 102 (S) An Unfinished Planet

The Earth is a work-in-progress, an evolving planet whose vital signs--as expressed by earthquakes, volcanic eruptions, and shifting plates--are still strong. In a geological time frame, nothing on Earth is permanent: ocean basins open and close, mountains rise and fall, continental masses accrete and separate. There is a message here for all of us who live, for an infinitesimally brief time, on the moving surface of the globe. This course uses the plate tectonics model--one of the fundamental scientific accomplishments of the past century--to interpret the processes and products of a changing Earth. The emphasis will be on mountain systems (on land and beneath the oceans) as expressions of plate interactions. Specific topics include the rocks and structures of modern and ancient mountain belts, the patterns of global seismicity and volcanism, the nature of the Earth’s interior, the changing configurations of continents and ocean basins through time, and, in some detail, the formation of the Appalachian Mountain system and the geological assembly of New England. Readings will be from a physical geology textbook, a primary source supplement, selected writings of John McPhee, and references about the geology of the Northeast. This course is in the Solid Earth group for the Geosciences major.

Class Format: lecture three hours per week and lab (several involving field work) two hours per week; one required all-day field trip on the last Monday of the semester to the Connecticut Valley and the highlands of western Massachusetts

Requirements/Evaluation: two hour-tests, weekly lab work, and a scheduled final exam

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: first year and second year students, Geosciences majors

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Not offered current academic year

GEOS 103 (F) Global Warming and Environmental Change

Cross-listings: GEOS 103 ENVI 103

Primary Cross-listing

Earth is the warmest it has been for at least five centuries, and the surface of our planet is responding. From extreme floods and drought to landslides and soil erosion, the natural processes that shape Earth’s surface are tied to temperature and precipitation. As those change, the landscape reacts. People are beginning to feel the impacts, but in different ways depending on where they call home. In this course, we will investigate how climate change is altering landscapes and the natural processes that support them, highlighting all the ways that people are being affected today. Ultimately, we will develop an understanding of the consequences of climate change that connects physical processes with the geography of place. Specific topics include foundations of the Earth system, plate tectonics and the construction of landscapes, Earth materials, rivers and flooding, hillslope processes, coastal processes, and climate impacts on natural resources such as fresh water and soil. Labs will use local field sites and analytical exercises to evaluate recent cases that reflect an interaction of the landscape and climate. This course is in the Sediments and Life group for the Geosciences major.

Class Format: The course will have a hybrid format, with lectures taking place on-line and labs meeting in-person. Labs will take place every other week for two hours, and we will virtually meet each week for discussion.

Requirements/Evaluation: written reports from laboratories and readings, class participation, a midterm and final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: first year and second year students, Geosciences majors and Environmental Studies majors and concentrators

Expected Class Size: 40

Grading: yes pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 103 (D3) ENVI 103 (D3)

Fall 2020

LAB Section: H2 T 3:30 pm - 5:30 pm José A. Constantine
GEOS 104 (S) Oceanography

Cross-listings: GEOS 104 MAST 104 ENVI 104

Primary Cross-listing

The oceans cover three quarters of Earth’s surface, yet oceanography as a modern science is relatively young: the first systematic explorations of the geology, biology, physics and chemistry of the oceans began in the late 19th century. This introduction to ocean science includes the creation and destruction of ocean basins with plate tectonics; the source and transport of seafloor sediments and the archive of Earth history they contain; currents, tides, and waves; photosynthesis and the transfer of energy and matter in ocean food webs; the composition and origin of seawater, and how its chemistry traces biological, physical and geological processes; oceans and climate change; and human impacts. This course is in the Oceans and Climates group for the Geosciences major.

Class Format: Remote lectures, students attend a 2-hour lab every other week. Lab meetings will be a mixture of remote, and in-person/hybrid formats. If public health conditions allow, there may be a field trip.

Requirements/Evaluation: two midterm exams, homework, lab work, and a final exam

Prerequisites: none

Enrollment Limit: 48

Enrollment Preferences: first year and second year students, Geosciences majors, Maritime Studies concentrators

Expected Class Size: 48

Grading: yes pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 104 (D3) MAST 104 (D3) ENVI 104 (D3)

Spring 2021

LAB Section: H2 M 1:00 pm - 3:00 pm Mea S. Cook
LAB Section: H3 W 1:00 pm - 3:00 pm Mea S. Cook
LEC Section: R1 MWF 10:40 am - 11:30 am Mea S. Cook

GEOS 106 (F) Being Human in STEM (DPE)

Cross-listings: PHYS 106 GEOS 106 STS 106

Secondary Cross-listing

This course combines academic inquiry and community engagement to investigate the themes of diversity and social climate within STEM (science, technology, engineering and mathematics) disciplines. Students will examine how diverse identities including but not limited to gender, race, disability, sexuality, national origin, socioeconomic status, religion, and ethnicity shape the STEM experience both at Williams and nationally. We will ground our understanding through critical reading of primary scholarly research on topics such as implicit bias, identity threat, and effects of team diversity on excellence. From there, we will execute small group projects. Students will design, execute, and evaluate interventions that relate to the course goals and that have direct relevance to Williams students, faculty, and staff. For example, a student group could implement a survey of minoritized STEM students, or create a qualitative interview-based assessment of how socioeconomic status impacts students’ abilities to participate in STEM fields.

Course work includes weekly readings, reflective/opinion writing, in class discussion, and the development and presentation of a group project.

Class Format: class discussions, group project work (out of class time required)

Requirements/Evaluation: short response papers, class discussion participation, leading class discussions, group work, and final project

Enrollment Limit: 15

Enrollment Preferences: DIV III majors; statement of interest may be requested

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option
Unit Notes: does not count towards GEOS or PHYS major credit

Distributions:  (D3)  (DPE)  

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 106 (D3) GEOS 106 (D3) STS 106 (D2)

Difference, Power, and Equity Notes: This course explicitly addresses the intersection of marginalized identities and the STEM experience. Students will learn how to critically address how issues such as gender, race, ethnicity, and disability impact participation in and the experience of STEM fields. For example, students will read and critique literature documenting bias in STEM fields, and will also learn about and create interventions that can address these biases.

Not offered current academic year

GEOS 107  (F)  Astrobiology

Cross-listings: GEOS 107  ASTR 107

Primary Cross-listing

Astrobiology is the study of the origin, evolution, and distribution of life in the universe. As such it is an inherently interdisciplinary field, incorporating all of the basic natural sciences: biology, chemistry, physics, astronomy, and the earth sciences, as well as aspects of philosophy, sociology, and engineering. Questions we will seek answers to in this class include: How, why, when, and where did life evolve on Earth, and what does that tell us about how it might evolve elsewhere? What are the chances that there is life on other planets and moons in our solar system, and why? Are there habitable planets elsewhere in the universe, and will we ever truly know if any of them contain life? We will approach these questions using a combination of lectures, activities, labs, homework assignments, and virtual visits from some of the country’s leading Astrobiology researchers. Examples of lab and homework activities include exploring our definition of life by making observations about living and non-living systems, examining evidence for ancient habitable environments in rocks, reconstructing the geological history of Mars using satellite imagery, and modeling exoplanet atmospheres using computer simulations. Assessment will be based on participation, quizzes, labs and homework assignments, and a final group project where students will write a mock NASA mission proposal. This course is in the Sediments and Life group for the Geosciences major.

Class Format: All lecture components will be via asynchronous online content. Labs will have in person and remote options; in person lab group will meet every other week and have virtual group project work on alternate weeks.

Requirements/Evaluation: Assessment will be based on participation, quizzes, labs and homework assignments, and a final group project where students will write a mock NASA mission proposal.

Prerequisites: none

Enrollment Limit: 48

Enrollment Preferences: first year and second year students, Geosciences majors

Expected Class Size: 48

Grading: yes pass/fail option, yes fifth course option

Unit Notes: This course counts towards the GEOS Group B Electives - Sediments and Life

Distributions:  (D3)  

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 107 (D3) ASTR 107 (D3)

Fall 2020

LAB Section: H2  T 1:00 pm - 3:00 pm  Phoebe A. Cohen
LAB Section: H3  W 1:00 pm - 3:00 pm  Phoebe A. Cohen
LEC Section: R1  F 1:30 pm - 2:45 pm  Phoebe A. Cohen

GEOS 202  (F)  Mineralogy

This course could be subtitled "An Introduction to Earth Materials and Analytical Techniques." As the basis for all subsequent solid-earth courses in the major, it provides a systematic framework for the study of minerals--Earth's building blocks: their physical and chemical properties at all scales and the common analytical methods used to identify and interpret them. The course progresses from hand-specimen morphology and crystallography through element distribution and crystal chemistry to the phase relations, compositional variation, and mineral associations within major rock-forming
mineral systems. Laboratory work includes the determination of crystal symmetry; mineral separation; the principles and applications of optical emission spectroscopy; wavelength- and energy-dispersive x-ray spectrochemical analysis; x-ray diffraction; the use of the petrographic microscope; and the identification of important minerals in hand specimen and thin section. This course is in the Solid Earth group for the Geosciences major.

Class Format: Hybrid. lecture three hours per week and laboratory three hours per week; independent study of minerals in hand specimen; one afternoon field trip

Requirements/Evaluation: one hour test, lab work, and a final exam

Prerequisites: one 100-level GEOS course or permission of instructor

Enrollment Limit: 14

Enrollment Preferences: sophomores and juniors planning to take GEOS 301, 302 and/or 303 in the subsequent year

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D3)

Fall 2020

LEC Section: H1    MW 8:15 am - 9:30 am    Bud  Wobus
LAB Section: H2    W 1:00 pm - 3:00 pm    Bud  Wobus

GEOS 203  (F)  Field Methods and Structural Geology  (WS)

Geologic history is preserved in rocks and it can be deciphered using fundamental principles such as superposition and cross-cutting relationships. Field observations are essential to understanding the rock record, and data and interpretations are encoded in geologic maps. This course introduces students to topographic and geologic maps, best practices for geologic field work, the field identification of common minerals and rocks, geologic contacts, and structures such as folds, and faults. Students will develop skills for presenting field data in papers, figures, and oral presentations. This course is in the Solid Earth group for the Geosciences major.

Class Format: lecture and discussion, three hours per week and laboratory, three hours per week

Requirements/Evaluation: short weekly writing assignments will form the basis for two 10-page papers based on field trips and a final independent project

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Geosciences majors or students with a strong interest in geosciences

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: $15 for field supplies

Distributions: (D3)  (WS)

Writing Skills Notes: There will be two 10-page papers, each based on four field trips. Students will submit short field descriptions and figures with captions after each field trip. The shorter assignments will be incorporated in two papers. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Not offered current academic year

GEOS 205  (F)  Economic Geology and Earth Resources

Cross-listings: GEOS 205  ENVI 207

Primary Cross-listing

"If it can't be grown, it must be mined." We depend on the solid Earth for a huge array of resources. The metal in your soda can, the plastic in your Nalgene, the components of your computer, the glass in your window, the hydrocarbons being burned to keep you warm in the winter or to transport you in cars or aircraft, the cars and aircraft themselves: all are made of materials mined from the Earth. Right now there are more people building more houses, paving more roads, making more vehicles, more electronics, and more plastic packaging—all with geologic materials. As demand soars in both established and growing economies, and as we realize the environmental damage that can result from resource extraction and processing, the importance of understanding Earth's resources increases. Finding new deposits and managing those we have requires insight into the geology that
underlies the location and origin of strategic Earth materials. This class introduces the geologic processes that control formation, distribution, and extent of materials reserves: dimension stone and gravel, base and precious metal ores, gemstones, petroleum, nuclear energy sources, and specialty materials for medical, technological, and military uses. This course is in the SOLID EARTH GROUP for the Geosciences major.

Class Format: 2.5 hours lecture per week and one 3 hour lab per week, including some field labs

Requirements/Evaluation: one hour exam, a final exam, lab exercises, and a group project

Prerequisites: one 100-level GEOS course or permission of instructor

Enrollment Limit: 18

Enrollment Preferences: sophomores and Geosciences majors

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 205 (D3) ENVI 207 (D3)

Not offered current academic year

GEOS 207  (F)(S)  The Geoscience of Epidemiology and Public Health  (DPE)

Cross-listings: ENVI 201  GEOS 207

Primary Cross-listing

The Coronavirus pandemic has highlighted the many ways that diseases can be transmitted in the environment. As a society we are becoming aware of the many ways that geological processes and materials and influence human health, in ways both beneficial and dangerous. This course unites geoscience, biomedicine and public health approaches to address a wide range of environmental health problems. These include water-related illnesses (e.g. diarrhea, malaria); minerals and metals, both toxic (e.g. asbestos, arsenic) and essential (e.g. iodine); radioactive poisoning (e.g. radon gas); and the transport of pathogens by water and wind. In many cases, the environmental health problems disproportionately affect marginalised populations, contributing to greater disease and death among poor communities and populations of colour. We will examine the broad array of dynamic connections between human health and the natural world. We will discuss the social justice implications of a range of environmental health problems. And we will examine current research into how coronaviruses, such as the one causing COVID-19, are transported in the environment. This course is in the Sediments and Life group for the Geosciences Major.

Class Format: Hybrid format. Specific organisational details will depend on the number of students enrolled, but will include both synchronous and asynchronous components, with both in-person and remote teaching. Particular care will be taken to make sure that fully remote students can participate fully and experience the same content and discussion richness. To make sure that remote students receive equal attention, some sections will be designated as fully remote and others as in-person.

Requirements/Evaluation: Evaluation will be based on short weekly writing assignments as well as an individual project and poster presentation.

Prerequisites: No prerequisites

Enrollment Limit: 34

Enrollment Preferences: Preference to first-years, sophomores, and prospective Geosciences majors

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 201 (D3) GEOS 207 (D3)

Difference, Power, and Equity Notes: Through a series of case studies, we will examine ways in which marginalised groups (whether due to poverty, race, or ethnicity) are disproportionately affected by environmental health issues. Themes of power and equity in terms of decision making, access to knowledge, and funding availability, will be woven into all aspects of the class and will underpin our analysis of the science.

Fall 2020

CON Section: 02    T 1:15 pm - 3:00 pm    Rónadh Cox
LEC Section: H1    TR 11:30 am - 12:45 pm    Rónadh Cox
GEOS 210 (S) Oceanographic Processes

Cross-listings: MAST 211 GEOS 210

Secondary Cross-listing
This course examines ocean and coastal environmental science issues including carbon dioxide and the ocean's role in climate, El Niño and other ocean-atmosphere oscillations that influence our weather, coastal erosion and other hazards, coastal pollution, and fisheries. The focus is on controlling processes with regional comparisons. Blue water oceanography is conducted in the Atlantic and comparative coastal oceanography includes trips to southern New England shores, and the West and Gulf coasts of the US as part of the Williams-Mystic program. This course is in the Oceans and Climate group for the Geosciences major.

Class Format: including coastal and near-shore field trips, 11 days offshore, and a laboratory or field research project
Requirements/Evaluation: two tests, a research project, and a presentation
Prerequisites: none
Enrollment Limit: 24
Enrollment Preferences: none
Expected Class Size: 10
Grading: yes pass/fail option, yes fifth course option
Unit Notes: offered only at Mystic Seaport
Distributions: (D3)
This course is cross-listed and the prefixes carry the following divisional credit:
MAST 211 (D3) GEOS 210 (D3)
Not offered current academic year

GEOS 212 (S) Paleobiology

Cross-listings: GEOS 212 BIOL 211

Primary Cross-listing
The fossil record is a direct window into the history of life on Earth and contains a wealth of information on evolution, biodiversity, and climate change. This course investigates the record of ancient life forms, from single-celled algae to snails to dinosaurs. In addition to the intellectual discovery of fossils as organic relics and the ways in which fossils have been used to support conflicting views on nature, geologic time, and evolution, we will cover a range of topics central to modern paleobiology. These include: how the fossil record informs our understanding of evolutionary processes including speciation; the causes and consequences of mass extinctions; how fossils help us tell time and reconstruct the Earth's climactic and tectonic history; statistical analysis of the fossil record to reconstruct biodiversity through time; analysis of fossil morphology to recreate the biomechanics of extinct organisms; and using fossil communities to reconstruct past ecosystems. Laboratory exercises will take advantage of Williams' fossil collections as well as published datasets to provide a broad understanding of fossils and the methods we use to study the history of life on Earth, including using the programming language R (no previous experience is required). We will also view a diversity of fossils in their geologic and paleo-environmental context on our field trip to Eastern New York. This course is in the Sediments and Life group for the Geosciences major.

Class Format: field trip to the the Paleozoic of New York State
Requirements/Evaluation: lab assignments, short quizzes and writing assignments, and a final exam
Prerequisites: any 100-level GEOS course or BIOL 102, 203 or 205
Enrollment Limit: 15
Enrollment Preferences: sophomore and junior GEOS majors
Expected Class Size: 12
DEPARTMENT OF GEOGRAPHY

Grading: no pass/fail option, no fifth course option
Unit Notes: does not satisfy the distribution requirement for the Biology major
Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:
GEOS 212 (D3) BIOL 211 (D3)
Not offered current academic year

GEOS 214 (S) Mastering GIS
Cross-listings: GEOS 214 ENVI 214

Primary Cross-listing
The development of Geographic Information Systems (GIS) has allowed us to investigate incredibly large and spatially complex data sets like never before. From assessing the effects of climate change on alpine glaciers, to identifying ideal habitat ranges for critically endangered species, to determining the vulnerability of coastal communities to storms, GIS tools have opened the door for important, large-scale environmental analyses. And as these technologies improve, our ability to understand the world grows ever greater. This course will teach you how to use GIS tools to investigate environmental problems. We will review fundamental principles in geography, the construction and visualization of geospatial datasets, and tools for analyzing geospatial data. Special attention will also be given to analysis of remotely sensed (satellite) imagery and to collection of field data. By the end of the course, you will be able to conduct independent GIS-based research and produce maps and other geospatial imagery of professional quality.

Class Format: We will meet in person (or remote synchronous) for our weekly lectures (3 hours) and labs (2 hours)
Requirements/Evaluation: weekly lab exercises, weekly quizzes, and a research project
Prerequisites: at least one introductory course in Geosciences or Environmental Studies
Enrollment Limit: 12
Enrollment Preferences: Geosciences majors and Environmental Studies majors and concentrators.
Expected Class Size: 12
Grading: yes pass/fail option, no fifth course option
Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:
GEOS 214 (D3) ENVI 214 (D3)

Spring 2021
LEC Section: H1 MW 11:45 am - 1:00 pm José A. Constantine
LAB Section: H2 W 3:30 pm - 5:30 pm José A. Constantine

GEOS 215 (F) Climate Changes
Cross-listings: GEOS 215 ENVI 215

Primary Cross-listing
In recent years, there has been a growing public and scientific interest in the Earth's climate and its variability. This interest reflects both concern over future climate changes resulting from anthropogenic increases in atmospheric greenhouse gases and growing recognition of the economic impact of "natural" climate variability (for example, El Niño events), especially in the developing world. Efforts to understand the Earth's climate system and predict future climate changes require both study of parameters controlling present day climate and detailed studies of climate changes in the past. In this course, we will review the processes that control the Earth's climate, like solar radiation, the greenhouse effect, ocean circulation, configuration of continents, and positive and negative feedbacks. At the same time, we will review the geological record of climate changes in the past, examining their causes. Laboratories and problem sets will emphasize developing problem solving skills as well as sampling and interpreting geological archives of climate change. This course is in the Oceans and Climate group for the Geosciences major.

Class Format: This class has three scheduled remote lectures per week, and one remote lab meeting per week which will consist of lab exercises, problem solving and discussion
Requirements/Evaluation: lab exercises and problem sets (25%), three exams (50%), and a final project (25%) where students will collect, analyze,
Prerequisites: 100-level course in GEOS, CHEM, or PHYS or ENVI 102 or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Geosciences and Environmental Studies majors

Expected Class Size: 16

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 215 (D3) ENVI 215 (D3)

Fall 2020

LEC Section: R1  MWF 10:40 am - 11:30 am  Mea S. Cook

LAB Section: R2  T 1:00 pm - 3:00 pm  Mea S. Cook

GEOS 217 (S) Planets and Moons

Cross-listings: ASTR 217 GEOS 217

Primary Cross-listing

This course examines the history and geology of the solar system. No two planets are exactly alike, and as we acquire more data and higher-resolution images, our sense of wonder grows. However, we can't hike around and hammer rocks on Venus or Titan, so we have to infer composition, form, texture and process from remotely-captured images and sparse chemical and spectral data. We will consider the origin of the solar system, the formation and evolution of planetary bodies, and the role of impacts, volcanism, tectonics and geomorphology in shaping them. We will summarize basic geological concepts of stratigraphy, structure and chronology and show how they can be applied off-world. We will review solar system exploration, and will include planetary data in lab exercises. This course is in the Solid Earth group for the Geosciences major.

Requirements/Evaluation: Periodic short quizzes, reading journal, lab exercises, class participation

Prerequisites: any 100-level GEOS or any 100-level ASTR course, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: Geosciences majors, Astronomy/Astrophysics majors, and sophomores

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ASTR 217 (D3) GEOS 217 (D3)

Not offered current academic year

GEOS 220 (F) Evolution of and on Volcanic Islands (WS)

Cross-listings: GEOS 220 ENVI 219

Primary Cross-listing

Plate tectonic theory accounts for the vast majority of volcanic islands in ocean basins. They form above mantle plume hot spots (Hawaiian and Galapagos Islands), subduction zones (Aleutian and Indonesian arcs), and mid-ocean ridges (Azores and Ascension Island). Iceland is unusual because it is located above a hot spot and the mid-Atlantic ridge. Each plate tectonic setting produces chemically distinctive magmas, and the lifespan of volcanic islands varies widely. Islands above hot spots may be geographically remote and emergent for only several million years, but be part of a long-lived sequence of islands that persists for over a hundred million years. In contrast, island arc volcanoes belong to long geographically continuous chains of volcanoes, commonly in close proximity to continents. This tutorial explores the geologic evolution and lifespan of volcanic islands from formation to submergence, and searches for correlations between these characteristics and plate tectonic setting. We will also consider how geographic isolation, areal extent, lifespan, and climate affect biological evolution on volcanic islands. There will be weekly tutorial meetings with pairs of students, and students will alternate writing papers on assigned topics. This course is in the Solid Earth group for the Geosciences major.
Fall 2020

TUT Section: RT1    TBA     Paul M. Karabinos

GEOS 221  (F)  Examining Inconvenient Truths: Climate Science meets U.S. Senate Politics  (WS)

Cross-listings:  GEOS 221  ENVI 222  LEAD 221

Primary Cross-listing

Former President Barack Obama once said: “There’s one issue that will define the contours of this century more dramatically than any other, and that is the urgent threat of a changing climate.” While consensus regarding the causes and impacts of climate change has been growing steadily among scientists and researchers (and to some extent, the general public) over the past two decades, the U.S. has yet to confront this issue in a manner consistent with its urgency. This lack of action in the U.S. is at least partly due to the fact that science provides necessary but insufficient information towards crafting effective climate change legislation and the unfortunate fact that climate change has become a highly partisan issue. The primary objective of this tutorial will be to help students develop a greater understanding of the difficulties associated with crafting climate change legislation, with an emphasis on the role of science and politics within the legislative process. To this end, the tutorial will address how the underlying scientific complexities embedded in most climate policies (e.g., offsets, carbon capture and sequestration, uncertainty and complexity of the climate system, leakage) must be balanced by and blended with the different operational value systems (e.g., economic, social, cultural, religious) that underlie U.S. politics. Over the course of this tutorial, students will develop a nuanced sense of how and when science can support the development of comprehensive national climate change legislation within the current partisan climate. This course will take a practical approach, where students will craft weekly policy oriented documents (e.g., policy memos, action memos, research briefs) targeted to selected members of the current U.S. Senate Environment and Public Works Committee, the committee that has historically held jurisdiction over a majority of the major climate change bills that have moved through the legislative process. This course is in the Oceans and Climate group for the Geosciences major.

Class Format: Hybrid: this class will be mostly remote, but there may be some in-person meetings outside for those on campus and interested, weather permitting.

Requirements/Evaluation:  weekly papers (2 - 5 pages in length) and a final oral presentation

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: sophomores, Geosciences and Environmental Studies juniors and seniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 221 (D3) ENVI 222 (D3) LEAD 221 (D3)

Writing Skills Notes: You will learn to write in a variety of policy-focused formats
GEOS 234  (S)  Introduction to Materials Science  (QFR)
Cross-listings: GEOS 234  PHYS 234

Secondary Cross-listing
Materials Science is the study of how the microscopic structure of materials—whether steel, carbon fiber, glass, wood, plastic, or mayonnaise—determines their macroscopic mechanical, thermal, electric, and other properties. Topics of this course include classifying materials; material structure; thermodynamics and phase transformations; material properties and testing; how solids bend, flow, and ultimately break; and how to choose the right material for design applications. Materials Science is a highly interdisciplinary field and as a result the course prerequisites are broad but also flexible. Interested students who are unsure about their preparation are strongly encouraged to contact the instructor.

Class Format: lecture (3 hours per week) plus three to four small-group laboratory sessions throughout the semester (to be scheduled with instructor)
Requirements/Evaluation: weekly problem sets, class participation, and midterm and final exams, all of which have a substantial quantitative component
Prerequisites: high school physics and chemistry, preferably at the AP level, and MATH 140 or AP Calculus (BC), and one 200-level PHYS, CHEM, or GEOS course; or permission of instructor

Enrollment Limit: 20
Enrollment Preferences: based on students’ scientific background and seniority
Expected Class Size: 10
Grading: yes pass/fail option, yes fifth course option

Unit Notes: This course does not count toward the Geosciences major.
Distributions: (D3)  (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:
GEOS 234 (D3) PHYS 234 (D3)

Not offered current academic year

GEOS 245  (F)  Hydrothermal Vents  (WS)
Cross-listings: GEOS 245  MAST 245  ENVI 245

Primary Cross-listing
Hydrothermal vents are perhaps the most alien places on Earth. Many are located on active volcanoes, especially at mid-ocean ridges, where magma super-heats water to form underwater hot springs. Others are located at deep-sea fracture zones, where the exothermic reaction of serpentinization provides the heat to drive hydrothermal circulation. Hydrothermal vents are extreme environments which host unique organisms, like giant tubeworms and giant hydrothermal clams, that are found only at these deep sea oases. This tutorial will examine how and where hydrothermal vents form, the strange and ancient life there, and why they are relevant despite feeling so far removed from our daily lives. Hydrothermal vent science draws on geology, physics, chemistry, and biology, so prior interest or coursework in one or more of those fields is suggested. This course is in the Oceans and Climate group for the Geosciences major.

Class Format: This class will meet remotely. Students will meet in pairs weekly with the instructor for one hour. The entire class will meet once at the beginning of the semester for organizational purposes and at the end of the semester for a synthesis.
Requirements/Evaluation: Five 5-page papers, critiques of tutorial partner's papers, final reflection, and participation
Prerequisites: none, open to all students

Enrollment Limit: 10
Enrollment Preferences: 1. sophomores, 2. first-years, 3. junior and senior GEOS majors and MAST concentrators
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D3)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
GEOS 245 (D3) MAST 245 (D3) ENVI 245 (D3)
Writing Skills Notes: Students will write six 5-page papers. The first five papers will be written every other week, alternating with a tutorial partner. Students will receive oral and written feedback during a discussion with the instructor and their tutorial partner. Students will write a final 5-page reflection paper to synthesize their learning.

Fall 2020
TUT Section: RT1    TBA    Lisa A. Gilbert

GEOS 250 (S) Climate, Tectonics, and Erosion (WS)
Traditionally tectonics investigated processes operating deep in the crust and mantle, whereas geomorphology focused on surficial processes that shape the landscape. This course explores the complex interactions between tectonic and surficial processes. It has long been recognized that crustal uplift during mountain building creates new landscapes, but we now suspect that variations in erosion rate can fundamentally influence the development of mountains. Climate plays a central role in this feedback loop; the rise of mountains can change climate, and such changes can alter regional erosion rates. This course will examine how geologists use characteristic markers to estimate the amount of surface uplift, methods for determining uplift rate, surface response to faulting and folding, measuring displacement of the crust with GPS and interferometry methods, how mountain building affects erosion and exhumation rates, the limits to relief in mountains, and the interaction between mountains and climate. This course is in the Solid Earth group for the Geosciences major.

Class Format: Remote. After an initial group meeting, students will meet in pairs for one hour each week with the instructor; each student will orally present a written paper every other week for criticism during the tutorial session

Requirements/Evaluation: five 4- to 5-page papers based on journal articles
Prerequisites: at least one of the following courses: GEOS 101, 102, 103, 202, 203, 215, 302, 303, 303 or permission of instructor
Enrollment Limit: 10
Enrollment Preferences: Geosciences majors and students with a strong interest in Geosciences
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D3) (WS)

Writing Skills Notes: Five 4- to 5-page papers distributed throughout the semester. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Spring 2021
TUT Section: RT1    TBA    Paul M. Karabinos

GEOS 255 (F) Environmental Observation
Cross-listings: GEOS 255 ENVI 255

Primary Cross-listing
To study the environment, we need to observe and measure it. We collect data--numbers that represent system states--and analyze them to create understanding of the world we live in. Advances in technology create more opportunities to discover how the planet works. Through a survey of observational approaches (including weather stations, direct sampling, radar, community-based monitoring, and other techniques), this course will investigate the process of turning a physical property in the environment into a number on a computer and then into meaningful information. We will explore both direct field measurements and remote sensing techniques, diving into how to choose the appropriate sensor for a scientific question, how sensors work, analysis approaches and statistical methods, and how to interpret the resulting data. We will also learn how to mitigate measurement bias through a combination of lab experiments and field work and how to make interpretations of measurements that accurately reflect what is being measured. The course will focus on the near-surface environment, including the atmosphere, water, and biosphere. Students will carry out a research project using observation techniques covered in class to explore a scientific question of interest. This course is in the Oceans and Climate group for the Geosciences major.

Requirements/Evaluation: labs, quizzes, and a final project
Prerequisites: at least one prior course in GEOS or ENVI
Enrollment Limit: 20
**Enrollment Preferences:** sophomores

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 255 (D3) ENVI 255 (D3)

Not offered current academic year

GEOS 257 (F) Coastal Communities and Climate Justice (DPE)

**Cross-listings:** PSCI 256 GEOS 257 MAST 267 ENVI 267

**Secondary Cross-listing**

Climate change poses extraordinary challenges to our country’s coastal communities; the impacts of which will not be borne equally. Access to innovative technological, scientific, financial and legal resources is controlled by policy makers. Equal access is critical for the sustainability of our coastal communities. But fair decisions require vulnerable communities to have a voice in local climate change adaptation decisions. This seminar course will introduce you to basic concepts of climate justice in the context of our Nation’s coastal communities, guided by the UN Framework Convention on Climate Change. The course will introduce you to fundamental coastal and ocean-based climate-induced impacts with a focus on sea level rise, ocean warming, ocean acidification and coastal infrastructure. We will examine these impacts, as well as local, state, regional and federal policy responses to them through the lens of climate justice. We will identify what’s working and what more needs to be done to advance climate equity and justice in the wake of formidable global and local change. Proficiency will be demonstrated through class participation, work conducted in small group strategy exercises, discussion board posts, short research assessment papers and a final written project. There are three goals in this course: first to broaden your understanding of the disproportionate effects of climate change to underrepresented, disempowered, poor, urban and indigenous populations living in American coastal communities; second to provide you with tools to identify inequity; third, to increase your own voice to promote avenues to seek climate justice.

**Class Format:** remote

**Requirements/Evaluation:** Weekly Readings; Class Participation; Small group strategy exercises; Four on-line discussion board posts; Two 2-3-page data & research assessment papers; Final written project--multiple formats available

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** first-years and sophomores

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** social science; This course does not count toward the Geosciences Major.

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 256 (D2) GEOS 257 (D2) MAST 267 (D2) ENVI 267 (D2)

**Difference, Power, and Equity Notes:** This course examines the persistent disproportionate climate changes impacts on underrepresented, poor, urban and indigenous populations living in U.S. coastal communities. Students will analyze multi-disciplinary data and conduct research to reveal unequal distributions of power and resources and to strengthen their integrative, analytical, writing, and advocacy skills. They will structure discussions on the pervasiveness of climate injustice and craft potential avenues for corrective actions.

Fall 2020

**SEM Section:** R1 MR 3:15 pm - 4:30 pm Catherine Robinson Hall

GEOS 272 (S) Earth Hazards and Risks (WS)

**Cross-listings:** ENVI 272 GEOS 272

**Primary Cross-listing**

As individuals, communities, and societies we live with risk from a variety of natural hazards. Depending on where we live, we may be more at risk.
from hurricanes, volcanoes, earthquakes, flooding, landslides, drought, wildfire, asteroids, or other hazards. Which hazards can be predicted? How far in advance and with what uncertainty? How we evaluate our risks from hazards is important for how we make decisions for ourselves and how we engage with others in decision-making. In this tutorial, we will examine the innovative ways earth scientists currently forecast these hazards. Students will use geospatial and time series data to assess the comparative risks of several hazards at a location that is significant to them (e.g., hometown, site of personal/historical importance). We will combine forecasting effectiveness with vulnerability assessments to strategize ways of proactively mitigating risk. This course is in the Sediments and Life group for the Geosciences major.

Class Format: This class will meet remotely. Students will meet in pairs or small groups weekly with the instructor for one hour. The entire class will meet once at the beginning of the semester for organizational purposes and at the end of the semester for a synthesis.

Requirements/Evaluation: Assessment will be based on participation, tutorial papers, peer reviews, presentations, and a final paper.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: sophomores, Geosciences and Environmental Studies juniors and seniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 272 (D3) GEOS 272 (D3)

Writing Skills Notes: Students will write four (5 page) tutorial papers evaluating the predictability/uncertainty of Earth-related hazards and make short (5 minute) presentations assessing risk of the hazard in their hometown or other location. A final (10 page) paper will synthesize two of the hazards and ability of forecasts to mitigate associated risks. Students will give/receive feedback in the form of peer reviews and receive frequent feedback from the instructor.

Spring 2021
TUT Section: RT1 TBA Lisa A. Gilbert

GEOS 302 (S) Sedimentology (WS)

Sedimentology is a fundamental component of Geoscience, linking the solid Earth, ocean, atmosphere and biosphere. Sediments and sedimentary rocks preserve information about the rocks that were eroded to form them, the fluids and forces that transported them, the mechanisms by which they were deposited, and the processes by which they were lithified. They are the book in which we read the story of evolution and where Earth's history is recorded. This course introduces the principles of sedimentology, including sediment composition, fluid mechanics, bedform analysis, and depositional environments. This course is in the Sediments and Life group for the Geosciences major.

Class Format: discussion three hours per week and laboratory three hours per week; field trips: two half-day and one all-day

Requirements/Evaluation: lab work, writing assignments, participation in discussions, and regular quizzes

Prerequisites: at least one course in GEOS Group B (Solid Earth) AND one course in GEOS Group C (Sediments and Life); or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Geosciences majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (WS)

Writing Skills Notes: Weekly 2-3 page writing assignments will be thoroughly edited for style, grammar, and syntax; each student will compile their papers as a growing body of work, and each new assignment will be read and edited in the context of previous submissions.

Not offered current academic year

GEOS 303 (S) Igneous and Metamorphic Petrology

Using plate tectonics and the geologic assembly of New England as a template, this course explores the origin of crystalline rocks--volcanic, plutonic, and metamorphic--that comprise 94% of the Earth's crust. Field and lab studies are the crux of the course, supported by experimental work and
thermodynamic principles. Chemical and mineralogical compositions and rock fabrics provide evidence for crystallization environments and tectonic settings, past and present. This course is in the Solid Earth group for the Geosciences major.

**Class Format:** Hybrid; discussion, three hours per week and laboratory, two hours per week; several field trips during lab hours if COVID conditions allow.

**Requirements/Evaluation:** lab work, one hour test, and a final exam

**Prerequisites:** GEOS 202 or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** GEOS majors

**Expected Class Size:** 7

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3)

Spring 2021

LEC Section: H1  MWF 8:15 am - 9:30 am  Bud Wobus

LAB Section: H2  T 1:00 pm - 3:00 pm  Bud Wobus

**GEOS 305 (F) Geomorphology**

**Cross-listings:** GEOS 201  ENVI 205  GEOS 305

**Primary Cross-listing**

Geomorphology is the study of landforms, the processes that shape them and the rates at which these processes change the landscape in which we live. The course is designed for Geosciences majors and for environmental studies students interested in the evolution of Earth's surface and the ways our activities are changing the physical environment. We will emphasize the influence of climatic, tectonic, and volcanic forces on landform evolution over relatively short periods of geologic time, generally thousands to a few millions of years. More recently, the impacts of human activity in reshaping landscapes, determining the movement of water, and changing climate could not be clearer. We will also examine how these impacts are affecting communities, including causes and possible solutions to environmental injustice. And we will learn a range of practical skills for describing physical environments and for predicting how they change, including field surveys, GIS analysis, and numerical modelling. This course is in the Sediments and Life group for the Geosciences major.

**Class Format:** lecture, three hours per week and laboratory, three hours per week

**Requirements/Evaluation:** weekly lab exercises, a research project, and a midterm and final exam

**Prerequisites:** At least one 100-level and one 200-level GEOS or ENVI course or permission of instructor

**Enrollment Limit:** 18

**Enrollment Preferences:** GEOS and ENVI majors

**Expected Class Size:** 18

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 201 (D3) ENVI 205 (D3) GEOS 305 (D3)

Not offered current academic year

**GEOS 309 (F) Modern Climate** (QFR)

**Cross-listings:** GEOS 309  ENVI 209

**Primary Cross-listing**

What will happen to the Earth's climate in the next century? What is contributing to sea level rise? Is Arctic sea ice doomed? In this course we will study the components of the climate system (atmosphere, ocean, cryosphere, biosphere and land surface) and the processes through which they interact. Greenhouse gas emission scenarios will form the basis for investigating how these systems might respond to human activity. This course will explore how heat and mass are moved around the atmosphere and ocean to demonstrate how the geographic patterns of climate change arise. We
will also focus on climate feedback effects--like the albedo feedback associated with sea ice and glacier loss--and how these processes can accelerate climate change. In labs we will learn MATLAB to use process and full-scale climate models to investigate the behavior of these systems in response to increasing greenhouse gasses in the atmosphere. This course is in the Oceans and Climate group for the Geosciences major.

Class Format: Lectures will be held synchronously online. Labs will be remote and in small groups. Lab groups will each meet online for two 1-hour sessions each week, scheduled according to the needs of the class. In-person office hours available.

Requirements/Evaluation: 4 multi-week lab projects and several short quizzes
Prerequisites: Any of GEOS 100, GEOS 103, ENVI 102, GEOS 215, or permission of instructor
Enrollment Limit: 30
Enrollment Preferences: GEOS and ENVI majors
Expected Class Size: 20
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:
GEOS 309 (D3) ENVI 209 (D3)

Quantitative/Formal Reasoning Notes: Labs consist of a series of numerical climate modeling projects, which require significant quantitative and logical reasoning.

Fall 2020
LEC Section: R1 TR 9:45 am - 11:00 am Alice C. Bradley
LAB Section: R2 TBA Alice C. Bradley

GEOS 312 (S) Mass Extinctions: Patterns and Processes

Over the last 542 million years of Earth history, five major mass extinctions have occurred, each dramatically changing the makeup and course of life on our planet. During some of these events, over 75% of all marine animal species went extinct and groups like the dinosaurs vanished from the planet after over 100 million years of ecological dominance. This tutorial course will explore the idea of extinction from the evolution of the concept in human thought to current research on the mechanisms and patterns of extinctions through time. We will examine what makes an extinction "mass", delve into the causes and consequences of the major mass extinction events of the phanerozoic, and discuss the potential human-induced "6th extinction" event occurring in the present day. This course is in the Sediments and Life group for the Geosciences major.

Requirements/Evaluation: four 4-5-page papers, one revision, tutorial presentations, the student's effectiveness as a critic, and 1 problem set
Prerequisites: GEOS 101 or GEOS 212; or permission of instructor + any 200 level GEOS course
Enrollment Limit: 10
Enrollment Preferences: Geosciences majors
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D3)
Not offered current academic year

GEOS 314 (S) Analytical Historical Geology (QFR)

In this course you will learn to collect, interpret, and analyze deep time paleontological, stratigraphic, and sedimentological records through readings, labs, and projects all coordinated around a week long spring break trip to explore the House Range of Utah. The Cambrian and Ordovician successions of Utah's West Desert offers an outstanding record of one of the most important periods in Earth history, tracking the rise of animal ecosystems and major increases in diversity. The first 6 weeks of class will be spent learning the fundamentals of quantitative methods in paleontology and stratigraphy. Labs will focus on skill building including learning basic coding in R, and learning how to interpret paleontological, sedimentological, and stratigraphic data. We will also read widely on the field locality and on the Cambrian and Ordovician Periods. During the field trip, we will explore the House Range. Students will learn skills including geological mapping, measuring stratigraphic section, finding and identifying fossils, and correlating rock units across basins. We will collect samples and data on the field trip and bring them back to Williams. The second 6 weeks of the course will be spent processing and analyzing the samples and data collected during the field trip, culminating in final projects to be done in small
groups. Students will determine what data we will collect in the field. Examples might be trilobite taxonomy and phylogenetic analyses, quantitative biostatigraphic correlation using conodont fossils, reconstructing paleoenvironment based on sedimentological analyses of thin sections, or building a sequence stratigraphic framework for a subset of the field locality. This course is in the Sediments and Life group for the Geosciences major.

**Class Format:** weekly lectures, paper discussions, and hands-on labs  
**Requirements/Evaluation:** short papers and lab assignments, spring break field course participation (REQUIRED), and a final group project  
**Prerequisites:** GEOS majors who have taken at least one of the following courses: GEOS 212, GEOS 203, GEOS 324, GEOS 401, GEOS 302, or permission of instructor  
**Enrollment Limit:** 10  
**Enrollment Preferences:** junior and senior Geosciences majors  
**Expected Class Size:** 10  
**Grading:** no pass/fail option, no fifth course option  
**Distributions:** (D3) (QFR)  
**Quantitative/Formal Reasoning Notes:** This course will rely on the programming language R. Students will learn how to code in R, and will use R to analyze large data sets of geological data. The majority of labs, as well as the final project, will rely on R, statistical analyses, and wrangling data. 

Not offered current academic year

**GEOS 317 (S) Current topics in Planetary Geology (WS)**  
**Cross-listings:** GEOS 317 ASTR 317  
**Primary Cross-listing**  
We will look in detail at geological processes on rocky and icy bodies of the Solar System. Each week will have a specific theme, and students will read a series of scientific articles on that topic. The readings will form the basis for writing and discussion. Areas to be investigated may include ice ages on Mars, the origin of Earth’s moon, tectonics on Venus, chaos terrain on Europa, geysers on Enceladus, cryovolcanism on Triton, methane lakes on Titan, the viability of mining in the Asteroid Belt, and the prospects for life on other worlds. This course is in the Solid Earth group for the Geosciences major.  
**Class Format:** Students meet with the professor weekly, in pairs, with one student writing each week and the other critiquing; and both engaging in detailed discussion of the readings.  
**Requirements/Evaluation:** Evaluation is based on written papers, critiques, and discussion.  
**Prerequisites:** GEOS/ASTR 217 (Planets and Moons); OR any two courses at 200-level or higher in Geosciences and/or Astronomy; OR permission of instructor  
**Enrollment Limit:** 10  
**Enrollment Preferences:** Geosciences and Astronomy majors and prospective majors  
**Expected Class Size:** 6  
**Grading:** yes pass/fail option, yes fifth course option  
**Distributions:** (D3) (WS)  
**This course is cross-listed and the prefixes carry the following divisional credit:**  
GEOS 317 (D3) ASTR 317 (D3)  
**Writing Skills Notes:** This tutorial-style course focuses on writing, with 6 papers (5-7 pages) written bi-weekly throughout the semester, and partner critiques in alternate weeks.

Spring 2021  
SEM Section: HT1 Cancelled

**GEOS 324 (S) Corals and Sea Level**  
**Cross-listings:** GEOS 324 MAST 324 ENVI 324  
**Primary Cross-listing**  
In coastal communities, increasing flood damage from storm surges and chronic inundation by seawater are already happening as a result of sea level
rise. How do we know what contributes to the observed change in sea level in the last century? What does the geological record teach us about what controls the natural variation in sea level on short and long timescales? How can we use this information to separate anthropogenic effects from natural change in modern systems? And how does this inform us on what to expect through the 21st century and beyond? In this course, we will examine how sea level is reconstructed using geological archives and how coral-based sea level data led to breakthroughs in our understanding of the long-term evolution of the ocean and climate, the controls in the timing of ice age cycles, the singularity of modern climate change, and how high the future seas will rise. During Spring Break, the class will travel to Barbados, a renowned locality for Quaternary sea level reconstruction, to observe modern and ancient reefs, and collect samples that will be the basis of individual or group projects in the second half of the semester. Participation in the Spring Break trip is not required for successful completion of the course, but course enrollment is necessary to attend the trip. This course is in the Oceans and Climate group for the Geosciences major.

**Requirements/Evaluation:** short papers, labs, participation in discussion, and a research project

**Prerequisites:** GEOS 104 or GEOS 210 or GEOS 215 or MAST 311 or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Geoscience majors, students who commit to the Spring Break trip

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 324 (D3) MAST 324 (D3) ENVI 324 (D3)

Not offered current academic year

**GEOS 401 (F) Global Tectonics and the Rise of Mountains (WS)**

Fifty years after the sea-floor spreading hypothesis was first verified using magnetic anomalies, we have spectacular data sets from paleomagnetism, seismology, volcanism, the Global Positioning System, and digital elevation models that provide rich details into the kinematics and mechanisms of present and past plate motions. We will read journal articles to explore how plate tectonics can help explain the evolution of mountain belts with special emphasis on the Appalachians.

**Class Format:** Remote, weekly one-hour meetings with tutorial partner and instructor

**Requirements/Evaluation:** five papers based on journal articles, and critiques of partner's papers

**Prerequisites:** GEOS 203, 302, or 303 or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** senior Geosciences majors, then juniors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** As a 400-level seminar, this capstone course is intended to build on and extend knowledge and skills students have developed during previous courses in the major

**Distributions:** (D3) (WS)

**Writing Skills Notes:** Five 5-page papers throughout the semester based and journal articles. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Fall 2020

TUT Section: RT1   TBA   Paul M. Karabinos

**GEOS 404 (S) Coastal Processes and Geomorphology (QFR)**

**Cross-listings:** ENVI 404  MAST 404  GEOS 404

**Primary Cross-listing**

Can people live safely along the coast? Recent events like SuperStorm Sandy and the Tohoku Tsunami have shown us how the ocean can rise up suddenly and wreak havoc on our lives and coastal infrastructure. Only educated geoscientists can evaluate the risks and define informed strategies to prevent future coastal catastrophes. Currently almost half the global population lives within 100 km of the coast, with a large percent of those living in
densely populated cities (e.g., New York, New Orleans, Los Angeles, Shanghai, Hong Kong, Cape Town, Sydney, Mumbai). Despite the growing risks and challenges associated with climate change and rising sea levels, the coastal population continues to grow rapidly. To help ensure these growing populations can live safely along the coast requires a detailed understanding of the processes that shape the coastal zone. These processes act across a variety of scales, from deep-time geologic processes that dictate coastal shape and structure, to decadal-scale processes that determine shoreline position and evolution, to weekly and daily processes such as storms and tides. This course will provide an in-depth look at the forces—wind, waves, storms, and people—that shape the coastal zone, as well as the geologic formations—sandy beaches, rocky cliffs, barrier islands, deltas, and coral reefs—that are acted upon and resist these forces. Coastal dynamics are strongly affected by human interventions, such as seawalls, dredged channels, and sand dune removal, as well as by sea level rise and changes in storm frequency and magnitude associated with climate change. Finally, the course will provide students with a perspective on how the U.S. seeks to manage its coastal zone, focusing on sea level rise and coastal development. This class will include a quantitative lab that will use MATLAB software to model and evaluate various coastal processes. Students will gain a basic understanding of MATLAB functionality, and will be asked to independently apply what they have learned to various data sets provided by the instructor.

Class Format: lecture two times a week with a lab one time per week

Requirements/Evaluation: lab reports, tests, and an independent research project

Prerequisites: Either GEOS 104 or GEOS 210; or permission of instructor

Enrollment Limit: none

Enrollment Preferences: senior Geosciences majors, then juniors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Unit Notes: As a 400-level seminar, this capstone course is intended to build on and extend knowledge and skills students have developed during previous courses in the major

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 404 (D3) MAST 404 (D3) GEOS 404 (D3)

Quantitative/Formal Reasoning Notes: This course will involve the use of MATLAB software to quantitatively analyze coastal process and geomorphological data.

Not offered current academic year

GEOS 405  (F)  Geochemistry: Understanding Earth's Environment

Cross-listings: ENVI 405  GEOS 405

Primary Cross-listing

Rocks, water, air, life: what comprises these interconnected components of the Earth system? How do they interact today, and how did these interactions differ in the past? In this course we will study how chemical elements are distributed in the Earth, cycle through the Earth system, and act together to produce a planet that is habitable. As Earth's landscapes and oceans, and the life they harbor, have evolved through time, they have left an imprint in the geological record that we can read using geochemical tools such as molecular fossils, elemental ratios, and stable and radioactive isotopes. Topics include the synthesis of elements in stars, the formation and differentiation of planet Earth; radiometric dating; the major constituents of the atmosphere, rain, rocks, rivers and the ocean; how they're linked by chemical weathering and biological activity; and reconstruction of past environments. Students will explore these topics through lecture; reading and discussing articles from the scientific literature; and collecting, analyzing and interpreting data from environmental samples.

Requirements/Evaluation: seminar discussions, two 10-page lab reports, lab activities, and final project

Prerequisites: two 200-level GEOS courses and at least one of GEOS 302 or 303

Enrollment Limit: 10

Enrollment Preferences: senior Geosciences majors, then juniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: As a 400-level seminar, this capstone course is intended to build on and extend knowledge and skills students have developed during previous courses in the major

Distributions: (D3)
This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 405 (D3)  GEOS 405 (D3)

Not offered current academic year

GEOS 410  (S) The Cryosphere

Cross-listings:  ENVI 410 GEOS 410

Primary Cross-listing

The Earth's climate system is often described in terms of its spheres, including the atmosphere, biosphere, lithosphere, oceans, and the cryosphere. The cryosphere is the naturally occurring ice on Earth in all its many forms: snow, glaciers, ice sheets, sea ice, frozen lakes and rivers, and permafrost (frozen soil). These parts of the climate system may seem remote, but have implications for climate and weather around the world; changes in Arctic sea ice cover accelerate climate change in the north, resulting in the increased frequency of Polar Vortex events that send frigid temperatures down as far as the southern US. Melting glaciers and ice sheets have already contributed to sea level rise, and are projected to do so even more in the future.

This course will explore the cryosphere, including snow, sea ice, permafrost, and glaciers through lectures, hands-on and data analysis labs, reading journal articles, and a final project. As a 400-level seminar, this capstone course is intended to build on and extend knowledge and skills students have developed during previous courses in the major.

Class Format: Hybrid: classes will meet synchronously online for lectures/discussions, labs will meet in person when possible. Class periods and lab periods will be used interchangeably based on the weather.

Requirements/Evaluation:  Evaluation will be based on short papers, labs responses, and a research project

Prerequisites:  GEOS 215 or GEOS 255 or GEOS 309 or MAST 311 or permission of instructor

Enrollment Limit:  10

Enrollment Preferences:  Senior GEOS majors, then other GEOS majors

Expected Class Size:  10

Grading:  yes pass/fail option,  yes fifth course option

Unit Notes:  As a 400-level seminar, this capstone course is intended to build on and extend knowledge and skills students have developed during previous courses in the major

Materials/Lab Fee:  Labs will be outside during the winter: students should be prepared to dress appropriately for the weather.

Distributions:  (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 410 (D3)  GEOS 410 (D3)

Spring 2021

SEM Section: H1  WF 8:15 am - 9:30 am  Alice C. Bradley
LAB Section: H2  M 8:15 am - 9:30 am  Alice C. Bradley

GEOS 411  (F) Geobiology

Geobiology--the study of interactions between earth and life over geologic timescales--is a new and interdisciplinary field that has grown out of exciting advances in earth and life sciences. During this course we will examine the many ways in which organisms -- from bacteria to trees -- have left their mark on our planet. Topics include the origin of life, the rise of oxygen in the earth's atmosphere, the evolution of biomineralization, the environmental context for animal evolution, the role of microbial communities in the earth system, the emergence of land plants, and the potential for planet-life interactions elsewhere in our solar system. Geobiology incorporates tools and ideas from geochemistry, paleontology, microbiology, and sedimentology. Class time will be divided between lectures and student-led discussions of primary literature. Labs will be varied and involve everything from growing our own microbial ecosystems to querying online databases and analyzing geological, geochemical, genetic, and paleontological data.

Our field trip will take us to Upstate New York where we will sample water from a stratified lake and visit ancient microbial fossil reefs. The final project will involve writing a proposal in small groups on a geobiological topic based on the style and format of a National Science Foundation grant, and presenting the idea to the class.

Requirements/Evaluation:  labs, short papers, final grant proposal and presentation
Prerequisites: GEOS 212 or GEOS 312T; or GEOS 101 + any 200-level GEOS course; or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: senior Geosciences majors, then juniors

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Unit Notes: As a 400-level seminar, this capstone course is intended to build on and extend knowledge and skills students have developed during previous courses in the major.

Distributions: (D3)

Not offered current academic year

GEOS 493 (F) Senior Thesis: Geosciences

Geosciences senior thesis; this is part of a full-year thesis (493-494).

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Fall 2020

HON Section: H1 TBA Mea S. Cook

GEOS 494 (S) Senior Thesis: Geosciences

Geosciences senior thesis; this is part of a full-year thesis (493-494).

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Spring 2021

HON Section: H1 TBA Mea S. Cook

GEOS 497 (F) Independent Study: Geosciences

Geosciences independent study.

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Fall 2020

IND Section: H1 TBA Mea S. Cook

GEOS 498 (S) Independent Study: Geosciences

Geosciences independent study.

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Spring 2021

IND Section: H1 TBA Mea S. Cook

Winter Study ------------------------------------------
GEOS 22 (W) Geosciences Research

Students will spend part of Winter Study doing fieldwork collecting data. Back at Williams, they will analyze the data. Each student will have responsibility for a subset of the data, and the individual sub-projects will contribute to the overall research.

Class Format: to be arranged with instructor

Requirements/Evaluation: final project

Prerequisites: two Geosciences courses; permission of the instructor required before registering for the course

Enrollment Limit: 3

Expected Class Size: 3

Grading: pass/fail only

Not offered current academic year

GEOS 31 (W) Senior Thesis: Geosciences

To be taken by students registered for Geosciences 493-494.

Class Format: thesis

Grading: pass/fail only

Distributions: (D3)

Not offered current academic year

GEOS 99 (W) Independent Study: Geosciences

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year
STUDY OF GERMAN LANGUAGE AND GERMAN-LANGUAGE CULTURE

The department provides language instruction to enable the student to acquire all four linguistic skills: understanding, speaking, reading, and writing. German 101-W-102 stresses communicative competence and covers German grammar in full. German 103 combines a review of grammar with extensive practice in reading and conversation. German 104 aims to develop facility in speaking, writing, and reading. German 120 is an intensive communicative German course that strives to cover two semesters of the language in one. German 201 emphasizes accuracy and idiomatic expression in speaking and writing. German 202-209 combines advanced language study with the examination of topics in German-speaking cultures. The 202 and up course level may be taken twice with different content for major credit. Each year the department offers upper-level courses treating various topics from the German-language intellectual, cultural, and social world in which reading, discussion and writing are in German. Students who have studied German in secondary school should take the placement test given during First Days in September to determine which course to take.

STUDY ABROAD

The department strongly encourages students who wish to attain fluency in German to spend a semester or year studying in Germany or Austria, either independently or in one of several approved foreign study programs. German 104 or the equivalent is the minimum requirement for junior-year abroad programs sponsored by American institutions. Students who wish to enroll directly in a German-speaking university should complete at least 201 or the equivalent. In any case, all students considering study-abroad should discuss their language preparation with a member of the department.

FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

The department can tentatively pre-approve courses for major or certificate credit, based on information from the study away program or the course catalog, if direct enrollment, but final credit is only granted after review of the courses and the grades once taken.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, plus conversations with the student if necessary.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

Yes. The maximum number of credits is four.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

Yes. Students may not count language courses in other languages (e.g., Italian) for major credit, nor natural science or math courses.

Are there specific major requirements that cannot be fulfilled while on study away?

No.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

No.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:

One of our majors who is pre-med thought he could take Chemistry of Biology in Germany and have it count toward the German major, but that is not the case. It is not sufficient for the language of instruction in a given course to be German; the content must also have to do with the culture, history, politics, economics, etc. of Germany, Austria, or Switzerland.

THE CERTIFICATE IN GERMAN

To enhance a student’s educational and professional profiles, the department offers the Certificate in German. It requires seven courses—three fewer than the major—and is especially appropriate for students who begin study of the language at Williams.

Students who enter Williams with previous training in German may substitute more advanced courses for the 100-level courses; they can also be exempted from up to two of the required courses.
The student must achieve proficiency at the level of a B in German 104 or the equivalent.

Appropriate elective courses can usually be found among the offerings of German, Art History, History, Music, Philosophy, Political Science, and Theatre.

**Required Courses**

- German 101
- German 102
- German 103
- German 104
- German 201

**Elective Courses**

- at least one course (in German or English) on German cultural history (literature, art, drama, music)
- at least one course (in German or English) on German intellectual, political, or social history

**THE MAJOR**

The German major offers students an interdisciplinary approach to German intellectual and cultural history by combining courses in German language and literature with courses in History, Philosophy, Music, and other appropriate fields.

For students who start German at Williams, the major requires a minimum of ten courses: German 101-102, 103, 104, 201 and 202; two 300-level German courses; and two electives from either German courses numbered above 202 or appropriate offerings in other departments.

For students who have acquired intermediate or greater proficiency in the language before coming to Williams, the minimum requirement is nine courses: German 202; two 300-level German courses; and six other courses selected from German courses numbered above 102 and appropriate offerings in other departments.

**Examples of appropriate courses in other departments are:**

- Art History 267 Art in Germany: 1960 to the Present
- History 239 Modern German History
- History 338 The History of the Holocaust
- Music 108 The Symphony
- Music 117 Mozart
- Music 118 Bach
- Music 120 Beethoven
- Philosophy 309 Kant

Students may receive major credit for as many as four courses taken during study abroad in Germany or Austria in the junior year.

**THE DEGREE WITH HONORS IN GERMAN**

Students earn honors by completing a senior thesis (German 493-W31-494) of honors quality.

Students interested in honors should consult with the department chair no later than April 15 of their junior year. The usual qualifications for pursuing honors are: (1) an overall GPA of 3.33 or better, (2) a departmental GPA of 3.67 or better, (3) a strong interest in a specific topic for which an appropriate faculty advisor will be available in the senior year.

**GERM 101 (F) Elementary German**

German 101-102 is for students with no previous study of German. The course employs a communicative approach involving all four language skills: listening comprehension, speaking, reading, and writing. We focus initially on practice in understanding the spoken language and then move rapidly to basic forms of dialogue and self-expression. In the second semester, reading and especially writing come increasingly into play. In 2020-2021, GERM
101 will be a hybrid course, with most instruction online via Zoom, but some involving either in-person or online small-group work. The final format of the course will be determined together with students, taking into account health and safety considerations, pedagogical imperatives, and student preference.

**Class Format:** Various types of instruction and learning; meets five days a week

**Requirements/Evaluation:** Active class participation, written homework, written and oral assessments

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** First- and second-year students

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** Credit granted only if both semesters (GERM 101 and 102) are taken. In the absence of the Winter Study program in 2020-21 some work, guided by the instructor and the TAs, will nonetheless be expected over January.

**Distributions:** (D1)

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**Fall 2020**

**LEC Section:** H1  M-F 10:00 am - 10:50 am  Gail M. Newman

**GERM 102 (S) Elementary German**

German 102 is a continuation of German 101, and will provide you with a further introduction to the language and cultures of German-speaking countries. You will have the opportunity to practice listening, reading, writing, and speaking in German both through in-class activities and homework assignments. During the semester, you will learn about various cultural perspectives, products, and practices of German-speaking countries. Some of the topics that will be addressed this semester include the following: housing; housework; geography and landscape; transportation; travel plans and experiences; food and drink; cooking and ordering food at restaurants; childhood and youth; fairy tales; health and personal hygiene; family, marriage, and partnership; community issues in a multicultural society; literature, music, and film. *This language course is conducted in German.*

**Requirements/Evaluation:** active class participation, midterm & final exams, essays, quizzes, homework

**Prerequisites:** GERM 101 or equivalent

**Enrollment Limit:** 18

**Enrollment Preferences:** first-year students

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** students registered for GERM 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (GERM 101 and 102) are taken

**Distributions:** (D1)

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**Spring 2021**

**SEM Section:** R1  M-F 10:00 am - 10:50 am  Christophe A. Kone

**GERM 103 (F) Intermediate German I**

In this course students will further develop their German language skills, by discussing a variety of cultural topics and themes in the German-speaking world. Through extensive work on expanding vocabulary, reviewing major grammar topics, conversation and composition exercises, students will strengthen their language skills and develop cultural competency. The course focuses on real communication in meaningful contexts and aims to develop and consolidate students' speaking, listening, reading and writing abilities at the intermediate level. Using a variety of media, such as texts, video and audio, students will explore various themes and cultural topics in the German-speaking world. Students will have the opportunity to practice and improve their spoken and written German skills through in-class activities and homework assignments. The use of easy readers in the target language will also help to enhance reading comprehension. The course is taught in German. Active and dedicated participation including homework is expected.

**Class Format:** This language course is remote with a mix of synchronous and asynchronous class sessions
**Requirements/Evaluation:** active class participation, midterm and final exams, quizzes, essays, homework

**Prerequisites:** GERM 102 or equivalent

**Enrollment Limit:** 18

**Enrollment Preferences:** first-year students

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

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**GERM 104 (S) Intermediate German II**

The prerequisite to all advanced courses in German. Practice in speaking and writing; short film clips and other videos; reading in a variety of contemporary texts ranging from interviews to social documentary to short stories. *Conducted in German.*

**Class Format:** HYBRID, in person class on campus, with off-campus students remote; discussion, small group work

**Requirements/Evaluation:** daily short writing assignments, small group work, take-home midterm, and take-home final exam

**Prerequisites:** GERM 103 or equivalent

**Enrollment Limit:** 12

**Enrollment Preferences:** Sophomores and Juniors

**Expected Class Size:** 8

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

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**GERM 110 (F) Spies Like Us: Espionage, Surveillance, and Protest in German Cinema and Literature** *(WS)*

**Cross-listings:** GERM 110 COMP 109

**Primary Cross-listing**

This First Year tutorial, available in English, investigates the mutual mistrust between the two Germanies in the Cold War period up until the peaceful popular protests that brought down the Berlin Wall. The political tensions between communist East Germany, the German Democratic Republic (GDR) and its capitalist Western counterpart, the Federal Republic of Germany, created a fascinating culture of governmental spying, but also led to aggravated periods of state surveillance of its own citizens. How were families affected across generations by these divisive politics, including the two states’ differing treatment of the Nazi legacy? What was the involvement of the KGB and the CIA? How did East German intelligence try to destabilize the West from inside? Which locations in Berlin served as centers for spying, given that the city’s terrain is quite flat and exposed? High-profile cases of conflicting loyalties include the Guillaume spy affair that brought down Willy Brandt as Chancellor of the FRG in 1974, and the Brasch family in the GDR, where the father, a communist true believer, turned his three sons over to the Stasi for their dissident activism and engaged art. We will debate filmic treatments of the recruitment of spies as double agents (*Coded Message for the Boss*, 1979), the chilling effects of police surveillance during the Baader-Meinhof radical left terrorist attacks (*The Lost Honor of Katharina Blum*, 1975; *Knife in the Head*, 1978) the afterlives of former terrorists who were offered new identities as ‘ordinary’ East Germans (*The legend of Rita*, 2000), to the effects of the Stasi files becoming accessible to their victims after the fall of the wall (*Es ist nicht vorbei, Anderson*). We will also discuss popular film representations of spying in *Lives of Others* (2007) and *Bridge of Spies* (2015), and selected episodes from the popular TV-series *Germany 83 and 86* (2018). Literature will likely include: Thomas Brasch, *The Sons Die Before the Fathers* (1977), Christa Wolf, *What Remains* (1993), Monika Maron, *Flight of Ashes* (1981), Heinrich Böll, *The Lost Honour of Katharina Blum* (1974). All texts in English, films have English subtitles.

**Class Format:** Students in this course will be separated into small tutorial groups of 3 students, in order to promote intensive exchange of ideas. In a typical week, the students in each group will: (1) study a substantial "text" or film; (2) watch mini-lectures or power points by the instructor to supplement the assigned primary texts.
Requirements/Evaluation: 5-page tutorial papers and 2-page responses (in English)

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: First Years, in groups of 3 students.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1), (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GERM 110 (D1) COMP 109 (D1)

Writing Skills Notes: This tutorial will teach students to analyze visual media and fiction in German Studies in combination with secondary sources from a variety of related disciplines (History, Political Science, journalism). The toggling between these different types of sources promotes critical thinking skills.

Fall 2020

TUT Section: RT1 TBA Helga Drueses

GERM 118 (F) Animal Subjects (DPE)

Cross-listings: COMP 118 GERM 118

Secondary Cross-listing

Nonhuman animals constitute the limit against which humans define themselves; at the same time, they challenge such boundaries. Thinking about animals, then, always also means exploring our own humanity. In this tutorial, we will draw on the vast archive of literature, philosophy, and art that engages animals in order to reconsider what and how these representations mean. Bringing philosophers and poets into conversation with one another, we will critically examine common assumptions about other beings as we probe the categories that structure our perceptions. Considering our complex relationships with other animals, we will address questions of ontology, aesthetics, and ethics: What makes an animal? Can animals be represented? How should animal suffering affect us? In order to approach such questions, we will focus on the intricate entanglements that constitute human and nonhuman lives, emphasizing moments of contact and conflict.

Requirements/Evaluation: regular attendance and participation, alternating 4- to 6-page tutorial papers, and 2-page critiques

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D1), (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 118 (D1) GERM 118 (D1)

Difference, Power, and Equity Notes: The course considers the connections between different systems of oppression by examining the ways in which tropes of animality are transferred onto marginalized human groups, including, but not limited to, women and people of color. Students will also acquire the critical tools to recognize and investigate instances of interlocking violence that frequently hide in plain sight.

Not offered current academic year

GERM 120 (S) Turbodeutsch: Accelerated Elementary German

An accelerated version of Elementary German, covering nearly all the material of GERM 101-102 in one semester. The course employs a communicative approach involving all four language skills: listening comprehension, speaking, reading, and writing. Best suited to very committed students who have had no previous German, or to students who have had some previous German but who did not place into GERM 103. The course will meet every day, including three 50-minute periods on MWF and 2 75-minute periods on TR, plus a required TA session at a time to be arranged.

Requirements/Evaluation: active participation, tests, quizzes, final exam
Prerequisites: students with demonstrated need to take the language in only one semester; students also need to show a great deal of commitment to learning German

Enrollment Limit: 12

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2021

SEM Section: H1  M-F 10:00 am - 10:50 am  Gail M. Newman

GERM 201  (F)  Reisefieber: Germans On the Road for Adventure, Wealth, Escape

We will investigate potent myths of North America and Africa that fueled German emigration, colonial projects, and adventurism. We will also look at inner-German travel stories, and, in a final segment, the contemporary refugee experience. Our travelers hail from diverse backgrounds and historical time periods: ranging from Glikl, a Jewish businesswoman in the seventeenth century, to fur trade and real estate tycoon Johann Jakob Astor, to contemporary emigrants and thrill-seekers. We will also analyze films and tales about the potent myth of the "Wild West" and noble Indians, promoted by nineteenth-century bestselling author Karl May, and their afterlife in contemporary movies.

Requirements/Evaluation: three short oral presentations, 4-5 pp. take-home midterm essay, regular written worksheet questions, and role play oral final project

Prerequisites: GERM 104 or contact instructor

Enrollment Limit: 15

Enrollment Preferences: German majors and German certificate students

Expected Class Size: 8

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: books $50.00

Distributions: (D1)

Fall 2020

SEM Section: H1  MWF 9:20 am - 10:10 am  Helga Druxes

GERM 202  (S)  German Comics

The goal of this advanced course is to study language and culture through the exploration of German-language comics. Despite the boom in the production of comics since the reunification and the appearance of numerous talented artists in the German speaking world, German comics remain largely unknown and unrecognized abroad. This course seeks to introduce students to this rich, active genre and to deepen their understanding of it by allowing them to engage with its broad spectrum of subjects and styles. The course will address a variety of recent comics ranging from graphic novels by Nora Krug, Olivia Vieweg to literary comics by Flix, Isabel Kreitz, as well as historical comics by Simon Schwartz and Reinhardt Kleist. What are the recurrent themes in German comics? What kind of current political issues do these comics raise and what type of contemporary anxieties do they express? These are some of the questions the course seeks to answer. This course is conducted entirely in German.

Requirements/Evaluation: three 3- to 5-page paper and one final project

Prerequisites: GERM 104 and GERM 201

Enrollment Limit: 19

Enrollment Preferences: German majors

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2021
GERM 203 (S) Hansestadt Hamburg

"Wenn Du in Hamburger Hopn platt snacken kannst, dann geiht immer eine Dör mer auf". Hamburg, the second largest city in Germany (with 1.8 million inhabitants), always had a particular significance within German cultural consciousness. Part of the Hanseatic League since the Middle Ages, the Free City of Hamburg quickly became an important commercial center in Northern Europe and a prosperous city of traders and merchants. Located on the river Elbe and in close proximity to the North Sea, the city-state Hamburg is still a major port city which has long benefited trading activities and fostered an exposure to other cultures. Called the gateway to the world (because the port was for a long time the gateway to the Americas) and the Venice of the North (the city is surrounded by water and features more canals, streams, and bridges than Amsterdam), later on completely destroyed by the World War II bombing raids, Hamburg is a city of contrasts: infamous for its dialect (Plattdeutsch) as well as its red light district (St Pauli), renowned for its journalism (Der Spiegel, Die Zeit) and culture scene, famous for its culinary specialties, (the burger might have been invented there) and its sports culture (soccer, handball, basketball), Hamburg has a rich past and a multicultural present that this course will examine. In order to gain a deeper insight into the geography, history, and culture of this fascinating city, we will read the autobiography by Hans-Jürgen Massaquoi, novels by Uwe Timm, short stories by Yoko Tawada and Siegfried Lenz, listen to songs by Hans Albers, Wolf Biermann, Udo Lindenberg, the Hip Hop band Fettes Brot, and watch movies by Fatih Akin, Sandra Nettelbeck, Christian Alvart, Özgür Yildirim, and Leander Haußmann. Taught in German.

Requirements/Evaluation: oral presentations, four 3- to 5-page papers in German, midterm and final exams
Prerequisites: GERM 201 or equivalent
Enrollment Limit: 12
Enrollment Preferences: German majors
Expected Class Size: 8
Grading: no pass/fail option, no fifth course option
Distributions: (D1)

Not offered current academic year

GERM 204 (S) Stranger Things: The German Novella

Goethe's famous description of the novella as an "unheard of event" holds true to this day: scandals, murder, and the supernatural abound in this seminal German genre. Both meticulously structured and notoriously difficult to define, the novella as a form mirrors the paradoxes of its narratives. In this course, we will ask how form and content come together in the novella to engender strange occurrences that vacillate between everyday experiences and fever dreams. As we trace the development of the novella over the course of two hundred years of German literary history, we will explore how the eerie phenomena at the genre's core reflect specific historic moments only to transcend them. What is it about the German novella that creates such a particular sense of unease, and how does this genre mediate modern experience? Taught in German.

Requirements/Evaluation: three 2-page critical responses, oral presentation, 6-page final paper
Prerequisites: GERM 201 or equivalent
Enrollment Limit: 20
Enrollment Preferences: German majors
Expected Class Size: 8
Grading: yes pass/fail option, no fifth course option
Distributions: (D1)

Not offered current academic year

GERM 205 (S) Berlin--Multicultural Metropolis Between East and West

We will examine texts and films about Berlin as a center of cultural and social transformations in the late nineteenth and twentieth centuries, with special emphasis on the post-wall period. We will move from the turn of the century (when the city's population had recently tripled in size) to the establishing of Berlin as a world capital in the 1920s, then through Nazi-era transformations, wartime destruction and the cold war division of the city. We will conclude with the reshaping of the city after the fall of the Berlin wall. Texts and films may include: Walter Benjamin, Berliner Kindheit um 1900, excerpts from Ulrich van der Heyden und Joachim Zeller's Kolonialmetropole Berlin, Walter Ruttmann, Sinfonie einer Großstadt, Irmgard Keun's Das kunstseidene Mädchen, Nazi architect Albert Speer's plans for Berlin as the fascist capital "Germania," the 1956 East German youth protest film Ecke
Schönhauser, short fiction by Reiner Kunze, Aras Ören, Peter Schneider, Bodo Morshäuser, Irina Liebmann. Recent films to be included are: Sonnenallee, Goodbye, Lenin!, Berlin is in Germany, Berlin Calling.

**Class Format:** seminar/discussion

**Requirements/Evaluation:** frequent short writing assignments; oral presentations with partner, one 5-6pp. essay

**Prerequisites:** GERM 201 or equivalent

**Enrollment Limit:** 15

**Enrollment Preferences:** Sophomores and Juniors

**Expected Class Size:** 6

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

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**GERM 209 (S) Green Germany: Literature, Film, and the Environment**

Today, Germany is known as a world-wide leader in environmental policies, sustainable energy, and conservation efforts. This “green” culture, however, is not a new phenomenon, but has long constituted an essential part of German identity. In this course, we will trace Germany’s relationship with the environment over the course of 200 years of cultural production. Among other things, we will consider the Romantic fascination with the sublime powers of an uncontrollable wild nature, discuss the ecological underpinnings of Nazi ideology, analyze the effects of the nuclear disaster in Chernobyl on German society, and read about the role recycling currently plays as a practice of integration for refugees. Including texts and films by Alina Bronsky, Ilija Trojanow, Ludwig Tieck, Christa Wolf, Rainer Maria Rilke, Baran bo Odar and Jantje Friese, and Doris Dörrie. Taught in German.

**Requirements/Evaluation:** oral presentation, bi-weekly 1-page response papers, final project

**Prerequisites:** GERM 201 or equivalent

**Enrollment Limit:** none

**Enrollment Preferences:** German majors

**Expected Class Size:** 6

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Not offered current academic year

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**GERM 210 (S) The Holocaust in the German Imagination**

How do we think about an event that unsettles the very notion of representation? An indelible part of German history and culture, the Holocaust continues to challenge the artistic imagination by simultaneously calling for and resisting interpretation. This course examines the various ways in which German-speaking writers, artists, and directors have responded to this call since the 1930s. We will explore questions of memory and postmemory, the entanglements of trauma, guilt, and testimony, as well as the tensions and continuities between Germany’s rich cultural heritage and portrayals of the Holocaust. Taking into consideration different forms of artistic expression, such as literature, film, and visual art, including sites of commemoration, this class will trace the relationship between past and present. What might it mean to write and think in the language of the perpetrators? How do texts by Holocaust survivors and first-hand witnesses relate to those created by later generations? What are the differences between West and East German representations of the Shoah, and how do they differ from how immigrants in Germany or Austrian artists engage with the event? Among others, we will read texts by Paul Celan, Nelly Sachs, Anna Seghers, Ruth Klüger, Ingeborg Bachmann, Elfriede Jelinek, Peter Weiss, W. G. Sebald, and Zafer Senocak, as well as watch films by Michael Haneke, Max Färberböck, Frank Beyer, Volker Schlöndorf, Stefan Ruzowitzky, and Caroline Link. Conducted in German.

**Requirements/Evaluation:** short critical papers, oral presentation

**Prerequisites:** GERM 202 or the equivalent

**Enrollment Limit:** none

**Enrollment Preferences:** prospective German majors

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)
GERM 251 (F) Dolls, Puppets and Automatons (WS)

Cross-listings: GERM 251 COMP 251

Secondary Cross-listing

Since their origin, humans have always made anthropomorphic representations, first in the form of idols, fetishes, or statues for religious worship, later in the shape of puppets, dolls, or automatons for their entertainment qualities. And yet, these objects have always played multiple roles in human society; modernity in particular shows a great interest paired with great ambivalence towards dolls, puppets, and automatons, regarded both as uncanny Doppelgänger or threatening machines. In order to comprehend the scope of our modern fascination with these figures, we will explore their haunting presence in literary texts by ETA Hoffmann, Achim von Arnim, Theodor Storm, Felisberto Hernandez, discuss theoretical texts by Sigmund Freud and Heinrich von Kleist, look at paintings by Oskar Kokoschka and at photographs by Hans Bellmer & Cindy Sherman, watch a ballet by Andreas Heise and films by Fritz Lang and Alex Garland, and watch fashion shows by Alexander McQueen and Jean-Paul Gaultier. Conducted in English.

Class Format: This seminar will be taught online.

Requirements/Evaluation: active class participation, oral presentations on the reading materials, three 5- to 8-page papers

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
GERM 251 (D1) COMP 251 (D1)

Writing Skills Notes: Each student will write three 5- to 8-page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will write two 3-4 page papers on which I will provide written feedback regarding grammar, style, and textual analysis.

Fall 2020

SEM Section: R1 MW 11:45 am - 1:00 pm Christophe A. Kone

GERM 276 (S) Black Europeans

Cross-listings: COMP 276 AFR 276 GERM 276

Secondary Cross-listing

This course explores the invisibility of Black Europeans from the Enlightenment to the present with a particular focus on French, German, Austrian, Dutch, British, and Russian history. With the European Enlightenment as point of departure, the tutorial investigates the large presence of Blacks as objectified subjects in paintings and decorative artifacts of the 18th and 19th centuries while interrogating their century-long absence from European historiography until fairly recently. In this tutorial, we will start discussing the significance of the Code Noir (1685) as well as the major economic impact of the Atlantic Slave Trade on European countries such as Great Britain, France, and the Netherlands. We will read historical biographies about a handful of outstanding Black Europeans in France (composer Monsieur de Saint George), Germany (Russian officer Gustav Sabac el Cher, philosopher Wilhelm Anton Amo), Austria (royal tutor Angelo Soliman), Holland (Prince Kwasi Boachi), and Russia (military leader Abram Petrovitch Gannibal) during the 18th and 19th centuries, study paintings and decorative artifacts of the 18th and 19th centuries depicting black servants--such as Hyacinthe Rigaud's Portrait of Marquise de Louville (1708), Nicolas Lancret's The Escaped Bird (1730), and Manet's Olympia (1863) to name a few--and watch the biopic Belle by Amma Asante (2013), narrating the life of black heiress Dido Elizabeth Belle in 18th-century England. We will also do a quick survey of 20th-century European cinema, that has until now cast very few black actors in supporting and leading roles, and we will ponder the representation of black people in recent films that were commercially successful at the box office (such as Les Intouchables by Nakache/Toledano, France 2011). Finally, we will reflect on the deep roots of European colonialism that takes the form of national debates surrounding the naming of chocolate-coated treats and licorice sweets (Têtes de nègre, Mohrenkopf, and Negerkuss) or of a controversy around cultural identity resulting from the grotesque depiction of black men in folkloric tradition (like Zwarte Piet in the Netherlands).
Requirements/Evaluation: six 5- to 7-page argumentative papers; six 2- to 3-page response papers; final paper optional

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-years, sophomores, and juniors

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 276 (D1) AFR 276 (D1) GERM 276 (D1)

GERM 280  (F)  Art at its Limits: Representing the Holocaust  (DPE) (WS)

Cross-listings:  COMP 280  JWST 280  GERM 280

Primary Cross-listing

The Holocaust poses unique challenges to art: it is an event that unsettles the very notion of representation while, at the same time, also demanding it. Art, after all, is a mode of witnessing as well as a form of commemoration; it allows survivors to record their testimony and later generations to remember. Yet the representation of suffering can all too easily become exploitative or aestheticizing, it can turn pain into entertainment and history into fiction. How, then, do writers, artists, and filmmakers navigate the representation of the Shoah if it resists comprehension and undermines traditional forms of narrative? In this course, we will ask if and how art can do justice to a catastrophe of such magnitude as the Holocaust by analyzing different forms of media from a variety of cultural backgrounds. What can poetry offer that remains foreclosed to prose? Was Art Spiegelman's graphic novel Maus really in bad taste? How should documentaries approach the Shoah, and is there a place for Hollywood films in the archives of commemoration? Texts among others by Tadeusz Borowski, Tadeusz Ró¿ewicz, Art Spiegelman, Paul Celan, Primo Levi, Sylvia Plath, Hannah Arendt, Theodor W. Adorno, Jacques Derrida, and Maurice Blanchot; films by Quentin Tarantino, Claude Lanzmann, Pawe³ Pawlikowski, and Steven Spielberg.

Requirements/Evaluation: three 2-page critical responses, oral presentation, final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: German and Comparative Literature majors

Expected Class Size: 14

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)  (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 280 (D1) JWST 280 (D2) GERM 280 (D1)

Writing Skills Notes: Three 2-page papers spaced over the course of the semester on which students will receive detailed feedback and which they will be able to revise; the final project will either be a 10-page paper or a creative project accompanied by a 4-page reflection that will consider the creative component in relation to the themes of the course. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course will examine how art can help us think about the catastrophic abuses of power in the Third Reich. While many of the texts we will examine focus on the stories of Jewish people, the class will also consider how the narratives of other persecuted groups, including the Sinti and Roma, people with disabilities, and LGBTQ victims and survivors, relate to and differ from these experiences.

Not offered current academic year

GERM 300  (F)  Mannweiber: Masculine Women in German Culture

The German word “Mannweib” is a literal translation of the Greek “androgynous” and is a derogatory term for a woman who acts in a masculine way. This survey course examines the recurrence of “masculine femininity” in German culture with a particular focus on literary texts, operas, paintings, and films, all crafted at turning points in German history. Why does the Mannweib emerge at times of major political and historical upheavals? How does this atypical masculine woman contribute to the construction of a German national identity? These are some of the key questions this course seeks to
address. We will read the Nibelungenlied epic, poems by Freiligrath, plays by Lessing, Schiller, Goethe, Kleist, and Dürenmatt, as well as short stories by Stifter, watch operas by Wagner, and films by Sternberg and Tykwer. In all these materials featuring a Mannweib as main protagonist, we will look at the way masculine femininity is construed as unnatural and literally constructed to serve either a patriarchal or a patriotic purpose. We will also examine the misogyny underlying the artistic creation of these masculine women, either enshrined as allegories of virtue or perceived as dangerous agents of socio-political change, and ultimately doomed to rejection from the moment these misfits step out of their assigned role. Conducted in German.

Requirements/Evaluation: oral presentations and three 3- to 5-page papers written in German

Prerequisites: GERM 200-level courses

Enrollment Limit: 19

Enrollment Preferences: German majors and concentrators

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

GERM 304 (S) Rebels and Conformists: Postwar Germany from The 'Economic Miracle' to the Fall of the Wall

Cross-listings: GERM 304 WGSS 304

Primary Cross-listing

In postwar West Germany, a thorough examination of the Nazi past took a backseat to economic recovery and repairing the country's international standing, whereas to some extent the reverse was true for the East. An authoritarian democracy, an emphasis on consumerism and the qualitatively different experiences of younger generations led them to question whether the Federal Republic was a restoration or a new beginning? In the East, the cold war led to an increasingly Stalinist interpretation of communist principles, while communist ideals were upheld as an antidote to Nazism and the new materialism. This tutorial will cover a wide range of social protest as reflected in literature and film of the two Germanies: critical responses to the Holocaust in the two countries, the 1968 student revolution, anti-capitalist terrorism by the Baader-Meinhof gang, the feminist and gay rights movements, reformers and repression under Ulbricht and Honecker in the GDR, minority rights and environmental activists. Authors will include: Peter Weiss, Die Ermittlung, Heinrich Böll, Und sagte kein einziger Wort, Gisela Elsner, Riesenzwergen, Emine Sevgi Özdamar, Das Leben ist eine Karawanserei, Volker Braun, Unvollendete Geschichte, Alice Schwarz, Der kleine Unterschied und seine großen Folgen, Christian Kracht, Faserland, Thomas Brussig, Wasserfarben. Films may include: Gerhard Klein, "Berlin-Ecke Schönhauser," Ulrich Plenzdorf, "Die Legende von Paul und Paula," Rainer Werner Faßbinder, "Angst essen Seele auf," Reinhard Hauff, "Messer im Kopf," Uli Edel, "Der Baader- Meinhof Komplex," Margarethe v. Trotta, "Das zweite Erwachen der Christa Klages," Heiner Carow, "Coming Out," Hans Weingartner, "Die fetten Jahre sind vorbei."

Class Format: remote

Requirements/Evaluation: alternating 4-page tutorial papers in German, and 2-page critiques

Prerequisites: GERM 202 or permission of the instructor

Enrollment Limit: 12

Enrollment Preferences: German majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: $80 books

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

GERM 304 (D1) WGSS 304 (D2)

Spring 2021

TUT Section: RT1 TBA Helga Druxes

GERM 315 (F) Kafka and His/Our World (WS)

Cross-listings: COMP 316 GERM 315
"It's so Kafkaesque!" We love to use the most famous Austro-Hungarian-Czech-Jewish writer of all time to characterize puzzling and dispiriting situations. But close examination of Franz Kafka's work and life reveals a multi-dimensional world that goes far beyond the cliché. Jewish in an increasingly anti-Semitic environment, German-speaking surrounded by Czech-speakers, deeply alone in a family that didn't understand him, Kafka produced texts that simultaneously demand and refuse to be interpreted. In this tutorial we will begin with intensive readings of selected short stories and parables, then move on to an exploration of the Kafka's own words from diaries and letters, as well as secondary sources. The course will conclude with discussions of how Kafka's texts and their contexts might relate to contemporary conditions and/or to students' own lives and thoughts. This will be a modified tutorial, with five groups of three students apiece. Students may take the tutorial in either German or English; groups will be formed accordingly.

**Class Format:** The class will be divided into groups of 3. At each weekly meeting, one of the 3 will present a 5-page paper, another will present a formal response, and the third will participate actively in discussion. Students will incorporate at least one of their papers into a final project that links their discussions of Kafka to their own interests and/or to contemporary issues. Students can take the course in German or English (or a combination of the two), and groups will be formed accordingly.

**Requirements/Evaluation:** Three 5-page papers, three 1-2 page responses, one final project, discussion leading. Evaluation: Tutorial papers will receive extensive comments, but no grade; the instructor will meet with individual students at least twice during the semester to discuss how things are going for them. Responses will not be evaluated by the instructor, but instead will function well or less well in the context of the discussion. The final project will receive a grade, and the final grade will be determined by the overall trajectory of the student's learning.

**Prerequisites:** For German speakers: GERM 202 or the equivalent preferred, though students with less experience should contact the instructor. For students taking the course in English: one college literature course.

**Enrollment Limit:** 15

**Enrollment Preferences:** German students, majors or potential majors in Comp Lit or German

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 316 (D1) GERM 315 (D1)

**Writing Skills Notes:** The course has a modified tutorial format, with groups of three meeting weekly instead of pairs. Each student will write three 5-page papers plus three 1-2-page responses during the semester, and will prepare a final project. Each paper will receive extensive feedback from the instructor.

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**GERM 316 (S) "Wer ist wir?: Recent Debates over Multiculture in Germany**

German chancellor Angela Merkel controversially claimed in 2010: "Multikulti ist gescheitert." (Multiculturalism has failed in Germany). We will investigate different perspectives on Germany's integration of minorities. In the 1960s, government labor contracts brought large numbers of foreign workers into the country and facilitated the "economic miracle." How did the newcomers adapt to life in Germany and what did they hold on to from their home cultures? How did subsequent generations experience life in Germany? What were the major political shifts that took place regarding citizenship and participation in the public sphere? How do popular media portray minorities? How do members of minority groups portray themselves?

We will read texts by: Zafer Senocak, Hatice Akyün, Yoko Tawada, Marica Bodrozic, Navid Kermani, Wladimir Kaminer, view feature films and documentaries, and discuss a wide range of social commentary and analyses across the political spectrum from right wing populists to left liberals: Thilo Sarrazin, Kirsten Heisig, Astrid Geisler and Christoph Schultheis, Wilhelm Heitmeyer, Alexander Häusler, Freya Klier, Mark Terkessidids, Rita Süssmuth and others.

**Requirements/Evaluation:** four 5-page papers in German

**Prerequisites:** GERM 202 or permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** German majors, but open to all with appropriate language skills
GERM 317  (F)  The New Woman in Weimar Culture  (WS)

Cross-listings:  GERM 317  WGSS 317

Primary Cross-listing

This course explores the figure of the New Woman, a professional, political, independent, and modern woman, that rises in Germany right at the end of World War I and thrives during the Weimar Republic. Acclaimed as the epitome of Weimar Modernity, the New Woman is nevertheless greeted with great ambivalence: whether a liberated and emancipated woman for some, or a dangerous and promiscuous woman loathed by others, she is perceived as threatening to the patriarchal order. A closer look at artworks by Otto Dix, Christian Schad, and Hannah Höch, films by Fritz Lang and Georg Wilhelm Pabst, poems by Gottfried Benn, Else Lasker-Schüler, and Kurt Tucholsky, novels by Erich Kästner, Vicky Baum, and Irmgard Keun, as well as plays by Frank Wedekind and Bertolt Brecht, will provide a more precise picture of the New Woman's various incarnations, ranging from actresses (Marlene Dietrich), singers (Margo Lion and Claire Waldorf), and dancers (Anita Berber) to prostitutes, and suggest that the New Woman serves as the vessel of male anxieties and represents the contradictions of modernity. Taught in German.

Class Format: taught seminar style in German for the German students and as a tutorial in English for non German speaking students

Requirements/Evaluation: papers and oral presentations

Prerequisites: for students taking it in German: GERM 201 or the equivalent; for students taking the course in English: one college-level literature course

Enrollment Limit: 19

Expected Class Size: 8

Grading: yes pass/fail option, yes fifth course option

Distributions:  (D1)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GERM 317 (D1)  WGSS 317 (D2)

Writing Skills Notes: Students will submit multiple drafts of their papers. Focus is on argument and thesis statement, introduction and conclusion as well as literary analysis and interpretation of primary and secondary literature. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Not offered current academic year

GERM 320  (S)  German Romanticism  (WS)

German Romanticism is a multifaceted, even contradictory phenomenon. Its earliest practitioners Novalis (Friedrich von Hardenberg) and Friedrich Schlegel could be seen as enacting a culmination of Enlightenment optimism about the emancipatory potential of the human mind, with their advocacy of an "aesthetic revolution," equality for women and Jews, and a holistic relationship to nature. Later, some of the first feminists (Caroline Schlegel-Schelling, Bettina Brentano von Arnim) worked side-by-side with authors who essentialized women into primal lures and primal threats (Ludwig Tieck, Joseph von Eichendorff). One of the most famous Romantics of all, E. T. A. Hoffmann, combined high irony and a penchant for the irrational in his fascinating works. This course will explore the paradoxes of German Romanticism through close readings of aphorisms, stories, fairy tales, poetry, essays, and music.

Requirements/Evaluation: intensive participation, frequent written responses, two shorter papers to be written in stages, and a longer final project

Prerequisites: GERM 202 or the equivalent

Enrollment Limit: none

Enrollment Preferences: German students

Expected Class Size: 8

Grading: yes pass/fail option, no fifth course option

Distributions:  (D1)  (WS)

Writing Skills Notes: The course will involve intensive work with writing analytical papers, including short responses to most texts, two papers that
One hundred years after the fall of the Austro-Hungarian Empire at the end of World War I, Austria is a tiny fragment of its former self. Since that signal loss, Austria's identity has been closely tied to its ghostly past, for better or for worse. Think of Austria and glittering Klimt paintings come to mind, or the majestic Alps of The Sound of Music, or perhaps a melody from Mozart or Strauss plays in the ear. And no wonder: tourism is one of the largest industries in Austria; the nation lives on being seen and heard. But a great deal is invisible and inaudible to the tourist in Austria. In this course we will explore the hidden core of Austrian culture from 1900 to the present. We'll begin with the tremendous intellectual ferment surrounding Sigmund Freud's elaboration of the unconscious at the turn of the century, from Hofmannsthal's paralysis of language through Schnitzler's streams of consciousness to Kafka's carefully crafted renderings of inner worlds. Then we will turn to an examination of the phenomenon of loss at the end of World War I: loss of empire, loss of relevance, loss of hierarchical certainty. Stefan Zweig documents this phenomenon timelessly. The second half of the course will focus on the driver of Austrian identity from 1938 on, the so-called Anschluss (annexation) by the Nazis, and the (non)memory of the horrors that ensued. We will probe the idiosyncratic mixture of trauma and guilt that characterizes Austria today through the work of contemporary authors and filmmakers. Psychoanalytic theory, especially recent discussions of the transgenerational transmission of trauma and perpetrator guilt, will provide a conceptual framework for the literary works. Austria will serve as a case study of the psychology of right-wing populism and the resistance against it in the early 21st century; at the end of the course, we will compare the situation there with the United States.

Requirements/Evaluation: Active participation, frequent written responses, two shorter papers and a longer final project
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: German or Comparative Literature majors
Expected Class Size: 16
Grading: yes pass/fail option, no fifth course option
Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
GERM 331 (D1) COMP 347 (D1)

Difference, Power, and Equity Notes: The course includes a close and critical examination of the exercise and denial of power, namely complicity in the Holocaust and resistance to acknowledging that complicity. The investigation of Austria's curious combination of guilt and trauma can be extended to our own context; we will discuss the consequences of not acknowledging the wrongdoings of oneself and one's own group for the moral and political health of the society.
Prerequisites: 300-level course

Enrollment Limit: 25

Enrollment Preferences: Comparative Literature majors and advanced students in other fields with permission of instructor

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Materials/Lab Fee: course books and reader packet

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 401 (D2) GERM 401 (D1) COMP 401 (D1)

Difference, Power, and Equity Notes: This course addresses the costs to exploited groups within the neoliberal marketplace. We will discuss theoretical sources from a variety of fields (sociology, economics, philosophy, gender studies) every week that render these forms of expulsion or dispossession explicit. Far from benefiting all, the privileging of self-interest and market relations leads to increased inequality and in turn provokes violent reactions: the birth of new forms of fascism, racism and religious fundamentalism.

Not offered current academic year

GERM 493 (F) Senior Thesis: German
German senior thesis; this is part of a full-year thesis (493-494).
Grading: no pass/fail option, no fifth course option
Distributions: (D1)

Fall 2020
HON Section: H1 TBA Janneke van de Stadt

GERM 494 (S) Senior Thesis: German
German senior thesis; this is part of a full-year thesis (493-494).
Grading: no pass/fail option, no fifth course option
Distributions: (D1)

Spring 2021
HON Section: H1 TBA Janneke van de Stadt

GERM 497 (F) Independent Study: German
German independent study.
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)

Fall 2020
IND Section: H1 TBA Janneke van de Stadt

GERM 498 (S) Independent Study: German
German independent study.
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)

Spring 2021
GERM 515 (F) Reading German for Beginners

German 515 is a beginning course for students whose principal reason for acquiring German is to work with written materials. It is particularly appropriate for students for whom the ability to read primary and secondary texts in German can be crucial. The focus of the course is on German for art history and criticism. Students will learn the key elements of grammar and acquire a core vocabulary. They will also practice reading and translating a variety of short texts.

Class Format: Remote

Requirements/Evaluation: regular participation, homework

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: although this course is designed to serve the needs of students enrolled in the Graduate Program in the History of Art, undergraduates may enroll with permission of the instructor

Expected Class Size: 12

Grading: pass/fail option only

Distributions: (D1)

Fall 2020

SEM Section: R1   MW 8:30 am - 9:45 am     Olesya  Ivantsova

GERM 516 (S) Readings in German Art History and Criticism

In this continuation of German 515 students develop the skills and vocabulary necessary for reading German accurately. The course introduces advanced grammatical topics and students practice reading in a variety of textual genres. Texts are selected from classical works of art history and criticism as well as from contemporary publications. By the end of the course the students will have a solid foundation for building proficiency in German, whether through self-study or further course work.

Class Format: Remote

Requirements/Evaluation: regular participation, homework

Prerequisites: GERM 515 or equivalent preparation (placement test)

Enrollment Limit: 20

Enrollment Preferences: although this course is designed to serve the needs of students enrolled in the Graduate Program in the History of Art, undergraduates may enroll with permission of the instructor

Expected Class Size: 9

Grading: pass/fail option only

Distributions: (D1)

Spring 2021

SEM Section: R1   M 9:00 am - 10:15 am W 4:00 pm - 5:15 pm   Olesya  Ivantsova

Winter Study ---------------------------------------------------------------

GERM 30 (W) Honors Project: German

To be taken by honors candidates following other than the normal thesis route.

Class Format: honors

Grading: pass/fail only

Distributions: (D1)
Not offered current academic year

GERM 31 (W)  Senior Thesis: German
To be taken by students registered for German 493-494.
Class Format: thesis
Grading: pass/fail only
Distributions: (D1)

Not offered current academic year

GERM 88 (W)  German Sustaining Program
Students registered for GERM 101-102 are required to attend and pass the German Sustaining Program. However, students are also required to register for a regular Winter Study course. Once the regular Winter Study registration process is complete, the Registrar’s Office will automatically enroll you in the Sustaining Program; check your class schedule to confirm enrollment.
Requirements/Evaluation: requirements active participation, regular attendance, and earn a “Pass” grade
Grading: pass/fail option only
Materials/Lab Fee: cost to student approximately $5 for photocopied materials

Not offered current academic year

GERM 99 (W)  Independent Study: German
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.
Class Format: independent study
Grading: pass/fail only
Distributions: (D1)

Not offered current academic year
An informed engagement with the world is an indispensable part of the liberal education that is the goal of the Williams experience. The Global Studies Program enables students to achieve this goal through a cross-disciplinary and comparative curriculum. The program offers multiple tracks, on a region of the world or theme, around which students construct their global studies concentration.

Requirements
To complete the concentration, students must take a section of Global Studies 101; take a comparative course; fulfill the requirements of a track; and complete a senior exercise in the track.

Global Studies 101
All students wishing to pursue the concentration should take a section of Global Studies 101 early in their careers. The topics and regions covered will vary and be selective, but all will be designed to place cultural, political, economic and technological issues in conversation with one another to illustrate the necessity of cross-disciplinary and comparative perspectives. On occasion, students may petition to substitute a course equivalent in scope to Global Studies 101 to meet this requirement.

TRACKS
After taking Global Studies 101, students are asked to select a track that will structure their global studies curriculum. There are two types of track. The first focuses on a particular region of the world or a contact zone where multiple communities encounter one another. The second type is organized thematically and permits students to explore a cultural, political, economic or technological issue globally and comparatively. Each track is administered by faculty teaching in that track in consultation with the advisory committee. At present the program consists of the following tracks:

Area Tracks
- African Studies
- East Asian Studies
- Latin American Studies
- Middle Eastern Studies
- Russian and Eurasian Studies
- South and Southeast Asian Studies

Thematic Tracks
- Borders, Exile and Diaspora Studies
- Economic Development Studies
- Urbanizing World

To fulfill the requirements of a track, students must complete three approved courses from at least two disciplines and address their track in their senior exercise. Faculty in each track may set an additional requirement of a level of language competency for its concentrators. Students may petition to use courses completed on approved study away programs to fulfill elective requirements. Students may not count a course toward more than one requirement in the track.

Senior Exercise
All concentrators must complete a senior exercise. The senior exercise will be a substantial piece of writing (20-25 pages) that draws together concentrators’ disciplinary skills and their expertise in their track. It might be work done in the context of a senior capstone course in a relevant department or in the context of a shared seminar sponsored by the Global Studies program. Concentrators present their final senior exercise in class or in a Global Studies colloquium, or in both. Concentrators must also take a comparative course— that is, a course that might not cover material directly dealing with the track, but would enrich a student’s engagement through comparative inquiry.
Honors
A candidate for honors in Global Studies must maintain at least a B+ average in the concentration and be admitted to candidacy by the program faculty. An honors candidate must complete their project in a semester (and Winter Study). An honors candidate will prepare a forty-page thesis or its equivalent while enrolled in the senior thesis course, 491 or 492 (and Winter Study). This course will be in addition to the courses required to fulfill the concentration.

A student wishing to become a candidate for honors in Global Studies should secure a faculty sponsor and inform the program chair in writing before spring registration of her/his junior year.

Study Away, Research, and Internships
Although not a requirement, study away, research, and/or relevant internships are an essential component of Global Studies. Where relevant to the curriculum plan of concentrators, the program Chair, in coordination with the Study Away Advisor and the Career Center, will advise students on opportunities in these areas.

FAQ
Students MUST contact department/program BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?
Yes, in many cases, though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?
Course title and description, and complete syllabus, including readings/assignments.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?
No, but students should not expect to get more than 3 study abroad courses counted towards the concentration.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?
No.

Are there specific major requirements that cannot be fulfilled while on study away?
Yes. Typically the Introduction to Global Studies and the senior exercise cannot be fulfilled abroad.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)
No.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:
None to date.

Note: as course offerings change every year, students should feel free to check with the Program Chair to see if courses not listed below might count as electives.

AREA TRACKS
African Studies
AFR 200(F, S)Introduction to Africana Studies
Taught by: VanNatta Ford, Neil Roberts
Catalog details

ARTH 104 / AFR 105 Materials, Meanings, and Messages in the Arts of Africa
Taught by: Michelle Apotsos
Catalog details

ARTH 207 T / AFR 207(F) “Out of Africa”: Cinematic Portrayals of a Continent
Taught by: Michelle Apotsos
Catalog details

ARTH 259 / AFR 259 / ARAB 259 Bilad al-Sudan and Beyond: Arts of the Afro-Islamic World
Taught by: TBA
Catalog details

BIOL 154 / ENVI 154(F) The Tropics: Biology and Social Issues
Taught by: Joan Edwards
Catalog details
DANC 201 / AFR 201 / MUS 220 African Dance and Percussion
  Taught by: Sandra Burton
  Catalog details
DANC 202 / AFR 206 / MUS 221 African Dance and Percussion
  Taught by: Sandra Burton
  Catalog details
DANC 330 / AFR 330 / MUS 330 Modern Folklore: Postcolonial Dance and Music in Africa
  Taught by: Sandra Burton
  Catalog details
ECON 204 / ENVI 234(S) Economics of Developing Countries
  Taught by: Michael Samson
  Catalog details
ENVI 231 / AFR 231 / STS 231 The African Anthropocene
  Taught by: Brittany Meché
  Catalog details
HIST 104 / AFR 104(S) Race and a Global War: Africa during World War II
  Taught by: Benjamin Twagira
  Catalog details
HIST 205 The Making of Modern Africa
  Taught by: TBA
  Catalog details
HIST 305 / AFR 304(S) A History of Health and Healing in Africa
  Taught by: Benjamin Twagira
  Catalog details
HIST 311 Women Warriors, Colonial Soldiers, and Slave Armies: Soldiering and Warfare in African History
  Taught by: TBA
  Catalog details
MUS 120 / AFR 113 Musics of Africa
  Taught by: Corinna Campbell
  Catalog details
MUS 222 / AFR 223 Politics of Performance/Performing Politics in Contemporary Africa
  Taught by: Corinna Campbell
  Catalog details
PSCI 245(S) South African Politics
  Taught by: Michael MacDonald
  Catalog details
PSCI 281(S) Contemporary African Politics
  Taught by: Elizabeth Iams Wellman
  Catalog details
RLFR 309 / AFR 307 Contemporary Short Stories from North Africa
  Taught by: Katarzyna Pieprzak
  Catalog details

East Asian Studies

ARTH 103 / ASST 103(F) East Asian Art
  Taught by: Carolyn Wargula
  Catalog details
CHIN 223 / ANTH 223(S) Ethnic Minorities in China: Past and Present
  Taught by: Li Yu
  Catalog details
CHIN 224 / COMP 219 Enlightenment, Revolution, and Modernity: Literature and Intellectual Culture of Modern China
  Taught by: Chen Wang
  Catalog details
CHIN 422 T / ASST 122 Old Shanghai, New Shanghai
  Taught by: Li Yu
  Catalog details
COMP 255 / ASST 253(F) Love and Death in Modern Japanese Literature and Visual Culture
  Taught by: TBA
  Catalog details
COMP 264 / ASST 254 The End of the World in Japanese Literature and Visual Culture
  Taught by: TBA
  Catalog details
COMP 266 / ASST 266 Confession and Deception in Japanese Literature
  Taught by: Christopher Bolton
  Catalog details
HIST 115 / ASST 115 The World of the Mongol Empire
Taught by: Anne Reinhardt
Catalog details

HIST 121 T / ASST 121 The Two Koreas
Taught by: Eiko Maruko Siniawer
Catalog details

HIST 213 / ASST 213 Modern China, 1600-Present
Taught by: Anne Reinhardt
Catalog details

HIST 217 / ASST 217 Early Modern Japan
Taught by: Eiko Maruko Siniawer
Catalog details

HIST 218 / ASST 218 From Crises to Cool: Modern Japan, 1850s-Present
Taught by: Eiko Maruko Siniawer
Catalog details

HIST 313 / ASST 313 The People's Republic: China since 1949
Taught by: Anne Reinhardt
Catalog details

HIST 319 / ASST 319 / WGSS 319 Gender and the Family in Chinese History
Taught by: Anne Reinhardt
Catalog details

HIST 321 / ASST 321 / LEAD 321(S) History of U.S.-Japan Relations, 1853-Present
Taught by: Eiko Maruko Siniawer
Catalog details

JAPN 220 / ASST 220(S) Being Korean in Japan
Taught by: Eun Young Seong
Catalog details

PSCI 247 / ASST 249(S) Political Power in Contemporary China
Taught by: George Crane
Catalog details

PSCI 265 The International Politics of East Asia
Taught by: George Crane
Catalog details

PSCI 345 / ASST 345(S) The Meaning of Life and Politics in Ancient Chinese Thought
Taught by: George Crane
Catalog details

PSCI 354 / ASST 245 / HIST 318 Nationalism in East Asia
Taught by: George Crane
Catalog details

REL 250 / ASST 250 Scholars, Saints and Immortals: Virtue Ethics in East Asia
Taught by: Jason Josephson Storm
Catalog details

REL 256 / ANTH 256 / ASST 256 / WGSS 256 Buddhism, Sex, & Gender: #MeToo Then and Now
Taught by: Kim Gutschow
Catalog details

THEA 262 / COMP 262 Japanese Theatre and its Contemporary Context
Taught by: TBA
Catalog details

Latin American Studies

AFR 248 / HIST 248 The Caribbean: From Slavery to Independence
Taught by: Shanti Singham
Catalog details

ENGL 340 / AMST 340 / WGSS 340 / COMP 342 Elizabeth Bishop in the Americas
Taught by: Bethany Hicok
Catalog details

HIST 242 Latin America From Conquest to Independence
Taught by: Roger Kittleson
Catalog details

HIST 243 Modern Latin America, 1822 to the Present
Taught by: Roger Kittleson
Catalog details

HIST 346 / AFR 346 Modern Brazil
Taught by: Roger Kittleson
Catalog details
HIST 347(S) Democracy and Dictatorship in Latin America
Taught by: Roger Kittleson
Catalog details

HIST 443 / AFR 383 Race and Ethnicity in Latin America
Taught by: Roger Kittleson
Catalog details

LATS 112 Caribbean Diasporic Aesthetics: An Introduction
Taught by: Sebastian Perez
Catalog details

LATS 228 / REL 223 / AFR 228 / AMST 228 Revolt and Revelation in 20th-Century Americas
Taught by: Jacqueline Hidalgo
Catalog details

LATS 327 / REL 314 / AMST 327 / AFR 357 Racial and Religious Mixture
Taught by: Jacqueline Hidalgo
Catalog details

PSCI 253 The Tragedy of Venezuela
Taught by: James Mahon
Catalog details

PSCI 268 The United States and Latin America
Taught by: James Mahon
Catalog details

PSCI 330 / GBST 330(S) American Political Thought in Hemispheric Context
Taught by: Arturo Chang
Catalog details

PSCI 349 TCuba and the United States
Taught by: James Mahon
Catalog details

PSCI 351 / GBST 351 The New Left and Neoliberalism in Latin America
Taught by: James Mahon
Catalog details

PSCI 352 / GBST 352(F) Politics in Mexico
Taught by: James Mahon
Catalog details

RLSP 203(F) From Modernismo to El Boom de la Novela
Taught by: Gene Bell-Villada
Catalog details

RLSP 205 / COMP 205 The Latin-American Novel in Translation
Taught by: Gene Bell-Villada
Catalog details

RLSP 206(S) Latin-American Civilizations
Taught by: Gene Bell-Villada
Catalog details

RLSP 230(F) Mexican Literature and Cultural Production
Taught by: Carlos Macias Prieto
Catalog details

RLSP 259 Violent States, Violent Subjects: Nation-Building and War in 19th Century Latin America
Taught by: TBA
Catalog details

RLSP 274 / WGSS 275 / COMP 286 Women's Contemporay Cultural Production in Latin America
Taught by: Roxana Blancas Curiel
Catalog details

RLSP 280 From Roma to Yalhalhj: Race and Identity Politics Through Contemporary Mexican Cultural Production
Taught by: Roxana Blancas Curiel
Catalog details

RLSP 308(S) Survey of Colonial Latin American Literature from 1492 to the Early 19th Century
Taught by: Carlos Macias Prieto
Catalog details

WLSP 319(F) Dictatorship and the Latin-American Novel
Taught by: Gene Bell-Villada
Catalog details

WGSS 337 / ANTH 337 Race, Sex & Gender in Brazil
Taught by: Gregory Mitchell
Catalog details
ARAB 249 / COMP 249 Trauma and Memory in Maghrebi and Middle Eastern Literatures
Taught by: Brahim El Guabli
Catalog details

ARAB 331 / COMP 332 Popular Culture in the Arab World: Youth, Populism, and Politics
Taught by: Amal Eqeiq
Catalog details

ARAB 368 / COMP 368 / WGSS 368 Arab Women Writers: Remapping Urban Narratives
Taught by: Amal Eqeiq
Catalog details

ARTH 220 Sacred Spaces of Islam
Taught by: Holly Edwards
Catalog details

HIST 111 / ARAB 111 / LEAD 150 Movers and Shakers in the Middle East
Taught by: Magnus Bernhardsson
Catalog details

HIST 207 / GBST 101 / ARAB 207 / LEAD 207 / JWST 217 / REL 239 The Modern Middle East
Taught by: Magnus Bernhardsson
Catalog details

HIST 409 / ARAB 409 / GBST 409 Crescent, Cross, and Star: Religion and Politics in the Middle East
Taught by: Magnus Bernhardsson
Catalog details

HIST 480 T / ARAB 480 / GBST 480 / JWST 480 Interpretations of the Israeli Palestinian Conflict
Taught by: Magnus Bernhardsson
Catalog details

PSCI 227 / LEAD 227 (F, S) International Relations of the Middle East
Taught by: Galen E Jackson
Catalog details

PSCI 257 / ARAB 257 Iran, Islam, and the Last Great Revolution
Taught by: Shervin Malekzadeh
Catalog details

PSCI 268 Israeli Politics
Catalog details

Russian and Eurasian Studies

HIST 140 T / RUSS 140 Crime and Punishment in Russian History
Taught by: Yana Skorobogatov
Catalog details

HIST 241 / RUSS 241 (F) Imperial Russia: State and Society between Europe and Asia
Taught by: Yana Skorobogatov
Catalog details

HIST 337 / RUSS 337 After Stalin: Soviet History from "Thaw" to Collapse
Taught by: Yana Skorobogatov
Catalog details

HIST 341 / RUSS 341 (F) Collapse: The Fall and Afterlife of the Soviet Union
Taught by: Yana Skorobogatov
Catalog details

RUSS 203 / COMP 203 Nineteenth-Century Russian Literature: Rebels and Rebellion
Taught by: Vladimir Ivantsov
Catalog details

RUSS 204 / COMP 204 / GBST 204 (S) To See the Past: Russian and Soviet Cinema on History
Taught by: Olia Kim
Catalog details

RUSS 213 / GBST 213 / WGSS 214 / COMP 257 Why do Pussies Riot and What is "Homosexual" Propaganda? Gender and Sexuality in Putin's Russia
Taught by: Julie Cassiday
Catalog details

RUSS 275 / COMP 287 Russian and Soviet Cinema
Taught by: Julie Cassiday
Catalog details

RUSS 306 / COMP 306 Tolstoy and the Meaning of Life
Taught by: Julie Cassiday
Catalog details

SCC 248 T / GBST 247 / RUSS 248 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference
South and Southeast Asia Studies

ANTH 233 / ASST 233 / REL 253Spiritual Crossroads: Religious Life in Southeast Asia

Taught by: Peter Just

ANTH 249 / REL 149 / ASST 242(S)The Sacred in South Asia

Taught by: Joel Lee

ANTH 269 T / ASST 269 / STS 269(F)Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience

Taught by: Kim Gutschow

ARTH 105 / ASST 107(S)Arts of South Asia

Taught by: Murad Mumtaz

COMP 243Performance Practices of India

Taught by: TBA

ECON 240 TColonialism and Underdevelopment in South Asia

Taught by: Anand Swamy

ECON 470(F)The Indian Economy: Development and Social Justice

Taught by: Anand Swamy

HIST 117 / ASST 117 / GBST 117(S)Bombay/Mumbai: Making of a Modern Metropolis

Taught by: Aparna Kapadia

HIST 220 / ASST 222(F)History and Society in India and South Asia: c. 2000 to 1700s CE

Taught by: Aparna Kapadia

HIST 221 / ASST 221 / GBST 221The Making of Modern South Asia: 1750-1950 CE

Taught by: Aparna Kapadia

HIST 388Decolonization and the Cold War

Taught by: Jessica Chapman

HIST 391 / ASST 391 / GBST 391(S)When India was the World: Trade, Travel and History in the Indian Ocean

Taught by: Aparna Kapadia

PHIL 245 / ASST 244Mind and Persons in Indian Thought

Taught by: Georges Dreyfus

REL 246 T / ANTH 246 / ASST 246 / WGSS 246India's Identities: Nation, Community, & Individual

Taught by: Kim Gutschow

REL 255 / ANTH 255 / ASST 255Buddhism: Ideas and Practices

Taught by: Georges Dreyfus

THEMATICA TRACS

Borders, Exile and Diaspora Studies

AFR 132 / AMST 132 / PSCI 132Contemporary Africana Social and Political Philosophy

Taught by: Neil Roberts

AFR 251Afro-Diasporic Crossroads: Translating and (Re)Imagining Black Experiences

Taught by: TBA

AFR 317 / AMST 317 / DANC 317 / ENGL 317 / THEA 317 / COMP 319Black Migrations: African American Performance at Home and Abroad

Taught by: Rashida Braggs

AFR 323 / ARTH 223 / COMP 322 / AMST 323 / ENGL 356(S)Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora

Taught by: Rashida Braggs
AFR 368 / COMP 367 The Diasporic Impulse in African American Art
Taught by: Rachel Harding
Catalog details

ANTH 235 Refugees and Migrants
Taught by: Lisa Koryushkina
Catalog details

COMP 242 / AMST 242 / ENGL 250 Americans Abroad
Taught by: Soledad Fox
Catalog details

COMP 273 / ENGL 273 Detectives Without Borders
Taught by: Michele Monserrati
Catalog details

COMP 276 T / AFR 276 / GERM 276 Black Europeans
Taught by: Christophe Kone
Catalog details

COMP 369 / HIST 306 / ARAB 369 / GBST 369(S) Indigenous Narratives: From the Fourth World to the Global South
Taught by: Amal Eqeiq
Catalog details

ENGL 206 We Aren't the World: "Global" Anglophone Literature and the Politics of Literary Language
Taught by: TBA
Catalog details

ENGL 309 / COMP 300 / AMST 308 / WGSS 308 Thinking Diaspora: The Black Atlantic and Beyond
Taught by: Ianna Hawkins Owen
Catalog details

ENGL 340 / AMST 340 / WGSS 340 / COMP 342 Elizabeth Bishop in the Americas
Taught by: Bethany Hicok
Catalog details

GERM 201(F) Reisefieber: Germans On the Road for Adventure, Wealth, Escape
Taught by: Helga Druxes
Catalog details

GERM 316 "Wer ist wir?": Recent Debates over Multiculture in Germany
Taught by: Helga Druxes
Catalog details

HIST 361 / AMST 360 The Atlantic World: Connections, Crossings, and Confluences
Taught by: Christine DeLucia
Catalog details

HIST 380(F) Comparative American Immigration History
Taught by: Scott Wong
Catalog details

HIST 434 / REL 335 / JWST 434 The Meaning of Diaspora and the Jews of Europe
Taught by: Alexandra Garbarini
Catalog details

JAPN 220 / ASST 220(S) Being Korean in Japan
Taught by: Eun Young Seong
Catalog details

LATS 112 Caribbean Diasporic Aesthetics: An Introduction
Taught by: Sebastian Perez
Catalog details

LATS 203 / ARTH 203 / WGSS 203 / AMST 205(S) Chicana/o/x Film and Video
Taught by: C. Ondine Chavoya
Catalog details

LATS 338 / WGSS 338 / AMST 339 Latina/o/x Musical Cultures: Sounding Out Gender, Race, and Sexuality
Taught by: Maria Elena Cepeda
Catalog details

LATS 386 / HIST 386 / WGSS 386 Latinas in the Global Economy: Work, Migration, and Households
Taught by: Carmen Whalen
Catalog details

LATS 409 / WGSS 409 / AMST 411(S) Transnationalism and Difference: Comparative Perspectives
Taught by: Maria Elena Cepeda
Catalog details

LATS 471 / HIST 471 Comparative Latina/o Migrations
Taught by: Carmen Whalen
Catalog details

PSCI 225 / LEAD 225 International Security
Taught by: Galen E Jackson
Catalog details
PSCI 334 Theorizing Global Justice
Taught by: Nimu Njoya
Catalog details

PSCI 382(F) The Politics of Migration: Citizen, Immigrant, Alien, Refugee
Taught by: Elizabeth Iams Wellman
Catalog details

REL 247 Anti-Muslim Racism: A Global Perspective
Taught by: TBA
Catalog details

RLFR 229 Black Outside the U.S.
Taught by: TBA
Catalog details

THEA 284(F) Global Digital Performance
Taught by: Shanti Pillai, Amy Holzapfel
Catalog details

Economic Development Studies

AMST 202 / AFR 209(F) Introduction to Racial Capitalism
Taught by: Hossein Ayazi
Catalog details

ECON 204 / ENVI 234(S) Economics of Developing Countries
Taught by: Michael Samson
Catalog details

ECON 215 / GBST 315 Globalization
Taught by: Will Olney
Catalog details

ECON 360(S) Monetary Economics
Taught by: Kenneth Kuttner
Catalog details

ECON 362 Global Competitive Strategies
Taught by: Michael Fortunato
Catalog details

ECON 376(F) The Economics of Global Inequality
Taught by: Quamrul Ashraf
Catalog details

ECON 378 Long-Run Comparative Development
Taught by: Quamrul Ashraf
Catalog details

ECON 470(F) The Indian Economy: Development and Social Justice
Taught by: Anand Swamy
Catalog details

ECON 501 Economic Growth and Development
Taught by: Quamrul Ashraf
Catalog details

ECON 504 Public Economics in Developing Countries
Taught by: Jon Bakija
Catalog details

ECON 505 Developing Country Macroeconomics I: Theory
Taught by: Peter Montiel
Catalog details

ECON 510 / ECON 352 Financial Development and Regulation
Taught by: Gerard Caprio
Catalog details

ECON 515 / ECON 359 Developing Country Macroeconomics II: Institutions and Policy Regimes
Taught by: Kenneth Kuttner
Catalog details

ECON 516 / ECON 366 International Trade and Development
Taught by: Will Olney
Catalog details

ECON 535 International Financial Institutions
Taught by: Edwin Truman
Catalog details

ECON 548 Human Capital and Development
Taught by: Melinda Petre
Catalog details
ENVI 110 T The Anthropocene: Nature and Culture in the Human Age
Taught by: Nicolas Howe
Catalog details

ENVI 206(S) Global Environmental Politics
Taught by: April Merleaux
Catalog details

ENVI 231 / AFR 231 / STS 231 The African Anthropocene
Taught by: Brittany Meché
Catalog details

ENVI 249 Food, Agriculture, and Globalization
Taught by: April Merleaux
Catalog details

ENVI 250 / STS 250 Environmental Justice
Taught by: Laura Martin
Catalog details

ENVI 329 Our Planet's Plastic Plight
Taught by: Pia Kohler
Catalog details

PCEE 401(F) Contemporary Problems in Political Economy
Taught by: Darel Paul, David Zimmerman
Catalog details

PSCI 229(F) Global Political Economy
Taught by: Darel Paul
Catalog details

REL 232 / ASST 232(S) Buddhist Economics
Taught by: Susanne Ryuyin Kerekes
Catalog details

WGSS 211 / ECON 105(F) Gender in the Global Economy
Taught by: Kiaran Honderich
Catalog details

Urbanizing World

ANTH 216 T / GBST 216 Urbanism in the Ancient World
Taught by: Antonia Foias
Catalog details

ARAB 368 / COMP 368 / WGSS 368 Arab Women Writers: Remapping Urban Narratives
Taught by: Amal Eqeiq
Catalog details

CHIN 422 T / ASST 122 Old Shanghai, New Shanghai
Taught by: Li Yu
Catalog details

CLAS 242 / ANTH 242 / ENVI 242 The Country and the City in the Classical World
Taught by: Nicole Brown
Catalog details

ECON 383(S) Cities, Regions and the Economy
Taught by: Stephen Sheppard
Catalog details

ENVI 101(F) Nature and Society: An Introduction to Environmental Studies
Taught by: Nicolas Howe, April Merleaux
Catalog details

GERM 203 Hansaestadt Hamburg
Taught by: Christophe Kone
Catalog details

GERM 205 Berlin—Multicultural Metropolis Between East and West
Taught by: Helga Druxes
Catalog details

HIST 117 / ASST 117 / GBST 117(S) Bombay/Mumbai: Making of a Modern Metropolis
Taught by: Aparna Kapadia
Catalog details

LATS 220 / AMST 221 / ENVI 221 Introduction to Urban Studies: Shaping and Living the City
Taught by: Mérida Rúa
Catalog details

LATS 312 / AMST 312 / ENVI 313 Chicago
Taught by: Mérida Rúa
Catalog details
GBST 101 (S)  America and the World

Cross-listings:  LEAD 120  GBST 101  PSCI 120

Secondary Cross-listing

This course will help students understand the US role in the world. US wealth and military power force its leaders to make choices that no other leaders in the world confront. Students will learn to evaluate the decisions that US leaders have made on a wide range of difficult foreign policy issues, including: rising Chinese power; Russian moves in Ukraine; nuclear proliferation to Iran; terrorist threats; humanitarian disasters in Syria and Libya; and long-term challenges like climate change. We will not only describe American involvement in various international issues but also seek to understand the reasons why the US perhaps should or should not be involved, and we will see why such careful reasoning only sometimes gains traction in actual US foreign policy debates. Finally, we will assess whether US foreign policy decisions are coherent - that is, whether the US can be said to follow a “grand strategy.” By the end of the course, students will develop their ability to think about foreign policy issues, improving their ability to participate in public life as engaged citizens.

Class Format: lecture/discussion

Requirements/Evaluation: short papers, class participation, and final exercise

Prerequisites: none

Enrollment Limit:  12

Enrollment Preferences: first-years and sophomores

Expected Class Size:  12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 120 (D2) GBST 101 (D2) PSCI 120 (D2)

Spring 2021

LEC Section: R1  MW 6:45 pm - 8:00 pm  James McAllister, Galen E Jackson

GBST 101 (F)  The Modern Middle East  (DPE)

Cross-listings:  HIST 207  JWST 217  REL 239  GBST 101  LEAD 207  ARAB 207

Secondary Cross-listing

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

Requirements/Evaluation: participation, two short papers, quizzes, midterm, and final exam

Prerequisites: none
Enrollment Limit: 40
Enrollment Preferences: History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled
Expected Class Size: 30-40
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 207 (D2) JWST 217 (D2) REL 239 (D2) GBST 101 (D2) LEAD 207 (D2) ARAB 207 (D2)

Difference, Power, and Equity Notes: This course introduces students to the incredible diversity of the Middle East. It will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

Not offered current academic year

GBST 101 (F) Democracy and the State: A Comparative Study
Cross-listings: PSCI 150 GBST 101

Primary Cross-listing
This introductory course examines major western political theories and ideologies, such as Liberalism and Marxism, and then examines their application in selected regional case studies. The social contract theories of Hobbes, Locke and Rousseau form the basis of the course.

Requirements/Evaluation: short papers, final exam
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: first-year students
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
PSCI 150 (D2) GBST 101 (D2)

Not offered current academic year

GBST 101 Religion, Politics, and Society: A Global Perspective (DPE)

In spite of predictions that religion would wither away with in the face of modernization, even casual observation indicates that it remains a powerful force in contemporary political life. Our goal is to obtain an enhanced understanding and appreciation of the salience of religion in public life. The course will be divided into three parts. The first part focuses on different theoretical approaches to make sense of the relation between religion, politics, and society, discussing especially the concept of the ‘secular.’ The second part discusses religion in the US society. Here, we will discuss if the American society can be called secular, the role of religion in American political culture, the relation of religion to the state, the relevance of religious interests and their mobilization, religious minorities in the United States and many other aspects of religion in the US society. The third part will take a global perspective on the relation between religion and politics. We will discuss cases of Buddhism, Christianity (Catholicism and Protestantism), Confucianism, Hinduism, Islam (Sunni and Shi’a) and Judaism. Although the study of religion and politics raises a host of deep philosophical questions, the principal aim of the course is to understand how religion affects politics (and vice versa), rather than to explore the moral questions raised by the interaction of these two forces.

Requirements/Evaluation: Class participation and three papers, in these proportions: 20% participation; 25% first paper (7 pages); 30% second paper (8-10 pages); and 25% third paper (7 pages). No final exam.

Prerequisites: none
Enrollment Limit: 35
Enrollment Preferences: Global Studies concentrators and intended concentrators; Religion majors and intended majors
Expected Class Size: 25
GBST 116  (F)  The Art of Playing: An Introduction to Theatre and Performance

Cross-listings: COMP 151  THEA 101  GBST 116

Secondary Cross-listing

This is an introduction to the global art and practice of making theatre. Students will learn about the history, aesthetics, and approaches to the performer's labor associated with select performance forms from around the world. Emphasis will be on the analysis of embodied practices and the relationship between the stage and everyday life. Through readings, audiovisual materials, performance exercises, and discussions we will engage with theatre as a constantly evolving art form, sharpening our analytical skills through theoretical approaches from performance studies. Central to our exploration will be excavating the Eurocentric assumptions that conventionally shape the practice and study of theater in the United States. We will seek ways to decolonize our perspectives and ask critical questions about performance's potential to enact strategies of anti-racism and anti-imperialism. As a capstone project, students will create virtual performances. This course, open to all students, is a gateway to the major in Theatre, and is a prerequisite for THEA 201, THEA 204, THEA 301, and THEA 401.

Class Format: Course will be taught in a hybrid format. Recorded lectures, viewing of online clips, readings, and worksheets can be done asynchronously. We will meet for group discussion and performance exercises on Zoom or, if safe to do so, outside and in the classroom.

Requirements/Evaluation: two 5-page critical essays, journal reflections, virtual performances, and active participation in discussions and exercises

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: prospective Theatre majors or Theatre majors or Comparative Literature majors

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: none

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 151 (D1) THEA 101 (D1) GBST 116 (D2)

Fall 2020

SEM Section: H1  TR 11:30 am - 12:45 pm  Shanti Pillai

GBST 117  (S)  Bombay/Mumbai: Making of a Modern Metropolis  (WS)

Cross-listings: GBST 117  HIST 117  ASST 117

Secondary Cross-listing

Bombay or Mumbai is India's foremost urban center and is well known today as a truly global city. It is the heart of India's commercial life comparable in vibrancy and multiculturalism with the world's emerging cities like Shanghai, Hong Kong and Sao Paulo. What are the historical elements that contributed to the making of India's most modern and global metropolis? What are the antecedents of the modernity, the vibrant culture, dark underbelly and economic diversity that characterize Bombay today? What does the history of Bombay tell us about modernity in India and the emerging countries of the third world in general? This seminar will help students to answer these questions through historical materials on Bombay as well a wide range of multimedia sources including cinema, photography and literature. With a focus on the 19th and 20th centuries, we will explore themes like the commercial culture of a colonial port city, the modern public sphere, theatre and film, labor migration, public health and prostitution to understand what went into the making of this modern metropolis. The primary objective of this course is to introduce students to a wide range of historical sources and ways of interpreting them. The other objective is facilitating their understanding of the history of modern India through the history of its most important city.
GBST 204  (S)  To See the Past: Russian and Soviet Cinema on History  
Cross-listings:  RUSS 204  GBST 204  COMP 204  
Secondary Cross-listing  
This course surveys Soviet and Russian cultural history of the 20th- and 21st-centuries through the history of the cinematic medium. We will watch and analyze key films of this period--films by Eisenstein, Vertov, Tarkovsky, Muratova, Balabanov, Zviagintsev, and Fedorchenko among others--from a double perspective. On the one hand, we will study the cultural and historical contexts of the Soviet Union and Russia; on the other hand, we will learn the formal and stylistic aspects of the cinematic medium as it developed historically (from silent, to sound, to color, to digital etc.). From this double perspective, we will try to answer a larger question that underlies this course: What kind of historical thinking can we learn through cinema as a medium? In other words, we will take cinema neither simply as a direct reflection of state ideology nor as pure aesthetic form or entertainment for the masses. Rather, we will approach the films of this period as audio-visual texts that are rich in historical content and require our informed and attentive interpretation.  
Class Format: The class meets synchronously on campus twice a week. Remote students will be able to join each synchronous session via zoom. Synchronous sessions will consist of discussion and visual analysis of short clips. All films and reading materials will be available online.  
Requirements/Evaluation: For each class you'll watch 1 or 2 film(s) and read typically 1 article under 20 pages. You will submit short viewing response before each class. Additionally, there will be short viewing or creative assignments to familiarize students with formal aspects of film. Evaluation will be based on participation, one presentation, short sequence analysis, and final paper or video essay  
Prerequisites: none, open to all students  
Enrollment Limit: 15 
Enrollment Preferences: declared or prospective Russian or Comparative Literature majors, Russian Certificate seekers, Global Studies concentrators  
Expected Class Size: 15 
Grading: yes pass/fail option, yes fifth course option  
Distributions: (D2)  
This course is cross-listed and the prefixes carry the following divisional credit:  
RUSS 204 (D1) GBST 204 (D2) COMP 204 (D1)  
Spring 2021  
SEM Section: H1    WF 1:30 pm - 2:45 pm     Olia  Kim  
GBST 208  (S)  The U.S. and Afghanistan: A Post-Mortem  (DPE)
The United States attacked and defeated the Afghan Taliban regime over in the course of a few short weeks in 2001. Within a few years, the finality of that victory was brought into question as the Taliban regrouped and eventually reasserted itself as a formidable guerilla army that the U.S. military could not easily defeat. At the same time that it was facing a more difficult military challenge than anticipated, the United States got bogged down in the process of nation-building, as well as efforts at social reform. This course examines the history of American involvement in Afghanistan, beginning with the Cold War when the U.S. used Afghanistan as a test case for new models of political modernization and economic development. We will go on to discuss the U.S. support for Islamist political parties during the Soviet occupation of Afghanistan in the 1980s and the consequent rise of the Taliban, and the role of Afghanistan in the September 11th attacks and the "War on Terror" that followed. The course will conclude with a consideration of the impact and legacy of the two decades of nation-building and social reform carried out by the United States since 9/11.

Requirements/Evaluation: grading will be determined by class participation, two short essays, and a 15-page research paper
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: Anthropology and Sociology majors, Global Studies concentrators, Political Science and Asian Studies majors will get preference
Expected Class Size: 15-20
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
GBST 208 (D2) ANTH 208 (D2) ASST 208 (D2) PSCI 220 (D2)

Difference, Power, and Equity Notes: Among the topics relevant to power and difference to be considered in this course are the American support and later disavowal of Islamist political parties to advance US geopolitical goals, public relations efforts "to save Afghan women" after 9/11, and the uses and misuses of American military, economic, and political power to build a western-style democratic government and bring western-oriented social reforms to a society radically different from U.S. society.

Spring 2021
SEM Section: R1 WF 1:30 pm - 2:45 pm David B. Edwards

GBST 211 (S) Transitions to Democracy
Cross-listings: PSCI 213 GBST 211

Primary Cross-listing
Under what circumstances do authoritarian regimes democratize and what is required to sustain the liberalization of the political system? This comparative course looks at a sample of societies characterized by strong ethnic, religious or racial cleavages.

Requirements/Evaluation: short papers, final exam
Prerequisites: none
Enrollment Limit: 19
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
PSCI 213 (D2) GBST 211 (D2)
Not offered current academic year

GBST 212 (F) Foundations of China
Cross-listings: HIST 214 CHIN 214 ANTH 212 GBST 212 REL 218
Secondary Cross-listing
This course examines the foundational period of Chinese civilization, from the earliest evidence of human activity in the geographical region we now call China, through the end of the Han dynasty in the early third-century CE. This is the period that saw the creation and spread of the Chinese script (a writing system that would be the dominant one in East Asia for thousands of years), the teachings of Confucius (whose ideas continue to play a role in the lives of billions of people today), the construction of the Great Wall (which is not, as it turns out, visible from space), and the creation of the imperial bureaucratic system (that was, in essence, the progenitor of the modern bureaucratic state). We will proceed chronologically but focus on a set of thematic topics, including language and writing, religion and philosophy, art and architecture, politics and economics, and science and technology. While this course is entitled "Foundations of China," we will take a critical perspective on narratives, both Chinese and Western, that see Chinese history as an unbroken history of a single "civilization."

Requirements/Evaluation: short writing assignments (approximately 750 words each), quizzes, a mid-term, and a final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: Chinese majors, History majors, Religion majors, and Anthropology majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 214 (D1) CHIN 214 (D1) ANTH 212 (D2) GBST 212 (D1) REL 218 (D1)

Not offered current academic year

GBST 213 (F) Why do Pussies Riot and What is "Homosexual" Propaganda? Gender and Sexuality in Putin's Russia (DPE)

Cross-listings: COMP 257 GBST 213 WGSS 214 RUSS 213

Secondary Cross-listing

Since Vladimir Putin's rise to power, the media has highlighted events in Russia that at first glance resemble oddly sexualized jokes. At the same time that the Kremlin has reinstated authoritarian policy reminiscent of the Soviet Union, the Western press has chronicled Putin's topless vacations in Siberia, protests by the feminist collectives Pussy Riot and Femen, a 2011 ban on women's lacy underwear, federal legislation from 2013 prohibiting "homosexual" propaganda, and a 2017 court decision that outlawed a meme of Putin as a "gay clown." This course examines the Putin regime's ongoing attempts to police gender expression and private sexual behavior, as well as how Russian citizens' performance of gender and sexuality has changed in the past twenty years. We will consider gender and sexuality as distinctive features of Putinism, which have contributed to a biopolitical turn in official policy and inspired resistance and protest among Russian feminists and queers. All readings will be in English, and all films with have English subtitles.

Requirements/Evaluation: active participation in class discussions, several response papers, two short papers (3-5 pages each), and a final project

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Those majoring in Russian and/or WGSS, as well as Global Studies concentrators.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
COMP 257 (D1) GBST 213 (D1) WGSS 214 (D2) RUSS 213 (D1)

Difference, Power, and Equity Notes: The course engages in cultural comparison, explores how power and privilege are allocated differently in post-Soviet Russia than in the West, and critically theorizes contemporary Russian culture and discourse.

Not offered current academic year

GBST 214 (S) Asian/American Identities in Motion (DPE)

Cross-listings: GBST 214 ASST 214 THEA 216 AMST 213 DANC 216

Secondary Cross-listing

The course aims to explore dance and movement-based performances as mediums through which identities in Asian and Asian-American (including
South-Asian) communities are cultivated, expressed, and contested. It will orient students towards "reading" and analyzing live and mediated performances within historical, social, and political frameworks. Students will explore how socio-historical contexts influence the processes through which dance performances are invested with particular sets of meanings, and how artists use performance to reinforce or resist stereotypical representations. Core readings will be drawn from Dance, Performance, Asian, and Asian American Studies, and will engage with issues such as nation formation, race and ethnicity, appropriation, tradition and innovation among other topics. This is primarily a discussion-based seminar course, and might also include film screenings, discussion with guest artists and scholars, and opportunities for creative projects. No previous dance experience is required.

Class Format: This course will be taught in a virtual format and will be remote.

Requirements/Evaluation: reading responses, essays, in-class writing assignments, class participation, and group presentations.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first years and sophomores

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
GBST 214 (D2) ASST 214 (D1) THEA 216 (D1) AMST 213 (D2) DANC 216 (D1)

Difference, Power, and Equity Notes: This course introduces students to the role of performance in nation formation in Asia and the history of Asian-Americans in the US through analysis of dance performances and practices. Student will explore how race was central to the formation of Asian and the American nation, and how social and legal discriminatory practices against minorities influenced popular culture. The assigned material provide examples of how artists address these inequalities and differences in social power.

Spring 2021

GBST 215 (F) Performance Ethnography (DPE)

Cross-listings: GBST 215 DANC 214 ANTH 215 AMST 214 THEA 215

Secondary Cross-listing

The course aims to explore the theory, practice, and ethics of ethnographic research with a focus on dance, movement, and performance. Traditionally considered to be a method of research in anthropology, ethnography is the descriptive and analytical study of a particular community through fieldwork, where the researcher immerses herself in the culture of the people that she researches. In this course students will be introduced to (i) critical theory that grounds ethnography as a research methodology, (ii) readings in ethnographic studies of dance and performance practices from different parts of the world, and (iii) field research in the local community for their own ethnographic projects. This is primarily a discussion-based seminar course and may include fieldwork, attendance at live performances, film screenings, workshop with guest artists etc. No previous dance or performance experience is assumed or required.

Class Format: community-based field work

Requirements/Evaluation: class participation, reading responses, fieldwork and field notes, short papers, and final essay

Prerequisites: none

Enrollment Limit: 15

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
GBST 215 (D2) DANC 214 (D1) ANTH 215 (D2) AMST 214 (D1) THEA 215 (D1)

Difference, Power, and Equity Notes: This course focuses on ethnographic research with an emphasis on the ethics of doing ethnography in field sites and making performances based on that research. In fieldwork and performance work, there is a difference in social, cultural, and political (broadly conceived) power between researcher and interlocutors. In the course, students’ critical analytical skills are developed for them to be
self-reflective about these power differentials and to address issues of social inequality.

Not offered current academic year

GBST 216  (S)  Urbanism in the Ancient World

Cross-listings:  ANTH 216  GBST 216

Secondary Cross-listing

This is a course on cities in the ancient world, which will examine four major ancient urban centers (Nineveh and Nimrud, Iraq; Teotihuacan, Mexico; and Angkor, Cambodia) and end with a sustained, in-depth exploration of urbanism in prehispanic Maya civilization. As more and more people move into cities across the world, human societies are becoming forever transformed. This transformation into an urban globalized world has ancient roots at the beginning of the first civilizations in Euroasia and the Americas. We will delve into the nature of the urban transformation by first exploring sociological and anthropological definitions of urbanism, and recent studies of modern urbanism. We will look at Nineveh, Nimrud, Teotihuacan, and Angkor to consider how ancient urbanism was distinct from modern cities, while at the same time, ancient urbanites had to deal with similar issues as residents of modern cities. We will then examine in more depth the cities of prehispanic Maya civilization, answering such questions as: how different were Maya cities from other premodern ones? Is there one type of Maya city or many? How different was life in Maya cities from life in Maya villages? What were the power structures of Maya cities? How common were immigrants and slaves in these ancient cities?

Requirements/Evaluation:  5-page papers every other week, oral responses on alternate weeks; tutorial attendance is required

Prerequisites: none

Enrollment Limit:  10

Enrollment Preferences:  sophomores; or majors in Anthropology or Sociology

Expected Class Size:  10

Grading:  no pass/fail option,  no fifth course option

Distributions:  (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 216 (D2) GBST 216 (D2)

Not offered current academic year

GBST 217  (F)  Viral Inequality: Power and Difference in Pandemics  (DPE)

Cross-listings:  GBST 217  STS 215

Secondary Cross-listing

From contested data to controversial containment strategies, the shape and course of pandemics are influenced at every level by the question: Who matters? Whose lives are prioritized and protected? Whose expertise is made actionable, and why? Focusing on the uneven distribution of risk and care during pandemics, this course explores how global health emergencies are not states of exception, but rather events that lay bare the priorities and interests of their host societies. Our investigation into pandemics—including Black Death, cholera, “Spanish” flu, HIV/AIDS, Ebola and novel coronaviruses—will provide a critical entry point into understanding the social, political, and economic processes that shape health interventions and outcomes, and their divergences along lines of social difference. We will ground our discussion and analysis using key concepts in Science & Technology Studies, while drawing from critical medical anthropology, disability studies, theories of capitalism and disaster studies to enrich our conversation.

Class Format: Online seminar

Requirements/Evaluation:  Several short essays and reflection papers

Prerequisites: None, open to all students

Enrollment Limit:  12

Enrollment Preferences:  If overenrolled, preference will be given to first-years and sophomores

Expected Class Size:  12

Grading:  yes pass/fail option,  yes fifth course option

Distributions:  (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 217 (D2) STS 215 (D2)
**Difference, Power, and Equity Notes:** This course takes an intersectional approach to understanding how global pandemics unfold. It will emphasize how power dynamics and social differences shape responses to, and outcomes of, health emergencies. Readings in social and critical race theory are designed to give students a deeper appreciation of these issues.

**Fall 2020**

**SEM Section: R1** TR 11:30 am - 12:45 pm Shoan Yin Cheung

**GBST 221 (F) The Making of Modern South Asia: 1750-1950 CE**

**Cross-listings:** ASST 221 HIST 221 GBST 221

**Secondary Cross-listing**

This course focuses on the history of South Asia with the aim of providing an overview of the political and social landscape of the region from the end of the Mughal Empire through British colonial rule and the Partition of India and Pakistan. We will explore a range of themes including the rise of colonialism, nationalism, religion, caste, gender relations, and the emergence of modern social and political institutions on the subcontinent. In addition to reading key texts and historical primary sources on the specific themes, we will also work with a variety of multimedia sources including films, short stories and website content. One objective of this course is to introduce students to the different political and social processes that led to the creation of India, Pakistan and Bangladesh; another is to teach students to think critically about the significance of history and history writing in the making of the subcontinent.

**Class Format:** discussion

**Requirements/Evaluation:** class participation, response papers (2-3 pages), two short essays (4-5 pages), midterm and final exams

**Prerequisites:** none; open to all

**Enrollment Limit:** 40

**Expected Class Size:** 20-25

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 221 (D2) HIST 221 (D2) GBST 221 (D2)

Not offered current academic year

**GBST 228 (S) Performance Practices of Global Youth Cultures**

**Cross-listings:** GBST 228 THEA 228

**Secondary Cross-listing**

This course investigates how young people engage in a variety of performance practices to define social identities and reflect on critical issues. We begin by examining how scholars and media have defined “youth” by way of questioning assumptions about the inherent universality of this social category. We will then explore how young people have thought about and represented themselves. Taking seriously music, dance, fashion, and ritualized uses of public space (including in the virtual realm), we will explore examples of how youth have used performance practices to engage in political activism, subvert hegemonic norms, reconfigure urban geographies, and engage in critical identity politics. Our inquiry will include attention to how youth practices travel globally and adopt new localized political meanings, as well as the ways in which the subversive potential of performances can be subsumed by the normalizing mandates of global capital. Our work in class will be based upon readings, discussions, and audiovisual materials from various parts of the world. Throughout the semester students will turn an analytical eye towards their own practices and modes of consumption. For final projects students will engage in ethnographic research about specific youth cultures in the region and on the Williams campus.

**Class Format:** reading and discussion

**Requirements/Evaluation:** includes class discussions, self-reflexive presentations and papers, journal reflections, one 10-page paper based on original research with in-class presentation

**Prerequisites:** none

**Enrollment Limit:** 15
GBST 229  Performance Practices of India  (DPE)
This course explores ancient and contemporary performance practices in India. Our objects of study will include the text and performance of Sanskrit plays, contemporary and experimental theater productions, as well as forms of dance and ritual. We will discuss dramaturgical structure, staging, acting conventions, gender representation, performer training, the experience and role of the audience, as well as mythological and political themes. Thinking historically and ethnographically, we will seek to understand the aesthetics and social purposes of these practices, in addition to the relationship that performance has with everyday life, contested concepts of the nation, and caste. Throughout the semester we will interrogate the ways in which Western categories such as "classical," "folk," "religious," "traditional," and even the distinction between "dance/theater/music/visual arts" are not indigenous or accurate concepts for organizing thinking about performance in this part of the world.

Requirements/Evaluation: Evaluation will be based on participation in discussion, reading responses, an oral presentation, and one 10-page paper.
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: preference for seniors and juniors
Expected Class Size: 12
Grading:
Distributions: (D1)  (DPE)

Difference, Power, and Equity Notes: We will examine British colonial edicts that prohibited performance practices as a form of social control as well as in the name of Christian morality. From here we will explore how upper-caste Independence era artists and leaders sought to reinvent the arts as vessels of "Indian" identity, at the cost of further marginalizing hereditary performance communities. We will also interrogate how the Indian state has promoted narrow visions of "femininity" and how artists contest religious nationalism

Not offered current academic year

GBST 234  (F)  What is Islam?  (DPE)
Cross-listings: ARAB 234  REL 234  GBST 234  HIST 208
Secondary Cross-listing
This course introduces students to Islam as a varied and contested historical tradition. The course will trace the historical development of Islam, focusing on religious and intellectual thought, political developments, and the practices and lived lives of Muslims. We will begin with situating the rise of Islam within the context of late antiquity, followed by an examination of the life of Muhammad, and the rise of Muslim empires. These developments will form the framework through which we investigate the theological, philosophical, legal, mystical, and literary writings of Muslims from the classical to the early modern periods of Islamic history. The main aim of the course is to develop a framework for understanding the historical developments through which Muslims have constructed ideas about normativity, authority, and orthodoxy in debates around Islam. Sources will include pre-modern historical and religious texts (in translation).

Requirements/Evaluation: reading responses, two essays, final exam
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: Religion majors (or those considering Religion as a major), then Arabic Studies and History majors
Expected Class Size: 20
Grading: no pass/fail option, no fifth course option
Distributions: (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
Difference, Power, and Equity Notes: This course looks role of power, in particular imperial and colonial power in the construction of religion. To that end, the course will explore how the rise of Muslim empires shaped the construction of pre-modern Islam and subsequently the role of European colonialism in shaping the emergence of modern Islam. This course will teach students critical tools in postcolonial theory about the relationship between power and the production of knowledge and the agency of the colonized.

Not offered current academic year

GBST 236 (S) Reading the Qur'an
Cross-listings: ARAB 236 REL 236 COMP 213 GBST 236
Secondary Cross-listing
In the nearly 1500 years of Islamic history, the Qur'an has been a central source of spiritual insight, ethical and legal guidance, sacred stories, and theological principles. Considered the divine word of God, the Qur'an is central to devotional life. This course will explore the Qur'an as a text that is always in a state of production. We will focus significantly on close readings of the text of the Qur'an, in addition to pre-modern and modern Qur'anic exegesis. The course will begin with a historical account of the revelation and collection of the Qur'an, placing the form and content of the text in the context of 7th century Arab society and the life of the Prophet. We will then study Qur'anic commentaries to discuss how Muslims have drawn theological, legal, philosophical, and mystical meaning from the Qur'an. We will pose some of the following questions: What do the different exegetical methods tell us about the intertextual nature of the Qur'an? How have these shifting notions affected the meaning made from Qur'anic verses and passages? What role do interpretive communities play in determining what the Qur'an says? Lastly, through an exploration of the art of Qur'an recitation, calligraphy, and Qur'an manuscripts, we will explore the ways in which the Qur'an is also an object of devotion in Muslim life.
Requirements/Evaluation: class participation, weekly reading responses, 3- to 4-page midterm paper, and a final project with a media component and a 4- to 6-page analytical essay
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Religion and Arabic Studies majors
Expected Class Size: 19
Grading: no pass/fail option, yes fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
ARAB 236 (D2) REL 236 (D2) COMP 213 (D1) GBST 236 (D2)

Spring 2021
SEM Section: R1 MW 10:00 am - 11:15 am Saadia Yacoob

GBST 241 (S) History of Sexuality
Cross-listings: GBST 241 WGSS 239 REL 241 HIST 292
Secondary Cross-listing
Is sexuality an immutable aspect of who we are or is it socially constructed? How have people understood sex and sexuality throughout history? Why does religion have any say in the sexual lives of individuals and society? What are sexual transgressions and why are they punished? Is sex a commodity that can be exchanged for money? Is sex political? This course will explore these questions through a historical approach, focusing in particular on the shifting understanding of sex and sexuality across historical time and different geographical regions. In investigating the category of sexuality, this course will push us to consider three key questions: 1) Is sexuality a useful category for historical analysis, 2) how have our assumptions regarding sexuality and sexual ethics taken shape and changed over time and 3) how do social, cultural, political, and economic conditions affect changing meanings of sexuality. Historical studies will be read in conjunction with different theoretical frameworks about sexuality. Reading historical accounts of sexuality alongside theoretical pieces will allow us to consider how historians construct an argument and the influence of theoretical frameworks in shaping scholarship. Some of the theorists we will read in the course include: Michel Foucault, David Halperin, Afsaneh Najmabadi, Valerie Traub, and Carla Freccero.
Requirements/Evaluation: reading responses, two essays, and final research paper
GBST 243  Anti-Muslim Racism: A Global Perspective  (DPE)

The racialization of Islam and Muslims has been constitutive to how they have been imagined in Europe and elsewhere. This course looks at how difference works and has worked, how identities and power relationships have been grounded in lived experience, and how one might both critically and productively approach questions of difference, power, and equity. It goes back to the founding moments of an imagined white (at the beginning Christian) Europe and how the racialization of Muslim and Jewish bodies was central to this project, and how anti-Muslim racism continues to be relevant in our world today. The course will not only show how Muslims were constructed as subjects in history, politics and society from the very beginning of the making of Europe and the Americas to the end of the Cold War to the post-9/11 era. Rather, it also looks at how Muslims live through Islamophobia. It looks at processes of racialization of Muslims within the Muslim community and between Muslim communities, while also considering which agencies Muslims take to determine their own future. The course draws from anthropology, gender studies, history, political science, religious studies, postcolonial studies, decolonial studies, and sociology.

Requirements/Evaluation:  Active class participation, two response papers, and a comprehensive, open-book and open-note final exam.

GBST 244  (S)  Black Mediterranean  (DPE)  (WS)

Cross-listings:  GBST 244  COMP 244

Secondary Cross-listing

Though European border management today seeks to limit and control movement, the Mediterranean region is a historical site of mediation between cultural differences and religious views. This course centers primarily on the works of migrant intellectuals and artists from North Africa and the Middle East, who have emerged from the Mediterranean region to become a significant part of the new voice of Europe. Borrowing from Deleuze and Guattari's definition of "minor literature" as literature that a "minority constructs within a major language" and in which "language is affected with a high coefficient of deterritorialization," we explore the political, cultural and anthropological effects of such literature in today's European public discourse. Today the Mediterranean has become a graveyard where black and brown bodies transit a hostile and deadly passage. Therefore, a centerpiece of this course will be an examination of the racist discourse in Europe in the light of the Black Lives Matter's quest for decolonizing knowledge. In this interdisciplinary course, we read both literary works (Ali Farah, Khatibi, Lakhous, Scego), and critical theory (Cassano, Chambers, Fanon, Hall, Theo Goldberg); we also analyze films, documentaries, podcasts, exhibits and museums of colonialism in Europe.

Class Format:  This will be an hybrid course. Students will meet twice a week with me.
Requirements/Evaluation: weekly writing assignments, midterm and final exams, final paper, oral presentation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
GBST 244 (D2) COMP 244 (D1)

Writing Skills Notes: This course is designed to be writing-intensive, as it requires weekly response papers, midterm, and final papers, and blog discussions.

Difference, Power, and Equity Notes: Within the theoretical framework of postcolonial studies, this course examines themes such as: race, Europe and its postcolonial legacy; power imbalances in the current European policies of migration; the urban space of Rome as site of conflictual representations of center/periphery.

Spring 2021
SEM Section: H1    TF 1:30 pm - 2:45 pm     Michele Monserrati

GBST 246  (F)  Asian American Performance: Activism and Aesthetics  (DPE)

Cross-listings: GBST 246  THEA 246  AMST 249

Secondary Cross-listing
This seminar will explore contemporary Asian American plays, stand-up comedy, performance art, and spoken word with an eye to how artists do politics through their cultural labor. We will begin with a brief survey of images from popular media to identify legacies of Orientalism. From here we will move towards examining the ways in which Asian American artists from various eras subvert stereotypes and pursue projects of social justice. In watching performances and reading scripts, essays, and interviews, we will attend to narratives, acting methods, theatrical design, spectatorship, and the political economy of cultural production that shapes how Asian American artists make and show work. In addition, we will explore how artists stake political claims in the public sphere through teaching and community organizing.

Requirements/Evaluation: two 5-page critical essays, reading responses, class presentations, and active discussion participation

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: sophomores and juniors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
GBST 246 (D1) THEA 246 (D1) AMST 249 (D2)

Difference, Power, and Equity Notes: Course fosters critical engagement with artistic practices that seek to address the concerns of populations in the US who have historically had unequal access to resources and audiences for representing themselves and their political concerns. Students will ask questions about how Asian American artists address legacies of Orientalism, as well as how they facilitate community engagement and approach projects of social justice.

Not offered current academic year

GBST 247  (F)  Altering States: Post-Soviet Paradoxes of Identity and Difference  (DPE) (WS)

Cross-listings: SOC 248  GBST 247  RUSS 248

Secondary Cross-listing
Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very
reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the Russia-Ukraine conflict or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Bulgaria, Poland, Latvia and Ukraine. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

Class Format: The course will meet remotely for the most part, although in-person meetings with the appropriate precautions may be arranged at the tutorial partners' and instructor's discretion.

Requirements/Evaluation: 5-page paper every other week, written comments on the partner's paper in alternate weeks

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Anthropology, Sociology, and Russian majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 248 (D2) GBST 247 (D2) RUSS 248 (D1)

Writing Skills Notes: This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written feedback from both the instructor and the tutorial partner, and are workshopped during the tutorial meetings.

Difference, Power, and Equity Notes: Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. We will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

Fall 2020

TUT Section: RT1 TBA Olga Shevchenko

GBST 282 (F) Africanist Project to Black Consciousness

Cross-listings: PSCI 282 GBST 282

Secondary Cross-listing

In 1957, when it was clear the African Nation Congress was unwilling to change its multiracialist and nonracialist language in favor of Africanist pronouncements, Robert Mangaliso Sobukwe left the party and became the editor of The Africanist newspaper. Two years later he formed the Pan-Africanist Congress. Similarly frustrated that the National Union of South African Students was dominated by white liberals, in 1968 Bantu Steve Biko helped form the black-only South Africa Students’ Organization and, four years later, was the key figure in founding of the Black People’s Convention, created to promote black consciousness ideas within the broader South African population. This course focuses on Sobukwe's Africanist project and Biko's Black Consciousness Movement, the strategies against apartheid they promoted, and the visions of a free South Africa they imagined.

Class Format: Hybrid

Requirements/Evaluation: class participation; 3 two-page response papers; and a 10-12 final paper.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Political Science Majors, Global Studies Concentrators, Africana Studies Concentrators

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
In this seminar we will explore environmental conservation in Africa. In particular we will look at African ideas, ethics, and approaches to environmental conservation. Are there African ideas, ethics, and activities that are uniquely conservationist in nature? We will explore well-known African leaders to understand what spurred them to become conservationists, how they interpreted and communicated environmental crises. For example, Wangari Maathai is a world-renowned female scientist who established the Green Belt Movement in Kenya. This movement focuses on addressing the problem of deforestation. Ken Saro-Wiwa was an activist in Nigeria who fought for and alongside local communities against multinational oil corporations. We will examine these and other African conservation practices alongside popular images of environmental crisis that place blame for environmental degradation on Africans. Students will be invited to critically study histories of environmental management on the continent and the emergence, development, and impact of the idea of conservation. We will unpack the rich histories of conservation efforts in Africa, such as resource extraction, game parks, desertification, wildlife and hunting, traditional practices, and climate change.

Class Format: If there's sufficient enrollment, this course will be taught in 2 sections, 1 in-person section and 1 remote section;

Requirements/Evaluation: active participation in discussion, map quiz, reading reflections, critical reflections on films, a case study (5-7 pages), and a take-home final exam.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: If course is over-enrolled, preference to History Majors and students with a demonstrated interest in African studies. If there's sufficient enrollment, this course will be taught in 2 sections, 1 in-person section and 1 remote section.

Expected Class Size: 10-12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 335 (D2) ENVI 304 (D2) GBST 304 (D2) HIST 304 (D2)

Difference, Power, and Equity Notes: This course will intensively explore the question of how various global and local actors have defined environmental degradation and promoted approaches to conservation in Africa. It guides students through an examination of the different power dynamics that have shaped environmental conservation thought and practices on the continent. This course, therefore, provides a critical lens through which to examine the inequalities rooted in race, gender, and other forms of difference

Established in the early 1500s, the Mughal Empire was one of the grandest and the longest to rule the Indian subcontinent for over three hundred years. Commanding unprecedented resources and administering a population of 100 to 150 million at its zenith--much larger than any European empire in the early modern world--the Mughals established a centralized administration, with a vast complex of personnel, money, and information networks. Mughal emperors were also political and cultural innovators of global repute. Moreover, while the Mughal dynasty was brought to an end with British colonial rule over India in 1857, the Mughal administrative structures and cultural influences continued to have a lasting impact on the British and later Indian states that followed. Centered around the intersection of the themes of power, patronage of art and architecture and religion,
this course will ask: What factors contributed to the durability of the Mughal Empire for three centuries? How did global trade and innovations in taxation contribute to its wealth and stability? How did this dynasty of Muslim monarchs rule over diverse, and largely non-Muslim populations? How did they combine Persian cultural elements with regional ones to establish an empire that was truly Indian in nature? How were the Mughals viewed in their contemporary world of gunpowder empires like the Safavids of Persia and the Ottomans of Turkey? Readings will include the best of the recent scholarship on this vastly influential empire and a rich collection of primary sources, including emperor’s memoirs, accounts of European travelers, and racy biographies, which will allow students make their own analysis. They will also have the opportunity to interpret paintings (some of which are held in the WCMA collections) and architecture. They will also discuss how the Mughals are remembered in South Asian film and music.

Requirements/Evaluation: participation, response papers/short essays, one final paper

Prerequisites: none, open to first-year students with instructor permission

Enrollment Limit: 25

Enrollment Preferences: History majors and potential History majors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 312 (D2) REL 312 (D2) ASST 312 (D2) HIST 312 (D2)

Not offered current academic year

GBST 315 (S) Globalization

Cross-listings: GBST 315 ECON 215

Secondary Cross-listing

This course will examine the causes and consequences of globalization. This includes studying topics such as trade, immigration, foreign direct investment, and offshoring. The impact of these forms of globalization on welfare, wages, employment, and inequality will be a focal point. Throughout we will rely on economic principles, models, and empirical tools to explain and examine these contentious issues.

Class Format: discussion

Requirements/Evaluation: problem sets, two midterms, and a final paper and presentation

Prerequisites: ECON 110

Enrollment Limit: 25

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 315 (D2) ECON 215 (D2)

Not offered current academic year

GBST 322 (F) Waste and Value

Cross-listings: ENVI 322 GBST 322 ANTH 322

Secondary Cross-listing

What is trash and what is treasure? In what ways does value depend upon and necessitate waste, and how is the dialectic between the two inflected by culture? When we 'throw away' things at Williams College, where exactly do they go, and who handles them 'down the line'? What are the local and global economies of waste in which we are all embedded and how are they structured by class, race, caste, gender and nation? In this seminar we critically examine the production of waste - both as material and as category - and its role in the production of value, meaning, hierarchy and the environment. Readings include ethnographic accounts of sanitation labor and social hierarchy; studies of the political and environmental consequences of systems of waste management in the colonial period and the present; and theoretical inquiries into the relation between filth and culture, including work by Mary Douglas, Dipesh Chakrabarty and Karl Marx. Geographically the foci are South Asia, Japan, and the United States. There is also a fieldwork component to the course. In (safe, socially distant) fieldtrips we follow the waste streams flowing out of Williams - to an incinerator, a sewage treatment plant, recycling and composting facilities and other sites - and students individually explore the everyday social life of
waste in our communities.

Class Format: Hybridity is a beautiful and productive thing. Each week we will meet once for in-person seminar-style classes, virtual learners projected into the room with us. The other meeting each week will be either a fieldtrip (carefully designed with precautions, and with an individually-tailored alternative for virtual learners) or a synchronous virtual meeting with a guest speaker.

Requirements/Evaluation: regular posting of critical response papers, field notes on waste streams, research-based final paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: majors in ANSO, ENVI, ASST

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 322 (D2) GBST 322 (D2) ANTH 322 (D2)

Fall 2020

SEM Section: H1    MR 3:15 pm - 4:30 pm     Joel  Lee

GBST 330  (S) American Political Thought in Hemispheric Context

Cross-listings: PSCI 330  GBST 330

Secondary Cross-listing

Actors living during the Age of Revolutions witnessed an astounding number of social, political, and cultural changes. In the short period between 1775 and 1830 more than thirty popular insurgency movements took control of the American hemisphere, most of them by organizing around the principles of republican politics. In this course, we study the peoples, demands, and visions that comprised the popular movements of the Age of Revolutions to reconstruct the canon American Political Thought in hemispheric context. This course emphasizes the comparative features of post-colonial movements in the Americas and centers the contributions of indigenous, raced, gendered, and ethnicized communities. The course schedule is divided into two sections. The first half of the class situates the political and theoretical problems of American Political Thought by engaging with scholarship on post-colonial movements, decolonial thought, democratic theory, and theories of popular rule. The second half of the course contextualizes these frameworks by putting them in conversation with studies of revolutionary change, popular imagination, and case studies on revolutionary movements throughout the Americas. Students are expected to engage in archival research, as well as work with both primary and secondary sources on the Age of Revolutions. The class will meet remotely and hold synchronous discussions.

Class Format: The class will meet remotely for synchronous lecture and discussions. Recorded class sessions will be uploaded for any students who cannot meet synchronously.

Requirements/Evaluation: Regular attendance, consistent class participation, three Glow posts, three two-page reflection papers, and a final research paper of 10-12 pages

Prerequisites: At least one prior course in political theory, social theory, history of the Americas (either the United States or Latin America), or permission of instructor.

Enrollment Limit: 12

Enrollment Preferences: Concentrators in political theory in Political Science, then majors or concentrators in Political Science, American Studies, Global Studies, and Latino/a Studies

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 330 (D2) GBST 330 (D2)

Spring 2021

SEM Section: R1    WF 1:30 pm - 2:45 pm     Arturo  Chang
GBST 342 (F) Democratic Erosion

Cross-listings: GBST 342 PSCI 343

Secondary Cross-listing

A central tenet of political science is that once a country reaches a certain level of political and economic development, democracy will endure indefinitely. The contemporary moment calls on us to revisit this assumption. This course explores the causes and consequences of democratic erosion through the lens of comparative politics. We ask three central questions to inform our investigation: 1) What is democracy and its alternatives? 2) How do we identify democratic breakdown? and 3) What are strategies to counteract backsliding when it occurs? Importantly, this course is not intended as a partisan critique of any particular American politician or political party. Rather, it is designed to provide an opportunity to engage, critically and carefully, with claims about the state of democracy in the US and elsewhere; to evaluate whether those claims are valid; and, if they are, to consider strategies for mitigating the risk of democratic erosion here and abroad. Readings draw from academic scholarship, media commentary, and current events as they unfold. We will address both empirical and normative dimensions of the issues, as well as learn about examples of democratic erosion around the world from early 20th century until today. As a collaborative class taught at dozens of other colleges, the course enables you to engage in debates about democratic erosion with students throughout the US and around the world.

Class Format: As a hybrid course, the class will feature both in-person and online components. I will post 1-2 short lectures on GLOW to accompany assigned readings/media for the week. Our scheduled course time will be a mix of discussions, interactive learning exercises, and presentations. At least one class per week will be held in-person; whether the other class will be online or in-person will depend on a number of factors, including the distribution of students taking the course on campus or remotely.

Requirements/Evaluation: Active Class Participation, 3 Short Response Papers, Country Case Study (15-20 pages, written incrementally throughout semester) and Presentation.

Prerequisites: Prior coursework in political science or permission of instructor.

Enrollment Limit: 12

Enrollment Preferences: Political Science Majors, Global Studies Concentrators

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 342 (D2) PSCI 343 (D2)

Fall 2020

SEM Section: H1 MR 1:30 pm - 2:45 pm Elizabeth Iams Wellman

GBST 345 (S) Wonderland(s): Alice in Translation

Cross-listings: ENGL 365 COMP 345 GBST 345

Secondary Cross-listing

"What do you mean by that?" said the Caterpillar, sternly. "Explain yourself!" "I can't explain myself, I'm afraid, Sir," said Alice, "because I'm not myself, you see?" The confusion around personal identity, which Alice is seen to experience as she makes her way through Wonderland, can be examined productively as an allegory of translation. Beyond experiencing the developmental and socio-cultural transitions of a child, what happens to Alice, a seminal text in children's literature, when it travels down the rabbit hole to a new linguistic wonderland? For starters, the seven-year-old girl becomes Marie in Danish, Arihi in Maori, Ai-chan in Japanese, and Paapachchi in Kannada. Then there are the highly idiosyncratic humor, word play, embedded English nursery rhymes, and iconic illustrations by Tenniel. How do they fare in new linguistic, cultural, and even genre contexts? Lewis Carroll told his publisher in 1866: "Friends here seem to think the book is untranslatable." And yet. Over 200 translations later, including Kazakh, Shona, Papiamento, Braille, and Emoji, Alice continues to delight children and adults all over the world and to pose myriad challenges as well as opportunities for translators. This course will serve as an introduction to the theory and practice of translation using Carroll's Alice as an anchoring primary text. We will examine key disciplinary issues and concepts, such as equivalence, rewriting, fidelity, and ethics, and challenge the old canard that translation leads ineluctably, and exclusively, to loss.

Class Format: some Friday workshops

Requirements/Evaluation: active and substantive class participation; leading discussion; frequent short writing assignments and exercises; final
**Prerequisites:** students must have at least three years of college-level second-language instruction, or the equivalent (advanced proficiency), or permission of the instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** COMP majors; language majors; language students

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 365 (D1) COMP 345 (D1) GBST 345 (D1)

Not offered current academic year

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**GBST 351 (S) The New Left and Neoliberalism in Latin America (DPE)**

**Cross-listings:** PSCI 351 GBST 351

**Secondary Cross-listing**

Recent years have seen a resurgence of the political left in Latin America. This course seeks to understand the origins of this new left, the ideas and character of its protagonists, the neoliberal philosophy it opposes, and the arena of democratic politics it inhabits today. We first read polemics from both sides, before stepping back to consider Latin American political economy, including the twentieth-century left, from a more historical and analytical perspective. With this preparation, we then look more closely at major contemporary figures and movements in Venezuela, Bolivia, Ecuador, Brazil, and other countries. After considering explanations of the rise of the left and assessments of its performance in power, we end our common readings by asking what it might mean today to be on the left in Latin America—or anywhere—both in policy and political terms.

**Class Format:** discussion then seminar

**Requirements/Evaluation:** three short essays, a 1-page reflection paper, and a 12-page research proposal

**Prerequisites:** a course on Latin America and a course in Economics or permission of the instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** Political Science majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 351 (D2) GBST 351 (D2)

**Difference, Power, and Equity Notes:** The New Left in Latin America originated in efforts to remedy inequalities born of the Conquest, uneven capitalist development, and racial prejudice. Its neoliberal foes generally do not doubt the existence of these inequalities, but they question the proposition that the state could adequately address them. This course engages, contextualizes, and deepens the debate.

Not offered current academic year

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**GBST 352 (F) Politics in Mexico (DPE)**

**Cross-listings:** GBST 352 PSCI 352

**Secondary Cross-listing**

Geography has decreed that the futures of Mexico and the United States will be tightly bound. Yet Mexico enters this future with a very different past, a distinctive political system, important cultural differences, and mixed feelings about its neighbor to the north. This course has four parts differing in content and format. The first is historical and mostly lecture. It considers several themes, including the slow emergence of a stable national state and the interplay between politics and economic change. In the second section, following a modified tutorial format, we consider politics and cultural policies around Mexican national identity in the twentieth century, looking at films, journalism, popular music, and cultural criticism. Topics include the politics of race; rapid urbanization, especially in the valley of Mexico; and the cultural impact of the turn toward the north, after 1990, in economic policy. Then, after a few discussion classes on migration, organized crime, political corruption, the COVID-19 pandemic, and other issues facing the current government of Andrés Manuel López Obrador, we turn to a seminar-style discussion of student research projects.
Class Format: lectures will be recorded for viewing before class sessions; four weeks of modified tutorials in pairs or small groups online; discussion classes to include in-person and online, in distinct sections if appropriate; online seminar

Requirements/Evaluation: map quiz; one three-page and three two-page essays; two one-page commentaries; and a seven- to eight-page research proposal, an early version to be presented to the class in online seminar

Prerequisites: some knowledge of Mexican history

Enrollment Limit: 15

Enrollment Preferences: Political Science majors and seniors

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 352 (D2) PSCI 352 (D2)

Difference, Power, and Equity Notes: One unit of the course directly engages the tension between racial and cultural diversity, on one side, and national identity in 20th century Mexico. Another critically analyzes the reception in Mexican national discourse of the experiences of discrimination suffered by migrants in the USA.

Fall 2020

LEC Section: H1    TR 9:45 am - 11:00 am    James E. Mahon

CON Section: H2    TBA    James E. Mahon

GBST 356 (S) The Myth of Venice and its Modern Aftermath

Cross-listings: COMP 356 ENGL 358 GBST 356

Secondary Cross-listing

The Republic of Venice existed for over a millennium, during which time its historical image came to be enmeshed with mythical representations, such as the image of the city rising out of the waters of the lagoon, or the personification of the city itself as a Queen of the Adriatic. This course begins in the year 1797, at the end of the Republic, and the emergence of an extensive body of literature centered on Venice and its mythical facets. Readings will include Romantic views of Venice and the 20th century reshaping of the literary myth surrounding the city. A journey into this fascinating tradition will shed light on how the literary and visual representation of Venice, rather than the focus on a nostalgic evocation of the death of the Republic, became a premise of exploration for literary modernity. Toward the end of the course we will leave the lagoon to explore the postmodern recreations of Venice around the world (from Los Angeles and Las Vegas, to Macao, Yongin, and beyond) Readings will include excerpts from Byron's Childe Harold's Pilgrimage, John Ruskin's Stones of Venice, as well as full readings of Thomas Mann's Death in Venice, Marinetti's Futurist manifestos, Italo Calvino's Invisible Cities, and more. We will also examine movies, such as Luchino Visconti's Senso and Death in Venice and Nicholas Roeg's Don't Look Now. This course is offered in English; all texts are provided in translation.

Requirements/Evaluation: mini-papers, one individual presentation, mini-presentations, midterm, participation, final project

Prerequisites: familiarity with modern aesthetics such as romanticism, modernism and postmodernism is desirable

Enrollment Limit: 20

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Unit Notes: COMP core course

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 356 (D1) ENGL 358 (D1) GBST 356 (D1)

Not offered current academic year

GBST 358 (S) Religion and Law (DPE)
This course explores the concept of “law” through an investigation of the complex relationship between law, ethics, and religion. In doing so, we will look at legal theoretical texts as well as legal anthropological studies to pose critical questions about the nature of law, the functioning logic of law, the relationship between law and lived experience, and the legal construction of categories and facts. In the course, we will consider two intersections of religion and law: the particularities of religious legal traditions and the relationship between religion and secular law. Topics will include the secular legal construction of religion, the relationship between law and ethics, the nature of legal hermeneutics, and the racial, gender, and sexual politics of legal interpretation.

**Requirements/Evaluation:** reading response, two essays, final research paper

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Religion majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 358 (D2) REL 358 (D2)

**Difference, Power, and Equity Notes:** Law is seen as both a repressive and liberatory force. In taking a critical approach to the nature of law and legal interpretation, this course prepares students to think about the language of “rule of law,” “order,” and “justice” as a complex relationship between law and power.

Not offered current academic year
**Writing Skills Notes:** This course will enable students to write weekly while engaging with various forms of writing skills: articulating arguments in short response papers (3-4 pages each), developing visual criticism through writing two film reviews, (1 page each), journaling through writing a personal reflections on a performance project, and honing research language in producing a final paper of 7-10 pages. Instructor's feedback and peer review sessions will include review of drafts and argumentative structures.

**Difference, Power, and Equity Notes:** At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.

Spring 2021

SEM Section: R1    TR 8:30 pm - 9:45 pm     Aparna  Kapadia

**GBST 391  (S) When India was the World: Trade, Travel and History in the Indian Ocean** (DPE) (WS)

**Cross-listings:** GBST 391 ASST 391 HIST 391

**Secondary Cross-listing**

What do Ibrahim Ben Yiju, a Jewish merchant from 11th century Yemen, Ibn Batutah, a Muslim scholar from 15th century Morocco and Captain Kidd, a 17th century English pirate have in common? All three men travelled and lived in the Indian Ocean region! This course explores the history of one of the world's oldest maritime highways that has connected the diverse cultures of Asia, Africa and Europe for millennia, thus making it a vital element in the birth of globalization. Moving away from conventional land-centric histories, we will focus instead on understanding the human past through oceanic interactions. South Asian ports and port cities remained the fulcrum of the Indian Ocean world throughout its history; traders, travellers, nobles, scholars, pilgrims and pirates from all over the world travelled to the Indian coast in search of adventure, spices, knowledge and wealth. Thus we will primarily focus on India's role in the Indian Ocean roughly from the rise of Islam in the seventh century CE through the expansion of various European communities in the region and the subsequent rise of the global economy and colonialism in the nineteenth century. Rather than following a strict temporal chronology we will concentrate on themes such as travel and adventure; trade and exchange; trust and friendship; religion and society; pilgrimage; piracy; the culture of port cities; and food across time.

**Requirements/Evaluation:** class participation and weekly responses to readings, 4 short papers (4-5 pages), an oral presentation and final research (10 pages) paper based on any one of the 4 papers written during the course.

**Prerequisites:** none; open to all

**Enrollment Limit:** 15

**Enrollment Preferences:** history majors and students with demonstrable interest in maritime/Indian Ocean history

**Expected Class Size:** 10-12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 391 (D2) ASST 391 (D2) HIST 391 (D2)

**Writing Skills Notes:** Students will write 4 short papers (4-5 pages) each and receive detailed feedback from the instructor. One of the four papers will become the basis of a final research paper (10-12 pages) on which each student will work closely with the instructor and receive feedback on improving research and writing skills.

**Difference, Power, and Equity Notes:** This course questions the conventional view that global interconnectedness was the result of Europe's discovery of 'new worlds'. Instead, it centers non-European actors in facilitating global networks before colonialism. Throughout, students will critically engage questions of how Asian and African players forged and shaped global connections across the Indian Ocean arena and examine the ways in which these contributions have been overshadowed in traditional historiography.

Spring 2021

SEM Section: R1    TR 8:30 pm - 9:45 pm     Aparna  Kapadia

**GBST 397  (F) Independent Study: International Studies**
Global Studies independent study.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**Fall 2020**

IND Section: R1   TBA   Ngonidzashe Munemo

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**GBST 398 (S) Independent Study: International Studies**

International Studies independent study.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

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**Spring 2021**

IND Section: R1   TBA   Ngonidzashe Munemo

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**GBST 409 (F) Crescent, Cross, and Star. Religion and Politics in the Middle East**

**Cross-listings:** GBST 409 ARAB 409 HIST 409

**Secondary Cross-listing**

Is religion the most powerful force in the Middle East? Is religion becoming more prominent in the political sphere and what impact will that have on religious minorities and the status of women in the Middle East? Using a case study and historical approach, this course will consider the development of religiously inspired political ideologies in the Middle East in the 19th and 20th century. We will explore the experience of Iran, Turkey, Israel, Egypt, Saudi Arabia, Lebanon and Jordan and evaluate role of religious actors, institutions, and ideologies in constructing national identities, policymaking, state-building, regime change, conflict, and war.

**Requirements/Evaluation:** class participation and a 25-page research paper

**Prerequisites:** none; preference will be given to History, Jewish Studies and Arabic Studies Majors and to those who have taken History 207

**Enrollment Limit:** 19

**Enrollment Preferences:** History majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 409 (D2) ARAB 409 (D2) HIST 409 (D2)

Not offered current academic year

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**GBST 412 (F) Gandhi: History, Ideas and Legacy (WS)**

**Cross-listings:** REL 412 LEAD 412 GBST 412 ASST 412 HIST 496

**Secondary Cross-listing**

This course studies the life, work, and ideas of M.K. Gandhi (1869-1948), one of the most influential thinkers of the non-western world. Gandhi is well known today for his philosophy of non-violent resistance and its application in India's freedom struggle as well as his influence on the work of leaders like Martin Luther King and Nelson Mandela. Hailed as the 'father of the Indian nation', however, Gandhi is not only known for his political ideas but also for his deep engagement with aspect of everyday human behavior and morality: truth, vegetarianism, sex and celibacy, to name just a few of his obsessions which contributed to making his broader philosophy. It is this commitment to a morally pure life that earned him the title of 'Mahatma' or Great Soul in India. This tutorial will focus on three key aspects of Gandhi: his ideas of peaceful protest as means of social and political change, his contemplations on moral philosophy, and on his legacy in modern India and the world. Students will read a combination of Gandhi's own writings as well as journal articles, monographs and films. The course will probe questions such as: What was the context and nature of Gandhian nationalism?
Did it help to integrate the Indian nation? Was Gandhi truly a Great Soul, a saint or a shrewd politician? In what ways did Gandhi receive and remember by the Indian nation today? How does understanding a figure like Gandhi facilitate our understanding of modern nationalism, citizenship and political action?

Class Format: REMOTE. This tutorial will be taught remotely but will otherwise follow the usual tutorial format of weekly hour-long meetings, pairing students who will alternatively write papers and critiques each week.

Requirements/Evaluation: 5-7-page essays or 2-page critique due each week and a final report (3-4 pages) at the end of the semester.

Prerequisites: None, except students who have taken HIST488T will not be permitted to take this class.

Enrollment Limit: 10

Enrollment Preferences: Senior history majors and students who have previously taken HIST221. Students who have previously taken HIST488T will not be permitted to take this class.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 412 (D2) LEAD 412 (D2) GBST 412 (D2) ASST 412 (D2) HIST 496 (D2)

Writing Skills Notes: As a tutorial, this course is Writing Intensive as students not only write weekly papers but they also develop critical tools to engage in close reading of texts and interpret them and the facts therein. Each week, they will develop their writing by providing constructive criticism of their partner's paper, and in turn, learn to receive and build on critiques of their own work. Students will be given the opportunity to substantively revise their work on a regular basis.

Fall 2020
TUT Section: RT1 TBA Aparna Kapadia

GBST 420 (F) Architecture and Sustainability in a Global World (WS)

Cross-listings: ARTH 420 GBST 420 ENVI 420

Secondary Cross-listing

What does it mean to create a sustainable built environment? What do such environments look like? Do they look the same for different people across different times and spaces? This course takes these questions as starting points in exploring the concept of architectural sustainability, defined as "minimizing the negative impact of built form on the surrounding landscape," and how this concept can be interpreted not only from an environmental point of view, but from cultural, political, and social perspectives as well. Over the course of the class, students will explore different conceptualizations of sustainability and how these conceptualizations take form in built environments in response to the cultural identities, political agendas, social norms, gender roles, and religious values circulating in society at any given moment. In recognizing the relationship between the way things are constructed (technique of assembly, technology, materials, process) and the deeper meanings behind the structural languages deployed, students will come to understand sustainability as a fundamentally context-specific ideal, and its manifestation within the architectural environment as a mode of producing dialogues about the anticipated futures of both cultural and architectural worlds.

Class Format: This course will be taught in a hybrid mode, with both online (lecture) and in-person (discussion) elements.

Requirements/Evaluation: weekly reading discussion question posts on GLOW, leading class discussions, and a final project/paper (15-20 pages) with presentation

Prerequisites: none, although a course in art/architectural history or environmental studies would be advantageous

Enrollment Limit: 12

Enrollment Preferences: Art History majors, Environmental Studies majors, History and Studio majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 420 (D1) GBST 420 (D2) ENVI 420 (D1)

Writing Skills Notes: This course develops writing proficiency using a series of sequenced assignments that culminate with the formation of a
well-articulated, compelling final project. Students will receive extensive feedback on these assignments via a progression-oriented evaluative system that involves both instructor and peer feedback, and will take part in a writing seminar towards gaining the necessary tools for drafting work, formulating ideas, organizing sections, and crafting an abstract.

Fall 2020
SEM Section: R1  TR 9:45 am - 11:00 am  Michelle M. Apotsos

GBST 480  (F) Interpretations of the Israeli Palestinian Conflict  (DPE)
Cross-listings: ARAB 480  GBST 480  JWST 480  HIST 480

Secondary Cross-listing
This tutorial addresses the powerful, competing, and bitterly contested historical narratives that underpin the Israeli-Palestinian conflict. Both Israelis and Palestinians appeal to history to legitimize their territorial claims and to justify contemporary action. Special attention will be paid to the interpretations of key historical moments, especially the 1948 and 1967 wars, and on the contrasting views of some of the core issues of the conflict (Jerusalem, refugees, settlements, terrorism).

Requirements/Evaluation:  5- to 7-page essays or 2-page critiques due each week and a final report (3-4 pages) at the end of the semester
Prerequisites:  none, though some academic experience with Middle East materials is preferred
Enrollment Limit:  10
Enrollment Preferences:  History majors and Arabic Studies majors and Jewish Studies concentrators
Expected Class Size:  10
Grading:  no pass/fail option,  no fifth course option
Distributions:  (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ARAB 480 (D2) GBST 480 (D2) JWST 480 (D2) HIST 480 (D2)

Difference, Power, and Equity Notes: This course challenges students to engage with difference and power in the Israeli Palestinian conflict though the reading of historical works that have different political motivations. Students will develop tools to comprehend the complexities of perspectives in Israel and Palestine. Students will gain a better understanding of nationalism, state power, inequality, victimhood, desperation, corruption, and injustice and gain tools to seek equitable solutions to the conflict in the future.

Not offered current academic year

GBST 491  (F) Senior Honors Project: International Studies
International Studies senior honors project.
Grading:  no pass/fail option,  no fifth course option
Distributions:  (D2)

Fall 2020
HON Section: R1  TBA  Ngonidzashe Munemo

GBST 492  (S) Senior Honors Project: International Studies
International Studies senior honors project.
Grading:  no pass/fail option,  no fifth course option
Distributions:  (D2)

Spring 2021
HON Section: R1  TBA  Ngonidzashe Munemo
**GBST 30 (W) Sr Proj: Global Studies**
To be taken by candidates for honors in Global Studies.

**Class Format:** honors project

**Grading:** pass/fail only

*Not offered current academic year*

**GBST 31 (W) Senior Thesis: Global Studies**
Global Studies senior thesis.

**Class Format:** independent study

**Grading:** pass/fail only

*Not offered current academic year*

**GBST 99 (W) Indep. Study: Global Studies**
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

*Not offered current academic year*
CLASSICS (Div I)
GREEK
Chair: Professor Edan Dekel

- Nicole G. Brown, Assistant Professor of Classics; on leave 2020-2021
- Kerry A. Christensen, Garfield Professor of Ancient Languages; on leave Fall 2020
- Edan Dekel, Chair and Professor of Classics, Chair of Jewish Studies Program; affiliated with: Religion Department
- Morgan V. King, Visiting Assistant Professor of Classics
- Sarah E. Olsen, Assistant Professor of Classics
- Amanda R. Wilcox, Professor of Classics

The course offerings in Classics enable students to explore the ancient Greek, Roman, and Mediterranean worlds from various perspectives, including literature, history, art, archaeology, philosophy, and religion. Courses are of two types: language (Greek and Latin) and courses in which all the readings are in English translation (Classical Studies). The 100-level language courses are intensive introductions to Greek and Latin grammar and reading skills; the 200-level language courses combine grammar review with primary readings from Greek or Latin texts of key historical periods; Latin 302 and the 400-level language courses are seminars that explore in depth selected authors or topics and the methods of analysis appropriate to each of them. Classical Studies courses offer introductions to and more specialized study of the literature, visual and material culture, history, and other aspects of the Greek and Roman worlds.

MAJOR

Majors and prospective majors are encouraged to consult with the department’s faculty to ensure a well-balanced and comprehensive selection of Classics courses appropriate to their individual interests. A course in ancient history is strongly recommended. Majors may also benefit from advice on courses offered in other departments that would complement their particular interests in Classics. A reading knowledge of French, German, and Italian is useful for advanced study in Classics and is required in at least two of these modern languages by graduate programs in classics, ancient history, classical art and archaeology, and medieval studies.

The department offers two routes to the major: Route A emphasizes more coursework in Greek and Latin, while Route B emphasizes more Classical Studies courses.

Route A: (1) Six courses in Greek and/or Latin, with at least two 400-level courses in one language. (2) Three additional courses from the offerings in Greek, Latin, or Classical Studies or from approved courses in other departments and programs.

Route B: (1) One course each from any two of the following categories: literature (CLAS 101 or CLAS 102); visual and material culture (CLAS 209 or CLAS 210); history (CLAS 222 or CLAS 223). (2) Four courses in Greek or Latin with at least one at the 400-level, or the four-course sequence CLLA 101, 102, 201, and 302. (3) Three additional courses from the offerings in Classical Studies or from approved courses in other departments and programs.

Classics Colloquium: All Classics majors in residence are expected to participate fully in the life of the department through attendance at lectures and other departmental events.

THE DEGREE WITH HONORS IN CLASSICS

Students who wish to be considered for the degree with honors will normally prepare a thesis or pursue appropriate independent study in one semester and winter study of their senior year. The thesis or independent study offers students the opportunity to work in depth on a topic of their choosing and to apply and develop the techniques and critical methods with which they have become acquainted during their regular course work. It may also include relevant work with members of other departments. In order to write a thesis, students normally must have a minimum GPA of 3.3 in their major courses and must submit a thesis proposal that earns departmental approval before the end of the spring semester of their junior year. To be awarded the degree with honors in Classics, the student is required to have taken a minimum of ten semester courses in the department (not including the thesis or independent study) and to have demonstrated original or superior ability in studies in the field both through course work and through the thesis or equivalent independent study.

COURSE NUMBERING SYSTEM

Language Courses: The numbering of courses through the 300 level reflects the prerequisites involved. The only prerequisite for any 400-level course is Greek 201 or Latin 302. The rotation of 400-level courses is arranged to permit exposure, in a three- to four-year period, to most of the important periods and genres of Greek and Latin literature. Students may enter the rotation at 100-level, 200-level, or 300-level, depending on
Classical Studies Courses: The numbering of these courses does not reflect a strict sequence, and most of them do not assume prior experience in Classics or a cross-listed field. The following pairs of courses offer excellent introductions to key areas of study within Classics: CLAS 101 and 102 (literature), CLAS 209, 210 (visual and material culture), CLAS 222, 223 (history).

STUDY AWAY

We strongly encourage Classics majors to study away in their junior year, at programs in Italy (especially the semester-length program at the Intercollegiate Center for Classical Studies in Rome), at programs in Greece (especially the College Year in Athens, which students need only attend for one semester), and in the Williams at Oxford Program. Our majors have also had excellent Classics experiences in other study-abroad programs in Italy and Greece and at various universities in Europe and the United Kingdom. In addition, we encourage students to take advantage of opportunities available in the summer: study abroad programs in Italy and Greece, archaeological digs, or even carefully planned individual travel to sites in Greece, Italy or other areas of the ancient Mediterranean world. When the college cannot do so, the department may be able to provide some financial support for summer study abroad. The department’s faculty are always available to advise students, the chair has materials to share, and students can visit the department’s website for information and links to helpful sites. Majors who are considering studying away should especially consult with faculty members about the implications for language study.

FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g., syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Complete syllabus and course description, including readings/assignments.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

No.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

No, but students should consult with the department about language sequences.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:

None to date.

CLGR 101 (F) Introduction to Greek

This full-year, intensive course presents the fundamentals of Greek grammar, syntax, and vocabulary and introduces students, in the second semester, to works of the classical period (usually Xenophon and Euripides).

Class Format: Greek 101-102 is being offered as a hybrid course. It is designed so that any student may enroll and thrive regardless of their location or mode of participation--on-campus and taking the class in person or studying remotely from any location. Greek 101 will meet during the scheduled course hours, with flexible options available to remote learners. Students who will be taking the class remotely are encouraged to reach out to me to discuss the course and their individual circumstances.

Requirements/Evaluation: frequent quizzes, tests, and a final exam

Prerequisites: none; designed for students who are beginning Greek or have studied less than two years of Greek in secondary school; students with some previous experience in Greek may want to enroll in CLGR 102 only (consult the department)
**Enrollment Limit:** 15

**Enrollment Preferences:** Classics majors or intended Classics majors, first years and sophomores

**Expected Class Size:** 8-10

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** credit granted only if both semesters (CLGR 101 and 102) are taken

**Distributions:** (D1)

**Fall 2020**

LEC Section: H1  MW 6:45 pm - 8:00 pm  Sarah E. Olsen

CLGR 102  (S) Introduction to Greek

This full-year, intensive course presents the fundamentals of Greek grammar, syntax, and vocabulary and introduces students, in the second semester, to works of the classical period (usually Xenophon and Euripides).

**Class Format:** Greek 101-102 is being offered as a hybrid course. It is designed so that any student may enroll and thrive regardless of their location or mode of participation--on-campus and taking the class in person or studying remotely from any location. Students who will be taking the class remotely are encouraged to consult with the instructor about their circumstances.

**Requirements/Evaluation:** frequent quizzes, tests, and a final exam

**Prerequisites:** CLGR 101 or permission of department

**Enrollment Limit:** 15

**Enrollment Preferences:** Classics majors or intended Classics majors, first years and sophomores

**Expected Class Size:** 8-10

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** credit granted only if both semesters (CLGR 101 and 102) are taken

**Distributions:** (D1)

**Spring 2021**

LEC Section: H1  TR 8:30 am - 9:45 am  Kerry A. Christensen

CLGR 201  (F) Intermediate Greek

The mythology of minimalist, outdoor education runs deep. Socrates famously prodded his students with questions while strolling through and beyond the city of Athens, and his intellectual descendant, Aristotle, enshrined the value of learning-in-motion through his Peripatetic ("walking around") school of philosophy. Here at Williams, the enduring image of "the log" idealizes direct dialogue between professor and student(s) in a natural setting. Henry David Thoreau, in a quote inscribed near the summit of Mt. Greylock, remarks that "it were as well to be educated in the shadow of a mountain as in more classic shades. Some will remember, no doubt, not only that they went to college, but that they went to the mountain." In addition to celebrating outdoor learning, these models all valorize an education stripped of classroom and technological trappings--an education that requires only a curious mind and an intellectual guide. What might these models have to offer us in this extraordinary historical and cultural moment? In Greek 201 this fall, we will read excerpts from Plato's *Ion* and Hesiod's *Theogony* in their original Greek. These texts will give you a taste of both Classical prose and Archaic poetry and enable you to improve your ability to read, comprehend, and translate ancient Greek literature. Plato and Hesiod also offer important and influential perspectives on the origins, effects, and value of poetry, and we will use their work as a starting point for asking ourselves questions like: what is poetry? Where does it come from? What is it good for? In keeping with the minimalist models of education described above, we will explore those questions and read Greek together with as few trappings as possible: see "additional information" for course format details.

**Class Format:** This is a hybrid course, and it is designed to be fully accessible to both in-person and remote students. We will meet during the assigned class times (outdoors, as much as possible), with Zoom sessions available for those who need to study remotely for all or part of the semester.

**Requirements/Evaluation:** Your work in this course will be assessed through in-class participation and the completion of a set of take-home assignments (including a cumulative final assignment).

**Prerequisites:** CLGR 101-102 or two years of Greek in secondary school
Enrollment Limit: 12
Enrollment Preferences: Classics majors and intended Classics majors
Expected Class Size: 5-10
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)

Fall 2020
SEM Section: H1  MR 3:15 pm - 4:30 pm  Sarah E. Olsen

CLGR 401 (S) Homer: The Iliad
From the early archaic era through the classical and beyond, Homer's *Iliad* and *Odyssey* remained foundational in Greek discourse about community, leadership, war, heroism, family, friendship, loyalty, the gods, justice, and much more. Nearly all of subsequent Greek literature, both poetry and prose, developed out of a dialogue with these epics. In this course, we will read extensive selections from the *Iliad* in Greek and the entire epic in translation.

Requirements/Evaluation: class participation, short written exercises and/or oral reports, midterm and final exams, and a final paper
Prerequisites: CLGR 201 or permission of instructor
Enrollment Limit: 12
Enrollment Preferences: majors in Classics, Comparative Literature, English and other literatures
Expected Class Size: 5-6
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)

Not offered current academic year

CLGR 402 (S) Homer: The Odyssey
From the early archaic era through the classical and beyond, Homer's *Iliad* and *Odyssey* remained foundational in Greek discourse about community, leadership, war, heroism, family, friendship, loyalty, the gods, justice, and much more. Nearly all of subsequent Greek literature, both poetry and prose, developed out of a dialogue with these epics. In this course, we will read extensive selections from the *Odyssey* in Greek and the entire epic in translation.

Requirements/Evaluation: class participation, short written assignments and/or oral reports, a midterm and final exams, and a final paper
Prerequisites: CLGR 201 or permission of instructor
Enrollment Limit: 12
Enrollment Preferences: majors in Classics, Comparative Literature, English and other literatures
Expected Class Size: 5-6
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)

Not offered current academic year

CLGR 404 (S) Tragedy
Tragedy was a hybrid genre invented in sixth-fifth century Athens, where tragic performances in the city's festival of the Greater Dionysia played a vital role in the democratic polis. This course will focus on reading in Greek a complete tragedy of Sophokles or Euripides; we will also read in translation several other tragedies, a satyr-play, and a comedy of Aristophanes. While focusing on questions of particular importance for the play we are reading in Greek, we will also situate that play in a larger context by exploring, for instance: aspects of the social and political situations in and for which fifth-century tragedies were first produced; the several performance genres out of which tragedy was created; developments in the physical characteristics of the theater and in elements of staging and performance; problems of representation particularly relevant to theatrical production and performance.

Class Format: This is a hybrid course that will likely involve both Zoom and in-person sections; precise format (including potential alternate meeting
CLGR 405  (F)  Greek Lyric Poetry
This course will explore the development of Greek lyric poetry from the eighth to the fifth centuries BCE. Beginning with Archilochus, Sappho, and Alcaeus, and proceeding through such poets as Solon, Anacreon, Ibycus, and Theognis, we will examine the formal, social, and performative contexts of lyric, the influence of epic and choral poetry on the evolution of the genre, and the difficulties of evaluating a fragmentary corpus. Finally, we will explore the influence of political and economic changes in the early fifth century on the work of Simonides. The goal throughout is to investigate the structures, innovations, and problems of poetic self-expression in early Greek poetry.

Requirements/Evaluation:  class participation, a midterm exam, a final paper, and a final exam
Prerequisites:  CLGR 201 or permission of instructor
Enrollment Limit:  12
Expected Class Size:  5
Grading:  yes pass/fail option,  yes fifth course option
Distributions:  (D1)

Spring 2021
SEM Section: H1  MW 11:45 am - 1:00 pm  Sarah E. Olsen

CLGR 409  (F)  Plato
Plato's writing has exercised an incalculable influence on the development of subsequent philosophy and literature, but his dialogues are equally compelling when they are read independently of the works they have inspired. In this course we will read substantial selections from one or more of the so-called middle dialogues (Symposium, Phaedo, Republic, Phaedrus), in which a variety of speakers, including Socrates, ask and provisionally answer questions such as what are love, beauty, and justice, and how does the human soul in possession of these goods participate in the divine?

Class Format: For the fall of 2020, this course will taught online. The seminar will meet at the regularly scheduled time twice a week or at a mutually agreed on time that does not conflict with other course work.

Requirements/Evaluation:  evaluation will be based on class participation, several short written assignments, a midterm and final exam, and a longer final paper
Prerequisites:  CLGR 201 or permission of instructor
Enrollment Limit:  12
Enrollment Preferences:  if oversubscribed, preference given to majors in Classics, Philosophy, Comparative Literature, English or another literature
Expected Class Size:  5-6
Grading:  yes pass/fail option,  yes fifth course option
Distributions:  (D1)

Fall 2020
SEM Section: R1  TBA  Amanda R. Wilcox

CLGR 412  (F)  Herodotus
This course will focus on the reading in Greek of Herodotus' Histories, his multivalent and deeply human account of how and why several hundred years of contact and conflict between the Greek city-states and non-Greek peoples to the east culminated in the Persian invasion of Greece. We will explore the ways in which his rich narrative style and intellectual landscape reflect the influence of Greek and near-eastern oral traditions, Ionian philosophical thought, Greek tragedy, and contemporary Athenian rhetoric and philosophy. We will also study his use of anthropological methods, ethnography, and geography in explaining human events. Among the many themes that permeate his work, we will pay special attention to the working of divine versus human justice, the mutability of human affairs, the nature of authority, the role of family, and the quest for wisdom.

Requirements/Evaluation: class participation, two short written assignments, a midterm exam, a final paper, and a final exam

Prerequisites: CLGR 201 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Classics majors

Expected Class Size: 8

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

CLGR 414 (F) Thucydides

This course will focus on Thucydides' powerful history of the Peloponnesian War. It is a rich text with much to say about human nature, human motivation, power, morality, the fragility of civilized life, the nature of democracy, leadership, causality in human affairs, and the impact on the Greek city-states of thirty years of nearly continuous war.

Requirements/Evaluation: class preparation and participation, a midterm exam, a final paper, and a final translation exam

Prerequisites: CLGR 201 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Classics majors

Expected Class Size: 6

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

Winter Study

CLGR 99 (W) Independent Study: Greek

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year
GENERAL STATEMENT OF GOALS

The History department seeks to cultivate a critical understanding and awareness of the past and the development of our students’ intellectual, analytical, and rhetorical abilities. In pursuit of the first objective, through its curricular offerings the department seeks both to expose students to the richness, diversity, and complexities of human history over long periods of time and in different geographic regions and to provide students with the opportunity to explore aspects of the past in depth. At the same time, the department endeavors to develop students’ ability to think historically and to foster in them an appreciation of the contested nature and the value of historical knowledge by confronting them with the variety of ways in which historians have approached and interpreted the past, engaging them in issues that provoke historical debate, and familiarizing them with the nature and uses of historical evidence. By engaging students in the critical study of the past, finally, the department seeks to develop their ability to formulate historically informed analyses and their analytical and rhetorical skills.

COURSE NUMBERS

The course numbering system used by the History Department reflects the different types and objectives of courses offered at each level. The
different course levels are distinguished less by degree of difficulty than by the purposes that the courses at each level are intended to serve and the background knowledge they presume.

First-Year Seminars and Tutorials (102-199): These writing-intensive courses give students an opportunity to explore an exciting historical topic in-depth, learn about the discipline of history, and improve their research and writing skills. Because these courses emphasize the acquisition of skills required for the advanced study of History, they are ideal for students contemplating a major in History.

Each 100-level seminar is normally limited to nineteen students and focuses both on training in research skills (such as using the library, navigating on-line resources, formulating a research question and developing a research agenda, and learning how to use different types of evidence) and on the acquisition of reading skills (such as how to interpret different kinds of historical writing and the arguments historians make). These seminars especially emphasize the importance of writing and include varied assignments that stress the mechanics of writing and revision and focus on issues of argumentation, documentation, and style. Enrollment preference in 100-level seminars is normally given to first-year students and then to sophomores.

Each 100-level tutorial stresses the importance of interpreting historical evidence and evaluating the arguments made by historians and likewise fulfills the writing-intensive requirement. Enrollment in these courses is limited to ten students, each of whom is expected to write five or six interpretive essays and present five or six oral critiques of another student’s work. First-year students and sophomores will normally be given equal enrollment preference in 100-level tutorials.

First-year seminars and tutorials can be counted toward the History major and used to meet the department’s group and concentration requirements.

Introductory Survey Courses (202-299): These courses are open to all students and are intended to provide a basic understanding of the history of peoples, countries, and geographic regions over relatively long time-spans. Most of all, they will provide students with the background necessary for more advanced study in history at the 300 and 400 level. They are offered in either small or large formats, depending on the individual course.

Major Seminars (301): Major seminars explore the nature and practice of history, are required for the degree in History, and are normally restricted to junior History majors. Although these seminars vary in topic and approach, each focuses on the discipline of history itself—on the debates over how to approach the past, on questions of the status of different kinds of evidence and how to use it, on the purpose of the study of history. Focusing on questions of methodology, epistemology, and historiography, these courses ask: What kind of knowledge do historians claim to produce? What does it mean to study the past? How do historians approach the project of studying the past? Each year several major seminars will be offered. Students who plan to study abroad during their junior year may take their major seminar in the spring semester of their sophomore year (space permitting), and those planning to be away for the whole of their junior year are encouraged to do so.

Advanced Electives (302-396): These advanced, topical courses are more specialized in focus than are the introductory survey courses (202-299) and are intended to follow such courses. Enrollment is often limited. Because these courses may presume some background knowledge, the instructor may recommend that students enroll in an appropriate introductory course before registering for an advanced elective.

Advanced Seminars (402-479): These are advanced courses normally limited in enrollment to fifteen students. Each seminar will investigate a topic in depth and will require students to engage in research that leads to a substantial piece of historical writing. All History majors are required to complete either an advanced seminar (402-479) or a tutorial (480-492). Instructors may recommend prior coursework in the area of the seminar. Preference is given to senior History majors, followed by junior History majors.

Advanced Tutorials (480-492, 495): These are advanced reading and writing courses that offer an in-depth analysis of a topic in tutorial format. Tutorials are limited in enrollment to ten students and preference is given to senior History majors. All History majors are required to complete either an advanced seminar (402-479) or a tutorial (480-492). Instructors may recommend prior coursework in the area of the tutorial. The writing of five or six essays and the oral presentation of five or six critiques of another student’s essays are central to tutorials.

Within each of these levels, courses are further divided by geographical area:

- Africa and the Middle East: 102-111, 202-211, 302-311, 402-411
- Asia: 112-121, 212-221, 312-321, 412-421
- Europe and Russia: 122-141, 222-241, 322-341, 422-441
- Latin America and the Caribbean: 142-151, 242-251, 342-351, 442-451
- United States: 152-191, 252-291, 352-387, 452-471
- Transnational/Comparative: 192-199, 292-299, 388-396, 472-479

**ADVISING**

Both majors and non-majors are encouraged to talk at any time with the department chair, the department administrative assistant, or any other member of the department about the History major.
All incoming majors will choose a faculty advisor in the spring of their sophomore year. All majors must meet with their advisor in the beginning of the fall semester, to develop their Concentration (see below), and at the time of the spring semester registration period in order to have their courses and plans for the History major approved. Students who are interested in the senior thesis program or graduate school should contact the faculty director of the Thesis Program. Prospective study abroad students should contact the department’s administrative assistant.

THE MAJOR

The major consists of at least nine semester courses as follows:

**Required Courses in the Major**
- One Major Seminar (History 301)
- At least one Advanced Seminar (History 402-479) or Tutorial (History 480-492)

**Elective Courses**
- Seven (or more) additional semester courses in History, at least one to be chosen from among three of the following groups:
  - Group A: The History of Africa
  - Group B: The History of Asia
  - Group C: The History of Europe and Russia
  - Group D: The History of Latin America and the Caribbean
  - Group E: The History of the Middle East
  - Group F: The History of the United States and Canada
  - Group G: Global History

In addition, students must take at least one course dealing with the premodern period (designated Group P in the catalog); this may be one of the courses used to fulfill the group requirement (Groups A-G).

A single course can meet the requirement for no more than one of Groups A through G.

**Concentration In The Major**

Students are encouraged, in consultation with their advisors, to design a concentration within the History major. A concentration should consist of at least three courses that are linked by common themes, geography, or time period. Only one of those courses can be a 100-level seminar while at least one must be a 300- or 400-level course. Courses in the concentration may be used to fulfill the group requirements. Courses taken abroad may be included in the concentration with the approval of the department chair.

THE DEGREE WITH HONORS IN HISTORY

The History Department offers a thesis route to the degree with honors in History. This involves a ten-course major as well as an independent WSP. Students wishing to undertake independent research or considering graduate study are encouraged to participate in the thesis program and seminar.

Application to enter the thesis program is made by spring registration in the junior year and is based on a solid record of work of honors caliber, normally defined as maintaining at least a B+ average in courses taken for the major. Students who intend to write a thesis submit a proposal to the History Department at this time. Students who will be away during the spring semester of their junior year make arrangements to apply before leaving. Normally, it is the responsibility of the student to secure the agreement of a member of the department to act as their thesis advisor, normally a faculty member with whom the student has worked in the past. The student therefore consults with a member of the department about a thesis topic and secures the faculty member’s agreement to serve as their thesis advisor prior to submitting a proposal to the department. The thesis proposal must be signed by a member of the History Department. Normally, the thesis topic is related to course work that the student has completed. Students should be aware that, while the department tries to accommodate all students who qualify to write a thesis, particular topics may be deemed unfeasible. Final admission to the thesis program depends on the department’s assessment of the qualifications of the student and the feasibility of the project.

Once the student has been notified of admission to the thesis program, they register for History 493, Senior Thesis Seminar, in the fall semester, for History 031 during winter study, and for History 494, Senior Thesis Seminar, in the spring. In addition to researching and writing a thesis of approximately 75-100 pages, students attend special presentations under the History Department’s Class of 1960 Scholars Program.

During the fall, students work regularly on their research and consult frequently with their advisors. Throughout the semester, thesis writers also present progress reports for group discussion to the seminar (History 493). Performance in the seminar is taken into consideration in determining students’ continued participation in the thesis program and is taken into account in determining their final thesis grades calculated at the end of the
year. Students are required to submit one draft thesis chapter to their advisor and the director of the thesis seminar by the end of the fall semester. During the first week of winter study students present their draft chapter to the thesis seminar and members of the history department thesis committee. Students deemed to be making satisfactory progress on their research and writing at this point are allowed to continue with the thesis. They devote the entire winter study period to thesis work. They normally conclude their research during winter study and must complete a second draft chapter of their thesis for submission to their advisor and the director of the thesis seminar before the end of winter study. By the beginning of spring semester, the thesis committee formally consults with advisors and makes a recommendation to the department on which students are allowed to proceed with the thesis. Those students continuing with the thesis present a draft chapter of their thesis to the thesis seminar and members of the department’s thesis committee during the early weeks of the second semester.

Completed theses are due in mid-April, after which each student prepares and makes a short oral presentation of their thesis at the departmental Thesis Colloquium. Another student who has read the thesis then offers a critique of the thesis, after which the two faculty readers of the thesis offer their own comments and questions, followed by a general discussion of the thesis by students and other members of the department.

**LANGUAGE**

Study of a foreign language is basic to the understanding of other cultures. Particularly those students who might wish to do graduate work in History are encouraged to enroll in language courses at Williams.

**STUDY ABROAD**

The History Department considers immersion in and familiarity with a foreign culture not only to be valuable in themselves, but also to provide an important way of understanding the past. Students who major in History therefore are encouraged to study a foreign language and to consider studying abroad during their junior year. History courses taken as part of a study abroad program that is recognized by the college normally can be used to satisfy departmental distribution and general requirements, up to a maximum of three courses (this limit does not apply to tutorials taken as part of the Williams-Exeter Program). Courses taken abroad, even at Oxford, cannot be used to satisfy the major seminar and advanced seminar/tutorial requirements, with only one exception: the tutorial on “Historiography: Tacitus to Weber” that is offered through the Williams-Exeter Program can count for major seminar credit. Students who plan to study abroad during their junior year may take their major seminar in the spring semester of their sophomore year, and those planning to be away the whole of their junior year are strongly encouraged to do so.

Students interested in studying abroad during their junior year should discuss their plans with a member of the department as well as with the department’s administrative assistant. Approval of departmental credit for courses taken abroad normally must be obtained from the chair or from the department’s administrative assistant prior to the commencement of the study abroad program.

**FAQ**

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

**Can your department or program typically pre-approve courses for major/concentration credit?**

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department. The student needs to provide as much information as possible to the department chair, and approval is provisional upon the student actually taking the course as detailed in the syllabus and/or course description.

**What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?**

Course title and description, and complete syllabus including readings/assignments.

**Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?**

Yes. The maximum number of credits is three.

**Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?**

Yes. I'm not quite sure that I understand what "type" means here—the courses need to be historical in approach and content for credit. This means that courses not listed under History in the study abroad program might be considered for history major credit.

**Are there specific major requirements that cannot be fulfilled while on study away?**

Yes. HIST 301 (with the exception of one particular tutorial offered through the Williams-Oxford Programme) and a 400-level seminar or tutorial.

**Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)**

No. Students who will be studying abroad for the entire year are encouraged to take HIST 301 before their junior year.

**Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:**
HIST 104 (S) Race and a Global War: Africa during World War II  (DPE) (WS)

Cross-listings: AFR 104  HIST 104

Primary Cross-listing

This course highlights African experiences of World War II. Although most histories have excluded Africa's role in the war, the continent and its people were at the center of major developments during in this global conflict. In fact, many Africans remember the Italian invasion of Ethiopia in 1935 as the start of the war. African servicemen fought alongside the Allied and Axis forces on major warfronts in Europe, Africa and Asia. African communities and individuals also established war charity campaigns to collect funds, which they sent to war ravaged societies in Europe. Indeed, African economies, despite their colonial statuses, kept European imperial nations afloat in their most hour of need. At the same time, African colonial subjects faced severe food shortages, the loss of working-age men to labor and military recruiters, and dramatically increased taxes. We will examine the impact of these and other wartime pressures on different African communities. How did African societies meet such challenges and how did they view the war? In this course we will examine the roles that women played during the war, and the various other ways that African communities met wartime demands. Other topics we will explore include the role of African women; colonial propaganda; political protest against the war; race and racial thought in the wartime era; war crimes; African American support for the liberation of Ethiopia; and the war's impact on decolonization across the continent. We will further study how Africans and outsiders have differently conceptualized the continent's role in the war by analyzing a variety of sources, including scholarly writings, archival materials, films, former soldiers' biographies, and propaganda posters.

Requirements/Evaluation:  active participation in discussion, map quiz, 2 short papers (3-5 pages), presentation, and one research paper (8-12 pages)

Prerequisites:  first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit:  15

Enrollment Preferences:  first-year students and then sophomores who have not previously taken a 100-level seminar

Expected Class Size:  15

Grading:  no pass/fail option, no fifth course option

Distributions:  (D2)  (DPE)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 104 (D2) HIST 104 (D2)

Writing Skills Notes:  Students will write two 3-5-page essays each written in two drafts with instructor comments. They will also write an 8-12-page research paper with required submission of a proposed topic, an annotated bibliography, an outline, and a draft before the final paper itself. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes:  This course explores the colonial relationship during a major global crisis. Students will examine existing narratives of African contributions to the war and to come up with their own interpretations, and will be called to critically engage the question of why and how colonies made significant contributions to the Allied cause by producing needed materials and resources or by joining the fight. Africans made these contributions spite of various and complex inequities.

Spring 2021

SEM Section: H1  MW 11:45 am - 1:00 pm  Benjamin Twagira

HIST 109 (S) The Iranian Revolution  (DPE) (WS)

Cross-listings: ARAB 109  HIST 109

Primary Cross-listing

The Iranian Revolution was a major turning point in world history that resulted in the establishment of the Islamic Republic of Iran. This tutorial will evaluate the causes and impact of the revolution and how this seminal event continues to have widespread repercussions around the globe. The first weeks will explore the history of pre-revolutionary Iran with special attention to religious and intellectual trends such as the ideas of Ayatollah Ruhollah Khomeini, Jalal al-e Ahmad, and Ali Shariati. We will then evaluate the revolution itself including the US hostage crisis, the downfall of the Shah Muhammad Reza Pahlavi Shah, and how Khomeini’s vision of society became paramount. Finally, we will explore the aftermath of the revolution
including Iran’s geopolitics, the nature of the theocratic system in Iran as well as how the revolution impacted every day lives of Iranians in Iran and abroad particularly how they reflect on the revolution in memoirs, films, and literature.

Class Format: Hybrid
Requirements/Evaluation: Weekly meetings. Weekly papers - either a 5 page primary paper or a 2-3 page response paper.
Prerequisites: No prerequisites.
Enrollment Limit: 10
Enrollment Preferences: First Years and Sophomores.
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
ARAB 109 (D2) HIST 109 (D2)
Writing Skills Notes: As a tutorial, students are expected to regularly write analytical and critical papers on the readings. They will receive regular and consistent feedback from the instructor and their partner and will be given the opportunity to re-write some of their assignments.
Difference, Power, and Equity Notes: The Iranian Revolution, like other major social movements, offered a compelling critique of the status quo and promised a more just society that would be more equitable for all Iranians. The tutorial will consider the relationship between the rhetoric of the Revolution and the lived reality, especially how this seminal event impacted the lives ordinary Iranians. Was the Revolution simply a change in the composition of the political elite or did it yield new realities and more access for Iranians

Spring 2021
TUT Section: HT1    TBA     Magnús T. Bernhardsson

HIST 110  (S)  The Veil: History and Interpretations  (DPE) (WS)
Cross-listings:  HIST 110  WGSS 110  ARAB 215

Primary Cross-listing
This tutorial will consider the history and the changing meanings of the veil (hijab) and its many manifestations (e.g. burqa, chador, niqab), starting with the earliest religious traditions and the status of women in Islamic law. We will then proceed to examine imperialist and orientalist representations of gender in the Middle East, the rise of Islamic feminism and finally consider the emergence and return of the veil in recent years in the Middle East, North America, Asia and Europe.
Requirements/Evaluation: each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper; by semester's end each student will have written a minimum of 40 pages
Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor
Enrollment Limit: 10
Enrollment Preferences: first-years, and then sophomores who have not previously taken a 100-level seminar and those with demonstrated interest in the Middle East
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
HIST 110 (D2) WGSS 110 (D2) ARAB 215 (D2)
Writing Skills Notes: Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.
Difference, Power, and Equity Notes: This tutorial considers the veil in many different cultural contexts and time periods and how it has multiple and complex meanings. What does the veil mean and how do people interpret it? Is it empowering or is it subjugation?
Not offered current academic year

HIST 111  (F)  Movers and Shakers in the Middle East
This course examines the careers, ideas, and impact of leading politicians, religious leaders, intellectuals, and artists in the Middle East in the twentieth century. Utilizing biographical studies and the general literature on the political and cultural history of the period, this course will analyze how these individuals achieved prominence in Middle Eastern society and how they addressed the pertinent problems of their day, such as war and peace, relations with Western powers, the role of religion in society, and the status of women. A range of significant individuals will be studied, including Gamal Abd al-Nasser, Mustafa Kemal Ataturk, Ayatollah Khomeini, Muhammad Mussadiq, Umm Khulthum, Sayyid Qutb, Anwar Sadat, Naghuib Mahfouz, and Huda Shaarawi.

Requirements/Evaluation: class participation, short essays, and a final paper
Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor
Enrollment Limit: 19
Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar
Expected Class Size: 15-19
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
ARAB 111 (D2) HIST 111 (D2) LEAD 150 (D2)
Not offered current academic year

HIST 115 (F) The World of the Mongol Empire (WS)
Cross-listings: HIST 115 ASST 115

Primary Cross-listing
By the middle of the thirteenth century, Mongol armies led by Genghis Khan had conquered an enormous swath of territory, extending from China westward to Eastern Europe and the Middle East. Further expanded by Genghis’s descendants, the Mongol Empire incorporated a vast range of different peoples and cultures, enhancing communications, trade, and exchange among them. In this course we will examine the “world order” of the Mongol Empire from its origins on the Asian steppe through its expansion, consolidation, and disintegration, as well as its legacies. From a wide range of primary and secondary sources, including literature, chronicles, and traveler’s accounts, we will investigate the diverse experiences of the Mongol world in places such as China, Russia, Persia, and Central Asia.

Requirements/Evaluation: active participation in discussion, several short papers, and a final research paper
Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor
Enrollment Limit: 19
Enrollment Preferences: first-year students and then sophomores who have not previously taken a 100-level seminar
Expected Class Size: 15-19
Grading: yes pass/fail option, no fifth course option
Distributions: (D2) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
HIST 115 (D2) ASST 115 (D2)
Writing Skills Notes: Three 5- to 7-page papers written in two drafts each with instructor feedback, one 10- to 12-page final research paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.
Not offered current academic year

HIST 117 (S) Bombay/Mumbai: Making of a Modern Metropolis (WS)
Cross-listings: GBST 117 HIST 117 ASST 117

Primary Cross-listing
Bombay or Mumbai is India’s foremost urban center and is well known today as a truly global city. It is the heart of India’s commercial life comparable in vibrancy and multiculturalism with the world’s emerging cities like Shanghai, Hong Kong and Sao Paulo. What are the historical elements that
contributed to the making of India's most modern and global metropolis? What are the antecedents of the modernity, the vibrant culture, dark underbelly and economic diversity that characterize Bombay today? What does the history of Bombay tell us about modernity in India and the emerging countries of the third world in general? This seminar will help students to answer these questions through historical materials on Bombay as well a wide range of multimedia sources including cinema, photography and literature. With a focus on the 19th and 20th centuries, we will explore themes like the commercial culture of a colonial port city, the modern public sphere, theatre and film, labor migration, public health and prostitution to understand what went into the making of this modern metropolis. The primary objective of this course is to introduce students to a wide range of historical sources and ways of interpreting them. The other objective is facilitating their understanding of the history of modern India through the history of its most important city.

Requirements/Evaluation: assessment will be based on class participation and weekly written responses to readings (2 pages), 2-3 short papers (4-5 pages), leading to an oral presentation and final paper (10-12 pages). All writing assignments are structured to build up the final paper.

Prerequisites: First years and sophomores only

Enrollment Limit: 12

Enrollment Preferences: first-years, and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 8-10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 117 (D2) HIST 117 (D2) ASST 117 (D2)

Writing Skills Notes: Weekly reading response (2 pages), several short papers leading to a final research paper. Peer reviews and instructor feedback of all written work to improve writing skills and opportunities to write several drafts.

Spring 2021

SEM Section: R1 TR 11:30 am - 12:45 pm Aparna Kapadia

HIST 121 (F) The Two Koreas (WS)

Cross-listings: HIST 121 ASST 121

Primary Cross-listing

The two Koreas--North and South--were born in the aftermath of World War II, when the United States and the Soviet Union arbitrarily divided the peninsula into two zones of occupation at the 38th parallel. Today, over six decades later, the split endures as what has been called "the Cold War's last divide." This tutorial examines the history of the two Koreas from their creation in 1945 to the present. We will explore the historical and ideological origins of the division; how tensions between North and South led to the outbreak of the Korean War; why the paths of the two Koreas have differed so markedly; how each country has been shaped by its political leaders and their ideologies; and what recent developments in North Korea, including its nuclear program, have meant for relations on the peninsula and beyond. Course material will include primary and secondary sources of various kinds, including political documents, intellectual treatises, films, and short stories.

Requirements/Evaluation: students will meet with the instructor in pairs for an hour each week; a student either will write and present orally a 5- to 7-page essay on the assigned readings or will be responsible for offering an oral critique of their partner's work

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 121 (D2) ASST 121 (D2)

Writing Skills Notes: In this tutorial, students receive substantial feedback from the professor (and from their partner) both in the sessions and in written comments about all aspects of their writing--argumentation, structure, mechanics. Such feedback is offered on five papers (of 5-7 pages in length) that they write over the course of the semester; they can also elect to receive comments on their final, synthetic paper (12-15 pages in length).
HIST 130  (S)  Rioting in British History  (WS)

Since scholars in the twentieth century turned from the bird's to the worm's-eye view of the past, scholarship on rioting and crowd actions has grown. Exploring rioting in the history of modern Britain allowed researchers a chance to learn about the values, priorities, and tactics of people not previously centered in the historical record. It also created space to raise questions about what makes something a riot and how visions of public order shape military or police responses to those riots. In this course, we will examine the causes, strategies, and consequences of riots from the 1780s to the 1980s, from bread riots to the Brixton riots. We will also develop our own definitions of what qualifies as a riot, interrogating why our present definitions may differ from those in the past. While this course is rooted in the "classic" studies of British riots, to give students a strong sense of disciplinary practices and traditions, it also allows space to see how cutting-edge scholarship has expanded the discipline. "Rioting in British History" is a remote, synchronous online history seminar designed for first- and second-year students, particularly those interested in the discipline of history. In addition to exploring the theme of rioting in great depth, this course will also provide students the chance to grow as researchers and writers. By the end of this course, students will have developed the ability to analyze and evaluate works of history, identify the kinds of primary sources necessary to answer their historical questions, and write history papers that show their ability to identify and analyze relevant scholarly works and primary source materials. Since this is a writing-intensive course, students should expect to conduct peer evaluations of their writing assignments and will get consistent feedback on their writing assignments from the instructor.

Class Format: This is a remote class with synchronous meetings held over Zoom.

Requirements/Evaluation: Students will have regular reading assignments, averaging around 50 pages per week. Students will complete four unit response papers and one 10-12 page research paper.

Prerequisites: First-year or sophomore standing—juniors and seniors with permission of instructor.

Enrollment Limit: 12

Enrollment Preferences: First-year students will be given preference, followed by sophomores who have not yet taken a 100-level seminar.

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions:  (D2)  (WS)

Writing Skills Notes: Students will complete four unit response papers, two of which will receive peer evaluation and feedback in class before being revised and submitted. All papers will receive feedback from the professor. Students will also complete a 10-12 page final research paper which they will develop over the course of the semester, including a rough draft workshop.

Spring 2021

SEM Section: R1   TF 1:30 pm - 2:45 pm   Sofia E. Zepeda

HIST 134  (F)  The Great War  (WS)

In November 2018, world leaders gathered in France to commemorate the centennial of the end of the First World War. Yet the armistice that brought hostilities on the Western front to a close on the eleventh hour of the eleventh day of the eleventh month of 1918, did not have the same significance for Eastern Europe and the Middle East, where revolutions and civil wars continued to be fought well into 1923. Ultimately, the Great War toppled four empires (German, Habsburg, Russian, and Ottoman) and forcibly displaced and killed millions of civilians (including Armenians and Jews), creating new countries and colonies throughout Europe, the Middle East, and Africa. This tutorial will explore the global history of the First World War, a history that is indispensable for understanding the world of today. We will consider a broad range of topics and sources in our examination of the political, social, cultural, economic, and military histories of the Great War and its aftermath.

Requirements/Evaluation: bi-weekly 5- to 7-page papers; bi-weekly written critiques; one revised paper.

Prerequisites: permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first- and second-year students

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions:  (D2)  (WS)
HIST 135  (F)  The Coffeehouse from Arabia to the Enlightenment

Invented in sixteenth-century Arabia, the coffeehouse soon made its way to Egypt and Istanbul and then to Western Europe. This institution offered a social space where men (and women) could congregate to discuss politics and ideas. Everywhere, it was an object of suspicion, yet its onward march proved unstoppable, and it even became one of the central spaces of the Enlightenment, the eighteenth-century movement that laid the foundations of modern Western secular thought. In this course, we will reconstruct the progress of the coffeehouse in order to understand what made it so special. Through its prism we will explore a crucial period in the history of Europe and the Middle East, and investigate how intercultural interactions and intellectual exchange shaped the modern world at a time of religious and political polarization.

Requirements/Evaluation:  attendance and participation; three short analytical papers; a final research paper
Prerequisites:  first-year or sophomore standing; juniors or seniors with permission of instructor
Enrollment Limit:  19
Enrollment Preferences:  first-year students, and then sophomores who have not previously taken a 100-level seminar
Expected Class Size:  19
Grading:  no pass/fail option,  yes fifth course option
Distributions:  (D2)

HIST 137  (F)  Victorian Britain and the Anglo-Afghan Wars  (WS)

Long before the US and its allies fought the recent war in Afghanistan (2001; ongoing), Britain fought three Afghan Wars. Now almost forgotten, dusty reminders of Britain's imperial past, they were crucial moments in the "Great Game", the rivalry between the British and Russian empires for supremacy in Central Asia and control of land routes to British India. Largely disastrous for the British, the First Afghan War (1839-1842) resulted in the tragic deaths of some 16,000 individuals, the Second (1878-1881) generated considerable domestic discord, and the Third (1919) basically ended British influence in Afghan affairs. Nevertheless, they exercised the Victorian imagination and led to numerous cultural productions that will be dissected in our class: illustrated tales of British military exploits proliferated in the press; the children's writer G.A. Henty turned the conflicts into the stuff of imperial adventure; Rudyard Kipling made the Great Game the backdrop for several works of fiction; military officers, government officials, "lady travelers", and amateur scholars all mapped the landscape and people of Afghanistan, an endless source of fascination for the Victorians. By interpreting these various forms of documentary evidence, we will not only reconstruct the history of the wars Britain fought in Afghanistan, and the reasons for them, but dissect the stories Britons told themselves about their Empire and about Afghanistan and its people.

Class Format:  This will hopefully be a 'hybrid' class, taught in person on campus, primarily as a discussion course with a few remote elements. After Thanksgiving, when students are researching and writing their final papers, all instruction will be remote. Depending on the numbers, if both on-campus and off-campus students enroll in the course -- or if masks and in-class social distance interfere with fruitful discussions -- instruction may shift to an all-remote format.

Requirements/Evaluation:  Evaluation will be based on regular and continuous participation in class discussion, two document analyses (750 words each), two guided research essays (5 pages each), and various shorter exercises leading up to a final research paper (10-12 pages) due at the end of class
Prerequisites:  None. First-year or sophomore standing required.
Enrollment Limit:  12
Enrollment Preferences:  First-year students, and then sophomores who have not taken a 100-level seminar or tutorial in History.
Expected Class Size:  8-12
Grading:  no pass/fail option,  no fifth course option
Distributions:  (D2)  (WS)

Writing Skills Notes:  Students will write two document analyses (750 words each) and two guided research essays (5 pages each), all letter-graded
and returned with comments. Also, students will write a final research paper (10-12 pages) in consultation with the instructor; a working bibliography and prospectus, and a rough draft, will be required in advance of submission of the final paper. Students will learn about research and writing skills and will receive timely suggestions for improving their work.

Fall 2020
SEM Section: H1 MR 1:30 pm - 2:45 pm Chris Waters

HIST 140 (S) Crime and Punishment in Russian History (WS)

Cross-listings: RUSS 140  HIST 140

Primary Cross-listing

For centuries, people have used crime in Russia and the Russian state's response to crime as lenses through which to examine Russian history and the Russian experience. This tutorial will follow in this tradition, but will adopt a more critical approach to question how or if crime and deviance can speak to the nature of the Russian state and its relationship to Russian society writ large. To answer this question, we will read a combination of original historical sources and recent scholarship that cover the entirety of Russian history: from the creation of the first legal code in Medieval Muscovy to the publication of Alexander Solzhenitsyn's Gulag Archipelago in 1962 and beyond. By semester's end, students will have developed an understanding of both the major historical actors and events in Russian criminal and legal history, and the intellectual debates that they sparked among contemporaries and present day scholars alike.

Requirements/Evaluation: a student either will write and present orally a 3- to 5-page essay on the assigned readings or will be responsible for offering an oral critique of their partner's work

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
RUSS 140 (D2) HIST 140 (D2)

Writing Skills Notes: Each student will write five 5-to-7-page papers on which the instructor will provide written feedback regarding grammar, style, and argument. Each student will write five 3-page critiques of their partners' papers. As the final assignment, each student will revise one of their five papers. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Not offered current academic year

HIST 143 (F) Soccer and History in Latin America: Making the Beautiful Game (WS)

This course examines the rise of soccer (fútbol/futebol) in modern Latin America, from a fringe game to the most popular sport in the region. Focusing especially on Brazil, Argentina, Peru, and Mexico, we will analyze the central role that soccer played as these countries faced profound questions about racial, gender, regional, and national identities. Using autobiographies, videos, and scholarly works from several disciplines, we will consider topics including: the role of race and gender constructions in the initial adoption of soccer; the transformation of this foreign game into a key marker of national identity; the relationship between soccer and political and economic "modernization"; the production of strong, at times violent identities at club, national, and regional levels; and the changes that mass consumerism and globalization have effected on the game and its meanings for Latin Americans.

Class Format: The majority of the semester will consist of tutorial-like work. Students will meet with the instructor in pairs (or perhaps trios, depending on the enrollment). They will take turns writing short papers and critiquing those of their partner(s). We will have only a few synchronous meetings with the whole group. At the start of the semester we will discuss framing themes; at the end, our research topics.

Requirements/Evaluation: class participation, a series of short papers, response papers, and critiques

Prerequisites: First-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 12

Enrollment Preferences: First year students and then sophomores who have not previously taken a 100-level seminar. If oversubscribed an
application process may be developed to determine admission to the course

**Expected Class Size:** 12  
**Grading:** yes pass/fail option, no fifth course option  
**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will write five 4-page papers on set topics, five critiques of classmates' papers, and two response papers. They will revise the first of their 4-page papers. Topics involve interpreting different kinds of sources as well as grappling with conflicting arguments. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Fall 2020**  
**SEM Section:** R1  TR 8:30 pm - 9:45 pm  Roger A. Kittleson

**HIST 152 (S) The Fourteenth Amendment and the Meanings of Equality** (DPE) (WS)  
**Cross-listings:** HIST 152 WGSS 152  
**Primary Cross-listing**

For more than 150 years, the 14th Amendment of the U.S. Constitution has served as the principal touchstone for legal debates over the meaning of equality and freedom in the United States. This course explores the origins of the 14th Amendment in the years immediately following the Civil War, and examines the evolution of that amendment's meaning in the century that followed. Central themes in this course include the contested interpretations of "birthright citizenship," "due process," "privileges and immunities," "equal protection," and "life, liberty or property"; the rise, fall, and rebirth of substantive due process; battles over incorporating the Bill of Rights into the 14th Amendment; and the changing promise and experience of citizenship. We will pay particular attention to how arguments about the 14th Amendment have shaped and been shaped by the changing meanings of racial and gender equality.

**Requirements/Evaluation:** a series of short (2-page) response papers; a midterm exam; and a final 12-15 page research paper  
**Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor  
**Enrollment Limit:** 19  
**Enrollment Preferences:** given first to those who have been dropped from this class previously, then to first-years, then to sophomores  
**Expected Class Size:** 15-19  
**Grading:** no pass/fail option, yes fifth course option  
**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**  
HIST 152 (D2) WGSS 152 (D2)

**Writing Skills Notes:** Students will write three short (3-page) response papers to the readings in the first part of the semester, and will also write a substantial (10- to 12-page) research paper. In preparation for the research paper, students will write proposals, develop bibliographies, write outlines and drafts, and do peer critiques. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement because it examines the legal, social, and political constructions and theorizations of difference, power, and equity. It examines the ways that individuals and groups have organized across various axes of difference to fight for legal equality, and explores how those individuals and groups have experienced legal equality and legal inequality in varied ways.  
**Not offered current academic year**

**HIST 155 (F) School Wars** (WS)  
Throughout the 20th century, parents, students, teachers, and policymakers have fought bitterly about the purpose of and practices in public schools. Public schools have been the site of a series of intense conflicts over the meanings of democracy and equality; the relationship between the individual, the family, and the state; and about completing claims to recognize the rights of teachers, children, and parents. Organized both chronologically and thematically, this course examines a series of "school wars" in the 20th century, focusing especially on battles over religion, race, and sex. Topics will include evolution/creationism, segregation and desegregation, bilingual education, sex education, free speech, and school prayer. This course asks how, why, and with what consequences schools have been an arena of cultural conflict in the United States? How do these debates help us understand the contested relationship between the rights of children and students, the rights of parents and families, the rights of communities and states, and the obligations of the federal government? How can historical analysis shed light on our present-day "school wars"? Many of these
conflicts wind up in court, and we will be looking at some key Supreme Court decisions, but we will also draw upon memoirs, social histories, oral histories, popular culture, and other archival and documentary sources that focus on the experience of teachers and students. Tutorials meet in pairs. Every week, each student will either write an essay (1000-1250 words) that responds to and analyzes the readings OR a short essay (no more than 500 words) that responds to their partner's paper and raises further questions for discussion.

Requirements/Evaluation: four to five tutorial papers (approximately 5 pages) and four to five short response papers (approximately 2 pages)

Prerequisites: first-years or sophomores

Enrollment Limit: 10

Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will write bi-weekly 5-page papers about the readings, and bi-weekly 2-page responses to their tutorial partner's paper. For the final paper, each student will revise and expand one of the papers they wrote in the semester. Students will receive regular written and oral feedback on their work from the professor and their tutorial partner. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Not offered current academic year

HIST 156 (F) The Manifesto in U.S. Politics (WS)

Is there a style or tradition of writing political manifestos in the United States? Given the nation's origins in revolution, the answer would seem on the surface to be a definitive "yes." But some observers are skeptical; one writer has gone so far as to say the term "manifesto" connotes "a radicalism that American writers generally lack." This course will investigate that claim. How would we choose to define the very term, "manifesto?" Why have so many radical American writings been embraced as having the characteristics of a manifesto? We'll look at these questions through close readings and analyses of manifestos across three different historical junctures in the U.S. -- the Revolutionary era, the 1830s and 1840s, and the 1960s and early 1970s -- focusing in particular on struggles over racial equality and women's rights.

Class Format: "Hybrid" for fall 2020. I will run one in-person class per week and one synchronous discussion per week (specifically for students who are enrolled remotely). Additional class time for all students will involve different online formats in which we'll focus on collectively working through close readings of primary documents.

Requirements/Evaluation: three graded essays (3-5 pages each), handed in as drafts, given comments, with time for revision; 3 ungraded assignments; short, periodic assignments using research skills

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: first-year students and then sophomores

Expected Class Size: 8

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will alternate doing short graded and ungraded assignments in the first 8-10 weeks of the class: the 3 graded assignments (3-5 pages in length) each will involve a draft, and then a revision based on comments; the 3 ungraded assignments are either informal, analytical responses to the reading; short, creative responses; or discussion questions. Students will also write their own manifestos. The last month will focus on gaining library skills and will involve short (1-pg.) assignments.

Fall 2020

SEM Section: H1 MR 1:30 pm - 2:45 pm Karen R. Merrill

HIST 157 (S) 1960s and U.S. History (WS)

Cross-listings: HIST 157 AMST 157

Primary Cross-listing

This 100--level seminar will introduce students to the craft of history through the study of the 1960s, an important decade in American history (indeed,
the world). In the U.S., this decade was marked by the on-going war in Vietnam, the struggle against racial inequality and racist oppression, changes in attitudes toward sex and sexuality, music, the role of youth culture, advances in technology, the rise of new expressions of American conservatism, and other tumultuous transformations in politics, culture, and the economy.

**Requirements/Evaluation:** two 3- to 5-page papers based on readings; a 5- to 7-page oral history project; research precis, annotated bibliography; final 10- page research paper; class participation

**Prerequisites:** first-years

**Enrollment Limit:** 19

**Enrollment Preferences:** first-years

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 157 (D2) AMST 157 (D2)

**Writing Skills Notes:** Precis and annotated bibliography will receive critical feedback from professor and peers, and dedicated time in class to discuss assignments and traits of effective history writing. On all papers students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Not offered current academic year**

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**HIST 158 (F) North of Jim Crow, South of Freedom** (DPE) (WS)

**Cross-listings:** AFR 158 HIST 158

**Primary Cross-listing**

This course analyzes the freedom struggle in the North during the twentieth century. Whereas black northerners drew from broader campaigns and traditions of black resistance, we will explore territorial distinctions in the region that otherwise have been flattened within the long history of civil rights discourse. To accomplish this aim, we will engage the following themes: black culture and radicalism; community formation and residential segregation; demographic and migratory transitions; deindustrialization and the war; gender and respectability politics; labor tensions and civil rights unionism; northern racial liberalism; and the influence of world affairs—all with an eye toward scrutinizing the freedom struggle in its northern variety.

**Class Format:** This course is designed as a seminar and will be taught remotely. Virtual course meetings will revolve around synchronous discussion and remote learners will be expected to attend class regularly and participate actively in each session held via Zoom (or a similar platform).

**Requirements/Evaluation:** Students are expected to participate actively and will write three short essays (3-4 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (8-10 pages) in consultation with the instructor and will be required to submit a topic proposal.

**Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students and then sophomores who have not previously taken a 100-level seminar

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 158 (D2) HIST 158 (D2)

**Writing Skills Notes:** Students will write three short essays (3-4 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages) in consultation with the instructor and will be required to submit a topic proposal and outline, an annotated bibliography, and a peer-reviewed draft of the final paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course analyzes the long black freedom struggle in the North during the twentieth century. It examines black northerners' efforts to achieve citizenship and equality as well as their challenges and involvements with northern racial liberalism. It offers students the opportunity to think critically about how black resistance campaigns emerged and evolved as discriminatory racial practices persisted in spite of legal and legislative remedies.
HIST 162  (S)  Unfamous Women, USA  (DPE)
How do historians write and discover the lives of American women who never ran for office, led social movements, or married famous men? What sorts of lives did they lead? In what ways did they respond to the social and political upheavals of their age? How do historians unearth everyday experiences? Are the stakes different when we attempt to tell the stories of people whose lives make little mark on official letters. We will read social and cultural U.S. women's history, looking at urban working class women, enslaved women, rural farmers and wives, immigrant women from Europe and the Caribbean. Tutorial pairs will spend at least one week investigating sources in the Chapin Library and perhaps looking at visual art at Williams College Museum of Art.

Requirements/Evaluation: students will write papers (4-6 pages) roughly every other week, students will also write one page critiques, students will make a formal oral presentation one week

Prerequisites: first-years and sophomores

Enrollment Limit: 10

Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions:  (D2)  (DPE)

Difference, Power, and Equity Notes: This course investigates women whose lack of political, economic and cultural power has persisted into the historical record. We will consciously think and write about the role of historians in recovering lives and stories. How much of someone's story can we really tell? How far should historians go in deploying peoples scanty records to make an intellectual argument?

Not offered current academic year

HIST 163  (S)  From Wampum to Phillis Wheatley: Communications in Early America  (DPE) (WS)
How did the diverse peoples who inhabited early North America communicate with each other, across profound linguistic, cultural, social, and religious differences? This course examines histories of communication in early America and the technologies that communities developed across landscapes of coexistence and also contestation. We will study Indigenous oral traditions, traditional ecological knowledge, and wampum belts as signifiers of identity, meaning, and diplomacy for Native American nations and peoples; artistic and scientific paintings, engravings, and visual culture that moved around the Atlantic World; political orations, newspapers, and pamphlets that galvanized public opinion in the "Age of Revolutions"; stone memorials and monuments that connected communities to ancestral pasts; and the powerful poetry of African American writer Phillis Wheatley along with the orations of Pequot intellectual William Apess. Together we will raise new questions about the meanings and ongoing legacies of early American histories, and grapple with diverse approaches to understanding the past. Additionally, this course provides an opportunity to engage with original materials pertaining to early American histories in the Williams College Archives/Special Collections and Art Museum.

Class Format: Remote course.  Class will meet synchronously on Zoom once per week for group conversation, with additional time devoted to Glow discussion posts and other activities.  Students are encouraged to virtually meet with the instructor one-on-one to work on writing and projects.

Requirements/Evaluation: active participation in class discussions, several short essays based on readings and discussion topics, museum/archives exercise, final essay

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: limited to first- and second-year students who have not yet taken a 100-level course in History; juniors and seniors only with the permission of the instructor

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions:  (D2)  (DPE) (WS)

Writing Skills Notes: Short essays (3-5 pages) spaced throughout the semester with instructor feedback on writing skills as well as historical content; written reflection and analysis related to museum/archives visit with original materials; final essay (8-10 pages) due at end of semester that synthesizes findings from across the whole semester and allows students to closely examine primary/secondary sources; regular opportunities to conference with instructor about writing ideas and drafts.
Difference, Power, and Equity Notes: This course delves into histories and experiences of diverse early Americans, including substantial focus on Native American/Indigenous and African/African American peoples. It introduces students to foundational methods for historical study, including decolonizing methodologies from Native American and Indigenous Studies (NAIS) and African American histories, along with critical vantages on Euro-American settler colonialism and the complex entanglements that arose in multiracial communities.

Spring 2021
SEM Section: R1  TR 11:30 am - 12:45 pm  Christine DeLucia

HIST 165  (F)  The Age of McCarthy: American Life in the Shadow of the Cold War  (WS)
The Cold War cast a long shadow over American life in the years following World War II. The relationship between domestic and foreign affairs was particularly acute during the Age of McCarthy, an era marked by a intensifying Soviet-American rivalry abroad coupled with dramatic Red baiting and witch hunts at home. This course explores related aspects of American life from the late-1940s to the late-1950s, ranging from the phenomenon of McCarthyism itself to fallout shelters, spy cases, the lavender scare, nuclear families, the Hollywood blacklist, the religious revival and its implications for foreign policy, Sputnik and the space race, and links between the Cold War and Civil Rights. Using scholarly books and articles, primary sources, novels, music, and films, we will explore interactions between politics, diplomacy, society, and culture in the Age of McCarthy. In this writing-intensive course, we will focus on analyzing sources, writing clearly and effectively, and making persuasive arguments. Students will not only learn about history, but they will learn to think and write as historians.

Requirements/Evaluation: class participation, several short essays, in-class presentations, and a final 10- to 12-page research paper
Prerequisites: first-years and sophomores
Enrollment Limit: 19
Enrollment Preferences: first-years, and then sophomores who have not previously taken a 100-level seminar
Expected Class Size: 19
Grading: no pass/fail option, no fifth course option
Distributions: (D2)  (WS)

Writing Skills Notes: Students will write several short essays (2-4 pages each) as well as a final research paper (10-12 pages). Over the course of the semester, students will submit a research proposal as well as several working drafts of the final research paper. These drafts will be discussed in small group workshops, including the professor. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Not offered current academic year

HIST 166  (F)  Cold War Films  (WS)
This history tutorial utilizes popular film as a vehicle to explore American Cold War culture. The Cold War was an intense period of political, ideological, cultural, and military struggle between the United States and the Soviet Union that took place after the Second World War. For every nuclear test, arms sale, or military operation, there was a propaganda ploy, rhetorical barb, or diplomatic ultimatum to match. Amidst this hostile competition between two incompatible ways of life--communism and capitalism; totalitarianism and democracy--an atmosphere marked by panic, secrecy, insecurity, paranoia, surveillance, and conformity pervaded American life. Given the vast cultural influence of movies, film during this era served as a vital ideological battleground. Moreover, cinema offers us a window into the cultural landscape of Cold War America, for film reflects, interprets, and shapes national identity in complex ways. The films examined in this course (for the most part, Hollywood productions from the mid-1940s to the mid-1960s) serve as unique historical documents and as cultural texts illuminating the ways filmmakers and audiences negotiated the challenges presented by the Cold War struggle. The films assigned for this course focus on a range of topics, including anticomunism, competing visions of Americanism, religion, the Hollywood Ten, J. Edgar Hoover and the FBI, the nuclear arms race, brainwashing, gender, race relations, and the eventual unravelling of the Cold War consensus. The historical analysis of film requires not only a close reading of the movies themselves, but also a clear understanding of the historical context in which they appeared. The readings paired with each film will help to clarify this context and offer interpretations of the films with which we will engage.

Class Format: In general, tutorial sessions will be held via Zoom. Should all students in a tutorial grouping request an in-person meeting, that request will be accommodated pending the availability of an appropriate room. A few larger group meetings will be held throughout the semester, in person for on-campus students and on Zoom for remote students.

Requirements/Evaluation: Students will be required to complete formal writing assignments each week, alternating between 4-page reading
response papers and 2-page critiques of their peers’ work. These writing assignments will be evaluated alongside preparedness for and performance in tutorial discussions.

**Prerequisites:** None, open to all students.

**Enrollment Limit:** 10

**Enrollment Preferences:** First and second year students will be given priority. If the course is overenrolled, students will be asked to complete an enrollment questionnaire.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will be required to complete formal writing assignments each week, alternating between 4-page reading response papers and 2-page critiques of their peers’ work. They will receive feedback on each of these papers—in writing and in person—from both the professor and their tutorial partners. Throughout the semester these writing assignments will total 25-30 pages.

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**Fall 2020**

TUT Section: RT1 TBA Jessica Chapman

**HIST 167 (S) Let Freedom Ring? African Americans and Emancipation** (WS)

**Cross-listings:** AFR 167 HIST 167 AMST 167

**Primary Cross-listing**

This course will examine African Americans’ transition from slavery to freedom. In the years that encompassed the Civil War and immediately after, most African Americans changed from being legal property, able to be bought, sold, mortgaged, rented out, and leveraged into U.S. citizens, with the Constitutional right to male suffrage. This course examines this transition. How did it come about? To what extent were African Americans able to exercise their rights that the constitution guaranteed? How did Emancipation shape African American family relations, culture and demography? This is a research seminar. We will examine work of historians and discuss the contradictions and nuances of emancipation. Readings will include monographs, scholarly articles and heavy dose of primary sources, as many as possible written by African Americans themselves. Assignments include an original research paper on an aspect of Emancipation. We will devote considerable time throughout the semester to finding primary and secondary sources and on the writing process.

**Requirements/Evaluation:** research paper, short writing assignments, class participation

**Prerequisites:** first-years and sophomores

**Enrollment Limit:** 19

**Enrollment Preferences:** first-years, and then sophomores who have not previously taken a 100-level seminar

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 167 (D2) HIST 167 (D2) AMST 167 (D2)

**Writing Skills Notes:** Students will work throughout the semester on research paper that concerns Emancipation in the US. Students will turn in segments of this paper in separate assignments. During the final weeks of the course students will stitch these components together. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.”

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**Spring 2021**

SEM Section: R1 TR 9:45 am - 11:00 am Gretchen Long

**HIST 205 The Making of Modern Africa** (DPE)

This course traces the incorporation of Africa into an expanding global world from the middle of the 19th century to the present and examines the impact of this integration on the history of African cultures and modern nation states. It is designed to provide you with an introductory understanding of the economic, social, and political forces that have shaped Africa in recent times and continue to affect the lives of individual people across the
continent. Over the course of the semester you will be introduced to major historical themes in African History from the past 150 years, including the abolition of the slave trade and its effects, African states in the 19th century, the growing integration of different regions into shifting global and economic systems, European colonization, and African resistance to imperial conquest. We will also explore the emergence of the nationalist and anti-colonial movements, and Africa’s post-colonial experiences of self-governance. Within these broad historical processes, the class will cover additional key themes such as religious change and the role of Western missionaries; changing gender roles; environmental exploitation and change; the emergence of the developmental state; urbanization; military dictatorships, and war and violence in the late 20th century. We will also cover some of the issues surrounding the study of African History as a discipline. This is a challenging task as no single course can cover more than a silver of the complexity and variety of the continent. This is why we approach the study of Modern African History through a comparative prism.

Requirements/Evaluation: active participation in discussion, map quiz, response papers, midterm and final exams, and a case study paper (7-10 pages)

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: if course is over-enrolled, preference to history majors and students with a demonstrated interest in African studies

Expected Class Size: 15

Grading:

Distributions: (D2)  (DPE)

Difference, Power, and Equity Notes: This course will introduce students to how modern Africans have contended with powerful forces that have deeply affected the continent. It will examine how different societies on the continent -- in different environments and circumstances -- devised solutions to the challenges of the day. All of the readings, discussions, and assignments will ask students to center and insert African voices into histories fraught with misrepresentations.

Not offered current academic year

HIST 207  (F)  The Modern Middle East  (DPE)

Cross-listings: HIST 207  JWST 217  REL 239  GBST 101  LEAD 207  ARAB 207

Primary Cross-listing

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

Requirements/Evaluation: participation, two short papers, quizzes, midterm, and final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled

Expected Class Size: 30-40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 207 (D2) JWST 217 (D2) REL 239 (D2) GBST 101 (D2) LEAD 207 (D2) ARAB 207 (D2)

Difference, Power, and Equity Notes: This course introduces students to the incredible diversity of the Middle East. It will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

Not offered current academic year

HIST 208  (F)  What is Islam?  (DPE)

Cross-listings: ARAB 234  REL 234  GBST 234  HIST 208
Secondary Cross-listing
This course introduces students to Islam as a varied and contested historical tradition. The course will trace the historical development of Islam, focusing on religious and intellectual thought, political developments, and the practices and lived lives of Muslims. We will begin with situating the rise of Islam within the context of late antiquity, followed by an examination of the life of Muhammad, and the rise of Muslim empires. These developments will form the framework through which we investigate the theological, philosophical, legal, mystical, and literary writings of Muslims from the classical to the early modern periods of Islamic history. The main aim of the course is to develop a framework for understanding the historical developments through which Muslims have constructed ideas about normativity, authority, and orthodoxy in debates around Islam. Sources will include pre-modern historical and religious texts (in translation).

Requirements/Evaluation: reading responses, two essays, final exam
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: Religion majors (or those considering Religion as a major), then Arabic Studies and History majors
Expected Class Size: 20
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
ARAB 234 (D2) REL 234 (D2) GBST 234 (D2) HIST 208 (D2)

Difference, Power, and Equity Notes: This course looks role of power, in particular imperial and colonial power in the construction of religion. To that end, the course will explore how the rise of Muslim empires shaped the construction of pre-modern Islam and subsequently the role of European colonialism in shaping the emergence of modern Islam. This course will teach students critical tools in postcolonial theory about the relationship between power and the production of knowledge and the agency of the colonized.

Not offered current academic year

HIST 211  (S)  Understanding 9/11 and the War in Iraq  (DPE)
Cross-listings: HIST 211  ARAB 211

Primary Cross-listing
What were some of the causes of 9/11/2001 and what were some of the consequences? Why and how did the United States invade Iraq in 2003 and what impact did the subsequent occupation of that country have on the rest of the Middle East? In this course on recent political and cultural international history, that will also consider this history in film and popular culture, the monumental ramifications of the “War on Terror” will be considered and how this framework has shaped the 21st century. In the first part of the course, US-Middle Eastern relations will be explored and the eventual emergence of al-Qaeda in the late 1990s. Then the terrorist attacks on American soil on 9/11 will be studied and the ensuing wars on Afghanistan and Iraq. Particular attention will be on the Prelude to the Iraq War, especially how that war was justified and rationalized, and the eventual occupation of Iraq. The myriad Iraqi responses will be studied along with American military experience. Finally, the course will evaluate the significance of the first decade of the 21st century and how these events continue to reverberate today.

Requirements/Evaluation: short online writings and papers and a final project
Prerequisites: none
Enrollment Limit: 40
Enrollment Preferences: History and Arabic Studies majors
Expected Class Size: 25
Grading: yes pass/fail option, no fifth course option
Distributions: (D2) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
HIST 211 (D2) ARAB 211 (D2)

Difference, Power, and Equity Notes: This course will consider power and difference in a number of ways. First, it will evaluate how the US government used its political power to convince the public to support a military operation under questionable premises. Second, it will critically assess the “War on Terror” and who has benefited from it. Third, it will examine how the American military occupied Iraq and the ways in which Iraqis tried to resist the American designs on their country.
HIST 213 (S) Modern China, 1600-Present

Cross-listings: HIST 213 ASST 213

Primary Cross-listing

China's presence continues to grow in our world today, but contemporary China also evinces complex contradictions: a market economy promoted by a nominally Communist government, extremes of urban wealth and rural poverty, increasing participation in the international community and intensifying nationalist rhetoric. This course examines China's historical engagement with the modern world to offer perspective on its current conditions. We will begin with the Qing (1644-1911) conquest of China and consolidation of a multi-ethnic empire, and investigate China's encounters with Western and Japanese imperialism, the rise of Chinese nationalism, Republican and Communist revolutions, and the often turbulent history of the People's Republic. Throughout, we will examine themes of social, economic, intellectual, and cultural change through predominantly primary source reading and analysis.

Class Format: HIST 213 will be taught remotely, with emphasis on synchronous discussions.

Requirements/Evaluation: class participation, two short papers, two essays, a midterm and a self-scheduled final exam

Prerequisites: none; open to all

Enrollment Limit: 15

Enrollment Preferences: open to all; preference to History or Asian Studies majors only if overenrolled

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 213 (D2) ASST 213 (D2)

Spring 2021

LEC Section: R1  MR 3:15 pm - 4:30 pm  Anne Reinhardt

HIST 214 (F) Foundations of China

Cross-listings: HIST 214 CHIN 214 ANTH 212 GBST 212 REL 218

Secondary Cross-listing

This course examines the foundational period of Chinese civilization, from the earliest evidence of human activity in the geographical region we now call China, through the end of the Han dynasty in the early third-century CE. This is the period that saw the creation and spread of the Chinese script (a writing system that would be the dominant one in East Asia for thousands of years), the teachings of Confucius (whose ideas continue to play a role in the lives of billions of people today), the construction of the Great Wall (which is not, as it turns out, visible from space), and the creation of the imperial bureaucratic system (that was, in essence, the progenitor of the modern bureaucratic state). We will proceed chronologically but focus on a set of thematic topics, including language and writing, religion and philosophy, art and architecture, politics and economics, and science and technology. While this course is entitled "Foundations of China," we will take a critical perspective on narratives, both Chinese and Western, that see Chinese history as an unbroken history of a single "civilization."

Requirements/Evaluation: short writing assignments (approximately 750 words each), quizzes, a mid-term, and a final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: Chinese majors, History majors, Religion majors, and Anthropology majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 214 (D1) CHIN 214 (D1) ANTH 212 (D2) GBST 212 (D1) REL 218 (D1)
HIST 217 (F) Early Modern Japan
Cross-listings: HIST 217 ASST 217

Primary Cross-listing

Over a century of constant warfare came to an end in the late 1500s, ushering in more than two hundred years of relative peace in a Japan that was ruled by a military government. This course will take up the extraordinary changes and enduring continuities of the period between the establishment of the Tokugawa government in the early 1600s and its eventual collapse in 1868, an era characterized by societal order and tensions, economic growth and stagnation, the development of cities and towns, the flourishing of urban culture, the spread of new and different ideas, and the decline of the samurai. We will focus on the political, social, and cultural history of early modern Japan, including topics such as the establishment of the Tokugawa order, the nature of the political system, foreign relations, urbanization, popular culture, material culture, the quality of life, the legal order, gender and sexuality, and the fall of the Tokugawa government. Assigned materials will include government documents, intellectual treatises, autobiographies, literature, and films.

Class Format: discussion

Requirements/Evaluation: class participation, response papers, two short papers (5 pages), and a final paper (10 pages) or self-scheduled final exam

Prerequisites: none; open to all

Enrollment Limit: 40

Expected Class Size: 25-30

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 217 (D2) ASST 217 (D2)

Not offered current academic year

HIST 218 (S) From Crises to Cool: Modern Japan, 1850s-Present
Cross-listings: ASST 218 HIST 218

Primary Cross-listing

Stunning revolutions, the construction and collapse of an empire, the waging of wars, devastating defeat and occupation by a foreign power, and postwar economic ups and downs have marked Japan’s modern experience. This course will explore how various Japanese people from factory workers and farmers to politicians and intellectuals have understood, shaped, and lived the upheavals from the 1850s through the present day. And it will examine how the country of Japan as well as individual Japanese people have defined the identities and meanings of “modern Japan”. We will ask why a modernizing revolution emerged out of the ashes of the early modern order; what democracy and its failures wrought; how world war was experienced and what legacies it left in its wake; and how postwar Japan has struggled with the successes and costs of affluence. Materials will include anthropological studies, government documents, intellectual treatises, fiction, films, and oral histories.

Requirements/Evaluation: class participation, response papers, two short papers (5 pages), and a self-scheduled final exam or research paper

Prerequisites: none; open to all

Enrollment Limit: 40

Enrollment Preferences: History or Asian Studies majors/prospective majors

Expected Class Size: 30

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 218 (D2) HIST 218 (D2)

Not offered current academic year
HIST 220 (F) History and Society in India and South Asia: c. 2000 to 1700s CE

Cross-listings: HIST 220 ASST 222

Primary Cross-listing

This course is an introduction to the history of India and South Asia from prehistoric times to the emergence of early modernity. During these centuries, the subcontinent emerged as one of the most diverse and complex regions of the world, as it continues to be even today. The course will cover the period between the rise of the urban Indus Valley civilization to the end of the Mughal Empire and will address topics such as the origins and development of the caste system and 'Hinduism', society and culture in the great epics like the *Ramayana*, the beginnings of Jain and Buddhist thought, politics and patronage under Islamic polities, the formation of Mughal imperial authority through art, architecture and literature, among others. Through the study of social processes, the course will focus on the diversity and connectedness that have defined the subcontinent throughout its history. It will also consider the role of history in the region and how a number of events from the past continue to inform its present.

Class Format: REMOTE. This class will be taught remotely and will be use a lecture-discussion format with some online/asynchronous work.

Requirements/Evaluation: class participation, response papers and presentation, 2 essays, take-home a mid-term and a final exam

Prerequisites: none; open to all

Enrollment Limit: 15

Enrollment Preferences: History Majors, and those with demonstrable interest in South Asian history

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 220 (D2) ASST 222 (D2)

Fall 2020

LEC Section: R1  MW 11:45 am - 1:00 pm  Aparna Kapadia

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HIST 221 (F) The Making of Modern South Asia: 1750-1950 CE

Cross-listings: ASST 221 HIST 221 GBST 221

Primary Cross-listing

This course focuses on the history of South Asia with the aim of providing an overview of the political and social landscape of the region from the end of the Mughal Empire through British colonial rule and the Partition of India and Pakistan. We will explore a range of themes including the rise of colonialism, nationalism, religion, caste, gender relations, and the emergence of modern social and political institutions on the subcontinent. In addition to reading key texts and historical primary sources on the specific themes, we will also work with a variety of multimedia sources including films, short stories and website content. One objective of this course is to introduce students to the different political and social processes that led to the creation of India, Pakistan and Bangladesh; another is to teach students to think critically about the significance of history and history writing in the making of the subcontinent.

Class Format: discussion

Requirements/Evaluation: class participation, response papers (2-3 pages), two short essays (4-5 pages), midterm and final exams

Prerequisites: none; open to all

Enrollment Limit: 40

Expected Class Size: 20-25

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 221 (D2) HIST 221 (D2) GBST 221 (D2)

Not offered current academic year

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HIST 222 (S) Greek History
Cross-listings: HIST 222 CLAS 222

Secondary Cross-listing

Ancient Greece has been thought to embody the origins of Western civilization in its institutions, values, and thought; it has been seen as the infancy of modern society, with the attributes of innocence, purity, and the infant's staggering capacity for exploration and learning; it has been interpreted as an essentially primitive, violent culture with a thin veneer of rationality; and it has been celebrated as the rational culture par excellence. The study of ancient Greece indeed requires an interpretive framework, yet Greek culture and history have defied most attempts to articulate one. We will make our attempt in this course by investigating ancient Greece as a set of cultures surprisingly foreign to us, as it so often was to its own intellectual elite. But we will also come to appreciate the rich and very real connections between ancient Greek and modern Western civilization. The course will begin with Bronze Age-Greece and the earliest developments in Greek culture, and will conclude with the spread of Greek influence into Asia through the conquests of Alexander the Great. We will explore topics such as the aristocratic heritage of the city-state, the effects of pervasive war on Greek society, the competitive spirit in political and religious life, the confrontations with the East, the relationship of intellectual culture to Greek culture as a whole, Greek dependence on slavery, and the diversity of political and social forms in the Greek world.

Class Format: discussion

Requirements/Evaluation: contributions to class discussions, a midterm, a final exam, and a medium-length paper

Prerequisites: none; open to all

Enrollment Limit: 25

Enrollment Preferences: Classics, History, and Art History majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 222 (D1) CLAS 222 (D1)

Not offered current academic year

HIST 223 (S) Roman History

Cross-listings: CLAS 223 HIST 223 LEAD 223

Secondary Cross-listing

The history of ancient Rome can be seen as an account of formative events, practices, and thought in the history of western culture; it also is the history of the most far-reaching experience of diverse cultures, beliefs, and practices known in the Western tradition until modern times. By studying Roman history from Rome's emergence in central Italy in the 7th century BCE through the reign of the emperor Constantine in the early fourth century CE, we will see the complex and fascinating results of an ambitious, self-confident nation's evolution, transformation, and expansion throughout the Mediterranean world. We will consider questions such as, How did a republic with an aversion to autocratic rule and devotion to *libertas* understand its existence as an imperial power as well as its own elite's dominant rule over Romans and non-Romans alike? How and why did the Roman republic and its deeply entrenched republican ideology give way to the effective rule by one man, Augustus, and the increasingly monarchical rule of the emperors who followed? Did Roman political life in the later republic cause the violence that left it in crisis, or did the persistence of violence in Roman life account for the nature of Roman politics? Who were the non-elite of Rome, Italy, and the Roman empire that often get left in the shadows in our ancient sources? Who were the important writers, politicians, poets, philosophers, and innovators whose works constitute a rich cultural heritage worthy of both appreciation and critique? Throughout the course there will be an emphasis on the problems of historical and cultural interpretation, on how the Roman experience is relevant to our own, and, importantly, on the pleasures of historical investigation. Readings for this course will include a variety of original sources, a range of scholarly essays on specific topics, and a textbook that will provide our chronological framework.

Class Format: This course will be taught in hybrid mode. Assignments will consist of readings, case studies, short writing assignments and student-led discussions both in-class and via GLOW. Some elements will be offered asynchronously and/or optionally depending on the needs of students studying remotely. Please email the instructor with any questions you have about the structure or nature of the class or about what to expect if you are studying remotely.

Requirements/Evaluation: Class preparation and participation, several short response papers, one longer 6- to 8-page paper, a midterm exam, and a final exam. Students who have a B+ average or better at the end of the semester may substitute a 10 to 15-page research paper for the final exam.

Prerequisites: None; open to all

Enrollment Limit: 20
Enrollment Preferences: Preference given to students who are or are considering majoring in Classics or History, or who are concentrating in Leadership Studies. Preference is then given to first-year students and sophomores.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
CLAS 223 (D1) HIST 223 (D2) LEAD 223 (D2)

Spring 2021
LEC Section: H1    MR 1:30 pm - 2:45 pm     Kerry A. Christensen

HIST 226  (F) Early Modern Europe
The three hundred years from the late Middle Ages to the French Revolution were Europe’s formative centuries: they saw the emergence of the Renaissance and the Reformation, the outbreak of the Wars of Religion, the colonization of the Americas and intensification of trade in Asia, the Scientific Revolution and the Enlightenment. Through these historical experiences, European culture developed an identity distinct from its Christian one, as well as peculiar political and economic forms that ended up shaping the modern world. This course will examine such topics as the revival of classical letters, the formation of the modern state, urban and courtly culture, and religion and unbelief. Although the "early modern" era is profoundly different from our own, it remains crucial to any interpretation of the world in which we live today. Readings will emphasize primary sources and include such authors as Machiavelli, Montaigne, Hobbes, Aphra Behn, Voltaire, and Mary Wollstonecraft.

Requirements/Evaluation: attendance and participation; map quiz; two papers; midterm and final exam

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: History majors or prospective majors

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Not offered current academic year

HIST 228  (S) Europe in the Twentieth Century
This course will offer a survey of some of the important themes of twentieth-century European history, from the eve of World War One to the beginning of the twenty-first century. Organized topically and thematically, the course will consider European society in the fin-de-siècle period; imperialism, racism, and mass politics; the impact of the Great War on European thought, culture and society; the Russian Revolution and Stalinist Russia; economic and political stabilization in the 1920s; the Depression; the rise of Fascism and National Socialism; World War II and the Holocaust; the establishment of postwar social democratic welfare states; decolonization; the "economic miracle" of the 1950s; the uprisings of 1968; the development of the European Union; the 1989 revolutions in Eastern Europe; and the recent debates about Islam in Europe. Through a combination of lecture and discussion, the course seeks to introduce students to the major ideologies and institutions that shaped the lives of Europeans in the twentieth century, and to reflect on the role of ordinary people who devised, adapted, embraced, and sometimes resisted the dominant ideas and practices of their time.

Class Format: discussion

Requirements/Evaluation: class participation, several quizzes, an exam, and two papers

Prerequisites: none; open to all

Enrollment Limit: 40

Expected Class Size: 25-35

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Not offered current academic year
HIST 230 (F) Modern European Jewish History, 1789-1948

Cross-listings: HIST 230 JWST 230

Primary Cross-listing

What does it mean to be a Jew? The vexed question of Jewish identity emerged anew at the end of the eighteenth century in Europe and has dominated Jewish history throughout the modern period. Although Jewish emancipation and citizenship followed different paths in different parts of Europe, in general Jews were confronted by unprecedented opportunities for integration into non-Jewish society and unprecedented challenges to Jewish communal life. Focusing primarily on France and Germany, and to a lesser extent on the Polish lands, this course will introduce students to the major social, cultural, religious, and political transformations that shaped the lives of European Jews from the outbreak of the French Revolution to the aftermath of World War II. We will explore such topics as emancipation, Jewish diversity, the reform of Judaism, competing political ideologies, Jewish-gentile relations, the rise of modern anti-Semitism, the role of Jewish women, interwar Jewish life and culture, Jewish responses to Nazism and the Holocaust, and the situation of Jews in the immediate postwar period. In addition to broad historical treatments, course materials will include memoirs, diaries, and a novel.

Class Format: discussion

Requirements/Evaluation: class participation, two papers, and a final exam

Prerequisites: none

Enrollment Limit: 40

Expected Class Size: 10-20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 230 (D2) JWST 230 (D2)

Not offered current academic year

HIST 239 (F) Germany in the Twentieth Century

This course is designed to introduce students to the history of the twentieth-century Germany as experienced and made by ordinary human beings through written documents, literature, film, and the writings of historians and other scholars. Topics to be considered include: the bourgeoisie and the working classes in the Kaiserrich; Germany at the outbreak of World War I; the experience of war and its aftermath; the hyper-inflation of 1923; the commitment of Germans to democracy during the Weimar Republic; the mood in Germany at the beginning of the 1930s; the coming to power of the National Socialists; the ideology of National Socialism; the ‘Volksgemeinschaft’; the Nazi image of the Jew; the ‘Final Solution’; World War II on the battlefront and on the home front; the West German ‘Economic Miracle’; divided Germany in the 1970s and 1980s; life in the German Democratic Republic; the ‘Historians’ Debate; and Germany after the Wall.

Class Format: discussion

Requirements/Evaluation: active and effective participation in class discussion, three interpretive essays, and a number of pop quizzes

Prerequisites: none; open to all

Enrollment Limit: 40

Expected Class Size: 30-35

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Not offered current academic year

HIST 240 (S) The Soviet Experiment

Cross-listings: RUSS 240 HIST 240

Primary Cross-listing

In 1917, the former Russian Empire became the site of the world’s first socialist revolutionary government and the twentieth century’s largest multiethnic state. Over the next quarter century, the Soviet Union witnessed the rise of one of history’s most violent dictatorships, an apocalyptic war that claimed upwards of 26 million lives, and communist expansion into Eastern Europe and the decolonizing world. It also became the site of vibrant and optimistic utopian cultural projects, flights into space, bitter and hilarious political satire, and a society that was, for the most part, economically
equal. Then in 1991, everything fell apart. This course will survey the origins, life, and collapse of the Soviet Union, paying particular attention to the ideas that shaped its development, the mark its architects' and leaders' policies left both at home and abroad, and the impact it had on the people who lived and didn't live to tell the tale.

Class Format: Format: seminar; Each week, students will watch a pre-recorded asynchronous lecture that will provide context for the readings due that week. Students will be assigned to a small group of no more than 8 students which will "meet" with the instructor for a weekly, tutorial-style discussion on Zoom.

Requirements/Evaluation: active class participation, two short essays (3-5 pages), one in-class midterm, and one take-home final exam
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: History Majors
Expected Class Size: 15
Grading: no pass/fail option, no fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
RUSS 240 (D1) HIST 240 (D2)

Spring 2021
LEC Section: R1    TR 6:45 pm - 8:00 pm     Yana Skorobogatov

HIST 241 (F) Imperial Russia: State and Society between Europe and Asia
Cross-listings: HIST 241 RUSS 241

Primary Cross-listing
Russia. The name alone evokes wonder, fear, romance, and history itself. Over the past ten centuries, the territory that we now call the Russian Federation has witnessed dramatic transformations that underwrote its transition from feudal backwater to global superpower. Its journey from tribalism to imperialism, feudalism to autocracy, agrarianism to industrialization, monarchy to parliamentarianism, Orthodox Christianity to revolutionary atheism, left a mark not just on the collective Russian conscious, but on a world that has grown accustomed to viewing Russia as a site for ideas, projects, and processes both exemplary and tragic. How did Russian state power borrow and depart from west European norms? How did foreign and domestic norms contribute to the creation of a "Russian" identity? How did Russian elites and ordinary people resist, collaborate with, or develop an apathy towards the Russian state, and to what success? This course will seek to answer these questions through a survey of Russian Imperial history from its founding in Kievan Rus' in the 10th century to the October Revolution of 1917.

Class Format: Each week, students will watch a pre-recorded asynchronous lecture that will provide context for the readings due that week. Students will be assigned to a small group of no more than 5 students which will "meet" with the instructor for a weekly, tutorial-style discussion on Zoom.

Requirements/Evaluation: class attendance and participation, two short papers (3-5 pages), ~80 pages of reading a week, one take-home midterm exam essay and one take-home final exam essay
Prerequisites: none, open to all students
Enrollment Limit: 15
Enrollment Preferences: History majors.
Expected Class Size: 15
Grading: no pass/fail option, no fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
HIST 241 (D2) RUSS 241 (D1)

Fall 2020
SEM Section: R1    MWF 10:40 am - 11:30 am     Yana Skorobogatov
HIST 242 (F) Latin America From Conquest to Independence

This course will examine the processes commonly referred to as the creation of "Latin America" and will do so from numerous perspectives. Starting with the construction of indigenous societies, from small and decentralized groupings to huge imperial polities, before 1492, to the invasion of Europeans from that date forward, we will take up the question of the Iberian "conquest," looking at the often violent encounters that made up that event and analyzing its success, limits, and results. We will then study the imposition of Iberian rule from the point of view of would-be colonizers and the peoples they treated as objects of colonization, stressing the multiple and conflicting character of European, indigenous, and African perspectives. Thus looking at the Americas from both the outside-in and inside-out, we will focus on the unequal relations of power that came to define cultural, political, and economic life in the colonies, always with an eye on the gendered and racialized nature of those relations. We will also not only compare very different regions of the Iberian Americas but also see how the grand shifts of history intervened in--and perhaps consisted of--the most normal elements of daily life in northern Mexico, the central Andes, coastal Brazil, and other parts of colonial Latin America. Visual as well as more traditional written primary materials, along with secondary texts and films, will serve as the basis for our discussions throughout the semester.

Class Format: discussion
Requirements/Evaluation: class participation, two short papers (4-5 pages), and a take-home final exam
Prerequisites: none
Enrollment Limit: 40
Expected Class Size: 25
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
Not offered current academic year

HIST 243 (F) Modern Latin America, 1822 to the Present

This course will examine salient issues in the history of the independent nations of Latin America. The first two sections of the course will focus on the turbulent formation of nation-states over the course of the "long nineteenth century," from the crises of the Spanish and Portuguese colonial empires in the late eighteenth century to the heyday of liberal political economies at the turn of the twentieth century. In this regard the course will analyze the social and economic changes of the period up to World War I and the possibilities they offered for both political order and disorder. Key topics addressed will include caudillismo, the role of the Church in politics, economic dependency and development, and the place of indigenous and African Latin-American peoples in new nations, and industrialization and urbanization. The latter two sections will examine the trend toward state-led national development in the twentieth century, considering the diverse forms it took and conflicts it generated in different nations and periods. Here we will take up questions the emergence of workers' and women's movements and the rise of mass politics; militarism, democracy, and authoritarian governments; the influence of the U.S. in the region; and the life and possibly death of revolutionary options. Within this chronological framework of national and regional political economy, we will consider the ways that various Latin American social actors shaped their own lives and collective histories, sometimes challenging and sometimes accommodating the ideals of national elites. General regional trends will be illustrated by selected national cases, including Mexico, Brazil, Argentina, Cuba, Chile, Venezuela, Nicaragua, and Guatemala.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, two short papers (3-5 pages), and a take-home final exam
Prerequisites: none
Enrollment Limit: 40
Expected Class Size: 35-40
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
Not offered current academic year

HIST 248 (S) The Caribbean: From Slavery to Independence

Cross-listings: HIST 248 AFR 248

Secondary Cross-listing
This class will begin with and foreground the current crisis in Puerto Rico, an island emblematic of the history of colonialism, racism, environmental destruction, and economic exploitation of the region. But as the Caribbean has suffered, so has it resisted. From the Haitian Revolution to the Manley 'Revolt' in Jamaica, the Puerto Rican Independence Movement, the Cuban Revolution, and the Grenadian Revolution, the Caribbean has been at the
forefront of radical change in the New World. Pioneering slave emancipation, independence from European empires, and unique experiments in socialism, communism, and Black Power, these small islands have been world leaders. But their innovative social and political experimentation—expressed in vivid artistic and musical forms—have all too often met with disdain and repression by their more powerful neighbors or former colonial rulers. This course will examine the audacious experiments of the Caribbean people from the eighteenth to the twentieth centuries as well as the repression they have faced from abroad. We will pay attention to the rich cultural diversity of the region, using film, music, literature and art to examine diverse phenomenon, including voodoo, Santeria, and Rastafarianism. We will also explore the prospects for continuing change in the contemporary Caribbean, paying special attention to the environmental challenges they face amidst rising sea levels, drought, heat waves, and the effect of two hundred years of environmental destruction at the hands of rapacious foreigners, from slaveowners to cruise ship lines to bauxite and oil producers.

Requirements/Evaluation: class participation, a mid-term and final paper, and a 10-12 page research paper
Prerequisites: none; open to all
Enrollment Limit: 20
Enrollment Preferences: Africana Studies concentrators; History majors
Expected Class Size: 20
Grading: yes pass/fail option, no fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
HIST 248 (D2) AFR 248 (D2)
Not offered current academic year

HIST 252 (S) North American Histories to 1865 (DPE)
This course surveys North American histories from ancient Indigenous pasts to the U.S. Civil War. Beginning with the diverse Native societies that have long lived and interacted in specific Indigenous homelands, it then traces Indigenous encounters with a range of expansionist European colonial projects, and the dynamic, contested quality of these relationships and resistances. The course delves into the origins, evolution, and violences of the transatlantic slave trade, and the ways that peoples of African descent created new lives and identities in the Caribbean and North America. The transformations of the seventeenth and eighteenth centuries are examined in detail, including political, economic, cultural, and religious transformations and upheavals that fostered new senses of individual and collective identities. Connecting the pivotal Seven Years War and American Revolution, the course traces out the legacies of these contestations for multiple empires, nations, and communities. The last section of the course examines the antebellum era, multiple struggles for rights, land, and autonomy, and the coming of the U.S. Civil War as well as its ongoing legacies. The course introduces students to a wide range of historical methodologies and critical approaches to the past, and moves from large-scale vantages to on-the-ground accounts of how specific people experienced historical changes. The course conveys a sense of how key debates and struggles from the past have shaped North American presents and futures, and how scholars and communities have grappled with these topics. It also provides opportunities for engaging original archival and material culture collections at Williams College.
Class Format: lecture/discussion
Requirements/Evaluation: class participation, short writing assignments, reading responses, final essay
Prerequisites: none; open to all
Enrollment Limit: 30
Enrollment Preferences: first- and second-year students
Expected Class Size: 15-20
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)
Difference, Power, and Equity Notes: This course deeply engages a multiplicity of communities' experiences in North America over many millennia, including Native American/Indigenous people and sovereign nations, and African diasporic populations and transatlantic networks. It introduces students to a wide range of critical approaches, methodologies, and historiographies, including decolonizing and indigenizing techniques. It emphasizes the inherent and long-term diversity, plurality, and contestation of North American histories.
Not offered current academic year

HIST 253 (S) Modern U.S. History
This course surveys themes and issues that inform the historical landscape of the United States after the Civil War and Reconstruction, from the late 1800s to the present. With special attention to freedom and fragmentation, the course examines the dilemmas inherent to American democracy, including: westward expansion and Indian affairs; immigration and nationalism; progressivism and domestic policy; the expanding role of the United States in the world; race, gender, and rights; and the shifting terrains of liberalism and conservatism. The course also tunes into the connections between current affairs and the American past. Course materials include a range of primary sources (letters, political speeches, autobiography, film, oral histories, fiction, and photography) and historical interpretations.

Requirements/Evaluation: a combination of quizzes, short papers, and a final exam or final paper
Prerequisites: none; open to all
Enrollment Limit: 40
Expected Class Size: 40
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

Not offered current academic year

HIST 254  (F)  Sovereignty, Resistance, and Resilience: Native American Histories to 1865  (DPE)
Cross-listings: HIST 254  AMST 254  LEAD 254

Primary Cross-listing
This course surveys Native American/Indigenous North American histories from creation through the U.S. Civil War, tracing the complex ways that tribal nations and communities have shaped North America. It also introduces foundational methodologies in Native American and Indigenous Studies and strategies for pursuing decolonizing scholarship and action. Beginning with the diverse Indigenous societies that inhabited the Americas millennia before Columbus's arrival, it discusses the cultural complexity of Native peoples, nations, and worldviews rooted in particular ecosystems and homelands, as well as accounts of beginnings and migrations. It addresses how Native peoples confronted grievous epidemics resulting from the "Columbian Exchange," and contended with Euro-colonial projects of "discovery" and colonization. Indigenous nations' multifaceted efforts to maintain sovereignty and lands through eras of pervasive violence and removal are discussed, as well as the important yet under-recognized ways that Native communities negotiated the tumultuous era and conflicting allegiances of the Civil War. The course centers on Indigenous actors-intellectuals, diplomats, legal strategists, knowledge keepers, spiritual leaders, artists, and others-and consistently connects historical events with present-day debates over land, historical memory, education, and activism. Additionally, it provides an opportunity to engage with original materials pertaining to Native histories in the Williams College Archives/Special Collections and Art Museum. While the scope of the course is continental and transoceanic, it devotes significant attention to the Native Northeast and the particular Indigenous homelands in which Williams College is located.

Class Format: Remote class. Class will blend short pre-recorded lectures with weekly Zoom discussion sections/seminar format, plus time for virtual one-on-one conversations with the instructor.

Requirements/Evaluation: active participation in class discussion, several short essays based on readings and discussion topics, (virtual) museum/archives exercise, final essay
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: History or American Studies majors, followed by first- and second-year students
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 254 (D2) AMST 254 (D2) LEAD 254 (D2)

Difference, Power, and Equity Notes: This course intensively explores Native American/Indigenous North American histories, experiences, and forms of critical and creative expression, as well as responses to and engagements with Euro-American settler colonialism. It guides students into methodologies central to Native American and Indigenous Studies (NAIS), and gives opportunities for oral and written reflections on NAIS approaches to historical themes and sources, as well as decolonizing methodologies more broadly.

Fall 2020
HIST 255  (S) From Sand Creek to Standing Rock: Recent Native American Histories  (DPE)
This course surveys Native American/Indigenous histories from the era of the U.S. Civil War to the present as well as future. Beginning with the
devastating effects of Sand Creek in 1864, it traces how diverse Native nations navigated the tumultuous times that followed, up to the recent actions at Standing Rock and Mauna Kea in the 21st century. Topics include Indigenous perspectives on "modernities"; creation and contestation of reservation systems; connections with African-American families and communities; residential school experiences of
Native youth and families; Indigenous visual and performative artistic traditions and transformations, both in North America and abroad; "urban Indians" and the relocation era; Red Power activism and Indigenous internationalism; treaty rights, American Indian Law, and federal recognition
debates; environmental interventions and food sovereignty movements; and critiques of settler colonialism. The course stresses the resilience of
sovereign Indigenous nations into the present, and introduces students to a wide range of methodological approaches from Native American and
Indigenous Studies and history. It blends big-picture vantages on these topics with microhistorical accounts of particular individuals, communities, and
events, and offers a continental view of historical changes coupled with attention to the specific area of the Native Northeast in which Williams College
is situated.

Class Format: Remote course. Class will meet synchronously on Zoom once per week for group conversation, with additional time devoted to Glow
discussion posts and other activities. Students are encouraged to virtually meet with the instructor one-on-one to work on writing and projects.

Requirements/Evaluation: class discussion, reading responses, short analytic essays, archival/object analysis, final essay

Prerequisites: Hist/AmSt 254: Native American Histories to 1865 is good preparation for this course, but is not required.

Enrollment Limit:  15

Enrollment Preferences:  History and American Studies majors; then first- and second-year students from any major

Expected Class Size:  15

Grading:  yes pass/fail option,  yes fifth course option

Distributions:  (D2)  (DPE)

Difference, Power, and Equity Notes: This course focuses on Native American/Indigenous experiences in North American and transnationally, and
offers immersion in critical perspectives on settler colonialism and U.S. law and practice, and well as introduction to methodologies in Native American
and Indigenous Studies.

Spring 2021

SEM Section: R1  MW 10:00 am - 11:15 am  Christine DeLucia

HIST 256  (F) Social Justice Traditions: 1960s to #Black Lives Matter  (DPE)

Cross-listings:  AFR 257  AMST 256  HIST 256

Secondary Cross-listing

We live in a time of renewed social justice activism, as people from all walks of life confront economic inequality, police violence, discrimination against
transgender individuals, and other forms of oppression. This course is designed to clarify where recent initiatives like Black Lives Matter and Occupy
Wall Street came from, and to evaluate how they might shape American life in the near future. Movements have histories, as today's activists draw on the
"freedom dreams," tactics, and styles of rhetoric crafted by their predecessors, while making use of new technologies, such as Twitter, and
evolving understandings of "justice." Taking a historical approach, we will begin by studying the civil rights, Black Power, anti-war, counter-culture, and
feminist initiatives of the 1960s. We will then explore how progressive and radical activists adjusted their theories and strategies as the country
became more conservative in the 1970s and 1980s. Making use of movement documents, documentary films, and scholarly accounts, we will study
the development of LGBTQ, ecological, and economic justice initiatives up to the present day. Throughout, we will seek to understand how
movements in the United States are shaped by global events and how activists balance their political work with other desires and commitments.

Requirements/Evaluation: attendance and class participation; four 2 page reading response papers; discussion of films via GLOW forums; and a
final 7-8 page analytical essay

Prerequisites: none

Enrollment Limit:  35

Enrollment Preferences: first-years, sophomores, and American Studies majors

Expected Class Size:  25
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 257 (D2) AMST 256 (D2) HIST 256 (D2)

Difference, Power, and Equity Notes: The class focuses on struggles for rights, recognition, and redistribution of resources of people of color, women, LGBTQ folks, the working poor, and immigrants. We focus on the tension between groups asserting they are the "same" as others in society, and hence deserving of equal rights, and the celebration of difference as a means of asserting pride and building solidarity. We discuss how movements borrow and adapt tactics, slogans, and ideas of justice from other movements.

Not offered current academic year

HIST 257  (F)  Religion and American Politics
Cross-listings: REL 217  HIST 257

Secondary Cross-listing
This course examines the intersection of religion and American politics, from the colonial era to the present. It focuses especially on electoral politics and social movements, exploring the role of religion in conflicts over racial equality, capitalism, gender and sexuality, and church-state relations.

Students will tackle questions with both historical and present-day relevance, such as: Was America founded as a Christian nation? Has religion been a source of revolutionary change, or a mere 'opiate of the masses'? How have religious ethics shaped the politics of race, gender, and class? How has growing religious diversity affected civic unity? What role should religion play in American political life? The course will cover such topics as the religious views of the 'Founders;' debates over slavery; spiritualism & women's rights; state treatment of religious minorities; the Scopes Trial and scientific modernity; the Social Gospel and modern capitalism; the New Left and the Moral Majority; and late 20th-century religious battles over war, civil rights, feminism, and democracy itself.

Requirements/Evaluation: class participation; six informal response papers (300-400 words); two unit papers (4-6 pages); final paper (8-10 pages)
Prerequisites: none
Enrollment Limit: 20
Expected Class Size: 12
Grading: no pass/fail option, yes fifth course option
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 217 (D2) HIST 257 (D2)

Not offered current academic year

HIST 258  (S)  The World Oil Made: A Modern History

We live in a world transformed by petroleum. All around us today--in global carbon emissions, transportation, the clothes we wear, everyday objects we touch, microplastics in our water--oil is there, even if we can't always see it. At the same time, the industry fuels massive flows of global capital, and provokes critical political shifts, conflicts, and resistance movements around the world. How did oil's ubiquity happen in just over 150 years? This course will chart a global modern history by keeping this energy source always in our sight, paying particular attention to its role in the political economy, its ecological impacts, the cultural changes it has set in motion, and its place in people's material lives. In addition to having regular short assignments, students will work in groups through the semester, researching and learning how to make a 5-minute video documentary.

Class Format: discussion
Requirements/Evaluation: two short graded essays (3-5 pages); two short ungraded essays (2-3 pages); 2-3 short research assignments (1 page each); one storyboard (graded); one group video project (graded)
Prerequisites: none
Enrollment Limit: 30
Expected Class Size: 25
Grading: no pass/fail option, yes fifth course option
Distributions: (D2)
HIST 259  (S)  New England Environmental History  (WS)

Cross-listings: AMST 259  HIST 259  ENVI 259

Secondary Cross-listing

Have you ever wondered why there are few old-growth forests in New England? What Williamstown looked like before Williams was founded? How ideas about environmental preservation have changed over time? These are some of the questions we will explore in this course, which introduces students to the discipline of Environmental History through New England examples. During the semester we will: (1) read and discuss scholarship on the environmental history of New England and the world; (2) use case studies and field trips to examine how past environments are represented in museum exhibits, digital projects, and physical landscapes; (3) Develop a research paper based on original archival research

Requirements/Evaluation: several short essays, final project

Prerequisites: ENVI 101 or permission of the instructor

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies concentrators

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 259 (D2) HIST 259 (D2) ENVI 259 (D2)

Writing Skills Notes: Six response papers for which the instructor will provide consistent feedback on writing skills as well as content. Sequenced writing workshops that lead toward a final research paper.

Not offered current academic year

HIST 260  (S)  U.S. History Since the 1940s

This course surveys the history of the United States since the 1940s. It will acquaint students with the key developments that defined the postwar order, focusing especially on the history of inequality, politics and public policy, social movements, and intellectual life. As students make their way through the course, they will learn to think historically in the broadest sense—situating texts within their social context, engaging with diverse and unfamiliar perspectives, and gaining an appreciation for the complexity of human experience. In the process, students will tackle historical questions with contemporary relevance. What forces have made American society more or less equal, and how should equality be measured in the first place? How have race, class, and gender affected opportunities and outcomes for different Americans over time? To what extent have everyday people shaped the broader history of American capitalism, democracy, and social thought? To what extent have these broader developments shaped the lives of everyday people? Are we now living in an age of fracture or an age of liberation? The course will cover such topics as Cold War culture; the mass consumer economy; racial inequality, both Southern and Northern; the changing role of women at home and in the workplace; the global dimensions of the 1960s; the origins of the New Right; and the roots of modern polarization in conflicts over such issues as—busing, abortion, and privatization.

Requirements/Evaluation: attendance and participation; six informal response papers (300-400 words); two unit papers (4-6 pages); final paper (10 pages max)

Prerequisites: none, open to all students

Enrollment Limit: 40

Enrollment Preferences: History majors or students with a demonstrated interest in U.S. History

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Not offered current academic year

HIST 261  (F)  America and the Cold War
This course examines the rise and fall of the Cold War, focusing on four central issues. First, why did America and the Soviet Union become bitter rivals shortly after the defeat of Nazi Germany? Second, was one side primarily responsible for the length and intensity of the Cold War in Europe? Third, how did the Cold War in Europe lead to events in other areas of the world, such as Cuba and Vietnam? Finally, could the Cold War have been ended long before the collapse of the Soviet Union in 1989? Political scientists and historians continue to argue vigorously about the answers to all these questions. We examine both traditional and revisionist explanations of the Cold War, as well as the new findings that have emerged from the partial opening of Soviet and Eastern European archives. The final section of the course examines how scholarly interpretations of the Cold War continue to influence how policymakers approach contemporary issues in American foreign policy.

Class Format: lecture/discussion
Requirements/Evaluation: one medium length paper, an in-class midterm and final exam, and a series of short assignments
Prerequisites: none; PSCI 202 is recommended but not required
Enrollment Limit: 19
Enrollment Preferences: Political Science majors and Leadership Studies concentrators
Expected Class Size: 19
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 261 (D2) LEAD 262 (D2) PSCI 262 (D2)

Not offered current academic year

HIST 263 (F) The United States and the World, 1898 to the Present
Cross-listings: LEAD 261 HIST 263

Primary Cross-listing
This survey course examines the United States and the World since 1898. Students will be introduced to key diplomatic developments since the Spanish-American War, when the country began its ascendance to hegemonic power from which it is now in retreat. American power reached its apex during the Cold War, but that conflict and its offshoots like the Vietnam War brought about crises over national identity and values that remain unresolved. Readings and discussions will focus on issues of ideology, empire and neo-imperialism, domestic politics and foreign policy, and the relationship between culture and foreign relations.

Class Format: discussion
Requirements/Evaluation: class participation, pop quizzes, short papers, a midterm exam, and a final exam
Prerequisites: none
Enrollment Limit: 40
Enrollment Preferences: first- and second-year students, then History majors
Expected Class Size: 25-30
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
LEAD 261 (D2) HIST 263 (D2)

Not offered current academic year

HIST 264 (S) Environmental History
Cross-listings: ENVI 229 HIST 264

Secondary Cross-listing
This course is an introduction to Environmental History: the study of how people have shaped environments, how environments have shaped human histories, and how cultural change and material change are intertwined. As such, it challenges traditional divides between the humanities and the
sciences. Taking U.S. environmental history as our focus, we will strive to understand the historical roots of contemporary environmental problems, such as species extinction, pollution, and climate change. We will take field trips to learn to read landscapes for their histories and to examine how past environments are represented in museum exhibits, digital projects, and physical landscapes. And we will develop original arguments and essays based on archival research. It is imperative that we understand this history if we are to make informed and ethical environmental decisions at the local, national, and global scale.

**Class Format:** with field trips

**Requirements/Evaluation:** several short essays; final research project

**Prerequisites:** ENVI 101 or permission of instructor

**Enrollment Limit:** 18

**Enrollment Preferences:** Environmental Studies majors and concentrators; History majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 229 (D2) HIST 264 (D2)

Not offered current academic year

**HIST 265 (F) Race, Power, & Food History (DPE)**

**Cross-listings:** HIST 265 ENVI 246 AMST 245

**Secondary Cross-listing**

Have you ever wondered why Spam is so popular in Hawaii and why Thai food is available all across the United States? Are you curious why black-eyed peas and collards are considered "soul food"? In this course, we will answer these questions by digging into the histories of global environmental transformation through colonialism, slavery, and international migration. We will consider the production and consumption of food as a locus of power over the last 300 years. Beginning with the rise of the Atlantic slave trade and continuing through the 20th century, we trace the global movement of plants, foods, flavors, workers, businesses, and agricultural knowledge. Major units include rice production by enslaved people in the Americas; Asian American food histories during the Cold War; and fat studies critiques of obesity discourse. We will discuss food justice, food sovereignty, and contemporary movements for food sustainability in the context of these histories and our contemporary world. Readings are interdisciplinary, but our emphasis will be on historical analyses of race, labor, environment, health, and gender.

**Class Format:** Fall 2020 only: The course will be taught in a hybrid format that accommodates students on campus and those learning remotely. Depending on enrollment, some break-out discussions may need to be scheduled outside of the allotted time block (as would be the case in a tutorial). Discussion will be supplemented with a mix of synchronous and asynchronous online activities.

**Requirements/Evaluation:** two to three papers on assigned topics (4-6 pages); one longer final paper (8-10 pages); participation in discussion and online activities

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Environmental Studies majors and concentrators; American Studies majors; Public Health concentrators; history majors

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 265 (D2) ENVI 246 (D2) AMST 245 (D2)

**Difference, Power, and Equity Notes:** This course considers the production and consumption of food as a locus of power over the last 300 years, and contextualizes current movements for food justice and sovereignty in light of those histories. Students will have opportunities to reflect on questions of power, privilege, and racism in contemporary food movements. Our final unit focuses on challenges to critical food studies from fat liberation and body positivity

Fall 2020
HIST 266 (F) The Roaring Twenties and the Rough Thirties

Cross-listings: AMST 267 HIST 266

Primary Cross-listing

This course will probe the domestic history of the U.S. from 1919 to 1939 and the cultural, economic, political, and social changes accompanying America's evolution into a modern society. Themes include: developments in work, leisure, and consumption; impact of depression on the organization of the public and private sectors; persistence of traditional values such as individualism and the success ethos in shaping responses to change; and the evolving diversity of America and the American experience.

Class Format: This course will be taught remotely and will feature both asynchronous and synchronous instruction. Virtual course meetings will revolve around synchronous discussion and remote learners will be expected to attend class regularly and participate actively in each session held via Zoom (or a similar platform).

Requirements/Evaluation: Students will be graded on class participation and will have two take-home essay examinations (a midterm and a final, each 6-8 pages). In addition, students will write two short response papers and will complete an interpretative essay (5-7 pages) focused on art from the WPA Federal Art Project.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: HIST and AMST majors as well as students with demonstrated interest in the material

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 267 (D2) HIST 266 (D2)

Fall 2020

SEM Section: R1   MW 10:00 am - 11:15 am   Tyran K. Steward

HIST 269 The CIA and American Foreign Policy

Despite an American aversion to espionage captured by Secretary of State Henry Stimson's oft-cited (yet unsubstantiated) remark, "Gentlemen don't read each other's mail," intelligence history in the United States dates back to the Revolutionary War. Still, it took the shock of Pearl Harbor for the United States to establish a permanent peacetime civilian intelligence service independent of another federal department--the Central Intelligence Agency. Since then, the agency and others which comprise the loose entity called the Intelligence Community (IC) have played a pivotal albeit intensely controversial role in US foreign and national security policies. Yet their roles and missions remain largely misunderstood and divisive, as attested to by recent debates surrounding the multiple investigations of the 9/11 tragedy, the flawed pre-war estimates of Iraq's Weapons of Mass Destruction (WMD) capabilities, the reporting on Benghazi, the Snowden revelations, and much more. This course seeks to provide greater understanding of the relationship between intelligence and US foreign and national security policy by examining the CIA's and IC's roles and responsibilities, illuminating their history alongside the history of America and the World, assessing their successes and failures, evaluating their reforms, and correlating their behavior and capabilities with US values and institutions. Despite an American aversion to espionage captured by Secretary of State Henry Stimson's oft-cited (yet unsubstantiated) remark, "Gentlemen don't read each other's mail," intelligence history in the United States dates back to the Revolutionary War. Still, it took the shock of Pearl Harbor for the United States to establish a permanent peacetime civilian intelligence service independent of another federal department--the Central Intelligence Agency. Since then, the agency and others which comprise the loose entity called the Intelligence Community (IC) have played a pivotal albeit intensely controversial role in US foreign and national security policies. Yet their roles and missions remain largely misunderstood and divisive, as attested to by recent debates surrounding the multiple investigations of the 9/11 tragedy, the flawed pre-war estimates of Iraq's Weapons of Mass Destruction (WMD) capabilities, the reporting on Benghazi, the Snowden revelations, and much more. This course seeks to provide greater understanding of the relationship between intelligence and US foreign and national security policy by examining the CIA's and IC's roles and responsibilities, illuminating their history alongside the history of America and the World, assessing their successes and failures, evaluating their reforms, and correlating their behavior and capabilities with US values and institutions.
**HIST 280 (S) Emancipation to BlackLivesMatter**

**Cross-listings:** AFR 280  HIST 280  LEAD 280

**Primary Cross-listing**

This introductory course surveys the cultural, political, and social history of African Americans from Reconstruction to the present. It offers a balance between a "top-down" and "bottom-up" approach and focuses primarily on African Americans' quest for citizenship, equality, justice, and opportunity. In addition to examining major historical developments and popular figures within the modern black past, we will explore the lesser-known histories of everyday people who helped shaped the black freedom struggle. In so doing, we will interrogate conventional narratives of progressive movements since emancipation. Some of the main topics include: the transition from slavery to freedom; the rise of Jim Crow and the politics of racial uplift; the Great Migration and the emergence of the New Negro; the Great Depression and the New Deal; World War II and the struggle for economic and racial inclusion; the postwar period and the intersecting movements of Civil Rights and Black Power; and the impacts of deindustrialization and mass incarceration on the black community. We will end with a discussion of the Obama years and Black Lives Matter.

**Requirements/Evaluation:** Students will be graded on class participation and will have two take-home essay examinations (a midterm and a final, each 6-8 pages). In addition, students will write two response papers (2-3 pages) and will complete a mapping project based on The Negro Motorist Green Handbook.

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** students with demonstrated interest in material

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 280 (D2) HIST 280 (D2) LEAD 280 (D2)

Spring 2021

LEC Section: R1   MW 10:00 am - 11:15 am   Tyran K. Steward

**HIST 281 (S) African American History, 1619-1865**

**Cross-listings:** AFR 246  HIST 281

**Primary Cross-listing**

This course provides an introduction to the history of African Americans in United States during the colonial, early republic, and antebellum eras. The experience of enslavement necessarily dominates this history, and it is the contours and nuances of slavery-and the development of racial classifications-that give this course its focus. We will also explore African cultural influences, the significance of gender, the lives of free blacks, and the cultural and intellectual significance of the abolitionist movement. The course closes on the themes that emerge from the Civil War, and on the meaning of freedom and emancipation. Our readings will include primary sources and secondary literature. Class meetings will combine lecture and discussion. Informed participation in class discussion is essential. This Power etc course explores the experiences and expressions of the culturally diverse peoples of African descent in the New World (and the Old), as well as the myriad ways in which they confront, negotiate, and at times challenge dominant U.S. and/or European hierarchies of race, culture, gender and class.

**Requirements/Evaluation:** class discussion, short informal writing assignments, three formal papers from 3-7 pages, and a final exam
Prerequisites: none
Enrollment Limit: 30
Enrollment Preferences: first- and second-year students
Expected Class Size: 20
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
AFR 246 (D2) HIST 281 (D2)

Not offered current academic year

HIST 284 (S) Introduction to Asian American History (DPE)
Cross-listings: HIST 284 ASST 284 AMST 284

Primary Cross-listing
This course covers the immigration of Asian to the U.S. from the 1850s to the present and the lives of both immigrants and their descendants. Possible topics are the Chinese Exclusion Act, the incarceration of Japanese Americans during WWII and the arrival of Vietnamese to the U.S. after the war in Viet Nam.

Class Format: discussion
Requirements/Evaluation: a series of short essays and a final oral history/family history
Prerequisites: none
Enrollment Limit: 40
Expected Class Size: 25
Grading: no pass/fail option, yes fifth course option
Distributions: (D2) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
HIST 284 (D2) ASST 284 AMST 284 (D2)

Difference, Power, and Equity Notes: This course will focus on the legal barriers to Asian American immigration and citizenship that reveal the racial, class, gender, and religious biases against people from that part of the world. By examining these issues, we will see an unequal balance of power as well as the various ways Asian immigrants resisted American immigration laws and would eventually build communities in many parts of the US.

Not offered current academic year

HIST 286 (F) Conquests and (Im)migrations: Latina/o History, 1848 to the Present (DPE)
Cross-listings: LATS 286 HIST 286

Secondary Cross-listing
The first Latinx communities were formed in 1848 when the United States conquered half of Mexico's territory. In 1898 the United States annexed Puerto Rico and has retained sovereignty to this day. These early conquests and continuing im/migrations created Mexican and Puerto Rican communities in the United States. U.S. imperialism continued to shape the im/migrations that created Cuban, Dominican, Salvadoran, Guatemalan and other Latinx communities in the United States. This course explores U.S. military, political, and economic interventions and their impact on im/migrations and the making of Latinx communities. We also explore the impact of U.S. employers' and the U.S. government's recruitment of low wage workers in shaping im/migrations, destinations, and the formation of Latinx working-class communities. Im/migration and refugee policies have long defined who is eligible to enter and how, as well as who is deemed eligible for citizenship and belonging. Within this context, Latinas and Latinos have developed survival and family reunification strategies for themselves, their families, and their communities.

Class Format: This course is a discussion format. It will be offered in a “hybrid” format with synchronous class meetings and group discussion sections, offered in-person and remote.
Requirements/Evaluation: Class participation with short 1-2 page writing assignments; two 4-5 page essays, and a final 5-7 page essay. All writing assignments are based on course materials.
Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: LATS concentrators, History majors, or those intending to become concentrators or majors, seniors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
LATS 286 (D2) HIST 286 (D2)

Difference, Power, and Equity Notes: This Difference, Power, and Equity course explores racialized dimensions of U.S. imperialism and U.S. labor recruitment, encouraging critical analysis. The course considers the impact on the formation of Latinx communities in the U.S. and on Latinas’ and Latinos’ lived experiences in the United States.

Fall 2020
LEC Section: H1   MWF 11:45 am - 1:00 pm   Carmen T. Whalen

HIST 292  (S)  History of Sexuality
Cross-listings: GBST 241  WGSS 239  REL 241  HIST 292

Secondary Cross-listing
Is sexuality an immutable aspect of who we are or is it socially constructed? How have people understood sex and sexuality throughout history? Why does religion have any say in the sexual lives of individuals and society? What are sexual transgressions and why are they punished? Is sex a commodity that can be exchanged for money? Is sex political? This course will explore these questions through a historical approach, focusing in particular on the shifting understanding of sex and sexuality across historical time and different geographical regions. In investigating the category of sexuality, this course will push us to consider three key questions: 1) Is sexuality a useful category for historical analysis, 2) how have our assumptions regarding sexuality and sexual ethics taken shape and changed over time and 3) how do social, cultural, political, and economic conditions affect changing meanings of sexuality. Historical studies will be read in conjunction with different theoretical frameworks about sexuality. Reading historical accounts of sexuality alongside theoretical pieces will allow us to consider how historians construct an argument and the influence of theoretical frameworks in shaping scholarship. Some of the theorists we will read in the course include: Michel Foucault, David Halperin, Afsaneh Najmabadi, Valerie Traub, and Carla Freccero.

Requirements/Evaluation: reading responses, two essays, and final research paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Religion, History, and Women's, Gender and Sexuality Studies majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
GBST 241 (D2) WGSS 239 (D2) REL 241 (D2) HIST 292 (D2)

Not offered current academic year

HIST 293  (F)  The Global Uprisings of 1968-69  (DPE)

In 1968 and 1969, social rebellions erupted around the world to an extent never seen before. Tens of millions of people joined protests, riots, strikes, and armed groups that confronted a wide range of oppressive systems. This course focuses on four key issues that were central these upheavals: the intersection of Black liberation and decolonization struggles; challenges to state policing and authoritarian practices; the valorization (and criminalization) of youth; and new practices of gender and sexual liberation. Most English-language scholarship about these movements has focused on Europe, the United States, and Mexico. In addition to studying events in these regions, this class integrates histories from Senegal, Pakistan, Congo, Uruguay, Vietnam, Egypt, Jamaica, and Japan to provide a broader global perspective. Although focused on just two years, the class locates the events of 1968-69 in the context of longer-term historical developments taking place before and afterward. Doing so allows us to assess the
degree to which rebellions were borne of longstanding local conflicts, and the degree to which they were fueled by transnational connections (intellectual, personal, or political) between geographically-distant movements. Finally, the course explores how the rebellions of these two years changed the world that we live in today and what lessons they offer to those seeking systemic change in 2020.

**Class Format:** Course offered remotely. Students will be asked to upload short written or verbal assignments weekly, as well as participating in a group video-conference discussion once per week during class hours. Alternative options can be developed for students whose ability to participate in video-conference discussions is limited.

**Requirements/Evaluation:** Participation in weekly videoconference discussions; short written or oral weekly assignments; a 3-page written analysis of a primary source; and semester-long research project resulting in a 10-page paper or public history project.

**Prerequisites:** None, open to all.

**Enrollment Limit:** 15

**Enrollment Preferences:** In case of over-enrollment, preference will be given to History majors, Global Studies concentrators and those interested in social justice work.

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course focuses on the mass involvement of people in activities intended to create more equitable societies. We will analyze how historical actors from 1968-69 formulated differing conceptions of liberation and how to achieve it. Students also examine how social rebellions challenged existing structures of authority and created alternative forms of power. Throughout the class, students are asked to draw upon these historical examples to develop their own visions of equity and liberation.

**Fall 2020**

SEM Section: R1  MW 8:30 pm - 9:45 pm  Matthew Swagler

SEM Section: R2  TR 3:15 pm - 4:30 pm  Matthew Swagler

**HIST 301 (S) Approaching the Past: Remembering American History**

Much of what we know and understand about American history is rooted in the received narrative of our national history, a history that is constructed of individual, collective, and a national memory of the past and its meanings. This course will examine some forms through which American historical memory is presented and (re)presented, such as monuments, museums, novels, film, photographs, and scholarly historical writing, by considering a number of pivotal events, institutions, or eras in American history. Potential topics are slavery, race, and the Civil War; westward expansion; the Great Depression; World War II; the Sixties; the war in Vietnam; and the events and aftermath of September 11, 2001.

**Class Format:** discussion

**Requirements/Evaluation:** weekly response papers, a book review, an exercise with the Williams College Museum of Art, and a final project to be completed in consultation with the professor; students will be required to lead a class discussion

**Prerequisites:** restricted to History majors and sophomores planning to major in History

**Enrollment Limit:** 19

**Enrollment Preferences:** senior, then junior, History majors

**Expected Class Size:** 15-19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Not offered current academic year**

**HIST 301 (F) Approaching the Past: History, Theory, Practice**

This course will explore how the discipline of "History" has come to assume its present form and how a number of historians since the 1830s have understood their craft. We will begin by discussing the work of three great nineteenth-century historians (Macaulay, Marx, and Ranke) who believed that historical "truth" existed and could, with skill, be deciphered. Next we will explore the philosophy and practice of the cultural and social historians of the 1960s-1980s, comparing and contrasting their work with that of their nineteenth-century predecessors. We will then consider the writing of those recent theorists who have tried to refute historians' claims to be able to capture the "truth" of the past, focusing on the state of the field in the wake of
challenges posed to its epistemological foundations by postmodernism. Finally, we will conclude with an assessment of the state of the discipline today. In general, we will be less concerned with "the past" than with what historians do with "the past." Consequently, we will focus primarily on those abstract, philosophical assumptions that have informed the various practices of history from the 1830s to the present.

**Class Format:** discussion

**Requirements/Evaluation:** class participation, a 250-word position statement ("What is History?"); two 9- to 11-page interpretive essays, and a take-home final exam

**Prerequisites:** restricted to HIST majors and sophomores planning to major in HIST

**Enrollment Limit:** 19

**Enrollment Preferences:** senior, then junior, History majors

**Expected Class Size:** 15-19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Not offered current academic year

**HIST 301 (F) Approaching the Past: Practices of Modern History**

What is history? What is it that historians do? In this course, students will explore how and why we historians practice our craft. The first section of the course will examine how historians think about and come to know the past. Issues of historical truth, fact, and objectivity will be considered. And we will discuss what questions to ask of different types of evidence, from material objects to oral histories. Next, we will explore how historians attempt to make sense of the past. We will consider the perspectives, scale, and categories of analysis that historians can bring to bear on the past, and how history can be written. Finally, the third section of the course will pose questions about the purposes, uses, and misuses of history. We will ask how historians might engage with those outside of academe; what moral and political responsibilities historians should assume; how history is related to memory making; and why history education has been so contentious. Each week, we will focus on some theoretical material as well as readings on a broad range of topics, across time and geography, that concretely illustrate the methodological issues at stake.

**Class Format:** remote

**Requirements/Evaluation:** class participation, response papers (500 words), two practicums/short essays (5 pages), and a final project (10 pages)

**Prerequisites:** restricted to HIST majors and sophomores planning to major in HIST

**Enrollment Limit:** 15

**Enrollment Preferences:** senior, then junior, History majors

**Expected Class Size:** 10-15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

Fall 2020

SEM Section: R1  WF 1:30 pm - 2:45 pm  Eiko Maruko Siniawer

**HIST 301 (F) Approaching the Past: Writing the Past**

"History" refers to the aggregate of past events as well as to the branch of knowledge that seeks to understand those past events. Whereas history courses often take as their content the first of these two meanings of history, focusing on the politics, society, and culture of a particular place in a particular historical era, this course will examine history's often concealed "other" meaning: the practices of historians, their methods and assumptions. In so doing, this course aims to unsettle history majors' own assumptions about what history "is" and what historians "do". How do historians reconstruct the past, and how and why have their approaches to sources, theories, and narrative strategies changed over time? And on a deeper level, how have historians' suppositions changed—if they have changed—about the nature of historical truth, knowledge, and the value of history to the societies in which they wrote? Taking history-writing itself as our object of study, over the course of the semester we will read the work of twelve, quite different historians from the classical to the modern era. Each week in our seminar meetings, we will subject these texts to a careful reading in order to understand and assess these historians' theories and practices.

**Class Format:** discussion

**Requirements/Evaluation:** evaluation will be based on class participation, weekly critical response papers to the assigned reading, and a final paper
**HIST 301 (S) Approaching the Past: Varieties of Historical Thinking**

This course is designed to acquaint students with some of the ways historians have thought about the past. Beginning with Thucydides' *The Peloponnesian War*, the work of twelve historians will be studied closely and critically over the course of the semester. In the process, students not only will become familiar with various important historical approaches but will also be encouraged to examine their own assumptions about the past and about how and why--or even if--we know it. We will meet weekly to define, understand, and assess the different ways historians considered in the course have thought about the past.

**Requirements/Evaluation:** in preparation for class discussion, students are required to produce a one-page critical response to the assigned reading each week, which will form the basis for class discussion; in addition to writing ten critical responses, students are also required to make an oral presentation of approximately twenty minutes on a professor they have had in a history course at Williams College.

**Prerequisites:** restricted to History majors and sophomores planning to major in History.

**Enrollment Limit:** 19

**Enrollment Preferences:** senior, then junior, History majors

**Expected Class Size:** 15-19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Not offered current academic year.

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**HIST 301 (S) Approaching the Past: National, Transnational, and Postcolonial Histories**

This course examines the practice of history from the nineteenth century to the present. We will examine the sources, methods, and theoretical assumptions that have shaped the historical craft in this period, as well as the deeper questions that all historians must confront, implicitly or explicitly: What is "history"? Who makes it and how? How do these questions figure into histories of nations, colonialism, and anti-colonialism? To address these issues, we will discuss the work of canonical and non-canonical historians from across the world, and from outside as well as inside the academy. The particular focus will be on the production of history from the rise of the nation-state through the spread of new imperialisms in the late nineteenth century and on to the emergence of the "Third World," decolonization, and the "new globalization" over the course of the twentieth century. In weekly meetings we will analyze texts and how their authors define historical subjects/actors and processes, as well as the meanings of history for different audiences and eras.

**Class Format:** remote

**Requirements/Evaluation:** class participation, 10 short (2-page) papers, final presentation

**Prerequisites:** restricted to History majors and sophomores planning to major in History

**Enrollment Limit:** 12

**Enrollment Preferences:** senior, then junior, History majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Spring 2021

**SEM Section:** KR1  W 1:10 pm - 3:50 pm  Thomas A. Kohut

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**HIST 301 (S) Approaching the Past: National, Transnational, and Postcolonial Histories**

This course examines the practice of history from the nineteenth century to the present. We will examine the sources, methods, and theoretical assumptions that have shaped the historical craft in this period, as well as the deeper questions that all historians must confront, implicitly or explicitly: What is "history"? Who makes it and how? How do these questions figure into histories of nations, colonialism, and anti-colonialism? To address these issues, we will discuss the work of canonical and non-canonical historians from across the world, and from outside as well as inside the academy. The particular focus will be on the production of history from the rise of the nation-state through the spread of new imperialisms in the late nineteenth century and on to the emergence of the "Third World," decolonization, and the "new globalization" over the course of the twentieth century. In weekly meetings we will analyze texts and how their authors define historical subjects/actors and processes, as well as the meanings of history for different audiences and eras.

**Class Format:** remote

**Requirements/Evaluation:** class participation, 10 short (2-page) papers, final presentation

**Prerequisites:** restricted to History majors and sophomores planning to major in History

**Enrollment Limit:** 15

**Enrollment Preferences:** senior, then junior, History majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Spring 2021
HIST 301  (S)  Approaching the Past: Other People's History

From antiquity to the present, most historians have chosen to write about their own community, whether they have defined it by ethnicity, nationhood, language, or creed. Only a minority have chosen instead to record the history of a group of which they are not a member. This seminar asks: what does it mean to write other people's history? We will consider, first, the motivations that might lead someone to dedicate their lives to studying a foreign culture. What practical challenges are involved? What languages, archives, and forms of knowledge does the historian have to master, and how is this achieved (or not achieved)? Further, we will inquire: what unique problems and opportunities emerge? What mental categories mediate the inevitable comparisons that arise in the study of other people's history? What kind of histories can be written this way, and what kind cannot? Throughout, we will take seriously the ethical challenges and opportunities of this peculiar historiographic position. Finally, we will determine the lessons that can be drawn for our own practice as historians. Authors to be read will range from antiquity to the present and include Herodotus, al-Biruni, José de Acosta, and Edward Gibbon among others.

Requirements/Evaluation: participation, short papers, presentations, and a longer final paper
Prerequisites: restricted to History majors and sophomores planning to major in History
Enrollment Limit: 19
Enrollment Preferences: seniors, then juniors, History majors
Expected Class Size: 12
Grading: no pass/fail option, yes fifth course option
Distributions: (D2)
Not offered current academic year

HIST 301  (S)  Approaching the Past: The American Civil War

How have historians told the story of the Civil War? Even before Lee's surrender at Appomattox Court House in the spring of 1865, historians and local communities strove to craft a coherent story of a war that left 620,000 soldiers dead and set enslaved people on a long road towards freedom. Civil War historiography has been reinvented numerous times in the last century. Biographies of Lincoln, of Generals--Union and Confederate still appear regularly. Historians of gender have tried to capture women's and queer people's experiences on the homefront and on the front lines. Histories of battles, of legislation, of the era's music, literature, and art all fill rows of shelves in Sawyer. We will not attempt to "understand" the Civil War. Rather we will examine a few very different histories of the event. We will read authors who center African Americans and authors who ignore them. We will read a biography and cultural history. We'll look at new attempts to tell local histories of the war through interactive web sites and film. We'll also study historical re-enactors, North and South. We will end with an examination of the recent struggles over Confederate Memorials. This course will be offered online. I encourage all students to schedule one on one office hour zoom meetings with me throughout the semester.

Requirements/Evaluation: Two presentations, two brief responses, one formal paper and/or a book review, and a final paper.
Prerequisites: None
Enrollment Limit: 15
Enrollment Preferences: senior History majors
Expected Class Size: 15
Grading: no pass/fail option, yes fifth course option
Distributions: (D2)
Not offered current academic year

HIST 302  (F)  Islamic Law: Past and Present

Cross-listings: ARAB 243  WGSS 243  REL 243  HIST 302
Secondary Cross-listing

From fear of the Shari'a to its implementation in so called "Islamic countries," Islamic law is perhaps best associated with draconian punishments and the oppression of women. Islamic law is ever present in our public discourse today and yet little is known about it. This course is designed to give students a foundation in the substantive teachings of Islamic law. Islamic law stretches back over 1400 years and is grounded in the Quran, the life example of the Prophet Muhammad, and juridical discourse. Teetering between legal and ethical discourse, the Shari'a moves between what we
normally consider law as well as ethics and etiquette. The course will explore four key aspects of the law: its historical development, its ethical and legal content, the law in practice, and the transformation of Islamic law through colonialism and into the contemporary. Specific areas we will cover include: ritual piety, family and personal status law, criminal law, and dietary rules.

Requirements/Evaluation: weekly responses, four 2- to 3-page essays
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: majors
Expected Class Size: 10
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
ARAB 243 (D2) WGSS 243 (D2) REL 243 (D2) HIST 302 (D2)
Not offered current academic year

HIST 304  (F)  Sacred Custodians: Environmental Conservation in Africa  (DPE)
Cross-listings:  AFR 335  ENVI 304  GBST 304  HIST 304
Primary Cross-listing

In this seminar we will explore environmental conservation in Africa. In particular we will look at African ideas, ethics, and approaches to environmental conservation. Are there African ideas, ethics, and activities that are uniquely conservationist in nature? We will explore well-known African leaders to understand what spurred them to become conservationists, how they interpreted and communicated environmental crises. For example, Wangari Maathai is a world-renowned female scientist who established the Green Belt Movement in Kenya. This movement focuses on addressing the problem of de-forestation. Ken Saro-Wiwa was an activist in Nigeria who fought for and alongside local communities against multinational oil corporations. We will examine these and other African conservation practices alongside popular images of environmental crisis that place blame for environmental degradation on Africans. Students will be invited to critically study histories of environmental management on the continent and the emergence, development, and impact of the idea of conservation. We will unpack the rich histories of conservation efforts in Africa, such as resource extraction, game parks, desertification, wildlife and hunting, traditional practices, and climate change.

Class Format: If there's sufficient enrollment, this course will be taught in 2 sections, 1 in-person section and 1 remote section;
Requirements/Evaluation: Requirements/Evaluation: active participation in discussion, map quiz, reading reflections, critical reflections on films, a case study (5-7 pages), and a take-home final exam.
Prerequisites: None
Enrollment Limit: 15
Enrollment Preferences: If course is over-enrolled, preference to History Majors and students with a demonstrated interest in African studies. If there's sufficient enrollment, this course will be taught in 2 sections, 1 in-person section and 1 remote section.
Expected Class Size: 10-12
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)  (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
AFR 335 (D2) ENVI 304 (D2) GBST 304 (D2) HIST 304 (D2)
Difference, Power, and Equity Notes: This course will intensively explore the question of how various global and local actors have defined environmental degradation and promoted approaches to conservation in Africa. It guides students through an examination of the different power dynamics that have shaped environmental conservation thought and practices on the continent. This course, therefore, provides a critical lens through which to examine the inequalities rooted in race, gender, and other forms of difference

Fall 2020
SEM Section: H1  MW 10:00 am - 11:15 am  Benjamin Twagira
SEM Section: R2  TR 11:30 am - 12:45 pm  Benjamin Twagira
HIST 305  (S)  A History of Health and Healing in Africa  (DPE)

Cross-listings:  AFR 304  HIST 305

Primary Cross-listing

This class will explore the history of health and healing in Africa, with emphasis on the colonial and post-colonial eras. During the semester we will explore diverse medical and social interventions in African health over the past 150 years. How have African societies understood healthy communities and public health? We will examine this question through the study of spirit possession and other African healing practices but also how they have intersected with different biomedical practices and public health programs. We will also study the patterns and social impacts of new diseases in the twentieth century, as well as transformations in the understanding and treatment of diseases long present on the continent. In particular we will explore shifting understandings of the causes, treatment, and social implications of sleeping sickness, malaria, and HIV/AIDS. The development of colonial rule, shifting environmental conditions, changing diets, and urbanization all impacted the disease landscape, as well as the way African societies have understood public health. Indeed, the themes of health, medicine and disease provide a useful lens for understanding important social transformations across the continent.

Requirements/Evaluation:  active participation in discussion, map quiz, reading reflections, a primary source analysis paper (3-5 pages), presentation, and one research paper (8-12 pages).

Prerequisites:  none

Enrollment Limit:  15

Enrollment Preferences:  if course is over-enrolled, preference to history majors and students with a demonstrated interest in African studies

Expected Class Size:  15

Grading:  yes pass/fail option,  no fifth course option

Distributions:  (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 304  (D2)  HIST 305  (D2)

Difference, Power, and Equity Notes:  This course explores transformations in how Africans in the recent past have experienced, practiced and conceptualized health and healing. These transformations have been triggered by the expansion of global biomedicine, new and lethal epidemics, old diseases in changing environments, and new political and economic decisions by policymakers. The history of health and healing in Africa provides a critical lens through which to examine societal imbalances and and inequalities.

Spring 2021

SEM Section:  H1    MW 6:45 pm - 8:00 pm    Benjamin Twagira

HIST 306  (S)  Indigenous Narratives: From the Fourth World to the Global South  (DPE)  (WS)

Cross-listings:  GBST 369  HIST 306  COMP 369  ARAB 369

Secondary Cross-listing

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Tashelhiyt Berber tales in Morocco, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

Class Format:  Course will be offered remotely.

Requirements/Evaluation:  active class participation, several short response assignments (3-4 pages), two film reviews (1 page), a performance project, and a final paper (7- to 10 -pages)
Difference, Power, and Equity Notes: At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.

Spring 2021
SEM Section: R1 MR 1:30 pm - 2:45 pm Amal Eqeiq

HIST 307 (F) To Die For? Nationalism in the Middle East (DPE)

Cross-listings: HIST 307 ARAB 307

Primary Cross-listing
In 1932, or twelve years into his rule and twelve years after the establishment of Iraq, King Faysal I lamented that there were "no Iraqi people but only unimaginable masses of human beings, devoid of any patriotic idea, imbued with religious traditions and absurdities, connected by no common tie.” This course will consider how true the King's statement still holds by evaluating the various attempts at state and nation building in the modern Middle East. Some of the more prominent questions that this course will examine include: What is a nation? What are essential characteristics of a nation? Who are a people? Why are people ready to die for the nation? And who is included and excluded in the nationalist narrative? After assessing some of the more influential theories of nationalism, we will explore the historical experience of nationalism and national identity in Egypt, Israel, Turkey, Iran, and Iraq. What has been at the basis of nationhood? How did European concepts of nation translate into the Middle Eastern context? What was the role of religion in these modern societies? How did traditional notions of gender affect concepts of citizenship? We will also explore some of the unresolved issues facing the various nations of the Middle East, such as unfulfilled nationalist aspirations, disputes over land and borders, and challenges to sovereignty.

Class Format: A hybrid course for students who are both on campus and remote. Depending on the number of students, the course will primarily be taught seminar style on campus following appropriate social distancing guidelines or in the tutorial format with a mix of on campus and remote groups. Some class meetings may be remote and asynchronous but this will mostly be a synchronous campus class.

Requirements/Evaluation: There will be several options to fulfill the requirements of this course including a weekly journal, oral exam or a final research paper (12-15 pages).

Prerequisites: None.

Enrollment Limit: 15

Enrollment Preferences: History and Arabic Studies majors, seniors, and students with a demonstrated interest in the Middle East.

Expected Class Size: 8-10

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 307 (D2) ARAB 307 (D2)

Difference, Power, and Equity Notes: This course examines the power of the state to decide who is included and not included in the nationalist narrative. How does it seek to promote unity and how does it explain differences within and outside of society? Though nationalism can be a very
HIST 308 (S) The Nile (DPE)

Cross-listings: HIST 308 ARAB 308

Primary Cross-listing

For millennia, the Nile River has sustained civilizations in eastern and northern Africa. It is the only reason that Egyptians have been able to live in the Sahara Desert. It was at the banks of this river that some of the most significant human structures were built and some of the most beautiful artworks conceived. The Nile provided the silt and hence the alluvial soils on which all the great Egyptian empires were founded. Yet now in the 21st century, the Nile River is at a historical turning point. The water level and quality is dwindling while at the same time the number of people who rely on the river is ever increasing. This course will consider the history of the Nile and the peoples and cultures it has sustained. After a brief overview of the role of the river in ancient Egypt, we will explore the modern political and cultural history of the Nile. Who lives along this river and what kind of cultures have developed in the Nile valley? We will evaluate the numerous attempts to manage and control the Nile and the continuous efforts to utilize the river for human development such as agriculture and the tourism industry. At the end of the semester we will consider the relationship of the mega city Cairo with the Nile and whether the tensions among Nile riparian states will lead to "water wars" in East Africa and the Middle East.

Requirements/Evaluation: short papers and final project/paper

Prerequisites: none, though background in Middle East history is preferable

Enrollment Limit: 19

Enrollment Preferences: History and Arabic Studies majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: The course fulfills the DPE requirement because it evaluates the differing experiences of the Nile among different cultural groups. It will evaluate how the central government is constantly trying to change how people use their water and therefore over-determine how people interact with their natural environment.

Not offered current academic year

HIST 309 (S) Fire and Ice: The History of Modern Iceland

How have a few wretched souls been able to survive on a frozen tundra in the middle of the north Atlantic for over 1100 years? This course will explore the curious history of Iceland, a small and unimportant country, that despite, or because of its geographic isolation and lack of any valuable natural resources, has been able to develop a distinct national and cultural identity. What lessons can be drawn from the historical experiences of Icelanders? The course will start with the paradigmatic sagas (Egil’s and Njal’s Saga) that have played an out-sized role in the development of Icelandic culture. Then we will assess the nation’s independence, the impact of the world wars, the building of the modern welfare state, and how the country has fared through economic peaks and valleys. At the end of the semester, students will be able to understand the significance of the following phrases: “Fögur er hlíðin,” “Deyr fé, deyr frændr,” “Betta reddast,” “dugleg/ur,” and “Áfram Ísland.” This comprehension is, of course, very practical since 320,000 people understand the Icelandic language.

Requirements/Evaluation: short papers and final project

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: History majors

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)
HIST 311 Women Warriors, Colonial Soldiers, and Slave Armies: Soldiering and Warfare in African History  
Soldiering is one of the oldest professions in African history. Throughout the continent's long history, ordinary soldiers have risen to become kings, queens, presidents, and held other positions of significance. Soldiers in African history have hailed from diverse backgrounds, ranging from the enslaved to those from the nobility. Notable soldiers in African history have been both men and women. Certainly, in Africa as in other world regions there is a tendency to associate the military profession with men. Yet, there have been famous female military warriors in African history, some of the most famous ones being Queen Nzinga in the seventeenth century; the all-female military units in the kingdom of Dahomey, known for their rigor and being effective fighters; and, more recently, Alice Lakwena who commanded a rebellion that nearly brought down the Ugandan government in the late twentieth century. Some of the other themes which we will explore include how warfare was organized from the precolonial era to more recent times; the impact of changing technologies on warfare and the everyday life of armed soldiers; colonial conquest and the soldiers who fought for Europeans and those who resisted; recruitment criteria during the colonial period, and colonial military identities; service in the military as labor and rebellions and mutinies over pay and work conditions; the army and nationalism. Throughout the course we will challenge the enduring Western image and stereotype of Africa as a violent place by focusing on a) the changing conditions that have pushed individuals and communities to go to war, and b) by examining how Africans have initiated and resolved conflict. Students will analyze a variety of resources including soldiers' biographies, films, oral traditions, and archival sources that will help them to come up with their own arguments about the role of the soldiers and the military in Africa.

Requirements/Evaluation:  active participation in discussion, map quiz, response papers, a short analytic paper (3-5 pages), presentation, and one research paper (8-12 pages).

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: if course is over-enrolled, preference to history majors and students with a demonstrated interest in African studies

Expected Class Size: 20

Grading:

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course examines the critical questions of how and why Africans have waged military campaigns, and how they have inspired others to join them. From the pre-colonial era to the present, all forms of military action in Africa were in many respects expressions of societal imbalances based on ethnicity, race, gender, generation, and class.

HIST 312 (F) The Mughal Empire: Power, Art, and Religion in India
Cross-listings: GBST 312 REL 312 ASST 312 HIST 312
Primary Cross-listing

Established in the early 1500s, the Mughal Empire was one of the grandest and the longest to rule the Indian subcontinent for over three hundred years. Commanding unprecedented resources and administering a population of 100 to 150 million at its zenith—much larger than any European empire in the early modern world—the Mughals established a centralized administration, with a vast complex of personnel, money, and information networks. Mughal emperors were also political and cultural innovators of global repute. Moreover, while the Mughal dynasty was brought to an end with British colonial rule over India in 1857, the Mughal administrative structures and cultural influences continued to have a lasting impact on the British and later Indian states that followed. Centered around the intersection of the themes of power, patronage of art and architecture and religion, this course will ask: What factors contributed to the durability of the Mughal Empire for three centuries? How did global trade and innovations in taxation contribute to its wealth and stability? How did this dynasty of Muslim monarchs rule over diverse, and largely non-Muslim populations? How did they combine Persian cultural elements with regional ones to establish an empire that was truly Indian in nature? How were the Mughals viewed in their contemporary world of gunpowder empires like the Safavids of Persia and the Ottomans of Turkey? Readings will include the best of the recent scholarship on this vastly influential empire and a rich collection of primary sources, including emperor's memoirs, accounts of European travelers, and racy biographies, which will allow students make their own analysis. They will also have the opportunity to interpret paintings (some of which are held in the WCMA collections) and architecture. They will also discuss how the Mughals are remembered in South Asian film and music.

Requirements/Evaluation: participation, response papers/short essays, one final paper

Prerequisites: none, open to first-year students with instructor permission

Enrollment Limit: 25

Enrollment Preferences: History majors and potential History majors

Not offered current academic year
HIST 313 (F) The People’s Republic: China since 1949
Cross-listings: ASST 313 HIST 313

Primary Cross-listing

This course provides a close examination of the six decades of the history of the People’s Republic of China, from the 1949 Revolution to the present day. Through readings and discussion, we will explore the multiple political, economic, social, and cultural factors that contributed to the idealism of the “golden age” of Communist Party leadership (1949-65), the political violence of the Cultural Revolution (1966-76), the profound transformation of the Reform Era (1978-present) as well as the motors of change in China today. Course materials will include films, novels, and ethnographies, as well as secondary analyses. Please note that this is a discussion seminar and not a survey course.

Requirements/Evaluation: active class participation, several short papers and a final research paper

Prerequisites: none (HIST 213 recommended)

Enrollment Limit: 25

Enrollment Preferences: junior and senior History and Asian Studies majors

Expected Class Size: 12-20

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
ASST 313 (D2) HIST 313 (D2)

Not offered current academic year

HIST 314 (F) Emperors of Heaven and Earth: Mughal Power and Art in India, 1525-1707
Cross-listings: HIST 314 ARTH 314 ASST 314

Primary Cross-listing

The Mughal dynasty ruled over most of northern India from the 16th to the 19th centuries. The Mughal Empire was the grandest and longest to rule the Indian subcontinent—much larger than any European empire in the early modern world—and it continued to have a lasting impact on South Asia. Mughals established a centralized administration with a vast complex of personnel, money and information networks. Styling themselves as 'Emperors of Heaven and Earth', the Mughal kings were also globally viewed as political innovators and unprecedented patrons of art. Their visual practices were as much a part of their imperial ideologies as their administrative and military measures. This co-taught course combines the disciplines of Art History and History to explore the intricate workings of Mughal politics and ideologies. The first of its kind to bring an interdisciplinary approach to teaching South Asia at Williams, the course asks: How did the Mughals sustain their empire for three centuries? How did they use art and politics to rule over diverse and largely non-Muslim populations? How did these Muslim imperial patrons merge Persian and Central Asian cultural values with preexisting Indian forms of administrative and artistic expression? How does Mughal culture continue to shape the South Asian imagination today? Readings will include a variety of visual and literary texts. We will delve deep into the world of biographies, travel accounts, poetry, architecture and a plethora of artworks. Students will take a hands-on approach to Mughal painting through several visits to the WCMA and a dedicated Object Lab. The primary aim of this co-taught course is to introduce students to a multifaceted picture of one of the greatest empires in pre-colonial world history. Another goal is to familiarize them with a wide range of visual and written primary sources and develop a vocabulary for ‘reading’ these.

Requirements/Evaluation: class participation and weekly responses to readings, 4-5 short papers and a final paper

Prerequisites: students who have previously taken HIST312 will not be permitted to take this course; no other prerequisites

Enrollment Limit: none

Enrollment Preferences: graduating seniors

Expected Class Size: 20
HIST 318 (F) Nationalism in East Asia

Cross-listings: PSCI 354  HIST 318  ASST 245

Secondary Cross-listing

Nationalism is a major political issue in contemporary East Asia. From anti-Japanese demonstrations in China, to tensions on the Korea peninsula, to competitive elections in Taiwan, to debates in Japan about the possibility of a woman ascending the Chrysanthemum Throne, national identity is hotly debated and politically mobilized all across the region. This course begins with an examination of the general phenomena of nationalism and national identity. It then considers how nationalism is manifest in the contemporary politics and foreign relations of China, Japan, South Korea, North Korea and Taiwan.

Requirements/Evaluation: two short papers; final exam

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: in the following order, seniors, juniors, sophomores, then first-years

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
PSCI 354 (D2) HIST 318 (D2) ASST 245 (D2)

Not offered current academic year

HIST 319 (F) Gender and the Family in Chinese History (DPE)

Cross-listings: WGSS 319  ASST 319  HIST 319

Primary Cross-listing

Although sometimes claimed as part of a set of immutable "Asian values," the Chinese family has not remained fixed or stable over time. In this course, we will use the framework of "family" to gain insight into gender, generation, and sexuality in different historical periods. Beginning in the late imperial period (16th-18th Centuries), we will examine the religious, marital, sexual, and child-rearing practices associated with traditional ideals of family. We will also examine the wide variety of "heterodox" practices that existed alongside these ideals, debates over and critiques of gender, family, and sexuality in the twentieth century and in China today.

Class Format: Remote in Fall 2020. Emphasis will be on synchronous discussions and small group work via Zoom (or similar).

Requirements/Evaluation: active participation in discussions and group work, short skills-based writing assignments (2-4 pgs) and short essays (5-7 pgs) leading toward a final paper.

Prerequisites: none; open to first year-students with instructors permission

Enrollment Limit: 15

Enrollment Preferences: History, Asian Studies, and WGSS majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 319 (D2) ASST 319 (D2) HIST 319 (D2)

Difference, Power, and Equity Notes: This course focuses on historical regimes of gender and sexuality in China and their transformations over time. Students will be asked to consider these regimes both on their own terms and in comparative perspective.
HIST 320 (S) Emotions in Modern Japanese History

Cross-listings: ASST 320 HIST 320

Primary Cross-listing

Emotions have been integral to the human experience—to relationships between people, political decision making, economic behavior, individual and communal identities, international affairs, and national projects. This course will consider a full range of emotions including fear, insecurity, pride, anxiety, desire, anger, and happiness. And it will examine these emotions as both actors in history and subjects of historical inquiry. We will ask how emotions have reflected and shaped the making of modern Japan. What role have emotions played in steering the course of Japanese history, from the modernizing revolutions of the late 1800s, imperialism, colonialism, and war, to the navigation of both affluence and economic insecurity in the postwar era? How have emotions been talked about and represented in modern Japan? We will also discuss different ways of researching and writing a history of emotions.

Class Format: remote with synchronous, seminar-style discussion

Requirements/Evaluation: class discussion; response papers; research paper (12-15 pages)

Prerequisites: none; open to first-year students with instructor's permission

Enrollment Limit: 15

Enrollment Preferences: History or Asian Studies majors; prospective majors

Expected Class Size: 10-12

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 320 (D2) HIST 320 (D2)

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Spring 2021

SEM Section: R1    TF 1:30 pm - 2:45 pm     Eiko Maruko Siniawer

HIST 321 (S) History of U.S.-Japan Relations, 1853-Present (DPE)

Cross-listings: LEAD 321 ASST 321 HIST 321

Primary Cross-listing

An unabating tension between conflict and compromise has been an undercurrent of U.S.-Japan relations since the 1850s, at times erupting into clashes reaching the scale of world war and at times allowing for measured collaboration. We will explore the U.S.-Japan relationship from the perspectives of both countries with a focus on how culture, domestic concerns, economic and political aims, international contexts, and race have helped shape its course and nature. This course will fulfill the Difference, Power, and Equity requirement by examining not just the diplomatic relationship between the U.S. and Japan, but also how various types of interactions have influenced the dynamics of power between these two countries and have shaped the ways in which each country has understood and portrayed the other.

Class Format: remote with synchronous, seminar-style discussion

Requirements/Evaluation: class participation, response papers (500 words), one short paper (5 pages), and a research paper (12-15 pages)

Prerequisites: none; open to first-year students with instructors permission

Enrollment Limit: 15

Enrollment Preferences: History or Asian Studies majors/prospective majors

Expected Class Size: 10-15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
LEAD 321 (D2) ASST 321 (D2) HIST 321 (D2)

**Difference, Power, and Equity Notes:** The course focuses on differences in power (economic, cultural, political, and military) between Japan and the U.S., from the 1850s through the present. It considers the ways in which Japan has been subordinate to the U.S. for much of this history, and the conflicts that have resulted when Japan has attempted to overturn this dynamic of power. Students will acquire the skills of history and international relations to examine how race, culture, and politics have shaped this relationship.

**Spring 2021**
SEM Section: R1    TF 3:15 pm - 4:30 pm     Eiko Maruko Siniawer

**HIST 323 (F) From Achilles to Alexander: Leadership and Community in Ancient Greece**

**Cross-listings:** HIST 323  CLAS 323  LEAD 323

**Secondary Cross-listing**
Visionary, opportunist, reformer, tyrant, demagogue, popular champion: concise characterization of influential leaders is often irresistible. But placing leaders in their much less easily encapsulated political, social, and religious contexts reveals them to be far more complicated and challenging subjects. Among the questions that will guide our study of Greek leadership: Was the transformative leader in a Greek city always an unexpected one, arising outside of the prevailing political and/or social systems? To what extent did the prevailing systems determine the nature of transformative as well as of normative leadership? How did various political and social norms contribute to legitimating particular kinds of leader? After studying such leaders as the "tyrants" who prevailed in many Greek cities of both the archaic and classical eras, then Athenian leaders like Solon, Cleisthenes, Cimon, Pericles, Cleon, and Demosthenes, and Spartans like Cleomenes, Leonidas, Brasidas, and Lysander, we will focus on Alexander the Great, whose unique accomplishments transformed every aspect of Greek belief about leadership, national boundaries, effective government, the role of the governed, and the legitimacy of power. Readings will include accounts of leadership and government by ancient Greek authors (e.g. Homer, Solon, Herodotus, Thucydides, Plato, Aristotle, Demosthenes, all in translation) and contemporary historians and political theorists.

**Class Format:** discussion

**Requirements/Evaluation:** contributions to class discussions, three short papers (4-6 pages each), a midterm exam, and an oral presentation leading to a significant final paper (10-12 pages)

**Prerequisites:** none, but a background and/or interest in the ancient world, political systems, and/or Leadership Studies is preferred

**Enrollment Limit:** 19

**Expected Class Size:** 12

**Grading:** yes pass/fail option,  yes fifth course option

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 323 (D2) CLAS 323 (D1) LEAD 323 (D1)

**Not offered current academic year**

**HIST 329 (S) The History of Witches and Witchcraft in Medieval and Early Modern Europe**

Between the fifteenth and eighteenth centuries, some 50,000 people--mostly women, but also men and children--were tried and executed for witchcraft all over Europe and its colonies. In this seminar, we investigate through primary sources why and how this phenomenon developed, erupted, and ended in the early modern period, a period that included the European Renaissance, Reformations, Scientific Revolutions, colonization, and Enlightenment. We also examine the various methodologies that historians have employed and debated over the past decades to try and explain European witchcraft beliefs and prosecutions and their impact on society. Lastly, the study of witches and witchcraft will also inform our understanding of its place in the religious, political, legal, social, and cultural development of medieval and early modern Europe, as well as of its connections to the histories of European persecution, heresy, antisemitism, gender formations, demonology, magic, state formation, and race.

**Requirements/Evaluation:** Participation. Short reading response essays (200-300 words) on readings and topics. The leading of a class discussion. One 5-6 page historiographical essay and a final 10-12 page research paper on a witchcraft topic of choice in consultation with the instructor.

**Prerequisites:** No prerequisites. Open to first-year students with permission of instructor

**Enrollment Limit:** 15
HIST 330  (S)  Reformations: Faith, Politics, and the World

Primary Cross-listing

The Protestant Reformation of the sixteenth century was one of the major transformations in the history of Christianity, a faith whose 2.2 billion adherents make it the largest religion in the world today. Martin Luther and his followers sparked a schism that changed what it meant to be a Christian, and, by various reckonings, helped to create the state as we know it, the modern self, capitalism and even, as an unintended consequence, secularism. As inhabitants of a post-Protestant society, we have much to learn about the world in which we live from studying the Reformation and its legacies. While considering classic interpretations, this seminar will also probe recent research on the plural Reformations: not just Protestant but also Catholic, and not solely the elite movement of Luther and John Calvin but also the Reformation of women and peasants. What was at stake in these sweeping transformations of what it meant to be a Christian? We will consider theological debates about human agency, the changing relationship of religion and the state, female mysticism, religious warfare, iconoclasm, the arrival of Protestantism in New England, and toleration. We will work intensively in Chapin Library, examining books of hours, Bibles, missals, psalters, and primers. The seminar will also visit WCMA and the Hancock Shaker Village. Authors to be read include Luther, Calvin, Teresa of Ávila, Jean Bodin, Ignatius of Loyola, and John Winthrop. Note: due to the constraints of rare-book research, enrollment is capped at 12.

Requirements/Evaluation: two short papers (5-7 pages) and a longer final paper (10-12 pages)

Prerequisites: none

Enrollment Limit: 12

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 330  (D2)

Not offered current academic year

HIST 331  (F)  European Intellectual History from Aquinas to Kant

The scholars and philosophers of early modern Europe set the agenda for much of modern thought concerning epistemology, morality, religion, and politics. Many of their debates still inform our intellectual world: How do we know what we know? Is human nature intrinsically selfish? What is the nature of God, and of His revelation? Should we prefer individual freedom or political stability? Our seminar will retrace the long and winding path from the intellectual culture of late medieval Europe to that of the Enlightenment. We will try to understand how a Christian culture of manuscript books, whose inquiries were conducted in Latin, transformed into a secular culture of public debate in new printed publications such as journals and newspapers in vernacular languages (English, French, German, etc.). In the process, we will encounter the foundational movements that structured European thought and the making of knowledge in these centuries: scholasticism, humanism, the new philosophy and the Enlightenment. Ultimately, we will recover the arguments of major thinkers and consider what they can teach us today. Authors to be read include Petrarch, Christine de Pizan, Thomas More, Descartes, Leibniz, Montesquieu and Rousseau.

Requirements/Evaluation: attendance and participation; two short papers; a longer final paper

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: juniors and senior History majors
Expected Class Size: 15
Grading: no pass/fail option, yes fifth course option
Distributions: (D2)

HIST 332 (F) Queer Europe: Sexualities and Politics since 1850 (DPE)
Cross-listings: HIST 332  WGSS 331

Primary Cross-listing

This course explores the construction, articulation, and politics of queer sexual desire in Europe from the mid-nineteenth century to the present. By placing queer sexualities in their broader social and political context, the course examines the ways in which sexuality has become central to questions of identity, both personal and national, in modern European society. Topics include: ways of thinking about the queer past; women's "friendships" in Victorian Britain; the role of the new science of sexology in specifying various "sexual perversions"; the rise of sexual undergrounds in the context of European urbanization; the birth of campaigns for "homosexual emancipation"; attempts to regulate and suppress "deviant" sexualities, especially under the fascist and Nazi regimes in the 1930s; the effects of the postwar consumer revolution on the practices of sexual selfhood; the postwar "sex change" debates; the politics of 1950s homophile organizing and the 1970s Gay Liberation Movement; and recent debates about migrant queer identities in an increasingly multicultural Europe. The course will focus primarily on experiences in Britain, France, and Germany, but with some detours to Italy and Russia. Readings will be drawn from sexological texts, political tracts, memoirs, and the writings of recent historians and theorists. Several films will be screened and will also be central to our discussions of the changing meanings of sexual selfhood in modern European societies.

Class Format: This will hopefully be a 'hybrid' class, taught in person on campus, primarily as a discussion course. After Thanksgiving, the final course readings will be discussed remotely via Zoom. Depending on the numbers, if both on-campus and off-campus students enroll in the course -- or if masks and in-class social distance interfere with fruitful discussions -- instruction may shift to an all-remote format.

Requirements/Evaluation: The class will be taught entirely in discussion mode and students will be expected regularly to contribute to the discussion of the readings and films for the course. Evaluation will be based on the quality of those contributions, the posting of four 500-word response papers on the readings (chosen by the students), two 7- to 8-page interpretive essays, and a final research paper of 12- to 15-pages.

Prerequisites: None; open to all students.

Enrollment Limit: 15
Enrollment Preferences: Junior and Senior History majors, along with Women's, Gender and Sexuality Studies majors, will be given enrollment preference if the class is over-enrolled. But other students are welcome if space is available.

Expected Class Size: 8-12
Grading: no pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 332 (D2) WGSS 331 (D2)

Difference, Power, and Equity Notes: "Queer Europe" is a DPE course insofar as it explores the mechanisms by which sexual difference has been constituted, contested, and experienced and addresses how what we assume to be the "sexual norm" has a profoundly political history. It focuses on the means by which norms are created and enforced through the operations of power and on how those norms have been challenged and resisted by individuals who have come to understand themselves outside the normative categories of sexual selfhood.

Fall 2020
SEM Section: H1  TR 6:45 pm - 8:00 pm  Chris Waters

HIST 335 (F) Weimar Germany

The Weimar Republic has been examined and re-examined, not only in an effort to account for the failure of democracy and the rise of Hitler in Germany but also for its remarkable artistic achievements. Using a variety of primary documents, including movies, works of art and literature, as well as more traditional historical sources and the writings of historians, this course will consider the social, political, and cultural history of the Weimar Republic. At issue in the course will be the relationship between the political and social instability and the cultural blossoming that characterized Germany during the 1920s. We will also consider whether the Weimar Republic in general, and Weimar culture, in particular are better understood as the product of Germany's past or as harbingers of its future.
Class Format: This course will be taught via discussion conducted entirely remotely in bi-weekly Zoom class meetings.

Requirements/Evaluation: participation in class discussion, two essays, each of approximately 5 pages, and one 8-page paper due at the end of the semester

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: students with background in European history, or History majors

Expected Class Size: 10-12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Fall 2020

SEM Section: R1 MR 3:15 pm - 4:30 pm Thomas A. Kohut

HIST 336  (S) National-Socialist Germany

This course is a history of National-Socialist Germany based to a considerable extent on primary documents. Students will use the documents to reconstruct the history of the Third Reich and to articulate and assess some of the principal historiographical debates relating to National-Socialist Germany. The course will consider the following topics: the failure of the Weimar Republic and the rise of National Socialism; the consolidation of Nazi rule; the experiential reality of the Volksgemeinschaft; the popularity of National Socialism; youth and women in the Third Reich; Nazi culture; Nazi racism and image of the Jew; Gestapo terror; the pre-war persecution of Jews; popular German anti-Semitism; the regime's euthanasia program; the Nazi Empire; the experience of war in Russia; the implementation of the "Final Solution to the Jewish Problem"; German knowledge of and complicity in the "Final Solution"; the experience of "total war" on the home front; resistance to National Socialism; and the collapse of the Third Reich. The course will focus especially on how ordinary Germans experienced and participated in the history through which they lived. We will take an empathic approach to National-Socialist Germany and to the Germans who lived through this period, attempting to understand why they felt, thought, and acted as they did. We will also consider the epistemological and ethical problems involved in attempting to empathize with Nazis.

Class Format: discussion

Requirements/Evaluation: active and effective participation in class discussion, two 5-page analytic essays on two of the topics considered in the course, and a final 7-page interpretative essay: the two analytic essays on an assigned course topic (50%); the final interpretative essay (30%); class participation (20%)

Prerequisites: none; open to all

Enrollment Limit: 25

Expected Class Size: 20-25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Not offered current academic year

HIST 337  (F) After Stalin: Soviet History from "Thaw" to Collapse

Cross-listings: HIST 337 RUSS 337

Primary Cross-listing

When Joseph Stalin died in 1953, the crowd of people that gathered to view his embalmed body on Moscow's Red Square grew so large, it provoked a stampede that killed nearly 500 people. This moment embodies the uncertainty and challenges that ordinary citizens and state officials faced when they imagined what a post-Stalin future might bring to the Soviet Union. For all the suffering that his rule infected on the Soviet people, Stalin remained for many a reliable constant in a life dominated by revolution and war. Stalin's successors faced a classic dilemma: how to reform and breathe new life into a system without disturbing the foundation it needs to stand intact? Despite superpower status and some stunning achievements at home and abroad, the fault lines in Soviet society ran deep. This course will consider the experiences that grew out of the uncertainty that emerged after Stalin's death. We will examine how the "Soviet experiment" evolved - politically, legally, socially, culturally - once the last of the original Bolshevik revolutionaries left the Kremlin. What opportunities did the post-Stalin moment open up for political elites, members of the professional class, the intelligentsia, and citizens from Soviet republics and satellite states? What obstacles did they face, and how successful were they at overcoming
them? In what ways did the spirit of the October and Stalinist Revolutions persist or erode from 1953 until 1991? Most importantly, how did the "children of the revolution" participate in, check out of, or contest the socialist system whose birth their parents witnessed first hand? After all, more generations experienced the Soviet Union without Stalin as their leader than generations who only knew a life with the "Vozhd" in power. Through secondary and primary source readings, we will attempt to recover the voices of those whose lives both shaped and were shaped by the nearly four decades after Joseph Stalin's death.

Requirements/Evaluation: active class participation, two short essays (2-3 pages), and three long essay (5-7 pages)
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: History Majors
Expected Class Size: 10-19
Grading: no pass/fail option, no fifth course option
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 337 (D2) RUSS 337 (D2)
Not offered current academic year

HIST 338 (F) The History of the Holocaust
Cross-listings: JWST 338  HIST 338  REL 296

Primary Cross-listing
In twenty-first century United States, the murder of approximately six million European Jews by Nazi Germany remains a central event in our political, moral, and cultural universe. Nevertheless, the Holocaust still confounds historians' efforts to understand both the motivations of the perpetrators and the suffering of the victims. In this course, we will study the origins and unfolding of Nazi Germany's genocidal policies, taking into consideration the perspectives of those who carried out mass murder as well as the experiences and responses of Jews and other victim groups to persecution. We will also examine the Holocaust within the larger context of the history of World War II in Europe and historians' debates about Germany's exterminatory war aims. Course materials will include diaries, speeches, bureaucratic documents, memoirs, films, and historical scholarship.

Class Format: mostly discussion
Requirements/Evaluation: class participation, weekly reading responses, a map quiz, two papers (5-7 pages) on class readings, a final research paper (10-12 pages)
Prerequisites: none; open to first-year students with instructors permission
Enrollment Limit: 25
Enrollment Preferences: History majors and Jewish Studies concentrators
Expected Class Size: 20-25
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
JWST 338 (D2) HIST 338 (D2) REL 296 (D2)
Not offered current academic year

HIST 339 The German Democratic Republic: A Cultural History

This course is a history of the German Democratic Republic largely as experienced by its citizens. Using primarily cultural documents, novels, films, works of art, and documentaries, along with more traditional historical documents, the course will seek to reconstruct and analyze the experience of East Germans from 1945 until 1989 and beyond. Topics to be considered include the legacy of the Third Reich and the lost war, the founding of the socialist state, the impact of Marxist ideology on the lives of East Germans, the Ulbricht era, the impact of the building of the Wall in 1961, the Honecker era and the emergence of the Stasi state, the end of the GDR in 1989, and the experiences of East Germans in unified Germany.

Requirements/Evaluation: Two interpretative essays and a longer final paper.
Prerequisites: None
HIST 341  (F)  Collapse: The Fall and Afterlife of the Soviet Union
Cross-listings:  HIST 341  RUSS 341

Primary Cross-listing

On Christmas Day 1991, Mikhail Gorbachev ended two things: his tenure as President of the Soviet Union, and the Soviet Union itself. In the years that followed, the Soviet Union's fifteen national republics splintered overnight into more than a dozen nation states along uneven and highly contest ethnic lines. In Russia, Boris Yeltsin assumed office as the first president of the Russian Federation, and without delay, began to institute radical economic and social reforms. Under his watch, the country privatized national industry, cut the state budget, and courted foreign multinational businesses. The world most commonly used to describe Russia in the early 1990s is "disappear": money, jobs, food, and people. The very things that Soviet-style socialism had committed itself to providing for started to vanish as a result of invisible and market forces. Russian nationalism replaced Soviet internationalism as a guiding national idea. This course will explore what emerged in the spaces left empty after Soviet-style socialism's demise in three parts. The first part of the semester will examine the origins of the Soviet Union's collapse and its breakup into fifteen successor states. The second part of the semester will survey the political, economic, and social processes that followed the collapse. Finally, the third part of the course will focus on Putin's ascendancy to the presidency and its consequences for Russian citizens at home and Russia's image abroad. Three themes will occupy a prominent place in the course: political-economy, nationalism, and identity. By semester's end, students will have acquired the content and analytical literacy to place the former Soviet Union in its specific historical context and identify multiple sources of causation that may help explain Russia's transition from socialism to capitalism to Putinism during the past quarter century.

Class Format: Each week, students will watch a pre-recorded asynchronous lecture that will provide context for the readings due that week. Students will be assigned to a small group of no more than 5 students which will "meet" with the instructor for a weekly, tutorial-style discussion on Zoom.

Requirements/Evaluation: active class participation, three short essays (3-5 pages), and one long essay (10-12 pages)

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: History majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions:  (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 341 (D2) RUSS 341 (D1)

Fall 2020
SEM Section: R1  MW 6:45 pm - 8:00 pm  Yana Skorobogatov

HIST 342  (S)  Sounds and Pressures: Music in the 1970s Caribbean
Cross-listings:  AFR 327  HIST 342  MUS 327

Secondary Cross-listing

For the Caribbean the 1970s was a decade of cultural excitement and political tragedy. 1960s radical consciousness contributed to rapidly changing music styles that formed by the early seventies and blossomed on the world stage as the decade progressed. This was the period when Jamaican Reggae, Haitian Konpa, and Spanish Caribbean Salsa, asserted their presence in the mainstream. But the countries that birthed these popular music forms were locked in political crisis. In Jamaica, political violence escalated, Haiti faced a brutal dictatorship and Cuba was caught in the midst of Cold War strain. A common response to these challenges was massive emigration from the Caribbean to the United States. This course will examine the music produced in the 1970s Caribbean and its relationship to the forces of migration, national politics, and inter-regional contact. After a background
on Cuban and Haitian music, the course will give greatest focus to Jamaican politics its relationship with Reggae, which reached further than any other Caribbean music form in the 1970s. It will explore the journeys of the music as it accompanied and oftentimes preceded the arrival of large numbers of Caribbean immigrants. In the process, the US imaginary of the Caribbean was reshaped by the popularization of Caribbean commercial music.

Requirements/Evaluation: class participation, 3-4 short papers (5-7 pages)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: AFR concentrators

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 327 (D2) HIST 342 (D2) MUS 327 (D2)

Not offered current academic year

HIST 346  (S)  Modern Brazil  (DPE)

Cross-listings: AFR 346  HIST 346

Primary Cross-listing

Brazil has been the "country of the future" longer than it has been an independent nation. Soon after Europeans descended on its shores, Brazil was hailed as a land of resources so rich and diverse that they would inevitably produce great wealth and global power for its inhabitants. Although this has often contributed to an exaggerated patriotism, it has also fostered ambiguity—for if the label suggests Brazil's potential, it also underlines the country's failure to live up to that promise. This course will examine Brazil's modern history by taking up major themes from Independence to the present. Beginning with a "bloodless" independence that sparked massive civil wars, we will analyze the hierarchies that have characterized Brazilian society. The course will give particular attention to themes of race, gender, sexuality, and citizenship; national culture and modernity; and democracy and authoritarianism in social and political relations.

Class Format: discussion

Requirements/Evaluation: class participation will count for 20% of final grade; each of two 5-page papers will count for 25%; and a final 8- to 10-page paper will count for 30%

Prerequisites: none; open to first-year students with instructors permission

Enrollment Limit: 25

Enrollment Preferences: History majors, Latino/a Studies concentrators

Expected Class Size: 15-20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 346 (D2) HIST 346 (D2)

Difference, Power, and Equity Notes: The course--in all of its readings, discussion, papers--centers on the formation of different and dynamic identities in 19th- and 20th-century Brazil. Throughout the semester we examine how Brazilians created, recreated, and/or rejected categories of difference and how these resulting actions connected to broad political and cultural changes. Links to current questions—like the struggles of communities of quilombolas (descendants of runaway or freed slaves)—receive particular attention.

Not offered current academic year

HIST 347  (S)  Democracy and Dictatorship in Latin America  (DPE)

The scarcity of stable and democratic governments in Latin America has frustrated observers across the region and beyond for almost 200 years. This course will examine the historical creation of both democratic and anti-democratic regimes in different national cases, seeking to identify the conditions that have fostered the apparent persistence of dictatorial tendencies as well as diverse forms of pro-democratic and social justice activism. Our main cases will be Brazil, Argentina, Mexico, Peru, and the countries of Central America, but we will address the region as a whole. In this regard we will look at the social and economic forces as well as the political actors and ideologies that have contributed to distinct, if often parallel, outcomes. At the
same time, we will also question the criteria we use to label regimes “democratic” or “dictatorial”--and the implications of our choice of criteria.

Class Format: remote

Requirements/Evaluation: class participation, response papers, two short papers, and a longer (10-page) final essay

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: History majors

Expected Class Size: 12-15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course examines the production of unequal power relations along racial/ethnic, gender, national, and regional lines. Furthermore, it analyzes the creation of diverse--and biased--categories by which Latin Americans and their political movements and systems have been evaluated since the nineteenth century.

Spring 2021

SEM Section: R1 TR 9:45 am - 11:00 am Roger A. Kittleson

HIST 352 (S) American Maritime History (DPE) (WS)

Cross-listings: HIST 352 MAST 352

Secondary Cross-listing

This course surveys American maritime history from the colonial era to the 21st century. We will consider the dynamic relationship between the sea and American life, and the broad influence that each has had on the other. Special emphasis will be placed on how diverse peoples shaped and experienced America's maritime past. We will sample from different fields of historical inquiry including labor, environmental, cultural, political, technological, and energy history in order to gain a deeper understanding of America's maritime heritage.

Class Format: classroom discussion as well as field seminars

Requirements/Evaluation: class participation, weekly response papers, three longer papers

Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor

Grading: no pass/fail option, no fifth course option

Unit Notes: offered only at Mystic Seaport

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 352 (D2) MAST 352 (D2)

Writing Skills Notes: Students must complete weekly 1-page papers, two 5-page papers, and a final 10- to 15-page paper. Additionally, students will participate in several in-class writing workshops and peer critiques that cover argument and style. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Maritime activity has long provided opportunities for some while burdening others with tremendous costs. From the slave trade and the encounters between native and European mariners to the power wielded by multi-national shipping conglomerates, this course investigates contests over power, empire, and capitalism as they played out on the maritime stage.

Not offered current academic year

HIST 353 Controversies in American Thought

This course will explore some of the most explosive controversies to shape modern America -- from debates over Darwinism to the so-called 'culture wars' -- through the lens of intellectual history. Students will examine how the emergence of new ideas about science, capitalism, democracy, race, and gender have fueled divisive conflict in the United States since the mid-19th century. In the process, they will wrestle with invigorating intellectual critiques of American life, while thinking historically about the transformative power of ideas, both academic and popular. The course will cover debates over such topics as: the purpose of higher education; eugenics and evolutionary theory; 'madness' and femininity; the nature of truth; social democracy and modern capitalism; immigration and nationalism; racial identity and inequality; and the state of intellectual life today.
**HIST 354**  (F) The Revolutionary Generation: Galaxy of Leaders  
**Cross-listings:** LEAD 285  PSCI 285  HIST 354  
**Secondary Cross-listing**  
The American Revolution produced a galaxy of brilliant and creative statesmen and intellectuals: Washington, Hamilton, Jefferson, Madison, Adams. In this seminar, we will study their astounding accomplishments--a successful war of independence, a Constitution and Bill of Rights, enduring democratic political institutions, and a nascent party system. But mostly we will focus on their ideas, for they were thinking revolutionaries. We will examine in depth and in detail their superb writings, their letters and speeches as well as Madison and Hamilton's Federalist essays. We will also read recent interpretations of the founding generation by Gordon Wood, Joseph Ellis, Bernard Bailyn, and others.  
**Class Format:** Remote via Zoom.  
**Requirements/Evaluation:** three papers, weekly class presentations, and active participation in all discussions  
**Prerequisites:** none; courses in Leadership Studies or Political Theory or early American History are very helpful for admission to this seminar  
**Enrollment Limit:** 12  
**Enrollment Preferences:** students with a background in Leadership Studies, American History or American Political Science  
**Expected Class Size:** 12  
**Grading:** no pass/fail option, no fifth course option  
**Distributions:** (D2)  
**This course is cross-listed and the prefixes carry the following divisional credit:**  
LEAD 285 (D2) PSCI 285 (D2) HIST 354 (D2)

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**HIST 358**  (S) The Roosevelt Style of Leadership  
**Cross-listings:** LEAD 325  HIST 358  
**Secondary Cross-listing**  
In this seminar, we will study the political and moral leadership of Theodore, Franklin and Eleanor Roosevelt. The three Roosevelts transformed and expanded the role of government in American society, bringing about fundamental and lasting change. What were their leadership strategies and styles? How did TR and FDR differ in their approaches to leadership? Were TR's "Square Deal" and FDR's "New Deal" similar? How did Dr. New Deal become Dr. Win-the-War? How did they balance political deal-making with bold, principled leadership? What kind of leadership role did Eleanor Roosevelt play? In addition to studying biographies, their writings and speeches, we will do research using the Proquest data base of historical newspapers, to see history as it was being made.  
**Requirements/Evaluation:** participation in class discussions, oral reports, two research papers  
**Prerequisites:** none; courses in Leadership Studies and American Political Science and American History are very helpful for admission to this seminar  
**Enrollment Limit:** 15  
**Enrollment Preferences:** Leadership Studies concentrators and students with a background in American history and Political Science  
**Expected Class Size:** 15
HIST 360  (F)  Mapping North America: Critical Cartographies  (DPE)

This course examines histories of mapping: what maps show, and what places the practices of cartography have tended to erase, distort, or conceal. Focusing on North America, it examines how Native Americans, African-Americans, and Euro-colonial peoples strongly contested the meanings and representations of "place." Course topics include Indigenous mapping traditions and concepts of homelands spaces; European navigational strategies and colonialism; urban planning; and scientific as well as military depictions of particular lands and waters, especially west of the Mississippi River. The course teaches strategies for employing maps as primary sources, and ways of understanding the historical and ideological circumstances of their production and circulation. It will offer opportunities to critically engage cartographic materials in Williams College's archival and museum collections, and to develop independent research projects.

Class Format: Remote class. Class will center on weekly Zoom discussions in a seminar format, plus virtual one-on-one discussions with the instructor about writing projects.

Requirements/Evaluation: class discussion, response papers, short analytic essays, final project

Prerequisites: one History or American Studies course

Enrollment Limit: 15

Enrollment Preferences: sophomore, junior, and senior History and American Studies majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)  (DPE)

Difference, Power, and Equity Notes: This course offers critical perspectives on mapping and the close connections between representations of space/place and the exercise as well as contestation of power. Particular attention is devoted to Native American/Indigenous mapping and "counter-mapping" projects and methodologies, as well as scholarship from the African diaspora that stresses the active role of mapping in creating and also resisting racialized social regimes.

Fall 2020

SEM Section: R1  MW 11:45 am - 1:00 pm  Christine DeLucia

HIST 361  (F)  The Atlantic World: Connections, Crossings, and Confluences  (DPE)

Cross-listings: HIST 361  AMST 360

Primary Cross-listing

Early Americans inhabited an interconnected world through which people, beliefs, and objects circulated. This course explores the "Atlantic World" as both a place and a concept: an ocean surrounded by diverse communities and empires, and an imagined space of shared or competing affiliations. Moving from the tenth century to the nineteenth, it examines ecological, cultural, political, economic, intellectual, and religious exchanges among Native Americans, Europeans and colonizers, and Africans and African Americans. It introduces both conceptual dimensions of this Atlantic paradigm and case studies that investigate its human subtleties, with the goal of examining early American history through a transnational lens. The course will take up the stories of Wabanaki mariners and Norse/Viking expansionists; Pocahontas, a trio of Inuit people, and myriad other Indigenous travelers to Europe; West African survivors of the Middle Passage and their enslaved descendants who pushed for survival and recognition of their humanity overseas; New England religious dissenters, intellectuals, and profiteers from Caribbean slavery; Touissant L'Ouverture and the reverberations of the Haitian Revolution; and whaling ship crews who pursued cetaceans ever farther out at sea, among other topics. The course also delves into new methodologies for telling histories that have been unevenly presented or seemingly silenced in traditional documentary archives, probing ways that oral traditions, songs, archaeology, material culture, and other forms of expression and representation can help recast the nature and meanings of these connected spaces and histories. Additionally, it provides an opportunity to engage with original materials pertaining to Atlantic World histories in the Williams College Archives/Special Collections and Art Museum.

Class Format: will alternate with seminar-type discussion of readings
Requirements/Evaluation: active participation in class discussion, several short essays based on readings and discussion topics, museum/archives exercise, final essay

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: sophomore, junior, and senior History majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 361 (D2) AMST 360 (D2)

Difference, Power, and Equity Notes: This course examines the formation, expression, and articulation of racial, ethnic, cultural, and other forms of difference in the historical Atlantic World, and the ways that peoples of Indigenous and African descent engaged with and challenged European colonization. It devotes substantial time to critical methodologies that re-center voices oftentimes treated as “silenced” or “absent” in older literatures, and helps students build fluencies in recovering and analyzing these lives.

Not offered current academic year

HIST 362  (S)  Indigenous Women's History  (DPE) (WS)

Cross-listings: WGSS 324  AMST 324  HIST 362

Secondary Cross-listing

What would it mean to locate indigenous women and their stories at the heart of American history? This advanced junior seminar course answers this question by centering the lives of indigenous women from the pre-colonial period through the present. We will discuss both the historical importance of these women's lives, as well as the methodological and ethical concerns that arise through the historiographic recovery of their stories. We analyze both canonical figures--such as La Malinche, Pocahontas, and Sakakawea--as well as lesser known historical actors, political leaders, writers, and artists.

Requirements/Evaluation: engaged class participation, weekly reading responses, extended research project (2-page proposal, 5-page annotated bibliography, 15-page final paper and presentation)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: American Studies, History, and Women's Studies, Gender and Sexuality majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 324 (D2) AMST 324 (D2) HIST 362 (D2)

Writing Skills Notes: With substantial focus on students' development of independent research papers, this course satisfies the Writing Skills requirement.

Difference, Power, and Equity Notes: We examine the lives of indigenous women in the Americas across a span of more than 500 years, asking how and why we come to know these stories through archival records, oral histories, popular culture, and autobiographies. By analyzing the interwoven forces of gender, indigeneity, race, and colonization through both primary documents and secondary scholarship, we will work together to cultivate skills of critical inquiry and better understand the role of power in shaping historical narratives.

Not offered current academic year

HIST 366  (S)  What They Saw in America

Cross-listings: SOC 244  HIST 366  AMST 244

Secondary Cross-listing

This course traces the travels and writings of four important observers of the United States: Alexis de Tocqueville, Max Weber, G.K. Chesterton, and
Sayyid Qutb. The course will consider their respective journeys: Where did they go? With whom did they talk? What did they see? The historical scope and varying national origins of the observers provide a unique and useful outsider's view of America—one that sheds light on persisting qualities of American national character and gives insight into the nature and substance of international attitudes toward the United States over time. The course will analyze the common themes found in the visitors' respective writings about America and will pay particular attention to their insights on religion, democracy, agrarianism, capitalism, and race.

**Requirements/Evaluation:** A midterm examination, two short essays, and a final paper.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Priority given to Sociology, History, Anthropology, and American Studies majors.

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 244 (D2) HIST 366 (D2) AMST 244 (D2)

Spring 2021

SEM Section: H1    TR 11:30 am - 12:45 pm     James L. Nolan

**HIST 367 (S) Black History is Labor History** (DPE)

**Cross-listings:** AFR 367  HIST 367

**Primary Cross-listing**

This seminar explores labor history in relation to black people, spanning the colonial period to the early twenty-first century. It racializes the history of work by tracing the long story of black labor in the U.S. from the plantation to the plant. Whereas the bulk of the course will analyze black labor and labor movements in the twentieth century, specifically focusing on the push for economic inclusion and mobility amid employment, societal and union-related racial discrimination, we will examine what involuntary black labor meant in the context of slavery and the construction of a capitalist economy. Likewise, we will devote attention to black workers with regard to such topics as antiunionism, deindustrialization, economic inequality, Fordism, informal economies, Jim and Jane Crow, labor radicalism and violence, New Deal and welfare, the rise of civil rights unionism, and slavery and capitalism, among other themes.

**Requirements/Evaluation:** Students are expected to participate actively and will write two comparative essays (5-7 pages) and two primary source analyses (1-2 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages) in consultation with the instructor and will be required to submit a topic proposal and outline, an annotated bibliography, and a peer-reviewed draft of the final paper.

**Prerequisites:** recommended for students with sophomore standing or above

**Enrollment Limit:** 25

**Enrollment Preferences:** HIST and AFR majors

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 367 (D2) HIST 367 (D2)

**Difference, Power, and Equity Notes:** This course racializes the study of labor history, focusing on black people and their experiences in the United States from the plantation to the plant. It challenges students to confront and to redefine what it means to labor, grasping how slavery, segregation, and systemic inequalities amid black people's pursuit of citizenship, equality, and freedom have shaped their economic, political, and social conditions and identities.

Spring 2021

SEM Section: R1    TR 11:30 am - 12:45 pm     Tyran K. Steward
**HIST 368 (F) Framing American Slavery (DPE)**

**Cross-listings:** AFR 363 AMST 368 HIST 368

**Primary Cross-listing**

Readings in American Slavery  This course will delve into how and what historians have written about US slavery for the last century or so. Rather than marching through time, like we might in a survey course, we'll explore the nooks and crannies of slavery's history. We'll consider gender and sexuality, labor and capitalism, regional difference, maritime culture, and every day life. We'll compare histories produced well before the Civil Rights Movement to books written afterward. We'll consider the obstacles and challenges Black scholars faced in the academy and consider the significance of their work. Finally, we'll examine slavery's role in today's world, beginning with the institution's relationship with American universities and continuing on to the recent protests against monuments and statues.

**Requirements/Evaluation:** Four written essays/reviews, final paper. Students must also complete reading and contribute to class discussions.

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** Priority given to History, American Studies, and Africana Studies concentrators/ majors.

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 363 (D2) AMST 368 (D2) HIST 368 (D2)

**Difference, Power, and Equity Notes:** This course will explicitly examine how power worked and changed during the centuries of legal slavery in the United States. Since lawmakers joined power and violence to definitions of whiteness and blackness, we will study how these definitions emerged and changed over time. Students will address issues of violence, legal and extra legal means of continuing slavery through changing political and economic conditions. Additionally, the course will consider the racial barriers in the academy.

Fall 2020

SEM Section: R1 TR 9:45 am - 11:00 am Gretchen Long

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**HIST 370 (F) The Caribbean and the World: 1945-1968**

**Cross-listings:** AFR 370 HIST 370

**Secondary Cross-listing**

The ending of the Second World War in 1945 coincided with the dawn of a new nationalism in the modern Caribbean. The British territories were beginning their shift away from colonialism and charting a path toward independence that would arrive in the early 1960s. Their independent neighbors contended with US imperialism which greatly shaped questions of race, nationalism, and sovereignty. By the 1960s much of the region faced crises that grew out of the tensions of the postwar period. This course examines closely these transformations in the Caribbean. It is divided into three parts. The course begins with an examination of the ideas about race, state development and empire that dominated Caribbean intellectual discourse of the 1940s. Key texts for this period include the works of Caribbean intellectuals such as Roger Mais, Una Manson, CLR James, and Jacques Roumain who considered the possibilities of racial equality and democracy in the postcolonial Caribbean. The course then looks more closely at 1950s attempts to forge greater Caribbean unity during the early Cold War years. West Indian Federation and the circuits of travel within the Caribbean are given special focus. Finally, the course will discuss challenges of the postcolonial Caribbean by looking at the circumstances and wider responses to regional radicalism in the 1960s. The key events that will be examined in this section include the Duvalier dictatorship, the Cuban Missile Crisis, and black power in Jamaica in 1968.

**Requirements/Evaluation:** class participation, 3-4 short papers (5-7 pages)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Africana Studies concentrators

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option
HIST 372  (F)  The North American West: Histories and Meanings
This course will explore the various and contested histories of the geographical region in North America that Americans often call "the West". With porous boundaries; changing empires and national borders; an extraordinarily diverse mix of peoples; and most importantly, continuous indigenous presence to the present day, this region both has a remarkably rich history and poses central questions to how we view American history. What if, from the vantage point of the 1780s, we look not at the founding of the United States in the East but at the elaboration of the Spanish mission system in California and other parts of the Southwest? Or what if, instead of understanding "the West" as a place that people migrated "to" from "the East," we think about "the West" as a place diversely inhabited for thousands of years that experienced both very sudden and violent forms of military conquest and settler colonialism, as well as waves of migration from many different compass points around the globe? And where do Americans' stories of western individualism fit into the histories of massive federal interventions in "the West"? We will take up these and many other questions as we examine topics from the era before Europeans arrived in North America to the present day.

Requirements/Evaluation: class participation, 5 short-to-moderate writing assignments and one 8-10 page research paper, due at the end of reading period
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: History majors
Expected Class Size: 10
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
Not offered current academic year

HIST 373  (S)  Sites of Memory and American Wars
This course will examine the ways that U.S. military ventures have been memorialized through a variety of physical sites, including landscapes, monuments and statues, museums, and other depictions. We will ask such questions as: How and why have the memorializations of wars in America changed over time? Who determines what is preserved and what stories are told? What is the relationship between individual experiences, collective memories, and national narratives? What do sites of memory tell us about history, about society's views of wars and of soldiers, and about America? We will look at these questions both throughout U.S. history and through case studies, including the American Civil War, the wars against indigenous nations, World Wars I and II, and Vietnam.

Requirements/Evaluation: short papers, one longer research paper, and presentation
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: History majors
Expected Class Size: 10-15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
Not offered current academic year

HIST 376  (S)  Sex, Gender, and the Law in U.S. History  (DPE)
This course explores how the law in America has defined and regulated gender and sexuality. We will evaluate how the law has dictated different roles for men and women, how sexual acts have been designated as legal or illegal, and the ways that race, class, and nationality have complicated the definition and regulation of gender and sexuality. We will examine how assumptions about gender and sexuality have informed the creation and
development of American law, contested interpretations of the Constitution, and the changing meanings of citizenship; We will consider how seemingly
gender neutral laws have yielded varied effects for men and women across race and class divides, challenging some differences while naturalizing
others. Finally, we will examine the power and shortcomings of appeals to formal legal equality waged by diverse groups and individuals. Throughout
the course, we will consider the various methodologies and approaches of the interdisciplinary field of legal history. Topics to be covered will include
the Constitution, slavery, marriage, divorce, custody, inheritance, immigration, sexual violence, reproduction, abortion, privacy, suffrage, jury duty,
work, and military service.

Requirements/Evaluation: four papers, including three 4- to 6-page papers, and one final paper of 8-10 pages

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: History majors, Women's, Gender and Sexuality Studies majors

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course fulfills the DPE requirement because it examines the legal, social, and political constructions and
theorizations of difference, power, and equity. It examines the ways that individuals and groups have organized across various axes of difference to
fight for legal equality, and explores how those individuals and groups have experienced legal equality and legal inequality in varied ways.

Not offered current academic year

HIST 378  (F) American Conservatism

Cross-listings: HIST 378 REL 258

Primary Cross-listing

This course traces the history of modern conservatism in the United States, from the early 20th century to the present. Students will examine the key
ideas, leaders, and social movements that fueled and defined the rise of the modern right, broadly construed. In the process, they will go beyond
electoral politics, exploring the relationship between conservativism and American life more broadly - especially in the realms of race relations, gender
and sexuality, religion, and capitalism. Students will be asked to think historically, considering how the right rose from obscurity to political
ascendence over the course of the 20th century. And they will be asked to engage theoretically, considering what (if anything) has defined
conservatism in principle and in practice. In the process, they will examine such topics as Christian fundamentalism; anti-New Deal organizing; Cold
War nationalism; the GOP’s “Southern Strategy”; law and order politics; anti-feminism and the culture wars; neoliberal economics; and neoconservative
foreign policy.

Class Format: This course will be hybrid -- accessible to both on-campus and fully remote students. It is designed as a seminar, in which course
meetings will revolve around synchronous discussion. Remote learners will be expected to digitally attend and participate in those meetings through
Zoom (or a similar program).

Requirements/Evaluation: Participation in group discussion; five response papers (300-400 words); two essays (4-6 pp); final research paper (8-10
pp).

Prerequisites: None, open to all students.

Enrollment Limit: 15

Enrollment Preferences: History and Religion majors.

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 378 (D2) REL 258 (D2)

Fall 2020

SEM Section: H1  MR 3:15 pm - 4:30 pm    Casey D. Bohlen

HIST 379  (S) Black Women in the United States  (DPE)
Cross-listings: HIST 379  WGSS 379  AFR 379

Primary Cross-listing

As slaves and free women, activists, domestics, artists and writers, African Americans have played exciting and often unexpected roles in U.S. political, social, and cultural history. In this course we will examine black women's lives from the earliest importation of slaves from Africa and the Caribbean through to the expansion of slavery, the Civil War, freedom, Jim Crow, the Civil Rights movements, and up to the present day. Consistent themes we will explore are the significance of gender in African American history and the changing roles and public perceptions of black women both inside and outside the black community. We will read and discuss a combination of primary and secondary sources; we will also consider music, art, and literature, as well as more standard "historical" texts.

Class Format: discussion
Requirements/Evaluation: student participation, three papers, and a brief oral presentation
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: History, WGSS, and American Studies Majors, and Africana Concentrators.
Expected Class Size: 12
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 379 (D2) WGSS 379 (D2) AFR 379 (D2)

Difference, Power, and Equity Notes: This course meets the Difference, Power, and Equity requirement. The course focuses on empathetic understanding, power, and privilege, especially in relation to class, gender, and race within a U.S. context. We will study the ways in which the conflicts arose within the Black community and how Black women, usually without official positions as leaders, emerged as organizers and leaders in political and social movements.

Spring 2021
LEC Section: R1    TR 8:30 pm - 9:45 pm     Gretchen Long

HIST 380 (F) Comparative American Immigration History  (DPE)
This course covers the history of immigration to the U.S. from the 1800s to the present. It compares the experiences of immigrants from Europe, Asia, Latin America, and the Middle East.
Class Format: This class will be REMOTE
Requirements/Evaluation: a series of papers and a final oral history or family history
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: I am hoping to teach this course in two sections of 10-12 students.
Expected Class Size: 25
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)  (DPE)

Difference, Power, and Equity Notes: By examining American history through immigration law and texts (novels, census materials, legal cases, oral histories, and secondary sources) this class will reveal a constant tension in American society that vacillates between welcoming and shunning immigrants, depending on their race, religion, class, gender, and sexuality. The power to include and exclude various people wishing to become part of our society has been a conflict that has played out for nearly all of our national history.

Fall 2020
LEC Section: R1    TR 11:30 am - 12:45 pm     Scott Wong
LEC Section: R2    TF 1:30 pm - 2:45 pm     Scott Wong
HIST 381  (S)  The Legal History of Asian America  (DPE)
Cross-listings:  HIST 381  AMST 381

Primary Cross-listing

This course will focus on how certain legal structures have shaped the Asian American experience. We will examine the impact of the laws that are part of the anti-Chinese movement, the Chinese Exclusion Act, the incarceration of Japanese Americans during WWII, school desegregation, citizenship cases, and other legal decisions that have influenced the development of Asian American history.

Requirements/Evaluation:  two 2- to 3-page response papers, two 5- to 7-page essays, one final paper of 15 pages

Prerequisites:  none, open to all students

Enrollment Limit:  25

Expected Class Size:  20

Grading:  no pass/fail option,  yes fifth course option

Distributions:  (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 381 (D2) AMST 381 (D2)

Difference, Power, and Equity Notes:  This class will cover immigration law, civil rights law, and gender relations, all under the umbrella of legal decisions which determined the racial, class, and gender makeup of the Asian American population from the late-1800s to the present.

Not offered current academic year

HIST 383  (F)  Religion and American Capitalism
Cross-listings:  REL 283  HIST 383

Secondary Cross-listing

Was Jesus a revolutionary socialist or a savvy salesman? Does capitalism bring prosperity to the virtuous or breed selfishness and sin? Shall the meek inherit the earth or should the hand of the diligent rule? Is it holier to renounce worldly wealth or crusade against poverty? These questions have long preoccupied religious believers, and their changing answers have transformed the history of American capitalism. This course invites students to study that history, from the early 19th century to the present. It will cover such topics as: utopian communes; the political economy of slavery; working-class religion and labor organizing; Christian and Jewish socialism; big business and the Prosperity Gospel; 'New Age' spirituality and the counterculture; and conservative Christianity in the age of Wal-Mart and Chick-Fil-A.

Class Format:  This course will be hybrid -- accessible to both on-campus and fully remote students. It is designed as a seminar, in which course meetings will revolve around synchronous discussion. Remote learners will be expected to digitally attend and participate in those meetings through Zoom (or a similar program).

Requirements/Evaluation:  Participation in group discussion; five response papers (300-400 words); two essays (4-6 pp); final research paper (8-10 pp).

Prerequisites:  None; open to all students.

Enrollment Limit:  15

Enrollment Preferences:  Religion and History majors.

Expected Class Size:  15

Grading:  yes pass/fail option,  no fifth course option

Distributions:  (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 283 (D2) HIST 383 (D2)

Fall 2020

SEM Section:  H1  MW 10:00 am - 11:15 am  Casey D. Bohlen

HIST 384  (F)  Selected Topics in Asian American Studies  (DPE)
Cross-listings:  ASST 384  AMST 384  HIST 384
Primary Cross-listing

Assuming some previous knowledge of Asian American history, this course will examine a number of specific topics in Asian American Studies. Using historical sources, monographs, graphic memoirs, novels, and films, potential topics include Asians of mixed race, Orientalism, adoption, food culture, the "model minority," legal studies, Asian Americans and the environment, and the impact of war on Asian American history.

Requirements/Evaluation: papers
Prerequisites: none; open to all
Enrollment Limit: 25
Enrollment Preferences: seniors first, then anyone
Expected Class Size: 20
Grading: no pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 384 (D2) AMST 384 (D2) HIST 384 (D2)

Difference, Power, and Equity Notes: This class is focused on race, immigration, gender relations, and labor issues; all of which can be seen through the lens of power dynamics and inequality.

Not offered current academic year

HIST 385  (S)  Latinx Politics in New York City and Beyond  (DPE)

Cross-listings:  HIST 385  LATS 385

Primary Cross-listing

Latinas and Latinos have long sought inclusion in the U.S. polity and society. The meanings and terms of inclusion have shifted historically, as have the methods for seeking that inclusion. This course explores activism that has included community building to meet immediate needs, social service approaches, community-based organizing, political and social movements, and participation in pre-existing unions and political groups, as well as electoral politics. At times working within existing structures, Latinx communities have also questioned and challenged those existing structures. Activists have addressed a wide variety of often intersecting issues including education, workers' rights, women's rights and feminism, immigration rights and legal status, environmental justice, LBGTQ+ visibility and rights, as well as others. New York City has long been home to a diverse group of Latinas and Latinos, and provides an important lens to Latinidades and to the politics of recognition, inclusion, and radical transformation. For final projects, students will select a contemporary issue to explore in greater depth and/or explore Latinx politics in another community.

Class Format: This is a discussion-based course, so reading and full participation is important. Taught hybrid style, the format of the course will depend on enrollments and be flexible. My initial plan is to teach one class session all remote and then divide the class into two discussion sections—one in person and one remote. The remote discussion section will have a day and time to be determined based on schedules.

Requirements/Evaluation: Class participation including short writing assignments, two essays of 4-5 pages each, final project of 7 to 10 pages, and final presentation
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: History majors and Latina/o Studies concentrators, seniors
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 385 (D2) LATS 385 (D2)

Difference, Power, and Equity Notes: This course explores how Latinx communities have sought inclusion in the U.S. polity and society, in the face of marginalization based on race, ethnicity, class, gender, sexuality, and/or political perspective, as well as other intersecting markers of difference. At times working within existing structures, Latinx communities also challenged those structures and power relations. Questions of difference, power and equity are explored at the structural, community, and individual levels.

Spring 2021
HIST 386 (S) Latinas in the Global Economy: Work, Migration, and Households

Cross-listings: HIST 386  WGSS 386  LATS 386

Secondary Cross-listing
An increasingly global economy, from 1945 to the present, has affected Latinas in their home countries and in the United States. The garment industry, one of the first industries to go global, has relied extensively on Latina workers in their home countries and in the United States. Domestic work, a traditional field of women's work, also crosses borders. Challenging the myth that labor migration is a male phenomenon and that women simply follow the men, this course explores how the global economy makes Latinas labor migrants. What impact has the global economy and economic development had on Latinas' work and their households in their home countries? How have economic changes and government policies shaped Latinas' migrations and their incorporation in the changing U.S. economy? How have Puerto Rican, Mexican, Cuban, Dominican, Salvadoran, and Guatemalan women confronted the challenges created by a globalizing economy and balanced demands to meet their households' needs?

Class Format: discussion

Requirements/Evaluation: class participation and group presentations, short writing assignments, two short essays, and a final paper that will be presented to the class

Prerequisites: open to first-year students with instructor's permission

Enrollment Limit: 25

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 386 (D2) WGSS 386 (D2) LATS 386 (D2)

Not offered current academic year

HIST 387 (F) Going Nuclear: American Culture in the Atomic Age

Cross-listings: HIST 387  SOC 386

Secondary Cross-listing
This course will examine the historical development and use of the nuclear bomb. Among other features of the early atomic age, the course will look at the Manhattan Project, the delivery of the bombs for combat, and the destructive effects of the bomb's initial use in Hiroshima and Nagasaki and ongoing testing in the Marshall Islands. The class will investigate the role of the nuclear arms race in the Cold War, the consequences of nuclear production on specific communities, and the implications of the atomic age on our critical understanding of technological innovation more generally. We will also consider the saliency of competing narratives interpreting America's decision (and continuing policies) to build, use, and stockpile nuclear weapons. Employing both sociological and historical perspectives, we will explore the interactions between science, politics, and culture in the nuclear age.

Class Format: This will be a hybrid class. The class will meet in person with a synchronous remote option during the scheduled class period.

Requirements/Evaluation: a midterm, a final exam, and a 10- to 12-page research paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Preference given to sociology and history majors.

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 387 (D2) SOC 386 (D2)

Fall 2020
HIST 388 (F) Decolonization and the Cold War

The second half of the twentieth century came to be defined by two distinct, yet overlapping and intertwined phenomena: the Cold War and decolonization. In the two decades that followed the end of WWII, forty new nation-states were born amidst the bipolar struggle for global supremacy between the Soviet Union and the United States. Those new nations were swept up in the Cold War competition in ways that profoundly influenced their paths to independence and their postcolonial orders, but they often had transformative effects on the Soviet-American rivalry as well. In this course, students will focus on two related questions: How did decolonization influence the Cold War and the international behavior and priorities of the two superpowers? And what impact did the Cold War exert on the developing states and societies of Asia, Africa, the Middle East, and Latin America? Course materials will consist of scholarly texts, primary sources, memoirs, films, and fiction.

Requirements/Evaluation: class participation, several short papers, and a 10- to 12-page final paper

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: History majors; juniors and seniors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Not offered current academic year

HIST 389 (S) The Vietnam Wars (DPE)

Cross-listings: LEAD 389 HIST 389 ASST 389

Primary Cross-listing

This course explores Vietnam's twentieth century wars, including an anti-colonial war against France (1946-1954), a massive Cold War conflict involving the United States (1965-1973), and postcolonial confrontations with China and Cambodia in the late-1970s. Course materials will focus primarily on Vietnam's domestic politics and its relations with other countries. Lectures, readings, films, and discussions will explore the process by which Vietnam's anti-colonial struggle became one of the central conflicts of the Cold War, and examine the ramifications of that fact for all parties involved. The impact of these wars can hardly be overstated, as they affected the trajectory of French decolonization, altered America's domestic politics and foreign policy, invigorated anti-colonial movements across the Third World, and left Vietnam isolated in the international community. Students will read a number of scholarly texts, primary sources, memoirs, and novels to explore everything from high-level international diplomacy to personal experiences of conflict and dramatic social change wrought by decolonization and decades of warfare.

Class Format: This course will be fully remote. The course format will prioritize synchronous discussions and small group work via Zoom.

Requirements/Evaluation: class participation, several short papers, and a 10- to 12-page final paper

Prerequisites: none; open to all

Enrollment Limit: 15

Enrollment Preferences: History and Asian Studies majors

Expected Class Size: 10-15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 389 (D2) HIST 389 (D2) ASST 389 (D2)

Difference, Power, and Equity Notes: This course traces Vietnam's anti-colonial movements from colonization to liberation. Students will examine power struggles among Vietnamese nationalists from a variety of different religious, class, ideological, and regional backgrounds, as well as Vietnam's diplomatic and military rivalries with France, China, the Soviet Union, and the United States. Readings will focus on Vietnamese voices to explore how the country surmounted seemingly impossible international power dynamics.

Spring 2021
HIST 390 (S) Race, gender and science: A Black, Brown, and Queer inquiry into Science and Technology Studies  (DPE)

Cross-listings: HIST 390 STS 302

Secondary Cross-listing

The protests that followed the murder of George Floyd have brought to the fore the realities of racism and violence that Black, Indigenous and People of Color experience daily. They also motivated a long overdue reckoning in various fields and institutions with the legacy of structural racism, and of colonial history. The history of modern science, technology and medicine is intractably connected to questions of race, gender, sexuality and colonialism. Scientific knowledge has been influenced by debates related to human difference and to colonialism, and has also contributed to the production of ideas around difference and distinction as well as around equality and equity. In this course, we will take a deeper look into different episodes in the history of modern science, technology and medicine, and will engage in a Black, Brown and Queer reading and investigation of science and technology. The course will offer a deep historical and methodological introduction to STS, as well as to a number of critical disciplines, such as Critical Race Theory, Postcolonial and decolonial theory, queer theory, in relation to science, technology and medicine. This course can serve as an alternative to STS 101.

Class Format: The course will be held remotely

Requirements/Evaluation: 2 response papers (3-5 pages each) + final project (could be a 10-15p paper or creative project of any kind)

Prerequisites: Previous courses in STS, history, CRT, WGS, or similar disciplines is preferred but not necessary.

Enrollment Limit: 10

Enrollment Preferences: Juniors and Seniors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 390 (D2) STS 302 (D2)

Difference, Power, and Equity Notes: The course addresses how the history of science, technology and medicine is impacted by issues related to race, gender, sexuality and colonialism

Spring 2021

SEM Section: R1 MW 10:00 am - 11:15 am Ahmed Ragab

HIST 391 (S) When India was the World: Trade, Travel and History in the Indian Ocean  (DPE) (WS)

Cross-listings: GBST 391 ASST 391 HIST 391

Primary Cross-listing

What do Ibrahim Ben Yiju, a Jewish merchant from 11th century Yemen, Ibn Batutah, a Muslim scholar from 15th century Morocco and Captain Kidd, a 17th century English pirate have in common? All three men travelled and lived in the Indian Ocean region! This course explores the history of one of the world's oldest maritime highways that has connected the diverse cultures of Asia, Africa and Europe for millennia, thus making it a vital element in the birth of globalization. Moving away from conventional land-centric histories, we will focus instead on understanding the human past through oceanic interactions. South Asian ports and port cities remained the fulcrum of the Indian Ocean world throughout its history; traders, travellers, nobles, scholars, pilgrims and pirates from all over the world travelled to the Indian coast in search of adventure, spices, knowledge and wealth. Thus we will primarily focus on India's role in the Indian Ocean roughly from the rise of Islam in the seventh century CE through the expansion of various European communities in the region and the subsequent rise of the global economy and colonialism in the nineteenth century. Rather than following a strict temporal chronology we will concentrate on themes such as travel and adventure; trade and exchange; trust and friendship; religion and society; pilgrimage; piracy; the culture of port cities; and food across time.

Requirements/Evaluation: class participation and weekly responses to readings, 4 short papers (4-5 pages), an oral presentation and final research (10 pages) paper based on any one of the 4 papers written during the course.

Prerequisites: none; open to all

Enrollment Limit: 15
Enrollment Preferences: history majors and students with demonstrable interest in maritime/Indian Ocean history

Expected Class Size: 10-12

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
GBST 391 (D2) ASST 391 (D2) HIST 391 (D2)

Writing Skills Notes: Students will write 4 short papers (4-5 pages) each and receive detailed feedback from the instructor. One of the four papers will become the basis of a final research paper (10-12 pages) on which each student will work closely with the instructor and receive feedback on improving research and writing skills.

Difference, Power, and Equity Notes: This course questions the conventional view that global interconnectedness was the result of Europe's discovery of 'new worlds'. Instead, it centers non-European actors in facilitating global networks before colonialism. Throughout, students will critically engage questions of how Asian and African players forged and shaped global connections across the Indian Ocean arena and examine the ways in which these contributions have been overshadowed in traditional historiography.

Spring 2021
SEM Section: R1 TR 8:30 pm - 9:45 pm Aparna Kapadia

HIST 393 (S) Sister Revolutions in France and America

Cross-listings: LEAD 212 HIST 393

Secondary Cross-listing
In the late-eighteenth century, two revolutions burst forth--they were the most striking and consequential events in modern history, decisive turning-points that transformed society and politics. The American Revolution led to an enduring and stable democratic republic whereas the French Revolution was followed by a turbulent succession of Empires and restorations of the monarchy. France did not have a sustainable republic until 1870. We will analyze in detail and in depth the ideas and theories of the leaders of both revolutions in order to understand why the American Revolution took a moderate course and why the French Revolution took a more radical course and plunged into violence and terror. We will read the writings of Washington, Jefferson, Madison, Hamilton, Rousseau, Robespierre, Saint-Just, Tocqueville, Edmund Burke and others.

Requirements/Evaluation: three papers, several class presentations, and active participation in class discussions

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: students with backgrounds in American history, French history or Political Science

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
LEAD 212 (D2) HIST 393 (D2)

Not offered current academic year

HIST 394 (S) The History of Panics

What is a panic? This course takes up questions of what has defined, caused, and shaped panics of various kinds-political, societal, moral, medical, and financial. We will consider what has fueled panics, what has prevented them, what their effects have been, how they have ended, who has panicked, who has been the victim of panics, and what has distinguished premodern from modern incarnations of the phenomenon. Central themes will include the relationship between panics and emotions (anxiety, fear, insecurity, irrationality, hysteria), communication (rumor, gossip, mass media), technology (electricity, vaccines, the computer), and violence (persecution, revolution, psychological torment). With a multidisciplinary approach informed by sociology, economics, psychology, and history, our examination will span different times and different places and will encompass witch hunts of many sorts, infectious diseases, financial crises, cultural scares, and more.

Requirements/Evaluation: class participation, response papers, one short 5-page paper, and a research paper

Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: History majors, potential History majors
Expected Class Size: 15
Grading: no pass/fail option, yes fifth course option
Distributions: (D2)

Not offered current academic year

HIST 395  (F)  Signs of History
Cross-listings: HIST 395 ENGL 395 COMP 395
Secondary Cross-listing

What is an historical event, and how do such events differ from other occurrences? How are historical changes reflected in or produced by literature, art and other cultural forms? Who or what makes history and what is the nature of historical agency? Is history always "written by the victors," as one says, or are there ways of challenging dominant accounts of the past? This seminar will attempt to answer these questions through readings of works of philosophy, poetry, history, prose fiction, film, photography, and cultural criticism that reflect upon the nature of history. Though answers will be multiple, course reading and discussion will in general strive to determine the consequences of understanding history as a site in which reading and writing, experience and narration, and action and interpretation interpenetrate. May include works by Kant, Burke, Hegel, Charlotte Smith, Marx & Engels, Woolf, Kafka, Arendt, Benjamin, Mahmood Darwish, Thomas Demand, and Eyal Sivan.

Requirements/Evaluation: two papers, one 6 and one 10-12 pages in length, and general participation
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 25
Enrollment Preferences: English, Comparative Literature, History and German majors
Expected Class Size: 15
Grading: no pass/fail option, no fifth course option
Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 395 (D2) ENGL 395 (D1) COMP 395 (D1)

Not offered current academic year

HIST 409  (F)  Crescent, Cross, and Star. Religion and Politics in the Middle East
Cross-listings: GBST 409 ARAB 409 HIST 409
Primary Cross-listing

Is religion the most powerful force in the Middle East? Is religion becoming more prominent in the political sphere and what impact will that have on religious minorities and the status of women in the Middle East? Using a case study and historical approach, this course will consider the development of religiously inspired political ideologies in the Middle East in the 19th and 20th century. We will explore the experience of Iran, Turkey, Israel, Egypt, Saudi Arabia, Lebanon and Jordan and evaluate role of religious actors, institutions, and ideologies in constructing national identities, policymaking, state-building, regime change, conflict, and war.

Requirements/Evaluation: class participation and a 25-page research paper
Prerequisites: none; preference will be given to History, Jewish Studies and Arabic Studies Majors and to those who have taken History 207
Enrollment Limit: 19
Enrollment Preferences: History majors
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
GBST 409 (D2) ARAB 409 (D2) HIST 409 (D2)

Not offered current academic year
HIST 411 (F) Happy Holidays! A Comparative History of Commemorations and Festivals

Cross-listings: REL 321  HIST 411  ARAB 411

Primary Cross-listing

What do our holidays tell us about ourselves and our societies? This seminar in religious, political and cultural history is in two parts. In the first half, we will explore the major holidays and festivals that emerged in the Middle East among the three monotheistic religions (Judaism, Christianity, and Islam). It will examine how certain events became ritualized and then spread to different parts of the globe and were adapted to specific cultural situations. We will consider the role of myth and commemoration and how various religious holidays are celebrated in different ways around the world. The second part of the seminar focuses on secular holidays with particular attention to the Modern Middle East. Which events are commemorated and how and what are the political implications of these celebrations?

Requirements/Evaluation: several short response papers and a 20- to 25-page final paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: seniors, especially History and Arabic Studies majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 321 (D2) HIST 411 (D2) ARAB 411 (D2)

Not offered current academic year

HIST 434 (S) The Meaning of Diaspora and the Jews of Europe  (WS)

Cross-listings: REL 335  HIST 434  JWST 434

Primary Cross-listing

Dispersion, exile, migration, statelessness are all aspects of diaspora. In the study of diasporic peoples and cultures, the Jews have long figured as the archetype. As a result, Jewish political figures, intellectuals, social activists and scholars have played a central role in discussions of the meaning of diaspora, including debates about its political and social implications, economic value, and cultural significance. In the first half of the semester, in discussions of common readings, we will examine various historical interpretations of Jews' diasporic existence from the nineteenth century to the present and its implications for humanitarianism. Beginning in the first half of the semester and with greater intensity in the second half of the semester, you will conduct independent archival research on some aspect of the history of the Jewish diaspora using the digitized archives of the American Jewish Joint Distribution Committee that will culminate in a twenty-plus-page paper. In the second half, the seminar will continue to meet weekly as a research colloquium, to provide a forum for you to present your research and drafts in progress and to give feedback on fellow students' work. In this seminar, we are not merely studying history; you are actually doing history. That is to say, you will be more than students of history in this course: you will become historians in your own right. Over the semester, you will learn how to pose historical questions; to engage critically with readings beyond summarizing them; to synthesize an enormous amount of source material; and to learn how to write more clearly. By the end of the semester, the goal is for each student to produce a polished research paper based on substantial engagement with archival sources and relevant secondary literature that will serve as a capstone to your coursework at Williams or as a potential jumping-off point for future research projects, including a senior thesis in History or Jewish Studies.

Requirements/Evaluation: class participation, several short papers, oral presentations, and a 20-page research paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: History majors and Jewish Studies concentrators

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 335 (D2) HIST 434 (D2) JWST 434 (D2)
Writing Skills Notes: Students will write two drafts of their research paper before submitting the final paper for a grade. They will receive timely comments on drafts from professor and peers, to be incorporated into their final paper.

Not offered current academic year

HIST 443 (S) Race and Ethnicity in Latin America

Cross-listings: AFR 383  HIST 443

Primary Cross-listing

Race and ethnicity have been central to the formation of national identities in Latin America, as well as to the creation of transnational networks that include Latin Americans. This seminar will critically examine familiar characterizations of Brazil and other countries as "racial democracies" and look at the historical roots and political impact of both "positive" and "negative" stereotypes of race relations in the region. To do this we will explore the rise and decline of slavery, the changing constructions of indigenous and Afro-Latin American identities at national and transnational levels, and to the emergence of new Black Movements and other racial and ethnic activism in Colombia, Guatemala, Brazil, and elsewhere.

Requirements/Evaluation: class participation, one short paper, and a substantial (20-25 page) research paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: History majors and Latino/a Studies concentrators

Expected Class Size: 10-15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 383 (D2) HIST 443 (D2)

Not offered current academic year

HIST 453 (S) Women, Gender, and Social Movements in U.S. History

Cross-listings: HIST 453  WGSS 453

Primary Cross-listing

This seminar is devoted to researching and writing a substantial research paper on some aspect of U.S. women's or gender history, with a particular focus on social movements. Social movements organized around gender issues and identities have been significant sources of social and political change in U.S. History. Drawing on online archival collections of personal letters and diaries, published writings, organizational records, and oral histories, students will research an individual, social group, organization, event, or movement that invites them to explore that particular subject in depth, while also considering some of the following issues and questions: the different strategies, tactics, and ideologies used for organizing and movement building across the political spectrum; the ways that gender has united and divided grassroots movements; how and when it has been useful for women to act through women's groups versus other types of organizations; the ways that ethnicity, race, religion, and class have been resources for organizing and coalition building; how social movements have shaped and been shaped by larger political and economic developments; the ways that various gendered identities have served as both agents and objects of political and social change; and the relative importance of formally organized politics versus less formal strategies to effect political change.

Requirements/Evaluation: 20- to 25-page research paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: senior History majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 453 (D2) WGSS 453 (D2)

Not offered current academic year
HIST 455 (S) The Afterlives of Objects: Telling American Histories through Material Culture and Museums (DPE)

Cross-listings: HIST 455 AMST 455

Primary Cross-listing

Material culture studies examine relationships between people and objects. Tangible artifacts like furniture, clothing, ceramics, tools, and buildings give insight into communities' identities, aspirations, and struggles. This course approaches American histories through objects, and considers how interdisciplinary methodologies can reveal alternative understandings of the past. The course traces changing theories and practices of preservation, curation, and display; shifting conceptions of "heritage" among diverse peoples; and ethical challenges posed by Native American and African American items held in museums, particularly in relation to repatriation considerations. The course involves a staged set of class visits to work with collections at the Williams College Archives/Special Collections and Art Museum as well as local/regional repositories and historic sites. While the scope of the course is continental and at times transoceanic, it includes substantial focus on the Northeast/New England and the material assemblages and landscapes that shape western Massachusetts. Students will build familiarity with appropriate techniques for handling objects, cultivate skills for developing and carrying out an original research project, and explore diverse modes of analysis and expression for telling the stories of objects and their associated communities.

Requirements/Evaluation: active participation in class discussion and museum visits, in-class presentation about one week's readings, research project prospectus, research project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: junior and senior History and American Studies majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 455 (D2) AMST 455 (D2)

Difference, Power, and Equity Notes: This course examines diverse historical experiences of North American peoples, including Native Americans and African Americans, in conjunction with responses to Euro-American settler colonialism. It introduces students to foundational methodologies in object studies including decolonizing approaches, and explores key debates about possession, interpretation, and repatriation of objects to descendant communities, such as the Native American Graves Protection and Repatriation Act (NAGPRA).

Not offered current academic year

HIST 457 (S) Floridas (DPE) (WS)

Florida, the sunshine state with 1350 miles of coastline was once an outpost of Spain's 17th century empire. Its history comprises Disney World, the largest Cuban community outside of Cuba, a haven for enslaved Catholics in the 17th century and for an aging, largely white middle class in the 20th. It is the site of the nation's oldest city, and the home to range of Native peoples. A land of swamps, plantations, cities, islands, strip malls and theme parks is now ground zero in climate change discussions. This "purple state" has decided more than one presidential election. This course will explore the history of the many Floridas. We will move roughly through time as we seek to understand Florida and its place in United States culture. Why do people often think of Florida as "not quite southern" although it borders Georgia and Alabama? When and why did Spain colonize the area? How did they lose it? What is the history of the original inhabitants of Florida and how does that story help us understand it now?

Requirements/Evaluation: class discussion, three short writing assignments and a final research paper of 15-20 pages on a topic that grows out of our reading

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: seniors and History majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: Students will be writing three shorter papers throughout the semester. Two of these will be building up towards the final research paper. The third will be more "experimental"... perhaps a piece of historical fiction or eye witness account. The final paper should exceed 15 pages. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.
Difference, Power, and Equity Notes: We will consider how Florida has defined itself, and been defined throughout American history largely based on various groups that occupied space with combinations of military, technological and economic power. This class will investigate the histories and dynamics of these various occupations and settlements, paying close attention the conflicts over space in rural and urban areas. Histories of African Americans and Native people will be central to our investigation.

Not offered current academic year

HIST 468  (F) Race, Empire, and the Birth of the American Century  (DPE)

Cross-listings: HIST 468  AMST 468

Primary Cross-listing

This course examines the birth of the "American Century" by studying the extension of Manifest Destiny to the Pacific, especially the American occupation of Hawaii and the Philippines.

Requirements/Evaluation: a series of weekly papers and a final research paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: must be a History or American Studies major

Expected Class Size: 15-19

Grading: no pass/fail option, no fifth course option

Unit Notes: History department senior seminar

Distributions: (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 468 (D2) AMST 468 (D2)

Difference, Power, and Equity Notes: The course will cover the unequal power relations between Anglo Americans and Native Americans, Hawaiians, and Filipinos, as evidenced in the American occupation of land within our shores and the colonization of two island nations in the Pacific. We will study how the American presence in these areas affected how the original inhabitants were perceived and represented by Americans as witnessed in their presence at the Worlds Fairs of 1893 and 1904.

Not offered current academic year

HIST 471  (S) Comparative Latina/o Migrations

Cross-listings: HIST 471  LATS 471

Secondary Cross-listing

Since the 1970s, policymakers, scholars, the media, and popular discourses have used the umbrella terms "Hispanic" and "Latina/o" to refer to Mexicans, Puerto Ricans, Cubans, Dominicans and more recent immigrants from Central and South American countries. As a form of racial/ethnic categorization, however, these umbrella terms can mask widely divergent migration histories and experiences in the United States. In this course, we develop theoretical perspectives and comparative analyses to untangle a complicated web of similarities and differences among Latino groups. How important were their time of arrival and region of settlement? How do we explain differences in socioeconomic status? How fruitful and appropriate are comparative analyses with other racial/ethnic groups, such as African Americans or European immigrants? Along the way, we explore the emergence of Latina/o Studies as an interdisciplinary and comparative field of study, as well as methods used in Latino and Latina history, specifically oral histories, government documents, newspapers, and interdisciplinary approaches.

Class Format: discussion

Requirements/Evaluation: class participation and presentations, a proposal, an annotated bibliography, a short historiographical essay, and a research paper based in part on primary sources

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: History majors and Latina/o Studies concentrators

Expected Class Size: 8-15

Grading: no pass/fail option, yes fifth course option
Distributions:  (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
HIST 471 (D2) LATS 471 (D2)
Not offered current academic year

HIST 476  (F)  CAPSTONE: Black Radicalism
Cross-listings: AFR 476  HIST 476
Secondary Cross-listing
Amandla! Black Power! Venceremos! A Luta Continua! Ever since the end of slavery--brought about by the Haitian Revolution, slave rebellions, maroons, Quilombos, Civil War and various other means of resistance--transatlantic people of African descent have demanded radical change in the organization of modern societies. Their struggles and ideas have changed the ways we think and study--through the formation of Africana/African-American/Black-Studies--and the ways in which we express ideas--through the creation of rich traditions of music, dance, theater, poetry, carnivals, sculpture, and art that have acted as global conduits of cultures of resistance. In this Senior Seminar, we will study the most tumultuous period of Black radicalism in the 1960's, focusing on the Black Panther Party, the League of Revolutionary Black Workers, the Third World Women's Alliance/Angela Davis, and Caribbean and African radical movements, with an eye to examining their relevance to Black radical movements today.

Requirements/Evaluation: student participation, a take-home mid-term paper, and the completion of an original research paper or project; all projects will have some written component, but may include a dance performance, spoken word, fieldwork, etc.
Prerequisites: none; open to all
Enrollment Limit:  15
Enrollment Preferences: Africana Studies concentrators; History majors
Expected Class Size:  15
Grading: no pass/fail option, yes fifth course option
Distributions:  (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
AFR 476 (D2) HIST 476 (D2)
Not offered current academic year

HIST 478  (S)  Cold War Landscapes
Cross-listings: AMST 478  HIST 478  ENVI 478
Primary Cross-listing
The Cold War between the United States and the Soviet Union set in motion dramatic changes to the natural and built environments of many nations between 1945 and 1991. Nuclear test and missile launch sites, naval installations, military production operations, and border securitizations are just a few of the most obvious ways in which the stand-off between the two countries altered rural and urban landscapes around the world. But one can also see the Cold War as setting in motion less immediately direct but nonetheless profound changes to the way that many people saw and planned for the environments around them, as evidenced, for instance, by the rise of the American suburb, the reconstruction of postwar Europe, and agricultural and industrial initiatives in many developing nations. We will begin this seminar by exploring several distinct "Cold War landscapes" in the United States, then move on to examining others in Europe and the Soviet Union. We will spend the final weeks of the semester discussing examples from other parts of the world. Our approach to our topics will be interdisciplinary throughout the semester, and students are welcome to write their research papers on any geographical area of the world.

Requirements/Evaluation: class participation, weekly critical writing, and a final 20- to 25-page research paper
Prerequisites: none
Enrollment Limit:  15
Enrollment Preferences: History, Environmental Studies majors if over-enrolled
Expected Class Size:  10
Grading: yes pass/fail option, yes fifth course option
Distributions:  (D2)
HIST 480  (F)  Interpretations of the Israeli Palestinian Conflict  (DPE)

Cross-listings: ARAB 480  GBST 480  JWST 480  HIST 480

Primary Cross-listing
This tutorial addresses the powerful, competing, and bitterly contested historical narratives that underpin the Israeli-Palestinian conflict. Both Israelis and Palestinians appeal to history to legitimize their territorial claims and to justify contemporary action. Special attention will be paid to the interpretations of key historical moments, especially the 1948 and 1967 wars, and on the contrasting views of some of the core issues of the conflict (Jerusalem, refugees, settlements, terrorism).

Requirements/Evaluation:  5- to 7-page essays or 2-page critiques due each week and a final report (3-4 pages) at the end of the semester
Prerequisites: none, though some academic experience with Middle East materials is preferred

Enrollment Limit: 10
Enrollment Preferences: History majors and Arabic Studies majors and Jewish Studies concentrators
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ARAB 480 (D2) GBST 480 (D2) JWST 480 (D2) HIST 480 (D2)

Difference, Power, and Equity Notes: This course challenges students to engage with difference and power in the Israeli Palestinian conflict though the reading of historical works that have different political motivations. Students will develop tools to comprehend the complexities of perspectives in Israel and Palestine. Students will gain a better understanding of nationalism, state power, inequality, victimhood, desperation, corruption, and injustice and gain tools to seek equitable solutions to the conflict in the future.

Not offered current academic year

HIST 481  (S)  History of Taiwan  (WS)

Cross-listings: ASST 413  HIST 481

Primary Cross-listing
Almost all discussions of contemporary Taiwan reference the fierce debate over its sovereignty and international status: is the island of Taiwan an independent nation, or an "inalienable part" of the much larger and more powerful People's Republic of China? Part of the argument for Taiwan's separate nationhood derives from its claim to a unique history different from that of the P.R.C.. In this tutorial course, we will look closely at the distinctive aspects of Taiwan's history that underlie this claim, including its aboriginal populations, maritime history, experience of Japanese colonialism, settlement by mainland Chinese after World War II, role in the Cold War, and the development of a Taiwanese ethnic and political identity in the postwar period. The goal of the course is neither to debate nor resolve the "Taiwan question", but to explore the history and historical arguments that inform it.

Requirements/Evaluation:  weekly papers and critiques
Prerequisites: none

Enrollment Limit: 10
Enrollment Preferences: History or Asian Studies majors
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ASST 413 (D2) HIST 481 (D2)
Writing Skills Notes: In this tutorial course, students will write bi-weekly 5- to 7-page papers with feedback from both the instructor and tutorial partner. Students will revise one of their tutorial papers as a final assignment. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Not offered current academic year

HIST 482 (F) Race and American Foreign Relations (WS)

From its origins, American society has been suffused with notions of white superiority and racial hierarchies that have underpinned the nation’s foreign policy. Ideologies of race factored heavily into the nineteenth century process by which the United States expanded its territorial control across the North American continent and established an empire of its own. Racialized thinking persisted at the heart of U.S. foreign relations in the twentieth century, influencing everything from the administration of empire in the Caribbean and the Pacific and commercial expansion into central America to the decision to use nuclear weapons against Japan, the diplomatic path to war in Vietnam, and more. The defeat of fascism and Nazism in World War II posed serious challenges to the premises of white supremacy, while ushering in a Cold War that would become inextricably bound with the process of decolonization. American diplomats were forced to reexamine the challenges domestic racism posed to their foreign policy goals, while black internationalists became increasingly involved with global struggles for liberation and equality. While the global color line grew more hotly contested, white supremacist thinking proved as enduring as it was mutable. This upper division tutorial surveys leading scholarship on a range of topics that centers race as a category for understanding American foreign relations.

Class Format: This tutorial can be take entirely remotely. On campus students may request in-person tutorial sessions, pending the agreement of other students and the availability of appropriate rooms.

Requirements/Evaluation: Students will be evaluated based on a series of 5-7-page tutorial response papers and 2-page critiques, as well as preparedness for and performance in weekly tutorial discussions.

Prerequisites: None, open to all students

Enrollment Limit: 10

Enrollment Preferences: Preference will be given to history majors and students with prior coursework related to U.S. foreign relations. If the course is overenrolled, students may be asked to complete a questionnaire to determine enrollment.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will alternate weekly between writing 5-7-page tutorial papers and 2-page critiques of their peers’ writing. Formal writing assignments throughout the semester will total at least 40 pages. Students will receive regular written feedback on their writing from the professor, as well as oral critiques from the professor and tutorial partners.

Fall 2020

TUT Section: RT1 TBA Jessica Chapman

HIST 483 (S) Sport and Diplomacy (DPE) (WS)

Sport has emerged in recent years as a hot topic of study among diplomatic historians. Once considered a marginal topic, sport is now seen as a critical window into the world of international relations. Recent works address not only official state policies pertaining to international sport, but also issues of nationalism, imperialism, racial ideologies, transnational migration, public diplomacy, culture in foreign relations, and the role of sport governing bodies in the international system. In this tutorial, students will read key essays and monographs that contribute to this emerging literature, alongside state-of-the-field essays that explore the methodological and thematic approaches that historians have used to grapple with the complex interactions between countries, peoples, and cultures that occur within the realm of sport.

Class Format: This course will be remote. If conditions allow, I may set up in-person tutorial sessions for on-campus students.

Requirements/Evaluation: Students will write and present orally six essays (5-7 pages each) on assigned readings each week; students not presenting an essay in a given week will produce a 2-3 page written critique

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: History majors and students with some prior course work in foreign relations and/or international history

Expected Class Size: 10
Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: Students will each write six (6) tutorial papers of 5-7 pages and six (6) critiques of 2-3 pages. The professor will provide weekly written feedback on each of these papers, and they will be discussed at length in tutorial sessions.

Difference, Power, and Equity Notes: Modern sport emerged in a colonial context as a means of asserting and maintaining control and has become a key site of contestation over the color line in both domestic and international contexts. International sport competitions like the Olympics and the World Cup have served as proxies for military power and showcases for national cultures in ways that have both revealed and concealed ongoing racial tensions. This course explores diversity, power, and equity in international sport.

Spring 2021
TUT Section: RT1  TBA  Jessica Chapman

HIST 484 (F) Victorian Psychology (WS)

Although the Victorian era has traditionally been considered a psycho-social model of emotional inhibition and sexual prudery, recent studies, by scholars in various disciplines, have demonstrated that this characterization grossly oversimplifies the attitudes toward emotional and sexual life held by Europeans and Americans in the second half of the nineteenth century. This course will investigate professional and popular ideas about human psychology during the Victorian era. We will attempt to define and understand what people thought and felt about insanity, the unconscious, dreams, sexuality, the relationship between natural impulses and civilized society, child psychology and development, the psychological differences between men and women, the relationship between the physical and the psychical. The course will concentrate on the close reading and analysis of primary documents from the era.

Class Format: This tutorial will be taught remotely on Zoom. Once they have been selected, student pairs will meet with the professor for an hour at a regularly scheduled time each week.

Requirements/Evaluation: Students will meet with the instructor using Zoom in pairs once a week. Every other week each student will present a paper of approximately 5-7 pages on a topic determined by the instructor, due by 5pm the day before the tutorial meeting. The student not writing the paper will critique the paper written by their tutorial partner. Each student will write six papers and serve as a critic on the six papers of their tutorial partner.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Junior and senior History majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: Fulfills the department's seminar requirement for graduation with a degree in History

Distributions: (D2) (WS)

Writing Skills Notes: As a tutorial, with each student writing a paper every other week, this course meets the writing skills requirement.

Fall 2020
TUT Section: RT1  TBA  Thomas A. Kohut

HIST 485 (S) Freud: A Tutorial (WS)

Cross-listings: PSYC 158  HIST 485

Primary Cross-listing

This tutorial is devoted to the systematic reading of the principal works of Sigmund Freud, one of the deepest, subtlest, and most influential thinkers of the last one-hundred years. Students will read Freud's work more or less chronologically, beginning with his writings on hysteria and concluding with his deeply pessimistic essay, Civilization and Its Discontents. In tutorial, we will consider the development of Freud's thought over the course of his professional life: his general psychological writings on the nature and functioning of the human psyche, his clinical writings on psychoanalysis as a form of treatment, and his cultural writings on art and artists, on the origin of human society, on religion, and on the relation of the individual to society and civilization. We will not be considering the relevance of Freud's ideas for purposes that transcend his own psychological agenda in the tutorial. Nor
will we be much concerned with assessing whether Freud was "right" or "wrong" or whether his thought has clinical relevance today. Instead, we will seek to understand Freud as much as possible on his terms and not on ours, as a historical figure of originality, complexity and contradiction, whose thought deserves close reading and deep understanding within the context of Freud's thought itself.

Class Format: students will write and present orally six essays of 6-7 pages on assigned reading every other week; students not presenting an essay in a given week will be responsible for critiquing the presented essay

Requirements/Evaluation: student grades will be assigned only at the end of the semester based on their papers, their critiques, and their performance in tutorial discussion

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: juniors and seniors and History majors needing a 400-level seminar or tutorial to fulfill the requirements for a degree in History

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: fulfills History's 400-level graduation requirement

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PSYC 158 (D2) HIST 485 (D2)

Writing Skills Notes: As a tutorial, this course is by definition writing skills, both in terms of the number of papers that students will produce (six) and in terms of the focus on writing during every tutorial session. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Spring 2021

TUT Section: RT1 TBA Thomas A. Kohut

HIST 486 (S) Islam in European Culture from Muhammad to Modernity (DPE)

From the Crusades to modern colonialism, the relationship between Muslims and Western Christians has often been recounted as the clash of two opposing civilizations, a history of warfare and of incompatible values. This tutorial takes a different point of departure, namely the recent scholarly recognition that relationships between Muslims and Western Christians were often rooted in the intimacy of frequent interaction. We will delve into the many ways in which Muslim peoples shaped European culture from the Middle Ages to the present. We will explore different domains, from one of the first translations of the Qur'an into any language, the Latin version done in Toledo in 1143, to the many goods made by Muslim craftsmen that filled the homes of Renaissance Europe, and the roles of early modern Muslims as captives, slaves, diplomats, travelers, and converts. In the modern period, Muslims continued to inflect European culture both as colonial subjects and as domestic minorities, producing and inspiring art, imaginative literature, and critiques of European power. Our investigation will encompass music, visual art and film in addition to written works. How do we make sense of this intricately interwoven history? And what are its legacies for the present? Sources both primary and secondary will include Leo Africanus, Lady Montagu, Montesquieu, Mozart, al-Tahtawi, Flaubert, Sayyid Qutb and Fatima Mernissi.

Requirements/Evaluation: five tutorial papers (5-7 pages.) and five shorter responses; occasional presentations

Prerequisites: History majors; juniors and seniors

Enrollment Limit: 10

Enrollment Preferences: if the course is overenrolled, a statement of interest will be requested

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This tutorial takes the approach of cultural history; discussions will heed the politics of translation across religious, cultural, and linguistic boundaries. We will historicize the way "difference" has been understood, and see that the alterity that was once viewed as theological was in other eras seen as the product of culture or politics. In addition, the tutorial recovers the rich artistic and literary production that intercultural interactions inspired--a legacy worthy of study.

Not offered current academic year
HIST 487 (S) Archive Stories (WS)

What is an archive? What stories are to be found in the archives and what stories do we tell ourselves about the meaning and function of the archive? For many years now, and certainly since the publication of the French theorist Jacques Derrida's essay, Archive Fever, historians, archivists, and cultural theorists have been asking questions about the archive as much as they have been engaged in the actual practice of archiving, or making use of material found in archives. This tutorial considers some of those questions. It is not a hands-on course about how to use an archive, nor a celebration of material found in archives. Rather it consists of a series of broad enquiries into the history of the archive, the politics of collecting, and the political and social function of the archive in various societies. Each week a specific topic will be addressed, collectively illustrative of the breadth of recent enquiries into the logic of the archive. Topics will include, amongst others: the urge to archive in the Renaissance; the nature of the historian's encounter with "the past" in the archive; the function of the archive in the creation of the modern nation state; the power relations embodied in the colonial archive; the construction of contemporary group identities through the practices of archiving; the recent desire to archive everything, not merely the written document; and the new archives of cyberspace.

Requirements/Evaluation: each student will write five 6- to 7-page essays, prepare five critiques of their tutorial partner's work, and write a final paper about their work on the Williams archives

Prerequisites: open to all junior and senior History majors and others with permission of instructor

Enrollment Limit: 10

Enrollment Preferences: History majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Each student will write five 6- to 7-page essays (one every other week) that will be critiqued, both in writing and orally, by the instructor and the student's tutorial partner. The student will also write a final 6- to 7-page essay reflecting on the nature of Williams archival practices in the context of the readings undertaken during the course of the tutorial. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Not offered current academic year

HIST 488 (F) Fictions of African American History (DPE) (WS)

Cross-listings: HIST 488 AMST 488

Primary Cross-listing

This course examines African American fiction, largely from the late 19th and very early 20th century. These Black authors, none of them professional historians, try to bring African American History to light in an era before this history was taken seriously by the white academy. Many of the authors we examine were activists and journalists who set their novels and short stories during Slavery and Emancipation. We will consider inherently radical act of reading and writing in a society where black literacy was illegal until after the Civil War. Alongside the fiction we will read modern historiography of the era. We will also delve into some of slave narratives published after Emancipation. Readings will include works by Booker T. Washington, James Weldon Johnson, Charles Chesnutt, Paul Laurence Dunbar, and Sutton Griggs. This is a tutorial and will be taught online.

Requirements/Evaluation: Every week a student will write either an essay or a critique. For the final assignment students may either write a review of 2-3 works of historiography OR substantially revise an essay or critique they did during the semester.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: History, Africana, and American Studies Majors will have preference. As well as students who have never taken a tutorial.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 488 (D2) AMST 488 (D2)

Writing Skills Notes: Students will write every week (essays and critiques) and receive feedback from their partners and from the professors. The final assignment of the semester is major revision of a one essay or critique. Students will receive feedback on their paper's organization and
argument as well as points of style. Since we will be reading both fiction and historiography, we will discuss as a group the different challenges each form poses to essay writing.

**Difference, Power, and Equity Notes:** African Americans writing during this time lived under the laws and customs of Jim Crow and White Supremacy. Lacking political power, they turned to the power of the written word. We will evaluate the way writing and fiction helped ameliorate (or not) the racial power structures.

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**Fall 2020**

**TUT Section: RT1   TBA   Gretchen Long**

**HIST 489 (F) Appropriating History. Who Owns the Past?** (DPE) (WS)

**Cross-listings:** HIST 489  ARAB 408

**Primary Cross-listing**

Who owns the past? How have modern states appropriated history? The political use of history is a critical ingredient in any nationalist discourse. In such narratives, the selective utilization of archaeology and ancient history often serves important functions in articulating a conscious and deliberate national history. Thus, in nationalist renderings, archaeological sites and artifacts are not merely relics of the past; they can also be potent and conspicuous symbols of national identity for the modern nation-state. In the Middle East, with its rich archaeological heritage, the relationship among politics, nationalism, and archeology has been particularly strong and interesting. This tutorial addresses the powerful nexus between history and nationalism with a special emphasis on the Middle East. It will explore the battle over who controls history and the "stuff" of history such as antiquities, land, heritage sites, and museum exhibitions and how that control has expressed itself in several Middle Eastern countries, including Iraq, Israel, Turkey, Egypt, Lebanon, and Iran. Furthermore, it will discuss how archaeology entered the political discourse, the ethics of repatriation and appropriation, and archaeology's role in contested terrains and political disputes.

**Class Format:** This tutorial can be taken entirely Remote. On campus students may request in-person tutorial sessions, pending the agreement of other students and the availability of appropriate rooms.

**Requirements/Evaluation:** Format: tutorial. Requirements: 5-7 page essays or 2-3 response papers due each week

**Prerequisites:** None, though a demonstrated interest in the Middle East is important.

**Enrollment Limit:** 10

**Enrollment Preferences:** Seniors and to History and Arabic Studies majors.

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 489 (D2) ARAB 408 (D2)

**Writing Skills Notes:** As a tutorial, students will receive extensive feedback on their writing each week both from the professor and their partner. Further, students will be given the opportunity to rewrite two of their papers in light of the criticism that they receive during the semester.

**Difference, Power, and Equity Notes:** This is a tutorial on a particular form of power, namely how the powerful seek to control the past. The ultimate question that this tutorial seeks to answer is: who owns the past? Which history is emphasized and which histories are overlooked? How do modern nation states in different Middle Eastern states cherry-pick the past in order to maintain and develop a national narrative that is suitable to the political and economic powers often at the expense of religious or linguistic minorities.

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**Fall 2020**

**TUT Section: RT1   TBA   Magnús T. Bernhardsson**

**HIST 490 (S) Memory, History, and the Extermination of the Jews of Europe** (WS)

**Cross-listings:** HIST 490  JWST 490

**Primary Cross-listing**

This course is about the postwar legacy of the Holocaust. Nazi Germany's extermination of European Jews has come to be a moral and cultural touchstone for people in Europe and in many other parts of the world. This tutorial explores a series of topics from the immediate aftermath of the
Second World War to the present. Engaging with a wide-range of sources, we will wrestle with historical, legal, moral, political, and cultural issues and debates that have emerged out of the confrontation with the extermination of the Jews of Europe. They include: Why was the Holocaust "unprecedented" and "unimaginable"? Is it a Jewish story or universal story? Does the Holocaust raise different issues than other historical events for the historian? How should the Holocaust be represented in words and images, and what are the implications of different means of representing it? Has Germany faced up to its past? Were Germans also victims of World War II? Who were the "bystanders" as compared to the "perpetrators"? Were the postwar trials of perpetrators a travesty of justice? What "lessons" have we learned and should we learn from the Holocaust? By the end of the course, students will have grappled with the ongoing controversies that have arisen among scholars, artists, governments, and lay people about the meaning of the Holocaust for the postwar world. In a world in which extraordinary acts of violence continue to be perpetrated and many nations' pasts are marked by episodes of extreme criminality and/or trauma, exploring the manner by which one such episode has been remembered, avenged, and adjudicated has relevance for considering other societies' efforts to confront their own traumatic pasts.

**Class Format:** Remote; tutorial; class time consists of weekly one-hour sessions with the instructor and a fellow student

**Requirements/Evaluation:** Every other week the student will write and present orally a 5- to 7-page paper on the assigned readings of that week; on alternate weeks, the student will write a 2-page critique of the fellow student's paper; a final written exercise is a thought piece on the issues raised in the tutorial to cap off the semester's work.

**Prerequisites:** permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** History majors and Jewish Studies concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 490 (D2) JWST 490 (D2)

**Writing Skills Notes:** Bi-weekly 5- to 7-page- papers. Students will receive regular and individualized feedback on their writing to help them work on different writing issues throughout the semester.

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Spring 2021

TUT Section: RT1  TBA  Alexandra Garbarini

HIST 491 (F) The Suburbs

**Cross-listings:** AMST 490  ENVI 491  HIST 491

**Primary Cross-listing**

The suburbs transformed the United States. At the broadest level, they profoundly altered spatial residential geography (especially in terms of race), consumer expectations and behavior, governmental policies, cultural norms and assumptions, societal connections, and Americans' relationship to nature. More specifically, the different waves of post-World War II suburban development have both reflected large-scale shifts in how power and money have operated in the American political economy; and set in motion deep-seated changes in electoral politics, in Americans' understandings of how their income should be used, and in how the built landscape should be re-imagined. This tutorial will explore the rich historical literature that has emerged over the last twenty years to provide students with a history of the suburbs, to see the suburbs as more than simply collections of houses that drew individual homeowners who wanted to leave urban areas. We will focus most of our attention on the period from 1945 through the 1980s. Some of the questions we will consider will include: how did the first wave of suburban development bring together postwar racial and Cold War ideologies? Is it possible, as one historian has argued, that suburbs actually created the environmental movement of the 1960s? And how have historians understood the role that suburbs played in America's conservative political turn, leading to the election of Ronald Reagan?

**Class Format:** Remote for fall 2020. As in a regular semester, I'll work with enrolled students to set up a schedule for our tutorial meetings, which will occur online. At a couple junctures during the semester, we will also try to meet online as a whole class, as well as have a few small group discussions.

**Requirements/Evaluation:** typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay on the assigned readings; on alternate weeks, students will write a 2-page critique. During two of the weeks of the semester (around the middle of the semester and at the end), all students will write papers that explore a common question or theme.

**Prerequisites:** none
Enrollment Limit: 10
Enrollment Preferences: History majors and students with previous coursework in History
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
AMST 490 (D2) ENVI 491 (D2) HIST 491 (D2)

Fall 2020
TUT Section: RT1 TBA Karen R. Merrill

HIST 492 (S) Revolutionary Thought in Latin America
For much of Latin America's postcolonial history, political and business elites in the United States have viewed the region as a source of revolutionary threats. Too often histories of actual revolutionary movements and the ideas they promulgated have followed either the self-serving narratives that the revolutionaries have laid out or the similarly limited stories composed by their opponents. This tutorial, by contrast, will delve into the complex, contingent, and at times counterintuitive history of revolutionary thought in modern Latin America. Our readings and discussions will carry us from the nineteenth century to the rise of the "New Left" in the last few years. Throughout the course our principle goal will be to examine the internal logic of the most influential programs of revolutionary thought as well as their relationship to circumstances external to them, both in their home regions and globally. At the same time, we will consider the human or moral promise and price of revolutionary options: did the proposed or alleged aims of revolutionary ideals justify the costs they would impose?
Class Format: students will meet with the instructor in pairs for an hour each week
Requirements/Evaluation: each student will write and present a 5- to 7-page essay on the readings or offer an oral critique of the work of their partner each week; evaluation will be based on written work and analysis of their partner's work
Prerequisites: none; open to all
Enrollment Limit: 10
Enrollment Preferences: History majors
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2)

Not offered current academic year

HIST 493 (F)(S) Senior Thesis: Research Seminar
This seminar is intended solely for writers of senior theses during their first semester. Although each student's major work for the year will be the writing of a thesis in consultation with an individual advisor, students are also required to meet in the context of the thesis seminar in order to present and critique each other's proposals and drafts and to discuss common problems in the research and design of a long analytical essay. For students proceeding to HIST 494, performance in the fall semester will be factored into the thesis grade calculated at the end of the year. The quality of a student's performance in the seminar segment of History 493, as well as their performance in all aspects of the May colloquium at which theses are presented and critiqued, figure in the overall grade the student earns for History 493-494 and the departmental decision to award Honors or Highest Honors at Commencement.
Class Format: seminar will meet remotely
Requirements/Evaluation: class participation and completed written work, and will determine if a student will continue in the thesis program
Prerequisites: limited to seniors accepted into the History Department's Thesis Program
Enrollment Limit: none
Enrollment Preferences: limited to seniors accepted into the History Department's Thesis Program
Expected Class Size: 10-15
Grading: no pass/fail option, no fifth course option
HIST 494  (S)  Senior Thesis: Writing Seminar
This seminar is a continuation of HIST 493, and is required of all senior thesis writers. Students will meet to discuss draft thesis chapters and to prepare for the thesis colloquium in May at which theses will be presented. Performance in the year-long seminar and in all aspects of the thesis colloquium will be figured into the overall thesis grade the student is given for HIST 493 and HIST 494 as well as the departmental decision to award Honors or Highest Honors.

Class Format: seminar will meet remotely
Requirements/Evaluation: participation and completed written work
Prerequisites: successful completion of HIST 493; limited to seniors accepted into the History Department's Thesis Program
Enrollment Limit: None
Enrollment Preferences: limited to seniors accepted into the History Department's Thesis Program
Expected Class Size: 10-15
Grading:  no pass/fail option, no fifth course option
Distributions: (D2)

Spring 2021
HON Section: R1  TF 1:30 pm - 2:45 pm  Alexandra Garbarini

HIST 495  (S) Stalinism (WS)
The quarter century during which Joseph Stalin ruled the Soviet Union witnessed some of the twentieth century's most dramatic events: history's fastest plunge into modernity, an apocalyptic world war, and the emergence of a socialist state as a competitive world power. This tutorial will offer students a deep dive not only into the historical depths of the Stalin era but into the gloriously complex historiographical debates that surround it. Some of the questions that will animate the readings, writings, and discussions that tutorial students will engage in are as follows: Did Stalin depart from or represent a continuation of the policies introduced by his predecessor Vladimir Lenin? Did he rule in a totalitarian fashion or in ways comparable to other twentieth century regimes? Were his policies destructive or possibly productive? And perhaps most boggling of all: why did no one resist Stalinist rule?

Class Format: TBD
Requirements/Evaluation: Each week, a student either will write a 5-7-page essay on the assigned readings or will be responsible for offering an oral critique of their partner's work. Both tutorial partners will be responsible for completing 200-300 pages of reading each week.
Prerequisites: None
Enrollment Limit: 10
Enrollment Preferences: History majors
Expected Class Size: 10
Grading:  no pass/fail option, no fifth course option
Distributions:  (D2)  (WS)

Writing Skills Notes: Each student will write five 5-to-7-page papers on which the instructor will provide written feedback regarding grammar, style, and argument. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Spring 2021
TUT Section: RT1  TBA  Yana Skorobogatov
This course studies the life, work, and ideas of M.K. Gandhi (1869-1948), one of the most influential thinkers of the non-western world. Gandhi is well known today for his philosophy of non-violent resistance and its application in India's freedom struggle as well as his influence on the work of leaders like Martin Luther King and Nelson Mandela. Hailed as the 'father of the Indian nation', however, Gandhi is not only known for his political ideas but also for his deep engagement with aspect of everyday human behavior and morality: truth, vegetarianism, sex and celibacy, to name just a few of his obsessions which contributed to making his broader philosophy. It is this commitment to a morally pure life that earned him the title of 'Mahatma' or Great Soul in India. This tutorial will focus on three key aspects of Gandhi: his ideas of peaceful protest as means of social and political change, his contemplations on moral philosophy, and on his legacy in modern India and the world. Students will read a combination of Gandhi's own writings as well as journal articles, monographs and films. The course will probe questions such as: What was the context and nature of Gandhian nationalism? Did it help to integrate the Indian nation? Was Gandhi truly a Great Soul, a saint or a shrewd politician? In what ways is Gandhi received and remembered by the Indian nation today? How does understanding a figure like Gandhi facilitate our understanding of modern nationalism, citizenship and political action?

Class Format: REMOTE. This tutorial will be taught remotely but will otherwise follow the usual tutorial format of weekly hour-long meetings, pairing students who will alternatively write papers and critiques each week.

Requirements/Evaluation: 5-7-page essays or 2-page critique due each week and a final report (3-4 pages) at the end of the semester.

Prerequisites: None, except students who have taken HIST488T will not be permitted to take this class.

Enrollment Limit: 10

Enrollment Preferences: Senior history majors and students who have previously taken HIST221. Students who have previously taken HIST488T will not be permitted to take this class.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 412 (D2) LEAD 412 (D2) GBST 412 (D2) ASST 412 (D2) HIST 496 (D2)

Writing Skills Notes: As a tutorial, this course is Writing Intensive as students not only write weekly papers but they also develop critical tools to engage in close reading of texts and interpret them and the facts therein. Each week, they will develop their writing by providing constructive criticism of their partner's paper, and in turn, learn to receive and build on critiques of their own work. Students will be given the opportunity to substantively revise their work on a regular basis.
Winter Study

HIST 30 (W) Workshop in Independent Research
This course is designed for junior majors and sophomores who are considering pursuing a senior thesis in History. It can either provide students greater experience in independent research or allow for an in-depth exploration of a specific topic under consideration for the thesis. The course will focus on key methods of historical research, such as defining a topic, familiarizing oneself with historiography, and finding and using primary sources. Students may pursue any topic, and assignments may be modified to fit students' particular needs and interests. The majority of class time will consist of individual meetings with the professor as well as consultations with librarians and other experts in your field. Students are expected to devote considerable time outside of class to independent research. The final assignment will be a 10-page paper, which can either be a detailed prospectus for a senior thesis or a research paper.

Class Format: independent research
Requirements/Evaluation: 10-page paper; weekly assignment
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: instructor will send students questions over email about their research plans; students with evidence of more formulated plans will receive preference
Grading: pass/fail only

Not offered current academic year

HIST 31 (W) Senior Thesis: History
To be taken by all senior honors students who are registered for HIST 493 (Fall) and HIST 494 (Spring), HIST 31 allows thesis writers to complete their research and prepare a draft chapter, due at the end of Winter Study.

Class Format: thesis
Requirements/Evaluation: thesis chapter
Prerequisites: HIST 493
Enrollment Limit: 20
Enrollment Preferences: only students writing a thesis in History can enroll for this course
Grading: pass/fail only

Not offered current academic year

HIST 99 (W) Independent Study: History
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study
Grading: pass/fail only

Not offered current academic year
A major in the History of Science is not offered, but the occasional Contract Major or a related interdisciplinary field is possible. Courses in the History of Science are designed primarily to complement and strengthen work in other major fields. Although any of the courses may be taken separately, studying related courses in other departments will enhance their value, because by nature, History of Science is interdisciplinary.

The following will serve as examples: HSCI 101 is an introduction to science and technology studies, and concentrates on key aspects of contemporary science and technology relevant to many issues of living in a technological society. HSCI 224 Scientific Revolutions deals with the emergence of modern science in the 1600s and 1700s, and with subsequent revolutions in scientific thought; as such it complements courses related to modern European history. HSCI 240 traces the influential role of science and invention in the shaping of American culture, and complements offerings in American Studies and American History. HSCI 320, an historical overview of the ideas, practice, and organization of medicine, provides context for related coursework in History, Philosophy, and the Premed Program.

Courses of Related Interest

PHIL 209 / STS 209 Philosophy of Science
Taught by: Bojana Mladenovic
Catalog details

SOC 368 / ENVI 368 Technology and Modern Society
Taught by: James Nolan
Catalog details

HSCI 101 (F)(S) Science, Technology and colonialism: A Critical global introduction to Science and Technology Studies

Cross-listings: HSCI 101 STS 101

Secondary Cross-listing

The protests that followed the murder of George Floyd have brought to the fore the realities of racism and violence that Black, Indigenous and People of Color experience daily. They also motivated a long overdue reckoning in various fields and institutions with the legacy of structural racism, and of colonial history. The history of modern science and technology is intractably connected to colonial expansion, decolonization and neo-colonialism. From genocide of Indigenous peoples and the enslavement of Africans, to colonial medicine, eugenics and the atomic bomb, to the out-sourcing of expensive and environmentally hazardous technologies to the Global South, modern science and technology cannot be fully understood without serious reckoning with the history of colonialism, race, gender and sexuality. In this course, we will investigate the history of modern science and technology at a global level from the sixteenth century to today. We will look at how scientific knowledge and institutions influenced and were influenced by colonial expansion and decolonization, by racism and antiracist struggles, by questions of gender and sexuality and by feminist and LGBTQ+ activism. The course will move through different episodes using objects and case studies to understand the history of science and technology, and discuss the methods of science and technology studies. This course is an introduction to Science and Technology Studies. It will be accompanied by an advanced seminar (201) for more advanced students interested in these questions.

Class Format: Remote

Requirements/Evaluation: two or three short exercises, two papers (3-5 pages and 5-7 pages), and two hour exams

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first-years and sophomores

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HSCI 101 (D2) STS 101 (D2)
Difference, Power, and Equity Notes: The course addresses how epidemics, and the way medical and political institutions dealt with them, were shaped by issues of race, gender, sexuality and human difference, and how epidemics in turn impacted perception of race, gender and sexuality.

Fall 2020
SEM Section: R1    TR 8:00 am - 9:15 am    Grant Shoffstall

Spring 2021
SEM Section: H1    MW 11:45 am - 1:00 pm    Ahmed Ragab

HSCI 236  (F)  Automatic Culture: From the Mechanical Turk to A.I.

Cross-listings:  HSCI 236  SCST 236  STS 236

Secondary Cross-listing
Using literary writing and visual representation as our primary points of entry, we will study the history of automation, exploring its effects as idea and as material implementation upon public and private spheres, craftsmen and courts, wage-laborers, artists, and inventors. Readings from such authors as E.T.A. Hoffman, Kurt Vonnegut, Roald Dahl, and Sydney Padua will be supplemented with studies in the history and historiography of technology. The objects we examine will be as different from one another as the dulcimer-playing android presented as a gift to Marie Antoinette, IBM's Deep Blue, and contemporary devices like Amazon's Echo.

Requirements/Evaluation: mid-term and final essays, discussion participation, and brief in-class writing exercises.

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: STS concentrators

Expected Class Size: 25

Grading:  yes pass/fail option,  yes fifth course option

Distributions:  (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
HSCI 236 (D2) SCST 236 (D2) STS 236 (D2)

Not offered current academic year

HSCI 240  (F)  Great Astronomers and Their Original Publications  (WS)

Cross-listings:  ASTR 240  STS 240  HSCI 240  LEAD 240

Secondary Cross-listing
In this course we will study some of the greatest figures in astronomy and consider their leadership in advancing progress in the field. We will consider their lives and works, especially as represented by original copies of their books and other publications. These great astronomers include: 16th century, Nicolaus Copernicus (heliocentric universe); Tycho Brahe (best pre-telescopic observations); 17th century, Galileo (discoveries with his first astronomical telescope, 1610; sunspots, 1613; *Dialogo*, 1632); Johannes Kepler (laws of planetary motion, 1609, 1619); Johannes Hevelius and Elisabeth Hevelius (atlases of the Moon and of stars, 1647, and 1687); Isaac Newton (laws of universal gravitation and of motion, 1687); 18th century, Edmond Halley (*Miscellanea curiosa*, eclipse maps, 1715, 1724); John Flamsteed and Margaret Flamsteed (*Atlas Coelestis*, 1729); and William Herschel and Caroline Herschel (1781, 1798). Also, from more recent times in which original works are often articles rather than books: 20th century, Albert Einstein (special relativity, 1905; general relativity, 1916); Marie Curie (radioactivity); Cecilia Payne-Gaposchkin (hydrogen dominating stars, 1929), Edwin Hubble (Hubble's law, 1929); Vera Rubin (dark matter, 1970s); Jocelyn Bell Burnell (pulsar discovery, 1968); and 21st century: Wendy Freedman (Universe's expansion rate, 2000s). First editions will be available in Williams's Chapin Library of rare books, and facsimiles or digital copies will be provided for remote learning. We will also consider how such original materials are collected and preserved, and look at examples from the wider world of rarities, such as a leaf from the *Gutenburg Bible* (c. 1450) and a Shakespeare *First Folio* (1623, with a discussion of astronomical references in Shakespeare's plays). We evaluate a trove of books and papers about historic transits of Venus. We discuss matters of fraud and authenticity, especially the case of a purported *Sidereus Nuncius*, shown to be a modern construction. The course will be taught in collaboration between an astronomer and a rare books librarian, with remote lectures by experts from around the world.

Class Format: Meeting on campus in the Chapin Library classroom (Sawyer 452) or remotely; students who are not on campus can visit the original books at a later time/year.
Secondary Cross-listing

A famous dichotomy between the sciences and the humanities, and public understanding of them, was laid down by C. P. Snow and has been widely discussed, with ignorance of the second law of thermodynamics compared with ignorance of Shakespeare. In this seminar, we will consider several aspects of science and scientific culture, including how scientific thinking challenges the claims of pseudoscience. We will consider C. P. Snow and his critics as well as the ideas about the Copernican Revolution and other paradigms invented by Thomas Kuhn. We will discuss the recent "Science Wars" over the validity of scientific ideas. We will consider the fundamental originators of modern science, including Tycho, Kepler, Galileo, and Newton, viewing their original works in the Chapin Library of rare books and comparing their interests in science with what we now call pseudoscience, like alchemy. We will review the history and psychology of astrology and other pseudosciences. Building on the work of Martin Gardner in Fads and Fallacies in the Name of Science, and using such recent journals as The Skeptical Inquirer and The Scientific Review of Alternative Medicine, we consider from a scientific point of view what is now called complementary or alternative medicine, including both older versions such as chiropractic and newer nonscientific practices. We will discuss the current global-climate-change deniers and their effects on policy. We discuss vaccination policy. We consider such topics as GM (genetically modified) foods, the safety and regulation of dietary supplements, and the validity of government and other recommendations relevant to the roles of dietary salt, sugar, and fat in health. We consider the search for extraterrestrial intelligence (SETI) and reports of UFO's and aliens. We consider the possible effects that superstitious beliefs have on the general public's cooperation in vaccination programs and other consequences of superstition. We will discuss conspiracy theories such as those about the Kennedy assassination, in view of the 2017 release of many documents from the time and the recent book by Alexandra Zapruder, the granddaughter of the person whose on-the-spot movie documented the fatal shot. We also consider a range of dramas that are based on scientific themes, such as Tom Stoppard's Arcadia and Michael Frayn's Copenhagen.

Requirements/Evaluation: biweekly 5-page papers, participation in discussions, and a 15-page final paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: juniors and seniors and to those with backgrounds in science, history of science, or philosophy

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Unit Notes: non-major course; does not count toward ASPH, ASTR or PHYS major

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:
LEAD 336 (D3) ASTR 336 (D3) HSCI 336 (D2)
HSCI 338 (F) Transhumanism: Religion, Technoscience, Obsolescence

Cross-listings: HSCI 338 SOC 338 STS 338 REL 338

Secondary Cross-listing

This interdisciplinary seminar invites students to pursue sociohistorical analysis and sustained critical discussion of the transhumanist movement and its overriding aims: the augmentation, transformation, and eventual transcendence of human biological constitution; the realization, through speculative technoscientific means, of an enhanced or even "postbiological existence"--a "posthuman condition," "Humanity 2.0." Through close readings of primary historical documents, transhumanist texts, scholarship on transhumanism, works of science-fiction film, literature, and popular culture, we will position the movement as an empirical conduit through which to explore the sociohistorical conditions under which transhumanist ideas and practices have emerged, circulated, and taken up residence. To that end, we will consider the ties of transhumanism to eugenics and massive investments in pharmaceuticals, anti-aging medicine, and so-called "GNR" technologies (i.e. genetics, nanotechnology, and artificial intelligence and robotics); the movement's affinities with neoliberalism and what some have pointed to as transhumanism's racialized subtext of whiteness. We will furthermore devote considerable attention to the technological singularity, the figure of the cyborg, mind-uploading, space colonization, and cryonic suspension, all of which, like transhumanism broadly, suggest that science and technology have in some sense come to operate as powerful channeling agents for the very sorts of beliefs, practices, and forms of association that theorists of secularization expected modernity to displace. Lastly, throughout the course of the seminar we will take transhumanism as a provocation to think broadly and seriously about religion, technology, embodiment, and ways of being human.

Class Format: Remote

Requirements/Evaluation: informal weekly writing, two short review essays, and one 15-page seminar paper

Prerequisites: Prior coursework in sociology-anthropology, history, religion, or science and technology studies.

Enrollment Limit: 14

Enrollment Preferences: Anthropology and Sociology majors and Science and Technology Studies concentrators

Expected Class Size: 14

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HSCI 338 (D2) SOC 338 (D2) STS 338 (D2) REL 338 (D2)

Fall 2020

SEM Section: R1 TR 9:45 am - 11:00 am Grant Shoffstall

Winter Study ---------------------------------------------------------------

HSCI 99 (W) Indep Study: History of Science

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year
This program is designed to facilitate and promote innovations in curricular offerings in relation both to interdisciplinary conceptual focus and experimental pedagogical form. It provides support for faculty efforts to develop a curriculum that creatively responds to intellectual needs and modes of teaching/learning that currently fall outside the conventional pattern. Faculty members interested in offering courses that fall outside the aegis of departmental or existing interdisciplinary programs submit such courses directly to the Committee on Educational Affairs by the Registrar’s deadline for course submission in early spring. Courses that fit within the curricula of departments and interdisciplinary programs, even if interdisciplinary or experimental in nature, are found listed within those departments and programs.

**INTR 219 (F) Women and Girls in (Inter)National Politics** (DPE)

**Cross-listings:** INTR 219  PSCI 219  AFR 217  WGSS 219  LEAD 219

**Primary Cross-listing**

This tutorial focuses on the writings and autobiographies of women who have shaped national politics through social justice movements in the 20th-21st centuries. Women and girls studied include: Fannie Lou Hamer, Shirley Chisholm, Safiya Bukhari, Erica Garner, Greta Thunberg, Malala Yousafzai, Marielle Franco, Winnie Mandela.

**Requirements/Evaluation:** Weekly 5-page primary analytical papers and 2-page response papers.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Juniors and seniors, sophomores.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

INTR 219 (D2) PSCI 219 (D2) AFR 217 (D2) WGSS 219 (D2) LEAD 219 (D2)

**Difference, Power, and Equity Notes:** This tutorial examines how girls and women confront capitalism, imperialism, climate devastation, patriarchy and poverty. The national and international movements that they participated in or led were based on shifting the balance of powers towards the impoverished, colonized, and imprisoned.

Fall 2020

TUT Section: RT1   TBA   Joy A. James

**INTR 220 (S) Cold War Intellectuals: Civil Rights, Writers and the CIA** (DPE)

**Cross-listings:** AFR 224  PSCI 221  AMST 201  LEAD 220  INTR 220

**Primary Cross-listing**


**Requirements/Evaluation:** Attend all classes; submit completed papers 24hours before seminar meets.

**Prerequisites:** none

**Enrollment Limit:** 10
Enrollment Preferences: Juniors and Seniors.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 224 (D2) PSCI 221 (D2) AMST 201 (D2) LEAD 220 (D2) INTR 220 (D2)

Difference, Power, and Equity Notes: This tutorial examines the Cold War between the US and the USSR and attempts to use intellectuals to shape and promote the objectives of powerful state entities. The power struggle between the two "superpowers" impacted cultural production and authors. Some of those authors influenced or enlisted into the Cold War sought equity and equality for their communities and eventually fought against the very political powers that employed them.

Spring 2021
TUT Section: RT1    TBA     Joy A. James

INTR 240  (F)  Philosophy of Education

Cross-listings: PHIL 240  INTR 240

Secondary Cross-listing

Why are you here? What do you expect to learn? How do you expect to learn? The College Mission Statement says that "Williams seeks to provide the finest possible liberal arts education by nurturing in students the academic and civic virtues, and their related traits of character." How have you already been taught the academic and civic virtues? Where have you been taught them? In school? On the sports field? At home? How did you develop your character? This first-year seminar will examine the philosophy of education through educational autobiographies: works that tell the story of a moral and intellectual education. Each book was chosen by and will be introduced by a professor from a different department, and then Professor of Philosophy Steve Gerrard will continue the discussion.

Requirements/Evaluation: several short papers

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: only first-year students

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
PHIL 240 (D2) INTR 240 (D2)

Not offered current academic year

INTR 320  (F)  Angela Davis: Political Theory, Activism, and Alliances  (DPE) (WS)

Cross-listings: LEAD 319  PSCI 376  INTR 320

Primary Cross-listing

This seminar examines the political thought, activism, and iconography of abolitionist Angela Davis. The seminar involves a critical engagement with the philosopher, former political prisoner, and their relationship with other theorists, authors and activists. Readings include: Angela Davis; An Autobiography; Soledad Brother: The Prison Letters of George Jackson; The Morning Breaks: The Trial of Angela Davis; Women, Race, and Class; If They Come in the Morning.

Requirements/Evaluation: Requirements: students attend each seminar class and come prepared to discuss the readings. Papers are due by email 24hours before the seminar begins.

Prerequisites: Preferences: Juniors and Seniors who have taken courses in Africana Studies, American Studies, Political Science, Philosophy.

Enrollment Limit: 19

Enrollment Preferences: Juniors and Seniors with previous courses taken in Africana Studies, American Studies, Political Science, Philosophy.
Expected Class Size: 19
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
LEAD 319 (D2) PSCI 376 (D2) INTR 320 (D2)

Writing Skills Notes: Three thesis papers at five pages each will receive critical feedback from the professor; one of the three papers will be revised with critical feedback from professor and peers, accompanied by a one-page statement explaining student's revisions; one keyword glossary where students define their key terms used in the paper; one roundtable discussion based on the final paper.

Difference, Power, and Equity Notes: This course examines political activism in the 1960s-1970s during the Cold War in which the civil rights, black power and student anti-war movements challenged traditional US domestic and foreign policies. Examining the differential powers of university Regents, governors, presidents, and police forces and prison administrations in relation to social justice movements led by people under the age of thirty, we examine the structures of institutional power and the agency of cadre theorists.

Fall 2020
SEM Section: R1 TBA Joy A. James

INTR 322 (S) Race, Culture, Incarceration
Cross-listings: AMST 322 INTR 322 AFR 322 PSCI 313
Primary Cross-listing
This course explores racially-fashioned policing and incarceration from the Reconstruction era convict prison lease system to contemporary mass incarceration and "stop and frisk" policies of urban areas in the United States. Also explored will be political imprisonment in the United States.
Requirements/Evaluation: brief analytical papers and group presentations.
Prerequisites: none
Enrollment Limit: 19
Expected Class Size: 19
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
AMST 322 (D2) INTR 322 (D2) AFR 322 (D2) PSCI 313 (D2)
Not offered current academic year

INTR 330 (S) Femininity, Captivity, and Cultural Politics
This tutorial examines female, pro-feminist leadership for human rights that shapes cultural norms and perceptions of social justice. The tutorial will examine contributions to: activism, literature, art, film, music, theory focused on advocacy democracy.
Requirements/Evaluation: students write primary papers and review papers each week
Prerequisites: none
Enrollment Limit: 10
Expected Class Size: 4
Grading: no pass/fail option, no fifth course option
Distributions: (D2)
Not offered current academic year

INTR 334 (S) Radical Theories of Political Struggle: Anti-Black Racism and the Obama Administration
Cross-listings: PSCI 346 AFR 334 INTR 334
Primary Cross-listing
This seminar reviews contemporary theories of "anti-black racism"; their articulation or assimilation within current political movements and mobilizations; and the influence and impact such theories-expressed in and/or as activism-on social justice and civil rights. Critical race theory, Afro-pessimism, feminist/queer theory and the works of the incarcerated are studied. Theorists studied include: Frank Wilderson; Angela Davis; Derrick Bell; Cheryl Harris. Students write weekly mini-reflection papers on assigned readings and collectively make analytical presentations.

**Requirements/Evaluation:** 1 research paper (50%); 2 presentations with summaries (40%); active engagement in class discussions (10%); weekly student presentations consist of 15 minutes of analysis with written summaries and Q/A; 1st quarter of semester: thesis and outline; 2nd and 3rd quarters: 2-page summaries integrating assigned texts into research analysis; 4th quarter: edit final paper

**Prerequisites:** familiarity with one of the following: critical race theory; Africana/Black studies; feminist anti-racist political movements

**Enrollment Limit:** 15

**Enrollment Preferences:** students will be asked to submit a paragraph on their research interest relevant to the seminar

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

- PSCI 346 (D2)
- AFR 334 (D2)
- INTR 334 (D2)

Not offered current academic year

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**INTR 341 (S) Black Marxism: Political Theory and Anti-Colonialism** (DPE) (WS)

**Cross-listings:** AFR 340 INTR 341 PSCI 373 PHIL 341

**Primary Cross-listing**

The seminar involves a critical engagement with key Africana political leaders, theorists and liberationists. We will examine the Pan-African writings of: Cedric Robinson (Black Marxism); Walter Rodney (How Capitalism Underdeveloped Africa), Eric Williams (Capitalism and Slavery; From Columbus to Castro); Frantz Fanon (The Wretched of the Earth); Malcolm X (Malcolm X Speaks); Amilcar Cabral (Resistance and Decolonization; Unity and Struggle); C. L. R. James (The Black Jacobins).

**Requirements/Evaluation:** Attend all classes. Papers are due 24 hours before the start of class. Participate in class discussions.

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** Juniors and Seniors.

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

- AFR 340 (D2)
- INTR 341 (D2)
- PSCI 373 (D2)
- PHIL 341 (D2)

**Writing Skills Notes:** Three thesis papers at five pages each (each receiving critical feedback from professor); one thesis paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process; one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper.

**Difference, Power, and Equity Notes:** This course focuses on anti-colonial struggles against European powers. Research will include the concept of "internal colonies" in the US.

Spring 2021

SEM Section: R1 TBA Joy A. James

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**INTR 343 (S) Representations of Racial-Sexual Violence from Enslavement to Emancipation**

**Cross-listings:** INTR 343 AFR 343 AMST 343 WGSS 343

**Primary Cross-listing**

This tutorial examines representations of and resistance to racial-sexual violence in American society, from colonial America to contemporary US
culture. Interdisciplinary texts cover history, politics, literature, film, feminist studies, American studies, lgbtq and ethnic/black studies. Books include Southern Horrors; Intimate Matters; Scenes of Subjection; Trauma and Recovery; The Delectable Negro; At the Dark End of the Street; films include Birth of a Nation; Bush Mama; To Kill a Mockingbird. The primary focus is on racial and sexual vulnerability to violence and mobilization for freedom from the 18th-21st centuries.

Class Format: students provide primary and response papers and discuss their analyses and theories of social and interpersonal violence

Requirements/Evaluation: weekly primary and response papers

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: preference given to juniors and seniors

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

INTR 343 (D2) AFR 343 (D2) AMST 343 (D2) WGSS 343 (D2)

Winter Study ---------------------------------------------------------------

INTR 99 (W) Indep Study: Interdisciplinary

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter Study not offered current academic year
The study of Italian in the target language encourages students to gain a deep appreciation of the language, culture and literature through active participation and meaningful experience with the culture on its own terms. Italian courses at Williams are therefore conducted exclusively in Italian in order to enhance and reinforce the emotive and cognitive involvement of the students as they are introduced to the Italian world-view in a lively and natural manner. Students desirous of more contact with Italian are encouraged to attend the weekly Italian Table in the designated college dining hall. More information can be found at cfllc.williams.edu/italian.

RLIT 101  (F)  Elementary Italian
This course is designed for beginners. Its goal is to give students the opportunity to develop a basic oral/aural and reading/writing proficiency in Italian. During the semester you will be given training in grammar, pronunciation, aural-oral skills, reading and writing in Italian through the study of a wide range of communication patterns and real-life situations. At the end of the semester you will be able to use Italian to talk about yourself, to describe your family, your town, your friends and to discuss about your interests. You will also be able to talk in Italian about present and past events and to converse with your peers about your daily activities. Your listening skills will allow you to understand short dialogues and conversations, to watch clips from mainstream Italian films, and to write short compositions. Conducted entirely in Italian. This will be an online course, with a mix of synchronous and asynchronous elements. Students will meet twice a week with me and once a week with the TA in small groups of 4-6 students.

Class Format: five hours a week with the professor
Requirements/Evaluation: participation, homework, compositions, quizzes, an oral exam, oral presentation, midterm and final exams
Prerequisites: none; not open to those who have had one year or more of high school Italian
Enrollment Limit: 12
Enrollment Preferences: instructor will prioritize on the basis of study abroad plans and year at Williams
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Unit Notes: students registered for RLIT 101-102 are required to attend and pass the sustaining program during Winter Study; credit granted only if both semesters (RLIT 101 and 102) are taken
Distributions: (D1)

Fall 2020
SEM Section: R1  M-F 1:30 pm - 2:20 pm  Michele Monserrati

RLIT 102  (S)  Elementary Italian
This course is designed for beginners who have already some basic knowledge of Italian. Its goal is to give students the opportunity to review and expand their oral/aural and reading/writing proficiency in Italian. During the semester you will continue to learn grammar, vocabulary, pronunciation, while improving your aural-oral skills, reading and writing in Italian. To achieve these goals, you will be presented with a wide range of communication patterns and real-life situations. At the end of the semester you will be able to use Italian to talk about yourself, your life, to describe your town and its history, your dreams and interests, and to express your opinion on complex topics. You will also be able to talk in Italian about present, past, and future events and to express doubts and hopes. You will be able to understand more complex conversations and clips from mainstream Italian films, and to write longer compositions. Conducted entirely in Italian.

Class Format: This will be an hybrid course. Students will meet four times a week with me and once a week with the TA in small groups of 2-3 students.
Requirements/Evaluation: participation, homework, compositions, quizzes, an oral exam, oral presentation, midterm and final exams
Prerequisites: RLIT 101; not open to those who have had one year or more of high school Italian
Enrollment Limit: 20
Enrollment Preferences: instructor will prioritize on the basis of study abroad plans and year at Williams
Expected Class Size: 20
Grading: no pass/fail option, no fifth course option
Unit Notes: students registered for RLIT 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (RLIT 101 and 102) are taken
Distributions: (D1)

Spring 2021
SEM Section: H1  M-F 10:00 am - 10:50 am  Michele Monserrati

RLIT 105 (F) Pathway to Proficiency
The course taught in Italian aims primarily at fine-tuning the student's speaking, reading and writing ability, while providing an introduction to the formal study of Italian culture and society through the analysis of short literary texts, articles, films, and plays. This course will also offer an exploration of Italy's lesser-known cultural and natural sites in an attempt to highlight what Italy has to offer in terms of eco-friendly and sustainable tourism and cultural diversity. In the wake of the Black Lives Matter's quest for social justice, a part of this course will be dedicated to Italian black writers and artists to explore how the Italian colonial past is affecting Italy's racial discourse and the construction of its national identity. Students will review and expand the grammar structures learned in the previous semesters to achieve a higher level of fluency and sophistication in language production. Italian 105 is intended for study-abroad returnees and other advanced speakers; students who have been particularly successful in Italian 101-102 are also encouraged to enroll. This will be an online course, with a mix of synchronous and asynchronous elements. Students will meet twice a week in small groups of 4-6 students. Students will have the option to practice oral communication through 30-minute weekly conversations with native speakers available on the online platform Talkabroad.
Requirements/Evaluation: oral presentations, midterm and final exams, tests, compositions, participation
Prerequisites: RLIT 101/102 or by permission of the instructor
Enrollment Limit: 12
Enrollment Preferences: Students from 101/102 classes, as well as study-abroad returnees.
Expected Class Size: 12
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)

Fall 2020
SEM Section: R1  MWF 12:00 pm - 12:50 pm  Michele Monserrati

Winter Study ---------------------------------------------------------------

RLIT 88 (W) Italian Sustaining Program
Students registered for RLIT 101-102 are required to attend and pass the Italian Sustaining Program. However, students are also required to register for a regular Winter Study course. Once the regular Winter Study registration process is complete, the Registrar's Office will automatically enroll you in the Sustaining Program, check your class schedule to confirm enrollment.
Grading: pass/fail option only
Not offered current academic year

RLIT 99 (W) Independent Study: Italian
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.
Class Format: independent study
Grading: pass/fail only
Not offered current academic year
ASIAN STUDIES  
JAPANESE  
(Div I & II, see explanation below)

Chair: Professor George Crane

- Cecilia Chang, Frederick Latimer Wells Professor of Chinese
- Man He, Assistant Professor of Chinese
- Shinko Kagaya, Professor of Japanese
- Cornelius C. Kubler, Stanfield Professor of Asian Studies; on leave 2020-2021
- Christopher M. B. Nugent, Professor of Chinese
- Kasumi Yamamoto, Frank M. Gagliardi Professor of Japanese; one leave 2020-2021
- Li Yu, Professor of Chinese

Affiliated Faculty:
- Christopher Bolton, Professor of Comparative Literature and Japanese Literature
- George Crane, Chair of Asian Studies and the Edward S. Greenbaum 1910 Professor of Political Science
- George Dreyfus, Jackson Professor of Religion
- Ju-Yu Scarlett Jang, Professor of Art
- Jason Josephson Storm, Professor of Religion
- Peter Just, Professor of Anthropology
- Aparna Kapadia, Associate Professor of History
- Eiko Maruko Siniawer, Professor of History
- Anne Reinhardt, Chair and Professor of History
- W. Anthony Sheppard, Marylin & Arthur Levitt Professor of Music
- Scott Wong, Charles R. Keller Professor of History

Visitors:
- Susanne Ryuyin Kerekes, Gaius Charles Bolin Fellow in Religion and Asian Studies
- Eun Young Seong, Visiting Assistant Professor of Japanese
- Kaoruko Minamoto, Visiting Lecturer in Japanese
- Chen Wang, Visiting Assistant Professor of Chinese

Mission Statement and Learning Objectives

The mission of the Department of Asian Studies is to help as many students as possible—both majors and non-majors—develop practical proficiency in Asian languages and, in the tradition of the liberal arts, acquire a meaningful understanding of important facets of one or more of the disciplines represented within Asian Studies (including anthropology, art history, economics, history, linguistics, literature, music, political science, religion, and sociology), so that they may realize their fullest intellectual and personal potential and be able to make useful contributions to society. The department offers three distinct major tracks: Asian Studies, Chinese, and Japanese.

Learning Objectives for the Japanese Major

The Japanese major consists of a core language curriculum and a variety of interdisciplinary courses offered in the Asian Studies Department. In the Japanese language courses, students attain linguistic and cultural proficiency from the elementary through the advanced level. The interdisciplinary courses are designed to deepen students’ understanding of and familiarity with diversity and dynamicity in Japanese culture.
Students who complete the requirements for a major in Japanese will be able to:

- Demonstrate linguistic competency/proficiency in comprehending, speaking, reading, and writing in Japanese at the ACTFL intermediate-high to advanced levels.
- Critically read and analyze a variety of Japanese primary sources for academic and professional purposes
- Conduct research by engaging in cross-linguistic, cross-cultural, and comparative historical analysis with problem-solving and critical thinking skills.
- Critically engage with Japanese culture, past and present, recognizing its diversity and vibrancy.
- Navigate a wide range of social and cultural contexts by communicating effectively and appropriately with people of other cultures in their local and global communities.
- Continue their engagement with Japanese language and culture as lifelong learners and users of Japanese.

THE MAJOR

Due to the Covid-19 pandemic: the Chinese and Japanese programs have decided it would be best to reduce the number of courses required for their respective majors to nine for the graduating classes of 21, 22, and 23. Requirements are as follows:

Eight semesters of Chinese or Japanese language (at least four of them should be 300-level or higher). For Chinese one additional course, Chinese 312 (Classical Chinese) is required. In Japanese, one faculty-approved elective is also required. For students with higher language proficiency who are placed out of any of the core language courses (101 through 402), they can take an equal number of faculty-approved electives taught either in Chinese or Japanese or English on literature, linguistics, culture studies or related China or Japanese studies disciplines (e.g., art history, history, political science) to fulfill the core language requirement. The Asian Studies major is also reduced to nine for the classes of 21, 22, 23. The requirements are:

Four semesters of Chinese or Japanese, a faculty-approved three course disciplinary qualification, one comparative Asian Studies course, and one Asian Studies elective, which can include further language study.

We offer courses in English in the field of Asian Studies as well as courses in Chinese and Japanese language, literature, and culture. Three distinct majors are offered: a major in Chinese; a major in Japanese; and an interdisciplinary Asian Studies major which allows students to choose from a wide range of courses in the anthropology, art, economics, history, languages, linguistics, literatures, music, politics, religion, and sociology of China, Taiwan, Japan, and other Asian countries. An increasing number of courses on South Asia are also offered (e.g. ASST 117, ASST 221, ASST 244, ASST 246T, ASST 248, ASST 252, ASST 256, ASST 391, ASST 415, ASST 424, ASST 431, ASST 488). Students interested in taking Korean or Hindi may take these languages through the Critical Language Program administered by the Center for Foreign Languages, Literatures, and Cultures.

Students with questions about the Asian Studies majors or about Asian Studies course offerings should consult the chair. Please note: Courses with ASST prefix carry Division II credit unless otherwise noted and courses with CHIN and JAPN prefixes carry Division I credit unless otherwise noted.

All students wishing to major in the Department of Asian Studies are required to take and pass a total of eleven courses, as follows:

One course that explicitly compares at least two countries in Asia, such as ASST 103, ASST 126, ASST 233, ASST 245, ASST 248, ASST 250, ASST 256, ASST 271, ASST 391, ASST 414, ASST 424, ASST 431, JAPN 258. Or students may take instead a course on a country that is different from their country of primary focus.

Four semesters of Chinese or Japanese language (including no more than two 100-level courses).

In addition to completing (1) and (2) above, all majors choose either an Area Studies track, leading to a major in Asian Studies; or a Language Studies track, leading to a major in Chinese or Japanese.

The requirements for Japanese are indicated below:

Japanese Major

Four additional semesters of Japanese language (300-level or higher).

One approved course in Japanese language (400-level), literature or culture.

One approved elective on Japan.

STUDY ABROAD

Students intending to major in Asian Studies are encouraged to study in Asia during one or both semesters of their junior year. Williams faculty serve on the boards of several study abroad programs in China and Japan. Opportunities to study in India, Indonesia, Korea, Taiwan, Thailand, and other Asian countries are also available. Prospective Asian Studies majors who are planning to study abroad should discuss their plans with their advisor as far in advance as possible. Up to eight courses taken overseas may be counted toward graduation, and up to four courses taken off campus may be counted toward the major.
FAQ
Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?
Yes. In some cases, provisional approval can be granted (students should be sure to contact the department for details). For programs that we are familiar with, we usually pre-approve credits.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?
Course title and description, complete syllabus including readings/assignments, and exams or other written work.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?
Yes, maximum of four courses.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?
Approved courses only.

Are there specific major requirements that cannot be fulfilled while on study away?
No.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)
Not in particular. Students are always strongly encouraged to consult with the department faculty ahead of time to plan on what courses to take during study-away and what courses to take up return.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:
There have been cases where students decided to take different courses after they arrived at the program and those courses did not meet our requirements.

THE DEGREE WITH HONORS
Students interested in writing an honors thesis in Japanese should submit a proposal to the department chair before they pre-register for senior courses in the spring of their junior year. The proposal should include a statement of the topic, a general description of the types of materials available for study and how the study will be carried out, and the name of the faculty member who will serve as advisor. Admission to the honors thesis program will normally be limited to students who have maintained at least a B+ average in their courses for the major.

Students admitted to the program should register for JAPN 493-W31-494. They will be expected to turn in the final draft of their thesis shortly after spring break and to discuss their results formally with their faculty graders. Their final grades in the three courses listed above and the award of Honors, Highest Honors, or no honors will be determined by the quality of the thesis and the student’s performance in the oral defense.

THE ASIAN STUDIES ENDOWMENT
The Linen summer grants for study abroad, the Linen visiting professorships, and several other programmatic activities in the department are supported by an endowment for Asian Studies established by family and friends in memory of James A. Linen III, Class of 1934, Trustee of the College from 1948 to 1953 and from 1963 to 1982.

JAPN 101 (F) Elementary Japanese
An introduction to modern spoken and written Japanese, the course aims to instill proficiency in Japanese by developing four necessary skills of speaking, listening, reading, and writing to successfully interact with native speakers. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Audio, video and computer--assisted learning materials will be used extensively. Classes consist of a combination of "act" classes, conducted exclusively in Japanese, where students use the language in various types of drills and communicative activities, and "fact" classes, conducted in Japanese and English, where students learn about the language and culture.

Class Format: fact classes, three hours per week; act classes three hours per week
Requirements/Evaluation: daily classroom performance, homework, quizzes, a midterm, and a final exam
Prerequisites: none
Enrollment Limit: 15
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Unit Notes: students registered for JAPN 101-102 are required to attend and pass the sustaining program during the Winter Study period; credit granted only if both semesters (JAPN 101 and 102) are taken
Distributions: (D1)

Fall 2020
CON Section: 04  MWF 1:30 pm - 2:20 pm  Shinko Kagaya, Kaoruko Minamoto
LEC Section: H1  TR 11:30 am - 12:45 pm  Shinko Kagaya, Kaoruko Minamoto
CON Section: H2  MWF 10:40 am - 11:30 am  Shinko Kagaya, Kaoruko Minamoto
CON Section: H3  MWF 12:00 pm - 12:50 pm  Shinko Kagaya, Kaoruko Minamoto
CON Section: H5  MWF 3:45 pm - 4:35 pm  Shinko Kagaya, Kaoruko Minamoto

JAPN 102  (S)  Elementary Japanese
An introduction to modern spoken and written Japanese, the course aims to instill proficiency in Japanese by developing four necessary skills of speaking, listening, reading, and writing to successfully interact with native speakers. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Audio, video and computer--assisted learning materials will be used to facilitate learning. Classes consist of a combination of "act" classes, conducted exclusively in Japanese, where students use the language in various types of drills and communicative activities, and "fact" classes, conducted in Japanese and English, where students learn about the language and culture.
Class Format: fact classes, three hours per week; act classes three hours per week
Requirements/Evaluation: daily classroom performance, homework, quizzes, a midterm, and a final exam
Prerequisites: JAPN 101
Enrollment Limit: 20
Enrollment Preferences: none
Expected Class Size: 18
Grading: yes pass/fail option, no fifth course option
Unit Notes: students registered for JAPN 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (JAPN 101 and 102) are taken
Distributions: (D1)

Spring 2021
CON Section: H2  MWF 10:40 am - 11:30 am  Shinko Kagaya
CON Section: H3  MWF 12:00 pm - 12:50 pm  Shinko Kagaya
LEC Section: R1  TR 11:30 am - 12:45 pm  Shinko Kagaya
CON Section: R4  MWF 9:20 am - 10:10 am  Shinko Kagaya

JAPN 131  (F)  Introduction to Japanese Linguistics
This course is an introduction to the basic ideas and methodology of linguistics. We learn how to formally analyze the patterns of speech sounds (phonetics and phonology), word formation (morphology), sentence structures (syntax), and meanings (semantics and pragmatics). Other topics, such as first language acquisition and language variations, may be discussed as needed. Although we use Japanese as the primary target data throughout the course, we occasionally look at data from other languages for further application of linguistic methodology and for the better understanding of cross-linguistic variations and underlying universality across languages. Classes are conducted in English.
Requirements/Evaluation: class discussion, reading assignments (as preparation for class), written assignments (exercises), mid-term and final exam
**Prerequisites:** no background knowledge of Japanese or linguistics is required; open to all students who are interested in Japanese language or language in general

**Enrollment Limit:** 25

**Enrollment Preferences:** first-year and sophomore students

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

**JAPN 201 (F) Intermediate Japanese**

This course is a continuation of First-Year Japanese 101-102, further developing the four skills of speaking, listening, reading, and writing. The same general methodology will be used. Upon completing the course, students will have been introduced to most of the major structural patterns of contemporary Japanese and will be able to read simple expository prose.

**Class Format:** fact classes, three hours per week; act classes three hours per week

**Requirements/Evaluation:** daily performance, homework, quizzes, a midterm, and a final exam

**Prerequisites:** JAPN 101-102 or permission of instructor

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2020

LEC Section: H1 TR 9:45 am - 11:00 am Shinko Kagaya, Kaoruko Minamoto

CON Section: H2 MWF 8:00 am - 8:50 am Shinko Kagaya, Kaoruko Minamoto

CON Section: H3 MWF 9:20 am - 10:10 am Shinko Kagaya, Kaoruko Minamoto

**JAPN 202 (S) Intermediate Japanese**

This course is a continuation of Japanese 201, further developing the four skills of speaking, listening, reading, and writing. The same general methodology will be used. Upon completing the course, students will have been introduced to most of the major structural patterns of contemporary Japanese and will be able to read simple expository prose.

**Class Format:** fact classes, three hours per week; act classes three hours per week

**Requirements/Evaluation:** daily performance, homework, quizzes, a midterm, and a final exam

**Prerequisites:** JAPN 201 or permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** none

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Spring 2021

LEC Section: H1 TR 9:45 am - 11:00 am Kaoruko Minamoto

CON Section: H2 MWF 9:20 am - 10:10 am Kaoruko Minamoto

**JAPN 220 (S) Being Korean in Japan (DPE)**

**Cross-listings:** JAPN 220 ASST 220
Primary Cross-listing

Who are Zainichi Koreans (Koreans in Japan)? How are they different from Koreans in Korea or in the United States? Contemporary Korean TV dramas and films have depicted Koreans as attractive and successful people appealing to Hallyu (Korean Wave) fans around the world. However, Zainichi Koreans, who are the largest ethnic minority in Japan, have been frequently portrayed as abusive husbands/fathers, pitiful wives/mothers, or juvenile delinquents in both Japanese and Korean cinema and literature. Through close readings of films, novels, and short essays, we will explore little-known yet significant representations of Zainichi Koreans by focusing on Japanese and Korean historical contexts. By doing so, we will discover new aspects of transnational exchange not only between Japanese and Koreans, but also between South and North Koreans in Japan. All class materials will be available in English translation or with English subtitles.

Requirements/Evaluation: attendance/participation; short written responses; midterm essay; group presentation; final essay

Prerequisites: none

Enrollment Limit: 21

Enrollment Preferences: Open to all students, but if over-enrolled, priority will be given to Asian Studies and Japanese majors

Expected Class Size: 21

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
JAPN 220 (D1) ASST 220 (D1)

Difference, Power, and Equity Notes: This course looks at the dynamics of unequal power in the social marginality of Korean immigrants in Japan. Exploring historical contexts, students will analyze how the ethnic particularity of the Korean minority has engaged with and against Japanese society. Students will also examine how we might associate the minority culture and history with extensive global issues, including the relationships between environmental problems and minorities, wars and women, and imperialism and migration.

Spring 2021

LEC Section: H1 MR 3:15 pm - 4:30 pm Eun Young Seong

JAPN 223 (S) Japanese Food Culture in a Global Context

Cross-listings: JAPN 223 COMP 223

Primary Cross-listing

The bourgeoning popularity of Japanese food on a global scale has resulted in a surge of new research, literature, and films. Conversely, the effects of globalization have transformed the dining experience within Japan to be ever more multiethnic. This interdisciplinary course explores the complex relationship between food and culture in Japan, and the emergence of Japanese cuisine as a global phenomenon, referring to a variety of materials and practices. Topics to be addressed include modernization, nation-building, militarization, globalization, the environment, and popular culture.

Requirements/Evaluation: active class participation, three response papers, two small projects (including descriptions and class presentations), and one research paper and presentation

Prerequisites: none

Enrollment Limit: 20

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
JAPN 223 (D1) COMP 223 (D1)

Not offered current academic year

JAPN 258 (S) Language and Literacy Development

Cross-listings: PSYC 258 JAPN 258

Primary Cross-listing
Language is uniquely a human function and fundamental to one's participation in society. Children learn to talk in the first three years of life at an impressive speed. However, in order to successfully participate in academic and social life, it is critical for one to develop literacy skills. Learning to read is a multifaceted process that involves various cognitive resources. This course is an introduction to language development and literacy acquisition in first language and in a cross-linguistic environment including Japanese, Chinese and English. Linguistic concepts such as phonology, syntax and morphology will be introduced as we discuss the acquisition processes. Questions to be addressed include: How does a child develop oral language from birth? How does a child learn the meaning of words? How is learning to talk and read similar or different across various languages? How is learning to read different from learning to speak? How "natural" is it to learn to read?

**Requirements/Evaluation:** active participation in the class discussion, weekly reaction paper, quiz, final paper

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Japanese, Chinese, Asian Studies, and Psychology majors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** Psychology majors, this course counts as a 200-level elective in psychology but does not count as one of the three 200-level courses for the major; for Asian Studies, Chinese, and Japanese majors, this course counts as a comparative requirement course

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

PSYC 258 (D2) JAPN 258 (D1)

Not offered current academic year

**JAPN 260** (F) **Japanese Theatre and its Contemporary Context**

**Cross-listings:** THEA 262 COMP 262 JAPN 260

**Primary Cross-listing**

Japan's rich and varied performance traditions, old and new, born of different historical settings, coexist to this day and compete for the attention of audiences, domestically and abroad. The forms to be considered (nohgaku, kabuki, bunraku, shingeki, butoh, and Takarazuka all female revue among others) are all dynamic. Each has transformed itself in response to evolving social conditions. This course examines these performance traditions, considers how each reflects the social, cultural, and political context of its birth, and poses the question, "of what relevance is each to a contemporary audience?" Some of the other questions we will explore are: How have these performing traditions transformed themselves throughout history, including after 3.11? What do we mean by traditional? contemporary? How are traditional and contemporary performance genres interacting with each other? How have the central themes of these works evolved? All readings and discussion will be in English.

**Class Format:** discussion

**Requirements/Evaluation:** active class participation, presentations, written journals, two short papers, and one longer paper

**Prerequisites:** none; open to all

**Enrollment Limit:** 20

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 262 (D1) COMP 262 (D1) JAPN 260 (D1)

Not offered current academic year

**JAPN 274** (F) **Confronting Japan**

**Cross-listings:** JAPN 274 COMP 274

**Primary Cross-listing**

This tutorial looks into confrontations, within Japan and across its borders, how such confrontations are perceived, handled and narrated, and what they tell us about Japanese society. Through literature and other media, we will probe domestic issues, such as gender/economic disparities, aging, minorities, suicide, reclusion and post 3-11 recovery, and international issues, related to Japan's shifting roles within East Asia and beyond.
Discussions will untangle the conflicting perspectives, and elaborate the thoughts and feelings of the various contestants. All readings and discussions will be in English. Some course materials will also be available in Japanese, for those interested.

**Requirements/Evaluation:** 4- to 5-page papers and 2-page critiques (in alternating weeks), and one final report at the culmination of the course

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Japanese majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

JAPN 274 (D1) COMP 274 (D1)

Not offered current academic year

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**JAPN 301 (F) Upper-Intermediate Japanese**

This course is a continuation of Japanese 201 and 202. Students will further develop the four skills of speaking, listening, reading, and writing, while consolidating the foundations built in Elementary and Intermediate Japanese. The same general methodology will be used. In this course, students begin to emphasize vocabulary building through the study of situationally oriented materials stressing communicative competence. The reading of expository prose in both semi-authentic and authentic materials of intermediate difficulty will also receive some extensive attention.

**Class Format:** three 75-minute classes (hybrid)

**Requirements/Evaluation:** daily performance, homework, quizzes, a midterm, and a final exam

**Prerequisites:** JAPN 202 or permission of instructor

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2020

LEC Section: H1    MWF 10:00 am - 11:15 am     Eun Young Seong

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**JAPN 302 (S) Upper-Intermediate Japanese**

This course is a continuation of Japanese 301. Students will further develop the four skills of speaking, listening, reading, and writing, while consolidating the foundations built in Elementary and Intermediate Japanese. In this course, students work on the reading skills for comprehending primary source materials and expository prose of intermediate difficulty; the communication skills for conducting practical conversations and presentations; and the listening skills for interpreting various types of information.

**Class Format:** three 75-minute classes

**Requirements/Evaluation:** daily performance, homework, quizzes, a midterm, and a final exam

**Prerequisites:** JAPN 301 or permission of instructor

**Enrollment Limit:** none

**Enrollment Preferences:** none

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Spring 2021

LEC Section: H1    MWF 8:15 am - 9:30 am     Eun Young Seong
JAPN 401 (F) Advanced Japanese
This course is a continuation of Japanese 301 and 302. Students will develop the four skills of speaking, listening, reading, and writing in the discussion of social issues in contemporary Japan. Topics may vary according to the level of the students.

Class Format: three 75-minute classes (hybrid)
Requirements/Evaluation: daily performance, homework, quizzes and projects (presentations)
Prerequisites: JAPN 302 or permission of instructor
Enrollment Limit: 8
Expected Class Size: 8
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)

Fall 2020
LEC Section: R1 MWF 11:45 am - 1:00 pm Eun Young Seong

JAPN 402 (S) Advanced Japanese
A continuation of Japanese 401, developing speaking, listening, reading, and writing skills in the discussion of social issues in contemporary Japan. Topics may vary according to the level of the students.

Class Format: three 75-minute classes
Requirements/Evaluation: daily performance, homework, quizzes and projects (presentations)
Prerequisites: JAPN 401 or permission of instructor
Enrollment Limit: none
Enrollment Preferences: none
Expected Class Size: 8
Grading: no pass/fail option, no fifth course option
Distributions: (D1)

Spring 2021
LEC Section: R1 MWF 11:45 am - 1:00 pm Eun Young Seong

JAPN 406 (F) Advanced Japanese: JLPT 1, 2 or 3
This course is for advanced students, especially for those who would aim to pass Level 1, 2, or 3 of the Japanese Language Proficiency Test (JLPT) offered by the Japan Foundation and Japan Educational Exchanges and Services. JLPT not only measures examinees’ skill level, but has been used as a form of qualification, and also often for employment screening and evaluation. Students will work on all five areas of chôkai (listening comprehension), dokkai (reading comprehension), bunpô (grammar), goi (vocabulary) and kanji, based on their skill level.

Requirements/Evaluation: daily preparation and in-class performance, a weekly journal, and taking the JLPT exam suited to your level in December
Prerequisites: any one of Japanese 300- or 400-level courses or permission of instructor
Enrollment Limit: 5
Expected Class Size: 4
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)

Not offered current academic year

JAPN 407 (F) An Exploration of Japanese Language and Culture
Cross-listings: JAPN 407 ASST 207
Language is the primary means for human beings to lead social lives and it expresses, embodies and symbolizes cultural and social reality. This tutorial will examine the intertwining ways in which the Japanese language reflects the patterns of life and intrinsic beliefs of Japanese, while exploring how this linguistic code may influence and shape the ways Japanese think. We will look into the following topics: polite language and the variety of personal pronouns in order to examine how the hierarchical structure of Japanese society is reflected in them. Also, we will explore women's speech, youth and queer Japanese to discuss social and gender identities and the role of linguistic stereotypes in manga, anime and TV dramas as well as the "easy Japanese movement," which depicts the shift from a monolingual to multilingual Japanese society. And finally, our examination will investigate the semantic and cultural losses that occur in translations from Japanese prose to English prose. The course is conducted in either Japanese or English with materials drawn from linguistics and sociocultural studies both in Japanese and English. Students wishing to take the course in English should register under ASST 207T and students wishing to take the course in Japanese should register under JAPN 407T. Japanese language learners will not only develop analytical and critical thinking, but will gain more advanced Japanese skills such as reading to understand the logic of arguments, exponent narrative, and academic presentations and writing.

**Requirements/Evaluation:** attendance and participation, 5 short papers, 5 critiques, and one final project; ASST 207 will meet once a week; JAPN 407 will meet twice a week

**Prerequisites:** none for ASST 207; a 400-level Japanese language course, advanced level Japanese proficiency or permission of instructor for JAPN 407

**Enrollment Limit:** 10

**Enrollment Preferences:** current or prospective Japanese, Chinese, and Asian Studies majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** students wishing to take the course in English should register under ASST 207 and students wishing to take the course in Japanese should register under JAPN 407

This course is cross-listed and the prefixes carry the following divisional credit:

JAPN 407 (D1) ASST 207 (D1)

Not offered current academic year

**JAPN 493 (F) Senior Thesis: Japanese**

Japanese senior thesis; this is part of a full-year thesis (493-494).

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2020

HON Section: H1  TBA  George T. Crane

**JAPN 494 (S) Senior Thesis: Japanese**

Japanese senior thesis; this is part of a full-year thesis (493-494).

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2021

HON Section: H1  TBA  George T. Crane

**JAPN 497 (F) Independent Study: Japanese**

Japanese independent study. For students who have completed Japanese 402 or the equivalent.

**Grading:** yes pass/fail option, yes fifth course option
Distributions: (D1)

Fall 2020

IND Section: H1    TBA     George T. Crane

JAPN 498 (S) Independent Study: Japanese
Japanese independent study. For students who have completed Japanese 402 or the equivalent.
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)

Spring 2021

IND Section: H1    TBA     George T. Crane

Winter Study

JAPN 31 (W) Senior Thesis: Japanese
To be taken by all students who are candidates for honors in Japanese.
Class Format: independent study
Grading: pass/fail only
Not offered current academic year

JAPN 88 (W) Japanese Sustaining Program
Students registered for JAPN 101-102 are required to attend and pass the Japanese Sustaining Program. However, students are also required to register for a regular Winter Study course. Once the regular Winter Study registration process is complete, the Registrar's Office will automatically enroll you in the Sustaining Program, check your class schedule to confirm enrollment.
Requirements/Evaluation: regular attendance and active participation
Prerequisites: Japanese 101
Grading: pass/fail option only
Materials/Lab Fee: one Xerox packet
Not offered current academic year

JAPN 99 (W) Independent Study: Japanese
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.
Class Format: independent study
Grading: pass/fail only
Not offered current academic year
THE PROGRAM IN JEWISH STUDIES

Jewish Studies is an interdisciplinary field that encompasses the texts, history, languages, philosophy, and culture of Jews and Judaism as they have changed over three millennia and throughout the world. The program offers courses in multiple disciplines including but not limited to Religion, Classics, History, Philosophy, Anthropology, Sociology, and Comparative Literature. Across these disciplines, the program examines topics such as religious belief and practice, textual interpretation, the development of Zionism, life in the Diaspora, the historicization and memorialization of the Holocaust, and historical, political and philosophical questions surrounding Jewish identity. Investigating the foundations and development of these various Jewish topics, as well as their interaction with and influence on other traditions, provides an opportunity to explore the continuities and diversity of Jewish life and thought. Students will gain exposure to a common body of knowledge and scholarly approaches through which to engage in their own rich and varied intellectual explorations of Jewish and related topics.

CONCENTRATION IN JEWISH STUDIES

The concentration in Jewish Studies requires five courses with at least two different prefixes: one gateway course, two core courses, one elective, and one capstone course. Senior concentrators should consult with the chair about arrangements for a capstone course.

Gateway Courses (can also count as core courses):

REL 201 / COMP 201 / JWST 201 The Hebrew Bible

  Taught by: Edan Dekel
  Catalog details

REL 203 / JWST 101 Judaism: Before The Law

  Taught by: Jeffrey Israel
  Catalog details

Core Courses

ANTH 334 / COMP 334 / JWST 334 / REL 334 Imagining Joseph

  Taught by: Peter Just
  Catalog details

ARAB 363 / JWST 268 / REL 268 / COMP 363(F) Where are all the Jews?

  Taught by: Brahim El Guabli
  Catalog details

HIST 230 / JWST 230 Modern European Jewish History, 1789-1948

  Taught by: Alexandra Garbarini
  Catalog details

HIST 338 / REL 335 / JWST 434 The History of the Holocaust

  Taught by: Alexandra Garbarini
  Catalog details

HIST 434 / REL 335 / JWST 434 The Meaning of Diaspora and the Jews of Europe

  Taught by: Alexandra Garbarini
  Catalog details

HIST 480 T / ARAB 480 / GBST 480 / JWST 480 Interpretations of the Israeli Palestinian Conflict

  Taught by: Magnús Bernhardsson
  Catalog details

HIST 490 T / JWST 490(S) Memory, History, and the Extermination of the Jews of Europe

  Taught by: Alexandra Garbarini
  Catalog details

REL 202 / JWST 202 / COMP 214 Moses: Stranger in a Strange Land

  Taught by: Edan Dekel
  Catalog details

REL 205 / CLAS 205 / JWST 205 / COMP 217 Ancient Wisdom Literature
Elective Courses

Students may meet the elective requirement with a course partially related to Jewish Studies or another core course. In an elective course partially related to Jewish Studies, a student will normally focus at least one of the major writing assignments on a topic relevant to Jewish Studies or approximately one-third of the course will be devoted to Jewish subjects. The list of relevant electives changes regularly, so the course catalog should be checked for details. Listed below are examples of courses partially related to Jewish Studies. Students may meet the elective requirement with a course not listed here, subject to the approval of the Chair of Jewish Studies.

CRHE 101 Elementary Hebrew
Taught by: TBA
Catalog details

CRHE 102 Elementary Hebrew
Taught by: TBA
Catalog details

HIST 111 / ARAB 111 / LEAD 150 Movers and Shakers in the Middle East
Taught by: Magnús Bernhardsson
Catalog details

HIST 207 / GBST 101 / ARAB 207 / LEAD 207 / JWST 217 / REL 239 The Modern Middle East
Taught by: Magnús Bernhardsson
Catalog details

HIST 239 Germany in the Twentieth Century
Taught by: Thomas Kohut
Catalog details

HIST 409 / ARAB 409 / GBST 409 Crescent, Cross, and Star: Religion and Politics in the Middle East
Taught by: Magnús Bernhardsson
Catalog details

PSCI 339 T / JWST 339 Politics in Dark Times: Hannah Arendt
Taught by: Laura Ephraim
Catalog details

Capstone Course

HIST 434 / REL 335 / JWST 434 The Meaning of Diaspora and the Jews of Europe
Taught by: Alexandra Garbarini
Catalog details

HIST 490 T / JWST 490(S) Memory, History, and the Extermination of the Jews of Europe
Taught by: Alexandra Garbarini
Catalog details

REL 330 / PSCI 375 / JWST 492 Modern Jewish Political Theory
THE DEGREE WITH HONORS IN JEWISH STUDIES

The degree with honors offers students the opportunity to undertake advanced research under the supervision of one or more of the faculty members in Jewish Studies. Students normally must have at least a 3.5 GPA in the concentration and secure a faculty sponsor to be eligible. In addition to completing the five courses required for the concentration, candidates must enroll in either JWST 493 and a Winter Study course or a Winter Study course and JWST 494 in their senior year, and prepare a substantial written thesis. Honors in Jewish Studies may be granted to concentrators after an approved candidate completes an honors thesis and is awarded an honors grade by her/his advisor and one other faculty reader. Students interested in becoming candidates for honors should consult with the program in the spring of the junior year.

Croghan Professorship

Each year, in addition to the regular course offerings listed above, Williams sponsors the Croghan Bicentennial Visiting Professor in Religion who offers one course in Judaism and/or Christianity

OVERSEAS STUDIES

Studying in Israel is highly recommended for students interested in Jewish Studies. Many students have spent a semester or year at Hebrew University, Tel Aviv University, or the University of Haifa. With the approval of the Jewish Studies program chair, students may count a study-abroad program towards up to two core requirements.

FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. Gateway course and Capstone course.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

No.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:

None to date.

FUNDING

The Bronfman Fund for Judaic Studies was established in 1980 by Edgar M. Bronfman ’50, Samuel Bronfman II ’75, and Matthew Bronfman ’80. The Bronfman Fund provides opportunities for the Williams community to learn about Jewish history and culture, both within the College’s formal curriculum and through the planning of major events on Jewish themes.

The Morris Wiener and Stephen R. Wiener ’56 Fund for Jewish Studies was established in 1997 through the estate of Stephen R. Wiener ’56. The Wiener gifts have provided an endowment to support a faculty position in modern Jewish thought, and are used to underwrite an annual lecture, forum or event relevant to contemporary Jewish life.
COURSE DESCRIPTION:

This course introduces the academic study of Judaism through a humanistic exploration of "the Law" as a concept in Jewish thought and practice. Coverage will include the Law of Moses in the Hebrew Bible, the rabbinic distinction between "Oral Law" and "Written Law," medieval philosophical justifications for the Law, modern interpretations of the Law as Moral Law, Hasidic challenges to the centrality of the Law, and twentieth-century Jewish fiction that is haunted by a felt absence of the Law. Topics may also include the nature of rabbinic authority, methods of Jewish legal interpretation and innovation, and Jewish law as it pertains specifically to women, gentiles, idolaters, food consumption, and the Land of Israel. Course materials will include classical sources such as the Talmud and Midrash, modern philosophical texts by Franz Rosenzweig, Leo Strauss and Joseph Soloveitchik, Kafka's *The Trial* with his parable "Before The Law," Woody Allen's film *Crimes and Misdemeanors*, and ethnographic accounts of contemporary Jewish observance. All readings will be in translation.

REQUIREMENTS/EVALUATION:
class participation, three short papers, and a final longer paper

PREREQUISITES: none

ENROLLMENT LIMIT: 30

ENROLLMENT PREFERENCES: Jewish Studies concentrators, Religion majors and students who are considering these options

EXPECTED CLASS SIZE: 15

GRADING: yes pass/fail option, no fifth course option

DISTRIBUTIONS: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 203 (D2) JWST 101 (D2)

Not offered current academic year

COURSE DESCRIPTION:

The Hebrew Bible is perhaps the single most influential work in the history of Western philosophy, literature, and art. But the overwhelming presence of the text in nearly every aspect of modern culture often obscures the sheer brilliance of its narrative technique as well as the complex interplay between law, history, prophecy, and poetry. This course offers a comprehensive introduction to the literary, historical, and theological aspects of the Hebrew Bible with an eye towards developing a sophisticated understanding of the text in its ancient context. Through the close reading of substantial portions of the Hebrew Scripture in translation and the application of various modern critical approaches to culture and literature, students will explore fundamental questions about the social, ritual, and philosophical history of ancient Israel, as well as the fundamental power of storytelling that has resonated across two millennia.

CLASS FORMAT: discussion

REQUIREMENTS/EVALUATION: class participation, short written assignments, and two to three longer papers

PREREQUISITES: none

ENROLLMENT LIMIT: 40

ENROLLMENT PREFERENCES: Jewish Studies concentrators, Religion and Comparative Literature majors

EXPECTED CLASS SIZE: 40

GRADING: yes pass/fail option, yes fifth course option

DISTRIBUTIONS: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
JWST 201 (D2) COMP 201 (D2) REL 201 (D2)

Not offered current academic year

COURSE DESCRIPTION:

Moses is often portrayed as a stranger in a strange land, a theme that is explored in this course through the lens of the Hebrew Bible. The Hebrew Bible presents Moses as a leader who is called to lead his people out of slavery in Egypt and into the Promised Land. This course will focus on the narrative of Moses and his journey, examining the text in its ancient context and exploring its contemporary relevance. Through the close reading of substantial portions of the Hebrew Scripture in translation and the application of various modern critical approaches to culture and literature, students will explore fundamental questions about the social, ritual, and philosophical history of ancient Israel, as well as the fundamental power of storytelling that has resonated across two millennia.

CLASS FORMAT: discussion

REQUIREMENTS/EVALUATION: class participation, short written assignments, and two to three longer papers

PREREQUISITES: none

ENROLLMENT LIMIT: 40

ENROLLMENT PREFERENCES: Jewish Studies concentrators, Religion and Comparative Literature majors

EXPECTED CLASS SIZE: 40

GRADING: yes pass/fail option, yes fifth course option

DISTRIBUTIONS: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
JWST 202 (S) (D2) REL 202 (D2) JWST 202 (D2)

Not offered current academic year
Secondary Cross-listing

As chieftain, priest, prophet, and lawgiver all in one, Moses occupies the central place in the history of Israelite and Jewish leaders. However, he is a somewhat unlikely candidate for such an important role. He is God's chosen leader among the enslaved Israelites, but he is raised as an Egyptian prince. He is a spokesman for his people, but he is slow of speech. He is the lawgiver and first judge of his nation, yet he is quick-tempered and impatient. The story of the most revered figure in the Jewish tradition, who nevertheless remains an outsider to the very end, has fascinated commentators and inspired countless artistic and literary interpretations. This course will engage in a close study of the figure of Moses by examining the biblical narrative of his life and career from Exodus through Deuteronomy with an eye towards understanding the complex and often contradictory portrait of this self-described "stranger in a strange land." We will also examine some of the ancient legendary and folkloric accounts about Moses, as well as philosophical and allegorical treatments in Hellenistic Jewish, early Christian, and Muslim biographies. We will then proceed to investigate key modern reconfigurations and critiques of Moses in several genres, which may include renaissance visual depictions, literary works by Sigmund Freud, George Eliot, Thomas Mann, and Zora Neale Hurston, and even musical and cinematic renditions. All readings are in translation.

Requirements/Evaluation: class participation, short written assignments, and two or three longer papers
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: students who have already taken a course in biblical literature
Expected Class Size: 19
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
COMP 214 (D2) REL 202 (D2) JWST 202 (D2)

Not offered current academic year

JWST 204 (F) Jesus and Judaism
Cross-listings: JWST 204 REL 204
Secondary Cross-listing

Was Jesus a Christian? Was he Jewish? And if Christianity's ostensible founder was Jewish, what does that mean for his Christianness? This course will explore Christian, Jewish, and secular depictions of Jesus' Jewishness to see what they reveal about the nature and history of the relationship between Christianity and Judaism. Broad in its historical scope, the course will include examinations of ancient Jewish messianic expectations, New Testament depictions of Jesus' Jewishness, covert references to Jesus in the Talmud, medieval debates between Jews and Christians, and modern scholarly "quests" for the historical Jesus. Was Jesus Jewish? How so and for whom?

Requirements/Evaluation: active preparation and participation, papers
Prerequisites: none
Enrollment Limit: 21
Enrollment Preferences: Religion Majors and Jewish Studies concentrators get preference
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
JWST 204 (D2) REL 204 (D2)

Not offered current academic year

JWST 205 (S) Ancient Wisdom Literature
Cross-listings: JWST 205 CLAS 205 COMP 217 REL 205
Secondary Cross-listing

The Biblical books of Proverbs, Ecclesiastes, and Job are often grouped together under the Hebrew category of hokhmah, 'wisdom.' Although these books are very different in content, they can all be interpreted as meditations on ethical and practical philosophy. In this way, they represent the Hebrew Bible's canonical embrace of a widespread Near Eastern literary phenomenon. From the instructional literature of Egypt and Mesopotamia to
Greek didactic poetry and fables, ancient Mediterranean cultures offer a wide range of texts that engage the issues of personal behavior, leadership, and justice. Starting with the central wisdom books of the Hebrew Bible and moving through relevant material from the Apocrypha, New Testament, and the Egyptian and Babylonian traditions, this course will examine the literature of wisdom throughout the ancient world with an eye toward understanding its various social, political, and philosophical contexts. We will then consider the Greek wisdom tradition in such texts as Hesiod's Works and Days, Aesop's fables, and fragments from the pre-Socratic philosophers. Finally, we will explore the influence of these ancient sources on later expressions of wisdom in medieval European literature, as well as more recent examples such as Benjamin Franklin's Poor Richard's Almanack. All readings are in translation.

Requirements/Evaluation: class participation, short written assignments, and two longer papers

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

JWST 205 (D2) CLAS 205 (D2) COMP 217 (D1) REL 205 (D2)

Not offered current academic year

JWST 206 (S) The Book of Job and Joban Literature

Cross-listings: REL 206 JWST 206 COMP 206

Secondary Cross-listing

The Book of Job has often been described as the most philosophical book of the Hebrew Bible. The story of one man's struggle to understand the cause of his suffering and his relationship to God represents the finest flowering of the Near Eastern wisdom literature tradition. Through its exploration of fundamental issues concerning human suffering, fate and divinity, and the nature of philosophical self-examination, Job has served as a touchstone for the entire history of existential literature. At the same time, the sheer poetic force of the story has inspired some of the greatest artistic and literary meditations in the Western tradition. This course will engage in a close reading of the Book of Job in its full cultural, religious, and historical context with special attention to its literary, philosophical, and psychological dimensions. We will then proceed to investigate key modern works in several genres that involve Joban motifs, themes, and text both explicitly and implicitly. These texts will include Franz Kafka's The Trial, Archibald MacLeish's J.B., Robert Frost's "Masque of Reason," Carl Jung's Answer to Job, and William Blake's Illustrations to the Book of Job. All readings are in translation.

Class Format: For the spring of 2021, this course will be taught online. The seminar will meet at the regularly scheduled time twice a week.

Requirements/Evaluation: Evaluation will be based on class participation, weekly short written assignments, and two longer papers.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: If the course is overenrolled, preference will be given to students who have already taken a course in biblical literature.

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 206 (D2) JWST 206 (D2) COMP 206 (D1)

Spring 2021

SEM Section: R1 TR 9:45 am - 11:00 am Edan Dekel

JWST 207 (F) From Adam to Noah: Literary Imagination and the Primeval History in Genesis

Cross-listings: COMP 250 REL 207 JWST 207 CLAS 207

Secondary Cross-listing
How long did Adam and Eve live in the Garden of Eden? What was the mark of Cain? Why did Enoch not die? Who was Noah's wife? How did Giants survive the Flood? These are only a few of the fascinating questions that ancient readers and interpreters of the Book of Genesis asked and attempted to answer. The first ten chapters of Genesis present a tantalizingly brief narrative account of the earliest history of humankind. The text moves swiftly from the Creation to the Flood and its immediate aftermath, but this masterful economy of style leaves many details unexplained. This course will explore the rich and varied literary traditions associated with the primeval history in the Genesis. Through a close reading of ancient noncanonical sources such as the Book of Enoch, Jubilees, and the Life of Adam and Eve, as well as Jewish traditions represented in Josephus, Philo, and Rabbinic literature and other accounts presented in early Christian and Gnostic texts, we will investigate the ways in which the elliptical style of Genesis generated a massive body of ancient folklore, creative exegesis, and explicit literary re-imaging of the early history of humankind. We will then turn to some continuations of these variant traditions in medieval literature, with particular attention to the material on the figures of Cain and Noah. All readings are in translation.

Class Format: For the fall of 2020, this course will taught online. The seminar will meet at the regularly scheduled time twice a week.

Requirements/Evaluation: Class participation and several writing assignments.

Prerequisites: None.

Enrollment Limit: 12

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 250 (D1) REL 207 (D2) JWST 207 (D2) CLAS 207 (D1)

Fall 2020

SEM Section: R1    TR 9:45 am - 11:00 am     Edan  Dekel

JWST 208  (S)  Genesis: The Family Saga

Cross-listings: COMP 207  REL 208  JWST 208

Secondary Cross-listing

The Book of Genesis has rightly been described as the masterpiece of Hebrew biblical narrative. In particular, the continuous tale that begins with Abraham and Sarah and extends four generations to the children of Jacob, Leah, and Rachel is one of the most extraordinary examples of literary artistry in any time or tradition. As one family wrestles with the promise of becoming a chosen people, the narrative explores themes of marriage, parenthood, sibling rivalry, land, violence, wandering, and, above all, the complex relationship between humanity and God. This course will examine those themes through a close reading of Genesis in translation, from Abraham and Sarah's first appearance on the scene to the death of Jacob. We will consider the text from multiple perspectives with an eye toward understanding the literary, philosophical, and psychological dimensions that continue to amaze and perplex readers to this day.

Requirements/Evaluation: class participation, a series of short writing assignments, and two longer papers

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students who have already taken a course in Biblical literature

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 207 (D2) REL 208 (D2) JWST 208 (D2)

Not offered current academic year

JWST 209  (S)  Jewish America

Cross-listings: REL 209  JWST 209
Who and what counts as "Jewish" in America? Does stand-up comedy have a distinctly Jewish pedigree? What about neoconservatism? How is it possible to answer such questions without falling into what David Hollinger has called the "booster-bigot trap"? How is it possible, that is, to avoid answers that uncritically celebrate "Jewish contributions" or perniciously suggest "Jewish influence"? This course will explore the various meanings of Jewishness in American culture as expressed by artists, rabbis, activists, intellectuals, boosters, bigots and others. We will seek to avoid the booster-bigot trap by focusing vigilantly on what is at stake wherever Jewishness is invoked, defined or ascribed. We will draw methodological support from scholars like Hollinger, Jonathan Freedman, Laura Levitt, Yuri Slezkine, Shaul Magid, Andrea Most and others. Particular attention will be given to the appearance of Jewish themes and involvement in popular culture and political action, as well as to Jewish American communal institutions, the everyday lives of Jewish Americans, and Jewish variations on American religion. Coursework will involve some historical, sociological and ethnographic readings, but will focus primarily on close analysis of films, literary fiction, stand-up comedy, political magazines, theological texts, and television shows. We may, for instance, watch films like The Jazz Singer (1927 and 1980), Exodus and Annie Hall; read John Updike's Bech: A Book, Philip Roth's Operation Shylock or Cynthia Ozick's The Puttermesser Papers; listen to the comedy of Mort Sahl, Lenny Bruce and Sarah Silverman; read from Henry Ford's Dearborn Independent, the Menorah Journal or Commentary; study works by Rabbis Stephen Wise, Abraham Joshua Heschel and Meir Kahane; and watch episodes of Bridget Loves Bernie, Northern Exposure and Curb Your Enthusiasm. We will also study arguments about the role and meaning of Jewishness in American secularization, "therapeutic culture," the civil rights movement, the sexual revolution, and feminism.

Requirements/Evaluation: class participation, two short papers, a midterm take-home exam, and a final paper interpreting an example of Jewishness in America chosen by the student

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Religion majors, Jewish Studies concentrators, and students who are interested in either of these options

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 209 (D2) JWST 209 (D2)

Spring 2021

SEM Section: R1 MR 3:15 pm - 4:30 pm Jeffrey I. Israel

JWST 217 (F) The Modern Middle East (DPE)

Cross-listings: HIST 207 JWST 217 REL 239 GBST 101 LEAD 207 ARAB 207

Secondary Cross-listing

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

Requirements/Evaluation: participation, two short papers, quizzes, midterm, and final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled

Expected Class Size: 30-40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 207 (D2) JWST 217 (D2) REL 239 (D2) GBST 101 (D2) LEAD 207 (D2) ARAB 207 (D2)
Difference, Power, and Equity Notes: This course introduces students to the incredible diversity of the Middle East. It will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

Not offered current academic year

JWST 219  (S)  Judaism Under Ancient Greek and Roman Imperialisms
Cross-listings:  CLAS 219  REL 219  JWST 219
Secondary Cross-listing
How did ancient Greek and Roman empires shape the beginnings of Judaism? In this course, we will examine how Greek and Roman imperial systems of identity, ethnicity, law, religion, and knowledge affected Judaism as a religious and cultural system. We will pay particular attention to the ways that Jews/Judeans responded to these imperial pressures, especially as those responses articulated "hybrid" versions of Judaism that were informed both by resistance to imperial centers as well as the sheer hegemony of those cultural systems. The course thus uses (and introduces students to) postcolonial theory to study the history of Judaism under Greek and Roman empires. Readings for this course will include a wide array of ancient Jewish works, such as the books of Maccabees, Flavius Josephus, Philo of Alexandria, the Dead Sea Scrolls, and the Mishnah. The course will also include select readings from early Christian texts and postcolonial theory.

Requirements/Evaluation:  active participation and preparation, papers
Prerequisites: none
Enrollment Limit: 21
Enrollment Preferences:  Religion majors, Jewish Studies concentrators, Classics majors
Expected Class Size: 14
Grading:  yes pass/fail option,  yes fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
CLAS 219 (D2) REL 219 (D2) JWST 219 (D2)
Not offered current academic year

JWST 222  (F)  The Jewish Art of Interpretation
Cross-listings:  JWST 222  REL 222  COMP 211
Secondary Cross-listing
Turn it and turn it, for everything is in it. This famous rabbinic dictum offers an enigmatic yet comprehensive account of the principles that have defined the Jewish practice of interpretation for over two millennia. The imperative to keep a text, word, image, or concept in constant motion, in order to generate as many meanings and cross-meanings as possible, challenges us to transform the act of interpretation itself into a virtuosic craft or art that can engage the human imagination as diversely and powerfully as the creation of the works being interpreted. At the same time, emphasis on the dynamism between text and interpreter should dispel the notion that only expansive works have expansive meanings. If interpretation itself is an art, then even the shortest text can contain "everything" within it when it participates in that art. This course will engage students in a radical experiment in the art of interpretation. Through a deep encounter with a selection of miniature texts, ranging from ancient rabbinic proverbs and medieval fables to the modern parables and fragments of Franz Kafka, as well as folklore and jokelore from every period in Jewish history up to the present, we will develop an interpretive practice that combines analytic, critical, and creative principles in both written and oral contexts. The goal throughout is to explore interactively how the making of meaning is an integral part of the human experience.

Requirements/Evaluation:  class participation, regular short written and oral assignments, and a final project
Prerequisites: none
Enrollment Limit: 18
Expected Class Size: 18
Grading:  yes pass/fail option,  no fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
JWST 230  (F)  Modern European Jewish History, 1789-1948

Cross-listings: HIST 230  JWST 230

Secondary Cross-listing

What does it mean to be a Jew? The vexed question of Jewish identity emerged anew at the end of the eighteenth century in Europe and has dominated Jewish history throughout the modern period. Although Jewish emancipation and citizenship followed different paths in different parts of Europe, in general Jews were confronted by unprecedented opportunities for integration into non-Jewish society and unprecedented challenges to Jewish communal life. Focusing primarily on France and Germany, and to a lesser extent on the Polish lands, this course will introduce students to the major social, cultural, religious, and political transformations that shaped the lives of European Jews from the outbreak of the French Revolution to the aftermath of World War II. We will explore such topics as emancipation, Jewish diversity, the reform of Judaism, competing political ideologies, Jewish-gentile relations, the rise of modern anti-Semitism, the role of Jewish women, interwar Jewish life and culture, Jewish responses to Nazism and the Holocaust, and the situation of Jews in the immediate postwar period. In addition to broad historical treatments, course materials will include memoirs, diaries, and a novel.

Class Format: discussion

Requirements/Evaluation: class participation, two papers, and a final exam

Prerequisites: none

Enrollment Limit: 40

Expected Class Size: 10-20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 230 (D2) JWST 230 (D2)

Not offered current academic year

JWST 249  (F)  Anti-Semitism (DPE)

Cross-listings: JWST 249  REL 249

Secondary Cross-listing

This course will investigate intellectual traditions, political movements, and cultural objects that portray Jews, Jewishness, or Judaism as essentially pernicious. We will analyze materials from a variety of times and places, including the ancient world, the medieval period, and the present day. We will assess the impact of anti-Semitism on the lives of Jews and non-Jews. But we will also read theoretical approaches to the study of anti-Semitism that raise key questions for our investigation. Where does the term “anti-Semitism” come from and how exactly should it be defined? Is anti-Semitism a continuous phenomenon that connects every claim of Jewish perniciousness, wherever it is alleged, for over two thousand years of human history? Or should every context be treated as fundamentally distinct, so that the claim of Jewish perniciousness is presumed to have a distinct meaning, origin, and purpose in each case? What motivates charges of Jewish perniciousness? What are the particular threats typically alleged to be posed by Jews, Jewishness, and Judaism? How do constructions of Jewish perniciousness fit with constructions of race, gender, ethnicity, religion, class, sexuality, and nationality in different times and places?

Requirements/Evaluation: three short papers (4-5 pages), one longer final paper (6-8 pages)

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Jewish Studies concentrators, Religion majors, and students who have taken JWST 203

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
JWST 249 (D2) REL 249 (D2)
Difference, Power, and Equity Notes: This course will introduce students to discursive, institutional, and social structures that have organized the stigmatization, domination, and persecution of Jews in various geographic locations for over two thousand years. An understanding of these structures is crucial to understanding contemporary dynamics of difference and power. Students will also learn how anti-Semitism intersects with constructions of race, gender, class, religion, ethnicity, and nation. Not offered current academic year

JWST 259 (S) Ethics of Jewish American Fiction

Cross-listings: ENGL 259 JWST 259 REL 259

Secondary Cross-listing

After the Second World War, Jewish American writers who wrote about Jewish characters and Jewish themes were increasingly celebrated as central figures in American fiction. Isaac Bashevis Singer, Bernard Malamud, Saul Bellow, Cynthia Ozick and Philip Roth are among those who gained prominence in this period. These writers were literary innovators and often addressed broad humanistic themes. But they also struggled with profound questions that arose in the postwar period about Jewishness, the legacy of the Holocaust, and what it means to be an American. In this course we will read the above authors and others. We will focus, in particular, on the distinctive ethical and political ideas, emotions, and aspirations that animate their work. The course will begin with a study of theoretical approaches that will provide the basis for our ethical criticism: we will read, for instance, Lionel Trilling, Wayne Booth, Martha Nussbaum, and Noël Carroll. Then we will delve into the fiction, following a trail that begins in the postwar period and continues in fictions by Erica Jong, Rebecca Goldstein, Michael Chabon, Gary Shteyngart, and others. Can we find a distinctive Jewish American ethics in Jewish American fiction?

Requirements/Evaluation: class participation, one take-home exam on theoretical approaches to ethical criticism; four short essays

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Religion majors, Jewish Studies concentrators, and English majors

Expected Class Size: 18

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 259 (D1) JWST 259 (D2) REL 259 (D2)

Not offered current academic year

JWST 268 (F) Where are all the Jews? (DPE) (WS)

Cross-listings: REL 268 ARAB 363 COMP 363 JWST 268

Secondary Cross-listing

Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israélite Universelle’s schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews’ departure from their ancestral lands left a socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, ethnographies, historiographical works, and anthropological texts alongside documentaries films, the students will understand how literature and film have become a locus in which amnesia about Arab/Berber Jews is actively contested by recreating a bygone world. Resisting both conflict and nostalgia as the primary determinants of Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

Class Format: The course will be offered both in-person and remotely. Students enrolled remotely are required to watch the recorded videos of the in-person sessions in order to stay abreast of the discussions that take place in the classroom and enrich their engagement with the materials assigned in the course.

Requirements/Evaluation: 400-word weekly, focused responses on Glow; a book review (600 words); two five-page papers as mid-terms; one
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: students interested in critical and comparative literary, religious or historical studies.
Expected Class Size: 19
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 268 (D2) ARAB 363 (D1) COMP 363 (D1) JWST 268 (D2)

Writing Skills Notes: Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on each written work to improve students’ writing skills. Students are required to incorporate the feedback to improve their drafts before they become final. Students will receive detailed and consistent feedback about their writing in Arabic language. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Students in this course will understand the historical process that lead to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.

Fall 2020
SEM Section: H1 MW 10:00 am - 11:15 am Brahim El Guabli

JWST 280 (F) Art at its Limits: Representing the Holocaust (DPE) (WS)

Cross-listings: COMP 280 JWST 280 GERM 280

Secondary Cross-listing
The Holocaust poses unique challenges to art: it is an event that unsettles the very notion of representation while, at the same time, also demanding it. Art, after all, is a mode of witnessing as well as a form of commemoration; it allows survivors to record their testimony and later generations to remember. Yet the representation of suffering can all too easily become exploitative or aestheticizing, it can turn pain into entertainment and history into fiction. How, then, do writers, artists, and filmmakers navigate the representation of the Shoah if it resists comprehension and undermines traditional forms of narrative? In this course, we will ask if and how art can do justice to a catastrophe of such magnitude as the Holocaust by analyzing different forms of media from a variety of cultural backgrounds. What can poetry offer that remains foreclosed to prose? Was Art Spiegelman’s graphic novel Maus really in bad taste? How should documentaries approach the Shoah, and is there a place for Hollywood films in the archives of commemoration? Texts among others by Tadeusz Borowski, Tadeusz Ró'ewicz, Art Spiegelman, Paul Celan, Primo Levi, Sylvia Plath, Hannah Arendt, Theodor W. Adorno, Jacques Derrida, and Maurice Blanchot; films by Quentin Tarantino, Claude Lanzmann, Pawe' Pawlikowski, and Steven Spielberg.

Requirements/Evaluation: three 2-page critical responses, oral presentation, final project
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: German and Comparative Literature majors
Expected Class Size: 14
Grading: no pass/fail option, yes fifth course option
Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
COMP 280 (D1) JWST 280 (D2) GERM 280 (D1)

Writing Skills Notes: Three 2-page papers spaced over the course of the semester on which students will receive detailed feedback and which they will be able to revise; the final project will either be a 10-page paper or a creative project accompanied by a 4-page reflection that will consider the creative component in relation to the themes of the course. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course will examine how art can help us think about the catastrophic abuses of power in the Third Reich.
While many of the texts we will examine focus on the stories of Jewish people, the class will also consider how the narratives of other persecuted groups, including the Sinti and Roma, people with disabilities, and LGBTQ victims and survivors, relate to and differ from these experiences.

Not offered current academic year

**JWST 289 (S) The Talmud on What it Means to be Human**

**Cross-listings:** REL 289 JWST 289  
**Secondary Cross-listing**

The Talmud, a central text in Judaism, is one of the richest and most sophisticated works of literature and thought ever produced. In this course, students will be introduced to the challenges and thrills of reading the Talmud as they consider how the Talmud asks and answers the question of what it means to be human. We will be particularly interested in exploring how the Talmud theorizes and prescribes a certain type of bodily self in its rereading of the Biblical laws of purity and impurity. In addition to learning how to read the Talmud, therefore, students will also be introduced to burgeoning interdisciplinary questions regarding the self and its making.

**Requirements/Evaluation:** 1-2 page weekly papers, final essay, participation  
**Prerequisites:** none  
**Enrollment Limit:** 16  
**Enrollment Preferences:** Religion majors, Jewish Studies students  
**Expected Class Size:** 8  
**Grading:** no pass/fail option, yes fifth course option  
**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:  
REL 289 (D2) JWST 289 (D2)

Spring 2021  
SEM Section: H1  WF 1:30 pm - 2:45 pm  Phillip J. Webster

**JWST 334 (S) Imagining Joseph**

**Cross-listings:** REL 334 JWST 334 COMP 334 ANTH 334  
**Secondary Cross-listing**

Beloved son, rival brother, faithful servant, dreamer, seer, object of desire, lover, husband, bureaucrat, Joseph is one of the most fully-limned and compelling figures in the Jewish, Christian, and Muslim scriptural traditions. The story of Joseph unfolds over fourteen chapters in the Hebrew Bible, and is the subject of the fourth longest sura in the Qur’an. Through millennia, the story of Joseph has inspired a wealth of interpretations, commentary, apocrypha, re-tellings, and back-story, including an apocryphal book of scripture about Joseph and his wife, Asenath, Sufi poetry about Joseph and Zuleikha (Potiphar's wife), a trilogy by the 20th century German novelist Thomas Mann, a musical by Andrew Lloyd Weber, and many expressions in Western visual art. The course will explore these various expressions, looking to them for the ways in which Joseph has captured the imaginations of peoples and cultures across time and space. The course will be organized as a collaborative seminar in which the class will read the foundational scriptures together, followed by thematic discussions to which students will contribute insights from their own readings of particular peripheral texts. Students will learn the pleasures of close and intense exegetical reading in approaching the Hebrew Bible and Qur’an, as well as the more expansive pleasures of linking post-scriptural expressions together.

**Requirements/Evaluation:** 3- to 5-page weekly response papers; 15-page final paper; class participation  
**Prerequisites:** none  
**Enrollment Limit:** 12  
**Enrollment Preferences:** based on responses to a questionnaire  
**Expected Class Size:** 10  
**Grading:** yes pass/fail option, yes fifth course option  
**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
JWST 338 (F) The History of the Holocaust

Cross-listings: JWST 338  HIST 338  REL 296

Secondary Cross-listing

In twenty-first century United States, the murder of approximately six million European Jews by Nazi Germany remains a central event in our political, moral, and cultural universe. Nevertheless, the Holocaust still confounds historians¿ efforts to understand both the motivations of the perpetrators and the suffering of the victims. In this course, we will study the origins and unfolding of Nazi Germany¿s genocidal policies, taking into consideration the perspectives of those who carried out mass murder as well as the experiences and responses of Jews and other victim groups to persecution. We will also examine the Holocaust within the larger context of the history of World War II in Europe and historians¿ debates about Germany¿s exterminatory war aims. Course materials will include diaries, speeches, bureaucratic documents, memoirs, films, and historical scholarship.

Class Format: mostly discussion

Requirements/Evaluation: class participation, weekly reading responses, a map quiz, two papers (5-7 pages) on class readings, a final research paper (10-12 pages)

Prerequisites: none; open to first-year students with instructors permission

Enrollment Limit: 25

Enrollment Preferences: History majors and Jewish Studies concentrators

Expected Class Size: 20-25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

JWST 338 (D2) HIST 338 (D2) REL 296 (D2)

JWST 339 (F) Politics in Dark Times: Hannah Arendt (WS)

Cross-listings: PSCI 339  JWST 339

Secondary Cross-listing

Hannah Arendt (1906-75) bore witness to some of the darkest moments in the history of politics. Born a Jew in Germany, Arendt lived through--and reflected deeply on--two world wars, the rise of totalitarianism, and the detonation of the first atomic bomb. She narrowly escaped imprisonment by the Gestapo and internment in a refugee camp in Vichy France before fleeing to New York. Yet, in the face of these horrors, Arendt never lost her faith in political action as a way to express and renew what she called "love of the world." She wrote luminously about the darkness that comes when terror extinguishes politics and the shining, almost miraculous events of freedom through which politics is sometimes renewed. In this tutorial, we will investigate what Arendt's vision of politics stands to offer to those struggling to comprehend and transform the darkest aspects of the contemporary political world. Our time and Arendt's are similarly darkened by the shadows of racism, xenophobia, inequality, terror, the mass displacement of refugees, and the mass dissemination of lies. It may be tempting to conclude from these similarities--as some recent commentators have--that we are witnessing the return of "totalitarianism" as Arendt understood it. She would be the first to refuse to use inherited concepts as if they were keys to unlock the present. Her words and her example should impel us to reject shortcuts to authentic understanding, the "unending activity by which...we come to terms with and reconcile ourselves to reality." We will turn to Arendt as an interlocutor, not a guide, as we seek to reconcile ourselves to the contingency and specificity of past and present political realities. And we will search her works and our world for embers of hope that even seemingly inexorable political tragedies may yet be interrupted by assertions of freedom in political action.

Requirements/Evaluation: five 5-page papers; five 2-page responses; a final revision of a prior paper; participation

Prerequisites: a prior course in political theory, philosophy, or critical theory, or permission of the instructor

Enrollment Limit: 10

Enrollment Preferences: Political Theory concentrators, Political Science majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option
Distributions: (D2) (WS)  

This course is cross-listed and the prefixes carry the following divisional credit:  

PSCI 339 (D2) JWST 339 (D2)  

Writing Skills Notes: You will receive feedback from me and your tutorial partner on your five papers (each 5 pages long and spaced evenly through the semester). This feedback will inform the revision you submit at the end of the semester of a paper of your choosing. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement. 

Not offered current academic year  

JWST 434  (S)  The Meaning of Diaspora and the Jews of Europe  (WS)  

Cross-listings: REL 335  HIST 434  JWST 434  

Secondary Cross-listing  

Dispersion, exile, migration, statelessness are all aspects of diaspora. In the study of diasporic peoples and cultures, the Jews have long figured as the archetype. As a result, Jewish political figures, intellectuals, social activists and scholars have played a central role in discussions of the meaning of diaspora, including debates about its political and social implications, economic value, and cultural significance. In the first half of the semester, in discussions of common readings, we will examine various historical interpretations of Jews' diasporic existence from the nineteenth century to the present and its implications for humanitarianism. Beginning in the first half of the semester and with greater intensity in the second half of the semester, you will conduct independent archival research on some aspect of the history of the Jewish diaspora using the digitized archives of the American Jewish Joint Distribution Committee that will culminate in a twenty-plus-page paper. In the second half, the seminar will continue to meet weekly as a research colloquium, to provide a forum for you to present your research and drafts in progress and to give feedback on fellow students' work. In this seminar, we are not merely studying history; you are actually doing history. That is to say, you will be more than students of history in this course: you will become historians in your own right. Over the semester, you will learn how to pose historical questions; to engage critically with readings beyond summarizing them; to synthesize an enormous amount of source material; and to learn how to write more clearly. By the end of the semester, the goal is for each student to produce a polished research paper based on substantial engagement with archival sources and relevant secondary literature that will serve as a capstone to your coursework at Williams or as a potential jumping-off point for future research projects, including a senior thesis in History or Jewish Studies.  

Requirements/Evaluation:  class participation, several short papers, oral presentations, and a 20-page research paper  

Prerequisites: none  

Enrollment Limit: 15  

Enrollment Preferences: History majors and Jewish Studies concentrators  

Expected Class Size: 10  

Grading:  no pass/fail option,  yes fifth course option  

Distributions: (D2) (WS)  

This course is cross-listed and the prefixes carry the following divisional credit:  

REL 335 (D2) HIST 434 (D2) JWST 434 (D2)  

Writing Skills Notes: Students will write two drafts of their research paper before submitting the final paper for a grade. They will receive timely comments on drafts from professor and peers, to be incorporated into their final paper.  

Not offered current academic year  

JWST 480  (F)  Interpretations of the Israeli Palestinian Conflict  (DPE)  

Cross-listings: ARAB 480  GBST 480  JWST 480  HIST 480  

Secondary Cross-listing  

This tutorial addresses the powerful, competing, and bitterly contested historical narratives that underpin the Israeli-Palestinian conflict. Both Israelis and Palestinians appeal to history to legitimize their territorial claims and to justify contemporary action. Special attention will be paid to the interpretations of key historical moments, especially the 1948 and 1967 wars, and on the contrasting views of some of the core issues of the conflict (Jerusalem, refugees, settlements, terrorism).  

Requirements/Evaluation:  5- to 7-page essays or 2-page critiques due each week and a final report (3-4 pages) at the end of the semester  

Prerequisites: none, though some academic experience with Middle East materials is preferred
Enrollment Limit: 10
Enrollment Preferences: History majors and Arabic Studies majors and Jewish Studies concentrators
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ARAB 480 (D2) GBST 480 (D2) JWST 480 (D2) HIST 480 (D2)

Difference, Power, and Equity Notes: This course challenges students to engage with difference and power in the Israeli Palestinian conflict though the reading of historical works that have different political motivations. Students will develop tools to comprehend the complexities of perspectives in Israel and Palestine. Students will gain a better understanding of nationalism, state power, inequality, victimhood, desperation, corruption, and injustice and gain tools to seek equitable solutions to the conflict in the future.

Not offered current academic year

JWST 490 (S) Memory, History, and the Extermination of the Jews of Europe (WS)

Cross-listings: HIST 490 JWST 490

Secondary Cross-listing

This course is about the postwar legacy of the Holocaust. Nazi Germany's extermination of European Jews has come to be a moral and cultural touchstone for people in Europe and in many other parts of the world. This tutorial explores a series of topics from the immediate aftermath of the Second World War to the present. Engaging with a wide-range of sources, we will wrestle with historical, legal, moral, political, and cultural issues and debates that have emerged out of the confrontation with the extermination of the Jews of Europe. They include: Why was the Holocaust "unprecedented" and "unimaginable"? Is it a Jewish story or universal story? Does the Holocaust raise different issues than other historical events for the historian? How should the Holocaust be represented in words and images, and what are the implications of different means of representing it? Has Germany faced up to its past? Were Germans also victims of World War II? Who were the "bystanders" as compared to the "perpetrators"? Were the postwar trials of perpetrators a travesty of justice? What "lessons" have we learned and should we learn from the Holocaust? By the end of the course, students will have grappled with the ongoing controversies that have arisen among scholars, artists, governments, and lay people about the meaning of the Holocaust for the postwar world. In a world in which extraordinary acts of violence continue to be perpetrated and many nations' pasts are marked by episodes of extreme criminality and/or trauma, exploring the manner by which one such episode has been remembered, avenged, and adjudicated has relevance for considering other societies' efforts to confront their own traumatic pasts.

Class Format: Remote; tutorial; class time consists of weekly one-hour sessions with the instructor and a fellow student

Requirements/Evaluation: Every other week the student will write and present orally a 5- to 7-page paper on the assigned readings of that week; on alternate weeks, the student will write a 2-page critique of the fellow student's paper; a final written exercise is a thought piece on the issues raised in the tutorial to cap off the semester's work.

Prerequisites: permission of instructor

Enrollment Limit: 10
Enrollment Preferences: History majors and Jewish Studies concentrators

Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 490 (D2) JWST 490 (D2)

Writing Skills Notes: Bi-weekly 5- to 7-page- papers. Students will receive regular and individualized feedback on their writing to help them work on different writing issues throughout the semester.

Spring 2021
TUT Section: RT1 TBA Alexandra Garbarini

JWST 492 (S) Modern Jewish Political Theory
By the late 19th century, Jews across Europe were faced with an urgent political problem. Amidst bourgeoning national self-consciousness throughout the continent, despite the liberatory promises of the Enlightenment, Jews remained a vulnerable, segregated, and stigmatized minority population. Jews had to decide where to pin their hopes. Should they ally themselves with the liberals or the communists? Should they embrace nationalism or cosmopolitanism? Should they, perhaps, abandon Europe altogether and re-constitute themselves elsewhere? If so, should they focus their efforts on relocation to the historical land of Israel? Or could they go anywhere? Wherever they might go, should they aspire to build a modern Jewish nation-state, a semi-autonomous Jewish community, or some other arrangement? Should this coincide with the cultivation of a distinctively Jewish modern language? If so, should it be Hebrew or Yiddish? In this course we will assess various answers to these questions proffered by Jewish political thinkers in the modern period. We will pay particular attention to the construction of "Jews" and "Judaism" in these arguments. And we will ask persistently: what constitutes a "Jewish justification" for a political claim in modern Jewish political theory? Coverage will include: Jewish liberalism, political Zionism, Yiddishist autonomism, messianic quietism, and other views. We will read mostly primary sources, including texts by: Hermann Cohen, Theodore Herzl, Chaim Zhitlowsky, Franz Rosenzweig, Leo Strauss, Hannah Arendt, and many others.

Requirements/Evaluation: six short (1-2 pages) response papers; two 6- to 8-page papers, each analyzing a different view in depth; a final 18- to 20-page paper that incorporates the two previously submitted 6-8 page papers, but also compares the two views and adjudicates between them

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Religion majors, Jewish Studies concentrators, and Political Science students on the "Theory" track

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

JWST 492 (D2) PSCI 375 (D2) REL 330 (D2)

Not offered current academic year
JWST 498 (S) Independent Study: Jewish Studies
Jewish Studies independent study.
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

Spring 2021
IND Section: H1    TBA     Edan Dekel

Winter Study ---------------------------------------------------------------

JWST 31 (W) Senior Thesis: Jewish Studies
Jewish Studies senior thesis.
Class Format: thesis
Grading: pass/fail only
Not offered current academic year

JWST 99 (W) Independent Study: Jewish Studies
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.
Class Format: independent study
Grading: pass/fail only
Not offered current academic year
Advisory Committee

- Melissa J. Barry, Professor of Philosophy
- Justin Crowe, Chair of Leadership Studies and Associate Professor of Political Science; affiliated with: Leadership Studies Program
- Sara Dubow, Associate Dean of the Faculty, Professor of History; affiliated with: History Department
- William M. Gentry, Professor of Economics
- Nimu Njoya, Lecturer in Political Science
- James L. Nolan, Chair and Washington Gladden 1859 Professor of Sociology
- Cheryl Shanks, Professor of Political Science

Justice and Law Studies is an interdepartmental program designed to give students a background in and framework for understanding the ways that philosophers, government officials, and others think about justice, and the related ways in which societies marshal power and implement law. This liberal arts program provides tools for thinking critically and arguing about what justice might entail, how it works in practice, and how rules, aspirations, laws, and norms evolve over time and in different parts of the world.

THE CONCENTRATION
The concentration in Justice and Law Studies consists of six courses: an interdisciplinary introductory course, four electives taken from at least two departments, and a senior seminar. Electives are listed below. Other courses, not listed below, may be approved by the Chair.

Students may declare a program concentration at any point during their academic career.

Senior Seminar
In 2018-19, the senior seminar will be *The Unwritten Constitution* taught by Professor Hirsch.

Electives

**AFR 132 / AMST 132 / PSCI 132** Contemporary Africana Social and Political Philosophy
  Taught by: Neil Roberts
  Catalog details

**AFR 476 / HIST 476** CAPSTONE: Black Radicalism
  Taught by: Shanti Singham
  Catalog details

**ECON 374 T(F)** Poverty and Public Policy
  Taught by: Lara Shore-Sheppard
  Catalog details

**ECON 470(F)** The Indian Economy: Development and Social Justice
  Taught by: Anand Swamy
  Catalog details

**ENGL 407 / COMP 407** Literature, Justice and Community
  Taught by: Christopher Pye
  Catalog details

**HIST 152 / WGSS 152** The Fourteenth Amendment and the Meanings of Equality
  Taught by: Sara Dubow
  Catalog details

**HIST 167 / AFR 167 / AMST 167(S)** Let Freedom Ring? African Americans and Emancipation
  Taught by: Gretchen Long
  Catalog details

**INTR 322 / PSCI 313 / AFR 322 / AMST 322** Race, Culture, Incarceration
  Taught by: TBA
  Catalog details

**INTR 343 T / AFR 343 / AMST 343 / WGSS 343** Representations of Racial-Sexual Violence from Enslavement to Emancipation
  Taught by: TBA
  Catalog details

**PHIL 114** Freedom and Society
  Taught by: Justin Shaddock
  Catalog details
PHIL 119 Justice, Democracy and Freedom: Plato with Footnotes
Taught by: Jana Sawicki
Catalog details

PHIL 228 / STS 228 / WGSS 228 Feminist Bioethics
Taught by: Julie Pedroni
Catalog details

PHIL 337 T(F) Justice in Health Care
Taught by: Julie Pedroni
Catalog details

PSCI 217 / LEAD 217(S) American Constitutionalism II: Rights and Liberties
Taught by: Justin Crowe
Catalog details

PSCI 223(F) International Law
Taught by: Cheryl Shanks
Catalog details

PSCI 332 T(S) The Body as Property
Taught by: Nimu Njoya
Catalog details

PSCI 334 Theorizing Global Justice
Taught by: Nimu Njoya
Catalog details

REL 203 / JWST 101 Judaism: Before The Law
Taught by: Jeffrey Israel
Catalog details

REL 214 / PSCI 271 Religion and the State
Taught by: Jeffrey Israel
Catalog details

REL 243 / ARAB 243 / WGSS 243 / HIST 302 Islamic Law: Past and Present
Taught by: Saadia Yacoob
Catalog details

RUSS 331 T / COMP 331 / ENGL 371 The Brothers Karamazov
Taught by: Julie Cassiday
Catalog details

WGSS 376 Sex, Gender, and the Law in U.S. History
Taught by: TBA
Catalog details

STUDY ABROAD
Students who study abroad should consult with the program chair to ensure that they can complete the requirements. Courses abroad may qualify as JLST electives if appropriate.

JLST 101 (S) Introduction to Justice and Law
This course will examine various aspects of America’s legal system, including its historical and constitutional underpinnings; the processes of resolving disputes, e.g., trials, plea-bargaining, and civil settlement; and the roles of diverse participants in the system, e.g., judges, jurors, litigants, lawyers, and legislators. The course will emphasize the deeply interdisciplinary nature of law, exploring the law’s intersections with politics, history, economics, anthropology, statistics, psychology, philosophy, art, sports, science, religion, and cyberspace.

Class Format: lecture-discussion
Requirements/Evaluation: three papers, a final exam, and class participation; attendance is mandatory; Williams’ honor code applies to all assignments
Prerequisites: none
Enrollment Limit: 40
Enrollment Preferences: first-years and sophomores
Expected Class Size: 40
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
JLST 272  (S)  Free Will and Responsibility  (WS)

Cross-listings:  PHIL 272  JLST 272

Secondary Cross-listing

Our practice of holding people responsible seems justified as long as their choices are free. But when does a choice qualify as free? Must it be unaffected by any outside influences? If so, freedom may seem impossible since we're all deeply influenced by factors ranging from the general laws of nature to specific features of our genetic endowment and social environment (including religion, political ideology, and advertising). These affect not only our particular choices but also, more fundamentally, who we are and what we value. The real question, then, seems to be whether, and how, free choice is possible amidst all of these influences. We'll attempt to answer this question by examining recent philosophical work on the nature of free will and responsibility.

Class Format: This tutorial will meet remotely by Zoom on a fixed weekly schedule agreed to by the instructor and participants.

Requirements/Evaluation: Five tutorial papers (5-6 pages in length) and five critiques (2-3 pages in length)

Prerequisites: one PHIL course

Enrollment Limit: 10

Enrollment Preferences: current and prospective Philosophy majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 272 (D2)  JLST 272 (D2)

Writing Skills Notes: Students will write a tutorial paper (5-6 pages in length) every other week, and a peer critique (2-3 pages in length) in alternating weeks, evenly spaced throughout the semester. The instructor will provide timely comments on writing skills, with suggestions for improvement.

Spring 2021
TUT Section: RT1  TBA  Melissa J. Barry

JLST 397  (F)  Independent Study: Legal Studies

Legal Studies independent study. Open only under the supervision of a member of the Legal Studies Advisory Committee.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Not offered current academic year

JLST 398  (S)  Independent Study: Legal Studies

Legal Studies independent study. Open under the supervision of a member of the Legal Studies Advisory Committee.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2021
IND Section: R1  TBA  Alan Hirsch

JLST 401  (S)  The Unwritten Constitution

"The eight thousand words of America's written constitution only begin to map out the basic ground rules that actually govern our land." So begins Akhil Amar's book America's Unwritten Constitution. Amar recasts the debate over whether America has a "living Constitution," a debate usually
revolving around whether change in constitutional meaning requires resort to the formal amendment process or can be achieved through judicial interpretation. Amar supports the latter view, but proposes something far-reaching: history itself effectively amends the Constitution. Thus, for example, he argues that speeches by Martin Luther King and precedents set by George Washington, as well as the daily activities and assumptions of ordinary Americans, have become constitutional subtext requiring consideration when we interpret the Constitution. Is that notion convincing? Preposterous? A healthy way of understanding the inevitable intersection of law, history, and politics? A transparent excuse to read one’s own views into the Constitution? Through a careful reading of Amar, and other important constitutional theorists, we will probe different ways of thinking about the supreme law of the land.

Requirements/Evaluation: three papers and class participation
Prerequisites: PSCI 216 or PSCI 217 (or consent of the instructor)
Enrollment Limit: 19
Enrollment Preferences: Justice and Law Studies concentrators
Expected Class Size: 19
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

Spring 2021
SEM Section: R1    MWF 11:45 am - 1:00 pm     Alan  Hirsch

JLST 403  (S) Senior Seminar in Human Rights in International Politics and Law
Cross-listings: JLST 403  PSCI 420  PSCI 422
Secondary Cross-listing
The idea that all humans have rights simply because they are human-independent of anything they might do or achieve-has transformed local and international politics, probably permanently. This concept’s place in international politics, its strengths and limitations, depend on how people use it. Beginning with the 18th-century’s transatlantic movement to abolish slavery, we will examine international movements and institutions that have affected what human rights mean, to whom, and where. Readings draw on philosophy, history, sociology, and international relations, but as a political science class we emphasize politics. Who benefits from the idea of universal human rights? Who loses? How does this idea about individual value liberate and entrap? Does this idea ultimately reinforce American hegemony, or plant the seeds of a non-American order?
Requirements/Evaluation: three lead essays, three critique essays, and one final essay
Prerequisites: PSCI 202, senior standing, permission of instructor
Enrollment Limit: 18
Enrollment Preferences: PSCI majors, senior JLST concentrators; seniors
Expected Class Size: 18
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
JLST 403 (D2) PSCI 420 (D2) PSCI 422 (D2)
Not offered current academic year

Winter Study ---------------------------------------------------------------------------

JLST 99  (W) Independent Study: Legal Studies
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.
Class Format: independent study
Grading: pass/fail only
Not offered current academic year
The course offerings in Classics enable students to explore the ancient Greek, Roman, and Mediterranean worlds from various perspectives, including literature, history, art, archaeology, philosophy, and religion. Courses are of two types: language (Greek and Latin) and courses in which all the readings are in English translation (Classical Studies). The 100-level language courses are intensive introductions to Greek and Latin grammar and reading skills; the 200-level language courses combine grammar review with primary readings from Greek or Latin texts of key historical periods; Latin 302 and the 400-level language courses are seminars that explore in depth selected authors or topics and the methods of analysis appropriate to each of them. Classical Studies courses offer introductions to and more specialized study of the literature, visual and material culture, history, and other aspects of the Greek and Roman worlds.

MAJOR

Majors and prospective majors are encouraged to consult with the department’s faculty to ensure a well-balanced and comprehensive selection of Classics courses appropriate to their individual interests. A course in ancient history is strongly recommended. Majors may also benefit from advice on courses offered in other departments that would complement their particular interests in Classics. A reading knowledge of French, German, and Italian is useful for advanced study in Classics and is required in at least two of these modern languages by graduate programs in classics, ancient history, classical art and archaeology, and medieval studies.

The department offers two routes to the major: Route A emphasizes more coursework in Greek and Latin, while Route B emphasizes more Classical Studies courses.

Route A: (1) Six courses in Greek and/or Latin, with at least two 400-level courses in one language. (2) Three additional courses from the offerings in Greek, Latin, or Classical Studies or from approved courses in other departments and programs.

Route B: (1) One course each from any two of the following categories: literature (CLAS 101 or CLAS 102); visual and material culture (CLAS 209 or CLAS 210); history (CLAS 222 or CLAS 223). (2) Four courses in Greek or Latin with at least one at the 400-level, or the four-course sequence CLA 101, 102, 201, and 302. (3) Three additional courses from the offerings in Classical Studies or from approved courses in other departments and programs.

Classics Colloquium: All Classics majors in residence are expected to participate fully in the life of the department through attendance at lectures and other departmental events.

THE DEGREE WITH HONORS IN CLASSICS

Students who wish to be considered for the degree with honors will normally prepare a thesis or pursue appropriate independent study in one semester and winter study of their senior year. The thesis or independent study offers students the opportunity to work in depth on a topic of their choosing and to apply and develop the techniques and critical methods with which they have become acquainted during their regular course work. It may also include relevant work with members of other departments. In order to write a thesis, students normally must have a minimum GPA of 3.3 in their major courses and must submit a thesis proposal that earns departmental approval before the end of the spring semester of their junior year. To be awarded the degree with honors in Classics, the student is required to have taken a minimum of ten semester courses in the department (not including the thesis or independent study) and to have demonstrated original or superior ability in studies in the field both through course work and through the thesis or equivalent independent study.

COURSE NUMBERING SYSTEM

Language Courses: The numbering of courses through the 300 level reflects the prerequisites involved. The only prerequisite for any 400-level course is Greek 201 or Latin 302. The rotation of 400-level courses is arranged to permit exposure, in a three- to four-year period, to most of the important periods and genres of Greek and Latin literature. Students may enter the rotation at 100-level, 200-level, or 300-level, depending on previous experience.
Classical Studies Courses: The numbering of these courses does not reflect a strict sequence, and most of them do not assume prior experience in Classics or a cross-listed field. The following pairs of courses offer excellent introductions to key areas of study within Classics: CLAS 101 and 102 (literature), CLAS 209, 210 (visual and material culture), CLAS 222, 223 (history).

STUDY AWAY
We strongly encourage Classics majors to study away in their junior year, at programs in Italy (especially the semester-length program at the Intercollegiate Center for Classical Studies in Rome), at programs in Greece (especially the College Year in Athens, which students need only attend for one semester), and in the Williams at Oxford Program. Our majors have also had excellent Classics experiences in other study-abroad programs in Italy and Greece and at various universities in Europe and the United Kingdom. In addition, we encourage students to take advantage of opportunities available in the summer: study abroad programs in Italy and Greece, archaeological digs, or even carefully planned individual travel to sites in Greece, Italy or other areas of the ancient Mediterranean world. When the college cannot do so, the department may be able to provide some financial support for summer study abroad. The department’s faculty are always available to advise students, the chair has materials to share, and students can visit the department’s website for information and links to helpful sites. Majors who are considering studying away should especially consult with faculty members about the implications for language study.

FAQ
Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?
Yes, in some cases, if appropriate course information is available in advance (e.g., syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?
Complete syllabus and course description, including readings/assignments.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?
No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?
No.

Are there specific major requirements that cannot be fulfilled while on study away?
No.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)
No, but students should consult with the department about language sequences.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:
None to date.

CLLA 101 (F) Introduction to Latin
This is a full-year course on the fundamentals of the Latin language. We focus throughout on learning grammar and vocabulary, and we regularly incorporate selections from literature, inscriptions, and other sources. Over time, we gradually increase the emphasis on reading selections from Latin poetry (e.g., Ovid’s Metamorphoses) and prose (e.g., Piny’s Letters).

Class Format: For Fall 2020, this course will use hybrid instruction, with synchronous meetings for both in-person and remote students (at the regularly scheduled times), video lectures, and online submissions.

Requirements/Evaluation: frequent quizzes, classroom exercises, two midterms, a final project

Prerequisites: none; this course is designed for the student with no previous preparation in Latin or with only a little Latin who wishes a refresher; students with some previous experience in Latin may want to enroll in CLLA 102 only (consult the department)

Enrollment Limit: 15
Enrollment Preferences: Classics majors or intended Classics majors, first years and sophomores

Expected Class Size: 8-10

Grading: yes pass/fail option, yes fifth course option

Unit Notes: credit granted only if both semesters (CLLA 101 and 102) are taken

Distributions: (D1)

Fall 2020

LEC Section: H1 MWF 12:00 pm - 12:50 pm Morgan V. King

CLLA 102 (S) Introduction to Latin

This is a full-year course on the fundamentals of the Latin language. We focus throughout on learning grammar and vocabulary, and we regularly incorporate selections from literature, inscriptions, and other sources. Over time, we gradually increase the emphasis on reading selections from Latin poetry (e.g., Ovid's Metamorphoses) and prose (e.g., Piny's Letters).

Class Format: recitation/discussion

Requirements/Evaluation: frequent quizzes, tests, classroom exercises, and a final exam

Prerequisites: CLLA 101 or permission of department

Enrollment Limit: 18

Enrollment Preferences: Students who have completed CLLA 101

Expected Class Size: 10-12

Grading: yes pass/fail option, yes fifth course option

Unit Notes: credit granted only if both semesters (CLLA 101 and 102) are taken

Distributions: (D1)

Spring 2021

LEC Section: H1 MWF 10:40 am - 11:30 am Amanda R. Wilcox

CLLA 201 (F) Intermediate Latin: The Late Republic

In this course we will read selections from Cicero's fiery speeches against Mark Antony, the political heir apparent to Julius Caesar after his assassination. We will pair Cicero's prose with selections from the poetry of Catullus, including verses targeting Caesar and his friends. As we read, we will review the fundamentals of Latin grammar and work towards reading fluency in Latin and a better appreciation of linguistic nuance. Moreover, these texts reflect and directly intervene in one of the most tumultuous periods of Roman history. By examining these texts also as evidence for the culture and politics of their time, we will consider the nature of political resistance in late Republican Rome, and investigate the wider cultural assumptions about gender, power, and community that these verbal attacks reveal.

Class Format: For Fall 2020, this course will use hybrid instruction, with synchronous meetings for both in-person and remote students (at the regularly scheduled times)

Requirements/Evaluation: classroom performance, quizzes, short written assignments, a final project

Prerequisites: CLLA 101-102 or 3-4 years of Latin in secondary school; consult the department

Enrollment Limit: 12

Enrollment Preferences: Classics majors and prospective majors

Expected Class Size: 6-10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2020

LEC Section: H1 MWF 10:40 am - 11:30 am Morgan V. King
CLLA 302 (S) Vergil's Aeneid
This course is a comprehensive introduction to Vergil's Aeneid. Students will develop their ability to read and translate the Latin text of the poem, while at the same time exploring the major interpretive issues surrounding the definitive Roman epic. Through a combination of close reading and large-scale analysis, we will investigate the poem's literary, social, and political dimensions with special attention to Vergil's consummate poetic craftsmanship.

Class Format: For the spring of 2021, this course will be taught online. The seminar will meet at the regularly scheduled time twice a week.

Requirements/Evaluation: Class participation, a midterm exam, a final paper, and a final exam.

Prerequisites:  CLLA 201 or permission of instructor

Enrollment Limit:  12

Enrollment Preferences:  If the course is overenrolled, preference will be given to Classics majors and prospective majors.

Expected Class Size:  10

Grading:  yes pass/fail option,  yes fifth course option

Distributions:  (D1)

Spring 2021
SEM Section: R1  TF 1:30 pm - 2:45 pm  Edan Dekel

CLLA 403 (S) The Invention of Love: Catullus and the Roman Elegists
This course will explore the development of Latin love poetry in the first century BCE. Beginning with Catullus, we will examine the influence of Greek lyric poetry on the evolution of the genre as well as Roman attitudes toward love exhibited in other literature of the Late Republic. We will then turn to the full development of the elegiac form in the love poems of Propertius, Tibullus, and Sulpicia. Finally, we will explore the transformation of the genre in Ovid's Amores. The goal throughout is to investigate the conventions, innovations, and problems of expressing personal desire and longing amid the social and political upheaval of the transition from Republic to Principate.

Class Format:  This course will be offered hybrid, with remote and in-person students joining synchronous meetings together over zoom. The exact logistics of this format may be adjusted in consultation with enrolled students.

Requirements/Evaluation:  evaluation will be based on class participation, a midterm exam, a final paper, and a final exam

Prerequisites:  CLLA 302 or permission of instructor

Enrollment Limit:  12

Enrollment Preferences:  Classics majors

Expected Class Size:  10-12

Grading:  yes pass/fail option,  yes fifth course option

Distributions:  (D1)

Spring 2021
LEC Section: H1  TF 3:15 pm - 4:30 pm  Morgan V. King

CLLA 406 (F) Horace's Odes
This course will explore the poetic delights of Horace's extraordinary experiment in crafting Latin personal verse using Greek lyric forms. We will immerse ourselves in the poems' intricate construction and examine how they engage such themes as love and friendship, landscape and memory, youth and old age, politics, and morality. At the same time, we will consider the variety of voices and perspectives within the poems and their complex relationship both to Greek and Latin poetic traditions and to Horace's own contemporary world. The goal throughout is to investigate the literary, social, political, and philosophical dimensions of the odes, as well as their consummate poetic artistry.

Requirements/Evaluation:  class participation, a midterm exam, a final paper, and a final exam

Prerequisites:  CLLA 302 or permission of instructor

Enrollment Limit:  15

Enrollment Preferences:  Classics majors
CLLA 407  (F)  Caesar and Cicero
The one a brilliant strategist, the other preeminent in the courts, Caesar and Cicero were both master politicians whose ambitions for their country and themselves brought them into bitter conflict. Their combined oeuvres provide compelling, detailed accounts of the events and personalities that ended the Roman republic and ushered in an era of prolonged civil war. Moreover, despite striking stylistic differences, their works jointly are regarded as the acme of classical Latin prose. In this course we will read extensive selections from Caesar’s commentaries and Cicero’s speeches and correspondence, aiming throughout at better understanding their rhetorical brilliance and pragmatic persuasive goals.

Class Format: discussion
Requirements/Evaluation: class participation, several short written assignments (such as article reviews), a midterm exam and essay of moderate length, plus a final exam and longer paper
Prerequisites: CLLA 302 or permission of instructor
Enrollment Limit: 12
Expected Class Size: 6-9
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)
Not offered current academic year

CLLA 408  (F)  Roman Comedy
The comic plays that still survive all had their first productions within roughly forty years between 200 and 160 BCE, as Rome rapidly expanded its military, economic, and political reach beyond the Apennine peninsula. They present critically important evidence for how Roman literature and cultural identity developed in the second century, and they document formulas for slapstick action and low-brow jokes that remain in use even today. Staged in Greek costume and featuring ostensibly Greek characters, the comedies revel in mocking stereotypical Roman values but ultimately reassert them. Sometimes what the Romans found funny is all too familiar; sometimes it’s shocking. Our main focus will be on the Mostellaria of Plautus, often translated as “The Haunted House.” Characteristic of its genre, the Mostellaria focuses on generational conflict within a household, especially between father and son. To enrich our conversation, we will read several other comedies in translation as well as selected scholarly investigations of this play, its genre, and the historical context.

Class Format: Discussion/recitation. For the fall of 2020, this course will be taught online. The seminar will meet at the regularly scheduled time twice per week.
Requirements/Evaluation: Evaluation will be based on class participation, several written assignments of varying length, and possibly short quizzes as well as a midterm exam and a final exam and/or essay.
Prerequisites: CLLA 302 or permission of instructor
Enrollment Limit: 12
Enrollment Preferences: If the course is oversubscribed, preference will be given to majors and potential majors in Classics and Comparative Literature
Expected Class Size: 8-10
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)

Fall 2020
SEM Section: R1    TF 3:15 pm - 4:30 pm     Amanda R. Wilcox

CLLA 409  (S)  Seneca and the Self
This course considers ethical and literary dimensions of self-fashioning, self-examination, and the conception of selfhood in the Stoic philosophy of the
younger Seneca through close reading of extensive selections from his philosophical works and tragedies. The focus of this course lies squarely in the first century CE and on the analysis of Seneca's own texts. We begin, however, with an introduction to the ethics of Roman Stoicism through the persona theory of Panaetius as transmitted by Cicero's De Officiis. Moreover, we will read and discuss reflections on selfhood from some of Seneca's most famous philosophical and literary heirs, including Montaigne, Emerson, and Foucault, both to enrich our understanding of his work and to gain an appreciation of his considerable influence on later writing about the self.

Requirements/Evaluation: class participation, several short written and oral assignments, midterm and final exams, and a final paper
Prerequisites: CLLA 302 or permission of instructor
Enrollment Limit: 12
Expected Class Size: 5-10
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)
Not offered current academic year

CLLA 414 (F) Vergil's Eclogues and Georgics
This course will explore the two major works of Vergil that precede the Aeneid: the Eclogues, a series of ten pastoral poems that range widely across personal, political, and mythological themes; and the Georgics, a longer didactic poem in four books that uses an agricultural framework to examine issues of life, death, power, suffering, and love. The goal throughout is to investigate the literary, political, and social dimensions of the poems with special attention to their relationship to earlier models, as well as their exquisite poetic craftsmanship

Requirements/Evaluation: class participation, a midterm exam, a final paper, and a final exam
Prerequisites: CLLA 302 or permission of instructor
Enrollment Limit: 15
Enrollment Preferences: Classics majors
Expected Class Size: 10
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)
Not offered current academic year

CLLA 415 (S) Ovid's Metamorphoses
This course will explore Ovid's greatest work, an epic poem in fifteen books entitled Metamorphoses. Ovid's poem narrates the story of the world from its beginning down to his own day, the reign of Augustus, via a series of tales closely woven together through the theme of change. We will translate and discuss large portions of the Latin text along with selections from contemporary scholarship in order to consider the poem in its original political and cultural context as well as its relationship to earlier models and its post-classical reception.

Requirements/Evaluation: class participation, a midterm exam, a final paper, and a final exam
Prerequisites: CLLA 302 or permission of instructor
Enrollment Limit: 12
Enrollment Preferences: Classics majors
Expected Class Size: 10
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)
Not offered current academic year

Winter Study -------------------------------------------------------------------------------------------------

CLLA 99 (W) Independent Study: Latin
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late
September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

*Not offered current academic year*
LATINA/O STUDIES (Div II)

Chairs: Professor María Elena Cepeda & Professor Carmen Whalen

- Maria Elena Cepeda, Chair and Professor of Latina/o Studies; affiliated with: Women, Gender & Sexuality Stdy, American Studies Program
- C. Ondine Chavoya, Professor of Art; affiliated with: Latina/o Studies Program
- Jacqueline Hidalgo, Associate Dean for Institutional Diversity, Equity and Inclusion, Professor of Latina/o Studies and Religion; affiliated with: Religion Department, Latina/o Studies Program
- Roger A. Kittleson, Professor of History; affiliated with: Latina/o Studies Program
- Nelly A. Rosario, Associate Professor of Latina/o Studies; on leave 2020-2021
- Alberto Sandoval-Sanchez, Bennett Boskey Visiting Professor
- Eddy Sandoval, Gaius Charles Bolin Fellow in Latina/o Studies
- Carmen T. Whalen, Carl W. Vogt '58 Professor of History, Faculty Fellow of the Davis Center and the Office of Institutional Diversity, Equity and Inclusion; affiliated with: The Davis Center, Latina/o Studies Program, VP-InstDivrstyEquity&Inclusion

Latina/o Studies is an interdisciplinary and comparative field of study that explores the histories, representations, and experiences of Latinas and Latinos in the United States. Latinas and Latinos include peoples who come from or whose ancestors come from Latin America and the Spanish-speaking Caribbean. The program seeks to cover the widest range of experiences, encompassing Mexican-Americans, Puerto Ricans, Cubans, and Dominicans, as well as more recent migrations from a wide variety of Central and South American countries. Courses, most of which use a comparative approach, seek to provide students with the tools to continue their work in areas of their particular interest. Focusing on a diverse group with a long history in the United States, which is also one of the fastest growing populations in the contemporary era, provides an opportunity to explore complex dynamics globally and within the context of the United States. The program examines topics such as the political and economic causes of migration, the impact of globalization, economic incorporation, racialization, the formation and reformulations of identities and communities, the uses of urban spaces, inter-ethnic relations, artistic expression, aesthetics, and visual and popular culture.

THE CONCENTRATION

The concentration in Latina/o Studies requires five courses. Students are required to take the introductory course (LATS 105), one 400-level Latina/o Studies seminar, and three electives. Two electives must be core electives, and one elective can be a related course in Comparative Race and Ethnic Studies or in Countries of Origin and Transnationalism. The three electives must include two different areas of study, and at least one elective must be at the 300 or 400 level. Additional courses may be approved by the Chair. Students, especially those considering graduate work or professional careers in the field, are encouraged to enroll in Spanish language courses at Williams.

Required course:

One of the following 400-level seminars:

LATS 408 / AMST 408 Envisioning Urban Life: Objects, Subjects, and Everyday People
   Taught by: Mérida Rúa
   Catalog details
LATS 409 / WGSS 409 / AMST 411(S) Transnationalism and Difference: Comparative Perspectives
   Taught by: Maria Elena Cepeda
   Catalog details
LATS 420 / ENVI 421 Latinx Ecologies
   Taught by: Jacqueline Hidalgo
   Catalog details
LATS 428(F) Performing Latina/o Cultural Citizenship
   Taught by: Alberto Sandoval-Sanchez
   Catalog details
LATS 471 / HIST 471 Comparative Latina/o Migrations
   Taught by: Carmen Whalen
   Catalog details

Two of the following core electives:

HIST 385 / LATS 385(S) Latinx Politics in New York City and Beyond
   Taught by: Carmen Whalen
   Catalog details
LATS 348 / AMST 348 / COMP 348 Graphic Narratives as Democratic Ideals
Taught by: Nelly Rosario
Catalog details
LATS 358 / ARTH 358 Latinx Installation and Site-Specific Art
Taught by: C. Ondine Chavoya
Catalog details
LATS 386 / HIST 386 / WGSS 386 Latinas in the Global Economy: Work, Migration, and Households
Taught by: Carmen Whalen
Catalog details
LATS 397(F, S) Independent Study: Latina/o Studies
Taught by: Maria Elena Cepeda
Catalog details
LATS 398 Independent Study: Latina/o Studies
Taught by: Maria Elena Cepeda
Catalog details
REL 309 T / AFR 309 / LATS 309 Scriptures and Race
Taught by: Jacqueline Hidalgo
Catalog details
One additional related course from either of the following subcategories OR from the core electives above:

Countries of Origin and Transnationalism
AFR 248 / HIST 248 The Caribbean: From Slavery to Independence
   Taught by: Shanti Singham
   Catalog details
ARTH 210 Intro to Latin American and Latina/o Art: Contradictions & Continuities, Postcolonial to the Present
   Taught by: Mari Rodriguez Binnie
   Catalog details
ARTH 440 / LATS 440 Contemporary Exhibitions: Los Angeles and Latin America
   Taught by: C. Ondine Chavoya
   Catalog details
HIST 143(F) Soccer and History in Latin America: Making the Beautiful Game
   Taught by: Roger Kittleson
   Catalog details
HIST 243 Modern Latin America, 1822 to the Present
   Taught by: Roger Kittleson
   Catalog details
HIST 346 / AFR 346 Modern Brazil
   Taught by: Roger Kittleson
   Catalog details
HIST 347(S) Democracy and Dictatorship in Latin America
   Taught by: Roger Kittleson
   Catalog details
HIST 492 T Revolutionary Thought in Latin America
   Taught by: Roger Kittleson
   Catalog details
LATS 114 / AMST 114 Of Caravans and Narcos: U.S. Media Narratives about Central and South America
   Taught by: Maria Elena Cepeda
   Catalog details
PSCI 266 The United States and Latin America
   Taught by: James Mahon
   Catalog details
PSCI 349 TCuba and the United States
   Taught by: James Mahon
   Catalog details
PSCI 352 / GBST 352(F) Politics in Mexico
   Taught by: James Mahon
   Catalog details
RLSP 274 / WGSS 275 / COMP 286 Women's Contemporary Cultural Production in Latin America
   Taught by: Roxana Blancas Curiel
   Catalog details
WGSS 337 / ANTH 337 Race, Sex & Gender in Brazil
   Taught by: Gregory Mitchell
   Catalog details
Comparative Race and Ethnic Studies

Students can check with the program chair to see if other courses not listed here might count as electives.

**AFR 200(F, S)** Introduction to Africana Studies
- Taught by: Neil Roberts, VaNatta Ford

**AMST 403 / AFR 333 / LATS 403** New Asian American, African American, Native American, and Latina/o Writing
- Taught by: Dorothy Wang

**ARTH 462 / AMST 462 / LATS 462 / ARTH 562(F)** Art of California: Pacific Standard Time
- Taught by: C. Ondine Chavoya

**HIST 380(F)** Comparative American Immigration History
- Taught by: Scott Wong

**WGSS 240 / SOC 240 / AMST 241 / LATS 241 / THEA 241(S)** Performing Masculinity in Global Popular Culture
- Taught by: Gregory Mitchell

**THE DEGREE WITH HONORS**

Honors in Latina/o Studies may be granted to concentrators after an approved candidate completes an honors project, delivers a public presentation of the work, and is awarded an honors grade by her/his advisor and two other faculty readers. In consultation with the advisor and the chair, faculty readers may be from outside the Latina/o Studies Program.

The honors project will be completed over one semester plus winter study. It may consist of a conventional research thesis of 40-70 pages or of other forms of presentation (e.g., video, art, theater). It may also combine a shorter research thesis with another medium.

**To be accepted as a candidate for honors in Latina/o Studies, a student must meet these criteria:**

- Submit and earn approval of a project proposal in April of the junior year. The proposal should be no longer than 5 pages and should lay out the project’s aim and methodology, identify the student’s advisor for the work, and include evidence of competence in the necessary media for projects that include non-thesis forms.
- Achieve a grade point average generally of at least 3.33 in LATS courses at the time of application.
- Students admitted to the honors program must submit a 5-to 8-page revised proposal, with an annotated bibliography, by the second week of classes in the fall semester of her/his senior year. They should register either for LATS 493 in the fall semester and LATS 031 in Winter Study, or for LATS 031 in Winter Study and LATS 494 in the spring semester. These courses will be in addition to the 5 courses that make up the regular concentration.

**STUDY ABROAD**

Study abroad and other off-campus programs offer excellent opportunities for students to build on, and expand, the intellectual interests they develop as part of the Latina/o Studies concentration. Through their connections to various institutions in the U.S. and other nations, Latina/o Studies faculty can help place students in U.S. borderlands programs as well as programs in Mexico, Cuba, and other “countries of origin.” Any student seeking to include courses as part of a concentration in Latina/o Studies should feel free to contact the Program chair or other faculty. A maximum of 1 course taken away from Williams can count (as an elective) toward the completion of the concentration.

**FAQ**

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

**Can your department or program typically pre-approve courses for major/concentration credit?**

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

**What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?**

- Course title and description. Although syllabus and description, including readings and assignments, would be preferable.

**Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?**

Yes. 1 of 5 for the concentration and can only count as an elective.

**Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?**

No.
Are there specific major requirements that cannot be fulfilled while on study away?

Yes. Requirements that cannot be fulfilled: Intro Course, Senior Seminar, 2 Core Electives.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

No.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:

None to date.

LATS 105 (F) Latina/o Identities: Constructions, Contestations, and Expressions

What, or who, is a Hispanic or Latina/o? At present, individuals living in the United States who are classified as such number approximately 57 million, constituting the country’s largest “minority” group. In this course, we will study the interdisciplinary field that has emerged in response to this growing population, as we focus on the complex nature of “identity.” Viewing identities as historically and socially constructed, we begin with a brief assessment of how racial, ethnic, class, and gendered identities take shape in the Hispanic Caribbean and Latin America. We then examine the impact of (im)migration and the rearticulation of identities in the United States, as we compare each group’s unique history, settlement patterns, and transnational activity. Identity is also a contested terrain. As immigrants and migrants arrive, the United States’ policymakers, the media, and others seek to define the “newcomers” along with long-term Latina/o citizens. At the same time, Latinas/os rearticulate, live, assert, and express their own sense of identity. In this light, we conclude the course with an exploration of these diverse expressions as they relate to questions of class, race, ethnicity, gender, sexual orientation, and national origins.

Class Format: The course will feature synchronous online class meetings with some small discussion groups.

Requirements/Evaluation: participation and several short papers (1-5 pages) throughout the semester

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Latina/o Studies concentrators

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Unit Notes: required course for concentration in Latina/o Studies

Distributions: (D2)

Fall 2020

LEC Section: R1  MW 10:00 am - 11:15 am  C. Ondine Chavoya, Maria Elena Cepeda

LATS 112 (F) Caribbean Diasporic Aesthetics: An Introduction

This course explores how aesthetics can serve as an organizing principle for the critique, analysis, and theorizing of racial and diasporic formations across the 20th century, with a specific focus on Caribbean diasporic populations and their cultural production. We will think about aesthetics as literary, visual, and sonic representations authored by and about communities of color in response to the uneven processes of racialization, migration, colonization, and nation-state formation that inflect how identity is shaped and experienced across time and space. Engaging the work of artists like Hew Locke, María Magdalena Campos-Pons, Kara Walker, and Miguel Luciano in conversation with Stuart Hall, José Quiroga, Krista Thompson, and Michelle Ann Stephens among others will illuminate these inquiries. The circuits of culture, goods, ideas, labor, and peoples that flow between the archipelagos of the Caribbean and the metropoles such as Miami, New York, and London will serve as critical sites to map our interventions.

Requirements/Evaluation: attendance and class participation, short writing assignments, a 4- to 5-page midterm paper, and a 10-page final paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: first-year students and Latina/o Studies concentrators
LATS 114 (S) Of Caravans and Narcos: U.S. Media Narratives about Central and South America (DPE)

Cross-listings: LATS 114 AMST 114

Primary Cross-listing

What do contemporary U.S. media discourses about Central and South America reveal about relationships of power in the Americas? How does the systematic analysis of visual, textual, and sonic media discourse enhance our comprehension of broader social dynamics? How do South and Central Americans in the diaspora actively counter dominant media narratives about their communities? And what does it mean to center the unique histories, cultures, and political contexts of diasporic Central and South Americans within Latina/o/x Studies? Drawing from a wide range of scholarly materials and media platforms, this interdisciplinary course assumes a transnational approach to these issues, with an emphasis on how to conduct effective discourse analysis of everyday media texts. Above all, we will highlight the ways in which ethno-racial identity, gender, sexuality, class, and nation intersect to inform mainstream U.S. media narratives and our understandings of past and present modes of representation.

Class Format: discussion

Requirements/Evaluation: two short (5- to 7-page) essays; one class presentation; final take-home examination (5-7 pages)

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: LATS concentrators by seniority; AMST majors by seniority

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 114 (D2) AMST 114 (D2)

Difference, Power, and Equity Notes: This courses encourages students to develop critical thinking skills regarding the intersection of categories of difference (including ethno-racial identity, gender, sexuality, class, and nation) employing a variety of scholarly materials and every day media texts. Students will be encouraged to consider past and current relationships of power across the Americas with an eye towards how attitudes towards Central and South Americans shape representations of these communities in the Global North.

Not offered current academic year

LATS 203 (S) Chicana/o/x Film and Video

Cross-listings: AMST 205 WGSS 203 LATS 203 ARTH 203

Primary Cross-listing

Hollywood cinema has long been fascinated with the border between the United States and Mexico. This course will examine representations of the U.S.-Mexico border, Mexican Americans, and Chicanxs in both Hollywood film and independent media. We will consider how positions on nationalism, race, gender, identity, migration, and history are represented and negotiated through film. We will begin by analyzing Hollywood "border" and gang films before approaching Chicana/o/x-produced features, independent narratives, and experimental work. This course will explore issues of film and ideology, genre and representation, nationalist resistance and feminist critiques, queer theory and the performative aspects of identity. Through a focus on Chicana/o/x representation, the course explores a wide spectrum of film history (from the silent era to the present) and considers numerous genres.

Class Format: Remote. Discussion-oriented lecture class. The course will feature synchronous online class meetings. In addition to class meetings and readings, students will be expected to watch 3-5 hours of film per week on GLOW or in the library.

Requirements/Evaluation: one short paper, mid-term exam, final exam and take home essays

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: Art majors; LATS concentrators
LATS 220  (F)  Introduction to Urban Studies: Shaping and Living the City

Cross-listings: AMST 221  ENVI 221  LATS 220

Primary Cross-listing

Generally, cities have been described either as vibrant commercial and cultural centers or as violent and decaying urban slums. In an effort to begin to think more critically about cities, this course introduces important topics in the interdisciplinary field of Urban Studies. Specifically, we will discuss concepts and theories used to examine the peoples and structures that make up cities: In what ways do socio-cultural, economic, and political factors affect urban life and development? How are cities planned and used by various stakeholders (politicians, developers, businesses, and residents)? How do people make meaning of the places they inhabit? We will pay particular attention to the roles of race, ethnicity, class, and gender in understanding and interpreting urban communities. Texts include works by anthropologists, historians, sociologists, cultural critics, cultural geographers, and literary writers.

Class Format: discussion

Requirements/Evaluation: attendance and class participation, several short writing assignments (1-2 pages), two creative group projects and presentations, a midterm essay (6-7 pages) and final essay (8-10 pages)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: first- and second-year students as well as American Studies majors and Latina/o Studies concentrators

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 221 (D2) ENVI 221 (D2) LATS 220 (D2)

Not offered current academic year

LATS 222  (S)  Ficciones: A Writing Workshop  (DPE)

Cross-listings: ENGL 252  LATS 222

Primary Cross-listing

This course is focused on the art and practice of writing fiction. Sessions are divided into workshop and seminar. Workshop: Students will present short fiction or novel excerpts for peer critique and the editorial advice of the instructor. Seminar: We will study published fiction by Latina/o, Latin American, Afro-Diasporic, and other writers, paying close attention to how each author employs narrative elements—characterization, plotting, structure, dialogue mechanics, setting, tone, theme—as well as the values and visions expressed. Regular assignments and in-class exercises will help students further strengthen their narrative skills.

Class Format: workshop

Requirements/Evaluation: attendance and class participation, writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final writing portfolio

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators
LATS 224  (S)  U.S. Latinx Religions

Cross-listings: REL 224  AMST 224  LATS 224

Primary Cross-listing

In this course, we will engage aspects of Latinx religious experiences, practices, and expressions in the United States of America. Given the plurality of Latinx communities and religious lives in the U.S.A., we can only consider select contexts that help us understand the challenges of studying and defining the "religious" and "hybridity" in Latinx contexts. We will survey certain selected religious traditions and practices --such as popular Catholic devotions to Guadalupe, crypto-Judaism, curanderismo, Latinx Muslims, and Santería--by focusing on particular moments of religious expression as elucidated in specific historiographies, ethnographies, art, literature, and film.

Class Format: discussion

Requirements/Evaluation: class participation, short writing exercises, a 3-page essay, a 5-page essay, and an 8-12-page final review essay/project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: LATS concentrators and AMST and REL majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 224 (D2) AMST 224 (D2) LATS 224 (D2)

Not offered current academic year

LATS 228  (F)  Revolt and Revelation in 20th-Century Americas

Cross-listings: AFR 228  AMST 228  REL 223  LATS 228

Primary Cross-listing

Writing in 1971, Dominican priest and Peruvian theologian Gustavo Gutierrez asked “Is the Church fulfilling a purely religious role when by its silence or friendly relationships it lends legitimacy to dictatorial and oppressive government?” Such a question encapsulates the sometimes agonistic and other times deeply intertwined relationships between religious institutions, religious thought, and movements for political transformation in the 20th century Americas. This course examines those forms of "God-talk" broadly termed "liberation theologies" that responded to and challenged social relationships of class, colonization, race, culture, gender, sexuality, (dis)ability, and ecology. These theologies were borne out of and in turn deeply shaped struggles against oppressive regimes and structures in the Americas, and as such we will focus on some specific theological writings--such as those of Gutierrez--and their relationship to distinct social movements and struggles over land, economy, and political power, especially in Brazil, El Salvador, Perú, and the United States of America between 1960-2000.

Requirements/Evaluation: participation, short writing exercises, a 5- to 6-page take-home midterm essay, and an 8- to 12-page final review essay

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: majors and concentrators

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option
LATS 232 (S) We the People in the Stacks: Democracy and Literatures of Archives

Cross-listings: LATS 232 ENGL 232

Primary Cross-listing

"Archives have never been neutral they are the creation of human beings, who have politics in their nature. Centering the goals of liberation is at the heart of the issue." --Jarrett Drake, former digital archivist at Mudd Manuscript Library, Princeton University This literature and writing course will examine the concept of archives through the lens of democratic ideals. A primary focus will be on how works of literature engage archives--their creation and deletions, their contents and omissions, their revelations and concealments. We will also look at the lives of archivists like Arturo Alfonso Schomburg. Readings include: "The Library of Babel" by Jorge Luis Borges; Important Artifacts and Personal Property From the Collection of Lenore Doolan and Harold Morris, Including Books, Street Fashion and Jewelry by Leanne Shapton; and All the Names by José Saramago. Drawing from the values explored in class, students will have opportunities to contribute to existing archives and to curate their own.

Requirements/Evaluation: attendance and class participation, short writing exercises, midterm project, final creative project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: LATS concentrators

Expected Class Size: 12-15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 232 (D2) ENGL 232 (D2)

Not offered current academic year

LATS 234 (S) From Conga to Hip Hop: Center-staging Latinidades on Broadway

Carmen Miranda and Desi Arnaz caused a sensation when they appeared on Broadway musicals in 1939 and 1940 respectively. Little did they know that their spectacular performances would inaugurate the stereotypes of the Latin Bombshell and the Latin Lover within the American national imaginary. In this course, we will examine Latina/o representation in The Great White Way at the intersection between identity, ethnicity, race, class, and gender. The course will introduce students to the Broadway musical genre and focus on the politics of Latina/o Otherness and Difference across time and space within the framing of a chronological and hemispheric/domestic perspective. Emphasis will be placed on how stereotypes are constructed, mobilized, and circulated and how Latinidades, agency, and empowerment result from the entanglement between ideology and given structures of feeling. In so doing, students will critically explore the cultural dynamics, historical contexts, and power relations at work in West Side Story, A Chorus Line, The Capeman, Rent, In the Heights, and other musicals.

Class Format: discussion

Requirements/Evaluation: attendance, class presentations, 2-page essays; 5-page take-home midterm essay, 10-page final researched archival project on a topic of interest

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: LATS concentrators

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2021
LATS 240  (F) Latina/o Language Politics: Hybrid Voices

Cross-listings: AMST 240  COMP 210  LATS 240

Primary Cross-listing

In this course we will focus on issues of language and identity in the contemporary cultural production and lived experience of various Latina/o/x communities. As such, how are cultural values and material conditions expressed through Latina/o/x language and literature? How does Latina/o/x identity challenge traditional notions of the relationship between language, culture, and nation? In what ways might Latina/o/x literary and linguistic practices serve as tools for social change? Departing from an overview of common linguistic ideologies, we will examine code-switching, bilingual education, recent linguistic legislation, and the English Only movement. Throughout the course we will survey texts culled from a variety of literary genres as well, including autobiography, novels, and poetry. Both directly and/or indirectly, these texts address Latina/o/x language politics, as well as the broader themes of power, community, ethno-racial identity, gender, sexuality, class, and hybridity.

Requirements/Evaluation: participation, two essays, final take-home examination

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators, American Studies majors, Comparative Literature majors by seniority

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 240 (D2) COMP 210 (D2) LATS 240 (D2)

Not offered current academic year

LATS 241  (S) Performing Masculinity in Global Popular Culture  (DPE)

Cross-listings: WGSS 240  THEA 241  SOC 240  AMST 241  LATS 241

Secondary Cross-listing

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of “males” at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

Requirements/Evaluation: masculinity journal, mid-term essay exam, visual rhetorical analyses of pop culture images

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: a short statement of interest will be solicited

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 240 (D2) THEA 241 (D1) SOC 240 (D2) AMST 241 (D2) LATS 241 (D2)

Difference, Power, and Equity Notes: This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.
LATS 246 (S) Aesthetics and Place-making in Latina/o New York

Cross-listings: AMST 246 LATS 246

Primary Cross-listing

New York City has long served as a nexus of Latina/o migration and settlement since the late nineteenth century. From the New York sound of Afro-Cuban and Puerto Rican salsa to the poetics of slam poetry forged in the Nuyorican Poets Cafe, New York’s Latinas/os have defined and developed numerous forms of Latina/o popular expression. This course examines the aesthetic foundations of Latina/o New York, remaining attentive to the numerous diasporas that have migrated to and made the city their home. Student will engage with a multiplicity of popular cultural genres including memoirs, literature, poetry, sound, visual art, and photography in the context of the history of the city while focusing on key themes of racial formation, the politics of space and place, and the labor of culture.

Class Format: discussion

Requirements/Evaluation: attendance and class participation, short writing exercises, 4- to 5-page midterm paper close-reading a text, and a 10- to 15-page final paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: LATS concentrators and AMST majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 246 (D2) LATS 246 (D2)

Not offered current academic year

LATS 252 (S) Puerto Rico and its Diaspora

Cross-listings: AMST 252 LATS 252

Primary Cross-listing

On September 20, 2018, Maria—a category four hurricane made landfall on Puerto Rico. The most powerful storm to hit the island since 1932, Maria caused widespread catastrophic damage on a land already suffering from the devastating effects of a decades-long economic recession. Three months after the hurricane, half the island remained without power, water service yet to be reestablished in many areas, and aid distribution inadequate and inconsistent. The hurricane and its aftermath brought mainstream U.S. attention to Puerto Rico and its diaspora, while simultaneously calling attention to the island’s status and relationship to the United States. This hybrid onsite-Skype-travel course is for students interested in learning about the historical, social, and political relationship between Puerto Rico and the United States. We will examine, for example, the political status of Puerto Rico, migration, race, social movements, and expressive cultural forms that have emerged as a result of this asymmetrical relationship.

Through the study of the impact and legacy of U.S. policies on the island, we will also consider how the fiscal and humanitarian crisis and proposed solutions affect the daily collective lives of the people in the U.S. territory and the diaspora. This course is a unique collaboration between Vassar, Williams, and the UPR. To enroll in this course, students must commit to participating in an alternative spring break/community engagement project in Puerto Rico and flexible with possible changes in class time when Skyping with students from the University of Puerto Rico. We will gather in Puerto Rico to meet with peers from UPR and for an alternative spring break collaboration, interfacing with various community organizations that have taken up vital social, medical, and economic roles vacated by the United States. Taller Salud, PECES, and Casa Pueblo are among the organizations in Puerto Rico that students may work with as a part of the course’s community engagement component.

Class Format: to enroll in this course, students must commit to participating in an alternative spring break/community engagement learning project in Puerto Rico

Requirements/Evaluation: class participation, short writing exercises, group work/project, a midterm essay (5-7 pages), and a final essay (10-12 pages)

Prerequisites: students should have some fluency with the Spanish language

Enrollment Limit: 8
Enrollment Preferences: should be first- and second-years, students considering an American Studies major or Latina/o Studies concentration; AMST majors and LATS concentrators.

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 252 (D2) LATS 252 (D2)

Not offered current academic year

LATS 286 (F) Conquests and (Im)migrations: Latina/o History, 1848 to the Present (DPE)

Cross-listings: LATS 286 HIST 286

Primary Cross-listing

The first Latinx communities were formed in 1848 when the United States conquered half of Mexico's territory. In 1898 the United States annexed Puerto Rico and has retained sovereignty to this day. These early conquests and continuing im/migrations created Mexican and Puerto Rican communities in the United States. U.S. imperialism continued to shape the im/migrations that created Cuban, Dominican, Salvadoran, Guatemalan and other Latinx communities in the United States. This course explores U.S. military, political, and economic interventions and their impact on im/migrations and the making of Latinx communities. We also explore the impact of U.S. employers' and the U.S. government's recruitment of low wage workers in shaping im/migrations, destinations, and the formation of Latinx working-class communities. Im/migration and refugee policies have long defined who is eligible to enter and how, as well as who is deemed eligible for citizenship and belonging. Within this context, Latinas and Latinos have developed survival and family reunification strategies for themselves, their families, and their communities.

Class Format: This course is a discussion format. It will be offered in a "hybrid" format with synchronous class meetings and group discussion sections, offered in-person and remote.

Requirements/Evaluation: Class participation with short 1-2 page writing assignments; two 4-5 page essays, and a final 5-7 page essay. All writing assignments are based on course materials.

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: LATS concentrators, History majors, or those intending to become concentrators or majors, seniors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 286 (D2) HIST 286 (D2)

Difference, Power, and Equity Notes: This Difference, Power, and Equity course explores racialized dimensions of U.S. imperialism and U.S. labor recruitment, encouraging critical analysis. The course considers the impact on the formation of Latinx communities in the U.S. and on Latinas' and Latinos' lived experiences in the United States.

Fall 2020

LEC Section: H1 MWF 11:45 am - 1:00 pm Carmen T. Whalen

LATS 309 (S) Scriptures and Race

Cross-listings: REL 309 AFR 309 LATS 309

Secondary Cross-listing

This course focuses on the relationships between constructions of race in the post-1492 American world and “Christian scriptures.” The big questions of the course examine the ways that contestations of power are intertwined with the making of, interpretation, and transformation of sacred texts. Both scriptures and race are conceptual constellations of human social imagination, and yet their conceptualization has often been embroiled in the hopes and traumas of everyday life in the Americas. How and why did these two terms come to have any relationship to each other? How and why do peoples engage “scriptures”? In what ways have “scriptures” informed how people imagine themselves, their communities, and their relationship to
religious and racial "others"? How did "scriptures" and "race" inform each other in modern colonialisms and imperialisms? In this course, we will examine the ways that scriptures have been employed in order to understand and develop notions of race, and we will examine how ideas about and lived experiences of race have informed the concept of scriptures as well as practices of scriptural interpretation.

Requirements/Evaluation: participation, short writing exercises, a 5- to 8-page take-home midterm essay, and a 10- to 15-page final essay

Prerequisites: none

Enrollment Limit: 10

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 309 (D2) AFR 309 (D2) LATS 309 (D2)

LATS 312 (S) Chicago

Cross-listings: LATS 312 ENVI 313 AMST 312

Primary Cross-listing

"The city of big shoulders has plenty of room for diversity," reads the official visitor's website for the City of Chicago. Focusing on this claim, this course asks students to think critically about what kind room has been made for diversity--social, spatial, and ideological. Additionally we examine the ways in which diverse social actors have shouldered their way into the imagined and physical landscape of the city. Working with ethnography, history, literature, critical essays, and popular culture, we will explore the material and discursive constructions of Chi-Town and urban life among its residents. Appreciating these constructions we also consider how Chicago has served as a key site for understandings of urbanity within a broader national and global context.

Class Format: discussion

Requirements/Evaluation: attendance and class participation, group presentations and discussions, 5 critical briefs (2-pages) and a book review essay (15 pages)

Prerequisites: none

Enrollment Limit: 20

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 312 (D2) ENVI 313 (D2) AMST 312 (D2)

LATS 313 (S) Gender, Race, and the Power of Personal Aesthetics

Cross-listings: WGSS 313 AFR 326 AMST 313 LATS 313

Primary Cross-listing

This course focuses on the politics of personal style among women of color in an era of viral video clips, the 24-hour news cycle, and e-commerce sites dedicated to the dermatological concerns of "minority" females. With a comparative, transnational emphasis on the ways in which gender, sexuality, ethno-racial identity, and class inform standards of beauty, we will examine a variety of materials including commercial websites, histories, personal narratives, ethnographies, sociological case studies, and feminist theory. Departing from the assumption that personal aesthetics are intimately tied to issues of power and privilege, we will engage the following questions: What are the everyday functions of personal style among women of color? Is it feasible to assert that an easily identifiable "African American," "Latina/x," "Arab American" or "Asian American" female aesthetic exists? What role do transnational media play in the development and circulation of popular aesthetic forms? How might the belief in personal style as activist strategy challenge traditional understandings of feminist political activity?

Class Format: This remotely taught, synchronous course follows a discussion format.
LATS 316  (F)  The Graphic Narrative: A “Global South” Perspective  (DPE)

"[I]n a media-saturated world in which a huge preponderance of the world's news images are controlled and diffused by a handful of men' a stream of comic book images and words, assertively etched' can provide a remarkable antidote." --Edward Said, Introduction to Palestine by Joe Sacco. This course examines graphic narratives (and related texts and film) rooted in the "Global South," with particular emphasis on Latina/o and Latin American experiences. We will focus on how each author/artist deploys visual and narrative elements to express social, political, economic, and cultural realities. Regular assignments will offer students opportunities to create their own graphic narratives.

Requirements/Evaluation: attendance and class participation, short writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final creative paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Latina/o Studies concentrators

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: Readings in the course offer students the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change.

Not offered current academic year

LATS 320  (S)  The Latina/o AIDS Archive: A Cultural Recovery and Revisionary Project in Progress

The AIDS crisis is not over. The protease inhibitors made HIV/AIDS a treatable, chronic disease since 1996, but we must ask who has access to the health care system and the cocktail. The official story only showcased the experience of urban privileged white middle-class gay men. Minorities and women were marginalized and ignored. Puerto Rico and the Mexican Borderlands must be included in the AIDS archive since Latino/a bodies continually inhabited transnational spaces and circuits of migration that propagated the transmission of the virus since the beginning of the AIDS crisis. For many, addressing AIDS four decades into the epidemic, its effects on the Latina/o communities and familias is nothing but an anachronism. In this course students will visit alternative archives in order to recover the silenced history of the Latino/a AIDS crisis toward a revisioning of the hegemonic cultural narrative and rhetorical representation of the epidemic. Given that the Latino/a AIDS crisis remains untold, students will piece together the fragmentary narratives and images, reconsider critical moments, and collect the relegated voices of those who died and are still unaccounted for---los/as desaparecidos/as. Can the SIDA cultural production, material conditions, and lived experiences be recovered, touched, and felt to honor the dead? From an interdisciplinary perspective, this course will critically analyze film, documentaries, video, theater, solo performances, artwork, testimonials, interviews, poems, novels, memorials, the AIDS Quilt, and obituaries that document the Latino/a AIDS everyday experiences, survival practices, and artistic expressions. Among the topics to be covered are: the temporality of illness, mourning, memorialization, activism, and aesthetic intervention. The students will be introduced to the notions of "AmnesiAIDS" and "NostalgiAIDS" to theoretically understand a wide spectrum of conceptual issues such as memory, canonization, temporality, and historicism.
LATS 327  (S)  Racial and Religious Mixture  (DPE)  
Cross-listings:  REL 314  AFR 357  LATS 327  AMST 327  
Primary Cross-listing  
The very term "mixture" implies that two or more distinct substances have been brought together. Distinctions of race and religion are social fictions; yet, the lived ramifications of these social fictions involve tense struggles over the boundaries of racial and religious communities. These boundaries are not just ideas but also practices. In the history of the Americas, mixed racial and religious identities and experiences have more often been the result of violent clashes than romantic encounters. Still, the romanticization of the New World as a geography that makes such mixtures possible reaches back to the earliest days of Spanish conquest in the Americas. This course critically reconsiders varying ways that racial and religious mixtures have been imagined, defined, challenged, negotiated, and survived under imaginative and legal rubrics of mestizaje, creolization, transculturation, passing, syncretism, religious hybridity, and mixed race studies.  
Class Format: mostly discussion  
Requirements/Evaluation: participation, short writing exercises, a 3-page first essay, a 5- to 8-page second essay, and a 10- to 14-page final paper  
Prerequisites:  none  
Enrollment Limit: 19  
Enrollment Preferences: seniors, concentrators, majors, those with prior relevant coursework  
Expected Class Size: 10  
Grading:  yes pass/fail option, yes fifth course option  
Distributions: (D2)  (DPE)  
This course is cross-listed and the prefixes carry the following divisional credit:  
REL 314 (D2) AFR 357 (D2) LATS 327 (D2) AMST 327 (D2)  
Difference, Power, and Equity Notes: Focusing on how different peoples have critically theorized and made meaning about and out of racial and religious differences and interconnections, this Difference, Power, and Equity course investigates the ways that knowledge about mixture and difference--and their roles in hierarchical distributions of social and political power--have been critically constructed and transformed.  
Not offered current academic year  

LATS 330  (S)  DNA + Latinx: Decoding the "Cosmic Race"  (DPE)  
Scientists working to assemble maps of the human genome have found a goldmine in the DNA of Latinx, Latin American, and other populations that derive ancestry from multiple continents. In this interdisciplinary course, we will explore Latinidades through a genealogical lens: What culture-specific issues emerge around history, identity, ethics, forensics, immigration, commerce, surveillance, art, science, and medicine? Readings will include The Cosmic Race by José Vasconcelos, The Cosmic Serpent by Jeremy Narby, Bird of Paradise: How I Became Latina by Raquel Cepeda, and The Social Life of DNA: Race, Reparations, and Reconciliation After the Genome by Alondra Nelson.  
Requirements/Evaluation: attendance and class participation, writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final writing portfolio  
Prerequisites:  none  
Enrollment Limit: 15
Enrollment Preferences: Latina/o Studies concentrators
Expected Class Size: 15
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)
Difference, Power, and Equity Notes: Readings and class discussion offer students the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change
Not offered current academic year

LATS 335 (S) Contemporary Immigration Landscapes
What is the relationship between racial formations, transnational migrations, and power? How do geometries of power shape our relationship to place? This course examines geographies of transnational migration, bringing together insights from critical race theory, queer theory, Indigenous studies, and postcolonial theories to enrich our understanding of human geography. We will look at the use of ethnic and racial formations as a bridge between cultural and political geography in the contemporary US immigration landscape. Through an interdisciplinary exploration of 'migration,' we will examine the depth and range of experiences of migrants and how these communities’ lives are structured through various axes of difference, such as race, gender, sexuality, class, and documentation status. We will give attention to the variegated landscape of immigration enforcement and its relationship to issues of labor, political economy, and environmental justice, among others. Through materials that embrace both historical and contemporary perspectives, this course will help students develop a critical understanding of how space matters when considering transnational processes of migration as well as migrant communities’ cultural place-making practices throughout the US. This course asks students to compare and contrast the intellectual genealogies covered and apply these theories of transnational racial formations to case studies that focus on political interventions for social justice (such as UndocuQueers in the immigrant justice movement).

Class Format: Hybrid format. Remote a possibility. Meetings will occur synchronously.

Requirements/Evaluation: Class Participation (20%): Preparation for, and active participation in, class discussions. Short writing assignments weekly around class readings. Pair share (10%): Two engage class with thoughts for one 30 minute class segment. Essays (20% each): Two 4-5 page essays. Final Paper (30%): An examination of the articulation of Latinx migrations and belonging in a case study that interrogates and builds on a major course theme, approximately 12 pages double-spaced, plus references / endnotes / images.

Prerequisites: None

Enrollment Limit: 15

LATS 338 (S) Latina/o/x Musical Cultures: Sounding Out Gender, Race, and Sexuality (WS)

Cross-listings: LATS 338 AMST 339 WGSS 338

Primary Cross-listing
In this class we will investigate a wide variety of Latina/o/x popular musical forms, with particular attention to issues of gender, sexuality, and ethno-racial identity. Employing interdisciplinary materials and approaches, this course focuses on the sonic and visual analysis of contemporary Latina/o/x popular music and the identities of its producers, performers, and audiences. We will focus on the following questions, among others: How are hybrid Latina/o/x identities expressed through popular music and dance? In what ways do gender, sexuality, and ethno-racial identity inform the performance and interpretation of particular Latina/o musical forms? What unique role does sound play in our understanding of popular music and identity?

Requirements/Evaluation: class participation, one semester-long original research project conducted in stages

Prerequisites: prior courses in AMST, LATS, or WGSS; not open to first-year students

Enrollment Limit: 12
**Enrollment Preferences:** Latina/o Studies concentrators, Women's, Gender, and Sexuality Studies majors, and American Studies majors by seniority

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LATS 338 (D2) AMST 339 (D2) WGSS 338 (D2)

**Writing Skills Notes:** Students are required to complete a semester-long research paper in steps, each of which is evaluated and completed again as needed. These include an abstract (1-2 pages), annotated bibliography (2-5 pages), outline (2-7 pages), rough draft (2 at 6-10 pages), peer editing exercise, and final draft (10-12 pages). The intention is that students learn practical skills related to effective writing and to encourage them to engage in writing in planned stages with consistent feedback.

*Not offered current academic year*

**LATS 340 (F) U.S. Afro-Latinidades**

This course takes an interdisciplinary approach to examine the history, lived experiences, and cultural productions of Afro-Latinx in the United States. Discussions in the course will center on three related questions: What is Afro-Latinidad? How does Blackness in Latin America differ from its articulation among Afro-Latinx in the United States? And, how have migration and sociopolitical processes impacted the lives of U.S. Afro-Latinx and our collective understanding of Afro-Latinidad? Throughout the course, we will draw on literature in the social sciences and humanities to examine the transnational nature of race and Blackness across the Americas, as well as the intersection between these identities and gender, sexuality, and class. We will also examine several media and cultural productions of U.S. Afro-Latinx (poems, novels, documentary films, blogs, and social media sites) and critically analyze their articulation of the Afro-Latinx experience.

**Requirements/Evaluation:** participation, reading reflections, leading discussion, a 5- to 8-page midterm essay, and a 12- to 15-page final essay or a final collaborative project

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Latina/o Studies concentrators

**Expected Class Size:** 18

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

*Not offered current academic year*

**LATS 346 (F) Latinas/os and the Media: From Production to Consumption**

**Cross-listings:** LATS 346 AMST 346

**Primary Cross-listing**

This interdisciplinary course focuses on the areas of Latina/o media production, policy, content, and consumption in an attempt to answer the following questions, among others: How do Latinas/os construct identity (and have their identities constructed for them) through the media? How can we best understand the complex relationship between consumer, producer, and media text? How are Latina/o stereotypes constructed and circulated in mass media? Where do issues of Latina/o consumer agency come into play? In what ways does popular media impact our understanding of ethno-racial identities, gender, sexuality, class, language, and nation?

**Requirements/Evaluation:** student participation, one 2- to 3-page close reading exercise, and an original 10- to 12 page research paper conducted in stages

**Prerequisites:** LATS 105 or permission of the instructor; no first-year students are permitted to take this course

**Enrollment Limit:** 12

**Enrollment Preferences:** Latina/o Studies concentrators or American Studies majors by seniority

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**
LATS 348 (F) Graphic Narratives as Democratic Ideals

Cross-listings: COMP 348 AMST 348 LATS 348

Primary Cross-listing

This course examines the graphic narrative in terms of how each author/illustrator employs narrative elements (plotting, structure, characterization, text, and visuals) to express social realities within the context of democratic ideals. The primary focus will be on texts that explore themes of democracy and Latinidades. We will also discuss the "graphic activism" of artists like Sharon Lee De La Cruz of Digital Citizens Lab, a design collective with a focus on civic technology. Throughout the course, students will have the opportunity to create their own graphic narratives, either digitally or in print. Possible guest speaker: comic book artist Ivan Vélez (Planet Bronx, 2015 Creative Capital Award in Visual Arts).

Class Format: workshop

Requirements/Evaluation: attendance and class participation, short writing exercises, 4-5 page midterm paper (close-reading a text), 10-15 page final creative paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: LATS concentrators

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 348 (D2) AMST 348 (D2) LATS 348 (D2)

Not offered current academic year

LATS 358 (S) Latinx Installation and Site-Specific Art

Cross-listings: LATS 358 ARTH 358

Primary Cross-listing

This course will explore the various forms of installation and site-specific artworks created by Latinx artists for both museums and public space. We will examine the ways in which Latinx artists have used space as a material in the production of artworks and how this impacts the works' meanings and the viewer’s experience. Within the context of U.S. Latinx culture and history, we will connect notions of space with ideas about cultural citizenship, civil rights, and social justice. A variety of art forms will be studied, from traditional to experimental, including murals, sculpture, performance, video, and several multimedia, interactive, or participatory projects. While establishing a historical lineage and theoretical frameworks for analyzing this growing genre, we will pay particular attention to how these works engage urban space and often challenge the institutional assumptions of museums and curatorial practice. Likewise, we will examine the important debates associated with various public art and museum installation controversies.

Class Format: discussion

Requirements/Evaluation: two short papers, periodic research reports, final research paper, and presentation

Prerequisites: LATS 105 or ARTH 102 or permission of instructor; GRADART exempt from ARTH 102 prerequisite

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators and Art majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
LATS 385 (S) Latinx Politics in New York City and Beyond (DPE)

Cross-listings: HIST 385 LATS 385

Secondary Cross-listing
Latinas and Latinos have long sought inclusion in the U.S. polity and society. The meanings and terms of inclusion have shifted historically, as have the methods for seeking that inclusion. This course explores activism that has included community building to meet immediate needs, social service approaches, community-based organizing, political and social movements, and participation in pre-existing unions and political groups, as well as electoral politics. At times working within existing structures, Latinx communities have also questioned and challenged those existing structures. Activists have addressed a wide variety of often intersecting issues including education, workers' rights, women's rights and feminism, immigration rights and legal status, environmental justice, LBGTQ+ visibility and rights, as well as others. New York City has long been home to a diverse group of Latinas and Latinos, and provides an important lens to Latinidades and to the politics of recognition, inclusion, and radical transformation. For final projects, students will select a contemporary issue to explore in greater depth and/or explore Latinx politics in another community.

Class Format: This is a discussion-based course, so reading and full participation is important. Taught hybrid style, the format of the course will depend on enrollments and be flexible. My initial plan is to teach one class session all remote and then divide the class into two discussion sections—one in person and one remote. The remote discussion section will have a day and time to be determined based on schedules.

Requirements/Evaluation: Class participation including short writing assignments, two essays of 4-5 pages each, final project of 7 to 10 pages, and final presentation

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: History majors and Latina/o Studies concentrators, seniors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 385 (D2) LATS 385 (D2)

Difference, Power, and Equity Notes: This course explores how Latinx communities have sought inclusion in the U.S. polity and society, in the face of marginalization based on race, ethnicity, class, gender, sexuality, and/or political perspective, as well as other intersecting markers of difference. At times working within existing structures, Latinx communities also challenged those structures and power relations. Questions of difference, power and equity are explored at the structural, community, and individual levels.

Spring 2021

SEM Section: H1 WF 1:30 pm - 2:45 pm Carmen T. Whalen

LATS 386 (S) Latinas in the Global Economy: Work, Migration, and Households

Cross-listings: HIST 386 WGSS 386 LATS 386

Primary Cross-listing
An increasingly global economy, from 1945 to the present, has affected Latinas in their home countries and in the United States. The garment industry, one of the first industries to go global, has relied extensively on Latina workers in their home countries and in the United States. Domestic work, a traditional field of women's work, also crosses borders. Challenging the myth that labor migration is a male phenomenon and that women simply follow the men, this course explores how the global economy makes Latinas labor migrants. What impact has the global economy and economic development had on Latinas' work and their households in their home countries? How have economic changes and government policies shaped Latinas' migrations and their incorporation in the changing U.S. economy? How have Puerto Rican, Mexican, Cuban, Dominican, Salvadoran, and Guatemalan women confronted the challenges created by a globalizing economy and balanced demands to meet their households' needs?

Class Format: discussion

Requirements/Evaluation: class participation and group presentations, short writing assignments, two short essays, and a final paper that will be
This course is cross-listed and the prefixes carry the following divisional credit:
HIST 386 (D2) WGSS 386 (D2) LATS 386 (D2)

Not offered current academic year

LATS 397 (F)(S) Independent Study: Latina/o Studies
Latina/o Studies independent study.
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

Fall 2020
IND Section: H1 TBA Maria Elena Cepeda

Spring 2021
IND Section: R1 TBA Maria Elena Cepeda

LATS 398 (S) Independent Study: Latina/o Studies
Latina/o Studies independent study.
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

Not offered current academic year

LATS 403 (S) New Asian American, African American, Native American, and Latina/o Writing
Cross-listings: AMST 403 LATS 403 AFR 333
Secondary Cross-listing
The most exciting and forward-thinking writing in the English language today is being done by formally experimental writers of color. Their texts push the boundaries of aesthetic form while simultaneously engaging questions of culture, politics, and history. This course argues not only for the centrality of minority experimental work to English literature but a fundamental rethinking of English literary studies so as to confront the field's imbedded assumptions about race, a legacy of British colonialism, and to make the idea of the aesthetic more open to ideas generated in critical race studies, diaspora studies, American studies, and those fields that grapple more directly with history and politics. In the critical realms of English, work by minority writers is often relegated to its own segregated spaces, categorized by ethnic identity, or tokenized as "add-ons" to more "central" or "fundamental" categories of literature (such as Modernism, poetics, the avant-garde). Recent work by Asian American, African American, Native American and Latina/o writers challenges our assumptions and preconceptions about ethnic literature, American literature, English literature, formal experimentation, genre categorization, and so on. This writing forces us to examine our received notions about literature, literary methodologies, and race. Close reading need not be opposed to critical analyses of ideologies. Formal experimentation need not be opposed to racial identity nor should it be divorced from history and politics, even, or especially, a radical politics.

Requirements/Evaluation: one shorter paper (7-8 pp.), one final paper or creative project (10-12 pp.), two short response papers, a presentation, and participation
Prerequisites: none but those with some previous experience with literature and/or literary analysis might be helpful
Enrollment Limit: 15
Enrollment Preferences: American Studies majors
Expected Class Size: 15
**Envisioning Urban Life: Objects, Subjects, and Everyday People**

**Cross-listings:** LATS 408 AMST 408

**Primary Cross-listing**

What is the relationship between real life in urban communities and the multiple ways in which they are imagined? What does it mean to be "urban," to live in an "urban community," or to be the product of an "urban environment"? Who do we think the people are who populate these spaces? This course takes a critical look at specific populations, periods, and problems that have come to dominate and characterize our conceptions of the quality, form, and function of U.S. urban life. A few of the topics we may cover include historical accounts of the varied ways in which poverty and "urban culture" have been studied; race, class, and housing; the spatial practices of urban youth and the urban elderly; and gendered perspectives on social mobility and community activism. Finally, this course will explore how diverse social actors negotiate responses to their socio-spatial and economic circumstances, and, in the process, help envision and create different dimensions of the urban experience.

**Requirements/Evaluation:** class participation, a short essay, a series of writing exercises, and a semester-long final project

**Prerequisites:** prior courses in AMST, LATS, or permission of instructor; not open to first year students

**Enrollment Limit:** 14

**Enrollment Preferences:** senior Latina/o Studies concentrators and senior American Studies majors

**Expected Class Size:** 14

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 403 (D2) LATS 403 (D2) AFR 333 (D2)

**Not offered current academic year**

**Transnationalism and Difference: Comparative Perspectives**

**Cross-listings:** LATS 409 WGSS 409 AMST 411

**Primary Cross-listing**

In the age of satellite television, e-mail, and mobile applications such as WhatsApp and Skype, transnational living has rapidly emerged as the norm as opposed to the exception. However, what does it really mean to "be transnational"? How are the lived experiences of transnational individuals and communities shaped by categories of difference such as gender, ethno-racial identity, sexuality, and class? What impacts do the growing number of transnational citizens and residents in the U.S. have on our understanding of "American" identity in the local, national, and global contexts? In this interdisciplinary seminar we will analyze recent theories regarding the origins and impacts of transnationalism. Particular attention will be paid throughout the semester to the intersections of gender, ethno-racial identity, sexuality, and class in connection with everyday transnational dynamics. The broad range of case studies examined includes Central American, Colombia, the Dominican Republic, Haiti, Indonesia, Jamaica, Mexico, the Middle East, and Peru.

**Class Format:** This remotely taught, synchronous course will follow a discussion format.

**Requirements/Evaluation:** student participation, an original 12-15 page semester-long research paper conducted in stages, and peer editing

**Prerequisites:** LATS 105, WGSS 101 or AMST 201; junior or senior standing

**Enrollment Limit:** 12

**Enrollment Preferences:** Latina/o Studies concentrators, Women's, Gender, and Sexuality Studies majors, and American Studies majors by seniority. If the course is overenrolled students may be asked to submit a brief writing sample.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option
LATS 420 (S) Latinx Ecologies

Cross-listings: LATS 420 ENVI 421

Primary Cross-listing

An August 2015 Latino Decisions poll found that Latinxs, more than other ethnic groups in the U.S.A., are deeply concerned about climate change and the "environment". How and why might some Latinxs be disproportionately impacted by climate change? How have a few distinct Latinx theorists and activists imagined and constructed ecology? How are struggles for environmental justice related to broader Latinx concerns with and constructions of place? This seminar will examine a few moments in distinct Latinx histories and geographies such as California migrant farmworkers and the struggle over pesticides, urban movements over waste management such as the Young Lords' garbage offensive, food justice movements and urban gardening, as well as literary and theological representations of affective and sacred ecologies such as Helena María Viramontes' *Their Dogs Came With Them* and Ecuadorian-U.S. ecofeminist Jeanette Rodríguez's theological texts. Evaluation will be based on class participation, presentations, annotated bibliography, short writing assignments, writing workshop participation, and a final 20-page research paper.

Requirements/Evaluation: class participation, presentations, annotated bibliography, short writing assignments, writing workshop participation, and a final 20-page research paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Latinx Studies concentrators; Environmental Studies majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 420 (D2) ENVI 421 (D2)

Not offered current academic year

LATS 428 (F) Performing Latina/o Cultural Citizenship (WS)

Being conscious of citizenship is a commonplace preoccupation for most Latinas/os in the United States of America. How can Latinas/os belong to the national imagined community when many are reminded daily that they are second-class citizens, and even presumed to be criminals, rapists, and drug dealers? How do Latinas understand and negotiate an imperialist and colonial past of violence and deterritorialization? How do Latinas/os feel when they historicize citizenship and discover hidden archival scripts documenting how their ancestors’ land was stolen, or how they were forced to migrate in response to military interventions or invasions that caused economic devastation and death? In this course students will critically think about past and present everyday performances and transactions of citizenship, its many embodiments, and structures of feeling. Most important, students will embark on a theoretical journey of research and readings to make sense of how citizenship is experienced and felt and how it is historically situated en el aquí y ahora. Students will explore, within an interdisciplinary perspective and a critical cultural studies framework, the many forms of citizenship, including sexual citizenship, intimate citizenship, economic citizenship, diasporic citizenship, transnational citizenship, academic citizenship and others.

Requirements/Evaluation: none

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: LATS Concentrators

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option
Unit Notes: LATS 400 Level seminar

Distributions:  (D2)  (WS)

Writing Skills Notes: 5 papers at 2 pgs each (each receiving feedback); assignments will be responses to specific articles/topics covered in class; attention will be paid to organization of ideas, argument, and critical thinking. Students will also submit a midterm paper (5pgs) and a final paper (8pgs) on a topic of their choice, in consultation with the professor.

Fall 2020
SEM Section: R1    TR 11:30 am - 12:45 pm    Alberto Sandoval-Sanchez

LATS 440  (F) Contemporary Exhibitions: Los Angeles and Latin America  (DPE)

Cross-listings: LATS 440  ARTH 440

Secondary Cross-listing

This seminar examines connections between Latinx and Latin American art through a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time: LA/LA that opened in 2017. While the chronological span for the overall project reaches from Pre-Colombian art to present, we will focus on modern and contemporary art after the 1960s and consider key themes of art and activism, borders and diaspora, globalism and modernism, and popular culture and science fiction in the visual arts. Diverse in scope, these shows explored important developments in the arts of the Americas from the late-20th and 21st centuries, including, abstraction, Chicano muralism, Conceptual art, craft, feminist art, Kinetic art, Modernist design and architecture, social practice, and queer activism. Students will pursue individual research projects directly related to the art exhibitions we study, and examine photography, performance, painting, sculpture (including installation and participatory art), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history.

Requirements/Evaluation: several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages

Prerequisites: ARTH 102 (graduate students are exempt from the prerequisite)

Enrollment Limit: 15

Enrollment Preferences: senior Art majors and senior Latina/o Studies concentrators

Expected Class Size: 12

Grading:  no pass/fail option,  no fifth course option

Distributions:  (D1)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
LATS 440 (D2)  ARTH 440 (D1)

Difference, Power, and Equity Notes: Course themes of art and activism, borders and diaspora, globalism and modernism in the visual arts and how they intersect with the exploration of difference, power, and equity and the various ways that artists have produced works and developed practices that critically probe this intersection. Through discussion, presentations, and writing assignments students will develop skills in analyzing artworks and exhibitions that respond to and/or document social inequality and social injustice.

Not offered current academic year

LATS 462  (F)  Art of California: Pacific Standard Time  (DPE)  (WS)

Cross-listings: ARTH 462  AMST 462  ARTH 562  LATS 462

Secondary Cross-listing

In this course, we will study the visual arts and culture of California after 1960 and consider the region’s place in modern art history. We will focus on a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time. Diverse in scope, these shows explored important developments in postwar art in California, including feminist art, African American assemblage, Chicano collectives, Modernist architecture, craft, and queer activism. In this seminar, we will pursue research projects directly related to the art exhibitions we study, and examine southern California conceptualism, photography, performance, painting, sculpture (including assemblage and installation), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions, while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history.
Requirements/Evaluation: Several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages written in stages over the course of the semester. The course will feature synchronous online class meetings with some small discussion groups. Student presentations will be recorded offline and posted to GLOW.

Prerequisites: ARTH 102 - Grad Art exempt from ARTH 102 prerequisite

Enrollment Limit: 12

Enrollment Preferences: senior Art major and senior Latina/o Studies concentrators

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ARTH 462 (D1) AMST 462 (D2) ARTH 562 (D1) LATS 462 (D2)

Writing Skills Notes: There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Course themes of art and activism, borders and diaspora, globalism and modernism in the visual arts and how they intersect with the exploration of difference, power, and equity and the various ways that artists have produced works and developed practices that critically probe this intersection. Through discussion, presentations, and writing assignments students will develop skills in analyzing artworks and exhibitions that respond to and/or document social inequality and social injustice.

Fall 2020

SEM Section: R1   MW 6:45 pm - 8:00 pm   C. Ondine Chavoya

LATS 471  (S) Comparative Latina/o Migrations

Cross-listings: HIST 471  LATS 471

Primary Cross-listing

Since the 1970s, policymakers, scholars, the media, and popular discourses have used the umbrella terms "Hispanic" and "Latina/o" to refer to Mexicans, Puerto Ricans, Cubans, Dominicans and more recent immigrants from Central and South American countries. As a form of racial/ethnic categorization, however, these umbrella terms can mask widely divergent migration histories and experiences in the United States. In this course, we develop theoretical perspectives and comparative analyses to untangle a complicated web of similarities and differences among Latino groups. How important were their time of arrival and region of settlement? How do we explain differences in socioeconomic status? How fruitful and appropriate are comparative analyses with other racial/ethnic groups, such as African Americans or European immigrants? Along the way, we explore the emergence of Latina/o Studies as an interdisciplinary and comparative field of study, as well as methods used in Latino and Latina history, specifically oral histories, government documents, newspapers, and interdisciplinary approaches.

Class Format: discussion

Requirements/Evaluation: class participation and presentations, a proposal, an annotated bibliography, a short historiographical essay, and a research paper based in part on primary sources

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: History majors and Latina/o Studies concentrators

Expected Class Size: 8-15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 471 (D2) LATS 471 (D2)

Not offered current academic year

LATS 493  (F) Senior Honors Thesis: Latina/o Studies
Students beginning their thesis work in the fall must register for this course and subsequently for LATS 31 during Winter Study.

**Prerequisites:** approval of program chair; limited to senior honors candidates

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

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Fall 2020

HON Section: H1  TBA  Maria Elena Cepeda

LATS 494 (S) Senior Honors Thesis: Latina/o Studies

Students beginning their thesis work in Winter Study must register for this course.

**Prerequisites:** approval of program chair; limited to senior honors candidates

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Spring 2021

HON Section: R1  TBA  Maria Elena Cepeda

LATS 497 (F) Independent Study: Latina/o Studies

Latina/o Studies independent study.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Not offered current academic year

LATS 498 (S) Indep Study: Latina/o Studies

Independent Study: Latina/o Studies

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Not offered current academic year

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Winter Study

LATS 31 (W) Senior Thesis: Latina/o Studies

Students must register for this course to complete an honors project begun in the fall or begin one to be finished in the spring.

**Class Format:** thesis

**Prerequisites:** approval of program chair

**Enrollment Preferences:** limited to senior honors candidates

**Grading:** pass/fail only

Not offered current academic year

LATS 99 (W) Independent Study: Latina/o Studies

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.
Class Format: independent study
Grading: pass/fail only

Not offered current academic year
Leadership Studies focuses on the universal phenomenon of leadership in human groups. Leadership Studies asks what leadership means within a wide variety of social contexts—whether in a family, a team, a theatre company, a philanthropy, a university, a multinational corporation, or a nation state waging war. It seeks to understand the dynamics of the relationships between leaders and followers. It studies authority, power, and influence. It seeks to grasp the bases of legitimacy that leaders claim, and followers grant, in all of these relationships.

Through a wide range of courses in the social sciences and the humanities, a number of questions are addressed through the curriculum. How have men and women defined leadership and what are the bases of leaders’ legitimacy in different historical contexts? How do leaders in different contexts emerge? Through tradition, charisma, or legal sanction? How do different types of leaders exercise and maintain their domination? What are the distinctive habits of mind of leaders in different historical contexts? What are the moral dilemmas that leaders in different contexts face? What are the typical challenges to established leadership in different historical contexts? How does one analyze the experiences of leaders in widely disparate contexts to generate systematic comparative understandings of why history judges some leaders great and others failures? How and why do these evaluations about the efficacy of leaders shift over time?

To meet the requirements of the concentration, students must complete one of the two sequences outlined below (6 courses total). Additional and/or substitute electives are offered each year; students should consult the course offerings in the catalog for the full list of elective offerings in a given year.

**LEADERSHIP STUDIES—TRADITIONAL TRACK**

The introductory course:

**LEAD/PSCI 125 Visionaries, Pragmatists, and Demagogues: An Introduction to Leadership Studies**

One required course on ethical issues related to leadership, typically:

**PHIL 119 Justice, Democracy and Freedom: Plato with Footnotes**

Taught by: Jana Sawicki

Catalog details

**PSCI 203(F, S)Introduction to Political Theory**

Taught by: Mark Reinhardt, Laura Ephraim

Catalog details

Two core courses dealing with specific facets or domains of leadership, such as:

**ARTH 501 / LEAD 301 / ARTH 303(S) Museums: History and Practice**

Taught by: Michael Conforti

Catalog details

**ASTR 240 / HSCI 240 / LEAD 240 / STS 240(F) Great Astronomers and Their Original Publications**

Taught by: Jay Pasachoff, Wayne Hammond

Catalog details

**CLAS 323 / HIST 323 / LEAD 323 From Achilles to Alexander: Leadership and Community in Ancient Greece**

Taught by: Kerry Christensen

Catalog details

**HIST 111 / ARAB 111 / LEAD 150 Movers and Shakers in the Middle East**
One Leadership Studies Winter Study course (listed separately in the catalog)

Capstone course:

LEAD 402 The Art of Presidential Leadership

LEADERSHIP STUDIES—KAPLAN PROGRAM IN U.S. FOREIGN POLICY TRACK

An introductory course:

HIST 262 The United States and the World, 1776 to 1914
HIST 263 The United States and the World, 1914 to the Present
PSCI/LEAD 120 America and the World
LEAD/PSCI 125 Visionaries, Pragmatists, and Demagogues: An Introduction to Leadership Studies

One required course on issues related to American domestic leadership, such as:
LEAD 125 / PSCI 125(F) Visionaries, Pragmatists, and Demagogues: An Introduction to Leadership Studies
Taught by: Charles Zug

LEAD 205 / PSCI 212 From Tocqueville to Trump: Leadership and the Making of American Democracy
Taught by: Mason Williams

LEAD 255 / PSCI 255(S) Weaponized Leadership: Demagoguery and Populism in Contemporary Perspective
Taught by: Charles Zug

LEAD 277 / PSCI 261(F) Conspiracy Theories in American Politics
Taught by: Charles Zug

LEAD 285 / PSCI 285 / HIST 354(F) The Revolutionary Generation: Galaxy of Leaders
Taught by: Susan Dunn

LEAD 320 / PSCI 320 Heroes and Villains: Iconic Leadership and the Politics of Memory
Taught by: Mason Williams

LEAD 350 / PSCI 356(S) Leadership in American Political Development
Taught by: Charles Zug

LEAD 369 / PSCI 369 The Crisis of Leadership
Taught by: Mason Williams

PSCI 206 T / LEAD 206 Dangerous Leadership in American Politics
Taught by: Nicole Mellow

PSCI 218 / LEAD 218(S) The American Presidency
Taught by: Nicole Mellow

PSCI 258 The Media and American Democracy
Taught by: TBA

Three required courses dealing with specific facets of American foreign policy leadership, such as:

HIST 263 / LEAD 261 The United States and the World, 1898 to the Present
Taught by: Jessica Chapman

HIST 388 Decolonization and the Cold War
Taught by: Jessica Chapman

HIST 389 / ASST 389 / LEAD 389(S) The Vietnam Wars
Taught by: Jessica Chapman

PSCI 225 / LEAD 225 International Security
Taught by: Galen E Jackson

PSCI 262 / HIST 261 / LEAD 262 America and the Cold War
Taught by: Robert McMahon

PSCI 266 The United States and Latin America
Taught by: James Mahon

PSCI 362 T / LEAD 362 The Wilsonian Tradition in American Foreign Policy
Taught by: James McAllister

PSCI 364 T(S) Noam Chomsky and the Radical Critique of American Foreign Policy
Taught by: James McAllister

One capstone course:
LEAD 402 The Art of Presidential Leadership

PSCI/LEAD 327 Leadership and Strategy

PSCI/LEAD 365 U.S. Grand Strategy (W)

PSCI/LEAD 367 The Politics of American National Security

(There is no winter study component to the American Foreign Policy Leadership track.)

Students should check with the program chair to see if other courses not listed here might count as electives.

HONORS IN LEADERSHIP STUDIES

Although there currently is no Honors route in the Leadership Studies program, it often is possible for students pursuing the concentration to undertake an Honors project within their major disciplines on topics that enables them to develop and explore their interests in Leadership Studies. Faculty in the program are happy to discuss this possibility with concentrators and to help them develop suitable Honors thesis topics. In some cases, depending on the topic and the department involved, a faculty member in the program might also be able to serve as an official or unofficial co-supervisor for an Honors project in another discipline.

FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No, not formally, but it is not been an issue yet. To the best of my knowledge, students have requested one course be counted toward the concentration at most.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. Introductory course, Winter Study course.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. The Introductory course has historically been taught only in the fall.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:

None to date.

LEAD 120  (S)  America and the World

Cross-listings: LEAD 120  GBST 101  PSCI 120

Secondary Cross-listing

This course will help students understand the US role in the world. US wealth and military power force its leaders to make choices that no other leaders in the world confront. Students will learn to evaluate the decisions that US leaders have made on a wide range of difficult foreign policy issues, including: rising Chinese power; Russian moves in Ukraine; nuclear proliferation to Iran; terrorist threats; humanitarian disasters in Syria and Libya; and long-term challenges like climate change. We will not only describe American involvement in various international issues but also seek to understand the reasons why the US perhaps should or should not be involved, and we will see why such careful reasoning only sometimes gains traction in actual US foreign policy debates. Finally, we will assess whether US foreign policy decisions are coherent - that is, whether the US can be
said to follow a "grand strategy." By the end of the course, students will develop their ability to think about foreign policy issues, improving their ability to participate in public life as engaged citizens.

Class Format: lecture/discussion

Requirements/Evaluation: short papers, class participation, and final exercise

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: first-years and sophomores

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 120 (D2) GBST 101 (D2) PSCI 120 (D2)

Spring 2021

LEC Section: R1  MW 6:45 pm - 8:00 pm  James McAllister, Galen E Jackson

LEAD 125  (F)  Visionaries, Pragmatists, and Demagogues: An Introduction to Leadership Studies

Cross-listings: LEAD 125  PSCI 125

Primary Cross-listing

This course introduces students to the major issues in the study of leadership, a central concept in the study of politics. The first part of the course will examine key theoretical problems that have occupied political thinkers from Plato and Confucius to Machiavelli and the American framers: What makes a leader successful? What kinds of regimes best serve to encourage good leaders and to constrain bad ones? What is the relationship between leadership and morality—can the ends justify the means? What functions does leadership fill, and what challenges do leaders face, in modern democratic states? The second half of the course will look at leaders in action, charting the efforts of politicians, intellectuals, and grassroots activists to shape the worlds in which they live. Case studies will include antislavery politics and the American Civil War; the global crises of the 1930s and 1940s; and the social movements of the 1960s and 1970s. In addition to active class participation, students will be expected to write a 5-page proposal for a research paper on a leader of their choice, a 10-page research paper, an in-class midterm exam, and a cumulative, in-class final exam.

Class Format: This course will be hybrid, combining elements of synchronous meetings and asynchronous content so as to allow both in-person and remote students to participate.

Requirements/Evaluation: active class participation, 5-page research proposal, 10-page research paper, in-class midterm exam, and a cumulative in-class final exam

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: first-year students and sophomores

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Unit Notes: subfield open in Political Science major

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 125 (D2) PSCI 125 (D2)

Fall 2020

LEC Section: H1  MR 1:30 pm - 2:45 pm  Charles U. Zug

LEAD 127  (S)  America First? The Trump Era and the Future of World Politics

Cross-listings: LEAD 127  PSCI 127

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 127 (D2) PSCI 127 (D2)

Spring 2021

LEC Section: R1  MW 6:45 pm - 8:00 pm  James McAllister, Galen E Jackson
"America First" was a slogan and a perspective on foreign policy adopted by isolationists like Charles Lindberg in the 1930's. In the aftermath of Pearl Harbor and the Second World War, a strong bipartisan consensus emerged around the principles of liberal international internationalism and "America First" perspectives were marginalized in American politics. However, with the election of Donald Trump, the American presidency is now in the hands of someone who proudly claims the America first mantle. This course provides a historical and theoretical context for understanding what is unique about President Trump's approach to American foreign policy in the 21st century. Particular attention will be devoted to the contrast between the views of Trump and those of the American foreign policy establishment over issues such as NATO, nuclear proliferation, Russia, immigration, terrorism, free trade, and conflicts in the Middle East.

Requirements/Evaluation: two analytical essays, short response papers, and final group project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: potential political science majors and leadership studies concentrators (foreign policy track)

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 127 (D2) PSCI 127 (D2)

Not offered current academic year

LEAD 150  (F)  Movers and Shakers in the Middle East

Cross-listings: ARAB 111  HIST 111  LEAD 150

Secondary Cross-listing

This course examines the careers, ideas, and impact of leading politicians, religious leaders, intellectuals, and artists in the Middle East in the twentieth century. Utilizing biographical studies and the general literature on the political and cultural history of the period, this course will analyze how these individuals achieved prominence in Middle Eastern society and how they addressed the pertinent problems of their day, such as war and peace, relations with Western powers, the role of religion in society, and the status of women. A range of significant individuals will be studied, including Gamal Abd al-Nasser, Mustafa Kemal Ataturk, Ayatollah Khomeini, Muhammad Musadziq, Umm Khulthum, Sayyid Qutb, Anwar Sadat, Naghuib Mahfouz, and Huda Shaarawi.

Requirements/Evaluation: class participation, short essays, and a final paper

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 19

Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 15-19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 111 (D2) HIST 111 (D2) LEAD 150 (D2)

Not offered current academic year

LEAD 205  (S)  From Tocqueville to Trump: Leadership and the Making of American Democracy  

Cross-listings: LEAD 205  PSCI 212

Primary Cross-listing

America's founders didn't mean to create a democracy. But since the Revolution, leaders have been fighting to make real for all Americans the promise of government of, by, and for the people. In this course, we will look at how leaders have marshaled ideas, social movements, and technological changes to expand the scope of American democracy--and the reasons they have sometimes failed. We will examine how founders such as Benjamin Franklin and James Madison envisioned the relation between the people and the government; how workers, African Americans,
women fought to participate in American politics; and how globalization, polarization, and inequality are straining American democracy and political leadership in the 21st century. We will examine leadership to better understand American democracy—and vice versa. We will ask: What explains why some leaders have succeeded where others have failed? Have some periods of American democratic politics been more amenable to particular kinds of leadership than others? What makes American political leadership distinctive in international comparison? Who, exactly, has been permitted to participate in American politics, and on what terms? How has the relation between the governors and the governed changed over time, and what factors and events have shaped those relations? How has America’s democratic experiment compared with (and interacted with) democracy elsewhere in the world? Is America really a democracy at all?

Requirements/Evaluation: bi-weekly short writing assignments, term paper, midterm and final in-class exams
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: Leadership Studies concentrators and Political Science majors
Expected Class Size: 25
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
LEAD 205 (D2) PSCI 212 (D2)

Difference, Power, and Equity Notes: Using conceptual tools drawn from political science and history, it offers students a deep understanding of the roots of contemporary issues of difference, power, and equity in American public life as well as a better sense of how and why power relations and modes of inclusion/exclusion are subject to change.

Not offered current academic year

LEAD 206 (F) Dangerous Leadership in American Politics

Cross-listings: LEAD 206 PSCI 206

Secondary Cross-listing

"Donald Trump, Hillary Clinton, Ted Cruz, Bernie Sanders. What do Americans want from their political leaders?". A common assumption is that those who do it well—whether in the presidency, the parties, social movements, organizations, or local communities—are just and legitimate agents of democratic change, and those most celebrated are those who have helped the country make progress toward its ideals. Yet to rest on this is too simple as it is, in part, an artifact of historical construction. Assessing leadership in the moment is complicated because leaders press against the bounds of political convention—as do ideologues, malcontents, and lunatics. Indeed, a central concern of the founders was that democracy would invite demagogues who would bring the nation to ruin. Complicating things further, the nature of democratic competition is such that those vying for power have incentive to portray the opposition’s leadership as dangerous. How do we distinguish desirable leadership from dangerous leadership? Can they be the same thing? Many who today are recognized as great leaders were, in their historical moment, branded dangerous. Others, whose ambitions and initiatives arguably undermined progress toward American ideals, were not recognized as dangerous at the time. In this tutorial, we will explore the concept of dangerous leadership in American history, from inside as well as outside of government. What constitutes dangerous leadership, and what makes a leader dangerous? Is it the person or the context? Who decides? How do we distinguish truly dangerous leadership from the perception of dangerous leadership? Does dangerous describe the means or the ends of leadership? Does it matter? Is leadership that privileges desirable ends, such as justice or security, at the expense of democratic means acceptable? Is democratic leadership in service of “dangerous” goals acceptable, and what are these goals?

Requirements/Evaluation: six 5-page essays; six 2-page response papers; and one final 5-page rewritten essay
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: Political Science majors and Leadership Studies concentrators
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
LEAD 206 (D2) PSCI 206 (D2)

Not offered current academic year
LEAD 207 (F) The Modern Middle East (DPE)

Secondary Cross-listing
This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

Requirements/Evaluation: participation, two short papers, quizzes, midterm, and final exam
Prerequisites: none
Enrollment Limit: 40
Expected Class Size: 30-40
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 207 (D2) JWST 217 (D2) REL 239 (D2) GBST 101 (D2) LEAD 207 (D2) ARAB 207 (D2)

Difference, Power, and Equity Notes: This course introduces students to the incredible diversity of the Middle East. It will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

Not offered current academic year

LEAD 212 (S) Sister Revolutions in France and America

Primary Cross-listing
In the late-eighteenth century, two revolutions burst forth—they were the most striking and consequential events in modern history, decisive turning-points that transformed society and politics. The American Revolution led to an enduring and stable democratic republic whereas the French Revolution was followed by a turbulent succession of Empires and restorations of the monarchy. France did not have a sustainable republic until 1870. We will analyze in detail and in depth the ideas and theories of the leaders of both revolutions in order to understand why the American Revolution took a moderate course and why the French Revolution took a more radical course and plunged into violence and terror. We will read the writings of Washington, Jefferson, Madison, Hamilton, Rousseau, Robespierre, Saint-Just, Tocqueville, Edmund Burke and others.

Requirements/Evaluation: three papers, several class presentations, and active participation in class discussions
Prerequisites: none
Enrollment Limit: 15
Expected Class Size: 15
Grading: no pass/fail option, no fifth course option
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
LEAD 212 (D2) HIST 393 (D2)

Not offered current academic year

LEAD 215 (S) Race and Inequality in the American City

Cross-listings: LEAD 215  PSCI 215
In the past half-century, American cities have gotten both much richer and much poorer. The making of "luxury cities" has gone hand-in-hand with persistent, concentrated poverty, extreme racial segregation, mass incarceration, and failing public services-social problems borne primarily by people of color. This course will examine the political underpinnings of inequality in American cities, with particular attention to the racialization of inequality. Among the topics we will cover are: the structures of urban political power; housing and employment discrimination; the War on Crime and the War on Drugs (and their consequence, mass incarceration); education; and gentrification. We will ask: How have city leaders and social movements engaged with urban problems? How have they tried to make cities more decent, just, and sustainable? Under what circumstances has positive leadership produced beneficial outcomes, and in what circumstances has it produced perverse outcomes? We will engage primarily with political science, but also with scholarship in other disciplines, including sociology, history, geography, and legal studies, all of which share an interest in the questions we will be exploring. Students will leave this course with a deeper understanding of contemporary urban problems, a knowledge of the political structures within which those problems are embedded, and a better sense of the challenges and opportunities leaders face in contemporary urban America.

Requirements/Evaluation: class participation; several short essays and a longer paper with presentation

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science majors and Leadership Studies concentrators

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 215 (D2) PSCI 215 (D2)

Not offered current academic year

LEAD 216 (F) American Constitutionalism I: Structures of Power

Cross-listings: LEAD 216 PSCI 216

Secondary Cross-listing

How has the American Constitution been debated and understood over time? What is the relationship between constitutional and political change? This course examines the historical development of American constitutional law and politics from the Founding to the present. Our focus is on structures of power -- the limits on congressional lawmaking, growth of presidential authority, establishment of judicial review, conflicts among the three branches of the federal government, and boundaries between the federal and state and local governments. The specific disputes under these rubrics range from secession to impeachment, gun control to child labor, waging war to spurring commerce; the historical periods to be covered include the Marshall and Taney Court years, the Civil War and Reconstruction, the Progressive Era, the New Deal, the Warren Court, and the conservative ascendancy of the late twentieth century. Readings are drawn from Supreme Court opinions, presidential addresses, congressional debates and statutes, political party platforms, key tracts of American political thought, and secondary scholarship on constitutional development. Throughout the semester, our goal will be less to remember elaborate doctrinal rules and multi-part constitutional "tests" than to understand the changing nature of, and changing relationship between, constitutional power and constitutional meaning in American history.

Class Format: discussion

Requirements/Evaluation: three 5- to 7-page essays, a final exam, and class participation

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 216 (D2) PSCI 216 (D2)

Not offered current academic year
LEAD 217 (S) American Constitutionalism II: Rights and Liberties

Cross-listings: LEAD 217 PSCI 217

Secondary Cross-listing

How has the American Constitution been debated and understood over time? What is the relationship between constitutional and political change? This course examines the historical development of American constitutional law and politics from the Founding to the present. Our focus is on rights and liberties -- freedom of speech and religion, property, criminal process, autonomy and privacy, and equality. The specific disputes under these rubrics range from abortion to affirmative action, hate speech to capital punishment, school prayer to same-sex marriage; the historical periods to be covered include the early republic, the ante-bellum era, the Civil War and Reconstruction, World Wars I and II, the Warren Court, and contemporary America. Readings are drawn from Supreme Court opinions, presidential addresses, congressional debates and statutes, political party platforms, key tracts of American political thought, and secondary scholarship on constitutional development. Throughout the semester, our goal will be less to remember elaborate doctrinal rules and multi-part constitutional "tests" than to understand the changing nature of, and changing relationship between, constitutional rights and constitutional meaning in American history.

Class Format: For spring 2021, this course will be taught remotely, with twice-weekly synchronous Zoom sessions as a class and (perhaps?) occasional recorded mini-lectures for asynchronous viewing.

Requirements/Evaluation: three 5- to 7-page essays, a final exam, and class participation

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Political Science majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 217 (D2) PSCI 217 (D2)

Spring 2021

LEC Section: R1 MWF 11:45 am - 1:00 pm Justin Crowe

LEAD 218 (S) The American Presidency

Cross-listings: PSCI 218 LEAD 218

Secondary Cross-listing

Many argue that the presidency has been fundamentally changed by the tenure of Donald Trump. Is this right? To study the presidency is to study human nature and individual personality, constitution and institution, rules and norms, strategy and contingency. This course will examine the problems and paradoxes that attend the exercise of the most powerful political office in the world's oldest democracy: Can an executive office be constructed with sufficient energy to govern and also be democratically accountable? What are the limits on presidential power? How much do we attribute the shaping of politics to the agency of the individual in the office and to what extent are politics the result of structural, cultural, and institutional factors? Are the politics of the presidency different in foreign and domestic policy? How are national security concerns balanced with the protection of civil rights and liberties? How is the office and purpose of the presidency affected by an economic order predicated on private capital? By the character of the occupant? Exploration of these and other questions will lead us to examine topics such as presidential selection, the bases of presidential power, character and leadership issues, congressional-executive interactions, social movement and interest group relations, and the media. Attention will focus largely on the modern presidency, though older historical examples will also be used to help us gain perspective on these problems.

Class Format: This course will be taught as a hybrid class, with a mixture of in-person and remote sessions for all students. The course will feature both seminar discussion and several small group research projects.

Requirements/Evaluation: three 5 to 7 page papers, small group projects, and class participation involving weekly writing

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Political Science majors and Leadership studies concentrators
LEAD 219  (F)  Women and Girls in (Inter)National Politics  (DPE)

Cross-listings:  INTR 219  PSCI 219  AFR 217  WGSS 219  LEAD 219

Secondary Cross-listing
This tutorial focuses on the writings and autobiographies of women who have shaped national politics through social justice movements in the 20th-21st centuries. Women and girls studied include: Fannie Lou Hamer, Shirley Chisholm, Safiya Bukhari, Erica Garner, Greta Thunberg, Malala Yousafzai, Marielle Franco, Winnie Mandela.

Requirements/Evaluation:  Weekly 5-page primary analytical papers and 2-page response papers.

Prerequisites:  none

Enrollment Limit:  10

Enrollment Preferences:  Juniors and seniors, sophomores.

Expected Class Size:  10

Grading:  no pass/fail option,  no fifth course option

Distributions:  (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
INTR 219 (D2)  PSCI 219 (D2)  AFR 217 (D2)  WGSS 219 (D2)  LEAD 219 (D2)

Difference, Power, and Equity Notes:  This tutorial examines how girls and women confront capitalism, imperialism, climate devastation, patriarchy and poverty. The national and international movements that they participated in or led were based on shifting the balance of powers towards the impoverished, colonized, and imprisoned.

Fall 2020

TUT Section: RT1  TBA  Joy A. James

LEAD 220  (S)  Cold War Intellectuals: Civil Rights, Writers and the CIA  (DPE)

Cross-listings:  AFR 224  PSCI 221  AMST 201  LEAD 220  INTR 220

Secondary Cross-listing
This tutorial focuses on US-based views of the Cold War. It examines how intelligence agencies and intellectuals, as well as government officials, viewed civil rights, human rights, and US hegemony. Readings include: Williams J. Maxwell (F. B. Eyes: How J. Edgar Hoover's Ghostreaders Framed African American Literature); James Baldwin (The Fire Next Time); Ralph Ellison (The Collected Essays of Ralph Ellison); Report to the President by the Commission on CIA Activities Within the United States (1975, VP Nelson Rockefeller, chair); Hugh Wilford (The Mighty Wurlitzer: How the CIA Played America); Hannah Arendt (The Origins of Totalitarianism; On Violence; "Reflections on Little Rock"); Frances Stonor Saunders (Who Paid the Piper? The CIA and the Cultural Cold War).  Students alternate weekly between 5-page primary and 2-page secondary papers on assigned readings.

Requirements/Evaluation:  Attend all classes; submit completed papers 24hours before seminar meets.

Prerequisites:  none

Enrollment Limit:  10

Enrollment Preferences:  Juniors and Seniors.

Expected Class Size:  10
Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 224 (D2) PSCI 221 (D2) AMST 201 (D2) LEAD 220 (D2) INTR 220 (D2)

Difference, Power, and Equity Notes: This tutorial examines the Cold War between the US and the USSR and attempts to use intellectuals to shape and promote the objectives of powerful state entities. The power struggle between the two "superpowers" impacted cultural production and authors. Some of those authors influenced or enlisted into the Cold War sought equity and equality for their communities and eventually fought against the very political powers that employed them.

Spring 2021
TUT Section: RT1 TBA Joy A. James

LEAD 221 (F) Examining Inconvenient Truths: Climate Science meets U.S. Senate Politics (WS)

Cross-listings: GEOS 221 ENVI 222 LEAD 221

Secondary Cross-listing

Former President Barack Obama once said: "There's one issue that will define the contours of this century more dramatically than any other, and that is the urgent threat of a changing climate." While consensus regarding the causes and impacts of climate change has been growing steadily among scientists and researchers (and to some extent, the general public) over the past two decades, the U.S. has yet to confront this issue in a manner consistent with its urgency. This lack of action in the U.S. is at least partly due to the fact that science provides necessary but insufficient information towards crafting effective climate change legislation and the unfortunate fact that climate change has become a highly partisan issue. The primary objective of this tutorial will be to help students develop a greater understanding of the difficulties associated with crafting climate change legislation, with an emphasis on the role of science and politics within the legislative process. To this end, the tutorial will address how the underlying scientific complexities embedded in most climate policies (e.g., offsets, carbon capture and sequestration, uncertainty and complexity of the climate system, leakage) must be balanced by and blended with the different operational value systems (e.g., economic, social, cultural, religious) that underlie U.S. politics. Over the course of this tutorial, students will develop a nuanced sense of how and when science can support the development of comprehensive national climate change legislation within the current partisan climate. This course will take a practical approach, where students will craft weekly policy oriented documents (e.g., policy memos, action memos, research briefs) targeted to selected members of the current U.S. Senate Environment and Public Works Committee, the committee that has historically held jurisdiction over a majority of the major climate change bills that have moved through the legislative process. This course is in the Oceans and Climate group for the Geosciences major.

Class Format: Hybrid: this class will be mostly remote, but there may be some in-person meetings outside for those on campus and interested, weather permitting.

Requirements/Evaluation: weekly papers (2 - 5 pages in length) and a final oral presentation

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: sophomores, Geosciences and Environmental Studies juniors and seniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
GEOS 221 (D3) ENVI 222 (D3) LEAD 221 (D3)

Writing Skills Notes: You will learn to write in a variety of policy-focused formats

Fall 2020
TUT Section: RT1 TBA Alex A. Apotsos

LEAD 223 (S) Roman History

Cross-listings: CLAS 223 HIST 223 LEAD 223
Secondary Cross-listing

The history of ancient Rome can be seen as an account of formative events, practices, and thought in the history of western culture; it also is the history of the most far-reaching experience of diverse cultures, beliefs, and practices known in the Western tradition until modern times. By studying Roman history from Rome's emergence in central Italy in the 7th century BCE through the reign of the emperor Constantine in the early fourth century CE, we will see the complex and fascinating results of an ambitious, self-confident nation's evolution, transformation, and expansion throughout the Mediterranean world. We will consider questions such as, How did a republic with an aversion to autocratic rule and devotion to libertas understand its existence as an imperial power as well as its own elite's dominant rule over Romans and non-Romans alike? How and why did the Roman republic and its deeply entrenched republican ideology give way to the effective rule by one man, Augustus, and the increasingly monarchical rule of the emperors who followed? Did Roman political life in the later republic cause the violence that left it in crisis, or did the persistence of violence in Roman life account for the nature of Roman politics? Who were the non-elites of Rome, Italy, and the Roman empire that often get left in the shadows in our ancient sources? Who were the important writers, politicians, poets, philosophers, and innovators whose works constitute a rich cultural heritage worthy of both appreciation and critique? Throughout the course there will be an emphasis on the problems of historical and cultural interpretation, on how the Roman experience is relevant to our own, and, importantly, on the pleasures of historical investigation. Readings for this course will include a variety of original sources, a range of scholarly essays on specific topics, and a textbook that will provide our chronological framework.

Class Format: This course will be taught in hybrid mode. Assignments will consist of readings, case studies, short writing assignments and student-led discussions both in-class and via GLOW. Some elements will be offered asynchronously and/or optionally depending on the needs of students studying remotely. Please email the instructor with any questions you have about the structure or nature of the class or about what to expect if you are studying remotely.

Requirements/Evaluation: Class preparation and participation, several short response papers, one longer 6- to 8-page paper, a midterm exam, and a final exam. Students who have a B+ average or better at the end of the semester may substitute a 10 to 15-page research paper for the final exam.

Prerequisites: None; open to all

Enrollment Limit: 20

Enrollment Preferences: Preference given to students who are or are considering majoring in Classics or History, or who are concentrating in Leadership Studies. Preference is then given to first-year students and sophomores.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 223 (D1) HIST 223 (D2) LEAD 223 (D2)

Spring 2021

LEC Section: H1  MR 1:30 pm - 2:45 pm    Kerry A. Christensen

LEAD 225  (F) International Security

Cross-listings: PSCI 225  LEAD 225

Secondary Cross-listing

This course deals with basic questions about war and peace. What are the major causes of war? Why do leaders choose to use violence in the pursuit of political objectives? How does the threat of war shape international politics and diplomatic outcomes? How are wars fought? What are their consequences? And why do states sometimes seek to cooperate to achieve their objectives and other times settle disputes through force or the threat of force? To address these questions, this course covers a number of specific topics: the causes, conduct, and consequences of the two world wars; the origins, course, and end of the Cold War; the influence of nuclear weapons on international security; regional conflicts and rivalries; regime type and international conflict; alliances and patron-client relationships; diplomacy; crisis decision-making; asymmetric conflicts; and great power politics, grand strategy, and international order.

Requirements/Evaluation: class participation, one 6- to 8-page paper, midterm, final

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science majors

Expected Class Size: 25
Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 225 (D2) LEAD 225 (D2)

Not offered current academic year

LEAD 227 (F)(S) International Relations of the Middle East

Cross-listings: LEAD 227 PSCI 227

Secondary Cross-listing

This is a course about the Middle East in international politics. The structure of the course combines political science concepts with a detailed survey of the region's diplomatic history. Classes will be taught remotely. The basic format of the course will be to combine brief lectures--either posted on the class website beforehand or given at the start of each class--with an in-depth discussion of each class session's topic. The goal of these discussions is to generate debates over the conceptual, historical, and policy significance of the subjects we cover. Specifically, the first section of the course will cover the emergence of the Persian Gulf as an area of strategic importance in international politics; U.S. policy toward Saudi Arabia and Iran after World War II; the origins of the Arab-Israeli dispute; the June 1967 and October 1973 Middle East conflicts; Egyptian-Israeli peace; the Iranian Revolution and the Iran-Iraq War; the 1991 Persian Gulf War and its consequences; and the rise of Al Qaeda, Hezbollah, and Hamas. The second part of the course focuses on the Iraq War and its consequences; the rise of ISIS; the Arab Spring; Turkey's changing foreign relations; and the war in Syria. The last section of the course covers contemporary policy challenges confronting the Middle East.

Class Format: This course will be taught remotely. There will be brief lectures, which will be either put on the work website prior to class or given at the start of each class. But the class will mainly consist of in-depth, synchronous classroom discussions.

Requirements/Evaluation: class participation, two 6- to 8-page papers, final

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Political Science majors with an International Relations concentration, History majors

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 227 (D2) PSCI 227 (D2)

Fall 2020
LEC Section: R1 TR 8:00 am - 9:15 am Galen E Jackson

Spring 2021
LEC Section: R1 MW 11:45 am - 1:00 pm Galen E Jackson

LEAD 239 (S) Music in the Global Cold War (WS)

Cross-listings: MUS 239 LEAD 239

Secondary Cross-listing

Throughout the Cold War (1947-1991), music was deployed as a weapon, as a source of nationalist and ideological inspiration, as a form of political protest and resistance, and as propaganda. Music both echoed and helped shape political views and, therefore, prompted various forms of regulation and censorship (McCarthyism in the U.S.; the Union of Soviet Composers). To counter Soviet claims of American cultural inferiority and racism, the U.S. sponsored numerous musical diplomacy efforts showcasing both jazz (Armstrong; Ellington; Brubeck) and classical musicians and composers (Bernstein; American orchestras). Cold War politics and the threat of nuclear war influenced musical styles (Copland; Soviet Socialist Realism; the popular American folk music revival; serialism; rock behind the Iron Curtain), specific musical events (Tokyo East West Music Encounter; concerts celebrating the fall of the Berlin Wall), and individual careers (Shostakovich; Robeson; Van Cliburn). To investigate music's political roles and capacity for expressing communist and democratic capitalist ideologies, we will adopt a case study approach. The Cold War was a global political and, frequently, militaristic struggle. Though our focus will be on music in the U.S.S.R. and U.S.A., we will also consider musical developments impacted by
the Cold War throughout Western and Eastern Europe, in Latin America, and in East Asia.

Class Format: Hybrid, meeting twice per week. Class discussion will be central to this course.

Requirements/Evaluation: 20% = Participation; 20% = Paper #1, 5-6 pages; 25% = Paper #2, 8 pages; 35% = Paper #3, 12 pages, due during exam period

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Students with relevant experience in Political Science, History, or Music studies.

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
MUS 239 (D1) LEAD 239 (D2)

Writing Skills Notes: Students will write three papers during the semester: a 6 page, 8 page, and a 12 page paper. Drafts of papers 2 and 3 will be required prior to the due dates listed below. This is a "writing skills" course. Students will receive detailed comments on each paper, allowing them to build upon those comments in subsequent writing assignments.

Spring 2021

LEC Section: H1 MR 1:30 pm - 2:45 pm W. Anthony Sheppard

LEAD 240 (F) Great Astronomers and Their Original Publications (WS)

Cross-listings: ASTR 240 STS 240 HSCI 240 LEAD 240

Secondary Cross-listing

In this course we will study some of the greatest figures in astronomy and consider their leadership in advancing progress in the field. We will consider their lives and works, especially as represented by original copies of their books and other publications. These great astronomers include: 16th century, Nicolaus Copernicus (heliocentric universe); Tycho Brahe (best pre-telescopic observations); 17th century, Galileo (discoveries with his first astronomical telescope, 1610; sunspots, 1613; Dialogo, 1632); Johannes Kepler (laws of planetary motion, 1609, 1619); Johannes Hevelius and Elisabeth Hevelius (atlases of the Moon and of stars, 1647, and 1687); Isaac Newton (laws of universal gravitation and of motion, 1687); 18th century, Edmond Halley (Miscellanea curiosa, eclipse maps, 1715, 1724); John Flamsteed and Margaret Flamsteed (Atlas Coelestis, 1729); and William Herschel and Caroline Herschel (1781, 1798). Also, from more recent times in which original works are often articles rather than books: 20th century, Albert Einstein (special relativity, 1905; general relativity, 1916); Marie Curie (radioactivity); Cecilia Payne-Gaposchkin (hydrogen dominating stars, 1929), Edwin Hubble (Hubble's law, 1929); Vera Rubin (dark matter, 1970s); Jocelyn Bell Burnell (pulsar discovery, 1968); and 21st century: Wendy Freedman (Universe's expansion rate, 2000s). First editions will be available in Williams's Chapin Library of rare books, and facsimiles or digital copies will be provided for remote learning. We will also consider how such original materials are collected and preserved, and look at examples from the wider world of rarities, such as a leaf from the Gutenberg Bible (c. 1450) and a Shakespeare First Folio (1623, with a discussion of astronomical references in Shakespeare's plays). We evaluate a trove of books and papers about historic transits of Venus. We discuss matters of fraud and authenticity, especially the case of a purported Sidereus Nuncius, shown to be a modern construction. The course will be taught in collaboration between an astronomer and a rare books librarian, with remote lectures by experts from around the world.

Class Format: Meeting on campus in the Chapin Library classroom (Sawyer 452) or remotely; students who are not on campus can visit the original books at a later time/year.

Requirements/Evaluation: class participation, two 5-page intermediate papers, and a final 15-page paper; student choice of additional readings from a provided reading list

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: if overenrolled, preference by written paragraph of explanation of why student wants to take the course

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
ASTR 240 (D3) STS 240 (D2) HSCI 240 (D3) LEAD 240 (D3)

Writing Skills Notes: Comments on submitted papers will aid in writing skills

Fall 2020
SEM Section: H1  W 1:30 pm - 2:20 pm  Jay M. Pasachoff, Wayne G. Hammond
CON Section: H2  W 3:00 pm - 5:00 pm  Jay M. Pasachoff, Wayne G. Hammond
CON Section: H3  Cancelled

LEAD 254  (F)  Sovereignty, Resistance, and Resilience: Native American Histories to 1865  (DPE)

Cross-listings:  HISt 254  AMst 254  LEAD 254

Secondary Cross-listing

This course surveys Native American/Indigenous North American histories from creation through the U.S. Civil War, tracing the complex ways that tribal nations and communities have shaped North America. It also introduces foundational methodologies in Native American and Indigenous Studies and strategies for pursuing decolonizing scholarship and action. Beginning with the diverse Indigenous societies that inhabited the Americas millennia before Columbus’s arrival, it discusses the cultural complexity of Native peoples, nations, and worldviews rooted in particular ecosystems and homelands, as well as accounts of beginnings and migrations. It addresses how Native peoples confronted grievous epidemics resulting from the "Columbian Exchange," and contended with Euro-colonial projects of "discovery" and colonization. Indigenous nations’ multifaceted efforts to maintain sovereignty and lands through eras of pervasive violence and removal are discussed, as well as the important yet under-recognized ways that Native communities negotiated the tumultuous era and conflicting allegiances of the Civil War. The course centers on Indigenous actors-intellectuals, diplomats, legal strategists, knowledge keepers, spiritual leaders, artists, and others—and consistently connects historical events with present-day debates over land, historical memory, education, and activism. Additionally, it provides an opportunity to engage with original materials pertaining to Native histories in the Williams College Archives/Special Collections and Art Museum. While the scope of the course is continental and transoceanic, it devotes significant attention to the Native Northeast and the particular Indigenous homelands in which Williams College is located.

Class Format: Remote class. Class will blend short pre-recorded lectures with weekly Zoom discussion sections/seminar format, plus time for virtual one-on-one conversations with the instructor.

Requirements/Evaluation:  active participation in class discussion, several short essays based on readings and discussion topics, (virtual) museum/archives exercise, final essay

Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: History or American Studies majors, followed by first- and second-year students
Expected Class Size: 15
Grading:  yes pass/fail option,  yes fifth course option
Distributions:  (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 254  (D2)  AMST 254  (D2)  LEAD 254  (D2)

Difference, Power, and Equity Notes: This course intensively explores Native American/Indigenous North American histories, experiences, and forms of critical and creative expression, as well as responses to and engagements with Euro-American settler colonialism. It guides students into methodologies central to Native American and Indigenous Studies (NAIS), and gives opportunities for oral and written reflections on NAIS approaches to historical themes and sources, as well as decolonizing methodologies more broadly.

Fall 2020
SEM Section: R1  TR 9:45 am - 11:00 am  Christine DeLucia

LEAD 255  (S)  Weaponized Leadership: Demagoguery and Populism in Contemporary Perspective  (WS)

Cross-listings:  LEAD 255  PSCI 255

Primary Cross-listing
Since Donald Trump began his rhetorical assault on immigrants, the political establishment, and the free press, all in the name of "the American people," terms like demagoguery and populism have come to dominate American political discourse. Demagogues and populists are often defined as bad leaders who manipulate the emotions of their audiences for the sake of personal ambition--leaders who turn a good thing (popular government) into something dangerous. At the same time, and as Trump has shown, many of the tactics that populists and demagogues deploy are politically effective. Protest leaders tell their audiences to get angry and to stand up and fight precisely because this kind of rhetoric can move an audience to action when rational persuasion cannot. And, many of the leaders we think of as great today were regarded as demagogues and populists during their own times. Puzzles like these point to our current political moment. How useful are terms like demagoguery and populism for understanding leadership? How have these terms been weaponized to distort politics instead of clarifying it? Should we reserve these terms for leaders who are truly bad, and if so, what counts as a "truly" bad leader (as opposed to one we just happen not to like)? Or can demagogic and populist tactics be deployed in better and worse ways? We will approach these questions through a survey of classic and contemporary writings on popular leadership, from Thucydides and Machiavelli to present-day social science. With these competing theories in view, we will read historical and biographical accounts of some of history's most controversial leaders--including Bolivar, Lenin, FDR, and Hugo Chavez--so as to better understand the popular leaders who dominate much of our politics today.

Class Format: This course will be hybrid, combining elements of synchronous meetings and asynchronous content so as to allow both in-person and remote students to participate.

Requirements/Evaluation: weekly writing assignments, a medium-length essay, and the option either to write a second medium-length essay or to develop the first essay into a longer research paper

Prerequisites: None

Enrollment Limit: 14

Enrollment Preferences: Leadership Studies concentrators and Political Science majors

Expected Class Size: 14

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 255 (D2) PSCI 255 (D2)

Writing Skills Notes: Each student will write a critical essay responding to a particular day's reading assignment, with the option to rewrite. Students will write a 10-12 page research paper on a topic they will have discussed with me. For the final assessment, students will have the option either to write a second 10-12 page research paper on a topic different from the first, or to expand their original paper into a 25-30 page research essay. I will provide written feedback regarding grammar, style, and argument.

Spring 2021

SEM Section: H1    MR 3:15 pm - 4:30 pm     Charles U. Zug

LEAD 258  The Media and American Democracy

The course examines the relationship between the press and government, its watchdog function, how social media and the Internet are changing its role, the emergence of independent investigative bodies such as Pro Publica, and the myriad ways in which the press has helped shape American history, for better or worse. The course goes behind the headlines to examine the delicate interplay between government and press, peels back the familiar classics of American journalism, but also incorporates the current conflicts and tensions between the press and government. In the new age, how does the press define or redefine balance, neutrality, the quest for objectivity, and restraint. Who is a journalist, a once relatively easy question, but one now fraught with complexity? There has been a tectonic shift in the fundamental standards and practices of the press in recent years. What are those changes and how does it augur for the future of the press and democratic institutions?

Requirements/Evaluation: Several short papers, 10-15 page research paper.

Prerequisites: None

Enrollment Limit: 14

Enrollment Preferences: Preference to Leadership Studies concentrators and Political Science majors.

Expected Class Size: 14

Grading:
LEAD 261  (F)  The United States and the World, 1898 to the Present

Cross-listings:  LEAD 261  HIST 263

Secondary Cross-listing

This survey course examines the United States and the World since 1898. Students will be introduced to key diplomatic developments since the Spanish-American War, when the country began its ascendance to hegemonic power from which it is now in retreat. American power reached its apex during the Cold War, but that conflict and its offshoots like the Vietnam War brought about crises over national identity and values that remain unresolved. Readings and discussions will focus on issues of ideology, empire and neo-imperialism, domestic politics and foreign policy, and the relationship between culture and foreign relations.

Class Format: discussion

Requirements/Evaluation:  class participation, pop quizzes, short papers, a midterm exam, and a final exam

Prerequisites:  none

Enrollment Limit:  40

Enrollment Preferences:  first- and second-year students, then History majors

Expected Class Size:  25-30

Grading:  yes pass/fail option,  yes fifth course option

Distributions:  (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 261 (D2) HIST 263 (D2)

Not offered current academic year

LEAD 262  (F)  America and the Cold War

Cross-listings:  HIST 261  LEAD 262  PSCI 262

Secondary Cross-listing

This course examines the rise and fall of the Cold War, focusing on four central issues. First, why did America and the Soviet Union become bitter rivals shortly after the defeat of Nazi Germany? Second, was one side primarily responsible for the length and intensity of the Cold War in Europe? Third, how did the Cold War in Europe lead to events in other areas of the world, such as Cuba and Vietnam? Finally, could the Cold War have been ended long before the collapse of the Soviet Union in 1989? Political scientists and historians continue to argue vigorously about the answers to all these questions. We examine both traditional and revisionist explanations of the Cold War, as well as the new findings that have emerged from the partial opening of Soviet and Eastern European archives. The final section of the course examines how scholarly interpretations of the Cold War continue to influence how policymakers approach contemporary issues in American foreign policy.

Class Format: lecture/discussion

Requirements/Evaluation:  one medium length paper, an in-class midterm and final exam, and a series of short assignments

Prerequisites:  none; PSCI 202 is recommended but not required

Enrollment Limit:  19

Enrollment Preferences:  Political Science majors and Leadership Studies concentrators

Expected Class Size:  19

Grading:  yes pass/fail option,  yes fifth course option

Distributions:  (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 261 (D2) LEAD 262 (D2) PSCI 262 (D2)

Not offered current academic year

LEAD 269    The CIA and American Foreign Policy
Despite an American aversion to espionage captured by Secretary of State Henry Stimson's oft-cited (yet unsubstantiated) remark, "Gentlemen don't read each other's mail," intelligence history in the United States dates back to the Revolutionary War. Still, it took the shock of Pearl Harbor for the United States to establish a permanent peacetime civilian intelligence service independent of another federal department--the Central Intelligence Agency. Since then, the agency and others which comprise the loose entity called the Intelligence Community (IC) have played a pivotal albeit intensely controversial role in US foreign and national security policies. Yet their roles and missions remain largely misunderstood and divisive, as attested to by recent debates surrounding the multiple investigations of the 9/11 tragedy, the flawed pre-war estimates of Iraq's Weapons of Mass Destruction (WMD) capabilities, the reporting on Benghazi, the Snowden revelations, and much more. This course seeks to provide greater understanding of the relationship between intelligence and US foreign and national security policy by examining the CIA's and IC's roles and responsibilities, illuminating their history alongside the history of America and the World, assessing their successes and failures, evaluating their reforms, and correlating their behavior and capabilities with US values and institutions. Despite an American aversion to espionage captured by Secretary of State Henry Stimson's oft-cited (yet unsubstantiated) remark, "Gentlemen don't read each other's mail," intelligence history in the United States dates back to the Revolutionary War. Still, it took the shock of Pearl Harbor for the United States to establish a permanent peacetime civilian intelligence service independent of another federal department--the Central Intelligence Agency. Since then, the agency and others which comprise the loose entity called the Intelligence Community (IC) have played a pivotal albeit intensely controversial role in US foreign and national security policies. Yet their roles and missions remain largely misunderstood and divisive, as attested to by recent debates surrounding the multiple investigations of the 9/11 tragedy, the flawed pre-war estimates of Iraq's Weapons of Mass Destruction (WMD) capabilities, the reporting on Benghazi, the Snowden revelations, and much more. This course seeks to provide greater understanding of the relationship between intelligence and US foreign and national security policy by examining the CIA's and IC's roles and responsibilities, illuminating their history alongside the history of America and the World, assessing their successes and failures, evaluating their reforms, and correlating their behavior and capabilities with US values and institutions.

**Requirements/Evaluation:** Active class participation, lengthy research paper, in-class presentations.

**Prerequisites:** Prior coursework in international relations or American foreign policy.

**Enrollment Limit:** 16

**Enrollment Preferences:** Political Science or History Majors

**Expected Class Size:** 14

**Grading:**

Not offered current academic year

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**LEAD 277 (F) Conspiracy Theories in American Politics**

**Cross-listings:** PSCI 261 LEAD 277

**Primary Cross-listing**

The phrase "conspiracy theory" typically evokes images of paranoid cranks--of cars plastered with vituperative bumper-stickers and of people who wear tin-foil hats. To be sure, the claims that conspiracy theorists advance can be astonishing, from Pizzagate--alleging that Democratic Party officials ran a human trafficking ring out of a Washington, D.C. pizza restaurant--to the Flat Earth movement, which holds that the earth is, indeed, flat. At the same time, the persistence and power of conspiracy theories in American politics should provoke us to wonder why such preposterous-sounding notions gain traction in the first place, and who benefits from them. That conspiracy theories tend to advance a partisan or ideological view, often intended to discredit a competing movement or ideology, suggests that conspiracy theories can function as a kind of remote leadership--"leadership" without any clear leaders at the helm. This course will examine notable American conspiracy theories, such as the Kennedy Assassination theory, "9/11 Truth," and "Birther-ism," in light of recent scholarship on conspiracism, demagoguery, and populism. Our goal will be to understand the political and discursive forces that empower conspiracy theories and the functions they serve in American politics. Where and with whom do conspiracy theories originate? Why do some gain traction while others quickly wither? How can we distinguish between a conspiracy theory based on plausible evidence and one that exists simply to create chaos? And why do some conspiracy theories persist even in the face of direct public refutation?

**Class Format:** This course will be hybrid, combining elements of synchronous meetings and asynchronous content so as to allow both in-person and remote students to participate.

**Requirements/Evaluation:** Several short essays, weekly writing assignments, and a longer research paper with presentation.

**Prerequisites:** None

**Enrollment Limit:** 14
Enrollment Preferences: Leadership Studies Concentrators and Political Science Majors

Expected Class Size: 14

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 261 (D2) LEAD 277 (D2)

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LEAD 280  (S)  Emancipation to BlackLivesMatter

Cross-listings: AFR 280  HIST 280  LEAD 280

Secondary Cross-listing

This introductory course surveys the cultural, political, and social history of African Americans from Reconstruction to the present. It offers a balance between a "top-down" and "bottom-up" approach and focuses primarily on African Americans' quest for citizenship, equality, justice, and opportunity. In addition to examining major historical developments and popular figures within the modern black past, we will explore the lesser-known histories of everyday people who helped shaped the black freedom struggle. In so doing, we will interrogate conventional narratives of progressive movements since emancipation. Some of the main topics include: the transition from slavery to freedom; the rise of Jim Crow and the politics of racial uplift; the Great Migration and the emergence of the New Negro; the Great Depression and the New Deal; World War II and the struggle for economic and racial inclusion; the postwar period and the intersecting movements of Civil Rights and Black Power; and the impacts of deindustrialization and mass incarceration on the black community. We will end with a discussion of the Obama years and Black Lives Matter.

Requirements/Evaluation: Students will be graded on class participation and will have two take-home essay examinations (a midterm and a final, each 6-8 pages). In addition, students will write two response papers (2-3 pages) and will complete a mapping project based on The Negro Motorist Green Handbook.

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: students with demonstrated interest in material

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LEAD 285  (F)  The Revolutionary Generation: Galaxy of Leaders

Cross-listings: LEAD 285  PSCI 285  HIST 354

Primary Cross-listing

The American Revolution produced a galaxy of brilliant and creative statesmen and intellectuals: Washington, Hamilton, Jefferson, Madison, Adams. In this seminar, we will study their astounding accomplishments--a successful war of independence, a Constitution and Bill of Rights, enduring democratic political institutions, and a nascent party system. But mostly we will focus on their ideas, for they were thinking revolutionaries. We will examine in depth and in detail their superb writings, their letters and speeches as well as Madison and Hamilton's Federalist essays. We will also read recent interpretations of the founding generation by Gordon Wood, Joseph Ellis, Bernard Bailyn, and others.

Class Format: Remote via Zoom.

Requirements/Evaluation: three papers, weekly class presentations, and active participation in all discussions
Prerequisites: none; courses in Leadership Studies or Political Theory or early American History are very helpful for admission to this seminar

Enrollment Limit: 12

Enrollment Preferences: students with a background in Leadership Studies, American History or American Political Science

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 285 (D2) PSCI 285 (D2) HIST 354 (D2)

Fall 2020

SEM Section: R1 TR 11:30 am - 12:45 pm Susan Dunn

LEAD 301 (S) Museums: History and Practice

Cross-listings: ARTH 303 LEAD 301 ARTH 501

Secondary Cross-listing

Art museums not only express the political, economic and cultural values of their period of formation, but the evolution of those values that have resulted in today's arts institutions. Looking at museums past and present internationally, the seminar will envision the future of museums as we recognize the programmatic trends developing in our own moment of civic and social unrest. The class will consider this future while examining existing governance and management policies and practices, the role of architecture and installation in interpretation and experience, guidelines in the accessioning and deaccessioning works of art, and issues in repatriation and restitution of cultural property. Surveying museums ranging in size and type from the "encyclopedic" to newly established contemporary arts institutions and alternative spaces, we will investigate current trends in acquisition, exhibition, educational programming in light of the equity and social justice demands of our time. With our goal of imagining art museums in the future, class discussions will have a special focus on how museums might strive to balance their traditional scholarly and artistic responsibilities with their heightened civic and social roles, doing so while maintaining financial stability in the increasingly market-driven, metric-conscious, not-for-profit environment of our time.

Requirements/Evaluation: oral presentations and discussion in class and one seminar paper (with class presentation) at the end of the semester

Prerequisites: undergraduates should email michael.conforti@williams.edu to schedule a discussion before registering for the course

Enrollment Limit: 10

Enrollment Preferences: graduate students, then senior art history majors, then other undergraduates

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: satisfies the seminar requirement for the undergraduate Art History major

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 303 (D1) LEAD 301 (D2) ARTH 501 (D1)

Spring 2021

SEM Section: H1 T 1:10 pm - 3:50 pm Michael Conforti

LEAD 311 (F) Congress

Cross-listings: LEAD 311 PSCI 311

Secondary Cross-listing

Even before the pandemic, scholars, pundits, and the public thought Congress was in a state of crisis. Riven by polarized partisanship and gridlock, the most powerful assembly in the world seemed incapable of representing citizens and addressing problems. This seminar focuses on how Congress organizes itself to act as a collective body. In an organization comprised of equals, how and why do some senators and representatives acquire more power and authority than others? How does Congress act as an institution and not just a platform for 535 individuals? Why does Congress not act,
especially when the U.S. confronts so many pressing problems, and how do legislators justify inaction? In what ways does this institution promote or hinder the legitimacy, responsiveness, and responsibility expected of a democratic governing institution?

Class Format: For fall of 2020, this class will be remote, with twice weekly synchronous discussion sessions. A few brief lectures will be put up on Glow to review before the relevant class section. Class discussion will draw on student questions posted on Glow as well as the process of developing and conducting original research.

Requirements/Evaluation: class participation, two short papers, and a final research paper

Prerequisites: PSCI 201 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Political Science majors with American Politics concentration and Leadership Studies concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 311 (D2) PSCI 311 (D2)

Fall 2020

SEM Section: R1 TR 9:45 am - 11:00 am Cathy M. Johnson

LEAD 312 (S) American Political Thought (WS)

Cross-listings: PSCI 312 LEAD 312

Secondary Cross-listing

From democracy to liberty, equality to community, foundational ideas -- about what makes for good government, about what constitutes the good society, about what is necessary to lead a good life -- define the American political tradition and consume the American political imagination. Designed not only to uncover these (sometimes melodious, sometimes cacophonous) values but also to place current ideological debates about them in a broader developmental context, this tutorial will offer a topical tour of American political thinking from the birth of nationalism in the colonial period to the remaking of conservatism and liberalism in the early twenty-first century. Utilizing primary source material ranging from presidential speeches to party platforms, newspaper editorials to novels, we will seek to interrogate -- reconciling where possible, distinguishing where necessary, interpreting in all instances -- the disparate visions and assessments of the American political experience offered by politicians, artists, intellectuals, activists, and ordinary citizens over the course of more than two centuries. Our focus, then, is nothing less than the story of America -- as told by those who lived it.

Class Format: For spring 2021, this course will be taught remotely, with a few synchronous seminar classes at the start and end of the course bookending synchronous tutorial sessions.

Requirements/Evaluation: five 5- to 7-page essays, five 2- to 3-page critiques, and a revised and extended 10- to 12-page final essay

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Political Science majors and prospective majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 312 (D2) LEAD 312 (D2)

Writing Skills Notes: Weekly writing with extensive attention to feedback, revision, and improvement.

Spring 2021

TUT Section: RT1 MW 8:15 am - 9:30 am Justin Crowe
LEAD 314  (S)  How Change Happens in American Politics  (WS)

Cross-listings:  LEAD 314  PSCI 314

Secondary Cross-listing

Does the rise of Donald Trump signal something new in the U.S.? How unprecedented is the current political moment? What might we expect to come next? From the Founding to the present, the American political order has undergone incredible, cataclysmic and thoroughgoing transformations, yet it has also proven to be remarkably enduring. How can this be? Where do we find continuities and where upheavals? What accounts for the continuities, and what for the changes? What sorts of transformations have been possible, and who or what has made them possible? Finally, what are the costs of change (and of continuity)—and who pays them? The goal of this course is to assess American political change, or lack of, and to gain a sense of the role that individual leaders have played in driving change. We will examine when and how individuals and leadership have mattered vis-à-vis broader historical and contextual factors, including economic developments, demographic change, and constitutional and institutional parameters. After examining general models of change and of leadership, we will consider specific case studies, such as civil rights for African-Americans, gender equality, labor demands, social conservatism, and populism. We will consider some of the complicated legacies of change. Finally, we will look at arguments that America has been "exceptional"—or, unlike other countries—as well as critiques of these arguments, to help us gain an understanding of future prospects for political transformation.

Class Format: research seminar

Requirements/Evaluation:  several short essays, weekly writing assignments, and a longer research paper with presentation

Prerequisites:  previous course in American politics or American history

Enrollment Limit:  14

Enrollment Preferences:  Political Science majors and Leadership Studies concentrators

Expected Class Size:  14

Grading:  no pass/fail option,  no fifth course option

Distributions:  (D2)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 314  (D2)  PSCI 314  (D2)

Not offered current academic year

LEAD 315  (S)  Parties in American Politics

Cross-listings:  LEAD 315  PSCI 315

Secondary Cross-listing

Is the American party system bankrupt? It has been said that parties are essential to democracy, and in the U.S., political parties have played a central role in extending democracy and organizing power. But their worth is a continuing subject of debate. Parties have been celebrated for linking citizens to their government and providing the coherency and unity needed to govern in a political system of separated powers. Yet they have also been disparaged for inflaming divisions among people and grid-locking the government. Other critics take aim at the two-party system itself, claiming that the major parties fail to offer meaningful choices to citizens. This course will investigate this debate over parties by examining their nature and role in American political life, both past and present. Throughout the course, we will explore such questions as: What constitutes a party? For whom do they function? How and why have they changed over time? Why a two-party system, and what role do third parties play? Is partisanship good or bad for democracy? For governance? What is the relationship between parties and presidents? How does partisanship become tribalism or hyper-partisanship, and can this be prevented? This semester, we will explore answers to these questions in a tutorial-style seminar format.

Class Format:  This course will be taught remotely in a quasi-tutorial style format with students meeting with the instructor weekly in small discussion groups.

Requirements/Evaluation:  Students will be responsible for writing three 5-page papers and three 2-page critiques. Students will also be asked to take responsibility for managing discussion and presenting work at different points in the semester.

Prerequisites:  PSCI course at the 200 or 300 level or permission of instructor

Enrollment Limit:  10

Enrollment Preferences:  Political Science majors

Expected Class Size:  10

Grading:  no pass/fail option,  no fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
LEAD 315 (D2) PSCI 315 (D2)

Spring 2021
SEM Section: R1    MWF 11:45 am - 1:00 pm     Nicole E. Mellow

LEAD 319 (F) Angela Davis: Political Theory, Activism, and Alliances (DPE) (WS)
Cross-listings: LEAD 319  PSCI 376  INTR 320
Secondary Cross-listing
This seminar examines the political thought, activism, and iconography of abolitionist Angela Davis. The seminar involves a critical engagement with the philosopher, former political prisoner, and their relationship with other theorists, authors and activists. Readings include: *Angela Davis: An Autobiography; Soledad Brother: The Prison Letters of George Jackson; The Morning Breaks: The Trial of Angela Davis; Women, Race, and Class; If They Come in the Morning.*

Requirements/Evaluation: Requirements: students attend each seminar class and come prepared to discuss the readings. Papers are due by email 24 hours before the seminar begins.
Prerequisites: Preferences: Juniors and Seniors who have taken courses in Africana Studies, American Studies, Political Science, Philosophy.
Enrollment Limit: 19
Enrollment Preferences: Juniors and Seniors with previous courses taken in Africana Studies, American Studies, Political Science, Philosophy.
Expected Class Size: 19
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
LEAD 319 (D2) PSCI 376 (D2) INTR 320 (D2)

Writing Skills Notes: Three thesis papers at five pages each will receive critical feedback from the professor; one of the three papers will be revised with critical feedback from professor and peers, accompanied by a one-page statement explaining student's revisions; one keyword glossary where students define their key terms used in the paper; one roundtable discussion based on the final paper.

Difference, Power, and Equity Notes: This course examines political activism in the 1960s-1970s during the Cold War in which the civil rights, black power and student anti-war movements challenged traditional US domestic and foreign policies. Examining the differential powers of university Regents, governors, presidents, and police forces and prison administrations in relation to social justice movements led by people under the age of thirty, we examine the structures of institutional power and the agency of cadre theorists.

Fall 2020
SEM Section: R1    TBA     Joy A. James

LEAD 320 (F) Heroes and Villains: Iconic Leadership and the Politics of Memory
Cross-listings: PSCI 320 LEAD 320
Primary Cross-listing
Americans have been arguing intensely in recent years about how we should remember the leaders from our nation's past. Does Thomas Jefferson's statue belong on a university campus? Should college dorms be named for John C. Calhoun and Woodrow Wilson? Should Harriet Tubman's portrait replace Andrew Jackson's on the $20 bill? In this course we will look at how people in the United States and elsewhere have used their leaders' images to hash out larger political issues of national identity, purpose, and membership. Why has historical commemoration gotten so contentious--or has it always been contentious? What's really at stake when we depict our leaders? How (if at all) should we reconcile contemporary morality with historical context in assessing the leaders from our past? To address these questions, we will study portrayals of some of the most famous leaders in American history—including Alexander Hamilton, Abraham Lincoln, and Martin Luther King, Jr. Our sources will include political speeches, literature, film, and journalism as well as monuments and museum exhibits; though our examples will be drawn mostly from the United States, our conceptual framework will be transnational. As a final assignment, students will write a 10-12 page paper examining the politics of memory for a leader of their
choice.

Requirements/Evaluation: two short (5- to 6-page) essays and a 10- to 12-page research paper

Prerequisites: previous course in Leadership Studies, or Political Science, or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Leadership Studies concentrators, Political Science majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 320 (D2) LEAD 320 (D2)

Not offered current academic year

LEAD 321  (S)  History of U.S.-Japan Relations, 1853-Present  (DPE)

Cross-listings: LEAD 321  ASST 321  HIST 321

Secondary Cross-listing

An unabating tension between conflict and compromise has been an undercurrent of U.S.-Japan relations since the 1850s, at times erupting into clashes reaching the scale of world war and at times allowing for measured collaboration. We will explore the U.S.-Japan relationship from the perspectives of both countries with a focus on how culture, domestic concerns, economic and political aims, international contexts, and race have helped shape its course and nature. This course will fulfill the Difference, Power, and Equity requirement by examining not just the diplomatic relationship between the U.S. and Japan, but also how various types of interactions have influenced the dynamics of power between these two countries and have shaped the ways in which each country has understood and portrayed the other.

Class Format: remote with synchronous, seminar-style discussion

Requirements/Evaluation: class participation, response papers (500 words), one short paper (5 pages), and a research paper (12-15 pages)

Prerequisites: none; open to first-year students with instructors permission

Enrollment Limit: 15

Enrollment Preferences: History or Asian Studies majors/prospective majors

Expected Class Size: 10-15

Grading: no pass/fail option, yes fifth course option

Distributions:  (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 321 (D2) ASST 321 (D2) HIST 321 (D2)

Difference, Power, and Equity Notes: The course focuses on differences in power (economic, cultural, political, and military) between Japan and the U.S., from the 1850s through the present. It considers the ways in which Japan has been subordinate to the U.S. for much of this history, and the conflicts that have resulted when Japan has attempted to overturn this dynamic of power. Students will acquire the skills of history and international relations to examine how race, culture, and politics have shaped this relationship.

Spring 2021

SEM Section: R1    TF 3:15 pm - 4:30 pm    Eiko Maruko Siniawer

LEAD 323  (F)  From Achilles to Alexander: Leadership and Community in Ancient Greece

Cross-listings: HIST 323  CLAS 323  LEAD 323

Secondary Cross-listing

Visionary, opportunist, reformer, tyrant, demagogue, popular champion: concise characterization of influential leaders is often irresistible. But placing leaders in their much less easily encapsulated political, social, and religious contexts reveals them to be far more complicated and challenging subjects. Among the questions that will guide our study of Greek leadership: Was the transformative leader in a Greek city always an unexpected one, arising outside of the prevailing political and/or social systems? To what extent did the prevailing systems determine the nature of transformative as
well as of normative leadership? How did various political and social norms contribute to legitimating particular kinds of leader? After studying such leaders as the "tyrants" who prevailed in many Greek cities of both the archaic and classical eras, then Athenian leaders like Solon, Cleisthenes, Cimon, Pericles, Cleon, and Demosthenes, and Spartans like Cleomenes, Leonidas, Brasidas, and Lysander, we will focus on Alexander the Great, whose unique accomplishments transformed every aspect of Greek belief about leadership, national boundaries, effective government, the role of the governed, and the legitimacy of power. Readings will include accounts of leadership and government by ancient Greek authors (e.g. Homer, Solon, Herodotus, Thucydides, Plato, Aristotle, Demosthenes, all in translation) and contemporary historians and political theorists.

Class Format: discussion

Requirements/Evaluation: contributions to class discussions, three short papers (4-6 pages each), a midterm exam, and an oral presentation leading to a significant final paper (10-12 pages)

Prerequisites: none, but a background and/or interest in the ancient world, political systems, and/or Leadership Studies is preferred

Enrollment Limit: 19

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 323 (D2) CLAS 323 (D1) LEAD 323 (D1)

Not offered current academic year

LEAD 325 (S) The Roosevelt Style of Leadership

Cross-listings: LEAD 325 HIST 358

Primary Cross-listing

In this seminar, we will study the political and moral leadership of Theodore, Franklin and Eleanor Roosevelt. The three Roosevelts transformed and expanded the role of government in American society, bringing about fundamental and lasting change. What were their leadership strategies and styles? How did TR and FDR differ in their approaches to leadership? Were TR's "Square Deal" and FDR's "New Deal" similar? How did Dr. New Deal become Dr. Win-the-War? How did they balance political deal-making with bold, principled leadership? What kind of leadership role did Eleanor Roosevelt play? In addition to studying biographies, their writings and speeches, we will do research using the Proquest data base of historical newspapers, to see history as it was being made.

Requirements/Evaluation: participation in class discussions, oral reports, two research papers

Prerequisites: none; courses in Leadership Studies and American Political Science and American History are very helpful for admission to this seminar

Enrollment Limit: 15

Enrollment Preferences: Leadership Studies concentrators and students with a background in American history and Political Science

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 325 (D2) HIST 358 (D2)

Not offered current academic year

LEAD 332 (F) New York City Politics from the Blackout to Bloomberg (WS)

Cross-listings: PSCI 310 LEAD 332 PSCI 332

Secondary Cross-listing

This course examines New York City's political history from the 1970s to the present—a period during which the city underwent staggering economic and social changes. In the mid-1970s, New York was a poster child of urban crisis, plagued by arson and housing abandonment, crime, the loss of residents and jobs, and failing public services. By the early 21st century, the city had largely met these challenges and was once again one of the most diverse and economically vital places on earth—but also one marked by profound inequality. This course will examine how New Yorkers have contested core issues of capitalism and democracy—how those contests have played out as the city itself has changed and how they have shaped contemporary
New York. Broad themes will include the city's role as a showcase for neoliberalism, neoconservatism, technocratic centrist, and progressivism; the politics of race, immigration, and belonging; the relation of city, state, and national governments; and the sources of contemporary forms of inequality. Specific topics will include policing, school reform, and gentrification. As the primary assignment in the course, students will design, research, and write a 20-page paper on a topic of their choice.

Requirements/Evaluation: active class participation, 2-page preliminary proposal, 10-page research proposal, 2-page peer feedback, 18- to 20-page research paper
Prerequisites: none
Enrollment Limit: 14
Enrollment Preferences: Political Science majors and Leadership Studies concentrators
Expected Class Size: 14
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
PSCI 310 (D2) LEAD 332 (D2) PSCI 332 (D2)

Writing Skills Notes: Students will develop their research papers over the course of the semester, receiving from the instructor at each stage of the process timely comments on their writing skills, with suggestions for improvement. Feedback will take the form of written comments, class workshops, and one-on-one meetings with the professor.

Not offered current academic year

LEAD 336  (S)  Science, Pseudoscience, and the Two Cultures
Cross-listings: LEAD 336  ASTR 336  HSCI 336

Secondary Cross-listing
A famous dichotomy between the sciences and the humanities, and public understanding of them, was laid down by C. P. Snow and has been widely discussed, with ignorance of the second law of thermodynamics compared with ignorance of Shakespeare. In this seminar, we will consider several aspects of science and scientific culture, including how scientific thinking challenges the claims of pseudoscience. We will consider C. P. Snow and his critics as well as the ideas about the Copernican Revolution and other paradigms invented by Thomas Kuhn. We will discuss the recent "Science Wars" over the validity of scientific ideas. We will consider the fundamental originators of modern science, including Tycho, Kepler, Galileo, and Newton, viewing their original works in the Chapin Library of rare books and comparing their interests in science with what we now call pseudoscience, like alchemy. We will review the history and psychology of astrology and other pseudosciences. Building on the work of Martin Gardner in Fads and Fallacies in the Name of Science, and using such recent journals as The Skeptical Inquirer and The Scientific Review of Alternative Medicine, we consider from a scientific point of view what is now called complementary or alternative medicine, including both older versions such as chiropractic and newer nonscientific practices. We will discuss the current global-climate-change deniers and their effects on policy. We discuss vaccination policy. We consider such topics as GM (genetically modified) foods, the safety and regulation of dietary supplements, and the validity of government and other recommendations relevant to the roles of dietary salt, sugar, and fat in health. We consider the search for extraterrestrial intelligence (SETI) and reports of UFO's and aliens. We consider the possible effects that superstitious beliefs have on the general public's cooperation in vaccination programs and other consequences of superstition. We will discuss conspiracy theories such as those about the Kennedy assassination, in view of the 2017 release of many documents from the time and the recent book by Alexandra Zapruder, the granddaughter of the person whose on-the-spot movie documented the fatal shot. We also consider a range of dramas that are based on scientific themes, such as Tom Stoppard's Arcadia and Michael Frayn's Copenhagen.

Requirements/Evaluation: biweekly 5-page papers, participation in discussions, and a 15-page final paper
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: juniors and seniors and to those with backgrounds in science, history of science, or philosophy
Expected Class Size: 12
Grading: yes pass/fail option, yes fifth course option
Unit Notes: non-major course; does not count toward ASPH, ASTR or PHYS major
Distributions: (D3)
This course is cross-listed and the prefixes carry the following divisional credit:
LEAD 348 (S) The Black Radical Tradition

Cross-listings: AFR 348 PSCI 348 LEAD 348

Secondary Cross-listing

The black radical tradition is a modern tradition of thought and action begun after transatlantic slavery’s advent. Contemporary social science and the humanities overwhelmingly portray it as a critique of black politics in the latter's liberal, libertarian, and conservative forms. This tutorial unsettles that framing, first by situating the black radical tradition as a species of black politics, and second through expanding the boundaries of black politics beyond the United States. Central to the black radical tradition's architecture are inquiries into the concepts of freedom, race, equality, rights, and humanism; meaning of “radical”; the national-transnational relationship; notions of leadership; status of global capitalism; the nexus of theory and praxis; and revolutionary politics. We begin with examinations of these central notions and debates, and then move to investigations of the political thought of four key late modern Afro-Caribbean and African-American thinkers within the tradition: Walter Rodney, Sylvia Wynter, Cedric Robinson, and Angela Davis.

Requirements/Evaluation: attendance; five 5-page essays, five 2-page critiques, and one 1-page essay for the final class

Prerequisites: none; open to all

Enrollment Limit: 10

Enrollment Preferences: Africana Studies concentrators, Leadership Studies concentrators, and Political Science majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 348 (D2) PSCI 348 (D2) LEAD 348 (D2)

Not offered current academic year

LEAD 350 (S) Leadership in American Political Development (WS)

Cross-listings: LEAD 350 PSCI 356

Primary Cross-listing

Major change in American politics takes place when an old political order collapses and a new one emerges to replace it, sometimes through violent struggle. Before the Civil War and Reconstruction, for example, states enjoyed autonomy over most areas of politics—including whether or not to maintain slavery. Afterwards, the Federal Government began to assert itself vis-à-vis civil rights and liberties in ways it had never previously done. Relatedly, before the Great Depression, state government basically managed their own economies; but the New Deal gave the federal government power to create and manage a new, national economy. What are the deep sources of these architectonic changes? Who or what is responsible for them? And what is the best way to study them? This course will survey the alternative and competing ways in which leading thinkers and scholars answer these questions. Some argue that dynamic individuals—such as Lincoln and Franklin Roosevelt—drive political change, and that change would not happen without such leaders. Others contend that these so-called “leaders” are themselves mere by-products of impersonal forces, such as party realignments, critical elections, and social, economic, and technological changes. Our goal will be to understand these theories on their own terms, and then to evaluate them with reference to some case studies from American history. To this end, we will study theoretical writings but we will also read selections from histories and biographies that draw a more intimate, nuanced picture of the leaders, groups, and personalities involved in America’s most transformative political moments.

Class Format: This course will be hybrid, combining elements of synchronous meetings and asynchronous content so as to allow both in-person and remote students to participate.

Requirements/Evaluation: weekly writing assignments, a medium-length essay, and the option either to write a second medium-length essay or to develop the first essay into a longer research paper

Prerequisites: previous course in Leadership Studies, American politics, or American history

Enrollment Limit: 14

Enrollment Preferences: Leadership Studies concentrators and Political Science majors
LEAD 360  (F)  The Political Thought of Frantz Fanon  (WS)

Cross-listings:  PHIL 360  PSCI 370  LEAD 360  AFR 360

Secondary Cross-listing

Martinican psychiatrist, philosopher, and revolutionary Frantz Fanon was among the leading critical theorists and Africana thinkers of the twentieth century. Fanon ushered in the decolonial turn in critical theory, a move calling on those both within and outside of Europe to challenge the coloniality of the age and to forge a new vision of politics in the postcolonial period. This course is an advanced seminar devoted to a comprehensive examination of Fanon's political thought. We will begin with an analysis of primary texts by Fanon and end by considering how Fanon has been interpreted by his contemporaries as well as activists and critical theorists writing today.

Requirements/Evaluation:  attendance and participation, weekly online reading response papers, a class presentation, two 7-page essays, and one 20-page final research paper

Prerequisites:  none

Enrollment Limit:  19

Enrollment Preferences:  Africana Studies concentrators, Leadership Studies concentrators, and Political Science majors

Expected Class Size:  10

Grading:  no pass/fail option,  yes fifth course option

Distributions:  (D2)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 360 (D2) PSCI 370 (D2) LEAD 360 (D2) AFR 360 (D2)

Writing Skills Notes:  Students write weekly online reading response papers, two 7-page essays, and one 20-page final research paper. Students receive written feedback from me throughout, meet with me 1-on-1 to discuss 7-page essays to then revise/re-submit and also receive written feedback before final submission. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Not offered current academic year

LEAD 362  (F)  The Wilsonian Tradition in American Foreign Policy

Cross-listings:  PSCI 362  LEAD 362

Secondary Cross-listing

During and after the First World War, President Woodrow Wilson developed an approach to international relations that challenged the dominant assumptions of Realism. Instead of a world order marked by alliances, arms races, and wars, Wilson offered a vision of a peaceful world and the rule of international law. While America ultimately rejected the League of Nations, the Wilsonian tradition has continued to exert a powerful influence on scholars and policymakers. This tutorial will intensively examine Wilson's efforts to recast the nature of the international system, the American rejection of his vision after the First World War, and the reshaping of Wilsonianism after the Second World War. We will spend equal time in the tutorial on both the theoretical and historical dimensions of Wilsonianism.

Requirements/Evaluation:  4 papers of 7-8 pages and response papers

Prerequisites:  PSCI 120, 202, or permission of instructor
LEAD 369 (S) The Crisis of Leadership

Primary Cross-listing

It is now a commonplace that the liberal democracies of Europe and North America (and beyond) are facing a "crisis of leadership." In country after country, champions of cosmopolitan values and moderate reform are struggling to build sufficient popular support for their programs. These failures have created space for a politics of populism, ethno-nationalism, and resentment—an "anti-leadership insurgency" which, paradoxically, has catapulted charismatic (their critics would say demagogic) leaders to the highest offices of some of the largest nations on earth. In this course, we will seek to understand the challenges liberal, cosmopolitan leadership has encountered in the 21st century and the reasons why populist, nationalist leadership has proven resurgent. We will begin by examining institutional constraints facing political leaders: globalization, sclerotic institutions, polarization, endemic racism, and a changing media environment. Then we will look at some important factors which shape how followers approach would-be leaders: inequality and economic precarity; identity and group consciousness; notions of membership, community, and hierarchy; and declining local institutions. Our primary questions will be these: Why is transformative leadership so difficult today? How does political leadership in the 21st century differ from leadership in earlier eras? What conditions are necessary to sustain effective leadership in the contemporary world?

Requirements/Evaluation: class participation, regular response papers, research proposal, research paper; this is a research course; the primary written assignment will be a research paper which students will develop over the course of the semester

Prerequisites: none

LEAD 389 (S) The Vietnam Wars (DPE)

Secondary Cross-listing

This course explores Vietnam's twentieth century wars, including an anti-colonial war against France (1946-1954), a massive Cold War conflict involving the United States (1965-1973), and postcolonial confrontations with China and Cambodia in the late-1970s. Course materials will focus primarily on Vietnam's domestic politics and its relations with other countries. Lectures, readings, films, and discussions will explore the process by which Vietnam's anti-colonial struggle became one of the central conflicts of the Cold War, and examine the ramifications of that fact for all parties involved. The impact of these wars can hardly be overstated, as they affected the trajectory of French decolonization, altered America's domestic politics and foreign policy, invigorated anti-colonial movements across the Third World, and left Vietnam isolated in the international community. Students will read a number of scholarly texts, primary sources, memoirs, and novels to explore everything from high-level international diplomacy to personal experiences of conflict and dramatic social change wrought by decolonization and decades of warfare.

Class Format: This course will be fully remote. The course format will prioritize synchronous discussions and small group work via Zoom.

Requirements/Evaluation: class participation, several short papers, and a 10- to 12-page final paper
**Prerequisites:** none; open to all

**Enrollment Limit:** 15

**Enrollment Preferences:** History and Asian Studies majors

**Expected Class Size:** 10-15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
LEAD 389 (D2) HIST 389 (D2) ASST 389 (D2)

**Difference, Power, and Equity Notes:** This course traces Vietnam's anti-colonial movements from colonization to liberation. Students will examine power struggles among Vietnamese nationalists from a variety of different religious, class, ideological, and regional backgrounds, as well as Vietnam's diplomatic and military rivalries with France, China, the Soviet Union, and the United States. Readings will focus on Vietnamese voices to explore how the country surmounted seemingly impossible international power dynamics.

Spring 2021

SEM Section: R1  MWF 11:45 am - 1:00 pm  Jessica Chapman

LEAD 397  (F)  Independent Study: Leadership Studies

Leadership Studies independent study. Permission of the chair of Leadership Studies required.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Fall 2020

IND Section: H1  TBA  Justin Crowe

LEAD 398  (S)  Independent Study: Leadership Studies

Leadership Studies independent study. Permission of the chair of Leadership Studies required.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Spring 2021

IND Section: H1  TBA  Justin Crowe

LEAD 402  (S)  The Art of Presidential Leadership

In this seminar, we will focus on the leadership skills, strategies, successes and failures of some of the greatest American presidents--Washington, Jefferson, Theodore Roosevelt, FDR, Reagan--as well as some of the most controversial--Lyndon Johnson and Nixon. We will investigate how these presidents developed as leaders before as well as after their election to the presidency. How did they determine their goals and assemble their leadership teams? How did they mobilize followers and connect with them? What challenges did they face and what principles guided them? What failures did they meet and why? Readings will include correspondence, speeches, and biographies. Students will make extensive use the Proquest data base of historical newspapers to study history as it was being made.

**Class Format:** Remote via Zoom

**Requirements/Evaluation:** three papers, many class presentations, and active participation in all discussions

**Prerequisites:** LEAD 125 or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Leadership Studies concentrators and students with background in American history and Political Science

**Expected Class Size:** 10
LEAD 412 (F)  Gandhi: History, Ideas and Legacy  (WS)

Cross-listings: REL 412  LEAD 412  GBST 412  ASST 412  HIST 496

Secondary Cross-listing

This course studies the life, work, and ideas of M.K. Gandhi (1869-1948), one of the most influential thinkers of the non-western world. Gandhi is well known today for his philosophy of non-violent resistance and its application in India's freedom struggle as well as his influence on the work of leaders like Martin Luther King and Nelson Mandela. Hailed as the 'father of the Indian nation', however, Gandhi is not only known for his political ideas but also for his deep engagement with aspect of everyday human behavior and morality: truth, vegetarianism, sex and celibacy, to name just a few of his obsessions which contributed to making his broader philosophy. It is this commitment to a morally pure life that earned him the title of 'Mahatma' or Great Soul in India. This tutorial will focus on three key aspects of Gandhi: his ideas of peaceful protest as means of social and political change, his contemplations on moral philosophy, and on his legacy in modern India and the world. Students will read a combination of Gandhi's own writings as well as journal articles, monographs and films. The course will probe questions such as: What was the context and nature of Gandhian nationalism? Did it help to integrate the Indian nation? Was Gandhi truly a Great Soul, a saint or a shrewd politician? In what ways is Gandhi received and remembered by the Indian nation today? How does understanding a figure like Gandhi facilitate our understanding of modern nationalism, citizenship and political action?

Class Format: REMOTE. This tutorial will be taught remotely but will otherwise follow the usual tutorial format of weekly hour-long meetings, pairing students who will alternatively write papers and critiques each week.

Requirements/Evaluation: 5-7-page essays or 2-page critique due each week and a final report (3-4 pages) at the end of the semester.

Prerequisites: None, except students who have taken HIST488T will not be permitted to take this class.

Enrollment Limit: 10

Enrollment Preferences: Senior history majors and students who have previously taken HIST221. Students who have previously taken HIST488T will not be permitted to take this class.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 412 (D2) LEAD 412 (D2) GBST 412 (D2) ASST 412 (D2) HIST 496 (D2)

Writing Skills Notes: As a tutorial, this course is Writing Intensive as students not only write weekly papers but they also develop critical tools to engage in close reading of texts and interpret them and the facts therein. Each week, they will develop their writing by providing constructive criticism of their partner's paper, and in turn, learn to receive and build on critiques of their own work. Students will be given the opportunity to substantively revise their work on a regular basis.
detailed class discussions of each session's topic. The course will begin--by focusing on the Manhattan Project--with a brief technical overview of nuclear physics, nuclear technologies, and the design and effects of nuclear weapons. The course will then examine the following subjects: the dropping of the atomic bombs on Japan; theories of the nuclear revolution; the early Cold War period; the development and implications of thermonuclear weapons; the Berlin and Cuban missile crises; nuclear accidents; nuclear terrorism and illicit nuclear networks; the future of nuclear energy; regional nuclear programs; preventive strikes on nuclear facilities; nuclear proliferation; and contemporary policy debates.

Class Format: This course will be taught remotely. All class discussions will be synchronous.

Requirements/Evaluation: class participation, three 8- to 10-page papers

Prerequisites: PSCI 202

Enrollment Limit: 15

Enrollment Preferences: Political Science major seniors with an International Relations concentration

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 420 (D2) PSCI 420 (D2)

Winter Study

LEAD 99 (W) Independent Study: Leadership Studies

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year
How is language structured? What are the social forces associated with the development of language? How does the mind process and produce language? What are the best methods for teaching and learning a new language? Linguistics is a vibrant and multifaceted field that bridges the academic and the everyday. From Sociolinguistics to Linguistic Anthropology to Applied Linguistics, each of the various disciplines associated with the general area of Linguistics provides an illuminating perspective on the ways in which language works.

At Williams, students can gain insight into the intricacies of linguistic functions in courses located in several different academic units.

**Linguistics**

**ANTH 227 (F) Language and Society: What Does Your Speech Say About You?**

**Cross-listings:** ANTH 227 ARAB 227

**Secondary Cross-listing**

Sociolinguistics is the study of how aspects of society influence the way language is used by the society members. In this course, we will examine the inter-relationships between the way language is used in various social contexts affecting that usage. How and why do languages change? How does language reflect a person's identity? How does language intersect with power relations among individuals within a society? Does language vary according to gender? How are language varieties formed, and what determines their status within speech communities? How and why do speakers code-switch among different varieties? These are some key questions that we will examine in this class, drawing on readings that focus on different languages.

**Requirements/Evaluation:** active class participation, response essays, assignments, article presentation, variation paper, final exam

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** seniors, students who need to fulfill Arabic major or Anthropology major requirements, students interested in linguistics

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 227 (D2) ARAB 227 (D1)

Not offered current academic year

**ANTH 262 (S) Language and Power**

"A language is a dialect with an army." This (originally Yiddish) aphorism points to ways in which language, often imagined to be a neutral or apolitical medium of communication, proves in practice to be a social domain fully implicated in the operations of power. How do we create community - and social exclusion - by the way that we talk? What role does speech play in the accumulation of cultural capital? How are racism and colonialism sustained or subverted by language practices, and how can speech transform the world? This introduction to linguistic anthropology draws together classic works of linguistic and semiotic theory with studies of the politics of actual speech grounded in rich and particular cultural and historical contexts, from witchcraft accusations in rural France to the partition of Hindi and Urdu in colonial South Asia. Students will gain familiarity with key concepts (speech acts, performatives, code-switching, language ideology), themes and debates in the social scientific study of language. Assignments include regular postings of 1-page critical response papers and an ethnographic project analyzing a series of speech events in our local community.

**Requirements/Evaluation:** Regular postings of critical response papers and an ethnographic final project.

**Prerequisites:** None.

**Enrollment Limit:** 20

**Enrollment Preferences:** Students in all fields of study are most welcome. If overenrolled, priority will be given to Anthropology or Sociology majors or final-year students.
ARAB 227 (F) Language and Society: What Does Your Speech Say About You?

Cross-listings: ANTH 227  ARAB 227

Primary Cross-listing

Sociolinguistics is the study of how aspects of society influence the way language is used by the society members. In this course, we will examine the inter-relationships between the way language is used in various social contexts affecting that usage. How and why do languages change? How does language reflect a person's identity? How does language intersect with power relations among individuals within a society? Does language vary according to gender? How are language varieties formed, and what determines their status within speech communities? How and why do speakers code-switch among different varieties? These are some key questions that we will examine in this class, drawing on readings that focus on different languages.

Requirements/Evaluation: active class participation, response essays, assignments, article presentation, variation paper, final exam

Prerequisites: none

Enrollment Limit: 20

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Spring 2021

LEC Section: H1    TR 9:45 am - 11:00 am     Joel  Lee

ASST 207 (F) An Exploration of Japanese Language and Culture

Cross-listings: JAPN 407  ASST 207

Secondary Cross-listing

Language is the primary means for human beings to lead social lives and it expresses, embodies and symbolizes cultural and social reality. This tutorial will examine the intertwining ways in which the Japanese language reflects the patterns of life and intrinsic beliefs of Japanese, while exploring how this linguistic code may influence and shape the ways Japanese think. We will look into the following topics: polite language and the variety of personal pronouns in order to examine how the hierarchical structure of Japanese society is reflected in them. Also, we will explore women's speech, youth and queer Japanese to discuss social and gender identities and the role of linguistic stereotypes in manga, anime and TV dramas as well as the "easy Japanese movement," which depicts the shift from a monolingual to multilingual Japanese society. And finally, our examination will investigate the semantic and cultural losses that occur in translations from Japanese prose to English prose. The course is conducted in either Japanese or English with materials drawn from linguistics and sociocultural studies both in Japanese and English. Students wishing to take the course in English should register under ASST 207T and students wishing to take the course in Japanese should register under JAPN 407T. Japanese language learners will not only develop analytical and critical thinking, but will gain more advanced Japanese skills such as reading to understand the logic of arguments, exponent narrative, and academic presentations and writing.

Requirements/Evaluation: attendance and participation, 5 short papers, 5 critiques, and one final project; ASST 207 will meet once a week; JAPN 407 will meet twice a week

Prerequisites: none for ASST 207; a 400-level Japanese language course, advanced level Japanese proficiency or permission of instructor for JAPN 407

Enrollment Limit: 10

Enrollment Preferences: current or prospective Japanese, Chinese, and Asian Studies majors
CHIN 252 (F) Bridging Theory and Practice: Learning and Teaching Chinese as a Second Language

This course introduces students to the principles of second language acquisition (SLA), a field of study that investigates how people learn a foreign language and provides a basis for understanding research related to foreign language learning and teaching. Theoretical issues to be covered include what it means to know a language, how one becomes proficient in a foreign language, factors that affect the learning process, and the role of one’s native language. We will also examine what SLA research has discovered about teaching grammar, pronunciation, vocabulary, and writing. The goal is to explore ways in which SLA theories can be applied to facilitate acquisition of Chinese in terms of learning strategies and curriculum design. This course will be useful to both students who want to improve their own learning of Chinese and those who plan to teach or conduct research on Chinese. All readings in English with some examples in Chinese.

Class Format: discussion
Requirements/Evaluation: class participation, several oral presentations and short papers, and a final research project
Prerequisites: CHIN 101 or permission of instructor
Enrollment Limit: 19
Expected Class Size: 12
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)
Not offered current academic year

CHIN 272 (S) The History and Mythology of Chinese Scripts

Cross-listings: STS 272 CHIN 272 COMP 272

Primary Cross-listing

Written scripts using what are most often called “Chinese characters” have an attested history of over 3000 years and have been used all over the world to represent a range of different languages. In this course we will examine the history and development of Chinese characters from their earliest extant examples on sacrificial animal bones to their often amusingly misguided use for contemporary tattoos. We will look at historical evidence and mythology, carefully constructed grammatological studies and wild orientalist imaginings. Some topics will include: comparisons between the development of Chinese characters and other written scripts, the relationship between Chinese characters and the languages of China, the use of Chinese characters to write non-Chinese languages, Chinese characters in art and calligraphy, theories of connections between Chinese characters and Chinese philosophy and literature, issues of education and literacy, and the future of Chinese characters in the digital age.

Class Format: discussion
Requirements/Evaluation: quizzes, short writing assignments, a midterm, and a final exam
Prerequisites: none
Enrollment Limit: none
Enrollment Preferences: none
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
STS 272 (D2) CHIN 272 (D1) COMP 272 (D1)
COGS 222  (F)  Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science

Cross-listings: PSYC 222  PHIL 222  COGS 222

Primary Cross-listing

This course will emphasize interdisciplinary approaches to the study of intelligent systems, both natural and artificial. Cognitive science synthesizes research from cognitive psychology, computer science, linguistics, neuroscience, and contemporary philosophy. Special attention will be given to the philosophical foundations of cognitive science, representation and computation in symbolic and connectionist architectures, concept acquisition, problem solving, perception, language, semantics, reasoning, and artificial intelligence.

Class Format: This hybrid course will meet in-person and will also be available for remote video attendance and participation. Remote students will be expected to attend class synchronously with the in-person lecture and will not be able to watch lectures at other times, so must be available during the class hours in the catalog. Supplemental material—e.g., office hours, study sessions for exams, background discussion for weekly assignments—will be delivered on-line.

Requirements/Evaluation: midterm and final exams, and self-paced weekly exercises

Prerequisites: PSYC 101 or any PHIL course or CSCI 134 or permission of instructor; background in more than one of these is recommended. It is not necessary to contact the instructor to indicate a special interest in the course.

Enrollment Limit: 20

Enrollment Preferences: sophomore and first-year students, with additional preference given to students who satisfy more of the prerequisites.

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Unit Notes: meets Contemporary Metaphysics & Epistemology requirement only if registration is under PHIL

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSYC 222 (D2) PHIL 222 (D2) COGS 222 (D2)

Fall 2020

LEC Section: H1   TR 11:30 am - 12:45 pm   Joseph L. Cruz

COMP 272  (S)  The History and Mythology of Chinese Scripts

Cross-listings: STS 272  CHIN 272  COMP 272

Secondary Cross-listing

Written scripts using what are most often called "Chinese characters" have an attested history of over 3000 years and have been used all over the world to represent a range of different languages. In this course we will examine the history and development of Chinese characters from their earliest extant examples on sacrificial animal bones to their often amusingly misguided use for contemporary tattoos. We will look at historical evidence and mythology, carefully constructed grammatological studies and wild orientalist imaginings. Some topics will include: comparisons between the development of Chinese characters and other written scripts, the relationship between Chinese characters and the languages of China, the use of Chinese characters to write non-Chinese languages, Chinese characters in art and calligraphy, theories of connections between Chinese characters and Chinese philosophy and literature, issues of education and literacy, and the future of Chinese characters in the digital age.

Class Format: discussion

Requirements/Evaluation: quizzes, short writing assignments, a midterm, and a final exam

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:

STS 272 (D2) CHIN 272 (D1) COMP 272 (D1)

Not offered current academic year

**JAPN 131 (F) Introduction to Japanese Linguistics**

This course is an introduction to the basic ideas and methodology of linguistics. We learn how to formally analyze the patterns of speech sounds (phonetics and phonology), word formation (morphology), sentence structures (syntax), and meanings (semantics and pragmatics). Other topics, such as first language acquisition and language variations, may be discussed as needed. Although we use Japanese as the primary target data throughout the course, we occasionally look at data from other languages for further application of linguistic methodology and for the better understanding of cross-linguistic variations and underlying universality across languages. Classes are conducted in English.

**Requirements/Evaluation:** class discussion, reading assignments (as preparation for class), written assignments (exercises), mid-term and final exam

**Prerequisites:** no background knowledge of Japanese or linguistics is required; open to all students who are interested in Japanese language or language in general

**Enrollment Limit:** 25

**Enrollment Preferences:** first-year and sophomore students

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

**JAPN 258 (S) Language and Literacy Development**

**Cross-listings:** PSYC 258 JAPN 258

**Primary Cross-listing**

Language is uniquely a human function and fundamental to one's participation in society. Children learn to talk in the first three years of life at an impressive speed. However, in order to successfully participate in academic and social life, it is critical for one to develop literacy skills. Learning to read is a multifaceted process that involves various cognitive resources. This course is an introduction to language development and literacy acquisition in first language and in a cross-linguistic environment including Japanese, Chinese and English. Linguistic concepts such as phonology, syntax and morphology will be introduced as we discuss the acquisition processes. Questions to be addressed include: How does a child develop oral language from birth? How does a child learn the meaning of words? How is learning to talk and read similar or different across various languages? How is learning to read different from learning to speak? How "natural" is it to learn to read?

**Requirements/Evaluation:** active participation in the class discussion, weekly reaction paper, quiz, final paper

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Japanese, Chinese, Asian Studies, and Psychology majors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** Psychology majors, this course counts as a 200-level elective in psychology but does not count as one of the three 200-level courses for the major; for Asian Studies, Chinese, and Japanese majors, this course counts as a comparative requirement course

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

PSYC 258 (D2) JAPN 258 (D1)

Not offered current academic year

**JAPN 407 (F) An Exploration of Japanese Language and Culture**

**Cross-listings:** JAPN 407 ASST 207
Primary Cross-listing

Language is the primary means for human beings to lead social lives and it expresses, embodies and symbolizes cultural and social reality. This tutorial will examine the intertwining ways in which the Japanese language reflects the patterns of life and intrinsic beliefs of Japanese, while exploring how this linguistic code may influence and shape the ways Japanese think. We will look into the following topics: polite language and the variety of personal pronouns in order to examine how the hierarchical structure of Japanese society is reflected in them. Also, we will explore women's speech, youth and queer Japanese to discuss social and gender identities and the role of linguistic stereotypes in manga, anime and TV dramas as well as the "easy Japanese movement," which depicts the shift from a monolingual to multilingual Japanese society. And finally, our examination will investigate the semantic and cultural losses that occur in translations from Japanese prose to English prose. The course is conducted in either Japanese or English with materials drawn from linguistics and sociocultural studies both in Japanese and English. Students wishing to take the course in English should register under ASST 207T and students wishing to take the course in Japanese should register under JAPN 407T. Japanese language learners will not only develop analytical and critical thinking, but will gain more advanced Japanese skills such as reading to understand the logic of arguments, exponent narrative, and academic presentations and writing.

Requirements/Evaluation: attendance and participation, 5 short papers, 5 critiques, and one final project; ASST 207 will meet once a week; JAPN 407 will meet twice a week

Prerequisites: none for ASST 207; a 400-level Japanese language course, advanced level Japanese proficiency or permission of instructor for JAPN 407

Enrollment Limit: 10

Enrollment Preferences: current or prospective Japanese, Chinese, and Asian Studies majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: students wishing to take the course in English should register under ASST 207 and students wishing to take the course in Japanese should register under JAPN 407

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

JAPN 407 (D1) ASST 207 (D1)

Not offered current academic year

MATH 338 (F) Intermediate Logic (QFR)

Cross-listings: MATH 338 PHIL 338

Secondary Cross-listing

In this course, we will begin with an in-depth study of the theory of first-order logic. We will first get clear on the formal semantics of first-order logic and various ways of thinking about formal proof: natural deduction systems, semantic tableaux, axiomatic systems and sequent calculi. Our main goal will be to prove things about this logical system rather than to use this system to think about ordinary language arguments. In this way the goal of the course is significantly different from that of Logic and Language (PHIL 203). Students who have take PHIL 203 will have a good background for this class, but students who are generally comfortable with formal systems need not have taken PHIL 203. We will prove soundness and completeness, compactness, the Lowenheim-Skolem theorems, undecidability and other important results about first-order logic. As we go through these results, we will think about the philosophical implications of first-order logic. From there, we will look at extensions of and/or alternatives to first-order logic. Possible additional topics would include: modal logic, the theory of counterfactuals, alternative representations of conditionals, the use of logic in the foundations of arithmetic and Godel's Incompleteness theorems. Student interest will be taken into consideration in deciding what additional topics to cover.

Requirements/Evaluation: problem sets and exams

Prerequisites: some class in which student has studied formal reasoning

Enrollment Limit: 20

Enrollment Preferences: Philosophy majors; juniors and seniors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:
Quantitative/Formal Reasoning Notes: This is a class in Formal Logic. PHIL 203 satisfies the QFR requirement. If anything, this class will be significantly more formal.

PHIL 203 (S) Logic and Language (QFR)
Logic is the study of reasoning and argument. More particularly, it concerns itself with the difference between good and bad reasoning, between strong and weak arguments. We all examine the virtues and vices of good arguments in both informal and formal systems. The goals of this course are to improve the critical thinking of the students, to introduce them to sentential and predicate logic, to familiarize them with enough formal logic to enable them to read some of the great works of philosophy, which use formal logic (such as Wittgenstein's *Tractatus*), and to examine some of the connections between logic and philosophy.

Class Format: discussion
Requirements/Evaluation: a midterm, a final, frequent homework and problem sets
Prerequisites: none
Enrollment Limit: 40/sect
Enrollment Preferences: Philosophy majors, seniors, juniors, sophomores, first-years in that order.
Expected Class Size: 40/sect
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (QFR)

Quantitative/Formal Reasoning Notes: The main part of the course is learning two formal languages of logic: sentential logic predicate logic

PHIL 222 (F) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science
Cross-listings: PSYC 222 PHIL 222 COGS 222
Secondary Cross-listing
This course will emphasize interdisciplinary approaches to the study of intelligent systems, both natural and artificial. Cognitive science synthesizes research from cognitive psychology, computer science, linguistics, neuroscience, and contemporary philosophy. Special attention will be given to the philosophical foundations of cognitive science, representation and computation in symbolic and connectionist architectures, concept acquisition, problem solving, perception, language, semantics, reasoning, and artificial intelligence.

Class Format: This hybrid course will meet in-person and will also be available for remote video attendance and participation. Remote students will be expected to attend class synchronously with the in-person lecture and will not be able to watch lectures at other times, so must be available during the class hours in the catalog. Supplemental material--e.g., office hours, study sessions for exams, background discussion for weekly assignments--will be delivered on-line.
Requirements/Evaluation: midterm and final exams, and self-paced weekly exercises
Prerequisites: PSYC 101 or any PHIL course or CSCI 134 or permission of instructor; background in more than one of these is recommended. It is not necessary to contact the instructor to indicate a special interest in the course.
Enrollment Limit: 20
Enrollment Preferences: sophomore and first-year students, with additional preference given to students who satisfy more of the prerequisites.
Expected Class Size: 20
Grading: no pass/fail option, no fifth course option
Unit Notes: meets Contemporary Metaphysics & Epistemology requirement only if registration is under PHIL
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
PSYC 222 (D2) PHIL 222 (D2) COGS 222 (D2)
PHIL 308 (F) Wittgenstein’s “Philosophical Investigations”

Bertrand Russell claimed that Ludwig Wittgenstein was “perhaps the most perfect example I have ever known of genius as traditionally conceived—passionate, profound, intense, and dominating.” Wittgenstein’s two masterpieces, the *Tractatus Logico-Philosophicus* and the *Philosophical Investigations*, stand like opposing poles around which schools of twentieth-century analytic philosophy revolve. The Wittgenstein of the *Tractatus* is known as the “earlier Wittgenstein,” the Wittgenstein of the *Investigations* is known as the “later Wittgenstein.” This course is an intensive, line-by-line study of the *Investigations*—one of the greatest (and thus, one of the most controversial) books in the history of philosophy. Aside from its overwhelming influence on 20th and 21st century philosophy and intellectual culture, any book which contains the remark, “if a lion could talk, we could not understand him,” deserves serious attention.

Requirements/Evaluation: one short midterm paper (5-7 pages) and one longer final paper (12-15 pages)

Prerequisites: at least two Philosophy Courses, PHIL 202 highly recommended

Enrollment Limit: 19

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Not offered current academic year

PHIL 310 (F) Wittgenstein’s Later Philosophy (WS)

Ludwig Wittgenstein (1889-1951) is probably the greatest philosopher of the 20th century. His later work, best known through posthumously published *Philosophical Investigations*, continues to influence contemporary thinking about language, mind, action, knowledge, ethics, religion, aesthetics, culture, and of course, philosophy itself. Understanding later Wittgenstein is thus vital for engaging in contemporary philosophy, but neither the interpretation nor the evaluation of his thought is straightforward or easy. Later Wittgenstein is a controversial, polarizing figure; but serious reading of his work is invariably intellectually enriching and fertile. This tutorial aims to provide students with the skills necessary for careful, serious and thorough reading of Wittgenstein’s later philosophy. In the first part of the course, we will read Wittgenstein’s *Philosophical Investigations*, one of the greatest books ever written. In the second part of the course, we will read *On Certainty*, and selections from other of Wittgenstein’s posthumously published works: *Zettel*, *Philosophical Grammar*, *Remarks on the Philosophy of Psychology, Culture and Value*, *Lectures and Conversations on Aesthetics, Psychology and Religious Belief*, and *The Big Typescript*. Throughout the course, we will consult and discuss the important secondary literature on Wittgenstein, and analyze different philosophical presuppositions and goals that motivate particular readings. The central topics of the course will be: meaning, rule following, human languages; private experiences and other minds; intention and action; knowledge and skepticism; and especially, the methods and nature of philosophy.

Requirements/Evaluation: tutorial attendance and participation; bi-weekly tutorial papers, each about 5 pages long (totaling 6 per student); bi-weekly oral responses to the paper of the tutorial partner

Prerequisites: two Philosophy courses

Enrollment Limit: 10

Enrollment Preferences: preference will be given to students who already took a course on Wittgenstein, for example, PHIL 309

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will write two short (about 800 words) seminar papers; five 5-7 pages long papers; five 2-3 pages long comments on their tutorial partner's papers; and a final paper (also 5-7 pages long) which will be a revision of one of the previously written papers. Students will get regular feedback from their tutorial partner and from the instructor on the substance of their work as well as on their oral and writing skills, with suggestions for improvement.

Not offered current academic year

PHIL 338 (F) Intermediate Logic (QFR)

Cross-listings: MATH 338 PHIL 338
Primary Cross-listing

In this course, we will begin with an in-depth study of the theory of first-order logic. We will first get clear on the formal semantics of first-order logic and various ways of thinking about formal proof: natural deduction systems, semantic tableaux, axiomatic systems and sequent calculi. Our main goal will be to prove things about this logical system rather than to use this system to think about ordinary language arguments. In this way the goal of the course is significantly different from that of Logic and Language (PHIL 203). Students who have take PHIL 203 will have a good background for this class, but students who are generally comfortable with formal systems need not have taken PHIL 203. We will prove soundness and completeness, compactness, the Lowenheim-Skolem theorems, undecidability and other important results about first-order logic. As we go through these results, we will think about the philosophical implications of first-order logic. From there, we will look at extensions of and/or alternatives to first-order logic. Possible additional topics would include: modal logic, the theory of counterfactuals, alternative representations of conditionals, the use of logic in the foundations of arithmetic and Godel's Incompleteness theorems. Student interest will be taken into consideration in deciding what additional topics to cover.

Requirements/Evaluation: problem sets and exams

Prerequisites: some class in which student has studied formal reasoning

Enrollment Limit: 20

Enrollment Preferences: Philosophy majors; juniors and seniors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

MATH 338 (D3) PHIL 338 (D2)

Quantitative/Formal Reasoning Notes: This is a class in Formal Logic. PHIL 203 satisfies the QFR requirement. If anything, this class will be significantly more formal.

Not offered current academic year

PSYC 222 (F) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science

Cross-listings: PSYC 222 PHIL 222 COGS 222

Secondary Cross-listing

This course will emphasize interdisciplinary approaches to the study of intelligent systems, both natural and artificial. Cognitive science synthesizes research from cognitive psychology, computer science, linguistics, neuroscience, and contemporary philosophy. Special attention will be given to the philosophical foundations of cognitive science, representation and computation in symbolic and connectionist architectures, concept acquisition, problem solving, perception, language, semantics, reasoning, and artificial intelligence.

Class Format: This hybrid course will meet in-person and will also be available for remote video attendance and participation. Remote students will be expected to attend class synchronously with the in-person lecture and will not be able to watch lectures at other times, so must be available during the class hours in the catalog. Supplemental material—e.g., office hours, study sessions for exams, background discussion for weekly assignments—will be delivered on-line.

Requirements/Evaluation: midterm and final exams, and self-paced weekly exercises

Prerequisites: PSYC 101 or any PHIL course or CSCI 134 or permission of instructor; background in more than one of these is recommended. It is not necessary to contact the instructor to indicate a special interest in the course.

Enrollment Limit: 20

Enrollment Preferences: sophomore and first-year students, with additional preference given to students who satisfy more of the prerequisites.

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Unit Notes: meets Contemporary Metaphysics & Epistemology requirement only if registration is under PHIL

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSYC 222 (D2) PHIL 222 (D2) COGS 222 (D2)
PSYC 258  (S)  Language and Literacy Development

Cross-listings:  PSYC 258  JAPN 258

Secondary Cross-listing

Language is uniquely a human function and fundamental to one’s participation in society. Children learn to talk in the first three years of life at an impressive speed. However, in order to successfully participate in academic and social life, it is critical for one to develop literacy skills. Learning to read is a multifaceted process that involves various cognitive resources. This course is an introduction to language development and literacy acquisition in first language and in a cross-linguistic environment including Japanese, Chinese and English. Linguistic concepts such as phonology, syntax and morphology will be introduced as we discuss the acquisition processes. Questions to be addressed include: How does a child develop oral language from birth? How does a child learn the meaning of words? How is learning to talk and read similar or different across various languages? How is learning to read different from learning to speak? How “natural” is it to learn to read?

Requirements/Evaluation:  active participation in the class discussion, weekly reaction paper, quiz, final paper

Prerequisites:  none

Enrollment Limit:  25

Enrollment Preferences:  Japanese, Chinese, Asian Studies, and Psychology majors

Expected Class Size:  25

Grading:  yes pass/fail option, yes fifth course option

Unit Notes:  Psychology majors, this course counts as a 200-level elective in psychology but does not count as one of the three 200-level courses for the major; for Asian Studies, Chinese, and Japanese majors, this course counts as a comparative requirement course

Distributions:  (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

PSYC 258 (D2) JAPN 258 (D1)

Not offered current academic year

STS 272  (S)  The History and Mythology of Chinese Scripts

Cross-listings:  STS 272  CHIN 272  COMP 272

Secondary Cross-listing

Written scripts using what are most often called “Chinese characters” have an attested history of over 3000 years and have been used all over the world to represent a range of different languages. In this course we will examine the history and development of Chinese characters from their earliest extant examples on sacrificial animal bones to their often amusingly misguided use for contemporary tattoos. We will look at historical evidence and mythology, carefully constructed grammatological studies and wild orientalist imaginings. Some topics will include: comparisons between the development of Chinese characters and other written scripts, the relationship between Chinese characters and the languages of China, the use of Chinese characters to write non-Chinese languages, Chinese characters in art and calligraphy, theories of connections between Chinese characters and Chinese philosophy and literature, issues of education and literacy, and the future of Chinese characters in the digital age.

Class Format: discussion

Requirements/Evaluation:  quizzes, short writing assignments, a midterm, and a final exam

Prerequisites:  none

Enrollment Limit:  none

Enrollment Preferences:  none

Expected Class Size:  15

Grading:  yes pass/fail option, yes fifth course option

Distributions:  (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 272 (D2) CHIN 272 (D1) COMP 272 (D1)
Not offered current academic year
CENTER FOR ENVIRONMENTAL STUDIES  
MARITIME STUDIES  
Chair: Associate Professor Nicolas Howe

Associate Director: Lecturer Sarah Gardner


On leave fall/spring: N. Howe


Mystic Executive Director: T. Van Winkle.

MEMBERS OF THE CENTER FOR ENVIRONMENTAL STUDIES

Alex Apotsos, Visiting Lecturer in Geosciences
Henry W. Art, Professor of Biology and Environmental Studies
Sonya Auer, Visiting Assistant Professor of Biology
Lois M. Banta, Professor of Biology
Ron D. Bassar, Assistant Professor of Biology
Ben Benedict, Lecturer in Art
Mary K. Bercaw-Edwards, Associate Professor for Literature of The Sea, Williams-Mystic Maritime Studies Program
Julie C. Blackwood, Assistant Professor of Mathematics
Roger E. Bolton, Professor of Economics, Emeritus
Cory E. Campbell, instructional Technology Specialist
Phoebe A. Cohen, Associate Professor of Geosciences
Anthony J. Carrasquillo, Assistant Professor of Chemistry
David Cassuto, Class of 1946 Visiting Distinguished Professor of Environmental Studies
Jose E.A. Constantine, Assistant Professor of Geosciences
Mea S. Cook, Associate Professor of Geosciences
David P. Dethier, Professor of Geosciences*
Joan Edwards, Professor of Biology
Laura Ephraim, Associate Professor of Political Science
Michael Evans, Assistant Director of The Zilkha Center for Environmental initiatives
Jessica M. Fisher, Assistant Professor of English
Antonia Foias, Professor of Anthropology and Sociology
Jennifer L. French, Professor of Spanish
Sarah S. Gardner, Lecturer in Environmental Studies
Matthew Gibson, Assistant Professor of Economics
Lisa Gilbert, Associate Professor of Geosciences and Marine Sciences
ENVIRONMENTAL STUDIES

Environmental issues call upon citizens, organizations, and governments to grasp complex scientific concepts, address conflicting human values, and make difficult economic, political and ethical choices. A proper understanding of environmental issues is therefore an interdisciplinary exercise. The concentration in Maritime Studies is designed to help students to:

- Effectively address complex environmental issues by integrating perspectives from the natural sciences, the social sciences, and the arts and humanities;
- Understand ecological principles and the nature of living systems;
• Apply scientific methods to collect environmental data and evaluate environmental quality;
• Understand the political and economic factors that inform, enable, and constrain environmental policy;
• Understand the social, cultural, and historical factors that shape environmental thought, history, and behavior;
• Develop significant understanding of one or more of the essential methodological approaches required in addressing environmental challenges;
• Apply their learning in a practical setting.

The program is administered by the Center for Environmental Studies (CES), located in the Class of 1966 Environmental Center. Founded in 1967, CES was one of the first environmental studies programs at a liberal arts college. In addition to the academic program described below, CES is the focus of a varied set of activities in which students lead and participate, often with other members of the Williams community. CES offers extensive resources including databases, funding for student-organizations, and student initiated activities, and generous support for summer research and internships. The Class of 1966 Center, a Living Building and the Program's home, includes a classroom, living room, study rooms, kitchen, as well as student gardens. The CES manages the Hopkins Memorial Forest, a 2600-acre natural area northwest of campus, in which there are field-study sites and a laboratory, and where passive-recreation opportunities may be found in all seasons. CES also operates the Environmental Analysis Laboratory in Morley Science Center. The Maritime Studies concentration builds on the course offerings of the Williams-Mystic Maritime Studies Program at Mystic Seaport.

ADVISING

Concentrators (or first-years and sophomores interested in the concentration offered by CES) are encouraged to talk at any time with the Chair or Associate Director of Environmental Studies, or any other members of CES or Maritime Studies for advice. All incoming concentrators will choose a faculty advisor in the spring of their sophomore year.

Advisors for 2019-20: Henry Art, Sarah Gardner, Pia Kohler, Laura Martin, Mea Cook, James Manigault-Bryant.

CONCENTRATION IN MARITIME STUDIES

The Maritime Studies concentration provides students with an opportunity to explore how humans interact with the environment, including the maritime environment. Understanding the oceans and our interactions with them is of increasing importance in this era of climate change, sea-level rise, fisheries crises, and the internationalization of the high seas. We encourage students to investigate our WaterWorld from the perspectives of the humanities, social sciences, and physical sciences. Maritime Studies is an interdisciplinary, cross-divisional program that includes the literature, history, policy issues, and science of the ocean. Candidates for the concentration in Maritime Studies must complete a minimum of seven courses: the interdisciplinary introductory course (GEOS 104 Oceanography), four intermediate core courses (at Williams-Mystic), an elective, and the senior seminar.

Students who have completed other study-away programs that emphasize maritime studies should consult with the CES chair about the possibility of completing the Maritime Studies concentration.

Required Courses (7 courses)

Introductory Course

MAST/ENVI/GEOS 104 Oceanography

Students who take MAST 211/GEOS 210 Oceanographic Processes at Williams-Mystic can substitute an extra elective in lieu of GEOS 104.

Capstone Course

ENVI/MAST 412 Senior Seminar: Perspectives on Environmental Studies

Core Courses (taken as part of Williams-Mystic program at Mystic Seaport):

MAST/ENGL 231 Literature of the Sea
MAST 311/BIOL 231 Marine Ecology OR MAST 211/GEOS 210 Oceanographic Processes
MAST/ENVI 351/ PSCI 319 Marine Policy
MAST/HIST 352 America and the Sea, 1600-Present

Elective Courses

Elective courses are listed based on either a clear maritime statement in the course description or broad practical/theoretical applicability to maritime studies. Concentrators will take a minimum of one course from the list below. If concentrators find other courses in the catalog that they believe meet the requirements for a MAST elective, they may bring them to the attention of the Chair or Associate Director.
INDEPENDENT STUDY AND WINTER STUDY

In addition to courses fulfilling the Maritime Studies concentration requirements, the following courses are offered:

- MAST 397, 398 Independent Study: Maritime Studies
- MAST 493-W31-494 Senior Thesis: Maritime Studies

Winter study courses play an important role in the program, offering opportunities to learn about aspects of environmental studies with which students would like to become more familiar. We encourage students to bear in mind their interests in the environment and maritime studies when
HONORS IN MARITIME STUDIES

Candidates for honors in Maritime Studies will complete a thesis in their senior year. The project will involve original research (archive, museum, field, or laboratory) followed by on-campus analysis and write-up of results. The thesis may either be a one-semester plus winter study project, or a full year (two semesters plus winter study). In either case, data collection during the summer before the senior year may be necessary. In some cases, the thesis project may be a continuation and expansion of the student’s Williams-Mystic research project. Honors will be awarded if the thesis shows a high degree of scholarship, originality, and intellectual insight.

MAST 104 (S) Oceanography

Cross-listings: GEOS 104 MAST 104 ENVI 104

Secondary Cross-listing

The oceans cover three quarters of Earth's surface, yet oceanography as a modern science is relatively young: the first systematic explorations of the geology, biology, physics and chemistry of the oceans began in the late 19th century. This introduction to ocean science includes the creation and destruction of ocean basins with plate tectonics; the source and transport of seafloor sediments and the archive of Earth history they contain; currents, tides, and waves; photosynthesis and the transfer of energy and matter in ocean food webs; the composition and origin of seawater, and how its chemistry traces biological, physical and geological processes; oceans and climate change; and human impacts. This course is in the Oceans and Climates group for the Geosciences major.

Class Format: Remote lectures, students attend a 2-hour lab every other week. Lab meetings will be a mixture of remote, and in-person/hybrid formats. If public health conditions allow, there may be a field trip.

Requirements/Evaluation: two midterm exams, homework, lab work, and a final exam

Prerequisites: none

Enrollment Limit: 48

Enrollment Preferences: first year and second year students, Geosciences majors, Maritime Studies concentrators

Expected Class Size: 48

Grading: yes pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 104 (D3) MAST 104 (D3) ENVI 104 (D3)

Spring 2021

LAB Section: H2 M 1:00 pm - 3:00 pm Mea S. Cook
LAB Section: H3 W 1:00 pm - 3:00 pm Mea S. Cook
LEC Section: R1 MWF 10:40 am - 11:30 am Mea S. Cook

MAST 211 (S) Oceanographic Processes

Cross-listings: MAST 211 GEOS 210

Primary Cross-listing

This course examines ocean and coastal environmental science issues including carbon dioxide and the ocean's role in climate, El Niño and other ocean-atmosphere oscillations that influence our weather, coastal erosion and other hazards, coastal pollution, and fisheries. The focus is on controlling processes with regional comparisons. Blue water oceanography is conducted in the Atlantic and comparative coastal oceanography includes trips to southern New England shores, and the West and Gulf coasts of the US as part of the Williams-Mystic program. This course is in the Oceans and Climate group for the Geosciences major.

Class Format: including coastal and near-shore field trips, 11 days offshore, and a laboratory or field research project

Requirements/Evaluation: two tests, a research project, and a presentation

Prerequisites: none
Enrollment Limit: 24
Enrollment Preferences: none
Expected Class Size: 10
Grading: yes pass/fail option, yes fifth course option
Unit Notes: offered only at Mystic Seaport
Distributions: (D3)
This course is cross-listed and the prefixes carry the following divisional credit:
MAST 211 (D3) GEOS 210 (D3)
Not offered current academic year

MAST 231 (S) Literature of the Sea
Cross-listings: ENGL 231 MAST 231
Primary Cross-listing
Taking advantage of our maritime museum, coastal setting, and three field seminars, we study canonical and lesser-known novelists, short-story writers, dramatists, and poets who set their works in the watery world, often in the exact places where we travel as a class. We read, for example—depending on fall or spring semester—Ernest Hemingway when sailing on the Straits of Florida, John Steinbeck when exploring Cannery Row on Monterey Bay, and Mark Twain on a steamboat on the Mississippi. We read Kate Chopin on the sands of the Gulf of Mexico, Rudyard Kipling out on Georges Bank, and Herman Melville’s masterpiece *Moby-Dick* aboard Mystic Seaport’s historic whaleship, the *Charles W. Morgan*, a vessel nearly identical to the vessel he climbed aboard at age twenty-one. In the classroom we examine these works through a mixture of lecture, small-group discussion, and writing. To further appreciation and analysis, this interdisciplinary course uses students’ emerging knowledge of maritime history and marine science.

Class Format: weekly lectures, including coastal and near-shore field trips and ten days at sea
Requirements/Evaluation: regular papers, class participation, journal-writing, and a final paper
Grading: no pass/fail option, no fifth course option
Unit Notes: offered only at Mystic Seaport
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 231 (D1) MAST 231 (D1)
Not offered current academic year

MAST 245 (F) Hydrothermal Vents (WS)
Cross-listings: GEOS 245 MAST 245 ENVI 245
Secondary Cross-listing
Hydrothermal vents are perhaps the most alien places on Earth. Many are located on active volcanoes, especially at mid-ocean ridges, where magma super-heats water to form underwater hot springs. Others are located at deep-sea fracture zones, where the exothermic reaction of serpentinization provides the heat to drive hydrothermal circulation. Hydrothermal vents are extreme environments which host unique organisms, like giant tubeworms and giant hydrothermal clams, that are found only at these deep sea oases. This tutorial will examine how and where hydrothermal vents form, the strange and ancient life there, and why they are relevant despite feeling so far removed from our daily lives. Hydrothermal vent science draws on geology, physics, chemistry, and biology, so prior interest or coursework in one or more of those fields is suggested. This course is in the Oceans and Climate group for the Geosciences major.

Class Format: This class will meet remotely. Students will meet in pairs weekly with the instructor for one hour. The entire class will meet once at the beginning of the semester for organizational purposes and at the end of the semester for a synthesis.
Requirements/Evaluation: Five 5-page papers, critiques of tutorial partner’s papers, final reflection, and participation
Prerequisites: none, open to all students
Enrollment Limit: 10
Enrollment Preferences: 1. sophomores, 2. first-years, 3. junior and senior GEOS majors and MAST concentrators
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
GEOS 245 (D3) MAST 245 (D3) ENVI 245 (D3)

Writing Skills Notes: Students will write six 5-page papers. The first five papers will be written every other week, alternating with a tutorial partner. Students will receive oral and written feedback during a discussion with the instructor and their tutorial partner. Students will write a final 5-page reflection paper to synthesize their learning.

Fall 2020
TUT Section: RT1 TBA Lisa A. Gilbert

MAST 263 (F)(S) The Global Ocean: An Interdisciplinary Introduction
Cross-listings: MAST 263 ENVI 263
Primary Cross-listing

Though it covers most of the planet, the ocean's importance to everyday life is easy to overlook. Its roles as a cultural symbol, resource, highway, and climate regulator make it essential to life around the world. This interdisciplinary course, team-taught by the faculty of the Williams-Mystic Program, will examine key issues in each of the world's oceans while introducing students to the ways these issues connect multiple disciplines and transcend physical, political, and imaginary ocean boundaries. By drawing on the expertise of the five professors -- from humanities, social sciences, and sciences -- this course facilitates the critical study of the ocean from an interdisciplinary perspective and helps them consider their own role in the shifting relationship between humanity and the ocean. This seminar-style course will meet twice a week online, with students assessed by their participation, response papers, and final project, while helping them apply interdisciplinary skills to pressing sustainability issues connecting the environment and society.

Class Format: Remote, including Zoom seminar meetings twice a week
Requirements/Evaluation: Five 2-page papers, participation, and a 6-8 page final paper
Prerequisites: none, open to all students
Enrollment Limit: 20
Enrollment Preferences: 1. first years, 2. sophomores, 3. MAST concentrators
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:
MAST 263 (D3) ENVI 263 (D2)

Fall 2020
SEM Section: R1 MR 1:30 pm - 2:45 pm Lisa A. Gilbert, Catherine Robinson Hall, Tim J. Pusack, Sofia E. Zepeda, Ned G. Schaumberg, ngs3

Spring 2021
SEM Section: R1 MR 1:30 pm - 2:45 pm Catherine Robinson Hall, Tim J. Pusack, Lisa A. Gilbert, Sofia E. Zepeda, Ned G. Schaumberg, ngs3

MAST 265 (F) Coral Reefs: Ecology, Threats, & Conservation
Cross-listings: BIOL 165 MAST 265 ENVI 265
Primary Cross-listing

Coral reefs are a fascinating ecosystem found throughout the world's tropical oceans. Corals can thrive in nutrient-poor oceans because of the mutualistic relationship with algal symbionts. And as a foundational species, corals provide a habitat for numerous species, possibly the highest
diversity found on the planet. However, these complex and beautiful ecosystems are declining worldwide from a variety of local and global threats. In this course, we will explore coral reef ecology through an in-depth examination of the biotic and abiotic factors contributing to the ecosystem's functioning. We will also investigate the causes and consequences of threats to coral reefs, such as ocean warming, ocean acidification, and resource extraction. Finally, we will identify the many efforts worldwide to conserve coral reefs and promote their resilience. In this seminar course, offered remotely, you will demonstrate your proficiency through knowledge assessments, short writing reflections, a virtual coral fragmentation experiment, and a creative advocacy project. This course aims to deepen your awareness of the complex species interactions on coral reefs and the physical factors affecting coral survival while fostering hope through current conservation efforts.

Class Format: Remote, including Zoom seminar meetings twice a week
Requirements/Evaluation: Four 1-paragraph discussion board post, One 20-question knowledge assessment (quiz), Three 2-page writing reflections, One lab results and discussion write-up 2-3 pages figures included, and a creative (medium is student choice) advocacy project.
Prerequisites: none, open to all students
Enrollment Limit: 20
Enrollment Preferences: 1. First-Year, 2. Sophomores
Expected Class Size: 16
Grading: yes pass/fail option, yes fifth course option
Unit Notes: Does not count for Biology major credit.
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
BIOL 165 (D3) MAST 265 (D2) ENVI 265 (D2)

Fall 2020
SEM Section: R1   MW 10:00 am - 11:15 am   Tim J. Pusack

MAST 266 (S) Reading Water (WS)
Cross-listings: ENVI 266  MAST 266
Primary Cross-listing
Water has such profound and far-reaching influence on individuals, societies, and the planet that it simultaneously risks going overlooked and appearing clichéd. Human beings are made of it and need it to live, yet will die if immersed in it. It is venerated by cultures around the world, yet most people either cannot access clean water, or don't know where their clean water is piped in from. It covers the earth's surface, and has shaped it over eons, yet scientists are still not sure how it came to be here in the first place. This wide-ranging influence also presents challenges for traditional academic structures; thinking about water demands crossing times, spaces, and disciplines. This course will explore the wide-ranging and diverse ways water impacts individuals, cultures, and the environments they call home by drawing on a range of content: hydrology, literature, political theory, storytelling, geography, and more. To do this, we will also develop and examine methods of critically reading as "non-experts"—reading scientific articles as rhetorical objects and reading for scientific principles in literature, for instance—to explore what interdisciplinary thinking opens up (and inhibits), and thus how to effectively engage with and create interdisciplinary work. The goal here is not to define water's cultural or scientific importance, or to determine which disciplines "best" combine to explain water, or to come up with humanities-based solutions to "the water crisis." Rather, these texts, and the water that flows through them will help us explore the opportunities and limits of human perceptions of the other-than-human world. It will help us consider the extent to which those perceptions both shape, and are shaped by, a seemingly simple molecule. And it will help us imagine epistemologies and ontologies that account for the ways water simultaneously flows through us, around us, and through the deep geological history of the planet. Course Texts: Tristan Gooley -- How to Read Water (selections) Vandana Shiva -- Water Wars (selections) Luna Leopold -- Water, Rivers, and Creeks (selections) Richard White -- The Organic Machine Linda Hogan -- Solar Storms Marc Reisner -- Cadillac Desert Jesmyn Ward -- Salvage the Bones John McPhee -- "Atchafalaya" Emmi Itäranta -- Memory of Water Brenda Hillman -- "The Hydrology of California"

Class Format: This class will be remote, meeting synchronously. The class will be primarily discussion-based, and will ask students to lead and structure discussions. Students will have questions, reflections, and insights prepared before class, and use those to drive our in-class activities.
Requirements/Evaluation: 100pg of reading a week, give or take. Approx 20-25 pages of written work throughout the semester.
Prerequisites: None
Enrollment Limit: 20
**Enrollment Preferences:** Preference to majors, and then to sophomores and juniors, respectively.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**
ENVI 266 (D1) MAST 266 (D1)

**Writing Skills Notes:** Students will write four papers of increasing complexity that will require workshopping and drafts. Each of these papers will receive forward-looking writing feedback from me. The first paper centers on paragraph-level stylistic choices, the second on argument/evidence connections, the third on genre, and the final paper synthesizes these writing skills. In addition, students' final grades will allow for revision of earlier papers to encourage and assess growth of writing skills.

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**Spring 2021**

SEM Section: R1    MR 3:15 pm - 4:30 pm    Ned G. Schaumberg

**MAST 267 (F) Coastal Communities and Climate Justice (DPE)**

**Cross-listings:** PSCI 256  GEOS 257  MAST 267  ENVI 267

**Primary Cross-listing**

Climate change poses extraordinary challenges to our country’s coastal communities; the impacts of which will not be borne equally. Access to innovative technological, scientific, financial and legal resources is controlled by policy makers. Equal access is critical for the sustainability of our coastal communities. But fair decisions require vulnerable communities to have a voice in local climate change adaptation decisions. This seminar course will introduce you to basic concepts of climate justice in the context of our Nation’s coastal communities, guided by the UN Framework Convention on Climate Change. The course will introduce you to fundamental coastal and ocean-based climate-induced impacts with a focus on sea level rise, ocean warming, ocean acidification and coastal infrastructure. We will examine these impacts, as well as local, state, regional and federal policy responses to them through the lens of climate justice. We will identify what's working and what more needs to be done to advance climate equity and justice in the wake of formidable global and local change. Proficiency will be demonstrated through class participation, work conducted in small group strategy exercises, discussion board posts, short research assessment papers and a final written project. There are three goals in this course: first to broaden your understanding of the disproportionate effects of climate change to underrepresented, disempowered, poor, urban and indigenous populations living in American coastal communities; second to provide you with tools to identify inequity; third, to increase your own voice to promote avenues to seek climate justice.

**Class Format:** remote

**Requirements/Evaluation:** Weekly Readings; Class Participation; Small group strategy exercises; Four on-line discussion board posts; Two 2-3-page data & research assessment papers; Final written project--multiple formats available

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** first-years and sophomores

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** social science; This course does not count toward the Geosciences Major.

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**
PSCI 256 (D2) GEOS 257 (D2) MAST 267 (D2) ENVI 267 (D2)

**Difference, Power, and Equity Notes:** This course examines the persistent disproportionate climate changes impacts on underrepresented, poor, urban and indigenous populations living in U.S. coastal communities. Students will analyze multi-disciplinary data and conduct research to reveal unequal distributions of power and resources and to strengthen their integrative, analytical, writing, and advocacy skills. They will structure discussions on the pervasiveness of climate injustice and craft potential avenues for corrective actions.

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**Fall 2020**
MAST 268 (S) Debating Ocean Biodiversity at the Intersection of Science and Policy

Cross-listings: ENVI 268 MAST 268

Primary Cross-listing
Biodiversity in the ocean is facing an onslaught of challenges, both directly and indirectly. It is likely that we are undergoing a sixth mass extinction event, where diversity of life on earth is stunningly at risk. Fortunately, however, we are also finding innovative ways to solve issues and attempt to stave off these dramatic changes to our ecosystems. These solutions potentially have both positive and negative effects. Difficult tradeoffs must be weighed and decisions must be made as people wrestle with known knowns, known unknowns, and unknown unknowns. In this class, we will explore five issues that relate to biodiversity in the ocean. You will have the opportunity to investigate one side of an issue, to collect supporting information, and to advocate for your position all while learning about current biodiversity issues in the ocean. You will be challenged to weigh conflicting evidence to find a positive outcome. Throughout the class you will practice critical thinking, evaluation, and synthesizing skills as you work with multiple viewpoints. Class time will include lecture, in-class group work, and student-led debates of timely, controversial issues. You will be assessed on summaries of information, reflections on topics, and a final project on an issue of your choice relating to ocean biodiversity.

Class Format: Remote, including Zoom seminar meetings twice a week
Requirements/Evaluation: Five 2-page papers, participation, and a 6-8 page final paper
Prerequisites: none, open to all students
Enrollment Limit: 20
Enrollment Preferences: 1. first years, 2. sophomores, 3. MAST concentrators
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 268 (D2) MAST 268 (D2)

Spring 2021
SEM Section: R1 MW 10:00 am - 11:15 am Catherine Robinson Hall, Tim J. Pusack

MAST 311 (S) Marine Ecology

Cross-listings: MAST 311 BIOL 231

Primary Cross-listing
Using the principles of evolutionary biology and experimental ecology, this course examines the processes that control the diversity, abundance and distribution of marine organisms. Major marine communities, including estuaries, the rocky shore, sandy beaches, salt marshes, coral reefs, and the deep sea are discussed in detail.

Class Format: including coastal and near-shore field trips, 10 days offshore, and a laboratory or field research project
Requirements/Evaluation: two tests, a research project, and a presentation
Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor
Grading: yes pass/fail option, yes fifth course option
Unit Notes: offered only at Mystic Seaport
Distributions: (D3)
This course is cross-listed and the prefixes carry the following divisional credit:
MAST 311 (D3) BIOL 231 (D3)
Not offered current academic year

MAST 324 (S) Corals and Sea Level

Cross-listings: GEOS 324 MAST 324 ENVI 324
In coastal communities, increasing flood damage from storm surges and chronic inundation by seawater are already happening as a result of sea level rise. How do we know what contributes to the observed change in sea level in the last century? What does the geological record teach us about what controls the natural variation in sea level on short and long timescales? How can we use this information to separate anthropogenic effects from natural change in modern systems? And how does this inform us on what to expect through the 21st century and beyond? In this course, we will examine how sea level is reconstructed using geological archives and how coral-based sea level data led to breakthroughs in our understanding of the long-term evolution of the ocean and climate, the controls in the timing of ice age cycles, the singularity of modern climate change, and how high the future seas will rise. During Spring Break, the class will travel to Barbados, a renowned locality for Quaternary sea level reconstruction, to observe modern and ancient reefs, and collect samples that will be the basis of individual or group projects in the second half of the semester. Participation in the Spring Break trip is not required for successful completion of the course, but course enrollment is necessary to attend the trip. This course is in the Oceans and Climate group for the Geosciences major.

Requirements/Evaluation: short papers, labs, participation in discussion, and a research project

Prerequisites: GEOS 104 or GEOS 210 or GEOS 215 or MAST 311 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Geoscience majors, students who commit to the Spring Break trip

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 324 (D3) MAST 324 (D3) ENVI 324 (D3)

Not offered current academic year

MAST 351 (S) Marine Policy (WS)

Cross-listings: ENVI 351 MAST 351 PSCI 319

Primary Cross-listing

This seminar considers contemporary issues in our relationship with our ocean and marine environment and the critical roles our oceans and coasts play in our Nation's environmental sustainability, and ocean and coastal climate resiliency and stability. By analyzing case and statutory law and policies that relate to our rich and diverse coastal and marine environment, we critically examine the many conflict of use issues present in the coastal and marine environment. The course examines coastal zone management, climate change, fisheries, environmental justice, ocean and coastal pollution, marine biodiversity and admiralty, through the lens of coastal and ocean governance and policy-making. Semester-long independent research engages students with ocean and coastal stakeholders to develop policy strategies and solutions to contemporary issues impacting America's coastlines and oceans.

Class Format: seminar, discussions, guest lectures by active professionals, and includes coastal and near-shore interdisciplinary field seminars, and 10 days offshore

Requirements/Evaluation: an independent research project, and two presentations.

Prerequisites: none

Enrollment Limit: 23

Enrollment Preferences: must be enrolled at Williams-Mystic in Connecticut

Expected Class Size: 22

Grading: no pass/fail option, yes fifth course option

Unit Notes: offered only at Williams-Mystic at Mystic Seaport Museum in CT

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 351 (D2) MAST 351 (D2) PSCI 319 (D2)

Writing Skills Notes: Each student writes a short paper identifying research goals, a draft outline of the research paper, a draft of the research paper (10-15 pp.), as well as a final 8-10 pp. research paper. Each submission receives written feedback from professor, including additional research
resources, input on grammar, structure, language, analysis as well as an assessment of and assistance with credibility and feasibility of proposed final policy recommendation; several individual conferences held as well.

Not offered current academic year

MAST 352 (S) American Maritime History  (DPE) (WS)

Cross-listings:  HIST 352  MAST 352

Primary Cross-listing

This course surveys American maritime history from the colonial era to the 21st century. We will consider the dynamic relationship between the sea and American life, and the broad influence that each has had on the other. Special emphasis will be placed on how diverse peoples shaped and experienced America’s maritime past. We will sample from different fields of historical inquiry including labor, environmental, cultural, political, technological, and energy history in order to gain a deeper understanding of America’s maritime heritage.

Class Format: classroom discussion as well as field seminars

Requirements/Evaluation:  class participation, weekly response papers, three longer papers

Prerequisites:  BIOL 101 or GEOS/MAST 104, or permission of instructor

Grading:  no pass/fail option,  no fifth course option

Unit Notes:  offered only at Mystic Seaport

Distributions:  (D2)  (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 352 (D2) MAST 352 (D2)

Writing Skills Notes:  Students must complete weekly 1-page papers, two 5-page papers, and a final 10- to 15-page paper. Additionally, students will participate in several in-class writing workshops and peer critiques that cover argument and style. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes:  Maritime activity has long provided opportunities for some while burdening others with tremendous costs. From the slave trade and the encounters between native and European mariners to the power wielded by multi-national shipping conglomerates, this course investigates contests over power, empire, and capitalism as they played out on the maritime stage.

Not offered current academic year

MAST 397 (F) Independent Study: Maritime Studies

Maritime Studies independent study.

Grading:  yes pass/fail option,  yes fifth course option

Distributions:  No divisional credit

Fall 2020

IND Section: H1  TBA  Nicolas C. Howe

MAST 398 (S) Independent Study: Maritime Studies

Maritime Studies independent study.

Grading:  yes pass/fail option,  yes fifth course option

Distributions:  No divisional credit

Spring 2021

IND Section: H1  TBA  Nicolas C. Howe

MAST 402 (S) Senior Seminar: Perspectives on Environmental Studies  (WS)

Cross-listings:  MAST 402  ENVI 412
The Environmental Studies and Maritime Studies programs provide students with an opportunity to explore the myriad ways that humans interact with diverse environments at scales ranging from local to global. The capstone course for Environmental Studies and Maritime Studies, this seminar brings together students who have specialized in the humanities, social studies and the sciences to exchange ideas across these disciplines. Over the course of the seminar, students will develop a sustained independent research project on a topic of their choice, and they will have opportunities throughout the semester to meet with guest speakers to discuss environmental work outside the academy.

Requirements/Evaluation: active participation, discussion leading, several smaller assignments and multi-step capstone project

Prerequisites: declared major/concentration in Environmental Studies or Maritime Studies, ideally to be taken in final semester at Williams

Enrollment Limit: 14

Enrollment Preferences: Environmental Studies majors and concentrators, Maritime Studies concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: required course for students wishing to complete the Maritime Studies concentration

Distributions: No divisional credit (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

MAST 402 No divisional credit
ENVI 412 No divisional credit

Writing Skills Notes: This course is focused on building up cross-disciplinary writing and communication skills. There will be a multi-step capstone project that emphasizes writing, and there will be opportunities to revise and resubmit work.

Spring 2021

SEM Section: H1 TF 3:15 pm - 4:30 pm W 2:50 pm - 3:40 pm April Merleaux

SEM Section: H2 TR 11:30 am - 12:45 pm W 2:50 pm - 3:40 pm Nicolas C. Howe

MAST 404 (S) Coastal Processes and Geomorphology (QFR)

Cross-listings: ENVI 404 MAST 404 GEOS 404

Secondary Cross-listing

Can people live safely along the coast? Recent events like SuperStorm Sandy and the Tohoku Tsunami have shown us how the ocean can rise up suddenly and wreak havoc on our lives and coastal infrastructure. Only educated geoscientists can evaluate the risks and define informed strategies to prevent future coastal catastrophes. Currently almost half the global population lives within 100 km of the coast, with a large percent of those living in densely populated cities (e.g., New York, New Orleans, Los Angeles, Shanghai, Hong Kong, Cape Town, Sydney, Mumbai). Despite the growing risks and challenges associated with climate change and rising sea levels, the coastal population continues to grow rapidly. To help ensure these growing populations can live safely along the coast requires a detailed understanding of the processes that shape the coastal zone. These processes act across a variety of scales, from deep-time geologic processes that dictate coastal shape and structure, to decadal-scale processes that determine shoreline position and evolution, to weekly and daily processes such as storms and tides. This course will provide an in-depth look at the forces--wind, waves, storms, and people--that shape the coastal zone, as well as the geologic formations--sandy beaches, rocky cliffs, barrier islands, deltas, and coral reefs--that are acted upon and resist these forces. Coastal dynamics are strongly affected by human interventions, such as seawalls, dredged channels, and sand dune removal, as well as by sea level rise and changes in storm frequency and magnitude associated with climate change. Finally, the course will provide students with a perspective on how the U.S. seeks to manage its coastal zone, focusing on sea level rise and coastal development. This class will include a quantitative lab that will use MATLAB software to model and evaluate various coastal processes. Students will gain a basic understanding of MATLAB functionality, and will be asked to independently apply what they have learned to various data sets provided by the instructor.

Class Format: lecture two times a week with a lab one time per week

Requirements/Evaluation: lab reports, tests, and an independent research project

Prerequisites: Either GEOS 104 or GEOS 210; or permission of instructor

Enrollment Limit: none

Enrollment Preferences: senior Geosciences majors, then juniors

Expected Class Size: 10
Grading: yes pass/fail option, yes fifth course option

Unit Notes: As a 400-level seminar, this capstone course is intended to build on and extend knowledge and skills students have developed during previous courses in the major.

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 404 (D3) MAST 404 (D3) GEOS 404 (D3)

Quantitative/Formal Reasoning Notes: This course will involve the use of MATLAB software to quantitatively analyze coastal process and geomorphological data.

Not offered current academic year

MAST 493 (F) Senior Thesis: Maritime Studies
Maritime Studies senior thesis.

Grading: no pass/fail option, no fifth course option

Distributions: No divisional credit

Fall 2020
HON Section: H1  TBA  Nicolas C. Howe

MAST 494 (S) Senior Thesis: Maritime Studies
Maritime Studies senior thesis.

Grading: no pass/fail option, no fifth course option

Distributions: No divisional credit

Spring 2021
HON Section: H1  TBA  Nicolas C. Howe

Winter Study ---------------------------------------------------------------

MAST 31 (W) Sen Thesis: Maritime Studies
Maritime Studies senior thesis.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

MAST 99 (W) Independent Study: Maritime Studies
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year
Materials Science is an interdisciplinary field which combines microscopic physics and chemistry in order to understand and control the properties of materials such as plastics, semiconductors, metals, liquid crystals, and biomaterials. Williams students with an interest in the properties of materials or in pursuing careers in materials science or a variety of engineering disciplines would benefit from following the courses in this program.

MTSC Courses

**CHEM 336 (S) Materials Chemistry**

Materials Science focuses on the study of bulk physical properties such as hardness, electrical conductivity, optical behavior, and elasticity. Materials chemists bridge the gap between traditional synthetic chemists and materials scientists, by working to understand the relationships between bulk physical properties, length scale (mesoscale, nanoscale), and molecular structure. This course will cover a variety of different types of materials and their properties including solids (insulators, semiconductors, conductors, superconductors, magnetic materials), soft materials (polymers, gels, liquid crystals), nanoscale structures, and organic electronics. We'll examine some of the latest developments in materials chemistry, including new strategies for the synthesis and preparation of materials on different length scales, as well as a variety of potential applications of emerging technologies.

*Class Format:* three hours per week

*Requirements/Evaluation:* problem sets, reviews of research articles, hour exams, and a final exam

*Prerequisites:* CHEM 155 or 256 and 251/255

*Enrollment Limit:* 24

*Expected Class Size:* 16

*Grading:* no pass/fail option, yes fifth course option

*Distributions:* (D3)

*Not offered current academic year*

**CHEM 348 (F) Polymer Chemistry**

From synthetic to natural macromolecules, we encounter polymers everywhere and everyday. This course explores the multitude of synthetic techniques available and discusses how structure defines function. Topics include condensation and chain (anionic, cationic, radical) polymerizations, dendrimers, controlling molecular weight, ring opening, and biopolymer syntheses. Fundamentals of composition and physical properties of polymers, and methods of characterization are also covered.

*Class Format:* lecture three hours per week and laboratory four hours per week

*Requirements/Evaluation:* weekly literature discussions, two exams, and a final project

*Prerequisites:* CHEM 251/255

*Enrollment Limit:* 12

*Enrollment Preferences:* Chemistry majors

*Expected Class Size:* 12

*Grading:* no pass/fail option, no fifth course option

*Distributions:* (D3)

*Not offered current academic year*

**CHEM 364 (F) Instrumental Methods of Analysis**

*Cross-listings:* ENVI 364 CHEM 364

*Primary Cross-listing*
Instrumental methods of analysis provide scientists with different lenses to observe and elucidate fundamental chemical phenomena and to measure parameters and properties at the atomic, molecular, and bulk scales. This course introduces a framework for learning about a variety of instrumental techniques that typically include chromatography, mass spectrometry, thermal methods, atomic and molecular absorption and emission spectroscopy, X-ray diffraction, and optical and electron microscopies. Lectures will cover the theory and uses of these techniques. By exploring the primary literature and review articles we will discuss recent advances in instrumental methods that address today's analytical questions. The theoretical knowledge will be complemented by hands-on use of our research instruments to study molecules and materials of interest. The skills learned are useful in a wide variety of scientific areas and will prepare you well for research endeavors.

**Class Format:** hybrid: classroom/online activities (2 x 75 min); 4 h per week of laboratory (M or W; segmented into discussion and experimental periods with 30-min break)

**Requirements/Evaluation:** class participation, two mid-term exams, problem sets, oral presentations and discussions of selected topics, an independent project and performance in the laboratories including lab reports

**Prerequisites:** CHEM 155 or 256 and 251/255; may be taken concurrently with CHEM 256 with permission of instructor

**Enrollment Limit:** 6/lab

**Enrollment Preferences:** Chemistry and Environmental Studies majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 364 (D3) CHEM 364 (D3)

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GEOS 202 (F) Mineralogy

This course could be subtitled "An Introduction to Earth Materials and Analytical Techniques." As the basis for all subsequent solid-earth courses in the major, it provides a systematic framework for the study of minerals--Earth's building blocks: their physical and chemical properties at all scales and the common analytical methods used to identify and interpret them. The course progresses from hand-specimen morphology and crystallography through element distribution and crystal chemistry to the phase relations, compositional variation, and mineral associations within major rock-forming mineral systems. Laboratory work includes the determination of crystal symmetry; mineral separation; the principles and applications of optical emission spectrometry; wavelength- and energy-dispersive x-ray spectrochemical analysis; x-ray diffraction; the use of the petrographic microscope; and the identification of important minerals in hand specimen and thin section. This course is in the Solid Earth group for the Geosciences major.

**Class Format:** Hybrid. lecture three hours per week and laboratory three hours per week; independent study of minerals in hand specimen; one afternoon field trip

**Requirements/Evaluation:** one hour test, lab work, and a final exam

**Prerequisites:** one 100-level GEOS course or permission of instructor

**Enrollment Limit:** 14

**Enrollment Preferences:** sophomores and juniors planning to take GEOS 301, 302 and/or 303 in the subsequent year

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3)
GEOS 234 (S) Introduction to Materials Science (QFR)

Cross-listings: GEOS 234 PHYS 234

Secondary Cross-listing

Materials Science is the study of how the microscopic structure of materials—whether steel, carbon fiber, glass, wood, plastic, or
mayonnaise—determines their macroscopic mechanical, thermal, electric, and other properties. Topics of this course include classifying materials;
material structure; thermodynamics and phase transformations; material properties and testing; how solids bend, flow, and ultimately break; and how
to choose the right material for design applications. Materials Science is a highly interdisciplinary field and as a result the course prerequisites are
broad but also flexible. Interested students who are unsure about their preparation are strongly encouraged to contact the instructor.

Class Format: lecture (3 hours per week) plus three to four small-group laboratory sessions throughout the semester (to be scheduled with instructor)

Requirements/Evaluation: weekly problem sets, class participation, and midterm and final exams, all of which have a substantial quantitative
component

Prerequisites: high school physics and chemistry, preferably at the AP level, and MATH 140 or AP Calculus (BC), and one 200-level PHYS, CHEM,
or GEOS course; or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: based on students’ scientific background and seniority

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Unit Notes: This course does not count toward the Geosciences major.

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 234 (D3) PHYS 234 (D3)

Not offered current academic year

PHYS 451 (S) Condensed Matter Physics (QFR)

Condensed matter physics is an important area of current research and serves as the basis for modern electronic technology. We plan to explore the
physics of metals, insulators, semiconductors, superconductors, and photonic crystals, with particular attention to structure, thermal properties, energy
bands, and electronic properties.

Requirements/Evaluation: weekly readings and problem sets, and exams

Prerequisites: PHYS 301, PHYS 302 (may be taken simultaneously) preferred; or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Physics majors

Expected Class Size: 4-6

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Not offered current academic year
MATHEMATICS AND STATISTICS (Div III)

MATHEMATICS

Chair: Professor Mihai Stoiciu

- Colin C. Adams, Thomas T. Read Professor of Mathematics; on leave 2020-2021
- Julie C. Blackwood, Associate Professor of Mathematics; on leave Spring 2021
- Xizhen Cai, Assistant Professor of Statistics
- Josh Carlson, Visiting Assistant Professor of Mathematics
- Richard D. De Veaux, C. Carlisle and Margaret Tippit Professor of Statistics
- Thomas A. Garrity, Webster Atwell Class of 1921 Professor of Mathematics; on leave 2020-2021
- Eva G. Goedhart, Visiting Assistant Professor of Mathematics
- Leo Goldmakher, Associate Professor of Mathematics
- Pamela E. Harris, Associate Professor of Mathematics
- Stewart D. Johnson, Professor of Mathematics
- Bernhard Klingenberg, Professor of Statistics
- Haydee M. A. Lindo, Assistant Professor of Mathematics; on leave 2020-2021
- Susan R. Loepp, William R. Kenan, Jr. Professor of Mathematics
- Steven J. Miller, Professor of Mathematics
- Ralph E. Morrison, Assistant Professor of Mathematics
- Shaoyang Ning, Assistant Professor of Statistics
- Allison Pacelli, Professor of Mathematics
- Lori A. Pedersen, Lecturer in Mathematics
- Anna M. Plantinga, Assistant Professor of Statistics
- Cesar E. Silva, Hagey Family Professor of Mathematics; on leave 2020-2021
- Mihai Stoiciu, Chair and Professor of Mathematics
- Chad M. Topaz, Professor of Mathematics
- Laurie L. Tupper, Assistant Professor of Statistics
- Daniel B. Turek, Assistant Professor of Statistics
- Elizabeth M. Upton, Assistant Professor of Statistics; on leave Spring 2021
- John D. Wiltshire-Gordon, Visiting Assistant Professor of Mathematics

MAJOR IN MATHEMATICS

The major in Mathematics is designed to meet two goals: to introduce some of the central ideas in a variety of areas of mathematics and statistics, and to develop problem-solving ability by teaching students to combine creative thinking with rigorous reasoning. Mathematics is a gateway to many career paths including statistics, teaching, consulting, business, engineering, finance, actuarial studies and applied mathematics. Students are strongly encouraged to consult with the department faculty on choosing courses appropriate to an individualized program of study.

REQUIREMENTS (9 courses plus colloquium)

The major in Mathematics consists of nine courses taken at Williams plus the colloquium requirement. Mathematics is highly cumulative, and students should plan a route to completing the major that ensures the proper sequencing and prerequisites for all needed courses. Note that not all upper level courses are offered every year.
Calculus (2 courses)
  Mathematics 140 Calculus II
  Mathematics 150 or 151 Multivariable Calculus

Applied/Discrete Mathematics/Statistics (1 course)
  or Mathematics 210 Mathematical Methods for Scientists (Same as Physics 210)
  or Mathematics 200 Discrete Mathematics
  or Statistics 201 Statistics and Data Analysis
  Mathematics 309 Differential Equations
  or a more advanced applied/discrete/statistics course with prior department approval

Core Courses (3 courses)
  Mathematics 250 Linear Algebra
  Mathematics 350 Real Analysis or Mathematics 351 Applied Real Analysis
  Mathematics 355 Abstract Algebra

Completion (3 courses plus colloquium)
  Two mathematics or statistics electives from courses numbered 300 and above
  One Senior Seminar: Any mathematics or statistics course numbered between 400 and 479, taken in the junior or senior year.
  Participation in the Department Colloquium, in which all senior majors present a talk on a mathematical or statistical topic of their choice. Each major must attend at least 20 colloquia (reduced to 15 during the Academic Year 2020-2021), and up to 5 attendances may be counted in their junior year. Students engaged in study away may petition the department in advance to count up to 5 suitable colloquia attendances from their study away program.

Pass/Fail policies during the Academic Year 2020-2021
  Information about the Department of Mathematics and Statistics Pass/Fail policies during the Academic Year 2020-2021 can be found [here](#).

ADVANCED PLACEMENT
  Students who come to Williams with advanced placement will be moved up in the Mathematics major, and should consult with faculty to be placed in the best class reflecting their experience and background. A student who places out of a course substitutes another course of equal or higher level in Mathematics or Statistics to complete the nine course major. Students should select courses best suited to their preparation and goals, and consult with the department faculty concerning appropriate courses and placement. The department reserves the right to refuse registration in any course for which the student is overqualified.

  For example, a student starting in MATH 130 might take MATH 130 and 140 the first year, MATH 150 and MATH 200 the second year, MATH 250 and MATH 350 the third year, MATH 355 and a senior seminar the fourth year, plus the two required electives some time. Students are encouraged to consult freely with any math faculty about course selection and anything else.

CALCULUS PLACEMENT
  Recommended placement for students who have taken an Advanced Placement Examination in Calculus (AB or BC) is:
    BC 1, 2 or AB 2, 3 Math 140
    AB 4 or 5 Math 150
    BC 3, 4 or 5 Math 151

  Consult with department faculty for any Calculus or Statistics placement questions. Students who have had calculus in high school, whether or not they took the Advanced Placement Examination, are barred from 130 unless they obtain permission from the instructor.

NOTES
  Substitutions, Study Abroad, and Transfer Credit: In some cases, and with prior permission of the Mathematics and Statistics Department, appropriate courses from other institutions or a course from another Williams department may be substituted for electives. Programs like the “Budapest Semester in Mathematics” are recommended for majors who wish to focus on mathematics away. The department, though, normally accommodates students who select other study away programs. The department offers its core courses in both the fall and the spring to allow
students to spend more easily a semester away.

**Double Counting:** No course may count towards two different majors.

**Planning Courses:** Core courses Mathematics 350/351 and 355, are normally offered every year. Most other 300-level topics are offered in alternate years. Topology, Complex Analysis, and second courses in real analysis and abstract algebra are normally offered at least every other year.

Each 400-level topic is normally offered every two to four years. Students should check with the department before planning far into the future.

**Course Admission:** Courses are normally open to all students meeting the prerequisites, subject to any course caps. Students with questions about the level at which courses are conducted are invited to consult department faculty.

**FAQ**

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

**Can your department or program typically pre-approve courses for major/concentration credit?**

Yes, in many cases, though students should be sure to contact the department.

**What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?**

Course title and description, and complete syllabus including readings/assignments.

**Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?**

No.

**Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?**

Yes. They have to be approved MATH/STAT courses.

**Are there specific major requirements that cannot be fulfilled while on study away?**

Yes. Colloquium requirement, Senior Seminar requirement.

**Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)**

Yes. The highly cumulative structure of the major.

**Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:**

None to date.

**THE DEGREE WITH HONORS IN MATHEMATICS**

The degree with honors in Mathematics is awarded to the student who has demonstrated outstanding intellectual achievement in a program of study which extends beyond the requirements of the major. The principal considerations for recommending a student for the degree with honors will be: Mastery of core material and skills, breadth and, particularly, depth of knowledge beyond the core material, ability to pursue independent study of mathematics or statistics, originality in methods of investigation, and, where appropriate, creativity in research.

An honors program normally consists of two semesters (MATH/STAT 493 and 494) and a winter study (WSP 031) of independent research, culminating in a thesis and a presentation. Under certain circumstances, the honors work can consist of coordinated study involving a one semester (MATH/STAT 493 or 494) and a winter study (WSP 030) of independent research, culminating in a “minithesis” and a presentation. Note that during the Academic Year 2020-2021 the winter study requirement for thesis and “minithesis” is waved. At least one semester should be in addition to the major requirements, and thesis courses do not count as 400-level senior seminars.

An honors program in actuarial studies requires significant achievement on four appropriate examinations of the Society of Actuaries.

Highest honors will be reserved for the rare student who has displayed exceptional ability, achievement or originality. Such a student usually will have written a thesis, or pursued actuarial honors and written a mini-thesis. An outstanding student who writes a mini-thesis, or pursues actuarial honors and writes a paper, might also be considered. In all cases, the award of honors and highest honors is the decision of the Department.

**APPLIED MATHEMATICS TRACK**

Students interested in applied mathematics, engineering, or other sciences should consider:

- Mathematics 140 Calculus II
- Mathematics 150 or 151 Multivariable Calculus
- Statistics 201 Statistics and Data Analysis
Mathematics 250 Linear Algebra
Mathematics 351 Applied Real Analysis
Mathematics 355 Abstract Algebra
Some programming or numerical analysis (e.g. MATH 361, 318T, or anything if you’ve had CSCI 134)
MATH 309 or Post-core Differential Equations/Numerical Methods
Senior seminar (e.g. Math Ecology MATH 410T or Mathematical Modeling MATH 433)

Other recommended courses: complex analysis, discrete mathematics (e.g. combinatorics or graph theory), operations research, optimization, probability, statistics, appropriate courses in Biology, Chemistry, Computer Science, Economics, Neuroscience, Physics, etc.

Williams has exchange and joint programs with good engineering schools. Interested students should consult the section on engineering near the beginning of the Bulletin and the Williams pre-engineering advisor for further information.

GRADUATE SCHOOL TRACK

Students interested in continuing their study of mathematics in graduate school should consider:

Mathematics 140 Calculus II
Mathematics 150 or 151 Multivariable Calculus
Mathematics 250 Linear Algebra
Mathematics 350 Real Analysis
Mathematics 355 Abstract Algebra
Complex Analysis
Topology
Some second semester analysis
Some second semester algebra
Some post-core geometry
Thesis

[With prior permission, in unusual circumstances, senior seminar can be waived in favor of harder post-core electives.]

Students headed for graduate school generally take more than this relatively small number of courses required for a liberal arts major. Reading knowledge of a foreign language (French, German, or Russian) can be helpful.

Students interested in studying statistics in graduate school should take STAT 201, 346, 360, a 400 level statistics course and MATH 350/351 and 341 in addition to their other math requirements.

OTHER CAREER PATHS

Other Graduate and Professional Schools: An increasing number of graduate and professional schools require mathematics and statistics as a prerequisite to admission or to attaining their degree. Students interested in graduate or professional training in business, medicine, economics, or psychology are advised to find out the requirements in those fields early in their college careers.

Statistics and Actuarial Science: Students interested in statistics or actuarial science should consider Mathematics 341, Statistics courses, and Economics 255. Additionally, students should consider taking some number of the actuarial exams given by the Society of Actuaries, which can constitute part of an honors program in actuarial studies (see section on honors above).

Teaching: Students interested in teaching mathematics at the elementary or secondary school level should consider courses on teaching, number theory, geometry, statistics, and practice as a tutor or teaching assistant. Winter study courses that provide a teaching practicum are also highly recommended. Consult the Program in Teaching (Professor Susan Engel) and the Office of Career Counseling.

Business and Finance: Students interested in careers in business or finance should consider Mathematics 333 and Statistics courses. Since these courses address different needs, students should consult with the instructors to determine which seem to be most appropriate for individuals.

There are three types of 300-level courses. There are the core courses: Real Analysis, MATH 350/351, and Abstract Algebra Math 355. There are the "precore" courses, which do not have the core courses as prerequisites and have numbers 300-349. Finally, there are those courses that have an Abstract Algebra or Real Analysis prerequisite, which are numbered 360-399.
MATH 102  (F)  Foundations in Quantitative Skills
This course will strengthen a student's foundation in quantitative reasoning in preparation for the science curriculum and QFR requirements. The material will be at the college algebra/precalculus level, and covered in a tutorial format with students working in small groups with the professor. Access to this course is limited to placement by a quantitative skills counselor.

Requirements/Evaluation: homework, presentations during the tutorial meetings, and projects
Prerequisites: access to the course is limited to placement by a quantitative skills counselor
Enrollment Limit: 10
Enrollment Preferences: students who need most help with the quantitative reasoning
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D3)

Fall 2020
TUT Section: HT1    TBA    Mihai Stoiciu

MATH 110  (F)  Logic and Likelihood  (QFR)
How best can we reason in the face of uncertainty? We will begin with an examination of rationality and the reasoning process including a survey of formal logic. Starting with uncertainty from a psychological and philosophical viewpoint, we will move to a careful theory of likelihood and how to reason with probabilistic models. The course will conclude with a consideration of observation and information, how to test hypotheses, and how we update our beliefs to incorporate new evidence.

Requirements/Evaluation: homework, essays, presentations, exams, and participation
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: first-year students
Expected Class Size: 25
Grading: no pass/fail option, no fifth course option
Distributions: (D3)  (QFR)

Quantative/Formal Reasoning Notes: This course will be covering formal logic and probability theory at sufficient depth to place this course on level with other QFR designated courses.

Not offered current academic year

MATH 113  (S)  The Beauty of Numbers  (QFR)
Have you ever wondered what keeps your credit card information safe everytime you buy something online? Number theory! Number Theory is one of the oldest branches of mathematics. In this course, we will discover the beauty and usefulness of numbers, from ancient Greece to modern cryptography. We will look for patterns, make conjectures, and learn how to prove these conjectures. Starting with nothing more than basic high school algebra, we will develop the logic and critical thinking skills required to realize and prove mathematical results. Topics to be covered include the meaning and content of proof, prime numbers, divisibility, rationality, modular arithmetic, Fermat's Last Theorem, the Golden ratio, Fibonacci numbers, coding theory, and unique factorization.

Requirements/Evaluation: projects, homework assignments, and exams
Prerequisites: MATH 102 (or demonstrated proficiency on a diagnostic test) or permission of instructor
Enrollment Limit: 25
Expected Class Size: 25
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3)  (QFR)
Not offered current academic year

MATH 119  (F)  The Mathematics of Pandemics: From the Spread of Infections to Cost-Benefit Analyses of Responses  (QFR)
The goal of the class is to help students learn to ask the right questions, and to gather and analyze the data needed to answer them, to understand the covid pandemic and the worldwide responses. Through local experts and numerous guest speakers playing key roles in these problems, we will discuss numerous aspects, from mathematical models for virus propagation to analyzing the economic, educational, social and emotional consequences of lockdowns and social distancing; from moral and legal dilemmas created by the pandemic and responses to the international political scene and relations between countries. Offered as Math 119 or Math 312 (those taking as Math 312 will have some of the readings replaced with more technical modeling papers and subsequent homework). Pre-requisites: None for Math 119; for Math 312 linear algebra is recommended.

Requirements/Evaluation:  Homework, writing, class participation.
Prerequisites:  none
Enrollment Limit:  30
Enrollment Preferences:  all students will have an equal chance; if possible none will be turned away.
Expected Class Size:  30
Grading:  yes pass/fail option,  yes fifth course option
Distributions:  (D3)  (QFR)
Quantative/Formal Reasoning Notes:  We will discuss mathematical models and use statistics to analyze data.

Fall 2020
LEC Section: H1  MWF 10:40 am - 11:30 am  Steven J. Miller

MATH 130  (F)(S)  Calculus I  (QFR)
Calculus permits the computation of velocities and other instantaneous rates of change by a limiting process called differentiation. The same process also solves "max-min" problems: how to maximize profit or minimize pollution. A second limiting process, called integration, permits the computation of areas and accumulations of income or medicines. The Fundamental Theorem of Calculus provides a useful and surprising link between the two processes. Subtopics include trigonometry, exponential growth, and logarithms.

Requirements/Evaluation:  Weekly homework and quizzes, 2 exams during the semester, and one final
Prerequisites:  MATH 102 (or demonstrated proficiency on a diagnostic test); this is an introductory course for students who have not seen calculus before
Enrollment Limit:  30
Enrollment Preferences:  first-year students
Expected Class Size:  20
Grading:  yes pass/fail option,  yes fifth course option
Unit Notes:  students who have previously taken a calculus course may not enroll in MATH 130 without the permission of instructor
Distributions:  (D3)  (QFR)
Quantative/Formal Reasoning Notes:  This a calculus course.

Fall 2020
LEC Section: H1  TF 1:30 pm - 2:45 pm  Lori A. Pedersen
LEC Section: H2  TF 3:15 pm - 4:30 pm  Lori A. Pedersen

Spring 2021
LEC Section: H1  MWF 9:20 am - 10:10 am  Lori A. Pedersen

MATH 140  (F)(S)  Calculus II  (QFR)
Mastery of calculus requires understanding how integration computes areas and business profit and acquiring a stock of techniques. Further methods solve equations involving derivatives (“differential equations”) for population growth or pollution levels. Exponential and logarithmic functions and trigonometric and inverse functions play an important role. This course is the right starting point for students who have seen derivatives, but not necessarily integrals, before.

**Requirements/Evaluation:** homework, quizzes, and/or exams

**Prerequisites:** MATH 130 or equivalent; students who have received the equivalent of advanced placement of AB 4, BC 3 or higher may not enroll in MATH 140 without the permission of instructor

**Enrollment Limit:** 30

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** students who have higher advanced placement must enroll in MATH 150 or above

**Distributions:** (D3) (QFR)

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**Fall 2020**

- LEC Section: R1  TF 1:30 pm - 2:45 pm  Josh Carlson
- LEC Section: R2  TF 3:15 pm - 4:30 pm  Josh Carlson

**Spring 2021**

- LEC Section: R1  TR 9:45 am - 11:00 am  Josh Carlson

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**MATH 150 (F)(S) Multivariable Calculus (QFR)**

Applications of calculus in mathematics, science, economics, psychology, the social sciences, involve several variables. This course extends calculus to several variables: vectors, partial derivatives, multiple integrals. There is also a unit on infinite series, sometimes with applications to differential equations. Note: This course will be taught via flipped-course method, an instructional strategy reversing the traditional learning environment by delivering instructional content outside of the classroom. This includes prerecorded lectures along with questions that students must watch and answer prior to attending class. Class time include synchronous meetings clarifying concepts and working in small groups through challenging problems with the support of the professor and peers. Building positive collaborative working relationships and public speaking skills will be added benefits of this course.

**Requirements/Evaluation:** Video readiness assessments, problem sets, exams, and participation.

**Prerequisites:** MATH 140 or equivalent, such as satisfactory performance on an Advanced Placement Examination

**Enrollment Limit:** 30

**Enrollment Preferences:** Professor’s discretion

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** students with the equivalent of advanced placement of AB 4 or above should enroll in MATH 150, students with a BC 3 or higher should enroll in Math 151 when it is being offered, and Math 150 otherwise.

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** mathematics

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**Fall 2020**

- SEM Section: R1  TR 8:00 am - 9:15 am  Pamela E. Harris
- SEM Section: R2  TR 9:45 am - 11:00 am  Pamela E. Harris
- SEM Section: R3  TR 11:30 am - 12:45 pm  Pamela E. Harris

**Spring 2021**

- SEM Section: H1  MWF 9:20 am - 10:10 am  Steven J. Miller
- SEM Section: H2  MWF 10:40 am - 11:30 am  Steven J. Miller
MATH 151 (F) Multivariable Calculus (QFR)

Applications of calculus in mathematics, science, economics, psychology, the social sciences, involve several variables. This course extends calculus to several variables: vectors, partial derivatives and multiple integrals. The goal of the course is Stokes Theorem, a deep and profound generalization of the Fundamental Theorem of Calculus. The difference between this course and MATH 150 is that MATH 150 covers infinite series instead of Stokes Theorem. Students with the equivalent of BC 3 or higher should enroll in MATH 151, as well as students who have taken the equivalent of an integral calculus and who have already been exposed to infinite series. For further clarification as to whether MATH 150 or MATH 151 is appropriate, please consult a member of the math/stat department.

Class Format: Hybrid; short lectures will be asynchronous, with longer synchronous in-person problem sessions (these will be available remotely, and uploaded later for asynchronous viewing)

Requirements/Evaluation: homework, quizzes, and exams

Prerequisites: AP BC 3 or higher or integral calculus with infinite series

Enrollment Limit: 30

Enrollment Preferences: First-years, sophomores, and juniors

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Unit Notes: MATH 151 satisfies any MATH 150 prerequisite; credit will not be given for both MATH 150 and MATH 151

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: This course builds quantitative skills

Fall 2020
LEC Section: H1 MWF 9:20 am - 10:10 am Ralph E. Morrison
LEC Section: H2 MWF 10:40 am - 11:30 am Ralph E. Morrison
LEC Section: H3 MWF 12:00 pm - 12:50 pm Ralph E. Morrison

MATH 200 (F)(S) Discrete Mathematics (QFR)

The fundamental goal of this course is for students to acquire the ability to create and clearly express mathematical arguments through an exploration of topics from discrete mathematics. Students will learn various mathematical proof techniques while discovering such areas as logic, number theory, infinity, graph theory, and probability. A large component of the class is focused on problem solving and proof writing skills. The format of the course during the Spring 2021 semester will be a combination of lecture and discovery based learning. Students will attend remote synchronous lectures once a week. They will also have weekly small group meetings (30 minutes) with a TA and other classmates, and work through some course material independently.

Class Format: The format of the course during the Spring 2021 semester will be a combination of lecture and discovery based learning with weekly small group meetings.

Requirements/Evaluation: Evaluation will be based primarily on homework, exams, and group meeting assignments.

Prerequisites: Calculus at the level of an AP course or Williams College Math 130 or 140. Students who have taken a 300-level or 400-level math course should obtain permission of the instructor before enrolling.

Enrollment Limit: 30

Enrollment Preferences: As determined by instructor.

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: This course involve developing the formal mathematical language of logic and set theory. It also involves using quantitative tools to solve problems relating to combinatorics, probability, and other fields of discrete mathematics.

Fall 2020
LEC Section: R1 TR 9:45 am - 11:00 am Chad M. Topaz
MATH 210  (S)  Mathematical Methods for Scientists  (QFR)

Cross-listings:  PHYS 210  MATH 210

Secondary Cross-listing

This course covers a variety of mathematical methods used in the sciences, focusing particularly on the solution of ordinary and partial differential equations. In addition to calling attention to certain special equations that arise frequently in the study of waves and diffusion, we develop general techniques such as looking for series solutions and, in the case of nonlinear equations, using phase portraits and linearizing around fixed points. We study some simple numerical techniques for solving differential equations. A series of optional sessions in Mathematica will be offered for students who are not already familiar with this computational tool.

Class Format: three hours per week; hybrid course format

Requirements/Evaluation: several exams and on weekly problem sets, all of which have a substantial quantitative component

Prerequisites: MATH 150 or 151 and familiarity with Newtonian mechanics at the level of PHYS 131

Enrollment Limit: 50

Enrollment Preferences: sophomores and juniors

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)  (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 210 (D3)  MATH 210 (D3)

Quantitative/Formal Reasoning Notes: This course will have weekly problem sets using advanced calculus methods and some computer programming at the end of the course.

Spring 2021

LEC Section: R1    MW 10:00 am - 11:15 am    Allison Pacelli
LEC Section: R2    MW 11:45 am - 1:00 pm    Allison Pacelli

MATH 250  (F)(S)  Linear Algebra  (QFR)

Many social, political, economic, biological, and physical phenomena can be described, at least approximately, by linear relations. In the study of systems of linear equations one may ask: When does a solution exist? When is it unique? How does one find it? How can one interpret it geometrically? This course develops the theoretical structure underlying answers to these and other questions and includes the study of matrices, vector spaces, linear independence and bases, linear transformations, determinants and inner products. Course work is balanced between theoretical and computational, with attention to improving mathematical style and sophistication.

Class Format: Unless circumstances change, students will have the option of taking the course in person or remotely.

Requirements/Evaluation: homework, exams, and possibly short remote meetings outside of class.

Prerequisites: MATH 150/151 or MATH 200

Enrollment Limit: 30

Enrollment Preferences: Students who have officially declared a major that requires Math 250.

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)  (QFR)

Quantitative/Formal Reasoning Notes: In this course, students will engage in both quantitative and formal reasoning.
LEC Section: H1    TF 1:30 pm - 2:45 pm     Susan R. Loepp
LEC Section: H2    TF 3:15 pm - 4:30 pm     Susan R. Loepp

Spring 2021

LEC Section: R1    TF 1:30 pm - 2:45 pm     John D. Wiltshire-Gordon
LEC Section: R2    TR 6:45 pm - 8:00 pm     John D. Wiltshire-Gordon

MATH 306  (S)  Fractals and Chaos   (QFR)

Early in the course we introduce the notion of dynamical systems. Then we will develop the mathematics behind iterated function systems and study the notions of fractals and chaos. There will be a lot of computer experimentation with various programs and resources which the students are expected to use to learn and discover properties of fractals. The final topics will include dimension complex dynamics and the Mandelbrot set.

Requirements/Evaluation: homework, projects and exams

Prerequisites: MATH 250

Enrollment Limit: 30

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)  (QFR)

Not offered current academic year

MATH 307  (S)  Computational Linear Algebra  (QFR)

Linear algebra is of central importance in the quantitative sciences, including application areas such as image and signal processing, data mining, computational finance, structural biology, and much more. When the problems must be solved computationally, approximation, round-off errors, convergence, and efficiency matter, and traditional linear algebra techniques may fail to succeed. We will adopt linear algebra techniques on a large scale, implement them computationally, and apply them to core problems in scientific computing. Topics may include: systems of linear and nonlinear equations; approximation and statistical function estimation; optimization; interpolation; data scraping; singular value decomposition; and more. This course could also be considered a course in numerical analysis or computational science.

Class Format: To afford students flexibility during the COVID pandemic, this course is taught online. Students will read and/or watch lecture material asynchronously and will participate in a once-per-week synchronous small-group tutorial meeting with the instructor via video chat. This course will be a good fit for students with a strong interest in applied mathematics and a willingness to devote significant effort to learning/doing computer programming.

Requirements/Evaluation: Students will complete checkpoint quizzes, regularly assigned homework problems and projects, and reflective writing assignments. To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor follows the policy of "ungrading." Over the course of the semester, students will develop a rubric to assess their own learning and will evaluate themselves according to this rubric.

Prerequisites: MATH 250; some prior exposure to computer programming experience is strongly recommended but not required.

Enrollment Limit: 20

Enrollment Preferences: Professor's discretion

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)  (QFR)

Quantative/Formal Reasoning Notes: This course involves developing the formal mathematical language of linear algebra. It also involves using quantitative tools to solve problems relating to a wide range of applications in the physical and social sciences.

Spring 2021

LEC Section: R1    TR 9:45 am - 11:00 am     Chad M. Topaz

MATH 309  (F)  Differential Equations  (QFR)

Ordinary differential equations (ODE) frequently arise as models of phenomena in the natural and social sciences. This course presents core ideas of
ODE from an applied standpoint. Topics covered early in the course may include numerical solutions, separation of variables, integrating factors, constant coefficient linear equations, and power series solutions. Later, we will focus on nonlinear ODEs, for which it is usually impossible to find analytical solutions. Tools from dynamical systems will be introduced to allow us to obtain some information about the behavior of the ODE without explicitly knowing the solution.

Class Format: Unless circumstances change, students will have the option of taking the course in person or remotely

Requirements/Evaluation: quizzes/exams, problem sets, participation, and possible activities

Prerequisites: MATH 150/151 and MATH 250

Enrollment Limit: 20

Enrollment Preferences: discretion of the instructor

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: 300-level mathematics course

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Fall 2020
LEC Section: R1 TR 9:45 am - 11:00 am Julie C. Blackwood

MATH 310 (F) Mathematical Biology (QFR)

Cross-listings: BIOL 210 MATH 310

Primary Cross-listing

This course will provide an introduction to the many ways in which mathematics can be used to understand, analyze, and predict biological dynamics. We will learn how to construct mathematical models that capture essential properties of biological processes while maintaining analytic tractability. Analytic techniques, such as stability and bifurcation analysis, will be introduced in the context of both continuous and discrete time models. Additionally, students will couple these analytic tools with numerical simulation to gain a more global picture of the biological dynamics. Possible biological applications include, but are not limited to, single and multi-species population dynamics, neural and biological oscillators, tumor cell growth, and infectious disease dynamics.

Class Format: Unless circumstances change, students will have the option of taking the course in person or remotely

Requirements/Evaluation: problem sets, quizzes/exams, participation, final project and paper

Prerequisites: MATH 250 and MATH 309, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: if over-enrolled, will have students submit reasons for taking class; preference to those with interest in both subjects

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:
BIOL 210 (D3) MATH 310 (D3)

Quantative/Formal Reasoning Notes: The course will introduce methods for developing and analyzing mathematical models.

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Fall 2020
LEC Section: R1 TR 11:30 am - 12:45 pm Julie C. Blackwood

MATH 312 (F) The Mathematics of Pandemics: From the Spread of Infections to Cost-Benefit Analyses of Responses (QFR)

The goal of the class is to help students learn to ask the right questions, and to gather and analyze the data needed to answer them, to understand the covid pandemic and the worldwide responses. Through local experts and numerous guest speakers playing key roles in these problems, we will discuss numerous aspects, from mathematical models for virus propagation to analyzing the economic, educational, social and emotional consequences of lockdowns and social distancing; from moral and legal dilemmas created by the pandemic and responses to the international political
scene and relations between countries. Offered as Math 119 or Math 312 (those taking as Math 312 will have some of the readings replaced with more technical modeling papers and subsequent homework). Pre-requisites: None for Math 119; for Math 312 linear algebra is recommended.

Requirements/Evaluation:  Class participation, writing, homework problems.
Prerequisites:  Linear algebra recommended.
Enrollment Limit:  none
Enrollment Preferences:  all students will have an equal chance; if possible none will be turned away.
Expected Class Size:  30
Grading:  yes pass/fail option,  yes fifth course option
Distributions:  (D3)  (QFR)
Quantative/Formal Reasoning Notes:  We will discuss mathematical models and use statistics to analyze data.

Fall 2020
LEC Section: H1  MWF 10:40 am - 11:30 am  Steven J. Miller

MATH 313 (S) Introduction to Number Theory  (QFR)
The study of numbers dates back thousands of years, and is fundamental in mathematics. In this course, we will investigate both classical and modern questions about numbers. In particular, we will explore the integers, and examine issues involving primes, divisibility, and congruences. We will also look at the ideas of numbers and primes in more general settings, and consider fascinating questions that are simple to understand, but can be quite difficult to answer. This course will be held virtually using an active learning method, an instructional strategy reversing the traditional learning environment by supplying instructional content outside of class time. This will include reading the textbook and completing problem sets prior to attending class. Class time will be spent clarifying concepts and working in small groups through challenging problems with the support of the professor, teaching assistants, and your peers. Building positive collaborative working relationships and public speaking skills will be added benefits of this class.

Class Format:  This course will employ an active learning method rather than the traditional lecture. Please see the course description for details.
Requirements/Evaluation:  The course will be graded on a mastery-based system. The final course grade will be a combination of quarterly participation in self-reflections, daily reading assignments, and weekly problem sets.
Prerequisites:  MATH 250 or permission of instructor
Enrollment Limit:  20
Enrollment Preferences:  All are welcome regardless of major or year. In case of over-enrollment, preference will be given to those needing the course for graduation.
Expected Class Size:  15
Grading:  yes pass/fail option,  yes fifth course option
Distributions:  (D3)  (QFR)
Quantative/Formal Reasoning Notes:  This course requires working with various number systems, performing explicit computations, and proving mathematical results using logical reasoning practices.

Spring 2021
LEC Section: R1  TF 1:30 pm - 2:45 pm  Eva Goedhart

MATH 314 (S) Cryptography  (QFR)
An introduction to the techniques and practices used to keep secrets over non-secure lines of communication, including classical cryptosystems, the data encryption standard, the RSA algorithm, discrete logarithms, hash functions, and digital signatures. In addition to the specific material, there will also be an emphasis on strengthening mathematical problem solving skills, technical reading, and mathematical communication.

Requirements/Evaluation:  exams, homework, and quizzes
Prerequisites:  MATH 250
Enrollment Limit:  30
Enrollment Preferences: graduating seniors and Math majors

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: The course will contain mathematical proofs.

Not offered current academic year

MATH 315  (S) Methods for Solving Diophantine Equations  (QFR)

A Diophantine equation is an equation with integer (or rational) coefficients that is to be solved in integers (or rational numbers). A focus of study for hundreds of years, Diophantine analysis remains a vibrant area of research. It has yielded a multitude of beautiful results and has wide ranging applications in other areas of mathematics, in cryptography, and in the natural sciences. In this project-based tutorial, we will focus on studying and implementing various methods for solving previously unsolved infinite families of Diophantine equations. Depending on their interests, students may choose one or several methods to apply to open problems in the field. Please note that this tutorial will be held virtually.

Requirements/Evaluation: The grade for this course will be a combination of weekly problem sets, weekly oral presentations (approx. 15 min. each), quarterly self-reflections, and a final written project manuscript that will be continually edited throughout the semester (minimum of 5 pages).

Prerequisites: MATH 250 or permission of the instructor

Enrollment Limit: 10

Enrollment Preferences: Sophomores, Juniors, and Seniors based on a short questionnaire of interests. In the event of over-enrollment, preference will be given to those that need the course to graduate.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course requires working with various number systems, performing explicit computations, and proving mathematical results using logical reasoning practices.

Spring 2021

TUT Section: RT1    TBA     Eva Goedhart

MATH 317  (F) Introduction to Operations Research  (QFR)

In the first N math classes of your career, you can be misled as to what the world is truly like. How? You're given exact problems and told to find exact solutions. The real world is sadly far more complicated. Frequently we cannot exactly solve problems; moreover, the problems we try to solve are themselves merely approximations to the world! We are forced to develop techniques to approximate not just solutions, but even the statement of the problem. Additionally, we often need the solutions quickly. Operations Research, which was born as a discipline during the tumultuous events of World War II, deals with efficiently finding optimal solutions. In this course we build analytic and programming techniques to efficiently tackle many problems. We will review many algorithms from earlier in your mathematical or CS career, with special attention now given to analyzing their run-time and seeing how they can be improved. The culmination of the course is a development of linear programming and an exploration of what it can do and what are its limitations. For those wishing to take this as a Stats course, the final project must have a substantial stats component approved by the instructor.

Prerequisites: Linear Algebra (MATH 250) and one other 200-level or higher CSCI, MATH or STATS course.

Requirements/Evaluation: homework, exams, projects

Prerequisites: MATH 150, MATH 250 and one other 200-level or higher CSCI, MATH or STATS course

Enrollment Limit: 40

Enrollment Preferences: Computer Science, Mathematics and Statistics majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Unit Notes: http://web.williams.edu/Mathematics/sjmiller/public_html/317/

Distributions: (D3) (QFR)

Not offered current academic year
MATH 319 (S) Integrative Bioinformatics, Genomics, and Proteomics Lab (QFR)

Cross-listings: MATH 319 CHEM 319 BIOL 319 PHYS 319 CSCI 319

Secondary Cross-listing

What can computational biology teach us about cancer? In this lab-intensive experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet-lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever-growing gene and protein data-sets can provide key insights into human disease. In this course, we will take advantage of one well-studied system, the highly conserved Ras-related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, and phylogenetics to reconstruct the evolution of gene families by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high through-put approaches to investigate genes involved in the inflammatory and MAPK signal transduction pathways in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation-state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data-mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry may also be used to study networks of interacting proteins in colon tumor cells.

Class Format: two afternoons of lab, with one hour of lecture, per week. In most weeks, we will meet one day for lecture discussions.

Requirements/Evaluation: lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal

Prerequisites: BIOL 202; students who have not taken BIOL 202 but have taken BIOL 101 and a CSCI course, or CSCI/PHYS 315, may enroll with permission of instructor. No prior computer programming experience is required.

Enrollment Limit: 12

Enrollment Preferences: seniors, then juniors, then sophomores

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:
MATH 319 (D3) CHEM 319 (D3) BIOL 319 (D3) PHYS 319 (D3) CSCI 319 (D3)

Quantative/Formal Reasoning Notes: Through lab work, homework sets and a major project, students will learn or further develop their skills in programming in Python, and about the basis of Bayesian approaches to phylogenetic tree estimation.

Spring 2021

SEM Section: 01 TR 9:45 am - 11:00 am Lois M. Banta
LAB Section: H3 MW 1:00 pm - 3:00 pm Lois M. Banta
LAB Section: H4 TR 1:00 pm - 3:00 pm Lois M. Banta
SEM Section: R2 MW 6:45 pm - 8:00 pm Lois M. Banta

MATH 321 (S) Knot Theory (QFR)

Take a piece of string, tie a knot in it, and glue the ends together. The result is a knotted circle, known as a knot. For the last 100 years, mathematicians have studied knots, asking such questions as, “Given a nasty tangled knot, how do you tell if it can be untangled without cutting it open?” Some of the most interesting advances in knot theory have occurred in the last ten years. This course is an introduction to the theory of knots. Among other topics, we will cover methods of knot tabulation, surfaces applied to knots, polynomials associated to knots, and relationships between knot theory and chemistry and physics. In addition to learning the theory, we will look at open problems in the field.

Requirements/Evaluation: problem sets, midterms, a paper and a final exam

Prerequisites: MATH 250 or permission of instructor

Enrollment Limit: 30

Expected Class Size: 25
MATH 325  (F)  Set Theory  (QFR)
Set theory is the traditional foundational language for all of mathematics. We will be discussing the Zermelo-Fraenkel axioms, including the Axiom of Choice and the Continuum Hypothesis, basic independence results and, if time permits, incompleteness theorems. At one time, these issues tore at the foundations of mathematics. They are still vital for understanding the nature of mathematical truth.

Requirements/Evaluation:  exams and homework
Prerequisites:  MATH 250
Enrollment Limit:  30
Expected Class Size:  15
Grading:  yes pass/fail option,  yes fifth course option
Materials/Lab Fee:  textbook cost
Distributions:  (D3)  (QFR)
Not offered current academic year

MATH 328  (S)  Combinatorics  (QFR)
Combinatorics is a branch of mathematics that focuses on enumerating, examining, and investigating the existence of discrete mathematical structures with certain properties. This course provides an introduction to the fundamental structures and techniques in combinatorics including enumerative methods, generating functions, partition theory, the principle of inclusion and exclusion, and partially ordered sets.

Class Format:  interactive activities and discussion
Requirements/Evaluation:  quizzes/exams, homework, activities
Prerequisites:  MATH 200 and MATH 250
Enrollment Limit:  30
Enrollment Preferences:  discretion of the instructor
Expected Class Size:  25
Grading:  no pass/fail option,  no fifth course option
Distributions:  (D3)  (QFR)
Not offered current academic year

MATH 329  (S)  Discrete Geometry  (QFR)
Discrete geometry is one of the oldest and most consistently vibrant areas of mathematics, stretching from the Platonic Solids of the ancient Greeks to the modern day applications of convex optimization and linear programming. In this tutorial we will learn about polygons and their higher-dimensional cousins, polyhedra and polytopes, and the various ways to describe, compute, and classify such objects. We will learn how these objects and ideas can be applied to other areas, from computation and optimization to studying areas of math like algebraic geometry. Throughout this course we will be engaging with mathematical work and literature from as old as 500 BCE and as recent as "posted to the internet yesterday."

Requirements/Evaluation:  participation, problem sets, oral presentations, an oral exam, and a final project
Prerequisites:  MATH 250 or permission of instructor
Enrollment Limit:  10
Enrollment Preferences:  first-years and sophomores
Expected Class Size:  10
Grading:  no pass/fail option,  no fifth course option
Distributions:  (D3)  (QFR)
Not offered current academic year
MATH 331 (F) The little Questions  (QFR)
Using math competitions such as the Putnam Exam as a springboard, in this class we follow the dictum of the Ross Program and "think deeply of simple things". The two main goals of this course are to prepare students for competitive math competitions, and to get a sense of the mathematical landscape encompassing elementary number theory, combinatorics, graph theory, and group theory (among others). While elementary frequently is not synonymous with easy, we will see many beautiful proofs and "a-ha" moments in the course of our investigations. Students will be encouraged to explore these topics at levels compatible with their backgrounds.

Requirements/Evaluation: homework, classwork, and exams
Prerequisites: MATH 250 or permission of instructor
Enrollment Limit: 30
Enrollment Preferences: members or alternates of the Putnam team, Mathematics, Physics or Computer Science majors
Expected Class Size: 25
Grading: yes pass/fail option, yes fifth course option

MATH 334  (S) Graph Theory  (QFR)
A graph is a collection of vertices, joined together by edges. In this course, we will study the sorts of structures that can be encoded in graphs, along with the properties of those graphs. We'll learn about such classes of graphs as multi-partite, planar, and perfect graphs, and will see applications to such optimization problems as minimum colorings of graphs, maximum matchings in graphs, and network flows.

Requirements/Evaluation: problem sets and exams
Prerequisites: MATH 200 or MATH 250
Enrollment Limit: 20
Enrollment Preferences: Math majors
Expected Class Size: 20
Grading: yes pass/fail option, yes fifth course option

MATH 337  (F) Electricity and Magnetism for Mathematicians  (QFR)
Maxwell's equations are four simple formulas, linking electricity and magnetism, that are among the most profound equations ever discovered. These equations led to the prediction of radio waves, to the realization that a description of light is also contained in these equations and to the discovery of the special theory of relativity. In fact, almost all current descriptions of the fundamental laws of the universe are deep generalizations of Maxwell's equations. Perhaps even more surprising is that these equations and their generalizations have led to some of the most important mathematical discoveries (where there is no obvious physics) of the last 25 years. For example, much of the math world was shocked at how these physics generalizations became one of the main tools in geometry from the 1980s until today. It seems that the mathematics behind Maxwell is endless. This will be an introduction to Maxwell's equations, from the perspective of a mathematician.

Requirements/Evaluation: performance on homework and exams
Prerequisites: MATH 250; no physics background required
Enrollment Limit: none
Enrollment Preferences: none
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3) (QFR)

Not offered current academic year

MATH 338 (F) Intermediate Logic (QFR)
Cross-listings: MATH 338 PHIL 338

Secondary Cross-listing

In this course, we will begin with an in-depth study of the theory of first-order logic. We will first get clear on the formal semantics of first-order logic and various ways of thinking about formal proof: natural deduction systems, semantic tableaux, axiomatic systems and sequent calculi. Our main goal will be to prove things about this logical system rather than to use this system to think about ordinary language arguments. In this way the goal of the course is significantly different from that of Logic and Language (PHIL 203). Students who have take PHIL 203 will have a good background for this class, but students who are generally comfortable with formal systems need not have taken PHIL 203. We will prove soundness and completeness, compactness, the Lowenheim-Skolem theorems, undecidability and other important results about first-order logic. As we go through these results, we will think about the philosophical implications of first-order logic. From there, we will look at extensions of and/or alternatives to first-order logic. Possible additional topics would include: modal logic, the theory of counterfactuals, alternative representations of conditionals, the use of logic in the foundations of arithmetic and Godel's Incompleteness theorems. Student interest will be taken into consideration in deciding what additional topics to cover.

Requirements/Evaluation: problem sets and exams

Prerequisites: some class in which student has studied formal reasoning

Enrollment Limit: 20

Enrollment Preferences: Philosophy majors; juniors and seniors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

MATH 338 (D3) PHIL 338 (D2)

Quantitative/Formal Reasoning Notes: This is a class in Formal Logic. PHIL 203 satisfies the QFR requirement. If anything, this class will be significantly more formal.

Not offered current academic year

MATH 340 Applications of Mathematics to the Real World (QFR)

Often for real world applications one does not need to find the optimal solution, which can be extremely difficult, but instead just find something close, or at least better than what is currently being done. We will develop material and techniques from mathematics, statistics and allied fields with an eye to applications. In addition to standard homework assignments and exams there will be a group project where students will work with a local business, write a report and present the results. Pre-requisites are multivariable calculus and linear algebra, or permission of the instructor. Knowledge of some statistics or programming is beneficial but not required.

Class Format: In addition to standard lectures and assignments, we will be partnering with local businesses to apply mathematics to solve real world problems.

Requirements/Evaluation: Lectures and class participation, homework, exams and encouragement to do a project. We already have several local businesses with projects for students. Working on a project will entail meeting with officials from the company, clearly defining what the problem is, and writing a solution. This will include a presentation, a write-up, and potentially implementable code. Based on previous similar courses, these papers typically run from 10 to 40 pages.

Prerequisites: Mathematics 150 or 151, and Linear Algebra, or permission of the instructor.

Enrollment Limit: 40

Enrollment Preferences: Students who have taken at least one statistics or computer science class

Expected Class Size: 25

Grading: Distributions: (D3) (QFR)
**Math 341 (F)(S) Probability** (QFR)

**Cross-listings:** STAT 341 MATH 341

**Primary Cross-listing**

The historical roots of probability lie in the study of games of chance. Modern probability, however, is a mathematical discipline that has wide applications in a myriad of other mathematical and physical sciences. Drawing on classical gaming examples for motivation, this course will present axiomatic and mathematical aspects of probability. Included will be discussions of random variables (both discrete and continuous), distribution and expectation, independence, laws of large numbers, and the well-known Central Limit Theorem. Many interesting and important applications will also be presented, including some from classical Poisson processes, random walks and Markov Chains.

**Requirements/Evaluation:** homework, classwork, and exams

**Prerequisites:** MATH 250 or permission of the instructor

**Enrollment Limit:** 30

**Enrollment Preferences:** Priority will be given to Mathematics majors and to Statistics Majors.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

STAT 341 (D3) MATH 341 (D3)

**Quantitative/Formal Reasoning Notes:** This is a 300-level Math/Stat course.

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**Math 350 (F)(S) Real Analysis** (QFR)

Why is the product of two negative numbers positive? Why do we depict the real numbers as a line? Why is this line continuous, and what does that actually mean? More fundamentally, what is the definition of a real number? Real analysis addresses such questions, delving into the structure of real numbers and functions on them. Along the way we'll discuss sequences and limits, series, completeness, compactness, derivatives and integrals, and metric spaces. This course is excellent preparation for graduate studies in mathematics, statistics, and economics. Math 350 and Math 351 will cover the same material for the first part of the course. Math 350 will then delve deeper into the abstract structures of topological and metric spaces, while Math 351 will closely examine some foundational constructs from differential equations, probability, and optimization.

**Class Format:** Hybrid format. There may be class meetings; remote students will be fully accommodated.

**Requirements/Evaluation:** homework, classwork, and exams

**Prerequisites:** MATH 250 or permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** Seniors

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantitative/Formal Reasoning Notes:** Math

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**Fall 2020**

LEC Section: H1  MWF 9:20 am - 10:10 am  Stewart D. Johnson

**Spring 2021**

LEC Section: H1  TF 3:15 pm - 4:30 pm  Mihai Stoiciu

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**Math 341 (F)(S) Probability** (QFR)

**Cross-listings:** STAT 341 MATH 341

**Primary Cross-listing**

The historical roots of probability lie in the study of games of chance. Modern probability, however, is a mathematical discipline that has wide applications in a myriad of other mathematical and physical sciences. Drawing on classical gaming examples for motivation, this course will present axiomatic and mathematical aspects of probability. Included will be discussions of random variables (both discrete and continuous), distribution and expectation, independence, laws of large numbers, and the well-known Central Limit Theorem. Many interesting and important applications will also be presented, including some from classical Poisson processes, random walks and Markov Chains.

**Requirements/Evaluation:** homework, classwork, and exams

**Prerequisites:** MATH 250 or permission of the instructor

**Enrollment Limit:** 30

**Enrollment Preferences:** Priority will be given to Mathematics majors and to Statistics Majors.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

STAT 341 (D3) MATH 341 (D3)

**Quantitative/Formal Reasoning Notes:** This is a 300-level Math/Stat course.

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**Fall 2020**

LEC Section: R1  MR 3:15 pm - 4:30 pm  Leo Goldmakher
MATH 351 (S) Applied Real Analysis (QFR)

Why is the product of two negative numbers positive? Why do we depict the real numbers as a line? Why is this line continuous, and what does that actually mean? More fundamentally, what is the definition of a real number? Real analysis addresses such questions, delving into the structure of real numbers and functions on them. Along the way we'll discuss sequences and limits, series, completeness, compactness, derivatives and integrals, and metric spaces. This course is excellent preparation for graduate studies in mathematics, statistics, and economics. Math 350 and Math 351 will cover the same material for the first part of the course. Math 350 will then delve deeper into the abstract structures of topological and metric spaces, while Math 351 will closely examine some foundational constructs from differential equations, probability, and optimization.

Class Format: Hybrid format. There may be class meetings; remote students will be fully accommodated.

Requirements/Evaluation: homework, classwork, and exams

Prerequisites: MATH 250 or permission of the instructor.

Enrollment Limit: 20

Enrollment Preferences: Seniors

Expected Class Size: 20

Grading: no pass/fail option, yes course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: Math

Spring 2021

LEC Section: H1 MWF 10:40 am - 11:30 am Stewart D. Johnson

MATH 355 (F)(S) Abstract Algebra (QFR)

Algebra gives us tools to solve equations. The integers, the rationals, and the real numbers have special properties which make algebra work according to the circumstances. In this course, we generalize algebraic processes and the sets upon which they operate in order to better understand, theoretically, when equations can and cannot be solved. We define and study abstract algebraic structures such as groups, rings, and fields, as well as the concepts of factor group, quotient ring, homomorphism, isomorphism, and various types of field extensions. This course introduces students to abstract rigorous mathematics.

Class Format: Format: lecture; Unless circumstances change, students will have the option of taking the course in person or remotely. It is possible that there will be several weeks that are only offered remotely. If taken pass/fail, this course does not count towards the Mathematics major.

Requirements/Evaluation: Problem sets and exams

Prerequisites: MATH 250 or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: Students who have officially declared a major that requires Math 355.

Expected Class Size: 15

Grading: yes pass/fail option, yes course option

Unit Notes: If taken pass/fail, this course does not count towards the Mathematics major.

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: 300-level math course

Fall 2020

LEC Section: R1 MW 11:45 am - 1:00 pm Allison Pacelli

Spring 2021

LEC Section: H1 MWF 10:40 am - 11:30 am Susan R. Loepp

LEC Section: H2 MWF 12:00 pm - 12:50 pm Susan R. Loepp
MATH 361 (F)(S) Theory of Computation (QFR)

Cross-listings: MATH 361 CSCI 361

Secondary Cross-listing

This course introduces a formal framework for investigating both the computability and complexity of problems. We study several models of computation including finite automata, regular languages, context-free grammars, and Turing machines. These models provide a mathematical basis for the study of computability theory—the examination of what problems can be solved and what problems cannot be solved—and the study of complexity theory—the examination of how efficiently problems can be solved. Topics include the halting problem and the P versus NP problem.

Class Format: Lecture content will be delivered through asynchronously viewed video modules. Conference sections meeting twice per week will be used for synchronous discussions. Students should sign up for lecture and one conference section.

Requirements/Evaluation: online multiple choice and short answer questions, weekly problem sets in groups, a research project, and a final examination

Prerequisites: CSCI 256 or both a 300-level MATH course and permission of instructor

Enrollment Limit: 40(10/con)

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 40

Grading: yes pass/fail option, no fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

MATH 361 (D3) CSCI 361 (D3)

Quantitative/Formal Reasoning Notes: This course include regular and substantial problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Fall 2020

CON Section: 02 MR 1:30 pm - 2:45 pm Aaron M. Williams
LEC Section: R1 TBA Aaron M. Williams
CON Section: R3 TR 9:45 am - 11:00 am Aaron M. Williams

Spring 2021

CON Section: H2 TR 9:45 am - 11:00 am Aaron M. Williams
CON Section: H3 MR 1:30 pm - 2:45 pm Aaron M. Williams
LEC Section: R1 ASYN Aaron M. Williams
CON Section: R4 MW 6:45 pm - 8:00 pm Aaron M. Williams
CON Section: R5 MW 8:30 pm - 9:45 pm Aaron M. Williams

MATH 368 (S) Positive Characteristic Commutative Algebra (QFR)

In commutative algebra, one of the most basic invariants of a ring is its characteristic. This is the smallest multiple of 1 that equals 0. Working over a ring of characteristic zero, versus a ring of characteristic p>0, dramatically changes the proof techniques available to us. This realization has had tremendous consequences in commutative algebra. One of the most useful tools in characteristic p is the Frobenius homomorphism. In this course we will study several standard notions in commutative algebra, such as regularity of a ring, Cohen-Macaulayness, and being normal and we will see how various "splittings" of the Frobenius allow us to easily detect these properties. Many of these methods are not only applicable to commutative algebra, but also to number theory and algebraic geometry.

Requirements/Evaluation: homework and a final exam

Prerequisites: MATH 355 or permission of instructor

Enrollment Limit: 30

Enrollment Preferences: Math majors primarily, and juniors and seniors secondarily
MATH 374 (S) Topology (QFR)

In Real Analysis you learned about metric spaces -- any set of objects endowed with a way of measuring distance -- and the topology of sets in such spaces (open, closed, bounded, etc). In this course we flip this on its head: we explore how to develop analysis (limits, continuity, etc) in spaces where the topology is known but the metric is not. This will lead us to a bizarre and fascinating version of geometry in which we cannot distinguish between shapes that can be continuously deformed into one another. Not only does this theory turn out to be beautiful in the abstract, it has become a vital part of data analysis and is also connected to many areas of math and physics. This course is excellent preparation for graduate programs in mathematics.

Class Format: Taught remotely, but synchronously. While recordings of lectures will be made available, all participants are expected to make their best effort to attend the class over Zoom. In addition to class meetings, there will be tutorial sessions with a TA once per week.

Requirements/Evaluation: homework, tutorials, and exams

Prerequisites: MATH 350 or 351; not open to students who have taken MATH 323. Familiarity with basic group theory recommended, but not required.

Enrollment Limit: 20

Enrollment Preferences: Juniors and seniors

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D3)  (QFR)

Quantative/Formal Reasoning Notes: It’s math.

Spring 2021

LEC Section: R1     MR 3:15 pm - 4:30 pm     Leo Goldmakher

MATH 390  Undergraduate Research Topics in Algebra (QFR)

The well-known trace map on matrices can be generalized to a map on other algebraic objects. Undergraduates, graduates students and experts in Representation Theory, Commutative Algebra and Algebraic Geometry have been driving recent developments in the theory of trace modules and finding exciting new applications in all of these these fields. This course will serve as an introduction to mathematical research with the aim of producing original research in modern trace theory. Students in this tutorial will read and synthesize research papers, discuss the formation of research questions in pure mathematics, and engage in original mathematical research.

Requirements/Evaluation: oral presentations; writing assignments (summarizing papers, reflections on mathematical research, original research); participation in the course project

Prerequisites: Math 355

Enrollment Limit: 10

Enrollment Preferences: Juniors and Seniors

Expected Class Size: 7

Grading:

Distributions: (D3)  (QFR)

Quantative/Formal Reasoning Notes: This is post-core math class; students will be required to produce mathematical proofs.

Not offered current academic year

MATH 391  (F) Introduction to computer algebra (QFR)

Students will learn new mathematics in the context of computer-based exposition, experimentation, and interaction. They will gain proficiency with
Sage, GAP, Macaulay2, or Mathematica, and possibly one of the more-specialized systems SnapPea, kenzo, magma, MATLAB, Perseus, coq, etc. Individuals and teams will build interactive demonstrations of mathematical theorems, which will then be appreciated by the instructor and the rest of the class. No prior programming experience is expected.

**Class Format:** Class will be held online, but there will be recorded components, asynchronous interactive components, and outside-of-class small-group online meetings.

**Requirements/Evaluation:** exams, homework, projects

**Prerequisites:** Math 355 or permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** math majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantitative/Formal Reasoning Notes:** Mathematical programming requires complete synthesis of abstract concepts to produce computer code, which is necessarily formal.

Fall 2020

LEC Section: R1 TR 6:45 pm - 8:00 pm John D. Wiltshire-Gordon

**MATH 392 (S) Undergraduate Research Topics in Graph Theory** (WS) (QFR)

Graph theory is a vibrant area of research with many applications to the social sciences, psychology, and economics. In this project-based tutorial, students will select among the presented topics and will develop research questions and undertake original research in the field. Student assessment is based on drafts of research project manuscript and presentations.

**Requirements/Evaluation:** presentations and written project manuscript

**Prerequisites:** MATH 355 or permission of the instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** programming experience, students with interests in the intersection of combinatorics and graph theory

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (WS) (QFR)

**Writing Skills Notes:** This course will require multiple revisions of a manuscript related to the research project at hand. The final result will be a 10-20 page research article and the course will be designed as a writing intensive course.

**Quantative/Formal Reasoning Notes:** The course deals with mathematical research in graph theory and is a quantitative and formal reasoning course.

Spring 2021

TUT Section: RT1 TBA Pamela E. Harris

**MATH 397 (F)(S) Independent Study: Mathematics**

Directed 300-level independent study in Mathematics.

**Prerequisites:** permission of department

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

Fall 2020

IND Section: H1 TBA Mihai Stoiciu
MATH 398 (S) Independent Study: Mathematics
Directed 300-level independent study in Mathematics.

Prerequisites: permission of department

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Not offered current academic year

MATH 402 (F) Measure Theory and Hilbert Spaces (QFR)
How large is the unit square? One might measure the number of individual points in the square (uncountably infinite), the area of the square (1), or the dimension of the square (2). But what about for more complicated sets, e.g., the set of all rational points in the unit square? What's the area of this set? What's the dimension? In this course we'll come up with precise ways to measure size -- length, area, volume, dimension -- that apply to a broad array of sets. Along the way we'll encounter Lebesgue measure and Lebesgue integration, Hausdorff measure and fractals, space-filling curves and the Banach-Tarski paradox. We will also investigate Hilbert spaces, mathematical objects that combine the tidiness of linear algebra with the power of analysis and are fundamental to the study of differential equations, functional analysis, harmonic analysis, and ergodic theory, and also apply to fields like quantum mechanics and machine learning. This material provides good preparation for graduate studies in mathematics, statistics and economics.

Class Format: Discussion-based course held remotely.

Requirements/Evaluation: performance on homework assignments and exams

Prerequisites: MATH 350 or MATH 351 or permission of instructor

Enrollment Limit: 30

Enrollment Preferences: Seniors

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: Math

Fall 2020

LEC Section: R1 TF 3:15 pm - 4:30 pm Leo Goldmakher

MATH 403 (S) Measure and Ergodic Theory (QFR)
An introduction to measure theory and ergodic theory. Measure theory is a generalization of the notion of length and area, has been used in the study of stochastic (probabilistic) systems. The course covers the construction of Lebesque and Borel measures, measurable functions, and Lebesque integration. Ergodic theory studies the probabilistic behavior of dynamical systems as they evolve through time, and is based on measure theory. The course will cover basic notions, such as ergodic transformations, weak mixing, mixing, and Bernoulli transformations, and transformations admitting and not admitting an invariant measure. There will be an emphasis on specific examples such as group rotations, the binary odometer transformations, and rank-one constructions. The Ergodic Theorem will also be covered, and will be used to illustrate notions and theorems from measure theory.

Requirements/Evaluation: homework and exams

Prerequisites: MATH 350 or MATH 351 or permission of instructor

Enrollment Limit: 25

Enrollment Preferences: Mathematics majors

Expected Class Size: 15-20

Grading: yes pass/fail option, yes fifth course option

Unit Notes: senior major course
MATH 404 (F) Random Matrix Theory (QFR)

Initiated by research in multivariate statistics and nuclear physics, the study of random matrices is nowadays an active and exciting area of mathematics, with numerous applications to theoretical physics, number theory, functional analysis, optimal control, and finance. Random Matrix Theory provides understanding of various properties (most notably, statistics of eigenvalues) of matrices with random coefficients. This course will provide an introduction to the basic theory of random matrices, starting with a quick review of Linear Algebra and Probability Theory. We will continue with the study of Wigner matrices and prove the celebrated Wigner's Semicircle Law, which brings together important ideas from analysis and combinatorics. After this, we will turn our attention to Gaussian ensembles and investigate the Gaussian Orthogonal Ensemble (GOE) and the Gaussian Unitary Ensemble (GUE). The final lectures of the course will be dedicated to random Schroedinger operators and their spectral properties (in particular, the phenomenon called Anderson localization). Applications of Random Matrix Theory to theoretical physics, number theory, statistics, and finance will be discussed throughout the semester.

Requirements/Evaluation: homework assignments and exams

Prerequisites: experience with Real Analysis (MATH 350 or MATH 351) and with Probability (MATH 341 or STAT 201)

Enrollment Limit: 40

Enrollment Preferences: Mathematics and Statistics majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course expands ideas in probability and statistics from random variables (1x1 random matrices) to nxn random matrices. The students will learn to model complex physical phenomena using random matrices and study them using rigorous mathematical tools and concepts.

MATH 407 (F) Dance of the Primes (QFR)

Prime numbers are the building blocks for all numbers and hence for most of mathematics. Though there are an infinite number of them, how they are spread out among the integers is still quite a mystery. Even more mysterious and surprising is that the current tools for investigating prime numbers involve the study of infinite series. Function theory tells us about the primes. We will be studying one of the most amazing functions known: the Riemann Zeta Function. Finding where this function is equal to zero is the Riemann Hypothesis and is one of the great, if not greatest, open problems in mathematics. Somehow where these zeros occur is linked to the distribution of primes. We will be concerned with why anyone would care about this conjecture. More crassly, why should solving the Riemann Hypothesis be worth one million dollars? (Which is what you will get if you solve it, beyond the eternal fame and glory.)

Requirements/Evaluation: exams and weekly homework assignments

Prerequisites: MATH 350 or MATH 351, and MATH 355

Enrollment Limit: 30

Enrollment Preferences: seniors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: It is a math course.

MATH 408 (F) L-Functions and Sphere Packing (QFR)

Optimal packing problems arise in many important problems, and have been a source of excellent mathematics for centuries. The Kepler Problem (what is the most efficient way to pack balls in three-space) is a good example. The original formulation has been used in such diverse areas as stacking cannonballs on battleships to grocers preparing fruit displays, and its generalizations allow the creation of powerful error detection and
correction codes. While the solution of the Kepler Problem is now known, the higher dimensional version is very much open. There has been remarkable progress in the last few years, with number theory playing a key role in these results. We will develop sufficient background material to understand many of these problems and the current state of the field. Pre-requisites are real analysis.

Requirements/Evaluation: Class participation, homework, exams and participation in writing a textbook on the material. Each student will be responsible for working on a chapter of a book based on this material. In addition to obtaining critical writing feedback from myself and my co-author (who is a world expert in the subject), depending on timing we will also be able to share comments from an editor of a major publishing house or a referee. Chapters can range from short snapshots of a subject, on the order of 5 pages, to longer technical derivations of perhaps 10-30 pages.

Prerequisites: Math 350 or 351

Enrollment Limit: 40

Enrollment Preferences: Senior math majors, students planning on graduate study in a STEM field

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This is a 400 level math class

Fall 2020

LEC Section: H1 MWF 12:00 pm - 12:50 pm Steven J. Miller

MATH 411 (S) Commutative Algebra (QFR)

Commutative Algebra is an essential area of mathematics that provides indispensable tools to many areas, including Number Theory and Algebraic Geometry. This course will introduce you to the fundamental concepts for the study of commutative rings, with a special focus on the notion of "prime ideals," and how they generalize the well-known notion of primality in the set of integers. Possible topics include Noetherian rings, primary decomposition, localizations and quotients, height, dimension, basic module theory, and the Krull Altitude Theorem.

Requirements/Evaluation: homework and exams

Prerequisites: MATH 355 or permission of instructor

Enrollment Limit: 30

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Not offered current academic year

MATH 419 (S) Algebraic Number Theory (QFR)

We all know that integers can be factored into prime numbers and that this factorization is essentially unique. In more general settings, it often still makes sense to factor numbers into "primes," but the factorization is not necessarily unique! This surprising fact was the downfall of Lamé's attempted proof of Fermat's Last Theorem in 1847. Although a valid proof was not discovered until over 150 years later, this error gave rise to a new branch of mathematics: algebraic number theory. In this course, we will study factorization and other number-theoretic notions in more abstract algebraic settings, and we will see a beautiful interplay between groups, rings, and fields.

Requirements/Evaluation: homework assignments and exams

Prerequisites: MATH 355, or permission of instructor

Enrollment Limit: 25

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Not offered current academic year

MATH 420 (S) Analytic Number Theory (QFR)
How many primes are smaller than x? How many divisors does an integer n have? How many different numbers appear in the N x N multiplication table? Precise formulas for these quantities probably don't exist, but over the past 150 years tremendous progress has been made towards understanding these and similar questions using tools and methods from analysis. The goal of this tutorial is to explain and motivate the ubiquitous appearance of analysis in modern number theory—a surprising fact, given that analysis is concerned with continuous functions, while number theory is concerned with discrete objects (integers, primes, divisors, etc). Topics to be covered will include some subset of the following: asymptotic analysis, partial and Euler-Maclaurin summation, counting divisors and Dirichlet's hyperbola method, the randomness of prime factorization and the Erdos-Kac theorem, the partition function and the saddle point method, the prime number theorem and the Riemann zeta function, primes in arithmetic progressions and Dirichlet L-functions, the Goldbach conjecture and the circle method, and sieve methods and gaps between primes.

Requirements/Evaluation: Regularly preparing lectures and writing expository essays in LaTeX. No exams.

Prerequisites: MATH 350 or MATH 351 and familiarity with basic modular arithmetic are hard prerequisites. Familiarity with complex analysis and abstract algebra recommended, but not required.

Enrollment Limit: 10

Enrollment Preferences: Students with complex analysis background will be given priority.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: It's math.

Spring 2021

MATH 421 (S) Quandles, Knots and Virtual Knots (QFR)

A quandle is an algebraic object that, like a group, has a "multiplication" of pairs of elements that satisfies certain axioms. But the quandle axioms are very different from the group axioms, and quandles turn out to be incredibly useful when considering the mathematical theory of knots. In this course, we will learn about this relatively new area of research (1982) and learn some knot theory and see how quandles apply to both classical knot theory and the relatively new area of virtual knot theory (1999).

Requirements/Evaluation: problem sets, tests, and a 3-page paper

Prerequisites: MATH 355

Enrollment Limit: 40

Enrollment Preferences: discretion of the instructor

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Not offered current academic year

MATH 422 (F) Algebraic Topology (QFR)

Is a sphere really different from a torus? Can a sphere be continuously deformed to a point? Algebraic Topology concerns itself with the classification and study of topological spaces via algebraic methods. The key question is this: How do we really know when two spaces are different and in what senses can we claim they are the same? Our answer will use several algebraic tools such as groups and their normal subgroups. In this course we will develop several notions of "equality" starting with the existence of homeomorphisms between spaces. We will then explore several weakenings of this notion, such as homotopy equivalence, having isomorphic homology or fundamental groups, and having homeomorphic universal covers.

Requirements/Evaluation: homework and exams

Prerequisites: MATH 355 or permission of instructor

Enrollment Limit: 30

Enrollment Preferences: Math majors primarily, the juniors and seniors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option
Distributions:  (D3)  (QFR)

Not offered current academic year

**MATH 426  (F)  Differential Topology  (QFR)**
Differential topology marries the rubber-like deformations of topology with the computational exactness of calculus. This sub field of mathematics asks and answers questions like "Can you take an integral on the surface of doughnut?" and includes far-reaching applications in relativity and robotics. This tutorial will provide an elementary and intuitive introduction to differential topology. We will begin with the definition of a manifold and end with a generalized understanding of Stokes Theorem.

**Requirements/Evaluation:** weekly homework, weekly presentations, and final paper

**Prerequisites:** MATH 350 (students who have not taken MATH 250 may enroll only with permission of the instructor)

**Enrollment Limit:** 10

**Enrollment Preferences:** seniors, majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)  (QFR)

Quantative/Formal Reasoning Notes: There will be weekly math problem sets.

Not offered current academic year

**MATH 427  (S)  Tiling Theory  (QFR)**
Since humans first used stones and bricks to tile the floors of their domiciles, tiling has been an area of interest. Practitioners include artists, engineers, designers, architects, crystallographers, scientists and mathematicians. This course will be an investigation into the mathematical theory of tiling. The course will focus on tilings of the plane, including topics such as the symmetry groups of tilings, the topology of tilings, the ergodic theory of tilings, the classification of tilings and the aperiodic Penrose tilings. We will also look at tilings in higher dimensions, including "knotted tilings".

**Requirements/Evaluation:** problem assignments, exams and a presentation/paper

**Prerequisites:** MATH 250 Linear Algebra and MATH 355 Abstract Algebra

**Enrollment Limit:** 30

**Enrollment Preferences:** senior majors, seniors, juniors, sophomores, first-year students (this is a senior seminar, one of which is required for all senior majors, so they have first preference)

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Materials/Lab Fee:** cost of book which will be under $50

**Distributions:** (D3)  (QFR)

Not offered current academic year

**MATH 428  (S)  Catching Robbers and Spreading Information  (QFR)**
Cops and robbers is a widely studied game played on graphs that has connections to searching algorithms on networks. The cop number of a graph is the smallest number of cops needed to guarantee that the cops can catch a robber in the graph. Similar combinatorial games such as "zero forcing" can be used to model the spread of information. The idea of "throttling" is to spread the information (or catch the robber) as efficiently as possible. This course will survey some of the main results about cops and robbers and the cop number. We will also explore recent research on throttling for cops and robbers, zero forcing, and other variants.

**Class Format:** interactive activities and discussion

**Requirements/Evaluation:** problem sets, investigation journal, final presentation

**Prerequisites:** MATH 200 and MATH 355

**Enrollment Limit:** 25

**Enrollment Preferences:** seniors

Not offered current academic year
MATH 433 (S) Mathematical Modeling (QFR)
Mathematical modeling means (1) translating a real-life problem into a mathematical object, (2) studying that object using mathematical techniques, and (3) interpreting the results in order to learn something about the real-life problem. Mathematical modeling is used in biology, economics, chemistry, geology, sociology, political science, art, and countless other fields. This is an advanced, seminar-style, course appropriate for students who have strong enthusiasm for applied mathematics, data science, and collaborative teamwork.

Class Format: To afford students flexibility during the COVID pandemic, this course is taught online, largely asynchronously. There is no lecture component. Students will read research literature, work on structured and open-ended projects, and participate in synchronous small-group meetings with the instructor via videoconference. The vast majority of work in this course requires students to collaborate with each other.

Requirements/Evaluation: Students will complete reading assignments, writing assignments, modeling activities, research projects, and will record several presentations to be shared with the rest of the class. To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor follows the policy of "ungrading." Over the course of the semester, students will develop a rubric to assess their own learning and will evaluate themselves according to this rubric.

Prerequisites: MATH 250; MATH 309 or similar; and some experience with computer programming (equivalent to CSCI 134 or MATH 307).

Enrollment Limit: 20
Enrollment Preferences: Professor's discretion

MATH 434 (F) Applied Dynamics and Optimal Control (QFR)
We seek to understand how dynamical systems evolve, how that evolution depends on the various parameters of the system, and how we might manipulate those parameters to optimize an outcome. We will explore the language of dynamics by deepening our understanding of differential and difference equations, study parameter dependence and bifurcations, and explore optimal control through Pontryagin's maximum principle and Hamilton-Jacobi-Bellman equations. These tools have broad application in ecology, economics, finance, and engineering, and we will draw on basic models from these fields to motivate our study.

Requirements/Evaluation: exams and homework assignments

Prerequisites: MATH 209 or PHYS 210, and MATH 350 or 351, or permission of the instructor

Enrollment Limit: 20
Enrollment Preferences: Preference will be given to senior math majors.

Fall 2020
MATH 453 (F) Partial Differential Equations (QFR)
Partial differential equations (PDE) arise as mathematical models of phenomena in chemistry, ecology, economics, electromagnetics, fluid dynamics, neuroscience, thermodynamics, and more. We introduce PDE models and develop techniques for studying them. Topics include: derivation, classification, and physical interpretation of canonical PDE; solution techniques, including separation of variables, series solutions, integral transforms, and characteristics; and application to problems in the natural and social sciences.
Requirements/Evaluation: quizzes/exams, problem sets, projects and activities
Prerequisites: MATH 150-151; MATH 209 or MATH/PHYS 210 or MATH 309
Enrollment Limit: 30
Enrollment Preferences: Professor's discretion
Expected Class Size: 25
Grading: no pass/fail option, yes fifth course option
Distributions: (D3) (QFR)
Not offered current academic year

MATH 456 (F) Representation Theory (QFR)
Representation theory has applications in fields such as physics (via models for elementary particles), engineering (considering symmetries of structures), and even in voting theory (voting for committees in agreeable societies). This course will introduce the concepts and techniques of the representation theory of finite groups, and will focus on the representation theory of the symmetric group. We will undertake this study through a variety of perspectives, including general representation theory, combinatorial algorithms, and symmetric functions.
Requirements/Evaluation: evaluation will be based primarily on homework, in class presentations, and exams
Prerequisites: MATH 355
Enrollment Limit: 40
Enrollment Preferences: junior and senior Math majors
Expected Class Size: 15
Grading: no pass/fail option, yes fifth course option
Distributions: (D3) (QFR)
Quantative/Formal Reasoning Notes: This is a 400-level Math course.

Fall 2020
LEC Section: R1    TF 1:30 pm - 2:45 pm     John D. Wiltshire-Gordon

MATH 458 (S) Algebraic Combinatorics (QFR)
Algebraic combinatorics is a branch of mathematics at the intersection of combinatorics and algebra. On the one hand, we study combinatorial structures using algebraic techniques, while on the other we use combinatorial arguments and methods to solve problems in algebra. This course will focus on the study of symmetric functions, young tableaux, matroids, graph theory, and other related topics.
Requirements/Evaluation: homework assignments, proof portfolio, individual and group projects
Prerequisites: MATH 200 and MATH 355
Enrollment Limit: 25
Enrollment Preferences: seniors
Expected Class Size: 20
Grading: no pass/fail option, no fifth course option
Distributions: (D3) (QFR)
Quantative/Formal Reasoning Notes: Mathematics course in the area of algebraic combinatorics.
MATH 459  (S)  Applied Partial Differential Equations  (QFR)

Partial differential equations (PDE) arise as mathematical models of phenomena in chemistry, ecology, economics, electromagnetics, epidemiology, fluid dynamics, neuroscience, and much more. Furthermore, the study of partial differential equations connects with diverse branches of mathematics including analysis, geometry, algebra, and computation. Adopting an applied viewpoint, we develop techniques for studying PDE. We draw from a body of knowledge spanning classic work from the time of Isaac Newton right up to today’s cutting edge applied mathematics research. This tutorial is appropriate as a second course in differential equations. In this tutorial, students will: build and utilize PDE-based models; determine the most appropriate tools to apply to a PDE; apply the aforementioned tools; be comfortable with open-ended scientific work; read applied mathematical literature; communicate applied mathematics clearly, precisely, and appropriately; collaborate effectively.

Requirements/Evaluation: participation, problem sets, oral presentations, oral exams, and a final project
Prerequisites: MATH 209 or MATH/PHYS 210 or MATH 309 or permission of instructor; students who have taken MATH 453 may not enroll in MATH 458 without permission of the instructor
Enrollment Limit: 10
Enrollment Preferences: students with an interest in applied mathematics, selected to create a diverse set of tutorial participants
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D3) (QFR)
Quantitative/Formal Reasoning Notes: This tutorial involves regular and substantial problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Not offered current academic year

MATH 466  (F)  Advanced Applied Analysis  (QFR)

This course further develops and explores topics and concepts from real analysis, with special emphasis on introducing students to subject matter and techniques that are useful for graduate study in mathematics or an allied field, as well as applications in industry. Topics include Benford’s law of digit bias, random matrix theory, and Fourier analysis, and as time permits additional areas based on student interest from analytic number theory, generating functions and probabilistic methods. This will be an intense, fast paced class which will give a flavor for graduate school. In addition to standard homework problems, students will assist in writing both reviews for MathSciNet and referee reports for papers for journals, write programs to investigate and conjecture, and read classic and current research papers, and possibly apply these and related methods to real world problems.

Requirements/Evaluation: homework, exams, possible paper/presentation
Prerequisites: MATH 350 or MATH 351
Enrollment Limit: 40
Enrollment Preferences: discretion of the instructor
Expected Class Size: 30
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3) (QFR)

Not offered current academic year

MATH 474  (S)  Tropical Geometry  (QFR)

This course offers an introduction to tropical geometry, a young subject that has already established deep connections between itself and pure and applied mathematics. We will study a rich variety of objects arising from polynomials over the min-plus semiring, where addition is defined as taking a minimum, and multiplication is defined as usual addition. We will learn how these polyhedral objects connect to other areas of mathematics like algebraic geometry, and how they can be applied to solve problems in scheduling theory, phylogenetics, and other diverse fields.

Class Format: Hybrid; if possible we will have classes in person, with remote students attending via Zoom.
Requirements/Evaluation: participation, problem sets, quizzes, exams, and a final project
Prerequisites: MATH 355 or permission of instructor
Enrollment Limit: 25
Enrollment Preferences: Senior math majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course builds quantitative skills

Spring 2021

LEC Section: H1    TR 9:45 am - 11:00 am     Ralph E. Morrison

MATH 482  (F)  Homological Algebra  (QFR)

Though a relatively young subfield of mathematics, Homological Algebra has earned its place by supplying powerful tools to solve questions in the much older fields of Commutative Algebra, Algebraic Geometry and Representation Theory. This class will introduce theorems and tools of Homological Algebra, grounding its results in applications to polynomial rings and their quotients. We will focus on some early groundbreaking results and learn some of Homological Algebra's most-used constructions. Possible topics include tensor products, chain complexes, homology, Ext, Tor and Hilbert's Syzygy Theorem.

Requirements/Evaluation: homework and exams

Prerequisites: MATH 355

Enrollment Limit: 20

Enrollment Preferences: junior and senior math majors

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Unit Notes: this course is not a senior seminar, so it does not fulfill the senior seminar requirement for the Math major

Distributions: (D3) (QFR)

Not offered current academic year

MATH 484  (S)  Galois Theory  (QFR)

Some equations--such as x^5 - 1 = 0--are easy to solve. Others--such as x^5 - x - 1 = 0--are very hard, if not impossible (using standard mathematical operations). Galois discovered a deep connection between field theory and group theory that led to a criterion for checking whether or not a given polynomial can be easily solved. His discovery also led to many other breakthroughs, for example proving the impossibility of squaring the circle or trisecting a typical angle using compass and straightedge. From these not-so-humble beginnings, Galois theory has become a fundamental concept in modern mathematics, from topology to number theory. In this course we will develop the theory and explore its applications to other areas of math.

Requirements/Evaluation: written homeworks, oral presentations, and exams

Prerequisites: MATH 355

Enrollment Limit: 15

Enrollment Preferences: discretion of the instructor

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Unit Notes: this course is not a senior seminar, so it does not fulfill the senior seminar requirement for the Math major

Distributions: (D3) (QFR)

Not offered current academic year

MATH 485  (F)  Complex Analysis  (QFR)

The calculus of complex-valued functions turns out to have unexpected simplicity and power. As an example of simplicity, every complex-differentiable function is automatically infinitely differentiable. As examples of power, the so-called residue calculus permits the computation of impossible integrals, and conformal mapping reduces physical problems on very general domains to problems on the round disc. The easiest proof of the Fundamental Theorem of Algebra, not to mention the first proof of the Prime Number Theorem, used complex analysis.
MATH 487  (S)  Computational Algebraic Geometry  (QFR)
Algebraic geometry is the study of shapes described by polynomial equations. It has been a major part of mathematics for at least the past two hundred years, and has influenced a tremendous amount of modern mathematics, ranging from number theory to robotics. In this course, we will develop the Ideal-Variety Correspondence that ties geometric shapes to abstract algebra, and will use computational tools to explore this theory in a very explicit way.
Requirements/Evaluation:  homework, exams, and final project
Prerequisites:  MATH 355
Enrollment Limit:  40
Enrollment Preferences:  instructor decision
Expected Class Size:  15
Grading:  no pass/fail option,  yes fifth course option
Unit Notes:  this course is not a senior seminar, so it does not fulfill the senior seminar requirement for the Math major
Distributions:  (D3)  (QFR)
Not offered current academic year

MATH 493  (F)  Senior Honors Thesis: Mathematics
Mathematics senior honors thesis; this is part of a full-year thesis (493-494). Each student carries out an individual research project under the direction of a faculty member that culminates in a thesis. See description under The Degree with Honors in Mathematics.
Grading:  yes pass/fail option,  yes fifth course option
Distributions:  (D3)

Fall 2020
HON Section:  H1  TBA  Mihai Stoiciu

MATH 494  (S)  Senior Honors Thesis: Mathematics
Mathematics senior honors thesis; this is part of a full-year thesis (493-494). Each student carries out an individual research project under the direction of a faculty member that culminates in a thesis. See description under The Degree with Honors in Mathematics.
Grading:  yes pass/fail option,  yes fifth course option
Distributions:  (D3)

Spring 2021
HON Section:  R1  TBA  Mihai Stoiciu

MATH 497  (F)  Independent Study: Mathematics
Directed 400-level independent study in Mathematics.
Prerequisites: permission of department
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3)

Fall 2020
IND Section: H1 TBA Mihai Stoiciu

MATH 498 (S) Independent Study: Mathematics
Directed 400-level independent study in Mathematics.
Prerequisites: permission of department
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3)

Spring 2021
IND Section: R1 TBA Mihai Stoiciu

MATH 499 (F)(S) Senior Colloquium
Mathematics senior colloquium. Meets every week for two hours both fall and spring. Senior majors must participate at least one hour a week. This colloquium is in addition to the regular four semester-courses taken by all students.
Class Format: colloquium
Grading: non-graded
Distributions: No divisional credit

Fall 2020
LEC Section: H1 TBA Mihai Stoiciu
Spring 2021
LEC Section: R1 MTW 1:30 pm - 2:45 pm Mihai Stoiciu

Winter Study --------------------------------------------------------

MATH 30 (W) Senior Project: Mathematics
To be taken by candidates for honors in Mathematics other than by thesis route.
Class Format: honors project
Grading: pass/fail only
Not offered current academic year

MATH 31 (W) Senior Thesis: Mathematics
To be taken by students registered for Mathematics 493-494.
Class Format: thesis
Grading: pass/fail only
Not offered current academic year

MATH 41 (W) Introduction to Data Science - Intensive
Data science brings together techniques from computing, mathematics, and statistics to extract knowledge from data in fields of application as diverse
as climate science, particle physics, electoral politics, literary analysis, and countless others. This course provides an introduction to data science techniques. First, using the computational package R, students will learn how to acquire, clean, explore, summarize, visualize, and communicate data. Second, in a series of nontechnical guest lectures, professional data scientists will share the types of work they do. Finally, students will carry out a small project, applying their data science skills to problems that interest them. This course requires no background in computer programming, mathematics, or statistics. However, this is an intensive course, and students must have enthusiasm to learn programming and a willingness to practice this skill for several hours per day.

**Class Format:** To afford students flexibility during the COVID pandemic, this course is taught online. Students will watch videos and complete data science modules asynchronously, and will participate in occasional synchronous lectures.

**Requirements/Evaluation:** Students will complete data science modules and a final project. To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor follows the policy of "ungrading." Over the course of the term, students will develop a rubric to assess their own learning and will evaluate themselves according to this rubric.

**Prerequisites:** Willingness to learn a new field; willingness to practice computer programming intensively.

**Enrollment Limit:** 20

**Enrollment Preferences:** Contact the Office of the Dean of the College.

**Expected Class Size:** 20

**Grading:** pass/fail only

**Unit Notes:** This course is designed to count for both full semester and Winter Study credit. Once a dean approves enrollment, the Registrar's Office will register students in both MATH 101 and MATH 41.

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Winter 2021

SEM Section: R1 TBA Chad M. Topaz

**MATH 99 (W) Independent Study: Mathematics**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

**Not offered current academic year**
MAJOR IN STATISTICS
The major in Statistics is designed to meet three goals: to introduce some of the central ideas of information and data science, to develop problem-solving ability by teaching students to combine creative thinking with rigorous reasoning, and to develop interdisciplinary skills by applying statistics to an application area of interest.

REQUIREMENTS (10 courses plus colloquium)
The major in Statistics consists of ten courses plus a colloquium requirement. The major includes courses in mathematics, computer science and statistics. Students interested in continuing their study of statistics in graduate school should strongly consider taking Math 350/351 in addition to the other requirements.
Mathematics (2 courses)

- MATH 150 or 151 Multivariable Calculus or equivalent high school course
- MATH 250 Linear Algebra

Except in unusual circumstances, students planning to major in statistics should complete the calculus sequence (MATH 130, 140, 150/151) before the spring of the sophomore year, at the latest. MATH 150 is a prerequisite for STAT 201 and MATH 250 is a prerequisite for STAT 346.

Computer Science (1 course)

- CSCI 134 Intro to Computer Science or CSCI 135 Diving into the Deluge of Data or CSCI 136 Data Structures and Advanced Programming or some other course in the Computer Science Department with prior approval of the Math/Stat department.

Core Courses (4 courses)

- STAT 201 Statistics and Data Analysis, STAT 202 Introduction to Statistical Modeling or STAT 302 Applied Statistical Modeling
- STAT 346 Regression and Forecasting
- STAT 341 Probability
- STAT 360 Inferential Statistics

Continuation (2 courses)

- Any two courses among the 300 or 400 level courses in the department with a STAT prefix.

Capstone Course (1 course)

The capstone course is a 400-level STAT course taken in the senior year. Although the specific methodological emphasis of the course may vary from year to year, an in-depth project with both a written report and an oral presentation is typically part of the capstone course.

Pass/Fail policies during the Academic Year 2020-2021

Information about the Department of Mathematics and Statistics Pass/Fail policies during the Academic Year 2020-2021 can be found [here](#).

Colloquium Requirement

Participants in the Department Colloquium, in which each senior major presents a talk on a mathematical or statistical topic of their choice. Each major must also attend at least 20 colloquia (15 during the Academic Year 2020-2021), and up to 5 attendances may be counted in their junior year. Up to 5 colloquia in mathematics or computer science may also be counted. Students engaged in study away may petition the department in advance to count up to 5 suitable colloquia attendances from their study away program.

PLACEMENT

Students with an AP Stat score of 5 or 4 are placed in the advanced introductory course Stat 202.

NOTES

- Substitutions, Study Abroad, and Transfer Credit: In some cases, and with prior permission of the Mathematics and Statistics Department, appropriate courses from other institutions may be substituted for the application and continuation requirements, but at least eight courses must be taken from the Department of Mathematics and Statistics at Williams.
- These can, with prior permission, include courses taken away. Students with transfer credit should contact the department about special arrangements.
- Double Counting: No course may count towards two different majors.
- Early Senior Capstone Course: In exceptional circumstances, with the prior permission of the department, a student may be allowed to satisfy the Senior Capstone Course requirement in the junior year, provided that the student has completed at least three 300-level statistics courses before enrolling in the capstone course.
- Planning Courses: Core courses are normally offered every year. Other 300 and 400 level statistics courses are offered on an irregular basis. Students should check with the department before planning far into the future.
- Course Admission: Courses are normally open to all students meeting the prerequisites, subject to any course caps. Students with questions about the level at which courses are conducted are invited to consult department faculty.

FAQ

- Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.
- Can your department or program typically pre-approve courses for major/concentration credit?
Yes, in many cases, though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, and complete syllabus including readings/assignments.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

Yes. They have to be approved MATH/STAT courses.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. Colloquium requirement, Senior Seminar requirement.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. The highly cumulative structure of the major.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:

None to date.

THE DEGREE WITH HONORS IN STATISTICS

The degree with honors in Statistics is awarded to the student who has demonstrated outstanding intellectual achievement in a program of study which extends beyond the requirements of the major. The principal considerations for recommending a student for the degree with honors will be: Mastery of core material and skills, breadth and, particularly, depth of knowledge beyond the core material, ability to pursue independent study of statistics, originality in methods of investigation, and, where appropriate, creativity in research.

An honors program normally consists of two semesters (STAT 493 and 494) and a winter study (WSP 031) of independent research, culminating in a thesis and a presentation. During the Academic Year 2020-2021 the winter study requirement for the honors program in Statistics is waved. One of STAT 493 or STAT 494 can count as a continuation course, but not both. Neither counts as the 400-level senior capstone course.

An honors program in actuarial studies requires significant achievement on four appropriate examinations of the Society of Actuaries.

Highest honors will be reserved for the rare student who has displayed exceptional ability, achievement or originality. Such a student usually will have written a thesis or pursued actuarial honors. In all cases, the award of honors and highest honors is the decision of the Department.

STAT 101  (F)(S)  Elementary Statistics and Data Analysis  (QFR)

It is impossible to be an informed citizen in the world today without an understanding of data and information. Whether opinion polls, unemployment rates, salary differences between men and women, the efficacy of vaccines or consumer webdata, we need to be able to separate the signal from the noise. We will learn the statistical methods used to analyze and interpret data from a wide variety of sources. The goal of the course is to help reach conclusions and make informed decisions based on data.

Class Format: Hybrid format with both synchronous and asynchronous elements.

Requirements/Evaluation: quizzes and exams and course project

Prerequisites: MATH 102 (or demonstrated proficiency on a diagnostic test)

Enrollment Limit: 25

Enrollment Preferences: sophomores, juniors, and seniors

Expected Class Size: 20

Grading: yes pass/fail option,  yes fifth course option

Unit Notes: students with MATH130 but no statistics should enroll in STAT161; students with MATH150 but no statistics should enroll in STAT201. Students with AP Stat 4/5 or STAT 101/161/201 should enroll in STAT 202 (if no calc background) or 302 (MATH140 prereq).

Distributions:  (D3)  (QFR)

Quantitative/Formal Reasoning Notes: It is a quantitative course.
STAT 161  (F)(S)  Introductory Statistics for Social Science  (QFR)
This course will cover the basics of modern statistical analysis with a view toward applications in the social sciences and sciences. Topics include exploratory data analysis, elements of probability theory, basic statistical inference, and introduction to statistical modeling. The course focuses on the application of statistics tools to solve problems, to make decisions, and the use of statistical thinking to understand the world.

Class Format: For the Spring 2021 semester, synchronous zoom lectures are planned

Requirements/Evaluation: students complete homework, online multiple choice quizzes and exams (including remote oral exams). Students can expect to spend time getting familiar with the statistical software STATA.

Prerequisites:  MATH 130 (or equivalent); not open to students who have completed STAT 101 or equivalent

Enrollment Limit:  25

Enrollment Preferences:  Economics majors, sophomores

Expected Class Size:  25

Grading:  no pass/fail option, no fifth course option

Unit Notes:  Students with calculus background should consider STAT 201, 202 or 302 instead. Students without any calculus background should consider STAT 101. Please refer to the placement chart on the Math&Stat department website for more information.

Distributions:  (D3)  (QFR)

Quantitative/Formal Reasoning Notes:  Course analyzes data

Fall 2020
LEC Section: R1  MWF 8:15 am - 9:30 am  Bernhard Klingenberg
LEC Section: R2  TR 9:45 am - 11:00 am  Daniel B. Turek

Spring 2021
LEC Section: R1  TR 8:00 am - 9:15 am  Bernhard Klingenberg
LEC Section: R2  TR 11:30 am - 12:45 pm  Daniel B. Turek

STAT 201  (F)(S)  Statistics and Data Analysis  (QFR)
Statistics can be viewed as the art and science of turning data into information. Real world decision-making, whether in business or science is often based on data and the perceived information it contains. Sherlock Holmes, when prematurely asked the merits of a case by Dr. Watson, snapped back, “Data, data, data! I can't make bricks without clay.” In this course, we will study the basic methods by which statisticians attempt to extract information from data. These will include many of the standard tools of statistical inference such as hypothesis testing, confidence intervals, and linear regression as well as exploratory and graphical data analysis techniques. This is an accelerated introductory statistics course that involves computational programming and incorporates modern statistical techniques.

Class Format: Hybrid format

Requirements/Evaluation:  weekly homework; quizzes and exams

Prerequisites:  MATH 150 or equivalent; not open to students who have completed STAT 101 or STAT 161 or equivalent

Enrollment Limit:  25

Enrollment Preferences:  Prospective Statistics majors, students for whom the course is a major prerequisite, and seniors

Expected Class Size:  25
Grading: yes pass/fail option, yes fifth course option

Unit Notes: Students with AP Stat 4/5 or STAT 101/161 should enroll in STAT 202 (if no calc background) or 302 (MATH 140 prereq). Students with no calc or stats background should enroll in STAT 101. Students with MATH 140 but no statistics should enroll in STAT 161.

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: Students will learn to interpret, choose, carry out, and communicate analyses of data.

Fall 2020
LEC Section: R1    MR 3:15 pm - 4:30 pm    Anna M. Plantinga
LEC Section: R2    WF 1:30 pm - 2:45 pm    Elizabeth M. Upton

Spring 2021
LEC Section: H2    MWF 8:00 am - 8:50 am    Anna M. Plantinga
LEC Section: R1    MWF 11:45 am - 1:00 pm    Richard D. De Veaux

STAT 202  (F)(S)  Introduction to Statistical Modeling  (QFR)

Data come from a variety of sources: sometimes from planned experiments or designed surveys, sometimes by less organized means. In this course we'll explore the kinds of models and predictions that we can make from both kinds of data, as well as design aspects of collecting data. We'll focus on model building, especially multiple regression, and talk about its potential to answer questions about the world -- and about its limitations. We'll emphasize applications over theory and analyze real data sets throughout the course.

Class Format: Introductory lectures will be available asynchronously as text and video; synchronous sessions will discuss questions from lecture, dive further into the material, and work on examples. You'll use chat and discussion boards to build community, study with classmates, and ask questions outside of class time. The professor and TAs will also offer optional synchronous office hours/review sessions.

Requirements/Evaluation: Homework problems; quizzes; a final project (on a topic that interests you!). You'll be given the opportunity to assess your own work and resubmit/reattempt assignments as you gain mastery of a topic. Participation matters! Engagement with your peers is an important part of learning, of being a statistician in the Real World...and of your evaluation in this course. While your assignments will be submitted (and graded) individually, you'll be responsible for giving and receiving peer feedback, contributing to live and online discussions, and working together with classmates on practice problems.

Prerequisites: AP Statistics 4 or 5, or STAT 101, or STAT 161, or STAT 201, or permission of instructor

Enrollment Limit: 25

Enrollment Preferences: Prospective Statistics majors and more senior students

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Unit Notes: Students with a 4 on the AP Stats exam should contact the department for proper placement

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course uses mathematical tools and computing programs to create models, make predictions, assess uncertainty, and describe data. We'll also emphasize choosing appropriate mathematical tools and interpreting their results in a real-world context.

Fall 2020
LEC Section: R1    MWF 12:00 pm - 12:50 pm    Laurie L. Tupper

Spring 2021
LEC Section: R1    MWF 12:00 pm - 12:50 pm    Laurie L. Tupper

STAT 302  (F)(S)  Applied Statistical Modeling  (QFR)

Data may come from various sources and studies with different purpose of analysis. Statistical modeling provides a unified framework to embrace different data types, and focuses on the goals of understanding relationships, assessing differences and making predictions. We will explore different types of statistical models (linear regression, ANOVA, logistic regression etc), and focus on their conditions, the interactive modeling process, as well as the statistical inference tools for drawing conclusions from them. Throughout the course, real datasets will be modeled for interesting questions about the world, and the limitations will be addressed as well.
Class Format: Hybrid format

Requirements/Evaluation: weekly homework assignments, quizzes, exams and a course project.

Prerequisites: One of the following: i) STAT 201; ii) MATH 140 and STAT 101/161/AP Statistics 4/5; iii) Permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Students interested in statistics who have background in calculus and intro stat. Students cannot take STAT 302 either simultaneously or after STAT 346.

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: It is an intermediate statistics class with prerequisites that are QFR courses

Fall 2020
LEC Section: H1 MWF 11:45 am - 1:00 pm Xizhen Cai

Spring 2021
LEC Section: H1 MWF 12:00 pm - 12:50 pm Xizhen Cai

STAT 310 (F) Data Visualization (QFR)
This course is about preparing, visualizing, reporting and presenting different types of data. We will start with creating common plots (e.g., barcharts, histograms, density plots, boxplots, time series and lattice plots), but also discuss visualizing results of statistical models, such as linear or logistic regression models. We will use the ggplot library in R but then switch to the plotly library for interactive graphs with mouse-over and click events. Using R's shiny and DT libraries, we will learn how to create and publish web-apps and dashboards that explore datasets and support online filtering. We will end the class with creating web apps that contain multiple graphs or maps which react to user inputs (such as selecting which variables to plot) or provide real time monitoring of streaming data. Throughout, we will use version control software (Github) to organize and keep track of our code. This course will be taught in a semi-flipped style. While the instructor will introduce certain topics, students will often be responsible for reading material ahead of time and then work individually or in pairs to reproduce material or implement it on their own data.

Requirements/Evaluation: Grading will almost entirely be based on class participation, individual and team-work, project presentations and the student's portfolio.

Prerequisites: Stat 201/202/302; Good knowledge of R

Enrollment Limit: 15

Enrollment Preferences: Preference may be given to stats majors who need the course in order to graduate, but then random selection.

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: This course teaches how to organize and present data graphically, but also how to critique existing data visualizations.

Fall 2020
LEC Section: R1 MW 10:00 am - 11:15 am Bernhard Klingenberg

STAT 315 (S) Applied Machine Learning (QFR)
How does Netflix recommend films based on your viewing history? How does Facebook group its users and send out targeted ads? How did Google select from thousands of search terms to predict flu? Machine learning (ML) is a rapidly growing field that is concerned with algorithms and models to find patterns in data and solve these practical problems at the intersection between statistics, data science and computer science. This course provides a broad introduction to ideas and methods in machine learning, with emphasis on statistical intuitions and practical data analysis. Topics including regularized regression, SVM, supervised/unsupervised learning, text analysis, neural networks will be covered. Students will use R extensively throughout the course while getting introduced to some ML tools in Python.
Class Format: Hybrid format. Students cannot take both STAT 315 and STAT 442. Only one of the two can be taken for credit.

Requirements/Evaluation: weekly homework, one class project, and two or three exams

Prerequisites: MATH 140, and STAT 201/202, or equivalent; or permission of instructor. Students cannot take both STAT 315 and STAT 442. Only one of the two can be taken for credit.

Enrollment Limit: 15

Enrollment Preferences: Seniors.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This is a statistics class with a focus on mathematical, computational, and data analysis skills as well as appropriate practical application of analysis methods

Spring 2021

LEC Section: H1  MW 10:00 am - 11:15 am  Shaoyang Ning

STAT 335  (S)  Biostatistics and Epidemiology  (QFR)

Epidemiology is the study of disease and disability in human populations, while biostatistics focuses on the development and application of statistical methods to address questions that arise in medicine, public health, or biology. This course will begin with epidemiological study designs and core concepts in epidemiology, followed by key statistical methods in public health research. Topics will include multiple regression, analysis of categorical data (two sample methods, sets of 2x2 tables, RxC tables, and logistic regression), survival analysis (Cox proportional hazards model), and a brief introduction to regression with correlated data.

Class Format: Hybrid format

Requirements/Evaluation: evaluation will be primarily based on weekly homework, two midterm exams, a final exam, and a data analysis project

Prerequisites: STAT 201, STAT 202 and MATH 140, or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Junior and senior statistics majors; public health concentrators

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This is a statistics course with a focus on quantitative methods relevant to public health studies.

Spring 2021

LEC Section: H1  MWF 9:20 am - 10:10 am  Anna M. Plantinga

STAT 341  (F)(S)  Probability  (QFR)

Cross-listings: STAT 341  MATH 341

Secondary Cross-listing

The historical roots of probability lie in the study of games of chance. Modern probability, however, is a mathematical discipline that has wide applications in a myriad of other mathematical and physical sciences. Drawing on classical gaming examples for motivation, this course will present axiomatic and mathematical aspects of probability. Included will be discussions of random variables (both discrete and continuous), distribution and expectation, independence, laws of large numbers, and the well-known Central Limit Theorem. Many interesting and important applications will also be presented, including some from classical Poisson processes, random walks and Markov Chains.

Requirements/Evaluation: homework, classwork, and exams

Prerequisites: MATH 250 or permission of the instructor

Enrollment Limit: 30

Enrollment Preferences: Priority will be given to Mathematics majors and to Statistics Majors.
Expected Class Size: 20
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:
STAT 341 (D3) MATH 341 (D3)

Quantative/Formal Reasoning Notes: This is a 300-level Math/Stat course.

Fall 2020
LEC Section: H1 MWF 9:20 am - 10:10 am Stewart D. Johnson

Spring 2021
LEC Section: H1 TF 3:15 pm - 4:30 pm Mihai Stoiciu

STAT 342 (F) Introduction to Stochastic Processes (QFR)
Stochastic processes are mathematical models for random phenomena evolving in time or space. Examples include the number of people in a queue at time t or the accumulated claims paid by an insurance company in an interval of time t. This course introduces the basic concepts and techniques of stochastic processes used to construct models for a variety of problems of practical interest. The theory of Markov chains will guide our discussion as we cover topics such as martingales, random walks, Poisson process, birth and death processes, and Brownian motion.

Requirements/Evaluation: weekly homework, classwork, and exams
Prerequisites: STAT 341
Enrollment Limit: 30
Enrollment Preferences: senior Statistics majors
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3) (QFR)
Quantative/Formal Reasoning Notes: This is a statistics class with a focus on mathematical skills and translating real world phenomena into mathematical descriptions.
Not offered current academic year

STAT 344 (F) Statistical Design of Experiments (QFR)
How do you get informative research results? By doing the right experiment in the first place. We’ll explore the techniques used to plan experiments that are both efficient and statistically sound, the analysis of the resulting data, and the conclusions we can draw from that analysis. We’ll look at classical tools like one- and two-way ANOVA and fractional factorial designs, but we’ll also look at optimal design, and see how these two frameworks differ in their philosophy and in what they can do. Throughout the course, we’ll make extensive use of R to work with real-world data.

Class Format: Introductory lectures will be available asynchronously as text and video; synchronous sessions will discuss questions from lecture, dive further into the material, and work on examples. You’ll use chat and discussion boards to build community, study with classmates, and ask questions outside of class time. There will also be optional synchronous office hours/review sessions.

Requirements/Evaluation: Homework problems; quizzes; a final project (on a topic that interests you!). You’ll be given the opportunity to assess your own work and resubmit/reattempt assignments as you gain mastery of a topic. Participation matters! Engagement with your peers is an important part of learning, of being a statistician in the Real World...and of your evaluation in this course. While most assignments will be submitted (and graded) individually, you’ll be responsible for giving and receiving peer feedback, contributing to live and online discussions, and working together with classmates on practice problems.
Prerequisites: STAT 201, 202, or equivalent, or permission of instructor
Enrollment Limit: 15
Enrollment Preferences: Statistics majors, seniors
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Quantitative/Formal Reasoning Notes: This course uses mathematical tools and computing programs to design experiments, analyze their results, and assess their effectiveness. We'll also emphasize choosing appropriate mathematical tools and interpreting their results in a real-world context.

Fall 2020
LEC Section: R1  MR 3:15 pm - 4:30 pm  Laurie L. Tupper

STAT 346 (F)(S)  Regression Theory and Applications  (QFR)
This course focuses on the building of empirical models through data in order to predict, explain, and interpret scientific phenomena. Regression modeling is the most widely used method for analyzing and predicting a response data and for understand the relationship with explanatory variables. This course provides both theoretical and practical training in statistical modeling with particular emphasis on simple linear, logistic and multiple regression, using R to develop and diagnose models. The course covers the theory of multiple regression and diagnostics from a linear algebra perspective with emphasis on the practical application of the methods to real data sets. The data sets will be taken from a wide variety of disciplines.

Requirements/Evaluation: exams, homework, and a project
Prerequisites: MATH 250 and at least one of STAT 201, 202 or 302. Or permission of instructor
Enrollment Limit: 15
Enrollment Preferences: Statistics Majors
Expected Class Size: 15
Grading: no pass/fail option, no fifth course option
Distributions: (D3) (QFR)
Quantative/Formal Reasoning Notes: This course prepares students in the use of quantitative methods for the modeling, prediction and understanding of scientific phenomena.

Fall 2020
LEC Section: H1  MWF 11:45 am - 1:00 pm  Richard D. De Veaux

Spring 2021
LEC Section: R1  MWF 8:15 am - 9:30 am  Richard D. De Veaux

STAT 355 (F)  Multivariate Statistical Analysis  (QFR)
To better understand complex processes, we study how variables are related to one another, and how they work in combination. Therefore, we want to make inferences about more than one variable at time? Elementary statistical methods might not apply. In this course, we study the tools and the intuition that are necessary to analyze and describe such data sets. Topics covered will include data visualization techniques for high dimensional data sets, parametric and non-parametric techniques to estimate joint distributions, techniques for combining variables, as well as classification and clustering algorithms.

Class Format: This will be a hybrid course for students who are both remote and in-person, with a mix of synchronous and asynchronous elements
Requirements/Evaluation: homework, project/presentations, possibly one or two exams.
Prerequisites: MATH 250, and STAT 346 or permission of instructor
Enrollment Limit: 15
Enrollment Preferences: students interested in statistics which have solid background in math and stat
Expected Class Size: 10
Grading: yes pass/fail option, no fifth course option
Distributions: (D3) (QFR)
Quantative/Formal Reasoning Notes: It is an advanced statistics class with prerequisites that are QFR courses

Fall 2020
LEC Section: H1  WF 1:30 pm - 2:45 pm  Xizhen Cai
STAT 356 (S)  Time Series Analysis  (QFR)

Time series -- data collected over time -- crop up in applications from economics to engineering to transit. But because the observations are generally not independent, we need special methods to investigate them. This course will include exploratory methods and modeling for time series, including descriptive methods and checking for significance, and a foray into the frequency domain. We will emphasize applications to a variety of real data, explored using R.

Class Format: Introductory lectures will be available asynchronously as text and video; synchronous sessions will discuss questions from lecture, dive further into the material, and work on examples. You'll use chat and discussion boards to build community, study with classmates, and ask questions outside of class time. There will also be optional synchronous office hours/review sessions.

Requirements/Evaluation: Evaluation is primarily based on quizzes and projects (on topics that interest you!). You'll be given the opportunity to assess your own work and resubmit/reattempt assignments as you gain mastery of a topic. Participation matters! Engagement with your peers is an important part of learning, of being a statistician in the Real World...and of your evaluation in this course. While most assignments will be submitted (and graded) individually, you'll be responsible for giving and receiving peer feedback, contributing to live and online discussions, and working together with classmates on practice problems.

Prerequisites: STAT 346 (may be taken concurrently) or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Statistics majors, seniors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)  (QFR)

Quantative/Formal Reasoning Notes: This course uses mathematical tools and computing programs to create models, make predictions, assess uncertainty, and describe data. We'll also emphasize choosing appropriate mathematical tools and interpreting their results in a real-world context.

Spring 2021

LEC Section: R1    WF 1:30 pm - 2:45 pm    Laurie L. Tupper

STAT 359 (S)  Statistical Computing  (QFR)

This course introduces a variety of computational and data-centric topics of applied statistics, which are broadly useful for acquiring, manipulating, visualizing, and analyzing data. We begin with the R language, which will be used extensively throughout the course. Then we'll introduce a variety of other useful tools, including the UNIX environment, scripting analyses using bash, databases and the SQL language, alternative data formats, techniques for visualizing high-dimensional data, and text manipulation using regular expressions. We'll also cover some modern statistical techniques along the way, which are made possible thanks to advances in computational power. This course is strongly computer oriented, and assignments will be project-based.

Requirements/Evaluation: based primarily on projects, homework, and exams

Prerequisites: STAT 201 or 202 and CSCI 134, 135, or 136

Enrollment Limit: 30

Enrollment Preferences: juniors and seniors, Statistics majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)  (QFR)

Not offered current academic year

STAT 360 (S)  Statistical Inference  (QFR)

How do we estimate unknown parameters and express the uncertainty we have in our estimate? Is there an estimator that works best? Many topics from introductory statistics such as random variables, the central limit theorem, point and interval estimation and hypotheses testing will be revisited and put on a more rigorous mathematical footing. The focus is on maximum likelihood estimators and their properties. Bayesian and computer intensive resampling techniques (e.g., the bootstrap) will also be considered.
**Class Format:** For the Spring 2021 semester, synchronous zoom lectures are planned, where the instructor uses Google's jamboard to interact with students.

**Requirements/Evaluation:** Homework, Quizzes, Exams

**Prerequisites:** MATH 250, STAT 201 or 202, STAT 341

**Enrollment Limit:** 15

**Enrollment Preferences:** Statistics majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** A rigorous mathematical course laying the foundation for reasoning with data

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**STAT 362 (F) Design of Experiments** (QFR)

How do you get informative research results? By doing the right experiment in the first place. We'll look at the techniques used to plan experiments that are both efficient and statistically sound, the analysis of the resulting data, and the conclusions we can draw from that analysis. Using a framework of optimal design, we'll examine the theory both of classical designs and of alternatives when those designs aren't appropriate. On the applied side, we'll make extensive use of R to work with real-world data.

**Requirements/Evaluation:** based primarily on projects, homework, and exams

**Prerequisites:** STAT 346

**Enrollment Limit:** 30

**Enrollment Preferences:** seniors/juniors and Statistics majors

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

Not offered current academic year

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**STAT 365 (F) Bayesian Statistics** (QFR)

The Bayesian approach to statistical inference represents a reversal of traditional (or frequentist) inference, in which data are viewed as being fixed and model parameters as unknown quantities. Interest and application of Bayesian methods have exploded in recent decades, being facilitated by recent advances in computational power. We begin with an introduction to Bayes' Theorem, the theoretical underpinning of Bayesian statistics which dates back to the 1700's, and the concepts of prior and posterior distributions, conjugacy, and closed-form Bayesian inference. Building on this, we introduce modern computational approaches to Bayesian inference, including Markov chain Monte Carlo (MCMC), Metropolis-Hastings sampling, and the theory underlying these simple and powerful methods. Students will become comfortable with modern software tools for MCMC using a variety of applied hierarchical modeling examples, and will use R for all statistical computing.

**Requirements/Evaluation:** homework and exams

**Prerequisites:** STAT 201 and MATH 150 and 250, or permission of instructor

**Enrollment Limit:** 30

**Enrollment Preferences:** juniors and seniors, Statistics majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

Not offered current academic year

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**STAT 368 (S) Modern Nonparametric Statistics** (QFR)
Many statistical procedures and tools are based on a set of assumptions, such as normality or other parametric models. But, what if some or all of these assumptions are not valid and the adopted models are miss-specified? This question leads to an active and fascinating field in modern statistics called nonparametric statistics, where few assumptions are made on data's distribution or the model structure to ensure great model flexibility and robustness. In this course, we start with a brief overview of classic rank-based tests (Wilcoxon, K-S test), and focus primarily on modern nonparametric inferential techniques, such as nonparametric density estimation, nonparametric regression, selection of smoothing parameter (cross-validation), bootstrap, randomization-based inference, clustering, and nonparametric Bayes. Throughout the semester we will examine these new methodologies and apply them on simulated and real datasets using R.

Requirements/Evaluation: performance on exams, homework, and a project

Prerequisites: STAT 201 and STAT 346, or permission of instructor.

Enrollment Limit: 30

Enrollment Preferences: senior Statistics majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This is a statistics class with a focus on mathematical, computational, and data analysis skills as well as appropriate practical application of analysis methods.

Not offered current academic year

STAT 372 (F) Longitudinal Data Analysis: Modeling Change over Time (QFR)
This course explores modern statistical methods for drawing scientific inferences from longitudinal data, i.e., data collected repeatedly on experimental units over time. The independence assumption made for most classical statistical methods does not hold with this data structure because we have multiple measurements on each individual. Topics will include linear and generalized linear models for correlated data, including marginal and random effect models, as well as computational issues and methods for fitting these models. We will consider many applications in the social and biological sciences.

Class Format: Hybrid format. Approximately 2/3 of class time will be lecture (in person for students who are on campus, recorded for remote students). All synchronous students (whether in person or online) will attend a remote lab/discussion section each week. Asynchronous options will be provided for students unable to participate synchronously.

Requirements/Evaluation: performance on exams, homework, and a project

Prerequisites: STAT 201 and STAT 346

Enrollment Limit: 15

Enrollment Preferences: junior and senior Statistics majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: The course will cover a variety of statistical analysis methods for longitudinal data.

Fall 2020

LEC Section: H1  MWF 10:40 am - 11:30 am  Anna M. Plantinga

STAT 397 (F) Independent Study: Statistics
Directed independent study in Statistics.

Prerequisites: permission of department

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)
STAT 398 (S) Independent Study: Statistics
Directed independent study in Statistics.
Prerequisites: permission of department
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3)

Spring 2021
IND Section: R1 TBA Richard D. De Veaux

STAT 410 (F) Statistical Genetics (QFR)
Genetic studies explore patterns of genetic variation in populations and the effect of genes on diseases or traits. This course provides an introduction to statistical and computational methods for genetic studies. Topics will include Mendelian traits (such as single nucleotide polymorphisms), genome-wide association studies, pathway-based analysis, and methods for population genetics. Students will be introduced to some of the major computational tools for genetic analysis, including PLINK and R/Bioconductor. The necessary background in genetics and biology will be provided alongside the statistical and computational methods.
Requirements/Evaluation: project work, homework, exams, and contribution to discussion
Prerequisites: STAT 346 and STAT 360, or permission of instructor
Enrollment Limit: 14
Enrollment Preferences: Statistics majors, juniors and seniors
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: This is a statistics class with a focus on mathematical, computational, and data analysis skills as well as appropriate practical application of analysis methods.
Not offered current academic year

STAT 440 (F) Categorical Data Analysis (QFR)
This course focuses on methods for analyzing categorical response data. In contrast to continuous data, categorical data consist of observations classified into two or more categories. Traditional tools of statistical data analysis are not designed to handle such data and pose inappropriate assumptions. We will develop methods specifically designed to address the discrete nature of the observations and consider many applications in the social and biological sciences as well as in medicine, engineering and economics. All methods can be viewed as extensions of traditional regression models and ANOVA.
Requirements/Evaluation: performance on exams, homework, and a project
Prerequisites: STAT 346 and STAT 360
Enrollment Limit: 14
Enrollment Preferences: seniors and Statistics Majors
Expected Class Size: 12
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3) (QFR)
Not offered current academic year

STAT 442 (S) Statistical Learning and Data Mining (QFR)
In both science and industry today, the ability to collect and store data can outpace our ability to analyze it. Traditional techniques in statistics are often
unable to cope with the size and complexity of today's data bases and data warehouses. New methodologies in Statistics have recently been developed, designed to address these inadequacies, emphasizing visualization, exploration and empirical model building at the expense of traditional hypothesis testing. In this course we will examine these new techniques and apply them to a variety of real data sets.

Class Format: Hybrid format. Students cannot take both STAT 315 and STAT 442. Only one of the two can be taken for credit.

Requirements/Evaluation: homework, exams and projects

Prerequisites: STAT 346 or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Statistics majors, juniors and seniors. Students cannot take both STAT 315 and STAT 442. Only one of the two can be taken for credit.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: This is an advanced statistics class involving theory and application of statistical methods to data.

Spring 2021

LEC Section: H1 MWF 10:40 am - 11:30 am Xizhen Cai

STAT 458 (F) Spatio-Temporal Data (QFR)

Everything happens somewhere and sometime. But the study of data collected over multiple times and locations requires special methods, due to the dependence structure that relates different observations. In this course, we'll look at exploring, analyzing, and modeling this kind of information--introducing standard methods for purely time-series and purely spatial data, and moving on to methods that incorporate space and time together. Topics will include autocovariance structures, empirical orthogonal functions, and an introduction to Bayesian hierarchical modeling. We'll use R to apply these techniques to real-world datasets.

Requirements/Evaluation: project work, homework, exams, and contribution to discussion

Prerequisites: STAT 346, or permission of instructor

Enrollment Limit: 14

Enrollment Preferences: Seniors and Statistics majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: This is an intensive statistics course, involving theoretical and mathematical reasoning as well as the application of mathematical ideas to data using software.

Not offered current academic year

STAT 465 (F) Bayesian Statistics (QFR)

Interest and application of Bayesian methods have exploded in recent decades, being facilitated by recent advances in computational power. Indeed, the Bayesian approach is now recognized across scientific disciplies as a modern and powerful tool. We begin with an introduction to Bayes' Theorem, the theoretical underpinning of Bayesian statistics which dates back to the 1700's, and the concepts of prior and posterior distributions, conjugacy, and closed-form Bayesian inference. Building on this, we introduce modern computational approaches to performing Bayesian inference, including Markov chain Monte Carlo (MCMC), Metropolis-Hastings sampling, and the theory underlying these simple and powerful methods, before moving on to multivariate sampling methods and methodology. Students will become comfortable with modern software tools for MCMC using a variety of applied hierarchical modeling examples, and will use R for all statistical computing. The course will culminate in an independent Bayesian research project.

Requirements/Evaluation: Homework, exams, and project

Prerequisites: STAT 346, or permission of instructor

Enrollment Limit: 30

Enrollment Preferences: Juniors and Seniors, and Statistics majors
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course mandates significant mathematical and statistical prowess.

Fall 2020
LEC Section: R1  TR 8:00 am - 9:15 am  Daniel B. Turek

STAT 493 (F) Senior Thesis: Statistics
Each student carries out an individual research project under the direction of a faculty member that culminates in a thesis. See description under The Degree with Honors in Statistics.
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3)

Fall 2020
HON Section: H1  TBA  Richard D. De Veaux
HON Section: H3  TBA  Anna M. Plantinga

STAT 494 (S) Senior Thesis: Statistics
Each student carries out an individual research project under the direction of a faculty member that culminates in a thesis. See description under The Degree with Honors in Statistics.
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3)

Spring 2021
HON Section: R1  TBA  Richard D. De Veaux

STAT 497 (F) Independent Study: Statistics
Directed independent study in Statistics.
Prerequisites: permission of department
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3)

Fall 2020
IND Section: H1  TBA  Richard D. De Veaux

STAT 498 (S) Independent Study: Statistics
Directed independent study in Statistics.
Prerequisites: permission of department
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3)

Spring 2021
IND Section: R1  TBA  Richard D. De Veaux
STAT 499 (F)(S) Statistics Colloquium

Statistics senior colloquium. Meets every week for an hour both fall and spring. Senior statistics majors must participate. This colloquium is in addition to the regular four semester-courses taken by all students.

Requirements/Evaluation: delivering a passing talk and participation throughout the year

Prerequisites: Statistics majors must take the colloquium in their senior year

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 25

Grading: non-graded

Distributions: (D3)

Fall 2020
SEM Section: H1 MR 1:30 pm - 2:45 pm Richard D. De Veaux

Spring 2021
SEM Section: R1 M 1:30 pm - 2:45 pm Richard D. De Veaux

Winter Study -------------------------------------------------------------

STAT 30 (W) Senior Project: Statistics
To be taken by candidates for honors in Statistics other than by thesis route.

Class Format: senior project

Grading: pass/fail only

Not offered current academic year

STAT 31 (W) Senior Honors Thesis
Statistics senior honors thesis.

Class Format: thesis

Grading: pass/fail only

Not offered current academic year

STAT 99 (W) Indep Study: Statistics
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year
MUSIC (Div I)
Chair: Professor Edward Gollin

- Kris Allen, Lyell B. Clay Artist in Residence in Jazz Activities/Lecturer in Music, Director of the Jazz Ensemble
- M. Jennifer Bloxam, Herbert H Lehman Professor of Music
- Corinna S. Campbell, Associate Professor of Music
- Ronald L. Feldman, Artist in Residence in Orchestral and Instrumental Activities/Lecturer in Music, Director of the Berkshire Symphony; on leave Fall 2020
- Matthew A. Gold, Artist in Residence in Percussion and Contemporary Music Performance
- Ed Gollin, Chair and Professor of Music
- Wang Guowei, Artist in Residence in Chinese Music Performance and Director of the Williams College Chinese Ensemble
- Marjorie W. Hirsch, Professor of Music
- Joanna Kurkowicz, Lyell B. Clay Artist in Residence, Violin and Concertmaster, Berkshire Symphony
- Edwin Lawrence, Artist Associate in Harpsichord, Piano and Organ and Lecturer in Music
- Tendai Muparutsa, Artist in Residence in African Music Performance, Lecturer in Music, Director of Zambezi, Co-Director of Kusika
- Ileana Perez Velazquez, Professor of Music
- Daniel E. Prindle, Visiting Instructor in Music
- W. Anthony Sheppard, Marylin & Arthur Levitt Professor of Music
- Doris J. Stevenson, Lyell B. Clay Artist in Residence, Piano
- Zachary Wadsworth, Assistant Professor of Music
- Brad Wells, Lyell B. Clay Artist in Residence and Director of Choral/Vocal Activities, Lecturer in Music

COURSES AND COURSE-NUMBERING

100-level courses are introductory in nature. They aim to acquaint students with a variety of topics in music, ranging from the materials of music (introductory music theory and musicianship) to various musical cultures (African, American, Asian, Caribbean, and European) and styles within those cultures (classical, folk, and popular). Most 100-level courses are designed for the general student and have no prerequisites; they assume no prior musical training, and are open to all students interested in increasing their understanding and appreciation of music. The two 100-level courses that can serve to satisfy specific music theory requirements for the music major (MUS 103 and 104a or 104b) require a working knowledge of musical notation; these courses are geared to potential majors and students with strong instrumental or vocal background, and are particularly suitable for first-year students interested in taking more advanced courses in music.

200-level courses offer students the opportunity to explore a range of more specialized musical topics, from performance, technology, and musicianship-based classes to courses focused on specific styles, periods, composers, and examinations of meaning in music. Most regular 200-level courses have no prerequisites but do require the ability to read music, and are usually open to all students who can do so, regardless of class year. Some 200-level tutorials and writing intensive courses have no prerequisites and do not require the ability to read music, but the workload and more advanced approach to the subject matter makes these courses best suited to sophomores, juniors, and seniors. The two 200-level courses that complete the music theory requirements for the music major (MUS 201 and 202) have prerequisites; these courses are geared to potential majors, majors, and students with strong instrumental or vocal background.

300-level courses are designed for sophomores, juniors, and seniors with a background in instrumental or vocal performance and fluency in reading musical notation to focus on specialized topics. All require at least one semester of music theory or its equivalent. Some 300-level courses are experiential in nature, including performance-based coursework in conducting, composition, arranging, orchestration, and improvisation. Others are advanced courses in music theory and analysis, musicology, or ethnomusicology, taught in a seminar context that emphasizes original research and analysis.

400-level courses are intended for advanced juniors and seniors, usually music majors, wishing to pursue thesis, independent study, or small seminar coursework in composition, theory and analysis, musicology, ethnomusicology, or performance, under the guidance of an individual faculty
MAJOR

A minimum of ten courses are required for the major, as detailed below.

Four courses in Music Theory and Musicianship to be taken in sequence:

- Music 103
- Music 104a (Music Theory and Musicianship I) or Music 104b (Jazz Theory and Improvisation I)
- Music 201
- Music 202

Three courses in European and American Music History:

- Music 231
- Music 232
- Music 233

Majors may choose to replace a maximum of one of these three specific courses with a course in music history covering aspects of the same period. The courses that may substitute for MUS 231, 232, and 233 are listed below:

- Music 231: 163, 164, or 261
- Music 232: 165, 166, 236, or 266T
- Music 233: 119, 138, 150, 151, 238, 244, 251, 252 or 254

One course in World Music/Ethnomusicology from the following:

- DANC 201 / AFR 201 / MUS 220 African Dance and Percussion
  Taught by: Sandra Burton
  Catalog details
- DANC 202 / AFR 206 / MUS 221 African Dance and Percussion
  Taught by: Sandra Burton
  Catalog details
- DANC 330 / AFR 330 / MUS 330 Modern Folklore: Postcolonial Dance and Music in Africa
  Taught by: Sandra Burton
  Catalog details
- MUS 111(F) Music Cultures of the World
  Taught by: Corinna Campbell
  Catalog details
- MUS 120 / AFR 113 Musics of Africa
  Taught by: Corinna Campbell
  Catalog details
- MUS 177 / WGSS 177(S) Gender and Sexuality in Music
  Taught by: Corinna Campbell
  Catalog details
- MUS 211(F) Music, Nationalism, and Popular Culture
  Taught by: Corinna Campbell
  Catalog details
- MUS 222 / AFR 223 Politics of Performance/Performing Politics in Contemporary Africa
  Taught by: Corinna Campbell
  Catalog details
- MUS 323 / THEA 321 / DANC 323(S) Arts Organizing in Africa and the Diaspora
  Taught by: Corinna Campbell, Tendai Muparutsa
  Catalog details

Two electives:

One must be taken in the senior year and at the 400-level to serve as a capstone course. The second semester of a year-long honors thesis, MUS 494, will satisfy the 400-level elective requirement; for students in the class of 2024 and subsequent years, Advanced Musical Performance, MUS 491 or 492, will not satisfy the 400-level capstone elective. The other elective may be fulfilled in any semester by any Music course but must be taken in addition to courses selected to satisfy the history, theory, and world music/ethnomusicology requirements detailed above.
Majors are required to participate in faculty-directed departmental ensembles for at least four semesters.

Majors must enroll in partial credit music lessons for at least two semesters.

THE DEGREE WITH HONORS IN MUSIC

Three routes provide the opportunity for honors or highest honors consideration in the Music major:

Composition: A Composition thesis must include one major work completed during the senior year supported by a 10- to 15-page discussion of the student’s work or analysis of a major 20th century or contemporary work. The student’s general portfolio of compositions completed during the junior and senior years will also be considered in determining honors.

Performance: A Performance thesis must include an honors recital given during the spring of the senior year supported by a 15- to 20-page discussion of one or more of the works performed. The student’s general performance career will also be considered in determining honors.

History, Theory and Analysis, or Ethnomusicology: A written Historical, Theoretical/Analytical, or Ethnomusicological thesis between 65 and 80 pages in length. A written thesis should offer new insights based on original research. A public oral thesis defense is also required.

In order for a thesis proposal to be approved, a student must have at least a 3.3 GPA in Music courses (this GPA must be maintained in order to receive honors), and must have demonstrated outstanding ability and experience through coursework and performance in the proposed thesis area. Students are encouraged to seek the advice of their potential thesis advisor early in the junior year and no later than the first month of the second semester. A 1- to 2-page proposal written in consultation with the faculty advisor must be received by the Music chair by the end of spring break.

Honors candidates must enroll in Music 493(F)-W31-494(S) during their senior year. A student who is highly qualified for honors work, but is unable to pursue a year-long project for compelling reasons, may petition the department for permission to pursue a WS/one-semester thesis. The standards for evaluating such a thesis remain the same. Completed thesis is due by April 15.

LESSONS

Courses in individual vocal or instrumental instruction are fully subsidized for all students who meet the lesson commitment. (See Music 281-288 and Advanced Musical Performance 391, 392, 491, 492). For further information, check the Music Department webpage or contact the Department of Music.

STUDY ABROAD

One study abroad course may satisfy the one free elective requirement for the major, if approved by the department. A second study abroad course might satisfy any one of the specific required courses if the proposed course is clearly equivalent and if the substitution is approved by the department. Majors planning to study abroad should meet with the department chair to propose specific study abroad courses that might be approved to satisfy major requirements under this policy. No more than two courses taken abroad may count toward the major. Music lesson courses and ensemble participation pursued while studying abroad may count toward the performance requirements with approval of the department.

MUS 101 (F) Listening to Music: An Introduction to the Western Classical Tradition

When you listen to music -- on your phone or computer, on the radio, at a concert -- how much do you really hear? This course refines students’ listening skills through study of the major composers, styles, and genres of the Western classical tradition. We will explore music from the Baroque, Classical, Romantic, and Modern eras, including works by Bach, Mozart, Beethoven, Chopin, Tchaikovsky, Brahms, Stravinsky, and other composers. Genres to be covered include the symphony, string quartet, sonata, opera, song, and choral music.

Class Format: The course will be taught remotely, involving short lectures, asynchronous and synchronous discussion, and individual reading and listening.

Requirements/Evaluation: Grades will be based on participation, GLOW posts, several quizzes, a midterm exam, and a final exam.

Prerequisites: none; intended for non-major students with little or no formal training in music

Enrollment Limit: 15

Enrollment Preferences: first-years, sophomores and any student who expresses a strong interest in the course

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)
MUS 102  (F)  Introduction to Music Theory
The course presents an introduction to the materials and structures of music. Through a variety of practical exercises and daily worksheets, students will develop an understanding of the elements of music (e.g. pitch, scales, triads, rhythm, meter, and their notation) and explore their combination and interaction in the larger-scale organization of works of classical, jazz and popular music (i.e. harmony, counterpoint, form, rhetoric). Practical musicianship skills will be developed through in-class and prepared singing, keyboard and rhythmic exercises.

Class Format: two weekly lectures
Requirements/Evaluation: written and practical quizzes, projects, participation
Prerequisites: none
Enrollment Limit: 16
Enrollment Preferences: first-year students
Expected Class Size: 16
Grading: no pass/fail option, yes fifth course option
Distributions: (D1)

Not offered current academic year

MUS 103  (F)  Music Theory and Musicianship I
MUS 103 and 104 are designed for potential majors and for students with strong instrumental or vocal backgrounds. Students entering MUS 103 should have a solid understanding of musical rudiments (intervals, scales, keys) and reading proficiency in both bass and treble clefs. A short diagnostic exam will be administered at the first class meeting of MUS 103 to determine if a student requires any additional work to complement and fortify course work during the early weeks of the semester, or whether placement in MUS 102 would be more appropriate. Students with a strong background in music theory may take a placement exam during First Days to see whether they can pass out of one or both semesters. MUS 103 and 104 are required for the music major. MUS 103 presents the materials, structures and procedures of tonal music, with an emphasis on the harmonic and contrapuntal practice of the baroque and classical periods (ca. 1650-1825). The course explores triadic harmony, voice leading, and counterpoint with an emphasis on the chorale style of J.S. Bach and his predecessors. Keyboard harmony and figured bass exercises, sight singing, dictation, analysis of repertoire, written exercises and emulation projects will develop both an intellectual and an aural understanding of music of the period. Projects include chorale harmonization, arranging, and the composition of canons.

Class Format: This is a hybrid course. In addition to the two scheduled lectures each week, the class requires a weekly aural skills meeting, a weekly keyboard skills meeting, and a weekly composition meeting, to be scheduled in the first week of class. The one-on-one meetings will take place with a lab instructor or with the course head and last approximately 10-15 minutes each.
Requirements/Evaluation: weekly written work, written and keyboard quizzes, and midyear and final projects
Enrollment Limit: 24
Enrollment Preferences: first-years, potential Music majors, and those with strong musicianship backgrounds
Expected Class Size: 24
Grading: no pass/fail option, no fifth course option
Distributions: (D1)
include the composition of preludes and fugues on baroque models.

Class Format: lecture two days a week; a conference meeting one day a week; ear training/keyboard skills lab meeting twice a week. Students register for lecture and a Wednesday conference section; aural skills lab and keyboard lab meetings will be scheduled in the first week of class.

Requirements/Evaluation: weekly written work, written and keyboard quizzes, and midterm and final projects

Prerequisites: MUS 103

Enrollment Limit: 24

Enrollment Preferences: first-years, potential or declared Music majors, and those with strong musicianship backgrounds

Expected Class Size: 21

Grading: no pass/fail option, yes fifth course option

Unit Notes: this course will share aural skills labs with MUS 104b; students considering taking this course should consult the lab times and plan their schedules accordingly

Distributions: (D1)

Spring 2021

LEC Section: H1    TR 9:45 am - 11:00 am    Ed Gollin
LAB Section: R2    MF 9:20 am - 10:10 am    Ed Gollin
CON Section: R3    W 9:20 am - 10:10 am    Ed Gollin
LAB Section: R4    MF 10:40 am - 11:30 am    Ed Gollin
CON Section: R5    W 10:40 am - 11:30 am    Ed Gollin
LAB Section: R6    MF 12:00 pm - 12:50 pm    Ed Gollin
CON Section: R7    W 12:00 pm - 12:50 pm    Ed Gollin

MUS 104  (S)  Jazz Theory and Improvisation I

Cross-listings: MUS 104  AFR 212

Primary Cross-listing

The theory and application of basic techniques in jazz improvisation and performance styles, including blues forms, swing, bebop, modally based composition, Afro-Cuban, etc. Appropriate for students with skill on their instrument and some basic theoretical knowledge. Knowledge of all key signatures, major/minor keys and modes, intervals, triads and basic seventh chords and their functions within keys. Students should be able to play and demonstrate these concepts on their instruments-competence on an instrument is essential (vocalists and drummers will be encouraged to study the piano). Pianists and guitarists should be able to sight read chords on a jazz lead sheet.

Class Format: alternates between lecture style exposition of theoretical topics and a master class where students will perform and be evaluated on assigned repertoire

Requirements/Evaluation: weekly assignments,(e.g., harmonic analysis and exercises in transposition and transcription), a midterm, a transcription project and the end of semester concert, as well as improvement as measured in weekly class performance

Prerequisites: MUS 103 and/or permission of instructor; musical literacy required as per above description; private study on student's individual instruction strongly encouraged

Enrollment Limit: 15

Enrollment Preferences: prospective Music majors, then Jazz Ensemble members, then Music majors

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Unit Notes: this course will share aural skills labs with MUS 104a; students considering taking this course should consult the lab times and plan their schedules accordingly

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 104 (D1) AFR 212 (D1)

Not offered current academic year
MUS 110  (F)(S)  Electronic Music Genres, a Creative Approach

In this course, students will study the theoretical and practical fundamentals of audio technology, MIDI production, and interactive composition. Students are not required to have any background in Music Technology. We will start by covering the basics of Electronic Music but the class will move at a fast pace covering more advance subjects in a short period of time. We will go over concepts of Physics acoustic, MIDI (sequencing, etc), Sound editing, Digital Signal Processing Effects, Sound Synthesis, and Interactive electronic music composition using Ableton Live, Max4Live, as well as Max MSP for students to learn how to program their own virtual synthesizers and/ or algorithmic composition to create interactive music in real time. Electronic Music Composition is a central part of the class. Students can choose any aesthetic of their choice for the composition projects, since the the focus of the class is on teaching students the technological tools to create the music of their choice. Students will be encouraged to mix different styles of music creating fusion.

Class Format: Remote. Access to the software used in class will be provided for all the students registered in class

Requirements/Evaluation: Four fusion composition projects and weekly presentation of students mini-projects focused on the electronic music techniques studied in class, and based on student research of musical styles chosen for their projects.

Prerequisites: One of the following: MUS 102, MUS 103, or permission of instructor for those students that have taken music lessons in their previous school: please contact iperez@williams.edu

Enrollment Limit: 10

Enrollment Preferences: Music majors

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2020

SEM Section: R1    TR 9:45 am - 11:00 am     Ileana  Perez Velazquez

Spring 2021

SEM Section: R1    TR 9:45 am - 11:00 am     Ileana  Perez Velazquez

MUS 111  (F)  Music Cultures of the World  (DPE)

This course introduces a variety of musical genres and practices from around the world, alongside a discussion of the processes and politics of their global circulation. Through learning about a combination of contemporary styles and longstanding musical traditions spanning a broad geographical range, students will develop a working knowledge of musical terms, concepts, and influential musicians. Beyond engaging with music’s sound and structure, we will address its capacity to express personal and group identity, and its ability to both reflect and shape broader social ideas and circumstances. In particular, we will consider music’s global circulation, and how its contents and meanings reflect those processes. Genres covered in the course vary intermittently but often include: “throat singing” genres in Tuva and Sardinia, Zimbabwean mbira and Chimurenga music, Argentine Tango, Ghanaian azonto and highlife, Balinese gamelan, and North Indian classical music. No prior musical training is required.

Class Format: This course is offered remotely. Online meetings will be a mixture of large group lecture/discussion and smaller breakout groups.

Requirements/Evaluation: class attendance and participation, regular short writing assignments and projects, and a 10-12 page final paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: current or prospective majors in Music, Anthropology, Sociology, and Arabic, Asian, Africana, and Latino/a Studies.

Expected Class Size: 15

Grading:  no pass/fail option, yes fifth course option

Distributions: (D1)  (DPE)

Difference, Power, and Equity Notes: Not only are students exposed to a wide range of musical material from across the globe, they also consider how music becomes meaningful and powerful in light of local contexts and the politics of circulation. Discussions and written assignments address issues including gender identity, economic disparity, the politics of cultural preservation, and music's potential in situations of political unrest.

Fall 2020
MUS 119  (S)  Popular Music: Revolutions in the History of Rock
This course will trace the history of rock music from the 1950s to the present, focusing on those musicians who revolutionized the genre in various periods. Such "revolutions" are discovered in the use of new sounds and musical forms, in the relationship between lyrics and musical setting, and in the conception of rock's role in society. Three objectives will underpin our studies: to develop listening skills with music that one often hears, but perhaps rarely listens to intently; to determine in what ways popular music can be interpreted as reflecting its cultural context; and to encounter the work of several of the more innovative musicians in the history of rock. Finally we will interrogate our own activities by asking why the study of the "merely popular" should be pursued in a liberal arts education, whether new approaches can be developed for this endeavor, and what makes music "popular."

Class Format: discussion
Requirements/Evaluation: evaluation will be based on two tests, two papers, and a final exam
Prerequisites: no musical background assumed
Enrollment Limit: 80
Enrollment Preferences: random selection
Expected Class Size: 80
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)
Not offered current academic year

MUS 120  (S)  Musics of Africa
Cross-listings: AFR 113  MUS 120
Primary Cross-listing
This course introduces a selection of musical cultures from the geographical breadth of Africa. Following an introductory exploration of the fundamental aesthetic and social parameters governing African musical practice, we will engage in a series of case studies considering a diverse array of musical practices and related social and political issues in specific locales. Featured countries include Ghana, Zimbabwe, Ethiopia, Algeria and the Democratic Republic of Congo. This course samples a wide range of musical practices from the Ghanaian dance craze, azonto, to Ethiopian liturgical chants, to Shona mbira music in Zimbabwe. Performance analysis and critical reading and listing assignments are combined with a number of hands-on workshops and musical exercises.

Class Format: discussion
Requirements/Evaluation: grade based on a listening journal, bi-weekly short assignments, a final paper, and class participation
Prerequisites: no prerequisites: prior musical background is not essential for this class
Enrollment Limit: 20
Enrollment Preferences: current or prospective Music majors and Africana Studies concentrators
Expected Class Size: 12
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 113 (D2) MUS 120 (D1)
Not offered current academic year

MUS 141  (F)  Opera
Cross-listings: THEA 141  MUS 141
Primary Cross-listing
An introduction to the history of opera, from the genre's birth c. 1600 to the present. At various points in its 400-year development, opera has been
considered the highest synthesis of the arts, a vehicle for the social elite, or a form of popular entertainment. Opera’s position in European cultural history will be a primary focus of our inquiry. We will also study the intriguing relationship between text and music, aspects of performance and production, and the artistic and social conventions of the operatic world. The multidimensional nature of opera invites a variety of analytical and critical perspectives, including those of music analysis, literary studies, feminist interpretations, and political and sociological approaches. Works to be considered include operas by Monteverdi, Lully, Charpentier, Handel, Gluck, Mozart, Rossini, Donizetti, Verdi, Wagner, Bizet, Puccini, Strauss, Berg, Britten, Glass and Adams. This course may involve a trip to the Metropolitan Opera.

Class Format: discussion

Requirements/Evaluation: a midterm, a brief paper, an 8-page paper, and a final exam

Prerequisites: none

Enrollment Limit: 30

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 141 (D1) MUS 141 (D1)

Not offered current academic year

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MUS 149  (S)  The Language of Film Music

Filmmakers have relied on music from the earliest days of silent movies (often accompanied by live musical performance) to our present age of slickly-produced online video. Among the ways, trends have arisen (and have been artfully thwarted) in countless film scores, whether constructed from preexisting works or specially crafted by composers like Max Steiner, Duke Ellington, Bernard Herrmann, John Williams, James Horner, Micachu, or Björk. In this class, we will look at and listen to films from different periods and cultures, observing which techniques evolved, which have changed very little, and considering when an idea is borrowed and when it might actually be new. We will also discuss the impact this language has on the experience of the viewer, and how film music functions in the wider culture. Assignments will consist of listening/viewing, responding in writing, and re-interpreting film clips with music you will compose or borrow.

Class Format: This is a remote course that includes synchronous class meetings.

Requirements/Evaluation: Course evaluations include: several short writing and creative assignments, two quizzes, a midterm essay, and a final creative project. Off-campus students should consult the professor about computer hardware requirements for the completion of creative projects.

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: given to juniors and seniors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

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Spring 2021

LEC Section: R1    TF 3:15 pm - 4:30 pm    Zachary Wadsworth

MUS 150  (S)  The Broadway Musical  (DPE)

Cross-listings: MUS 150  THEA 150

Primary Cross-listing

Named for a specific road but enjoying a global impact, the Broadway musical has intersected with multiple styles and societal concerns over the past century. In this course, we explore the American musical theater's roots and relationship to opera, operetta, vaudeville, minstrelsy, and Tin Pan Alley. Traveling through the genre's history, we will encounter a wide range of musical styles, including ragtime, jazz, rock, and hip hop, and will explore several genre transformations, such as movies made into musicals and musicals into movies. We will develop a range of analytical skills as we investigate connections between choreography, lyrics, music, staging, and production. Throughout the semester, we will consider the genre's representations and reflections of ethnicity, race, sexuality, and class. The syllabus includes representative works by Gilbert and Sullivan, Cohan,
Gershwin, Kern, Weill, Rodgers and Hammerstein, Lerner and Loewe, Bernstein, Sondheim, Lloyd Webber, and Miranda, with particular focus on such works as Showboat, Oklahoma!, Guys and Dolls, West Side Story, Hair, Rent, and Hamilton.

Class Format: discussion
Requirements/Evaluation: a midterm, a brief paper, an 8-page paper, and a final exam
Prerequisites: none
Enrollment Limit: 30
Expected Class Size: 30
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
MUS 150 (D1) THEA 150 (D1)
Difference, Power, and Equity Notes: We will develop skills aimed at analyzing and interpreting how perceptions of race, gender, and class shaped, and were shaped by, Broadway. We will consider the extent to which, for example, blackface minstrelsy and ethnic-based humor persisted and how specific musicals aimed to engage with critical social and political issues throughout the genre's history. Musicals have played a major role in the contested and ongoing endeavor to define "America."
Not offered current academic year

MUS 151 (F) History of Jazz
"There are only three things that America will be remembered for 200 years from now when they study the civilization: The Constitution, Jazz Music and Baseball. These are the three most beautiful things this culture's ever created."--(Gerald Early) Jazz is the most common name for a great African American Art form that still defies definition. Over the past century this elastic tradition has laid down firm roots for numerous other American and World musics, while itself in the throes of a seemingly permanent identity crisis. Jazz is perennially declared dead or dying yet consistently summoned by advertisers to lend vitality and sex appeal to liquor or automobiles. By any name and regardless of its health status, jazz has a rich history of conservative innovators, at once restless and reverent, who made fascinating leaps of creativity out of inspiration or necessity. This "listening intensive" class will look at the past century of jazz music through ideas, "what-if" questions and movements that changed the way the music was created, presented and perceived. Both musical concepts (such as syncopation and cross instrumental-influence) and cultural connections (racial, technological and economic) will be examined, giving us freedom to link similar kinds of musical thought across disparate settings and decades. Our inquiry will include (but not be limited to) the lives and music of Louis Armstrong, Fletcher Henderson, Mary Lou Williams, Duke Ellington, Charlie Parker, Thelonious Monk, Dizzy Gillespie, Art Blakey, John Lewis, Miles Davis, John Coltrane, and Wayne Shorter.
Class Format: All meetings online. Some meetings will be in smaller discussion groups
Requirements/Evaluation: class participation including regular reading and listening assignments; 4 quizzes, two short papers/projects
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: first-years and sophomores
Expected Class Size: 20
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)

MUS 164 (F) Bach and Handel: Their Music in High Baroque Culture
This course explores the lives and music of two great composers of the High Baroque, Johann Sebastian Bach and George Frideric Handel. We will examine their dramatically contrasting life experiences and musical pursuits within the larger social and cultural framework of the period: Bach as a provincial composer, servant to minor German aristocrats and the Lutheran Church, virtuoso organist and pedagogue; Handel as a cosmopolitan celebrity and entrepreneur, creator of operatic and instrumental entertainments for both the Italian and English nobility and the paying public. Development of listening skills and understanding of Baroque music styles, genres, and forms will be stressed. Bach's Brandenburg Concerti and
Mass in B-minor, and Handel's opera Giulio Cesare and Water Music Suite are just a few of the works to be discussed and enjoyed.

Class Format: discussion, two meetings per week, and a field trip may be required

Requirements/Evaluation: participation, two papers, a midterm, and a final exam

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: first-year students and sophomores

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

MUS 165 (F) Mozart

This course will examine the extraordinary life and musical genius of Wolfgang Amadeus Mozart. Through lectures, discussion, readings, and guided listening, students will gain appreciation of Mozart's classical compositional style and familiarity with many of his greatest works. The class will explore Mozart's pivotal position as a musician in Viennese society; his strange combination of bawdy behavior and sublime artistry; his relationship with his domineering father Leopold, as well as with Haydn, Beethoven, and Salieri; and the myths about Mozart that have sprung up in the two centuries since his death.

Class Format: discussion

Requirements/Evaluation: class participation, listening quizzes, two short papers, a midterm exam, and a final exam

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students with demonstrated interest in music

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

MUS 166 (F) Beethoven

2020 marks the 250th anniversary of Ludwig van Beethoven's birth. This course provides an introduction to the celebrated composer's life and music. Beethoven's difficult childhood, tragic loss of hearing, secret affair with his "Immortal Beloved," and tempestuous relationship with his suicidal nephew, along with important political, philosophical, social, and cultural developments of the time, will inform our consideration of his monumental artistic achievements. Students will listen to a broad selection of Beethoven's music, including piano sonatas, string quartets, symphonies, overtures, concertos, choral works, and opera. We will discuss a range of topics, including the nature of his genius, his relation to composers such as Haydn and Mozart, and his impact on posterity.

Class Format: lecture/discussion

Requirements/Evaluation: two 5-7 page papers, midterm and final exams, and class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students with a demonstrated interest in music

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

MUS 171 (S) Music and Spirituality: Cross-Cultural Perspectives

Cross-listings: REL 171 MUS 171

Not offered current academic year
How does the sacred sound? Across cultures and across millennia, music has served to enable, inspire, and express the spiritual life experiences of communities and individuals. Why is this so? In what contexts and through what means can making and hearing music reflect and produce spiritual experience? This team-taught course will take a comparative approach to exploring music's spiritual power, considering such areas as the function of music in ritual practices from various cultures and times, the use of music to tell sacred stories, music and dance in spiritual practice, and the role of music created in the face of death and its aftermath. Working from both musicological and ethnomusicological perspectives, we will explore the possibilities of sensory ethnography for better understanding the role of perception and the body in spiritual experiences with music. Our comparisons will draw from Western and world Christian traditions from medieval to modern times, and on conversations with musicians immersed in the music of other faith traditions (including Jewish, Hindu, and Muslim). We will explore connections between music and spirituality through a wide variety of repertoires, including plainchant and Renaissance sacred choral music; the music and dance of traditional West African religions like vodun and orisa; music from the Western classical tradition by such composers as Bach, Beethoven, and Messiaen; American hymnody and spirituals; gospel music in the U.S. and Africa; and selected artists from the world of jazz and popular music, such as John Coltrane and Leonard Cohen.

Requirements/Evaluation: class participation; class journal; presentation with annotated bibliography; ethnographic field study; final project with presentation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students with a demonstrated interest in music, religion, and/or anthropology/sociology

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 171 (D1) MUS 171 (D1)

Not offered current academic year

MUS 174 (S) The Singing Voice: Structure, Styles and Meaning

What makes an opera singer sound different than a pop singer? How does the sound of each contribute to musical meaning for listeners? And why is the former granted a higher status and the latter a wider audience? This course examines the world of singing styles and engages these styles from multiple angles: through listening, readings, film viewing and, importantly, through singing. We examine histories of styles, cultural contexts as well as basic physiology, acoustics and techniques. We will explore the basics of yodeling, Tuvan throat singing, and belting, among other styles. Basic knowledge of musical notation strongly recommended.

Class Format: studio/brief lectures

Requirements/Evaluation: one quiz, one short 3-4 page paper, journaling and a final paper (6-8 page) and presentation

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: juniors and seniors

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Spring 2021

SEM Section: H1  MR 1:30 pm - 2:45 pm Brad Wells

MUS 175 (F) Sound Art, Public Music

Cross-listings: MUS 175 ARTS 273

Western music performance traditionally occurs within contained spaces in which performer and audience adhere to designated locations and follow
tacit scripts: seats/stage; applause/bows, etc. In recent years, traditional boundaries and expectations of performance and reception have loosened, often moving into public spaces: from sound art installations to ambient music, from interactive sound sculpture to radio art to social media driven flash mobs. This course examines the work of pioneers in public music and sound art including Alvin Lucier, Bill Fontana, John Cage, Hildegard Westerkamp, Brian Eno and John Luther Adams, among others. The course will alternate between study and analysis of particular artistic strategies and the creation of sound art works inspired by ideas and creators we are studying.

**Requirements/Evaluation:** class participation, three short (2- to 4-page) essays, a response journal and the creation of four sound art works

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** juniors and seniors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** ARTS elective

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MUS 175 (D1) ARTS 273 (D1)

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**Fall 2020**

SEM Section: H1 MR 3:15 pm - 4:30 pm Brad Wells

**MUS 177 (S) Gender and Sexuality in Music (DPE)**

**Cross-listings:** MUS 177 WGSS 177

**Primary Cross-listing**

This course explores key themes in the expression of gender and sexuality through music. It draws from primarily 21st century examples, across cultures and genres, ranging from pop boy bands to Indian bhangra dance to the musical avant-garde. Themes will include: communicating gendered ideals, dance and embodiment, transgressive performances, biography and subjectivity, intersectionality, music and sexual violence, and marketing. We will explore the ways in which ideas and identities related to sex and gender are formulated and mobilized in music's performance and consumption. Inevitably, issues of sound and stagecraft intersect with factors such as race, age, and class, further informing these experiences. Students will consider their own processes of identifying and interpreting expressions of gender and sexuality in sound and movement, and contemplate the role of culture and society in informing those interpretations.

**Requirements/Evaluation:** attendance/participation, intermittent GLOW posts and short assignments (2 pgs or less), midterm project, and either a 12-page final paper or a project with supplementary paper (length to be determined in consultation with the instructor).

**Prerequisites:** open to all students; familiarity with musical terminology is helpful but not required

**Enrollment Limit:** 15

**Enrollment Preferences:** WGSS and MUSC majors/prospective majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** This is a hybrid course, with the majority of the classes taking place remotely. The character and frequency of in-person class sessions will depend on the size of the class and the number of students taking part in the in-person option.

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MUS 177 (D1) WGSS 177 (D2)

**Difference, Power, and Equity Notes:** This course critically examines the ways in which music constructs and reflects gendered and sexual identities in intersectional space. We discuss how normative viewpoints come to be accepted and interpreted as 'natural,' and how musicians and audiences have maneuvered within and against those socio-political expectations. Music and readings span a wide range of sources—elite, popular, counter-cultural; from Euro-American sources to genres hailing from Brazil, Korea, and India.

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**Spring 2021**
MUS 201  (F)  Music Theory and Musicianship II
Music 201 continues to greater degrees the study of music techniques from the common practice period by means of analysis, composition, written exercises, sightsinging, and dictation. We will expand our understanding of chromaticism. We will learn how chromaticism is used as a voice-leading tool, and how it participates in music even at deeper levels of the structure. We will learn about innovations that occurred from the early 19th century through the beginning of the 20th century and will trace the origins for these new harmonic tendencies. We will also learn how composers create larger formal structures.

Class Format: Remote. In addition to the scheduled lecture block, the class requires a weekly aural-skills meeting, to be scheduled in the first week of class. The one-on-one meeting will take place with a lab instructor for approximately 10-15 minutes.

Requirements/Evaluation: homework, theory quizzes, analysis papers, compositional projects, final project, class attendance, preparation, participation, and on the results of the lab portion of the class

Prerequisites: MUS 104
Enrollment Limit: 12
Enrollment Preferences: Music majors and potential Music majors
Expected Class Size: 12
Grading: no pass/fail option, yes fifth course option
Distributions: (D1)

Fall 2020
LEC Section: R1  TR 11:30 am - 12:45 pm  Ileana Perez Velazquez
LAB Section: R2  TBA  Ileana Perez Velazquez

MUS 202  (S)  Music Theory and Musicianship II
Music 202 explores the techniques of post-tonal composition and the theoretical and analytical tools developed to describe the contextually defined features of twentieth- and twenty-first-century music. Topics will include set theory, serial techniques, referential collections, new rhythmic and metric techniques, form in post-tonal music, and the intersection of tonal and contextual structure.

Class Format: This is a hybrid course with two lecture meetings and one aural skills lab meeting per week.

Requirements/Evaluation: quizzes, analysis and composition assignments, a final analysis project and presentation, and aural skills participation and performance

Prerequisites: MUS 201 or permission of instructor
Enrollment Limit: 14
Enrollment Preferences: Music majors
Expected Class Size: 12
Grading: no pass/fail option, yes fifth course option
Distributions: (D1)

Spring 2021
LEC Section: H1  TR 11:30 am - 12:45 pm  Zachary Wadsworth
LAB Section: H2  TBA  Zachary Wadsworth

MUS 205  (F)(S)  Composition I
Beginning courses in musical composition. Size and number of required projects will vary from 4 to 5. A group meeting per week will deal with the presentation, performance, and critique of the student's work in progress, analysis of models for composition, and discussion of topics in composition. There will be a weekly individual meeting with the instructor to discuss each student's progress. Students must also be available for performances and
reading of work outside normal class time and the instructor and students will work together to ensure that all work written during the semester is performed.

**Class Format:** Remote in the fall semester.

**Requirements/Evaluation:** completion of assignments, quality and timeliness of composition projects, attendance, and class participation

**Prerequisites:** MUS 202 (may be taken concurrently) or permission of instructor

**Enrollment Limit:** 6

**Enrollment Preferences:** Music majors; consideration of non-majors based on qualifications and experience

**Expected Class Size:** 4

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**Fall 2020**
SEM Section: R1 TF 3:15 pm - 4:30 pm Zachary Wadsworth

**Spring 2021**
SEM Section: R1 WF 1:30 pm - 2:45 pm Ileana Perez Velazquez

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**MUS 206 (F)(S) Composition II**

Beginning courses in musical composition. Size and number of required assignments will vary from 3 to 6 in addition to a possible full semester composition project. One to two group meetings per week will deal with the presentation of new assignments, analysis of models for composition, and performance and critique of work. Individual meetings may be added to deal with individual needs. Students must also be available for performances and reading of work outside normal class time and the instructor and students will work together to ensure that all work written during the semester is actually performed.

**Class Format:** Remote in the fall semester.

**Requirements/Evaluation:** completion of assignments, quality and timeliness of composition projects, attendance, and class participation

**Prerequisites:** MUS 202 (may be taken concurrently) and permission of instructor

**Enrollment Limit:** 6

**Enrollment Preferences:** Music majors; consideration of non-majors based on qualifications and experience

**Expected Class Size:** 4

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**Fall 2020**
SEM Section: R1 TF 3:15 pm - 4:30 pm Zachary Wadsworth

**Spring 2021**
SEM Section: R1 WF 1:30 pm - 2:45 pm Ileana Perez Velazquez

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**MUS 207 (S) Jazz Improvisation**

This class is for the intermediate and advanced player with [some] experience improvising. The goal is to build on each student's existing improvisational abilities, and the coursework will be somewhat tailored to the needs of the students enrolled. Students will study intermediate and advanced concepts for improvisation and learn the essentials of the jazz language through solo transcription and analysis. There will be time spent learning important jazz compositions and a focus on using improvisational devices and techniques learned in class on these compositions. Much of class time will be spent playing through exercises and patterns, playing ideas in twelve keys and implementing the learned class material into solos over standard jazz compositions.

**Class Format:** combining theory and performance

**Requirements/Evaluation:** completion of two to three solo transcription assignments, composition assignments, and short quizzes

**Prerequisites:** some experience improvising in jazz contexts on a pitched instrument, a basic understanding of jazz nomenclature
Enrollment Limit: 19
Enrollment Preferences: Music majors and Jazz Ensemble members
Expected Class Size: 12
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)

Not offered current academic year

MUS 210 (S) Music Technology I
Designed for students with some music background who wish to learn basic principles of Musical Technology and practical use of current software and hardware. Topics include acoustics, MIDI sequencing, digital recording and editing, sampling, analog and digital synthesis, digital signal processing, and instrument design. Lectures will provide technical explanations on those topics covered in class and an historical overview of electronic music.

Requirements/Evaluation: weekly assignments, a midterm exam, a final paper and two composition projects
Prerequisites: MUS 102 or 103, or permission of instructor; knowledge of and proficiency with musical notation is required; some background in acoustics/physics is desirable
Enrollment Limit: 8
Enrollment Preferences: Music majors and those planning to major
Expected Class Size: 8
Grading: no pass/fail option, yes fifth course option
Distributions: (D1)

Not offered current academic year

MUS 211 (F) Music, Nationalism, and Popular Culture (DPE)
This course surveys the manner, function, and contexts through which sound and ideas of national belonging are linked. We will consider influential and iconic musicians (Umm Kalthoum, Amalia Rodriguez, Bob Marley, Carlos Gardel), international forums for the expression of national sentiment (the Olympics, Miss Universe and Eurovision competitions), and a wide range of instruments, genres, and anthems that are strong conduits for national sentiment. Drawing on the work of critical theorists including Benedict Anderson, Michael Herzfeld, and Ernest Gellner, we will pursue a number of analytical questions: What parallels exist between musical and political structure? How do nations adjust as their policies and demographics change? How are cultural forms implicated in postcolonial nation building projects? What marginal populations or expressive forms are included, excluded, or appropriated in the formation of national identity? Finally, what differences emerge as we change our focus from a national to an international perspective, or from officially endorsed representations of national culture to unofficial popular forms of entertainment?

Class Format: This course is a hybrid model, involving a combination of exclusively remote all-class meetings and small group meetings in which remote students and in-person students will meet separately.

Requirements/Evaluation: Class participation, regular short (1 page) written responses, two 5- to 6-page papers, a Final Paper/Project
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: Upperclass students and music majors, international students who need to fulfill in-person requirement.
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: Owing to its global focus and attention to power and privilege in political and musical structures, this course meets the DPE requirement. Topics include the use of music for social control and subversion in Mobutu's Zaire, its affective power in U.S. campaign ads, and the ways in which constructions of 'folk music' impact power differentials in a national political structure. Assignments help students develop an awareness of the specific strategies whereby music mobilizes national ideologies.

Fall 2020
SEM Section: H1 MR 3:15 pm - 4:30 pm Corinna S. Campbell
MUS 220  (S)  African Dance and Percussion

Cross-listings: AFR 201  MUS 220  DANC 201

Secondary Cross-listing

We will examine two forms that embody continuity of tradition or the impact of cultural shifts in generations. Lamban was created by the Djeli, popularly called Griots who historically served many roles in traditional society from the Kingdom of Ghana and Old Mali spanning the 12th-current centuries. This dance and music form continues as folklore in modern day Guinea, Senegal, Mali and The Gambia where it was created and practiced by the Mandinka people. Bira is an ancient and contemporary spiritual practice of Zimbabwe's Shona people. Both of these forms are enduring cultural practices while Kpanlogo from the modern West African state of Ghana represents the post-colonial identity of this nation's youth at the end of the 1950s. This course can be taken for academic and/or PE credit

Class Format: class hours will be divided among research and discussion of the dance, percussion, and music of two forms, as well as physical learning and group projects; also includes field trips to view an area performance and the archives at Jacob Pillow

Requirements/Evaluation: discussion of assignments, group response performances, and short research paper. Students enrolled for PE credit are responsible only for the performance-based projects

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: students who have taken DANC 100 or DANC 201; have experience in a campus-based performance ensemble; or have permission of the instructors

Expected Class Size: 20

Grading:  yes pass/fail option,  yes fifth course option

Distributions:  (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 201 (D2) MUS 220 (D1) DANC 201 (D1)

Not offered current academic year

MUS 221  (F)  African Dance and Percussion

Cross-listings: AFR 206  MUS 221  DANC 202

Secondary Cross-listing

Before the 20th century, the African continent was the source of dance and music that influenced new forms rooted on and off the continent. These forms are shaped by the impact of religion, colonialism, national political movements, travel, immigration, and the continuing emergence of technology. In South Africa, the labor conditions of miners instigated the creation of Isicathulo, Gum boots, and in Brazil the history of colonialism is a factor that anchors Samba as a sustaining cultural and socioeconomic force. The birth of Hip Hop in the 20th century finds populations across the globe using its music, dance, lyrics, and swagger as a vehicle for individual and group voice. Hip Hop thrives as a cultural presence in most countries of the African continent and in the Americas. We will examine the factors that moved this form from the Bronx, New York, to Johannesburg, South Africa, and Rio, Brazil. We will examine at least two of these forms learning dance and music technique and composition material that will inform their practice. Each of these genres generated new physical practices, new and enduring communities while continuing to embody specific histories that have moved beyond their place of origin. What is their status in this century?

Class Format: class hours will be divided among discussion of media and readings; rehearsal of dance and music techniques; field trips to view performances; research at the Jacob Pillow's archives; and interaction with visiting artists

Requirements/Evaluation: a series of discussion, research, and individual and group projects; all of which will inform collaboration on mid-term and final projects

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: students who have taken DANC 100 or DANC 201; have experience in a campus based performance ensemble; or have permission of the instructors

Expected Class Size: 20

Grading:  yes pass/fail option,  yes fifth course option

Distributions:  (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
AFR 206 (D2) MUS 221 (D1) DANC 202 (D1)

Not offered current academic year

MUS 222  (F) Politics of Performance/Performing Politics in Contemporary Africa  (DPE) (WS)

Cross-listings: MUS 222  AFR 223

Primary Cross-listing
Using select examples from throughout Africa, this course highlights genres, artists, and works that engage with social and ideological change. Students practice critical listening and performance analysis, while also considering the social contexts that render these performances meaningful and provocative. Topics include: challenges to mass mediated stereotypes of African populations, the social and economic impact of cultural tourism, music as a form of social critique, changing attitudes toward women and the LGBTQIA community, music and global aid organizations, issues of migration and displacement, and the changing roles of traditional musical occupations. Popular genres-among them Afrobeat, kwaito, soukous, raï, mbalax, Chimurenga music, and a variety of rap and hip-hop styles-are discussed alongside numerous traditional and ceremonial genres, national/political anthems, and concert pieces. Active participation in class discussion is an important component of this course.

Class Format: this class places a strong emphasis on discussion
Requirements/Evaluation: in-class preparation and participation, bi-weekly short writing assignments, a midterm paper and a final project
Prerequisites: some familiarity with music terminology encouraged
Enrollment Limit: 15
Enrollment Preferences: sophomores, juniors, or seniors who are current or prospective Music majors, as well as current and prospective Africana Studies and Latina/o Studies concentrators
Expected Class Size: 10
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
MUS 222 (D1) AFR 223 (D2)

Writing Skills Notes: Students receive regular feedback on multiple short assignments throughout the semester. Particular focus is dedicated to crafting and substantiating written arguments.

Difference, Power, and Equity Notes: Throughout the course, students engage with case studies concerning specific socio-political contexts within Africa, with an emphasis placed on music's role as a social agent. Topics include representational politics, music as a tool for the powerful as well as the politically disempowered, and music's role in conflict resolution.

Not offered current academic year

MUS 230  (S) Musical Ethnography
Music provides a constant accompaniment to most of our lives, from mundane activities to personal or collective moments of celebration and grief. Often, we experience music's impact on us without fully considering how it shapes our ideas and experiences. Drawing on ethnomusicology, anthropology, and related fields, this course explores how music can illuminate people's practices of being-in-the-world. Musical ethnography describes both the means by which scholars pursue this line of questioning, and also the written work that results from such an investigation. This course features a hands-on approach to musical ethnography. Students will each conduct ethnographic fieldwork in a musical community within Williamstown and the surrounding area. Coursework will survey approaches to methodology (modes and degrees of researcher involvement, practical skills related to documentation), issues of ethics, and social and musical analysis.

Class Format: lecture/discussion
Requirements/Evaluation: class participation, small assignments (four 1-2 page assignments), interview transcript with commentary, reading response, final project and presentation
Prerequisites: some musical training/experience necessary, see instructor for more information
Enrollment Limit: 10
Enrollment Preferences: Seniors, music and anthropology/sociology majors
Expected Class Size: 6
MUS 231  (S)  Music in History I: Bach and Before
This course explores 1000 years of music-making in Western Europe, beginning with the philosophical and theoretical origins of this music in ancient Greece and extending to the life and music of J.S. Bach. Topics covered include how the sound of music changed over a millennium; the different functions it served and how genres developed to serve these functions; the lives of the men and women who composed, performed, and wrote about music; and how the changing notation and theory of music related to its practice over the centuries. At the same time, the course provides an introduction to the modern study of music history, sampling a broad range of recent scholarship reflecting an array of critical approaches to the study of early music in our own day.

Class Format: lecture-discussion
Requirements/Evaluation: class participation, two medium length papers, GLOW posts and responses, midterm and final exams.
Prerequisites: ability to read music; open to qualified non-majors with the permission of instructor
Enrollment Limit: 10
Enrollment Preferences: Music majors, those planning to major in music, and any student with a strong interest in early music in the West.
Expected Class Size: 6
Grading: yes pass/fail option, yes fifth course option
Unit Notes: Required course for Music majors. Music majors may not take MUS 232 as pass/fail or 5th course option if they are using it to fulfill the Medieval/Renaissance/Baroque music history requirement for the music major.
Distributions: (D1)
Spring 2021
LEC Section: R1    MR 3:15 pm - 4:30 pm     M. Jennifer  Bloxam

MUS 232  (S)  Music in History II: Classical and Romantic Music
This course traces the development of Western art music from 1750-1900. We will explore the works of many eighteenth- and nineteenth-century composers, probing the music's connections with Classical and Romantic aesthetics, as well as political, philosophical, social, and cultural developments of the time. Composers to be studied include Haydn, Mozart, Beethoven, Schubert, Robert Schumann, Clara Schumann, Felix Mendelssohn, Fanny Mendelssohn Hensel, Berlioz, Chopin, Verdi, Wagner, Tchaikovsky, Brahms, Mahler, and others. Topics for discussion include the changing role of composers in society, music's relation to the other arts, challenges faced by nineteenth-century female composers, controversies surrounding music and meaning, the interaction of music and drama in opera, and musical nationalism.

Class Format: lecture-discussion
Requirements/Evaluation: class participation, two 5-6 page papers, GLOW posts and responses, midterm and final exams
Prerequisites: ability to read music
Enrollment Limit: 15
Enrollment Preferences: Music majors, those planning to major, and any student with a strong interest in music
Expected Class Size: 12
Grading: yes pass/fail option, yes fifth course option
Unit Notes: Music majors may not take MUS 232 as pass/fail or 5th course option if they are using it to fulfill the Classical-Romantic music history requirement for the music major.
Distributions: (D1)
Spring 2021
LEC Section: R1    TF 1:30 pm - 2:45 pm     Marjorie W. Hirsch
MUS 233 (F) Music in History III: Musics of the Twentieth Century
A survey of musics in both Western and non-Western society from the close of the nineteenth century to the present. Emphasis will be on the contextual study of the music of major composers of Western art music, on the musical expressions of selected areas of world music such as Africa, Asia, India, and the Americas, and on the intermingling of musical influences of pop, jazz, and art music of the electronic age.

Class Format: discussion, hybrid
Requirements/Evaluation: class participation, two papers, a midterm, and a final exam
Prerequisites: ability to read music
Enrollment Limit: 15
Enrollment Preferences: Music majors
Expected Class Size: 10
Grading: yes pass/fail option, yes fifth course option
Unit Notes: required course for Music majors
Distributions: (D1)

Fall 2020
LEC Section: H1 MW 11:45 am - 1:00 pm W. Anthony Sheppard

MUS 238 (F) Music in Modernism
The synthesis of the arts was a primary pursuit of modernist composers, artists, choreographers, and writers. Seeking either to realize Wagner's "total work of art" in the theater, or to uncover the more general correspondences celebrated by Baudelaire, modernists consistently looked beyond their own media. Collaborations on works of "total theater" were common: Satie, Cocteau, Massine, Picasso; Brecht, Hindemith, Weill; Stravinsky, Nijinsky, Bakst; Claudel, Honegger, Rubinstein. Modernists explored new connections between music and color (Scriabin, Kandinsky), music and literature (Joyce, Mann), and music and dance (Duncan, Graham). Occasionally, modernists attempted to unite the arts on their own: Schoenberg painted, Pound composed, and Kokoschka wrote. Our focus will be on those works of music, art, dance, and literature that explored new relationships between the arts. One goal will be to investigate whether specific equivalents exist between techniques of modernist painting, poetics, choreography, and composition. Aware of the risks and rewards of interdisciplinary study, we will attempt our own theories of artistic synthesis. This course is designed to bring multiple perspectives to the study of music in modernism.

Class Format: discussion
Requirements/Evaluation: three papers (6, 8, and 12 pages in length) and class participation; drafts of two of these papers will be required; students will receive detailed comments on each paper, allowing them to build upon those comments in subsequent writing assignments
Prerequisites: none
Enrollment Limit: 15
Expected Class Size: 10
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)

Not offered current academic year

MUS 239 (S) Music in the Global Cold War (WS)
Cross-listings: MUS 239 LEAD 239
Primary Cross-listing
Throughout the Cold War (1947-1991), music was deployed as a weapon, as a source of nationalist and ideological inspiration, as a form of political protest and resistance, and as propaganda. Music both echoed and helped shape political views and, therefore, prompted various forms of regulation and censorship (McCarthyism in the U.S.; the Union of Soviet Composers). To counter Soviet claims of American cultural inferiority and racism, the U.S. sponsored numerous musical diplomacy efforts showcasing both jazz (Armstrong; Ellington; Brubeck) and classical musicians and composers (Bernstein; American orchestras). Cold War politics and the threat of nuclear war influenced musical styles (Copland; Soviet Socialist Realism; the popular American folk music revival; serialism; rock behind the Iron Curtain), specific musical events (Tokyo East West Music Encounter; concerts
celebrating the fall of the Berlin Wall), and individual careers (Shostakovich; Robeson; Van Cliburn). To investigate music's political roles and capacity for expressing communist and democratic capitalist ideologies, we will adopt a case study approach. The Cold War was a global political and, frequently, militaristic struggle. Though our focus will be on music in the U.S.S.R. and U.S.A., we will also consider musical developments impacted by the Cold War throughout Western and Eastern Europe, in Latin America, and in East Asia.

Class Format: Hybrid, meeting twice per week. Class discussion will be central to this course.

Requirements/Evaluation: 20% = Participation; 20% = Paper #1, 5-6 pages; 25% = Paper #2, 8 pages; 35% = Paper #3, 12 pages, due during exam period

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Students with relevant experience in Political Science, History, or Music studies.

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 239 (D1) LEAD 239 (D2)

Writing Skills Notes: Students will write three papers during the semester: a 6 page, 8 page, and a 12 page paper. Drafts of papers 2 and 3 will be required prior to the due dates listed below. This is a "writing skills" course. Students will receive detailed comments on each paper, allowing them to build upon those comments in subsequent writing assignments.

Spring 2021

LEC Section: H1 MR 1:30 pm - 2:45 pm W. Anthony Sheppard

MUS 252 (F) Introduction to the Music of John Coltrane

Cross-listings: AFR 242 MUS 252

Primary Cross-listing

This course offers the serious music student an opportunity to study the unique body of work produced by saxophonist and composer John Coltrane (1926-1967). The course traces the evolution of Coltrane's compositional and performance styles in the context of the musical and cultural environment in which they developed. Emphasis placed on Coltrane's musical style, representing a unique synthesis of influences, including jazz, world, and European Classical music and spirituality. Substantial listening and reading assignments, including a biography and related criticism, as well as detailed score analysis and study, are required.

Requirements/Evaluation: in-class participation including small quizzes, midterm, class presentation, and final paper

Prerequisites: MUS 103 and/or 203 strongly recommended; musical literacy sufficient to deal with the material and/or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: musically literate students and Music majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 242 (D2) MUS 252 (D1)

Not offered current academic year

MUS 254 (F) Bebop: The (R)evolution of Modern Jazz

Cross-listings: AFR 254 MUS 254

Primary Cross-listing

In the 1940s, Jazz turned a corner, transitioning from the functional and popular music of the swing era to the increasingly complex art music known as bebop. The practitioners of this new sub-genre were seen not as showmen or entertainers, but (in the words of poet Ralph Ellison) as "frozen faced
introverts, dedicated to chaos.” This music was simultaneously old and new, a musical evolution interpreted through the lens of cultural revolution. This class will survey the lives, music and continuing impact of bebop’s most pivotal figures: Charlie Parker, Thelonious Monk, Dizzy Gillespie, Bud Powell and Kenny Clarke among many others. Through score study and guided listening assignments, the class will examine the melodic, harmonic and rhythmic innovations associated with this pivotal era in jazz history. We will evaluate, compare and contrast examples of contemporary theoretical scholarship concerning this musical vocabulary and its evolution. Intersections between the music and parallel artistic, social and political movements will also be addressed.

Requirements/Evaluation:  weekly reading, listening, short written responses to discussion prompts and participation in class discussion; quizzes on assigned readings and listening, and final exam

Prerequisites:  none

Enrollment Limit:  12

Enrollment Preferences:  Music majors, Jazz Ensemble members, Africana Studies concentrators

Expected Class Size:  10

Grading:  yes pass/fail option,  yes fifth course option

Distributions:  (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 254 (D1) MUS 254 (D1)

Not offered current academic year

MUS 271  (F)  Sonic Art

Cross-listings:  ARTS 271  MUS 271

Primary Cross-listing

The course explores sound art through research and hands-on creative projects. Students will create original sound works, working collaboratively with partners from complementary disciplines. Precedents for sound installation, sonic pavilions, sound performance and artist-made instruments will be reviewed. Example works include texts on an ancient Greek Chythonic cult, instruments created by contemporary Brazilian transdisciplinary artists, the collaborative group Experiments in Art and Technology (E.A.T.) as well as works by artists showing at Mass MoCa and Documenta 14.

Requirements/Evaluation:  presentation of students mini projects (20%), four artistic projects (20%)

Prerequisites:  none

Enrollment Limit:  8

Enrollment Preferences:  students with either Studio Art or Music experience

Expected Class Size:  8

Grading:  no pass/fail option,  yes fifth course option

Distributions:  (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 271 (D1) MUS 271 (D1)

Not offered current academic year

MUS 272  (S)  Music and Meaning  (WS)

Nearly everyone finds music meaningful, but what exactly does it mean? Without the help of words, this largely non-referential art presents special challenges to interpretation. While most would agree that musical sounds can do such things as mimic the rumbling of thunder, evoke the countryside, suggest the act of chasing, or express rage, the capacity of music to convey meaning remains controversial among scholars, performers, and listeners. Some, following music critic Eduard Hanslick, assert that musical works are essentially “tonally moving forms”–patterns of sound with no reference to the world outside themselves; a work’s meaning derives solely from the interplay of musical elements. Others counter that music can signify aspects of human experience, its sounds and structures not merely referring to the outside world but even relating complex narratives. Certain writers have argued that, without the assistance of language, what music signifies remains vague, while others insist that the meaning of music is actually more precise than that of words. In this tutorial course, we will explore a range of questions regarding musical meaning. How can combinations of pitches, rhythms, and instrumental timbres signify something beyond themselves? Is the subject of musical meaning more relevant to some historical styles or genres than others? How can we determine the meaning(s) of a work? Should we concentrate on formal processes within the
music? Consider socially constructed meanings? Seek the composer’s intentions? Emphasize our personal responses? What makes some interpretations more convincing than others? In grappling with these questions, students will engage with writings by Agawu, Cone, Hanslick, Kramer, Langer, Lewin, Newcomb, and Schopenhauer, among others. Music to be studied includes works by Beethoven, Schubert, Chopin, Brahms, Mahler, Tchaikovsky, Ravel, Stravinsky, Glass, and Adams.

Class Format: This course will be taught remotely. During the first and last weeks of the semester, students will attend one or two online group classes; in the other weeks, students will meet with the instructor in pairs for a one-hour, online session at a mutually convenient time.

Requirements/Evaluation: Students will write and present a 5- to 6-page paper every other week and a 1-2 page response to their partner’s paper in the alternate weeks; evaluation will be based on five papers/presentations, and five responses.

Prerequisites: Ability to read music, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Any student who expresses a strong interest in the course

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: In this tutorial course, students will write and present a 5- to 6-page paper every other week (five papers total) and a 1- to 2-page response to their partner’s paper in the alternate weeks (five responses total). Through discussion in the tutorial sessions and comments on the papers, the course will place strong emphasis on developing students’ critical thinking and writing skills.

Spring 2021

TUT Section: RT1 TBA Marjorie W. Hirsch

MUS 273 (F) Dangerous Music (WS)

As a largely non-referential art whose meanings are far from transparent, music might seem to pose little danger. How could mere sounds represent a threat? Yet precisely because its meanings can be obscure, enabling it to achieve its ends surreptitiously, music has intertwined with danger throughout history. With its power to stir the emotions, stimulate bodily movement, encode messages, and foment rebellion, music has often been perceived as an agent of harm. Plato claimed that too much music could make a man effeminate or neurotic, and warned that certain musical modes, melodies, and rhythms promote licentious behavior and anarchic societies. Puritans, Victorians, and totalitarians, as well as opponents of ragtime, rock ’n roll, and rap, have also accused certain musical genres or styles of exerting dangerous influences, and sought to limit or suppress them. In Afghanistan, the Taliban banned music altogether. While music has often been unfairly accused, its potential for placing people in actual danger is undeniable. Works that are played at ear-splitting decibel levels, that call upon performers to injure themselves, that are used as a form of psychological torture, or that incite violence demand reconsideration of the widely shared view that music is fundamentally a form of entertainment.

Class Format: Will be taught remotely

Requirements/Evaluation: evaluation will be based on participation, five 5-6-page papers/presentations, and five 1-2 page responses

Prerequisites: an ability to read music is desirable but not required

Enrollment Limit: 10

Enrollment Preferences: students with demonstrated interest in music

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Students will write five 5-6 page papers and five 1-2 page responses, and will receive extensive feedback on their writing.

Fall 2020

TUT Section: RT1 TBA Marjorie W. Hirsch

MUS 275 (F) Shakespeare through Music

The plays of William Shakespeare are replete with references to music, and in his day included singing and even dancing as part of the narrative. As his plays entered the global canon, composers and choreographers, along with musicians and dancers, have contributed as avidly to interpreting
Shakespeare's plots and characters as have theater directors and actors across the world. This tutorial course will focus on three plays--the tragedies *Romeo and Juliet* and *Othello*, and the comedy *Midsummer Night's Dream*--in order to compare and contrast a broad range of ways in which music works to tell these stories and portray these characters. We will consider these three plays in genres ranging from symphony orchestra, opera, and ballet to film scores, modern dance, jazz, musical theater, and popular song. Music from the Renaissance to the present day will be explored, including composers such as Purcell, Mendelssohn, Tchaikovsky, Verdi, Prokofiev, Bernstein, Britten, Ellington, and Costello. We will also examine film scores ranging from the silent era through such directors as Max Reinhardt, Orson Welles, Franco Zeffirelli, and Baz Luhrmann. Through comparative analysis of different approaches to relating Shakespeare's plays through music, this tutorial aims to develop both critical listening to music and critical thinking about music.

**Requirements/Evaluation:** each student will write five 6- to 7-page essays, and provide five peer reviews; evaluation will be based on the quality of written work and discussion

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** second-year students

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

*Not offered current academic year*

**MUS 276 (F) Music and the Internet**

Since the release of Napster in 1999, the Internet's relationship with music has been sometimes elevating and sometimes adversarial. While it has granted listeners access to broad music libraries and musicians access to large audiences, the Internet has also exposed listeners to legal action, taxed artists with dwindling royalties, and disrupted and reshaped the recording and publishing industries. This course examines how the Internet has affected music at every level, from its creation to its distribution and consumption. Topics will include music written for online spaces, musical performances that take place online, music and online gaming, live music that refers to the Internet, the financial and philosophical background of music file formats, changing notions of musical ownership, censorship of music online, music's place in memes, and the user experience in (and attitudes toward music projected by) services like iTunes, YouTube, Spotify, and musically.

**Class Format:** discussion

**Requirements/Evaluation:** 4-page midterm paper, 8-page final paper, one presentation, two mid-semester creative projects

**Prerequisites:** none

**Enrollment Limit:** 19

**Expected Class Size:** 14

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

*Not offered current academic year*

**MUS 278 (S) Carmen, 1845 to Now (DPE) (WS)**

**Cross-listings:** MUS 278  WGSS 248

**Primary Cross-listing**

The story of the gypsy *femme fatale* Carmen has endured for over 150 years. In Western culture and beyond, she exemplifies the seductive, exotic, independent, and dangerous woman who drives an upstanding man to a life of crime and finally murder. This course explores a broad array of treatments of this archetypal and problematic narrative, starting with Prosper Mérimée's 1845 novella on which Bizet based his famous 1875 opera *Carmen*. We will consider various staged and film versions of the opera itself, including Francesco Rosi's stunning 1984 movie, and discuss various other film transformations of the story, from DeMille's 1915 silent film through Hammerstein's 1954 all-black musical *Carmen Jones*, to the MTV version *A Hip Hopera* of 2004. Comic approaches will also be assessed, from Charlie Chaplin's *Carmen Burlesque* of 1915 through Spike Jones' 1952 *Carmen Murdered!* and *The Naked Carmen* of 1970. We will explore provocative dance interpretations ranging from Carlos Saura's 1983 flamenco version through David Bourne's choreography in his 2001 gay reading called *The Car Man*. Our journey concludes with a comparison of two post-colonial sub-Saharan African films--the Senegalese director Ramaka's *Karmen Ge'i* (2001) and *U-Carmen eKhayelitsha* (2005) by the South African director Dornford-May--that push critical reaction to Bizet's story and music beyond Western cultural boundaries.
Class Format: Remote format. After four initial 75-minute group meetings to discuss Mérimée's novella and Bizet's music, students will meet with the instructor in pairs for one hour each week. The scheduled class time is obligatory only for the first two weeks, after which weekly pair meetings will be individually scheduled.

Requirements/Evaluation: Each student will write a 5- to 6-page essay every other week (five in all), and provide 2-page written and oral peer reviews in alternate weeks; evaluation will be based on the quality of written work, discussions, and oral presentation.

Prerequisites: None; ability to read music useful but not necessary

Enrollment Limit: 10

Enrollment Preferences: Preference given to current or prospective Music and Women's Gender & Sexuality Studies majors, then seniors and juniors.

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
MUS 278 (D1) WGSS 248 (D2)

Writing Skills Notes: Students will write five short essays of 5-6 pages each, and receive oral and written feedback addressing structure, argumentation, and style from their tutorial partner and the instructor on every essay.

Difference, Power, and Equity Notes: This course satisfies the DPE requirement through a critical examination of the ways in which the Carmen story has served as a stage on which multifaceted textual and musical constructions and conflicts express the power dynamics between individual and group identities, encompassing gender and sexuality, nationality, race, ethnicity, and class.

Spring 2021
TUT Section: RT1 MW 11:45 am - 1:00 pm M. Jennifer Bloxam

MUS 279 (F) American Pop Orientalism (DPE) (WS)

This tutorial will investigate the representation of Asians and Asian Americans in American popular culture since the late nineteenth century. Our focus will be on music's role in Orientalist representation in a wide variety of media and genres, including Hollywood film, television, popular song, music videos, Broadway musicals, hip hop, and novels. We will begin with major texts in cultural theory (Said, Bhabha) and will attempt throughout the semester to revise and refine their tenets. Can American Orientalism be distinguished in any fundamental way from nineteenth-century European imperialist thought? How does Orientalist representation calibrate when the "exotic others" being represented are themselves Americans? Our own critical thought will be sharpened through analysis and interpretation of specific works, such as Madame Butterfly, "Chinatown, My Chinatown," Sayonara, Flower Drum Song, Miss Saigon, Rising Sun, M. Butterfly, Aladdin, and Weezer's Pinkerton. We will end the semester by considering the current state of Orientalism in American popular culture.

Requirements/Evaluation: five 5- to 6-page essays and five critical oral responses

Prerequisites: previous related coursework and/or musical experience is desirable, but is not required

Enrollment Limit: 10

Enrollment Preferences: students with prior related course experience

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will receive detailed comments on each paper, allowing them to build upon those comments in subsequent writing assignments. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Students will develop analytical and interpretive skills applicable to their future engagements with a wide range of art forms as we investigate the musical, literary, and visual techniques employed in works of exotic representation. We will focus on how popular culture has shaped and reflected perceptions of race and gender in American history since the late 19th century.

Fall 2020
TUT Section: HT1 TBA W. Anthony Sheppard
MUS 280 (S) Dancing the Score/Scoring the Dance

Cross-listings: MUS 280  DANC 280

Primary Cross-listing

This course is designed for students interested in intensive collaborative composition work in dance and music. Students in dance will be paired with students in music; both students will be supported in creating in collaboration by practicing composition in their respective disciplines while working closely with each other in a structured, intimate setting. Any genre or style of music or dance may be explored. Projects will allow students to practice methodologies of collaboration and creation. Groups will evolve, and document procedures unique to their group. Students are expected to rigorously build upon and revise their work(s) by making active use of feedback sessions. Studying historic and contemporary dance and music collaborations in a variety of genres will give further context to our work. Weekly presentation of assignments, active participation in feedback sessions, identifying to the group what the next steps are, written reflection on sessions, and final showing will be required. Creating in collaboration trains students to articulate vision and intention while enabling the instructors to differentiate their aesthetic values from those of the students. It also trains students to collaborate with other disciplines during the creative process. The format allows class members to receive undivided focus on their processes, while also challenging them to assess their own abilities, create their own next steps, and discover how movement can inspire music as well as music inspiring dance. This tutorial provides a crucial central aspect of the creative arts: a space for ongoing feedback driven by the questions arising for the students, rather than specific aesthetic preferences or working practices. Investment in the work of one’s group is central, sharing responsibility for the development of others’ as well as one's own work.

Class Format: each student choreographer will work with a student composer; they will share responsibility choosing, creating, developing, completing, and presenting their projects

Requirements/Evaluation: 10% class participation, 20% written assignments, 70% composition assignments

Prerequisites: permission of instructor

Enrollment Limit: 10

Enrollment Preferences: composition students and student choreographers

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
MUS 280 (D1) DANC 280 (D1)

Not offered current academic year

MUS 281 (F)(S) Individual Vocal and Instrumental Instruction

Individual vocal or instrumental lessons offered as a partial credit fifth course. Students are encouraged to take this course for a letter grade. (Note: partial credit music lessons taken pass/fail do not count as one of the three pass/fail options available to students for regular semester courses.) Students are required to prepare for 10 lessons during the semester with a minimum expectation of one hour practice per day and to perform publicly on at least one departmental studio recital during the semester. Lessons are scheduled TBA based upon instructor schedule. Make-up lessons are given at the discretion of the instructor. Courses in individual vocal or instrumental instruction are fully subsidized for all students who meet the 10 lesson commitment. There is no registration via Williams Student Records. To register for the course, a student must first contact the appropriate teacher; they may do this using the inquiry form. The inquiry form, an outline of the registration process, and the lesson registration deadlines are available on the Music Department website at https://music.williams.edu/courses/#individual-vocal-and-instrumental-instruction. Students will be reassigned to course numbers 281-288 based on the number of semesters of instruction already taken in one particular section. Specific instrument or voice sections are as follows: 01 Bassoon, 02 Cello, 03 Clarinet, 04 Bass, 05 Flute, 06 Guitar, 07 Harpsichord, 08 Horn, 09 Jazz Piano, 10 Oboe, 11 Organ, 12 Percussion, 13 Piano, 14 Classical Saxophone, 15 Trumpet, 16 Viola, 17 Violin, 18 Voice, 19 Jazz Bass, 20 Jazz Vocal, 21 Trombone, 22 Harp, 23 Jazz Drum, 24 Jazz Saxophone, 25 Jazz Trumpet, 26 Euphonium, 27 Tuba, 28 African Drumming, 29 Jazz Guitar, 30 Mbira, 31 Vocal/Songwriting, 32 Jazz Trombone 33 Sitar, 34 Tabla, 35 Erhu, 36 Yangqin, 37 Zheng, 38 Liuqin/Pipa, 39 Zhongruan, 99 Musicianship

Requirements/Evaluation: Lesson preparation, public performance, and progress throughout the semester.

Prerequisites: permission of the individual instructor; enrollment limits apply to each section based upon studio space and student qualifications

Enrollment Limit: none

Enrollment Preferences: none
MUS 291  (S)  Chamber Music Workshop

Classical and Jazz Chamber Music and other small departmental ensembles (including Chamber Choir, Percussion Ensemble, Chinese Music Ensemble, and Brass Ensemble) coached by faculty on a weekly basis culminating in a performance. Offered as a partial credit fifth course. Students are encouraged to take this course for a letter grade, but as with all fifth courses, pass/fail is also an option. Students in ad hoc groups organized each semester by the director of the chamber music or jazz programs are required to prepare for 10 one-hour coaching sessions during the semester. It is recommended that each group rehearse a minimum of 2 hours each week in preparation of the coaching. Each ensemble is responsible for keeping a weekly log of rehearsal times and attendance. The logs are to be handed in to the coaches at the end of the semester. In addition students are expected to practice the assigned music individually and are required to perform on the Classical or Jazz Chamber Music concert at the end of the semester. For students in continuing departmental small ensembles, students are expected to practice the assigned music individually and keep a log of their practices, attend all rehearsals, and participate in all concerts presented during the semester. To register for the course, a student must contact the Chamber Music Performance Coordinator, and fill out a registration contract to be signed by the Coordinator, the coach, and the student. Information on the registration process is available on the Music Department website  https://music.williams.edu/courses under "Chamber Music Workshop." The ensembles will be organized based on skill levels and the instruments represented.

Requirements/Evaluation: preparation for weekly coachings
Prerequisites: permission of the Chamber Music Staff; enrollment limits will depend upon instructor availability
Enrollment Limit:  12
Enrollment Preferences:  more advanced students, to be determined by audition as necessary
Expected Class Size:  12
Grading:  yes pass/fail option, half credit fifth course option
Unit Notes:  students should register for 291 for their first semester enrolled in this course and should use the numbers 292-298 for subsequent semesters; registration is through the Music department
Distributions:  No divisional credit

Spring 2021
LSN Section: H1    TBA     Ed Gollin

MUS 301  (F)  Counterpoint

Counterpoint, the study of the ways independent melodic lines can be joined in music, has been essential to musical and compositional instruction for centuries. Counterpoint was taught by Mozart, studied by Beethoven, and to this day remains an integral part of compositional training. The course will introduce students to species counterpoint in two and three voices--exercises that develop discipline in polyphonic writing, hearing, and thinking. The exercises will focus on the constraints of sixteenth-century vocal polyphony (music of Palestrina and Lassus) but will illustrate how such contrapuntal discipline is also manifest in music of Corelli, Bach, Brahms and Debussy.

Class Format: Hybrid--lectures will be a mix of pre-recorded video content, and working through sample exercises in person or online as conditions require.
Requirements/Evaluation: written exercises and emulation projects
Prerequisites:  MUS 103 or permission of instructor
Enrollment Limit:  19
Enrollment Preferences:  Music majors and those with previous music theory training

Expected Class Size:  12

Grading:  no pass/fail option, yes fifth course option

Distributions:  (D1)

Fall 2020

LEC Section: H1   TR 9:45 am - 11:00 am   Ed Gollin

**MUS 307  (F)(S)  Composition III**
Advanced individual instruction in composition. Projects will be initiated largely by the students with guidance from the instructor. Student is responsible for arranging performance of their own work. Student may enroll for up to four semesters by taking these courses in sequence, with the lower numbered course being the prerequisite for the next higher numbered course. May not be taken in conjunction with Music 493 or 494, the honors courses in composition.

Class Format:  Remote in the fall semester.

Requirements/Evaluation:  satisfactory completion of student-initiated projects

Prerequisites:  MUS 205, 206 and permission of instructor

Enrollment Limit:  4

Enrollment Preferences:  Music majors

Expected Class Size:  2

Grading:  yes pass/fail option, yes fifth course option

Distributions:  (D1)

Fall 2020

SEM Section: H1   TBA   Zachary Wadsworth

Spring 2021

SEM Section: R1   WF 1:30 pm - 2:45 pm   Ileana Perez Velazquez

**MUS 308  (F)(S)  Composition IV**
Advanced individual instruction in composition. Projects will be initiated largely by the students with guidance from the instructor. Student is responsible for arranging performance of their own work. Student may enroll for up to four semesters by taking these courses in sequence, with the lower numbered course being the prerequisite for the next higher numbered course. May not be taken in conjunction with Music 493 or 494, the honors courses in composition.

Class Format:  Remote in the fall semester.

Requirements/Evaluation:  satisfactory completion of student-initiated projects

Prerequisites:  MUS 205, 206 and permission of instructor; 2 students per instructor for both courses (MUS 307, 308)

Enrollment Limit:  4

Enrollment Preferences:  Music majors

Expected Class Size:  2

Grading:  yes pass/fail option, yes fifth course option

Distributions:  (D1)

Fall 2020

SEM Section: H1   TBA   Zachary Wadsworth

Spring 2021

SEM Section: R1   WF 1:30 pm - 2:45 pm   Ileana Perez Velazquez
MUS 309 (S) Jazz Arranging and Composition

This is a course designed to acquaint the student with the basic principles of composing and arranging for Jazz Ensemble, beginning with lead sheet format and progressing through the big band. Intensive score study and some transcription from selected recordings required. Evaluation will be based on the successful completion and performance of original arrangements and/or compositions during the semester, to include several lead sheet compositions, one quintet and one sextet arrangement, and one arrangement for big band. Students must attend extra small ensemble and large ensemble rehearsals when work is being rehearsed and/or performed. A solid background in jazz chord/scale theory is required.

Class Format: weekly lecture and targeted ensemble rehearsals generally last 2 hours total; additional individual tutorial style meetings are generally an hour a week, more frequently and for longer amounts of time as needed

Requirements/Evaluation: project based 4-5 compositions/arrangements

Prerequisites: MUS 104B and permission of the instructor

Enrollment Limit: 10

Enrollment Preferences: MUS 104B or recommendation of instructor

Expected Class Size: 3-5

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

MUS 323 (S) Arts Organizing in Africa and the Diaspora (DPE)

Cross-listings: THEA 321 MUS 323 DANC 323

Primary Cross-listing

At the heart of this class is the question, how do artists and organizations use the performing arts to effect social change in their communities? Drawing from a number of case studies from throughout Africa and the African Diaspora, we will first endeavor to understand and contextualize issues related to education, social uplift, the environment, and the economy as they relate to specific communities. We will then examine how a series of organizations (from grassroots campaigns to multinational initiatives) utilize the performing arts in response to those issues. Among the issues we will discuss at length are: -How do performers and organizations navigate the interplay between showcasing the performance talents of individuals and groups and foregrounding an issue or cause? More broadly, what dilemmas emerge as social and aesthetic imperatives intermingle? -What are the dynamics between people acting on a local level within their communities and their various international partnerships and audiences? -How can government or NGO sponsorship help and/or hinder systemic change? By the end of the semester, students will be equipped with conceptual frameworks and critical vocabularies that can help them ascertain the functions of performance within larger organizations and in service to complex societal issues. Throughout the course, we will watch and listen to a variety of performances from traditional genres to hip-hop, however this class is less about learning to perform or analyze any particular genre than it is about thinking through how performance is used as a vehicle for social change. Case studies will include youth outreach and uplift in Tanzania through the United African Alliance, campaigns to promote girls’ education in Benin and Zimbabwe, community-wide decolonizing initiatives through the Yole!Africa Center in the Democratic Republic of Congo, and the cultural reclamation of a mining town in Suriname through the arts organization, Stichting Kibii.

Class Format: This is a remote course.

Requirements/Evaluation: Four case study profiles, midterm essay (5-7pages), and a final project. Regular participation in class discussion.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: If the course exceeds the maximum enrollment, selection will be made based on students explanations for why they want to take the class.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
THEA 321 (D1) MUS 323 (D1) DANC 323 (D1)

Difference, Power, and Equity Notes: This course interrogates on a fundamental level issues of power and equity. Using the performing arts as a
critical lens, we discuss a series of social and environmental challenges that communities of African descent face. These are in direct dialogue with global systems of power and economic factors. Issues include: environment, education, local communities’ interactions with multinational corporations, and representational politics in performance.

Spring 2021
SEM Section: R1 MW 11:45 am - 1:00 pm Corinna S. Campbell, Tendai Muparutsa

MUS 327  (S)  Sounds and Pressures: Music in the 1970s Caribbean

Cross-listings:  AFR 327  HIST 342  MUS 327

Secondary Cross-listing

For the Caribbean the 1970s was a decade of cultural excitement and political tragedy. 1960s radical consciousness contributed to rapidly changing music styles that formed by the early seventies and blossomed on the world stage as the decade progressed. This was the period when Jamaican Reggae, Haitian Konpa, and Spanish Caribbean Salsa, asserted their presence in the mainstream. But the countries that birthed these popular music forms were locked in political crisis. In Jamaica, political violence escalated, Haiti faced a brutal dictatorship and Cuba was caught in the midst of Cold War strain. A common response to these challenges was massive emigration from the Caribbean to the United States. This course will examine the music produced in the 1970s Caribbean and its relationship to the forces of migration, national politics, and inter-regional contact. After a background on Cuban and Haitian music, the course will give greatest focus to Jamaican politics its relationship with Reggae, which reached further than any other Caribbean music form in the 1970s. It will explore the journeys of the music as it accompanied and oftentimes preceded the arrival of large numbers of Caribbean immigrants. In the process, the US imaginary of the Caribbean was reshaped by the popularization of Caribbean commercial music.

Requirements/Evaluation:  class participation, 3-4 short papers (5-7 pages)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: AFR concentrators

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 327 (D2) HIST 342 (D2) MUS 327 (D2)

Not offered current academic year

MUS 330  (S)  Modern Folklore: Postcolonial Dance and Music in Africa

Cross-listings:  AFR 330  MUS 330  DANC 330

Secondary Cross-listing

"Folklore is a mixture of traditions, poems, songs, dances and legends of the people, it can be no other than the reflection of the life of the country and if that country develops, there is no reason why the folklore which is the living expression, should not develop as well. Modern folklore in present Africa is as authentic as the Africa of old." --Keita Fodeba, founding Artistic Director of Les Ballet Africain, Guinea, West Africa. This course will involve intensive dance and musical practice that is rooted in traditional and contemporary/forms from the African continent and the Diaspora. We will examine the international impact of countries who achieved independence from Europe in the late 1950's-1990s such as Les Ballets Africain, National Dance Company of Senegal, Bembeya Jazz, Ghana Dance Ensemble, and the national dance and music companies of Zimbabwe, Jamaica, and Cuba. Our study will include the impact of artists such as James Brown, Miriam Makeba, Michael Jackson, and Youssou N'Dour, as well as Hip Hop culture and the emergence of new forms of music and dance or modern folklore.

Requirements/Evaluation:  student progress with music and dance material taught, quality of assigned short papers, quality of research and performance midterm and final projects

Prerequisites: Any of the following courses offer students preparation or experience DANC 100, 201, 202; MUS 111, 117, 120, 211, 222, 233; AFR 193, 200, 223, experience in a campus-based dance or music ensemble or permission of the instructors

Enrollment Limit: 14

Enrollment Preferences: students who have taken DANC 201, 202 or any of the courses listed in the prerequisites
**Expected Class Size:** 10  
**Grading:** yes pass/fail option, yes fifth course option  
**Materials/Lab Fee:** occasional fees to attend concerts; fee range free-$35  
**Distributions:** (D1)  
**This course is cross-listed and the prefixes carry the following divisional credit:**  
AFR 330 (D2) MUS 330 (D1) DANC 330 (D1)  
Not offered current academic year

**MUS 352 (S) Interplay: Collaborative Traditions in Jazz**  
"Meaningful theorizing about jazz improvisation at the level of the ensemble must take the interactive, collaborative context of musical invention as a point of departure" - Ingrid Monson, *Saying Something*. Collaboration gives birth to specific musical moments, shapes the dramatic arc of whole pieces and performances, and is the foundation out of which the styles and larger artistic identities of individuals and groups arise. This class is an opportunity for advanced students of jazz music to investigate the uniquely collaborative nature of jazz language assimilation and communication. Participants will transcribe and analyze examples of musical interplay from the recorded works of the Miles Davis Quintet of the 1960's, the John Coltrane Quartet of the 1960's, and other notable jazz ensembles. They will also undertake a thorough profile of a modern-day ensemble, including a performance-based final project. Essays on jazz aesthetics by Berliner, Monson, Hobson and Rinzler among others will serve to broaden our discussions as we examine the ideas of musical collaboration and group identity through social and commercial lenses.

**Class Format:** hybrid  
**Requirements/Evaluation:** an assortment of weekly writing/listening/transcription/analysis/composition/performance projects  
**Prerequisites:** advanced jazz theory and performance skills, permission of instructor, MUS 104b, 204 highly suggested  
**Enrollment Limit:** 10  
**Enrollment Preferences:** Music majors, jazz ensemble members  
**Expected Class Size:** 8  
**Grading:** no pass/fail option, no fifth course option  
**Distributions:** (D1)  

Spring 2021  
TUT Section: HT1  
TBA  
Kris Allen

**MUS 381 (S) Choral Conducting**  
Choral conducting techniques will be developed through exercises and projects that encompass the many facets of this activity. Using the class as the primary practice choir, students will focus on conducting patterns applied to elements of interpretation, keyboard and vocal skills, issues of tuning and blend, rehearsal techniques, score study, and style and repertoire. Regular videotaping of conducting sessions will provide opportunities for students to study themselves. Repertoire will include a broad survey of works from the early Renaissance to early 21st century, accompanied and a cappella, and issues of conducting ensembles at various skill levels will be addressed.

**Class Format:** coaching sessions  
**Requirements/Evaluation:** regular conducting assignments and final projects  
**Prerequisites:** MUS 103 and 104  
**Enrollment Limit:** 6  
**Enrollment Preferences:** upperclass students  
**Expected Class Size:** 4  
**Grading:** yes pass/fail option, yes fifth course option  
**Distributions:** (D1)  
Not offered current academic year

**MUS 382 (S) Orchestral Conducting**
This course will introduce and develop a broad range of subjects associated with conducting, including: leadership, rehearsal techniques, physical and aural skills, interpretation, performance practices, and programming. Related areas to be discussed include: balance, intonation, rhythm, articulation, bowings, and complex meters. Weekly conducting and score reading assignments will form the core of the workload. Larger projects may include conducting existing instrumental ensembles, and along with score reading, will be the basis of the midterm and final exams. This course includes instrument demos, conducting videos and a trip to audit a private Boston Symphony rehearsal at Symphony Hall in Boston.

Class Format: lab

Requirements/Evaluation: class participation, regular conducting assignments, midterm and final projects

Prerequisites: membership in a Music Department ensemble preferred, permission of instructor

Enrollment Limit: 6

Enrollment Preferences: Music department ensemble members/upperclass students

Expected Class Size: 2-4

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2021

SEM Section: H1 TF 3:15 pm - 4:30 pm Ronald L. Feldman

MUS 391 (S) Advanced Musical Performance

Individual instruction in instrumental and vocal lessons offered at the advanced level as a regular full credit course. Additional guidelines for full credit lessons can be obtained at the Music Department office. Full credit lessons must be approved by the entire music faculty and an audition may be required. Courses in individual vocal or instrumental instruction are fully subsidized for all students who meet the 12 lesson commitment. MUS 391, 392, 491, 492 must be taken as a graded course and it is strongly recommended that it be taken only as part of a four-course load; the numbers 391, 392, 491, 492 should be used for four sequence courses in the same instrument; if a different instrument is elected, the numbering sequence should start again at 391; numbers are selected without regard to semester taken or class year of student.

Class Format: individual instruction

Requirements/Evaluation: lesson preparation, public performance, and progress throughout the semester.

Prerequisites: completed application, registration and instructor recommendation must be submitted by the instructor by the Tuesday before the first Friday of the semester

Enrollment Limit: none

Enrollment Preferences: intended primarily for music majors; students must obtain the application and registration forms from the Music Department Office

Expected Class Size: NA

Grading: no pass/fail option, yes fifth course option

Unit Notes: Music majors may register for a total of four semesters, non-majors may register for two semesters: the specific name of the project elected is to be specified after the title "Music Performance Studies"

Distributions: (D1)

Not offered current academic year

MUS 392 (S) Advanced Musical Performance

Individual instruction in instrumental and vocal lessons offered at the advanced level as a regular full credit course. Additional guidelines for full credit lessons can be obtained at the Music Department office. Full credit lessons must be approved by the entire music faculty and an audition may be required. Courses in individual vocal or instrumental instruction are fully subsidized for all students who meet the 12 lesson commitment. MUS 391, 392, 491, 492 must be taken as a graded course and it is strongly recommended that it be taken only as part of a four-course load; the numbers 391, 392, 491, 492 should be used for four sequence courses in the same instrument; if a different instrument is elected, the numbering sequence should start again at 391; numbers are selected without regard to semester taken or class year of student.

Class Format: individual instruction

Requirements/Evaluation: lesson preparation, public performance, and progress throughout the semester.
MUS 471 (S) Timbre

Timbre is central to the experience of all music and often enables us to identify styles and cultures nearly instantaneously. However, timbre is not commonly discussed in detail since our technical vocabulary for describing this musical element has been comparatively limited. Our work in this seminar will involve readings in music theory and history, ethnomusicology, and cognitive studies as well as in the emerging field of sound studies as we attempt to define timbre, explore its manifestations in a wide variety of music, and develop an analytical approach and descriptive vocabulary tailored specifically to this musical element. We will consider how composers and performers of both art and popular musics have wielded timbre as an expressive device and how technology may allow us to analyze details of timbral performance and perception. We will investigate the relationship between timbre and orchestration, from the rise of Haydn’s orchestra to the Klangfarbenmelodie of Schoenberg. We will consider extremes of timbral distortion in both vocal and electric guitar effects in rock music as well in such traditions as Korean p’ansori and will explore various forms of speech music and the work of composers of spectral music to expand our case studies. Finally, our own experiments with timbral effects will bring our seminar to bear on our musical performance.

Class Format: Hybrid.

Requirements/Evaluation: evaluation will be based on papers, presentations, and class participation

Prerequisites: MUS 103-104, and two from MUS 231, 232, or 233 (or equivalents). MUS 201-202 are also recommended but not required.

Enrollment Limit: 10

Enrollment Preferences: senior Music majors, junior Music majors

Expected Class Size: 5

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2021

SEM Section: H1    W 1:30 pm - 3:30 pm    W. Anthony Sheppard

MUS 472 (S) Bach’s Legacy

How have composers after Bach engaged with his legacy? This seminar will trace the course of the Classical and early Romantic period “Bach Revival” through Mozart, Beethoven, Mendelssohn, and Clara and Robert Schumann, and explore how he was venerated in the later Romantic era by Brahms and Busoni. Our main focus, however, will be on how composers of the modern era have viewed him and used his music. We will test critical conceptual frameworks offered by David Lowenthal’s “The Past is a Foreign Country” and Harold Bloom’s “The Anxiety of Influence,” using them as lenses through which to view contemporary classical composers’ Bach-inspired creations, ranging from Schoenberg and Webern through Sophia Gubaidulina, George Crumb, and David Lang. Finally, we will consider both the musical techniques and meanings of reworkings and quotations of Bach’s music in film, jazz and popular music.

Requirements/Evaluation: several papers totaling at least 20 pages, presentations, and class participation

Prerequisites: MUS 103-104, and two from MUS 231, 232, or 233 (or equivalents); MUS 201-202 and MUS 231 and/or 233 highly recommended

Enrollment Limit: 12

Enrollment Preferences: junior and senior Music majors
MUS 473 (S) Process Music

The course explores process music—music organized by the unfolding of various mathematical or mechanistic procedures—as defined by Steve Reich's "Music as Gradual Process." The seminar centers upon Reich's process music, placing it in the context of its intellectual and musical precursors, the process and minimalist music of his contemporaries, and the subsequent generations of composers who built on Reich's foundation. The course will develop analytical tools to both define the processes that composers use in their music and to explore the particular relation between the musical materials (melodic, rhythmic) a composer chooses and the processes to which those material are subject. Reich's process music and its techniques will serve as both a lens and a mirror to examine and reflect upon precursor repertoires, including the contrapuntal music of Bach, isorhythmic motets of the middle ages and their cyclic counterparts in the music of Messiaen, serial procedures of the 1950s, and Ghanaian ensemble drumming. Contemporary musicians/composers to be explored as lecture topics and student projects will include Riley, Glass, Tenney, Lang, Tom Johnson, and Radiohead.

Class Format: weekly 3-hour meeting

Requirements/Evaluation: analysis and composition projects, and a final paper

Prerequisites: MUS 202

Enrollment Limit: 12

Enrollment Preferences: Music majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

MUS 474 (S) Music and Corporeality (WS)

Music is often said to derive its own special quality from the fact that it exists outside of visual representation and is not contained within a physical form, yet musical sound and practice are created through and act upon bodies in numerous ways. This course aims to address how music and bodies shape and respond to one another. Drawing from sources across musical sub-disciplines and extending to fields including cognitive science, sound studies, performance studies, and anthropology, we will follow four lines of inquiry related to music and corporeality: Embodied practices: techniques and pedagogies in performance and in listening (including praxis [Bourdieu], Deep Listening [Oliveros, Becker], Alexander Technique); Music's physical effects and affects: pleasure and pain, the vocalic body [Bonefant, Connor], cognitive processes; Ideological moves: questioning the universality of music and of bodies (including works by Blacking, Miller, and Geurts); Music and bodies at their limits: cyberfeminism, futurism, disembodiment, ecstasy, questions of artificiality/virtuality. Musical examples will be drawn from classical and popular sources from Euro/American idioms and beyond, predominantly from the late 20th and 21st centuries.

Requirements/Evaluation: midterm project, final paper (including rough draft and final copy) and presentation, intermittent 1- to 3-page papers and exercises

Prerequisites: familiarity with music terminology and the ability to read music notation is expected; questions can be directed to the instructor

Enrollment Limit: 12

Enrollment Preferences: senior and junior Music majors

Expected Class Size: 8

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: This course culminates in a final presentation and paper, meant to showcase the student's critical achievements, including their ability to formulate and substantiate their argument. Assignments and exercises throughout the course are aimed at honing students' ability to write and present effectively.

Not offered current academic year
MUS 491 (S) Advanced Musical Performance

Individual instruction in instrumental and vocal lessons offered at the advanced level as a regular full credit course. Additional guidelines for full credit lessons can be obtained at the Music Department office. Full credit lessons must be approved by the entire music faculty and an audition may be required. Courses in individual vocal or instrumental instruction are fully subsidized for all students who meet the 12 lesson commitment. MUS 391, 392, 491, 492 must be taken as a graded course and it is strongly recommended that it be taken only as part of a four-course load; the numbers 391, 392, 491, 492 should be used for four sequence courses in the same instrument; if a different instrument is elected, the numbering sequence should start again at 391; numbers are selected without regard to semester taken or class year of student.

Class Format: individual instruction

Requirements/Evaluation: lesson preparation, public performance, and progress throughout the semester.

Prerequisites: completed application, registration and instructor recommendation must be submitted by the instructor by the Tuesday before the first Friday of the semester

Enrollment Limit: none

Enrollment Preferences: intended primarily for music majors; students must obtain the application and registration forms from the Music Department Office

Expected Class Size: NA

Grading: no pass/fail option, yes fifth course option

Unit Notes: Music majors may register for a total of four semesters, non-majors may register for two semesters: the specific name of the project elected is to be specified after the title "Music Performance Studies"

Distributions: (D1)

Not offered current academic year

MUS 492 (S) Advanced Musical Performance

Individual instruction in instrumental and vocal lessons offered at the advanced level as a regular full credit course. Additional guidelines for full credit lessons can be obtained at the Music Department office. Full credit lessons must be approved by the entire music faculty and an audition may be required. Courses in individual vocal or instrumental instruction are fully subsidized for all students who meet the 12 lesson commitment. MUS 391, 392, 491, 492 must be taken as a graded course and it is strongly recommended that it be taken only as part of a four-course load; the numbers 391, 392, 491, 492 should be used for four sequence courses in the same instrument; if a different instrument is elected, the numbering sequence should start again at 391; numbers are selected without regard to semester taken or class year of student.

Class Format: individual instruction

Requirements/Evaluation: lesson preparation, public performance, and progress throughout the semester.

Prerequisites: completed application, registration and instructor recommendation must be submitted by the instructor by the Tuesday before the first Friday of the semester

Enrollment Limit: none

Enrollment Preferences: intended primarily for music majors; students must obtain the application and registration forms from the Music Department Office

Expected Class Size: NA

Grading: no pass/fail option, yes fifth course option

Unit Notes: Music majors may register for a total of four semesters, non-majors may register for two semesters: the specific name of the project elected is to be specified after the title "Music Performance Studies"

Distributions: (D1)

Not offered current academic year

MUS 493 (F) Senior Thesis: Music

Music senior thesis; this is part of a full-year thesis (493-494). Required for all students approved for thesis work in music. Please refer to "The Degree with Honors in Music" for deadlines and other requirements.

Requirements/Evaluation: Please refer to "The Degree with Honors in Music" on the Music Department website for requirements.
Prerequisites: permission of department
Enrollment Limit: none
Enrollment Preferences: Only Music Majors with a minimum gpa of 3.3
Expected Class Size: NA
Grading: no pass/fail option, yes fifth course option
Distributions: (D1)

Fall 2020
HON Section: H1    TBA    Ed  Gollin

MUS 494 (S) Senior Thesis: Music
Music senior thesis; this is part of a full-year thesis (493-494). Required for all students approved for thesis work in music. Please refer to "The Degree with Honors in Music" for deadlines and other requirements.

Requirements/Evaluation: Please refer to "The Degree with Honors in Music" on the Music Department website for requirements.
Prerequisites: permission of department
Enrollment Limit: none
Enrollment Preferences: Only Music Majors with a minimum gpa of 3.3
Expected Class Size: NA
Grading: no pass/fail option, yes fifth course option
Distributions: (D1)

Spring 2021
HON Section: H1    TBA    Ed  Gollin

MUS 497 (F) Independent Study: Music
All independent study proposals must be approved by the entire music faculty. Proposals must be completed and signed by faculty sponsor, and submitted to department chair, by the day PRIOR to the first day of classes of the semester. No proposals will be accepted or considered if this deadline is missed. Proposals for full-year projects must be complete at the beginning of the fall semester.

Requirements/Evaluation: Undefined - specific to the proposal
Prerequisites: permission of department
Enrollment Limit: none
Enrollment Preferences: none
Expected Class Size: NA
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)

Fall 2020
IND Section: H1    TBA    Ed  Gollin

MUS 498 (S) Independent Study: Music
All independent study proposals must be approved by the entire music faculty. Proposals must be completed and signed by faculty sponsor, and submitted to department chair, by the day PRIOR to the first day of classes of the semester. No proposals will be accepted or considered if this deadline is missed. Proposals for full-year projects must be complete at the beginning of the fall semester.

Requirements/Evaluation: Undefined - specific to the proposal
Prerequisites: permission of department
Enrollment Limit: none
Enrollment Preferences: none
Expected Class Size: NA
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)

Spring 2021
IND Section: H1   TBA   Ed Gollin

Winter Study -----------------------------------------------------------------------------------

MUS 31 (W) Senior Thesis: Music
To be taken by students registered for Music 493-494.
Class Format: thesis
Grading: pass/fail only
Not offered current academic year

MUS 99 (W) Independent Study: Music
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.
Class Format: independent study
Grading: pass/fail only
Distributions: (D1)
Not offered current academic year
Neuroscience is a rapidly growing interdisciplinary field concerned with understanding the relationship between brain, mind, and behavior. The interdisciplinary nature of the field is apparent when surveying those who call themselves neuroscientists. Among these are anatomists, physiologists, chemists, psychologists, philosophers, molecular biologists, computer scientists, linguists, and ethologists. The areas that neuroscience addresses are equally diverse and range from physiological and molecular studies of single neurons, to investigations of how systems of neurons produce phenomena such as vision and movement, to the study of the neural basis of complex cognitive phenomena such as memory, language, and consciousness. Applications of neuroscience research are rapidly growing and include the development of drugs to treat neurodegenerative disorders such as Alzheimer’s disease and Parkinson’s disease, the use of noninvasive techniques for imaging the human brain such as fMRI and near infrared optical imaging, and the development of methods for repair of the damaged human brain such as the use of brain explants and implants. Combining this wide range of approaches and research methods to study a single remarkably complex organ—the brain—and the behavioral outcomes of its activity requires a unique interdisciplinary approach. The Neuroscience Program is designed to provide students with the opportunity to explore this approach.

THE PROGRAM

The program in neuroscience consists of seven courses: The Cell (Biology 101); Introductory Psychology (Psychology 101); Neuroscience (Neuroscience 201); Topics in Neuroscience (Neuroscience 401); and three electives. Either Biology 101 or Psychology 101 must be taken prior to enrolling in the core course, Neuroscience (Neuroscience 201), which is the foundational neuroscience course and provides the background for upper-level electives in the concentration. Ideally, Neuroscience is taken the fall of the sophomore year. Electives are designed to provide in-depth coverage of specific areas within the field and many electives include laboratory experiences. At least one elective course is required from those designated as Group A (Neuroscience courses cross-listed with Biology). At least one elective course is required from those designated as Group B (Neuroscience courses cross-listed with Psychology). A third required elective may come from Group A or Group B offerings or it may come from Group C which consists of courses that are not cross-listed with neuroscience but include significant neuroscience content. Students may also petition the advisory committee to consider courses that are not listed among these groups including neuroscience-related courses that may be taken while studying abroad. Topics in Neuroscience (Neuroscience 401) is designed to provide an integrative culminating experience and is taken by all senior concentrators during the senior year.

Required Courses

Biol 101(F) The Cell
Taught by: Daniel Lynch, Lois Banta, Damian Turner, Cynthia Holland
Catalog details

Neuroscience 201 / Biol 212 / Psychology 212(F) Neuroscience
Taught by: Shivon Robinson, Tim Lebestky
Catalog details

Neuroscience 401(S) Topics in Neuroscience
Taught by: Tim Lebestky
Catalog details

Psych 101(F, S) Introductory Psychology
Elective Courses

Three elective courses are required. At least one elective must be from Group A and at least one elective must be from Group B. The third elective may come from Group A, Group B, or Group C. Students may also consult the Chair to consider courses that are not listed among these groups including neuroscience-related courses that may be taken while studying abroad.

Group A

**BIOL 311 / NSCI 311(F)** Neural Systems and Circuits
Taught by: Matt Carter

**BIOL 312 / NSCI 312(F)** Sensory Biology
Taught by: Heather Williams

**BIOL 407 / NSCI 347** Neurobiology of Emotion
Taught by: TBA

**BIOL 412 / NSCI 342** Neural and Hormonal Basis of Hunger
Taught by: Matt Carter

**BIOL 455 / NSCI 455(S)** Neural Regeneration
Taught by: Martha Marvin

Group B

**PSYC 312 / NSCI 322(S)** From Order to Disorder(s): The Role of Genes & the Environment in Psychopathology
Taught by: Victor Cazares

**PSYC 313 / NSCI 313(S)** Opioids and the Opioid Crisis: The Neuroscience Behind an Epidemic
Taught by: Shivon Robinson

**PSYC 315 / NSCI 315** Hormones and Behavior
Taught by: Noah Sandstrom

**PSYC 319 T / NSCI 319 / STS 319** Neuroethics
Taught by: TBA

Group C

**BIOL 204(S)** Animal Behavior
Taught by: Manuel Morales

**BIOL 335(S)** Chronobiology
Taught by: Vincent van der Vinne

**BIOL 421 T** Thermoregulation: From Molecules to Organisms
Taught by: Steven Swoap

**PSYC 335(F)** Early Experience and the Developing Infant
Taught by: Amie Hane

**THE DEGREE WITH HONORS IN NEUROSCIENCE**

The degree with honors in Neuroscience provides students with the opportunity to undertake an original research project under the supervision of one or more of the Neuroscience faculty. In addition to completing the requirements of the Neuroscience Program, candidates for an honors degree must enroll in Neuroscience 493-W31-494 and write a thesis based on an original research project. Presentation of a thesis, however, should not be interpreted as a guarantee of a degree with honors. Students interested in pursuing a degree with honors should contact the Neuroscience Advisory
STUDY ABROAD

FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions). Securing syllabi is often difficult, so a discussion with the program Chair is certainly necessary. Under no circumstances should a student assume that a course taken at another institution will count toward the concentration.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

The program Chair and advisory committee will consider the course title, course description, and complete syllabus, including readings/assignments. Exams or other written work will also be considered. Written work may be requested if the course description suggests that it is only tangentially related to the field of neuroscience. Written work would, therefore, need to demonstrate that there was sufficient emphasis on neuroscience material.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

Yes. Generally there is a maximum of 2 credits that can be completed through a study abroad program.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. NSCI 201 and NSCI 401 can not generally be completed abroad. NSCI should be taken during the sophomore year if possible and includes a laboratory component that is rarely comparable in study abroad courses.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

NSCI 201 is only taught during the fall semester. As such, students planning to study away should plan to take it during the sophomore year.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:

Some students (rarely) have failed to discuss the course in advance of their study abroad experiences. They may also have assumed that approval of a course by another department (e.g., Biology or Psychology) would necessarily mean that they would receive Neuroscience credit for the course. This is not necessarily the case.

NSCI 201  (F)  Neuroscience

Cross-listings:  BIOL 212  NSCI 201  PSYC 212

Primary Cross-listing

This course is designed to give an overview of the field of neuroscience progressing from a molecular level onwards to individual neurons, neural circuits, and ultimately regulated output behaviors of the nervous system. Topics include a survey of the structure and function of the nervous system, basic neurophysiology and neurochemistry, development, learning and memory, sensory and motor systems, and clinical disorders. Throughout the course, many examples from current research in neuroscience are used to illustrate the concepts being considered. The lab portion of the course will emphasize a) practical hands-on exercises that amplify the material presented in class; b) interpreting and analyzing data; c) presenting the results in written form and placing them in the context of published work; and d) reading and critiquing scientific papers. Lectures will be pre-recorded and shared asynchronously. Students will be divided into small groups (~6 students each) that will meet synchronously with the instructors once a week for 30 minutes to further discuss concepts covered in the lecture. These meetings will take place within the scheduled class period and be in either in-person or online formats. If in-person numbers are too low to populate a given discussion subgroup, then that group would meet via the previously described online format. The lab component will be available to remote students in modified form, and will cover much of the same content as the in-person sections. Evaluation will be based on participation in discussion groups, exercises, problem sets and quizzes performed in small groups, lab
reports, two midterm exams, and a final exam.

Class Format: Lectures will be pre-recorded and shared asynchronously. Students will be divided into small groups that will meet synchronously with the instructors once a week for 30 minutes to further discuss concepts covered in the lecture. The lab component will be available to remote students in modified form, and will cover much of the same content as the in-person sections.

Requirements/Evaluation: Evaluation will be based on participation in discussion groups, exercises, problem sets and quizzes performed in small groups, lab reports, two midterm exams, and a final exam.

Prerequisites: PSYC 101 or BIOL 101; open to first-year students only with permission of instructor

Enrollment Limit: 36

Enrollment Preferences: sophomores and Biology and Psychology majors

Expected Class Size: 36

Grading: yes pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 212 (D3) NSCI 201 (D3) PSYC 212 (D3)

Fall 2020

LAB Section: 03 M 1:00 pm - 3:00 pm Martha J. Marvin
LAB Section: 04 Canceled
LAB Section: 06 T 1:00 pm - 3:00 pm Martha J. Marvin
LAB Section: 07 T 3:30 pm - 5:30 pm Martha J. Marvin
LAB Section: 08 W 1:00 pm - 3:00 pm Martha J. Marvin
LAB Section: 09 W 3:30 pm - 5:30 pm Martha J. Marvin
LAB Section: H10 W 8:00 pm - 10:00 pm Martha J. Marvin
LEC Section: H2 TR 11:30 am - 12:45 pm Shivon A. Robinson, Tim J. Lebestky
LEC Section: R1 TR 11:30 am - 12:45 pm Tim J. Lebestky, Shivon A. Robinson
LAB Section: R5 M 8:00 pm - 10:00 pm Martha J. Marvin

NSCI 311 (F) Neural Systems and Circuits

Cross-listings: BIOL 311 NSCI 311

Secondary Cross-listing

This course will examine the functional organization of the mammalian brain, emphasizing both neuroanatomy and neurophysiology. How do specific populations of neurons and their connections encode sensory information, form perceptions of the external and internal environment, make cognitive decisions, and execute movements? How does the brain produce feelings of reward/motivation and aversion/pain? How does the nervous system regulate homeostatic functions such as sleep, food intake, and thirst? We will explore these questions using a holistic, integrative approach, considering molecular/cellular mechanisms, physiological characterizations of neurons, and connectivity among brain systems. Journal article discussions will complement course topics, providing experience in reading, understanding, and critiquing primary research papers. Writing an original literature review article will provide experience in expository writing and anonymous peer review. Laboratory sessions will provide experience in examining macroscopic and microscopic neural structures, as well as performing experiments to elucidate the structure and function of neural systems using classical and cutting-edge techniques.

Class Format: In Fall 2020, this course will be offered in a hybrid format, with in-person experiences for students on campus, as well as the ability to complete discussions/labs remotely. Exact details to be announced prior to the first day of the course.

Requirements/Evaluation: Class participation, completion of labs, literature review assignment, hour exams, a final exam

Prerequisites: BIOL 212 (same as PSYC 212 or NSCI 201) or BIOL 205

Enrollment Limit: 12

Enrollment Preferences: Biology majors and Neuroscience concentrators
How do animals sense properties of the physical world? How do they convert physical or chemical energy to a signal within a cell that carries information? What are the limits on what can be sensed? We will look for answers to these questions by investigating the molecular and cellular mechanisms of sensory transduction, and how these mechanisms constrain the types of information that the nervous system encodes and processes. We will also ask how natural selection shapes the type of sensory information that animals extract from the world, and what adaptations allow some species to have "special" senses. Some of the examples we will consider are: bat echolocation (hair cells in the ear), detecting visual motion (amacrine cells in the mammalian retina), the constant reshaping of the olfactory system (chemical mapping of odors), what makes a touch stimulus noxious, and enhanced color vision (in birds, bees, and shrimp). This course will be "flipped", with readings and on-line presentations to be done before class and in-class time devoted to short quizzes, additional explanations of the material, and discussions of the primary literature. Laboratory exercises will focus on the nematode C. elegans, an important model system, to explore and extend how we understand touch, temperature sensation, and chemosensation.

Class Format: Prior to each class, students will do assigned readings and view on-line presentations of material. The "lecture" hours will be used to complete short quizzes (~5 minutes), go over concepts and experiments that require elaboration, answer questions, and discuss assigned papers from the primary literature. The lab program will have 5 pre-designed labs; the remainder of the semester will be devoted to independent projects.

Requirements/Evaluation: Four take-home exams, an independent research project (proposal, followed by results/discussion), presentation about a non-standard sensory system, short quizzes, lab and class participation.

Prerequisites: Either BIOL 212 or BIOL 205

Enrollment Limit: 12

Enrollment Preferences: Preference to senior Biology majors who need a 300-level course; then to senior Neuroscience concentrators who need a Bio elective; then to Biology majors. Not open to students who have taken Biology 213.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Unit Notes: Does not satisfy the distribution requirement for the Biology major

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:
NSCI 312 (D3) BIOL 312 (D3)
Opioid misuse, including addiction, has emerged as a major health epidemic in the United States. This course will explore the science of opioids as well as the historical and societal context surrounding their use and abuse. We will examine the neurobiological mechanisms through which opioids interact with pain pathways and reward circuits within the brain and we will explore how changes in these systems contribute to opioid tolerance, dependence, and addiction. We will consider how genetic, environmental and behavioral factors can powerfully influence these processes. Finally, we will consider alternative approaches to pain management as well as interventions for the treatment of opioid abuse. Students will be expected to design and conduct an empirical project related to the course material. Critical evaluation of peer-reviewed primary literature from animal and human studies will serve as a foundation for class discussions. Evaluation will be based on class presentations, participation in discussions and empirical projects, written assignments, and a poster presentation of the empirical project.

Class Format: In Spring 2021, this course will be offered in a hybrid format. The seminar and lab component will take place synchronously in-person and/or remotely. Two lab sections will be offered. If there is a need to balance sections, students may be moved into a different lab section following registration.

Requirements/Evaluation: class presentations, participation in discussions and empirical projects, five short position papers (approximately 2 pages double-spaced), an APA style empirical paper (approximately 20 pages double-spaced) and poster presentation of the empirical project.

Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201)

Enrollment Limit: 12

Enrollment Preferences: Psychology majors and Neuroscience concentrators

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

NSCI 313 (D3) PSYC 313 (D3)

Spring 2021

SEM Section: H1  MR 1:30 pm - 2:45 pm  Shivon A. Robinson
LAB Section: H2  W 1:00 pm - 3:00 pm  Shivon A. Robinson
LAB Section: H3  W 3:30 pm - 5:30 pm  Shivon A. Robinson

In all animals, hormones are essential for the coordination of basic functions such as development and reproduction. This course studies the dynamic relationship between hormones and behavior. We will review the mechanisms by which hormones act in the nervous system. We will also investigate the complex interactions between hormones and behavior. Specific topics to be examined include: sexual differentiation; reproductive and parental behaviors; stress; aggression; and learning and memory. Students will critically review data from both human and animal studies. All students will design and conduct an empirical research project as part of a small research team.

Class Format: empirical lab course

Requirements/Evaluation: presentations and participation in discussions, approximately seven 1-2 page response papers, midterm, written (15-20 page) and oral presentation of the research project

Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201)

Enrollment Limit: 16

Enrollment Preferences: Psychology majors and Neuroscience concentrators

Expected Class Size: 16
NSCI 319 (S) Neuroethics (WS)

Cross-listings: NSCI 319  PSYC 319  STS 319

Secondary Cross-listing

Neuroscience studies the brain and mind, and thereby some of the most profound aspects of human existence. In the last decade, advances in our understanding of brain function and in our ability to manipulate brain function have raised significant ethical challenges. This tutorial will explore a variety of important neuroethical questions. Potential topics will include pharmacological manipulation of “abnormal” personality; the use of “cosmetic pharmacology” to enhance cognition; the use of brain imaging to detect deception or to understand the ability, personality or vulnerability of an individual; the relationship between brain activity and consciousness; manipulation of memories; the neuroscience of morality and decision making. In addition to exploring these and other ethical issues, we will explore the basic science underlying them.

Requirements/Evaluation: six 5-page position papers and five 2-page response papers as well as participation in discussions

Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201); or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Psychology majors and Neuroscience concentrators

Expected Class Size: 10

Grading:  no pass/fail option, no fifth course option

Distributions:  (D3)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

NSCI 319 (D3) PSYC 319 (D3) STS 319 (D2)

Writing Skills Notes: In alternating weeks, each student in a tutorial pair will write a 5-page essay based on the assigned readings. Essays will be discussed during tutorial meetings and written feedback from the professor will be provided for each essay. At the end of the semester, students will choose one of their prior essays to revise as their final submission. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Not offered current academic year

NSCI 322 (S) From Order to Disorder(s): The Role of Genes & the Environment in Psychopathology

Cross-listings: NSCI 322  PSYC 312

Secondary Cross-listing

This course examines how experimental methods in neuroscience can be used to understand the role of nature (genes) and nurture (the environment) in shaping the brain and behavior. In particular, we will explore how neuroscience informs our understanding of psychiatric disorders such as anxiety, depression, and schizophrenia. We will investigate the biological underpinning of these disorders as well as their treatments. Readings will include human studies as well as work based on animal models. Topics will include: the ways in which environmental and genetic factors shape risk and resiliency in the context of psychiatric disease, the neural circuits and peripheral systems that contribute to psychopathology, and the mechanisms through which interventions may act. In the laboratory component of the course, students will gain hands-on experience in using animal models to study complex behavior and their associated neural mechanisms.

Class Format: In Spring 2021, this course will be offered in a hybrid format. The seminar and lab will take place synchronously in-person and/or remotely. Two lab sections will be offered. If there is a need to balance sections, students may be moved into a different lab section following registration. The seminar will meet 2 (of the possible 3) days per week.

Requirements/Evaluation: class presentations, participation in discussions, project proposal (5 pages), empirical project paper (5-7 pages), poster and poster presentation, participation in all phases of the empirical project research experience (experiment design, data collection, data graphing, data analysis) including oral and written presentation of key findings.

Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201)
NSCI 322 (D3) PSYC 312 (D3)

Spring 2021
SEM Section: H1    MWF 11:45 am - 1:00 pm     Victor A. Cazares
LAB Section: H2    R 1:00 pm - 3:00 pm     Victor A. Cazares
LAB Section: H3    R 3:30 pm - 5:30 pm     Victor A. Cazares

NSCI 342 (S) Neural and Hormonal Basis of Hunger

Cross-listings: BIOL 412 NSCI 342

Secondary Cross-listing

Hunger and satiety are highly regulated behavioral states that maintain energy homeostasis in animals. This course will focus on readings from the primary literature to track numerous recent advances in how the brain and endocrine systems regulate appetite. Topics include how organ systems communicate with the brain to regulate appetite, how different populations of neurons in the brain interact to regulate appetite, how brain systems that regulate appetite affect other behaviors, and how the neural and hormonal basis of hunger compare with brain systems that regulate other homeostatic systems such as thirst. By tracing the advances in appetite regulation within the past decade, we will also trace the advent of cutting-edge molecular, genetic, and optical-based tools that are transforming multiple fields within physiology and neuroscience. Students in this class will have the opportunity to improve skills in written and oral scientific presentation.

Requirements/Evaluation: written assignments, oral presentations, and participation

Prerequisites: BIOL 205 or BIOL/PSYC 212, or permission of instructor

Enrollment Limit: 12
Enrollment Preferences: seniors who have not taken a 400-level course
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Unit Notes: does not satisfy the distribution requirement for the Biology major
Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:
BIOL 412 (D3) NSCI 342 (D3)

Not offered current academic year

NSCI 347 (S) Neurobiology of Emotion

Cross-listings: BIOL 407 NSCI 347

Secondary Cross-listing

Emotion is influenced and governed by a number of neural circuits and substrates, and emotional states can be influenced by experience, memory, cognition, and many external stimuli. We will read and discuss articles about mammalian neuroanatomy associated with emotion as defined by classic lesion studies, pharmacology, electrophysiology, fMRI imaging, knockout mouse studies, as well as new opti-genetic methods for investigating neural circuit function in order to gain an understanding of the central circuits and neurotransmitter systems that are implicated in emotional processing and mood disorders.

Class Format: three hours per week

Requirements/Evaluation: class participation and several short papers

Prerequisites: BIOL 202 and 212; open to juniors and seniors
Enrollment Limit: 12
Enrollment Preferences: senior Biology majors who have not taken a 400-level Biology course; then to eligible NSCI concentrators
Expected Class Size: 12
Grading: yes pass/fail option, yes fifth course option
Unit Notes: does not satisfy the distribution requirement for the Biology major
Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:
BIOL 407 (D3) NSCI 347 (D3)

Not offered current academic year

**NSCI 397 (F) Independent Study: Neuroscience**
Independent study.

Class Format: This course will meet in a hybrid or remote format determined in collaboration with the supervising faculty member.
Requirements/Evaluation: Determined by individual instructors
Prerequisites: Permission of instructor
Enrollment Limit: none
Enrollment Preferences: Upperclass students
Expected Class Size: NA
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3)

Fall 2020
IND Section: H1 TBA Tim J. Lebestky

**NSCI 398 (S) Independent Study: Neuroscience**
Independent study.

Requirements/Evaluation: Determined by individual instructors
Prerequisites: Permission of instructor
Enrollment Limit: none
Enrollment Preferences: Upperclass students
Expected Class Size: NA
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3)

Spring 2021
IND Section: H1 TBA Tim J. Lebestky

**NSCI 401 (S) Topics in Neuroscience**

Neuroscientists explore issues inherent in the study of brain and behavior. The overall objective of this seminar is to create a culminating senior experience in which previous course work in specific areas in the Neuroscience Program can be brought to bear in a synthetic, interdisciplinary approach to understanding complex problems. The specific goals for students in this seminar are to evaluate original research and critically examine the experimental evidence for theoretical issues in the discipline. Topics and instructional formats will vary somewhat from year to year, but in all cases the course will emphasize an integrative approach in which students will be asked to consider topics from a range of perspectives including molecular, cellular, systems, behavioral and clinical neuroscience. Previous topics have included autism, depression, stress, neurogenesis, novel neuromodulators, language, retrograde messengers, synaptic plasticity, and learning and memory. This class will be offered remotely with a possibility...
for hybrid meetings, depending on the distribution of remote vs hybrid students in the sections.

Requirements/Evaluation: presentations, short papers, and a term paper
Prerequisites: open only to seniors in the Neuroscience program
Enrollment Limit: 10
Enrollment Preferences: Senior Neuroscience concentrators
Expected Class Size: 10
Grading: no pass/fail option, yes fifth course option
Unit Notes: required of all senior students in the Neuroscience program
Distributions: (D3)

Spring 2021
SEM Section: R1 MR 1:30 pm - 2:45 pm Tim J. Lebestky
SEM Section: R2 MR 3:15 pm - 4:30 pm Tim J. Lebestky

NSCI 455  (S) Neural Regeneration

Cross-listings: NSCI 455  BIOL 455

Secondary Cross-listing
Injury to the human nervous system can cause lasting impairment, but non-mammalian animals have prodigious capacity to regenerate neurons, regrow axons, and repair scars. What accounts for these differences? Regeneration can occur in multiple modes: replacement of injured neurons, repairs such as axonal regrowth to reconnect to a target structure, or repurposing existing neurons for new tasks through neural plasticity. We will explore the molecular foundations that underlie neuronal proliferation, neural plasticity, and inflammatory responses. We will consider the potential for translating these findings to inform treatments for humans who suffer from neural injury or neurodegenerative disease. Class discussions will focus on readings from the primary literature.

Class Format: Discussion, 3 hours per week
Requirements/Evaluation: Evaluation will be based on class participation, brief weekly responses, and four short research proposals.
Prerequisites: BIOL 212/NSCI 201 or permission of instructor.
Enrollment Limit: 10
Enrollment Preferences: Biology seniors who have not yet taken a 400 level course and Neuroscience senior concentrators who need a Group A elective.
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D3)
This course is cross-listed and the prefixes carry the following divisional credit:
NSCI 455 (D3) BIOL 455 (D3)

Spring 2021
SEM Section: H1 TR 11:30 am - 12:45 pm Martha J. Marvin

NSCI 493  (F) Senior Thesis: Neuroscience

Neuroscience senior thesis; this is part of a full-year thesis (493-494). Independent research for two semesters and a winter study under the guidance of one or more neuroscience faculty. After reviewing the literature in a specialized field of neuroscience, students design and conduct an original research project, the results of which are reported in a thesis. Senior thesis work is supervised by the faculty participating in the program.

Class Format: This course will meet in a hybrid or remote format determined in collaboration with the supervising faculty member.
Requirements/Evaluation: Determined by the thesis advisor
Prerequisites: Permission of the thesis advisor
Enrollment Limit: none
Enrollment Preferences: Senior Neuroscience concentrator
Expected Class Size: NA
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3)

Fall 2020
HON Section: H1  TBA  Tim J. Lebestky

**NSCI 494 (S) Senior Thesis: Neuroscience**

Neuroscience senior thesis; this is part of a full-year thesis (493-494). Independent research for two semesters and a winter study under the guidance of one or more neuroscience faculty. After reviewing the literature in a specialized field of neuroscience, students design and conduct an original research project, the results of which are reported in a thesis. Senior thesis work is supervised by the faculty participating in the program.

Requirements/Evaluation: Determined by the thesis advisor
Prerequisites: Permission of the thesis advisor
Enrollment Limit: none
Enrollment Preferences: Senior Neuroscience concentrator
Expected Class Size: NA
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3)

Spring 2021
HON Section: H1  TBA  Tim J. Lebestky

Winter Study

**NSCI 31 (W) Senior Thesis: Neuroscience**

To be taken by students registered for Neuroscience 493-494.

Class Format: thesis
Grading: pass/fail only
Not offered current academic year

**NSCI 99 (W) Independent Study: Neuroscience**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study
Grading: pass/fail only
Not offered current academic year
To engage in philosophy is to ask a variety of questions about the world and our place in it—questions that we confront in our everyday lives or that underlie our ordinary practices. What is a good, meaningful, or happy human life (ethics and politics)? What do we owe non-human species and future generations (applied ethics/practical philosophy)? Does god exist? (metaphysics)? What can we know, and what makes a belief or statement true (epistemology)? Are there objective standards for judging works of art? Thus, philosophers also address questions relevant to many disciplines.

The program in philosophy is designed to aid students in thinking about such questions, by acquainting them with influential work in the field, past and present, and by giving them tools to grapple with these issues themselves. The program emphasizes training in clear, critical thinking and in effective writing. Most of our courses are offered as small seminars or tutorials in which students have multiple opportunities to develop skills in reasoning and writing interpretive and critical essays.

**MAJOR**

The Philosophy major consists of nine semester courses: three required courses and six electives. The required courses are: any 100-level philosophy course, Philosophy 201 (History of Ancient Greek Philosophy) or Philosophy 202 (History of Modern Philosophy), and Philosophy 401 (Senior Seminar). The six electives are structured by a distribution requirement. Students must take at least one course in each of three areas: Contemporary Metaphysics and Epistemology [M&E], Contemporary Value Theory [V], and History [H]. These requirements apply to majors in the Class of 2018 and after.

Courses taught in other departments at Williams or at other institutions will not count toward the distribution requirement (Williams-Exeter tutorials may count, however, with the approval of the Department Chair). Up to two cross-listed courses taught in other departments may count as electives toward the major. No more than one 100-level course may count toward the major (and one 100-level course is required for the major—no exceptions).

**We recommend the following trajectory through the major:**

By the end of the first year, take a 100-level philosophy course (this is typically the first step in the major) and one other philosophy course.

By the end of the second year, complete a 100-level philosophy course, Phil 201 or Phil 202, and at least one other philosophy course. (If you will be away for the whole of your junior year, you should complete at least five courses by the end of the second year, preferably six.)

By the end of the junior year, complete a 100-level philosophy course, Phil 201 or Phil 202, and at least four other philosophy courses.

Other recommendations: take at least one tutorial; distribute your six electives evenly across the three distribution baskets; take a logic course; and take both PHIL 201 and PHIL 202.

**The Degree with Honors in Philosophy**

The degree with honors in Philosophy is awarded to the student who has demonstrated outstanding achievement in a program of study that extends beyond the requirements of the major. The extension beyond major requirements may take the form either of independent work culminating in a senior essay or thesis (the independent-study route) or of additional course work (the directed-study route). Candidates must have GPAs of 3.6 or higher in their courses in philosophy at the end of the junior and senior years. The independent-study route to honors requires the completion and defense of either a senior essay produced in the fall semester plus winter study period (maximum 40 pages) or a year-long senior thesis (maximum 75 pages). Plans for either essay or thesis (including a brief proposal and bibliography, worked out in consultation with an advisor) must be submitted to the department in mid-March (before spring break) of the junior year. The directed-study route to honors requires the completion of two courses in
philosophy in addition to the nine required for the major. Candidates taking this route must also submit to the department revised copies of two term papers (15 pages or longer) written for philosophy courses they have taken. Students should register for a directed study over their senior year winter study and work with an advisor on the paper revisions. A recommendation for graduation with honors will be made on the basis of the thoroughness, independence, and originality of the student's work.

STUDY AWAY

The Williams-Exeter Programme at Oxford (WEPO): the first full Oxford philosophy tutorial will count as the equivalent of two full-semester philosophy courses at Williams; the second full Oxford philosophy tutorial will count as the equivalent of one full-semester philosophy course at Williams, for a total of three Williams philosophy courses. Courses must be pre-approved by the Chair of the Philosophy Department, who will also determine which, if any, courses will count toward the philosophy major distribution requirements.

Courses taken in other Study Away programs: Students may petition the Philosophy Department for credit for philosophy courses taken at their Study Away institution. They should consult with the department Chair before they commit to a program. Final determinations will be made on the basis of the course syllabus and the quality of the student's written work for the course. Typically, courses taken while studying away will not fulfill distribution requirements for the philosophy major at Williams.

PHILOSOPHY RELATED COURSES

The following courses offered in other departments, while not cross-listed with Philosophy, may be of interest to philosophy students:

ARTH 541 Aesthetics After Evolutionary Biology: Darwin, Nietzsche, Freud
  Taught by: Emmelyn Butterfield-Rosen
  Catalog details
ENGL 324 / ENVI 323(F) World's End: Literary Ecologies of the Limit
  Taught by: Christopher Pye
  Catalog details
ENGL 456 / COMP 456 Topics in Critical Theory: Hegel and the Dialectic
  Taught by: Christian Thorne
  Catalog details
HIST 301 Approaching the Past: Other People's History
  Taught by: Alexander Bevilacqua
  Catalog details
HIST 331 European Intellectual History from Aquinas to Kant
  Taught by: Alexander Bevilacqua
  Catalog details
PSCI 203(F, S) Introduction to Political Theory
  Taught by: Laura Ephraim, Mark Reinhardt
  Catalog details
PSCI 235 / ENVI 235 Survival and Resistance: Environmental Political Theory
  Taught by: TBA
  Catalog details
PSCI 273 / ENVI 273 / STS 273 Politics without Humans?
  Taught by: Laura Ephraim
  Catalog details
PSCI 312 T / LEAD 312(S) American Political Thought
  Taught by: Justin Crowe
  Catalog details
PSCI 334 Theorizing Global Justice
  Taught by: Nimu Nioya
  Catalog details
PSCI 339 T / JWST 339 Politics in Dark Times: Hannah Arendt
  Taught by: Laura Ephraim
  Catalog details
REL 238(S) Faith and Rationality in Islam: Skepticism and the Quest for Certainty
  Taught by: Zaid Adhami
  Catalog details
REL 250 / ASST 250 Scholars, Saints and Immortals: Virtue Ethics in East Asia
  Taught by: Jason Josephson Storm
  Catalog details
REL 255 / ANTH 255 / ASST 255 Buddhism: Ideas and Practices
  Taught by: Georges Dreyfus
  Catalog details
REL 257 Tibetan Buddhism: Embodying Wisdom and Compassion
  Taught by: Georges Dreyfus
  Catalog details
PHIL 104 (S) Philosophy and Tragedy

Tragedy and philosophy were two of the finest achievements of classical Athenian civilization, and each attempts to reveal to the reader something fundamental about our shared human condition. The worldview that underlies classical tragedy, however, seems markedly different from the one that we find in classical philosophy. While Plato and Aristotle differ on many points, they share the belief that the cosmos and the human place within it can be understood by rational means. Furthermore, they share the conviction that the most important components of a successful life are within the control of the individual human being. The picture that we find in the works of the tragedians, Aeschylus, Sophocles and Euripides is markedly different. The tragedians emphasize the ways in which the cosmos and our role in it resists any attempt to be understood, and emphasize the ways in which the success or failure of our lives often turns on things completely beyond our control. The view of the tragedians can lead to a thoroughgoing nihilism according to which --the best thing of all [for a human being] is never to have born—but the next best thing is to die soon (Aristotle's Eudemus as quoted in Nietzsche's Birth of Tragedy; see also Sophocles' Oedipus at Colonus)." Despite these rather grim pronouncements, tragic drama has continued to fascinate and educate generations. Furthermore, philosophers have continued to revisit the existential questions vividly raised by Greek tragedy. In this course, we will examine a number of Greek tragedies and philosophical writing on tragedy and the tragic. We will read the Oresteia and Prometheus Bound by Aeschylus, Sophocles' Theban Cycle, and the Hippolytus, Bacchae and Philoctetes by Euripides. As we read through these plays, we will also examine a number of philosophical works about tragedy. We will begin with Aristotle's Poetics and will continue with Hume's Of Tragedy, Hegel's various writings on tragedy, and Nietzsche's The Birth of Tragedy. If possible, we will arrange to see a live performance of a Greek tragedy.

Requirements/Evaluation: five papers, five responses and a final paper in multiple drafts; each week one student will write a paper responding to the week's readings and the other student will write a response to that paper

Prerequisites: none; this tutorial is an appropriate first course in PHIL

Enrollment Limit: 10

Enrollment Preferences: first-year students

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Not offered current academic year

PHIL 109 (F) Skepticism and Relativism (WS)

Intellectually, we are ready skeptics and relativists. We doubt, we point out that no one can be certain in what she believes, and we are suspicious of declarations of transcendent reason or truth (unless they are our own). Emboldened by our confidence in skeptical arguments, we claim that knowledge is inevitably limited, that it depends on one's perspective, and that everything one believes is relative to context or culture. No domain of inquiry is immune to this destructive skepticism and confident relativism. Science is only "true" for some people, agnosticism is the only alternative to foolish superstition, and moral relativism and, consequently, nihilism are obvious. But is the best conclusion we can come to with respect to our intellectual endeavors that skepticism always carries the day and that nothing at all is true? In this tutorial, we will investigate the nature of skepticism and the varieties of relativism it encourages. Our readings will come primarily from philosophy, but will be supplemented with material from anthropology, physics, psychology, and linguistics. We will look at relativism with respect to reason and truth in general as well as with respect to science, religion, and morality. Along the way, we will need to come to grips with the following surprising fact. With few exceptions, thoroughgoing skepticism and relativism have not been the prevailing views of the greatest minds in the history of philosophy. Were they simply too unsophisticated and confused to understand what is for us the irresistible power of skepticism and relativism? Or might it be that our skepticism and relativism are the
result of our own laziness and failure? Of course, this question cannot really be answered, nor is there any value in trying to answer it, and any "answer" will only be "true" for you. Right?

Class Format: This tutorial will convene remotely via Zoom video according to a fixed weekly schedule agreed upon by the instructor and the two tutorial participants at the beginning of the semester.

Requirements/Evaluation: participants will present substantial written work in the tutorial every other week, and will be responsible for commenting on their tutorial partner's work.

Prerequisites: none; this tutorial is an appropriate first course in PHIL.

Enrollment Limit: 8

Enrollment Preferences: first-year students; there is no need to write to the instructor indicating a special interest in the tutorial. If oversubscribed, students will be selected randomly.

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Unit Notes: meets 100-level PHIL major requirement

Distributions: (D2) (WS)

Writing Skills Notes: Students will write a tutorial essay every other week and will receive written feedback on composition and structure. Essays later in the semester will reflect the writing lessons of earlier in the semester.

Fall 2020

TUT Section: RT1 TBA Joseph L. Cruz

PHIL 114 (F) Freedom and Society

Freedom is one of our fundamental values as Americans. It is emphasized in our founding documents, and it occupies a central place in our contemporary political discourse. But do we ask: What is freedom? and Why do we value it? In the first unit of this course, we will consider the relationship between freedom and social order. Do society's laws limit our freedom in order to make us safe? Or do laws somehow enhance or enable our freedom? We will read Thomas Hobbes, John Locke, and Jean-Jacques Rousseau in seeking answers to these questions. We will then turn to some specific social forms in the second unit. We will ask whether they promote or preclude our freedom. We will read Adam Smith and Karl Marx on capitalism, and Simone de Beauvoir on gender.

Requirements/Evaluation: weekly reading response papers; take-home midterm and final exams

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-years and sophomores

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Unit Notes: meets 100-level PHIL major requirement

Distributions: (D2)

Not offered current academic year

PHIL 115 (S) Personal Identity (WS)

Through lectures, discussions, close readings and assigned writings, we will consider a variety of philosophical questions about the nature of persons, and personal identity through time. Persons are subjects of experiences, have thoughts and feelings, motivation and agency; a person is thought of as continuous over time, and as related to, recognized and respected by other persons. Thus, the concept of person plays a significant role in most branches of philosophy, e.g. metaphysics, epistemology, moral and political philosophy, philosophy of mind. Conceptions of person are equally important in science (especially in psychology), law, and the arts. Questions about persons are of central importance for a myriad of our theories and practices, and for the ways in which we live our lives. The aim of this course is to explore and evaluate a number of rival conceptions of persons and personal identity over time. Some of the questions which we will discuss are: What is a person? How do I know that I am one? What constitutes my knowledge of myself as a person, and does that knowledge differ in any significant respect from my knowledge of physical objects and of other people? Our starting and central question will be: What makes me the particular person that I am, and how is my identity as this individual...
person preserved over time? The course will place special emphasis on developing students’ intellectual skills in close, analytical reading; reconstructing and evaluating claims and reasons that support them; producing original ideas and arguments, orally and in writing; responding to the claims and arguments presented in texts and in class; and writing clear, polished, well-argued papers.

Requirements/Evaluation: Class attendance, preparedness and participation; additional small group weekly meetings; 12 short writing assignments. No final paper and no exam.

Prerequisites: none; open to first year students

Enrollment Limit: 12

Enrollment Preferences: freshmen, sophomores, and philosophy majors who need a 100 level course to satisfy requirement for the major

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Unit Notes: meets 100-level PHIL major requirement

Distributions: (D2) (WS)

Writing Skills Notes: Students will write weekly short assignments (at most 1000 words long), six of which will be letter-graded (but only five best assignments will count for the final grade). All assignments will receive detailed comments on substance as well as on writing skills and strategies.

Spring 2021

SEM Section: R1  MWF 12:00 pm - 12:50 pm  Bojana Mladenovic

PHIL 116  (S) Perception and Reality  (WS)

This course is an introduction to philosophy through four major themes: The nature of the universe, the existence of gods, thought itself, and the mind/body problem. Throughout, we will appeal to reason and evidence in forming our best beliefs. Our discussions will range over historical and contemporary works in the Western tradition.

Class Format: This hybrid course will meet in-person and will also be available for remote video attendance and participation. Remote students must attend class synchronously with the in-person seminar and video will not be recorded. Supplemental material--e.g., all office hours and study hall for essays--will convene on-line.

Requirements/Evaluation: active participation; four (5-6 page) essays

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: Strong preference given to first-years and sophomores; there is no need to email the professor in advance to indicate a special interest in the course.

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Unit Notes: meets 100-level PHIL major requirement

Distributions: (D2) (WS)

Writing Skills Notes: Students will craft 4 six page essays, each with extensive comments on structure and composition with an eye toward developing their skills in philosophical writing.

Spring 2021

SEM Section: H1  TR 9:45 am - 11:00 am  Joseph L. Cruz

PHIL 119  (S) Justice, Democracy and Freedom: Plato with Footnotes  (WS)

This course addresses a central question in both ethics and political philosophy: How should we live? The question has two parts: What is the best life for individuals? And what social and political arrangements make such a life possible? In attempting to answer these questions we also engage related theoretical questions concerning what is real and how we have access to it. We begin with readings from Plato's Republic, a seminal work in the history of philosophy that has exerted a powerful influence on nearly every subsequent attempt to answer these questions in the context of the Western philosophical tradition. After reading from early Platonic dialogues and the Republic, we also consider some of the best of these attempts in the Western philosophical canon ("footnotes on Plato") and the challenges they present to Plato's conclusions. Our principal focus will be on issues
that continue to be of paramount importance in the world today, namely, democracy, justice and the meaning of freedom.

**Requirements/Evaluation:** eight 2-page response papers based on readings (first three are pass/fail), two five-page papers, and class participation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** none, open to all students

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** meets 100-level PHIL major requirement

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Professor will provide detailed comments on short and long writing responses; facilitate peer review of short papers in class; and discuss frequent types of errors, writing in philosophy, writing approach and process, drafting, and the importance of using writing tutors. Handouts will be provided on both informal fallacies and numerous writing tips. Students will be encouraged, but are not required, to make appointments to discuss ideas and drafts.

*Not offered current academic year*

**PHIL 121 (F)(S) Truth, Goodness, and Beauty (WS)**

In our everyday lives, we routinely assume that our clocks can tell us the truth about what time it is, that committing murder is wrong, and that there are people, landscapes, and works of art that are beautiful. But we are also aware that people can and often do disagree about what is true, what is good or right, and what is beautiful. Should the fact of such disagreement lead us to conclude that truth, goodness, and beauty are in some basic sense relative to human beings, perhaps as individuals, perhaps as members of societies or cultures? Some philosophers defend such conclusions, but others argue that truth, goodness, and beauty are "objective," in some important sense, despite the fact that people disagree about them. This introductory course addresses these and related issues.

**Class Format:** Remote

**Requirements/Evaluation:** Attendance, participation in class discussions, comments added to essays during class discussion.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** first-year students and potential Philosophy majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** meets 100-level PHIL major requirement

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students write 1-page papers on assigned topics for most classes. I will grade and comment on 18 and a teaching assistant will comment on but not grade another 13. Comments will aim to enable students to improve their writing skills.

Fall 2020

SEM Section: H1 MWF 10:40 am - 11:30 am Alan White

Spring 2021

SEM Section: R1 MWF 10:40 am - 11:30 am Alan White

**PHIL 122 (F) Philosophical Approaches to Contemporary Moral Issues (WS)**

In this tutorial we will examine a number of prominent and controversial social issues, using our study of them both as an opportunity to better understand the moral dimensions of those issues in and of themselves, and to consider the ways in which selected classical and contemporary moral theories characterize and address those moral dimensions. Topics will depend to some extent on student interest, but are likely to include concerns that fall under such headings as euthanasia, conscientious eating, abortion, capital punishment, and the ethics of protest. The course will use a case-based approach to examine these issues, and so in most weeks we will (1) read philosophical articles focused on a key concept or set of arguments central to the issue, and (2) consider in detail one morally complex case in which the concept or arguments have special application or relevance. In addition, we will devote several class meetings interspersed throughout the semester to reading foundational sources in ethical theory.
Requirements/Evaluation: bi-weekly tutorial papers, oral commentaries, and tutorial discussion
Prerequisites: none; this course is suitable for first-year students
Enrollment Limit: 10
Enrollment Preferences: first-year students, then sophomores, then Philosophy majors
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (WS)
Writing Skills Notes: Students will write five tutorial papers of 5-7 pages in length, one of which they will revise and submit at the end of the term. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

PHIL 123 (S) Objectivity in Ethics (WS)
Is morality simply a matter of opinion? In this course we'll examine several influential attempts to provide a rational foundation for morality, along with Nietzsche's wholesale rejection of these efforts. Readings will include work by Plato, Hobbes, Kant, Mill, Nietzsche, and contemporary authors.
Requirements/Evaluation: participation in discussion; short response papers; four 5-page papers, evenly spaced throughout the semester
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: first-years and sophomores and students who need to fulfill their 100-level requirement for the philosophy major
Expected Class Size: 19
Grading: no pass/fail option, no fifth course option
Unit Notes: meets 100-level PHIL major requirement
Distributions: (D2) (WS)
Writing Skills Notes: Four 5-page papers, evenly spaced throughout the semester. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

PHIL 125 (F) Introduction to the Philosophy of Law (WS)
This tutorial, designed especially for first year students, is a philosophy course, not a prelaw course. We will examine basic questions in the philosophy of law: What is the relationship between law and morality? Why should one obey the law (if one should)? When, if ever, is paternalistic interference by the state into the lives of its citizens justified? We will look at civil disobedience and theories of legal interpretation. We will pay special attention to the first amendment and questions concerning free speech and hate speech. We will read classic works (such as John Stuart Mill, On Liberty and H. L. A. Hart, The Concept of Law), contemporary articles, and United States Supreme Court cases.
Class Format: meeting with the instructor in pairs for an hour each week
Requirements/Evaluation: a 5- to 7-page paper every other week (6 in all), prepare and present a written critique of their partners' papers in alternate weeks, and revise and re-write
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: first-year students
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (WS)
Writing Skills Notes: A 5- to 7-page paper every other week (6 in all), prepare and present a written critique of their partners' papers in alternate weeks, and revise and re-write one of their papers. Students will receive from the instructor timely comments on their writing skills, with suggestions for
PHIL 126 (F) Paradoxes (WS)
There are three grains of sand on my desk. This is unfortunate, but at least there isn't a heap of sand on my desk. That would be really worrisome. On the other hand, there is a heap of sand in my backyard. I don't know how exactly how many grains of sand are in this heap, but let's say 100,000. My daughter removes one grain of sand. I don't know why, she just does. It seems like there is still a heap of sand in my backyard. In fact, it seems like you can't change a heap of sand into something that isn't a heap of sand by removing one grain of sand. Right? But now we have a problem. By repeated application of the same reasoning, it seems that even after she removes 99,997 grains of sand— I don't know what she wants with all this sand, but I'm starting to worry about that girl— there is still a heap of sand in my backyard. But three grains isn't enough for a heap. So there is not a heap in my backyard. Now I'm confused. Where did my reasoning go wrong?

What we have here is an example of the sorites paradox. It is a paradox, because I started with seemingly true statements and used valid reasoning to arrive at contradictory conclusions. We can learn a lot about logic, language, epistemology and metaphysics by thinking through and attempting to resolve paradoxes. In this class, we'll work together to think through some ancient and contemporary paradoxes. We'll also work on writing lucid prose that displays precisely the logical structure of arguments, engages in focused critique of these arguments, and forcefully presents arguments of our own. Other topics could include: Zeno's paradoxes of motion and plurality, the liar's paradox, the surprise-exam paradox, paradoxes of material constitution, Newcomb's Problem, and the Prisoner's Dilemma.

Class Format: The format of this class is different this year. The instructor will record 2-3 lectures per week which will be made available online. We will also have small tutorial-style meetings each week for which some students will write papers and others will comment on these papers. These tutorial-style meetings will be in-person or via zoom. Finally, there will be synchronous weekly meetings of the class as a whole for discussion and review.

Requirements/Evaluation: (i) Weekly small group papers (4-5 pages) or comments (1-2 pages) on papers of peers; (ii) Final term-paper (~10 pages) in multiple drafts; (iii) Active and informed participation in class discussions.

Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: First and second year students. Prospective philosophy majors.
Expected Class Size: 15
Grading: no pass/fail option, yes fifth course option

PHIL 127 (F)(S) Meaning and Value (WS)
What gives an individual life meaning? Pleasure? Success in fulfilling desires? Flourishing in ways distinctive to a rational agent or a human being (including, for example, developing rational capacities and self-mastery, succeeding in worthwhile projects, cultivating relationships, living morally, developing spiritually)? Can we be mistaken about how well our lives are going, or about what has value? What are the main sources of uncertainty here? Does the fact that our lives will end threaten their meaning? Can luck spoil an otherwise meaningful life? Can science contribute to our understanding of these issues? We'll examine these and related questions through historical and contemporary readings.

Class Format: This tutorial will meet remotely by Zoom on a fixed weekly schedule agreed to by the instructor and participants.

Requirements/Evaluation: Five tutorial papers (5-6 pages in length), five critiques (2-3 pages in length), and one rewrite.

Prerequisites: None. This tutorial is an appropriate first course in PHIL.

Enrollment Limit: 10
**Enrollment Preferences:** First-year students and potential philosophy majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** This course meets the 100-level PHIL major requirement.

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will write a tutorial paper (5-6 pages in length) every other week, and a peer critique (2-3 pages in length) in alternating weeks, evenly spaced throughout the semester. The instructor will provide timely comments on writing skills, with suggestions for improvement.

**Fall 2020**
TUT Section: RT1    TBA    Melissa J. Barry

**Spring 2021**
TUT Section: RT1    TBA    Melissa J. Barry

**PHIL 201  (F)  History of Ancient Greek Philosophy**

**Cross-listings:** CLAS 203  PHIL 201

**Primary Cross-listing**

Very few people believe that everything is water, that we knew everything before birth, that philosophers ought to rule the state, or that the earth is at the center of the cosmos. Why then should we spend our time studying people who in addition to having these surprising beliefs have been dead for 2500 years? First of all, Greek thinkers, especially Plato and Aristotle, radically shaped the trajectory of western thought in every area of philosophy. No one can have an adequate understanding of western intellectual history without some familiarity with the Greeks, and we might think that an understanding of our intellectual history can deepen our understanding of our own situation. More importantly, many of the thinkers that we will read in this class are simply excellent philosophers, and it is worthwhile for anyone interested in philosophical problems to read treatments of these problems by excellent philosophers. We will begin the course by looking briefly at some of the Presocratic philosophers active in the Mediterranean world of the seventh through fifth centuries BCE, and some of the sophists active in the fifth century. We will then turn to several of Plato's dialogues, examining Plato's portrayal of Socrates and his development of a new and profoundly powerful philosophical conception. Finally, we will examine some of Aristotle's works on metaphysics, epistemology and ethics, considering some of the ways Aristotle's thought responds to that of predecessors.

**Class Format:** The format of this class is going to be different this year. We will not have in-person lectures. Instead, approximately three 1-hour recorded lectures will be made available each week for students to watch. There will also be meetings of 3-4 students with the instructor each week for which some students will write papers and others will prepare comments. These will be either in-person or via zoom. Finally, there will be a synchronous zoom session each week for larger group discussion.

**Requirements/Evaluation:** (i) Students will write papers (4-6 pages) for the small groups meetings and will comment on the papers of their peers (1-2 pages); (ii) There will be two take-home exams including a comprehensive final exam; (iii) Active and informed participation in small group discussions.

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Philosophy and Classics Majors.

**Expected Class Size:** 15-20

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** Philosophy majors must take either PHIL 201 or PHIL 202 (and are encouraged to take both)

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**
CLAS 203 (D1) PHIL 201 (D2)

**Fall 2020**
LEC Section: H1    MWF 11:45 am - 1:00 pm    Keith E. McPartland

**PHIL 202  (S)  History of Modern Philosophy**
This course is a survey of 17th- and 18th-century European philosophy, with a focus on metaphysics and epistemology. Topics will include: What can we know through our senses? Can we know anything through reason alone? What is the nature of the mind? What is the nature of body? What is the relationship between mind and body? What are space and time? Are we rationally justified in drawing causal inferences? Are we justified in believing in God? Authors will include: Descartes, Locke, Berkeley, Leibniz, Hume, and Kant.

**Requirements/Evaluation:** This course will implement the tutorial format and be conducted remotely. Each week, students will complete the assigned readings, watch a pre-recorded lecture by the instructor (asynchronously), write an essay, and meet in pairs (or trios) with the instructor for roughly 75 minutes (synchronously). Students will take turns as the leader one week, and the respondent the next. The week’s leader will write a 5- to 6-page essay on the assigned reading, due 36 hours before the meeting. The week’s respondent will write a 2- to 3-page essay on the leader’s essay, due at the time of the meeting.

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** Preference will be given to Philosophy majors and to students planning to declare the Philosophy major.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Philosophy majors must take either PHIL 201 or PHIL 202 (and can take both)

**Distributions:** (D2)

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**PHIL 203 (S) Logic and Language (QFR)**

Logic is the study of reasoning and argument. More particularly, it concerns itself with the difference between good and bad reasoning, between strong and weak arguments. We all examine the virtues and vices of good arguments in both informal and formal systems. The goals of this course are to improve the critical thinking of the students, to introduce them to sentential and predicate logic, to familiarize them with enough formal logic to enable them to read some of the great works of philosophy, which use formal logic (such as Wittgenstein's *Tractatus*), and to examine some of the connections between logic and philosophy.

**Class Format:** discussion

**Requirements/Evaluation:** a midterm, a final, frequent homework and problem sets

**Prerequisites:** none

**Enrollment Limit:** 40/sect

**Enrollment Preferences:** Philosophy majors, seniors, juniors, sophomores, first-years in that order.

**Expected Class Size:** 40/sect

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (QFR)

**Quantitative/Formal Reasoning Notes:** The main part of the course is learning two formal languages of logic: sentential logic predicate logic

Not offered current academic year

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**PHIL 204 (F) Hegel and Marx**

This course will explore the themes of alienation, fetishism, ideology, dialectic, sociality, and freedom in the philosophical writings of G.W.F. Hegel and Karl Marx. We will focus our study on Hegel's *Phenomenology of Spirit* and Marx's early writings. We will conclude by considering some critical appropriations of Marx by 20th Century philosophers, including Georg Lukacs, Max Horkheimer, and Theodor Adorno.

**Requirements/Evaluation:** midterm and final papers

**Prerequisites:** none

**Enrollment Limit:** none

**Enrollment Preferences:** Philosophy majors

**Expected Class Size:** 15
PHIL 209  (S)  Philosophy of Science

Cross-listings: STS 209  PHIL 209  SCST 209

Primary Cross-listing

It is a generally held belief, in our time and culture, that science is the best source of our knowledge of the world, and of ourselves. The aim of this course is to examine the origins, grounds, and nature of this belief. We will analyze and discuss various accounts of scientific method, structure and justification of scientific theories, scientific choice, change, and the idea that scientific knowledge is progressive. The course will begin with the "received view" of science, advanced by logical empiricists, which assumes the objectivity and the rationality of science. We will then discuss philosophies of science which emerged out of various criticisms of this view - especially those of Popper, Lakatos, Kuhn and Feyerabend - and the challenges to the assumptions of scientific objectivity and rationality their works provoked. This discussion will naturally lead us to the relativist and social-constructivist views developed within contemporary science studies. Finally, we will analyze the current debate about cognitive credentials of science and proper approach to the study of science, which came to be known as "the science wars."

Class Format: short lecture component in each class

Requirements/Evaluation: class attendance, preparedness and participation; three short assignments; three 5 pages long papers, the last of which will be the final paper, due a week after the end of classes

Prerequisites: one PHIL course, or declared major in a natural science, or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Philosophy majors and prospective majors

Expected Class Size: 10-15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 209 (D2) PHIL 209 (D2) SCST 209 (D2)

PHIL 211  (F)  Ethics of Public Health  (WS)

From questions about contact tracing apps to racial and age disparities in health risk and outcomes, the COVID-19 pandemic has foregrounded the importance of ethics as a key concern in public health policies and activities. Moreover, the ethical issues that are implicated in responses to the pandemic reflect the range of those manifested across the field of public health as a whole. In this course, we will survey the ethics of public health through the lens of the COVID-19 pandemic, investigating concepts and arguments that are central to the ethics of public health research and practice. For example, we will examine the ethics of disease surveillance, treatment and vaccine research, resource allocation and rationing, compulsion and voluntariness in public health measures, and social determinants of health outcomes, among other topics. To do this, we will need to become familiar with key ethical theories; think deeply about such concepts as privacy, paternalism and autonomy, exploitation, cost-benefit analysis and justice; and compare the function of these concepts in the context of the COVID-19 pandemic with the way they work in responses to other public health concerns.

Class Format: This class will be conducted remotely, via weekly synchronous tutorial meetings on Zoom or Google Meet.

Requirements/Evaluation: Biweekly 5-7 page papers, oral commentaries, and tutorial discussions.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: declared and prospective Philosophy majors and Public Health concentrators, students with a specific curricular need for the course, and students with a high level of interest who are unlikely to have an opportunity to take the course in a future term

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: Public Health concentrators may use either PHIL 211T Ethics of Public Health or PHIL 213T Biomedical Ethics to fulfill their 3-elective
PHIL 212 (S) Ethics and Reproductive Technologies

Cross-listings: WGSS 212  PHIL 212  STS 212  SCST 212

Primary Cross-listing

In her groundbreaking book, *The Tentative Pregnancy*, Barbara Katz Rothman writes that "[t]he technological revolution in reproduction is forcing us to confront the very meaning of motherhood, to examine the nature and origins of the mother-child bond, and to replace—or to let us think we can replace—chance with choice." Taking this as our starting point, in this course we will examine a number of conceptual and ethical issues in the use and development of technologies related to human reproduction, drawing out their implications for such core concepts as "motherhood" and "parenthood," family and genetic relatedness, exploitation and commodification, and reproductive rights and society's interests in reproductive activities. Topics will range from consideration of "mundane" technologies such as in vitro fertilization (IVF), prenatal genetic screening and testing, and surrogacy, to the more extraordinary, possibly including pre-implantation genetic diagnosis (PGD), post-menopausal reproduction, and post-mortem gamete procurement. Background readings include sources rooted in traditional modes of bioethical analysis as well as those incorporating feminist approaches.

Class Format: discussion

Requirements/Evaluation: active participation in class discussions, three or four short reflection papers, and two longer papers (5-7 and 7-10 pages)

Prerequisites: none, but introductory-level course in PHIL and/or WGSS recommended

Enrollment Limit: 19

Enrollment Preferences: WGSS and PHIL majors or prospective majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Unit Notes: meets Contemporary Value Theory requirement only if registration is under PHIL

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 212 (D2) PHIL 212 (D2) STS 212 (D2) SCST 212 (D2)

Not offered current academic year

PHIL 213 (S) Biomedical Ethics (WS)

Much like the construction of medical knowledge itself, it is from specific cases that general principles of biomedical ethics arise and are systematized into a theoretical framework, and it is to cases they must return, if they are to be both useful and comprehensible to those making decisions within the biomedical context. In this tutorial we will exploit this characteristic of biomedical ethics by using a case-based approach to examining core concepts of the field. The first portion of the course will be devoted to developing and understanding four moral principles which have come to be accepted as canonical: respect for autonomy, beneficence, nonmaleficence, and justice. The remainder of the course will consider key concepts at the core of medical ethics and central issues for the field, such as privacy and confidentiality, the distinction between killing and "letting die," and therapy vs. research. To this end, each week we will (1) read philosophical material focused on one principle or concept, and (2) consider in detail one bioethics case in which the principle or concept has special application or relevance. In some weeks, students will be asked to choose from a small set which case they would like to address; in others the case will be assigned.

Class Format: students will meet with the professor in pairs via Zoom for approximately 75 minutes per week, writing and presenting 5- to 7-page essays every other week, and commenting orally on partners' essays in alternate weeks
PHIL 216  (S)  Philosophy of Animals

Cross-listings: ENVI 216  PHIL 216

Primary Cross-listing

Animals are and always have been part of human life. To name just a few ways: We treat animals as companions, as food, as objects of wonder in the wild, as resources to be harvested, as testing grounds for science, and as religious sacrifice. The abstract philosophical question before us is, what are animals such that they can be all these things? In this course we aim to engage that abstract question through two more focused projects. Firstly, we will try to understand the mental lives of non-human animals. Secondly, we will try to make sense of the moral dimensions of our relationship to animals. Throughout we will aim to fuse a rigorous scientific perspective with more humanistic themes and philosophical inquiry. Topics include sentience, animal cognition, language in non-human animals, empathy and evolution, the history of domestication, animal rights, cross-cultural views on animals, arguments against and for vegetarianism and veganism, the morality of zoos, hunting and fishing, and pets and happiness.

Class Format: This course is wholly remote and can only be taken synchronously (i.e., students will be expected to attend seminar on zoom during the scheduled time and no recording will be made).

Requirements/Evaluation: four 3-to-4 page papers and one 8-to-10 page final paper. In addition, students are required to attend remotely at least four talks in the speaker series associated with the course. These will be during the Friday course time slot. (When there is no speaker, there will not be class during that slot, so class itself will be solely on Mondays and Wednesdays.)

Prerequisites: none, though at least one course in philosophy is recommended.

Enrollment Limit: 16

Enrollment Preferences: students with at least one previous philosophy or cognitive science course; there is no need to email the professor in advance to indicate special interest in the course.

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Unit Notes: meets Contemporary Metaphysics & Epistemology requirement only if registration is under PHIL

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 216 (D2) PHIL 216 (D2)
According to Aristotle the ultimate good is happiness—everything we desire we desire for the sake of happiness. Yet what is it to be happy? Should we value other things (say justice or passionate commitment and curiosity) over happiness? Are happiness and pleasure the same thing? Is happiness an emotional or mental state or is it a social construct? What do the social and psychological sciences have to teach us about happiness? Philosophy? Is the happy life a life of virtue? Does being virtuous guarantee happiness? How important are honor, money, love, work, friendship and our connections to others to our happiness? In this tutorial we will read from Ancient, modern and contemporary philosophical sources as well several relevant studies in the social sciences and positive psychology movement in order to engage questions concerning happiness.

Requirements/Evaluation: five 5-page papers and five 2-page papers
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: students interested in philosophy and/or happiness
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2)
Not offered current academic year

PHIL 222 (F) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science
Cross-listings: PSYC 222  PHIL 222  COGS 222
Secondary Cross-listing
This course will emphasize interdisciplinary approaches to the study of intelligent systems, both natural and artificial. Cognitive science synthesizes research from cognitive psychology, computer science, linguistics, neuroscience, and contemporary philosophy. Special attention will be given to the philosophical foundations of cognitive science, representation and computation in symbolic and connectionist architectures, concept acquisition, problem solving, perception, language, semantics, reasoning, and artificial intelligence.
Class Format: This hybrid course will meet in-person and will also be available for remote video attendance and participation. Remote students will be expected to attend class synchronously with the in-person lecture and will not be able to watch lectures at other times, so must be available during the class hours in the catalog. Supplemental material—e.g., office hours, study sessions for exams, background discussion for weekly assignments—will be delivered on-line.
Requirements/Evaluation: midterm and final exams, and self-paced weekly exercises
Prerequisites: PSYC 101 or any PHIL course or CSCI 134 or permission of instructor; background in more than one of these is recommended. It is not necessary to contact the instructor to indicate a special interest in the course.
Enrollment Limit: 20
Enrollment Preferences: sophomore and first-year students, with additional preference given to students who satisfy more of the prerequisites.
Expected Class Size: 20
Grading: no pass/fail option, no fifth course option
Unit Notes: meets Contemporary Metaphysics & Epistemology requirement only if registration is under PHIL
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
PSYC 222 (D2) PHIL 222 (D2) COGS 222 (D2)

Fall 2020
LEC Section: H1  TR 11:30 am - 12:45 pm  Joseph L. Cruz

PHIL 223 (S) Philosophy of Sport
Sports: many of us (at Williams, in the US, throughout most of the world) play them, yet more of us watch them, and we invest not only our time but enormous amounts of money in them (we build sports arenas, not cathedrals; in 2013, in 40 of the 50 United States, the highest-paid public official was a football or basketball coach). Why do sports matter so much to us? Should they? The topics we consider in responding thoughtfully to these questions will include sports and health, sports and education, ethical issues in sports (including issues of class, gender, and race), and sports and beauty.
PHIL 224  (S)  Marx, Nietzsche and Freud  (WS)
The writings of Marx, Nietzsche and Freud continue to influence important debates in the humanities and social sciences. Marx's historical materialism, Nietzsche's post-metaphysical and naturalistic turn in ethics, and Freud's emphasis on the unconscious determinants of human behavior all represent what has been referred to as the decentering of human consciousness in explanations of human history and existence. All three thinkers have had a profound influence on critical theories of the 20th century. In this tutorial, we will focus on questions concerning their methods of critique, and their respective diagnoses of modern culture and societies. All three attempt to explain particular sources of human suffering such as loss of meaning, the sense of alienation from self and others, constraints on free expression, and nihilistic world-weariness. The course texts may include several short selections from important historical influences such as Kant and Hegel as well as 20th century figures who have reacted to, revised, or responded to them in creative ways. Among the latter one could include Louis Althusser, Michel Foucault, Gilles Deleuze, Jacques Lacan, Luce Irigaray, Judith Butler, Wendy Brown, Elizabeth Grosz and Peter Sloterdijk, to name only a few.

**Requirements/Evaluation:**
- bi-weekly papers, oral commentaries, and tutorial discussions

**Prerequisites:** 100-level Philosophy course, PHIL 202, or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Philosophy majors or prospective majors and students with background and interest in critical theories

**Expected Class Size:** 10

**Grading:**
- no pass/fail option
- no fifth course option

**Distributions:** (D2)  (WS)

**Writing Skills Notes:** Students will write six tutorial papers on assigned topics or questions of 5- to 6-pages in length, one of which they will revise and submit at the end of the term. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments and interpretations.

Not offered current academic year

PHIL 225  (F)  Existentialism

We will study the philosophical and literary works of Soren Kierkegaard, Friedrich Nietzsche, Jean-Paul Sartre, Simone de Beauvoir, and Albert Camus. What makes these thinkers "Existentialists"? It's not merely that they ask the question, "What gives meaning to a human life?" And, it's not merely that their answers invoke our freedom to determine our own identities. More than this, Existentialists emphasize the subjective relation we bear to our belief systems, moral codes, and personal identities. Existentialists investigate irrational phenomena of human life, including anxiety, boredom, tragedy, despair, meaning, death, faith, sexuality, love, hate, sadism, masochism, and authenticity. And, Existentialists express their thought in philosophical treatises as often as in literary works. In this course we will attempt to understand the dimensions in which Existentialism is a distinctive intellectual tradition.

**Class Format:** This course will implement the tutorial format and be conducted remotely. Each week, students will watch a pre-recorded lecture given by the professor (asynchronously), and meet in pairs or trios with the professor for roughly 75 minutes via Zoom (synchronously).

**Requirements/Evaluation:** Each week, students will complete the assigned readings, watch a pre-recorded lecture by the professor, write an essay, and meet in pairs or trios with the professor. Students will take turns as the leader one week, and the respondent the next. The week's leader will write a 5- to 6-page essay on the assigned reading, due 48 hours before the meeting. The week's respondent will write a 2-page essay on the leader's essay due at the time of the meeting. At the meetings, both students will present their essays and hold a discussion. Students will be evaluated cumulatively on their essays and contributions to discussion.

Not offered current academic year
Prerequisites: none
Enrollment Limit: 18
Enrollment Preferences: preference to Philosophy majors
Expected Class Size: 18
Grading: no pass/fail option, no fifth course option
Distributions: (D2)

Fall 2020
TUT Section: RT1    TBA    Justin B. Shaddock

PHIL 227 (F) Death and Dying  (WS)
In this course we will examine traditional philosophical approaches to understanding death and related concepts, with a special focus on the ethical concerns surrounding death and care for the dying. We will begin with questions about how to define death, as well as reflections on its meaning and function in human life. We will move on to examine ethical issues of truth-telling with terminally ill patients and their families, decisions to withhold or withdraw life-sustaining treatments, the care of seriously ill newborns, physician-assisted suicide, euthanasia, and posthumous interests. In addition to key concepts of death, dying, and terminal illness, we will develop and refine notions of medical futility, paternalism and autonomy, particularly within the context of advance directives and surrogate decision making.

Class Format: discussion
Requirements/Evaluation: class attendance and participation, periodic short essays (3 or 4 total, 2-3 pages each), two mid-length papers (5-7 pages and 7-10 pages, respectively); possible experiential learning component
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: PHIL majors, PHLH and STS concentrators, and students with curricular need for the course.
Expected Class Size: 15-19
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)  (WS)
Writing Skills Notes: Students will write periodic short papers (2-3 pages each), a midterm paper (5-7 pages) and a final paper (7-10 pages). Short papers focus on concepts, arguments, and writing skills needed in the midterm and final papers, in which students are expected to describe and evaluate arguments from assigned readings, and to present clear and effective arguments in support of their own ethical positions. Students receive feedback on all papers and have the opportunity to revise midterm and final papers.
Not offered current academic year

PHIL 228 (F) Feminist Bioethics  (WS)
Cross-listings: PHIL 228  STS 228  WGSS 228
Primary Cross-listing
In this course we will explore the ways in which feminist approaches to moral thinking have influenced both the methodology and the content of contemporary bioethics. The first portion of the course will address the emergence of the "Ethics of Care," critically assessing its origins in feminist theory, its development within the context of the caring professions, and its potential as a general approach to bioethical reasoning. The second portion of the course will use feminist philosophy to inform our understanding of the ways in which gender structures the individual's interactions with the health care system. To do this we will explore topics that might traditionally be considered "women's issues" in healthcare, such as medicine and body image (e.g., cosmetic surgery, eating disorders), reproductive and genetic technologies, and research on women and their health care needs. In addition we'll also look at feminist analyses of topics that traditionally have not been regarded as "gendered," such as resource allocation and end of life issues.

Class Format: discussion
Requirements/Evaluation: active participation in class discussions; periodic short papers (2-3 pages); midterm and final paper (5-7 and 7-10 pages, respectively); and one oral presentation
Prerequisites: none, although previous coursework in WGSS is desirable
Enrollment Limit: 19

Enrollment Preferences: prospective and declared majors or concentrators in PHIL, WGSS, STS, and PHLH, especially those who need the course to satisfy major or concentration requirements

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Unit Notes: meets Contemporary Value Theory requirement only if registration is under PHIL

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
PHIL 228 (D2) STS 228 (D2) WGSS 228 (D2)

Writing Skills Notes: Students will write periodic short papers (2-3 pages each), a midterm paper (5-7 pages) and a final paper (7-10 pages). Short papers focus on concepts, arguments, and writing skills needed in the midterm and final papers, in which students are expected to describe and evaluate arguments from assigned readings, and to present clear and effective arguments in support of their own ethical positions. Students receive feedback on all papers and have the opportunity to revise midterm and final papers.

Not offered current academic year

PHIL 231 (S) Ancient Political Thought

Cross-listings: PHIL 231 PSCI 231

Secondary Cross-listing

The core activity of this seminar is the careful reading and sustained discussion of selected works by Plato and Aristotle, but we will also engage such other thinkers as Epictetus and Augustine, and, from a political and theoretical point of view, selections from the Hebrew Bible and New Testament. Among the questions that we will address: What is justice? How can it be known and pursued? How is political power generated and exercised? What are the social and ethical prerequisites—and consequences—of democracy? Must the freedom or fulfillment of some people require the subordination of others? Does freedom require leading (or avoiding) a political life? What distinguishes that kind of life from others? What does it mean to be "philosophical" or to think "theoretically" about politics? Although we will attempt to engage the readings on their own terms, we will also ask how the vast differences between the ancient world and our own undercut or enhance the texts' ability to illuminate the dilemmas of political life for us.

Class Format: discussion

Requirements/Evaluation: three 7- to 8-page papers

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science majors

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
PHIL 231 (D2) PSCI 231 (D2)

Not offered current academic year

PHIL 232 (F) Modern Political Thought

Cross-listings: PSCI 232 PHIL 232

Secondary Cross-listing

This course is a chronological survey of major works of political theory from the 16th to the 20th century. In discussions and writing, we will explore the diverse visions of modernity and of politics offered by such thinkers as Machiavelli, Hobbes, Locke, Rousseau, Marx, Mill, and Freud. They help us ask: What is freedom? Who is equal? Who should rule? With what limits and justifications? What form of government best serves the people? Who are the people, anyway? And on what grounds can we justify confidence in our provisional answers to such questions? Class will be primarily driven by discussion, often preceded by brief lectures. Attention to the writing process and developing an authorial voice will be a recurrent focus of our work inside and outside the classroom.

Class Format: Class meetings will be conducted remotely using zoom.
Requirements/Evaluation: three papers of 4-6 pages; class participation; brief informal writing tasks inside and outside of class meetings
Prerequisites: none; open to all
Enrollment Limit: 12
Enrollment Preferences: Political Theory concentrators, then Political Science majors
Expected Class Size: 12
Grading: yes pass/fail option, no fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
PSCI 232 (D2) PHIL 232 (D2)

Fall 2020
SEM Section: R1 MR 1:30 pm - 2:45 pm Laura D. Ephraim

PHIL 235 (S) Morality and Partiality: Loyalty, Friendship, Patriotism
The aim of this tutorial is to critically examine the nature, importance, and ethical value of personal attachments and loyalties. Loyalty is frequently expected by family, friends and lovers, and demanded by institutions, religious and political communities, as well as by the state. A person incapable of loyalty is often characterized as fickle, cold, self-serving and sometimes even pathological. However, the status of loyalty as a virtue has always been suspect: it has been argued that it is incompatible with impartiality, fairness and equality, and claimed that it is always exclusionary. So, some relationships with other people--such as friendships, familial ties, love, patriotism--seem to be ethically desirable, central to the quality of our lives, and yet prima facie in tension with the widely held belief that morality requires impartiality and equal treatment of all human beings. Are we ever justified in having more concern, and doing more, for our friends, family, community or nation? Does morality require that we always subordinate our personal relationships to universal principles? Is patriotism incompatible with cosmopolitanism, and if so, which of the two should we value? If loyalty is a virtue, what are the proper limits of its cultivation and expression?
Class Format: tutorial pairs will meet with the instructor for one hour a week
Requirements/Evaluation: tutorial attendance and participation; bi-weekly tutorial papers, each about 5 pages long (totaling 6 per student); bi-weekly oral responses to the paper of the tutorial partner
Prerequisites: none; open to first year students
Enrollment Limit: 10
Enrollment Preferences: Philosophy majors and then sophomores
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2)
Not offered current academic year

PHIL 236 (F) Contemporary Ethical Theory (WS)
This course will examine central questions in normative ethics, including the following: Which features of actions are morally important and why (e.g., their motive, their intrinsic nature, or their consequences)? Which characteristics of persons give them moral status? How should moral equality be understood, and what is its foundation? When should we give morality priority over personal commitments and relationships, and why? What makes an individual's life go well? Are we capable of disinterested altruism, or are we motivated solely by self-interest? By which methods should we pursue these questions? We will examine these and related issues by looking in depth at contemporary defenses of consequentialist, deontological, and contractualist theories.
Class Format: This tutorial will meet remotely by Zoom on a fixed weekly schedule agreed upon by the instructor and participants.
Requirements/Evaluation: Six tutorial papers (5-6 pages in length) and six critiques (2-3 pages in length).
Prerequisites: at least one PHIL course or permission of instructor
Enrollment Limit: 10
Enrollment Preferences: Current and prospective philosophy majors
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (WS)

Writing Skills Notes: Students will write a tutorial paper (5-6 pages in length) every other week, and a peer critique (2-3 pages in length) in alternating weeks, spaced evenly throughout the semester. The instructor will provide timely comments on writing skills, with suggestions for improvement.

Fall 2020
TUT Section: RT1 TBA Melissa J. Barry

PHIL 239 (S) The Ethics of Artificial Intelligence

Cross-listings: STS 239 PHIL 239

Primary Cross-listing

We will someday live alongside artificially intelligent beings who equal or exceed us. Commentators ranging from technology magnates to physics geniuses-not to mention decades of apocalyptic science fiction-have urged that that future is nothing short of an existential threat to human beings. Whether this is hyperbole or wise prognostication, it cannot be denied that the rise of AI will be a tectonic shift for culture, technology, and our fundamental sense of ourselves. When AI is fully realized, it is likely to be amongst the most important things to happen to our species. Some challenges we face are broad and about the future, though perhaps not the far future. How can we ensure that AI will act morally? Is a world with AI's overall better or worse for us? How do we create legal and policy frameworks that cover a new kind of thinking being? If they are conscious, will AI's have dignity and rights? Other questions are pressing and immediate: Artificial intelligence techniques are used today to help decide whether someone gets a bank loan, is eligible to be released on bail, or in need of particular medical treatment. And right now there are autonomous vehicles deciding how to behave in traffic, and autonomous weapons capable of delivering lethal force. Is it moral for us to pass along these sorts of decisions to AI's? What if they are biased, unbeknownst to us? What if they are more fair? In this course we will engage ethical questions surrounding the seeming inevitability of AI.

Class Format: mixture of lectures and discussion

Requirements/Evaluation: four short (3- to 4-page) writing assignments and a final essay (8-10 pages)

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: CSCI or PHIL majors or STS or COGS concentrators

Expected Class Size: 25
Grading: no pass/fail option, yes fifth course option
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
STS 239 (D2) PHIL 239 (D2)

Not offered current academic year

PHIL 240 (F) Philosophy of Education

Cross-listings: PHIL 240 INTR 240

Primary Cross-listing

Why are you here? What do you expect to learn? How do you expect to learn? The College Mission Statement says that "Williams seeks to provide the finest possible liberal arts education by nurturing in students the academic and civic virtues, and their related traits of character." How have you already been taught the academic and civic virtues? Where have you been taught them? In school? On the sports field? At home? How did you develop your character? This first-year seminar will examine the philosophy of education through educational autobiographies: works that tell the story of a moral and intellectual education. Each book was chosen by and will be introduced by a professor from a different department, and then Professor of Philosophy Steve Gerrard will continue the discussion.

Requirements/Evaluation: several short papers

Prerequisites: none

Enrollment Limit: 12
PHIL 240 (F) Contemporary Metaphysics

In this course, we will examine a number of issues in contemporary metaphysics through a discussion of the nature of kinds. The problem of universals has vexed philosophers at least since the time of Plato. Oscar is a dog and Annie is a dog. Oscar and Annie aren't identical but they have something in common; each of them is a dog, each of them belongs to a single kind and they share the property of being a dog. But what is going on here? We, at least most of us, are happy to say that Oscar and Annie exist. But is there a third entity that we need to countenance: the universal caninity? If we do think that there is such a thing as caninity, what sort of thing is it? If we don't, what accounts for the truth of our judgment that Oscar and Annie have something in common? Scientists often give explanations for the behavior of objects in terms of their properties. What role do properties play in causation, explanation and laws of nature? Finally there are different kinds of kind. Some kinds or properties seem to be pretty natural, e.g. being an electron or a dog. Other kinds seem to be less natural and seem somehow to be socially constructed, e.g. being a work of art, an American or a sausage. But are there really natural kinds? Can we, as Plato put it, "carve nature at the joints", or are all kinds constructed rather than discovered? Furthermore what is involved in the social construction of a kind? Finally, the nature and existence of some kinds is a hotly contested political matter. How should we think about racial kinds or about gender kinds? While we will be concerned to place our discussions of these issues in historical context, most of the reading for the class will consist in articles written by contemporary philosophers.

Class Format: discussion

Requirements/Evaluation: one 10 page midterm paper and one 15 page final paper which will involve draft and revision, possible short response papers, and active participation in class

Prerequisites: one PHIL course; familiarity with formal logic helpful but not required; or permission of instructor

Enrollment Limit: 18

Expected Class Size: 10-15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Not offered current academic year

PHIL 243 (F) The Philosophy of Higher Education: College Controversies (WS)


Class Format: This course is a tutorial. Students will meet in pairs with the instructor one hour per week. The default assumption is that this course will meet on-line. If the weather permits we could sometimes meet outside. If there is a reasonably sized well ventilated classroom we could occasionally meet there.

Requirements/Evaluation: A 5- to 7-page paper every other week (6 in all), prepare and present a written critique of their partners’ papers in alternate weeks

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: I will be seeking a balance of interests and backgrounds; preference given to students who have taken at least one
PHIL 244  (S)  Environmental Ethics  (WS)

Cross-listings:  ENVI 244  PHIL 244

Secondary Cross-listing

What ethical standards should guide our individual and societal choices when those choices affect current and future environmental conditions? This course will introduce students to fundamental concepts, methods, and issues in environmental ethics. Initial tutorial meetings will focus on theoretical materials that will background later discussions and will include classic readings from the environmental ethics literature (e.g., Leopold, Taylor, Rolston). Subsequent sessions will pair readings about key concepts with specific cases that raise complex ethical issues, including the concept of moral standing and, e.g., people who do not yet exist, non-human individuals, species, and complex living systems; the concept of moral responsibility and complicity in environmentally damaging practices; the legitimacy of cost-benefit analysis as an environmental policy tool; and the valuation of human lives.

Class Format: Remote format. Students will meet with the professor in pairs via Zoom for approximately 75 minutes per week, writing and presenting 5- to 7-page essays every other week, and commenting orally on partners' essays in alternate week.

Requirements/Evaluation: six essays (5-7 pages each) and six carefully prepared oral responses to partners' essays; evaluation will be based on essays, oral responses, and quality of discussion.

Prerequisites: ENVI 101 or one course in PHIL.

Enrollment Limit: 10

Enrollment Preferences: declared and prospective Environmental Studies majors and concentrators.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: meets Value Theory requirement only if registration is under PHIL.

Distributions: (D2)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 244 (D2) PHIL 244 (D2)

Writing Skills Notes: Students will write six tutorial papers of 5-7 pages in length, one of which they will revise and submit at the end of the term. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

PHIL 245  Mind and Persons in Indian Thought

In this course, we follow the Indian philosophical conversation concerning the self and the nature of consciousness, particularly as they are found in its various Yogic traditions. We start with some of the Hindu views about the self and the mind and consider their ethical implications. We then consider a range of Buddhist critiques of these views, focusing more particularly on the Madhyamaka, which radicalizes the critique of the self into a global anti-realist and skeptical stance. We also examine the Yogacara school, which offers a process view of reality focusing on the analysis of experience. We conclude by considering some of the later Hindu holistic views of the self as responses to the Buddhist critique. In this way we come to realize that
far from being the irrational foil of "the West," Indian tradition is a rich resource for thinking through some of the central questions that have challenged philosophers in both traditions.

Class Format: discussion

Requirements/Evaluation: full attendance and participation, three short essays (6 pages each)

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: selection based on the basis of relevant background

Expected Class Size: 18

Grading:

Distributions: (D2)

Not offered current academic year

PHIL 248  (S)  Free Speech and Its Enemies

The Williams College Mission statement says that "free inquiry requires open-mindedness, and commitment to community draws on concern for others". The question of this course is whether these values are in conflict. Does free inquiry clash with concern for others, or do they (or can they) work together? We will begin with John Stuart Mill's powerful defense of free speech in On Liberty, but will then investigate challenges to Mill's traditional liberalism from thinkers, such as Catharine MacKinnon, who believe that such rights are never neutral. Our subjects will include hate speech, press censorship, pornography, controversial art, sacrilegious speech and campus controversies. We will, undoubtedly, have to adjust the syllabus to respond to breaking international, national and local news. The course will, I hope, provide the students an opportunity and the tools to intellectually examine deeply emotional and contentious issues. This course is part of the John Hyde Teaching Fellowship.

Requirements/Evaluation: several short responses (including op-eds on current controversies) and longer final projects (a 12- to 15-page paper or equivalent work in other media)

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: seniors, then juniors, then sophomores

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Not offered current academic year

PHIL 250  (S)  Philosophy of Economics  (WS)

The status of economics as a predictive science has been most prominently brought into question, historically, by three unpredicted yet extremely important economic events: the Great Depression of the 1930s, stagflation of the 1970s, and bursting of the mortgage bubble in 2008. The issue of prediction was also raised by economist Donald McCloskey who, in 1988, asked his fellow economists, "If you're so smart, why ain't you rich?" Some critics find predictive failures of economists unsurprising, given the frequent reliance of the latter on assumptions known to be false (e.g., that economic agents are always selfish, have perfect information, and never make mistakes) and on models that unavoidably ignore potentially relevant factors. Perhaps, then, economics is not primarily a predictive science, but instead a descriptive, historical, and/or mathematical one. In this course, relying on works by economists and philosophers, we examine the status of economics as an academic discipline, focusing on its assumptions, methods, and results.

Requirements/Evaluation: six 6- to 8-page essays, six 2- to 3-page response papers, participation in discussions

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Philosophy majors and potential majors, then Economics majors and potential majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)  (WS)

Writing Skills Notes: Six 6- to 8-page essays. Students will receive from the instructor timely comments on their writing skills, with suggestions for
PHIL 251 (S) Offensive Art

Cross-listings: THEA 251 PHIL 251

Primary Cross-listing

Twenty-four centuries ago Plato argued for censorship of art. In the last century New York City mayor Rudy Giuliani attempted to shut down the Brooklyn Museum "Sensations" exhibit because he claimed it offended Christians, and the Cincinnati Contemporary Arts Center was prosecuted for exhibiting allegedly obscene photographs by Robert Mapplethorpe. Just recently, the magazine The Nation apologized for publishing Anders Carlson-Wee's poem adopting the voice of a homeless person, writing "We are sorry for the pain we have caused to the many communities affected by this poem." At Williams College a mural in The Log was temporarily boarded over, Herman Rosse's painting "Carnival of Life" was removed from the '62 Center, and the Theater department cancelled the production of Aleshea Harris' Beast Thing. What should be done about offensive art? What is offensive art? Does it matter who is offended? Does offensive art harm? Is there a difference between being offended and being harmed? Is there a difference between cultural appropriation and cultural appreciation? What are the responsibilities of museum curators and theater producers when presenting art that might offend? Who gets to decide the answer to these questions; indeed, who gets to decide what questions to ask? We will attempt answers by studying classical works (such as Plato's Republic and John Stuart Mill's On Liberty), contemporary articles, and works of art in various media. Trigger Warning: all the works of art studied in this class will be chosen partly because they have offended a significant number of people. You are very likely to be offended by some of the art we discuss. This will be the only trigger warning for the class; if you don't want to be offended then this course is not for you. This course is part of the John Hyde Teaching Fellowship.

Requirements/Evaluation: several short responses (including op-eds on current controversies) and longer final projects (a 12- to 15-page paper or equivalent work in other media)

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: seniors, juniors, then sophomores in that order

Expected Class Size: 17

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: potential additional material costs if individual students opt for final projects in other media

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 251 (D1) PHIL 251 (D2)

Not offered current academic year

PHIL 252 (F) Autopoietic Systems (WS)

Cross-listings: PHIL 252 STS 252

Primary Cross-listing

In ancient Greece, Democritus took his ontological bearings by atoms he took not to come to be, change, or pass away, but to move and interconnect in space so as to compose everything else. Plato also took his ontological bearings by entities that do not change, but ones that are not in space or time: mathematical structures and, at least aspirationally, the forms or ideas of the good, the beautiful, etc. Aristotle, finally, took his ontological bearings by temporal entities, i.e., organisms. In these terms, modern science combines central teachings of Democritus and Plato: the universe is understood as a mechanism whose components--ultimately, atoms--interact in ways governed by mathematical laws, and--for Descartes and his followers--animals, too, are machines rather than organisms. Hence, Laplace's (1814) thesis that "An intellect which at a certain moment would know all forces that set nature in motion, and all positions of all items of which nature is composed, if this intellect were also vast enough to submit these data to analysis, it would embrace in a single formula the movements of the greatest bodies of the universe and those of the tiniest atom; for such an intellect nothing would be uncertain and the future just like the past would be present before its eyes." This deterministic, mechanistic, and reductionist way of thinking has, for the past several hundred years, powerfully influenced such diverse fields as philosophy, biology, and economics. Over the past few decades, however, it has been challenged by new discoveries, particularly in physics and biology, and by theorists in a variety of disciplines.
These theoreticians focus on complex, dynamic systems as, in one terminology, wholes that are more than the sums of their constituents. In this tutorial, we examine some of the most promising and intriguing trends in this potentially revolutionary movement. Our central focus will be on autopoietic systems, i.e., entities that subsist over time despite changing their material constituents. The smallest such entities are cells, but the tissues, organs, and organisms of which many cells are constituents are also autopoietic systems, as are yet more complex entities such as universities, economies, ecosystems, and states. The process ontology required by autopoietic systems is a radical alternative to the ontology that has been dominant for the past several centuries. It has many exciting implications for various subdisciplines in philosophy and for various academic disciplines beyond philosophy.

Class Format: Virtual
Requirements/Evaluation: Presentations, responses to presentations, essays, response papers, participation in discussions.
Prerequisites: None.
Enrollment Limit: 10
Enrollment Preferences: Philosophy majors and potential majors.
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
PHIL 252 (D2) STS 252 (D2)

Writing Skills Notes: Students will write 6 6-8 page essays and 6 2-3 page response papers. I will comment on all the essays, and my comments will aim to help students improve their writing skills. Among the issues to be addressed will be the challenge of writing essays to be presented rather than simply to be read.

Fall 2020
TUT Section: HT1 TBA Alan White

PHIL 272 (S) Free Will and Responsibility (WS)

Cross-listings: PHIL 272 JLST 272

Primary Cross-listing

Our practice of holding people responsible seems justified as long as their choices are free. But when does a choice qualify as free? Must it be unaffected by any outside influences? If so, freedom may seem impossible since we're all deeply influenced by factors ranging from the general laws of nature to specific features of our genetic endowment and social environment (including religion, political ideology, and advertising). These affect not only our particular choices but also, more fundamentally, who we are and what we value. The real question, then, seems to be whether, and how, free choice is possible amidst all of these influences. We'll attempt to answer this question by examining recent philosophical work on the nature of free will and responsibility.

Class Format: This tutorial will meet remotely by Zoom on a fixed weekly schedule agreed to by the instructor and participants.
Requirements/Evaluation: Five tutorial papers (5-6 pages in length) and five critiques (2-3 pages in length)
Prerequisites: one PHIL course
Enrollment Limit: 10
Enrollment Preferences: current and prospective Philosophy majors
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
PHIL 272 (D2) JLST 272 (D2)

Writing Skills Notes: Students will write a tutorial paper (5-6 pages in length) every other week, and a peer critique (2-3 pages in length) in alternating weeks, evenly spaced throughout the semester. The instructor will provide timely comments on writing skills, with suggestions for improvement.
PHIL 281  (S)  Philosophy of Religion  (WS)
Cross-listings:  PHIL 281  REL 302

Primary Cross-listing
Our goal will be to determine how far reason can justify belief in God. We will examine well-known philosophical arguments for and against the existence of God (including the ontological argument, the cosmological argument, the teleological argument, the argument from religious experience, and the argument from evil). For each argument, we will first look at historically important formulations and then turn to contemporary reformulations. Our aim will be to identify and evaluate the strongest version of each argument. After working through these arguments, we will reflect more generally on the proper roles of reason and faith in justifying religious belief. Near the end of the semester, we’ll also examine some evolutionary explanations of religious belief. Our tools in this course will be logic and reason, even when we are trying to determine what the limits of reason might be. Authors will include Plato, Anselm, Aquinas, Pascal, Paley, Hume, Kant, Kierkegaard, and several contemporary philosophers.

Class Format:  students meet with instructor in pairs for an hour each week; emphasis will be placed on developing skills in reading, interpretation and oral argument as well as critical reasoning and writing

Requirements/Evaluation:  five 5-page papers and five 2-page papers
Prerequisites:  one PHIL course
Enrollment Limit:  10
Enrollment Preferences:  current and prospective Philosophy majors
Expected Class Size:  10
Grading:  no pass/fail option,  no fifth course option
Distributions:  (D2)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
PHIL 281 (D2) REL 302 (D2)

Writing Skills Notes: Five 5-page papers and five 2-page papers, evenly spaced throughout the semester. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Not offered current academic year

PHIL 288  (F)  Embodiment and Consciousness: A Cross-Cultural Exploration
Cross-listings:  REL 288  PHIL 288

Secondary Cross-listing
This course examines some of the central questions raised by the study of the consciousness: the place of intentionality, the role of emotions, the relation with the body, the nature of subjectivity, the scope of reflexivity, the nature of perceptual presence, etc. In confronting these difficult questions, we do not proceed purely theoretically but consider the contributions of various observation-based traditions, from Buddhist psychology and meditative practices to phenomenology to neurosciences. We begin by examining some of the central concepts of Buddhist psychology, its treatment of the mind as a selfless stream of consciousness, its examination of the variety of mental factors and its accounts of the relation between cognition and affects. We also introduce the practice of meditation as a way to observe the mind and raise questions concerning the place of its study in the mind-sciences. We pursue this reflection by examining the views of James, Husserl, Sartre and Merleau-Ponty, particularly as they concern the methods for the study of the mind and the relation between consciousness, reflexivity and the body. In this way, we develop a rich array of analytical tools and observational practices to further our understanding of the mind. But we also question the value of these tools based on first person approaches by relating them to the third person studies of the mind. In this way, we come to appreciate the importance of considering the biology on which mental processes are based and the light that this approach throws on the nature of consciousness. We conclude by considering the relation between first and third person studies of the mind, focusing on the concept of the embodied mind as a fruitful bridge between these different traditions.

Requirements/Evaluation:  regular practice of meditation, a class presentation, a short essay (6-pages); a long final research paper (15 pages)
Prerequisites:  any introduction to philosophy and at least two upper level courses in PHIL, at least one of which meets the Contemporary Metaphysics or Epistemology distribution requirement for the major, no exceptions;

Enrollment Limit:  18
Enrollment Preferences: Religion and Philosophy majors

Expected Class Size: 18

Grading: yes pass/fail option, no fifth course option

Unit Notes: there is no need to email the professor in advance to indicate interest in the course

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 288 (D2) PHIL 288 (D2)

Not offered current academic year

PHIL 306 (S) The Good Life in Greek and Roman Ethics

Cross-listings: CLAS 306 PHIL 306

Primary Cross-listing

Most thoughtful human beings spend a good deal of time musing about how we ought to live and about what counts as a good life for a human being. The philosophers of ancient Greece and Rome were among the first thinkers to develop rigorous arguments in response to such musings. Much of the moral philosophy produced in Greece and Rome remains as relevant today as when it was written. In this course, we will examine some central texts in ancient Greek and Roman moral philosophy. We will begin by reading some of Plato’s early dialogues and his Republic. We will then turn to Aristotle’s Nicomachean Ethics. We will then examine writings in the Stoic and Epicurean traditions, as well as Cicero’s On the Ends of Good and Evil. As we proceed through the course, we will look at the way in which each thinker characterizes happiness, virtue and the relation between the two. We will also pay close attention to the way in which each of these thinkers takes the practice of philosophy to play a key role in our realization of the good human life. This course is part of the Williams College program at the Berkshire County Jail and House of Corrections and will be held at the jail.

Transportation will be provided by the college. The class will be composed equally of Williams students and inmates, and one goal of the course will be to encourage students from different backgrounds to think together about issues of common human concern.

Requirements/Evaluation: several short response pieces; a final paper of 10-15 pages

Prerequisites: none

Enrollment Limit: 9

Enrollment Preferences: juniors & seniors & students who can demonstrate an interest in the subject matter of the class; there will not be any preference purely on the basis of major; final selection for the course will be made on the basis of an interview with the instructor

Expected Class Size: 9

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 306 (D1) PHIL 306 (D2)

Not offered current academic year

PHIL 307 (F) Augustine's Confessions

Cross-listings: CLAS 307 PHIL 307 REL 303

Primary Cross-listing

No thinker has done more to shape the Western intellectual tradition than Augustine (354-430 CE), and no book displays Augustine's dynamic vision of reality more compellingly than the Confessions. Its probing and intimate reflections on the meaning of human life, the nature of God and mind, time and eternity, will and world, good and evil, love and sexuality have challenged every generation since Augustine's own. The seminar will be structured around a close, critically engaged reading of the Confessions (in English translation) and will give attention to its historical context and significance as well as to its philosophical and theological ideas. (There will be optional, supplementary opportunity to engage with the Latin text for interested students with some facility with Latin.)

Class Format: The course will be taught in a hybrid (partly in-person, partly remote) or wholly remote format--a final decision about format will be made in early September, prior to the first class. Class meetings (in whatever format) will consist primarily in student presentations and open, directed discussion of assigned readings.

Requirements/Evaluation: Regular reading assignments from the Confessions and related secondary literature. Weekly participation in online
Discussion on Glow (15% of final grade); 3 class presentations (of various lengths and kinds) (20%); a short paper (maximum 1500 words) due around the middle of the semester (20%); a term paper in two drafts (maximum 3000 words) due near and the end of the semester (40%); preparation for and participation in class that shows thoughtful engagement with the assigned readings (5%).

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Advanced students in Philosophy, Religion and/or Classics

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 307 (D1) PHIL 307 (D2) REL 303 (D2)

**Fall 2020**

SEM Section: H1    TR 6:45 pm - 8:00 pm     Scott C. MacDonald

**PHIL 308  (F) Wittgenstein’s "Philosophical Investigations"**

Bertrand Russell claimed that Ludwig Wittgenstein was "perhaps the most perfect example I have ever known of genius as traditionally conceived--passionate, profound, intense, and dominating." Wittgenstein's two masterpieces, the *Tractatus Logico-Philosophicus* and the *Philosophical Investigations*, stand like opposing poles around which schools of twentieth-century analytic philosophy revolve. The Wittgenstein of the *Tractatus* is known as the "earlier Wittgenstein," the Wittgenstein of the *Investigations* is known as the "later Wittgenstein." This course is an intensive, line-by-line study of the *Investigations*--one of the greatest (and thus, one of the most controversial) books in the history of philosophy. Aside from its overwhelming influence on 20th and 21st century philosophy and intellectual culture, any book which contains the remark, "If a lion could talk, we could not understand him," deserves serious attention.

**Requirements/Evaluation:** one short midterm paper (5-7 pages) and one longer final paper (12-15 pages)

**Prerequisites:** at least two Philosophy Courses, PHIL 202 highly recommended

**Enrollment Limit:** 19

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Not offered current academic year

**PHIL 310  (F) Wittgenstein's Later Philosophy  (WS)**

Ludwig Wittgenstein (1889-1951) is probably the greatest philosopher of the 20th century. His later work, best known through posthumously published *Philosophical Investigations*, continues to influence contemporary thinking about language, mind, action, knowledge, ethics, religion, aesthetics, culture, and of course, philosophy itself. Understanding later Wittgenstein is thus vital for engaging in contemporary philosophy, but neither the interpretation nor the evaluation of his thought is straightforward or easy. Later Wittgenstein is a controversial, polarizing figure; but serious reading of his work is invariably intellectually enriching and fertile. This tutorial aims to provide students with the skills necessary for careful, serious and thorough reading of Wittgenstein's later philosophy. In the first part of the course, we will read Wittgenstein's *Philosophical Investigations*, one of the greatest books ever written. In the second part of the course, we will read *On Certainty*, and selections from other of Wittgenstein's posthumously published works: *Zettel*, *Philosophical Grammar*, *Remarks on the Philosophy of Psychology*, *Culture and Value*, *Lectures and Conversations on Aesthetics, Psychology and Religious Belief*, and *The Big Typescript*. Throughout the course, we will consult and discuss the important secondary literature on Wittgenstein, and analyze different philosophical presuppositions and goals that motivate particular readings. The central topics of the course will be: meaning, rule following, human languages; private experiences and other minds; intention and action; knowledge and skepticism; and especially, the methods and nature of philosophy.

**Requirements/Evaluation:** tutorial attendance and participation; bi-weekly tutorial papers, each about 5 pages long (totaling 6 per student); bi-weekly oral responses to the paper of the tutorial partner

**Prerequisites:** two Philosophy courses
Enrollment Limit: 10

Enrollment Preferences: preference will be given to students who already took a course on Wittgenstein, for example, PHIL 309

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will write two short (about 800 words) seminar papers; five 5-7 pages long papers; five 2-3 pages long comments on their tutorial partner's papers; and a final paper (also 5-7 pages long) which will be a revision of one of the previously written papers. Students will get regular feedback from their tutorial partner and from the instructor on the substance of their work as well as on their oral and writing skills, with suggestions for improvement.

Not offered current academic year

PHIL 312 (S) Philosophical Implications of Modern Physics (QFR)

Cross-listings: SCST 312 PHYS 312 STS 312 PHIL 312

Secondary Cross-listing

Some of the discoveries made by physicists over the last century seem to show that our common sense views are deeply at odds with our most sophisticated and best confirmed scientific theories. The course will present the essential ideas of relativity theory and quantum theory and explore their implications for philosophy. We will ask, for example, what these theories tell us about the nature of space, time, probability and causality.

Requirements/Evaluation: attendance, participation, problem sets, exams, six 1- to 2-page papers and a 12- to 15-page term paper

Prerequisites: MATH 140, high-school physics, and either a 200-level course in PHIL or a 100-level course in PHYS

Enrollment Limit: 20

Enrollment Preferences: Philosophy majors and Physics majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

SCST 312 (D2) PHYS 312 (D3) STS 312 (D3) PHIL 312 (D2)

Not offered current academic year

PHIL 315 (F) Kant's Critique of Pure Reason

Kant's Critique of Pure Reason is perhaps the most significant text in the history of philosophy. It puts an end to the Early Modern traditions of Rationalism and Empiricism, and it stands at the beginning of both the Analytic and Continental traditions in contemporary philosophy. Love it or hate it, you cannot ignore it. In this course, we will study the most important and influential chapters of the Critique with the help of some secondary literature.

Class Format: This course will implement the tutorial format and be conducted remotely. Each week, students will watch a pre-recorded lecture given by the professor (asynchronously), and meet in pairs with the professor for roughly 75 minutes on Zoom (synchronously).

Requirements/Evaluation: Each week, students will complete the assigned readings, watch a lecture by the professor, write an essay, and meet in pairs with the professor. Students will take turns as the leader one week, and the respondent the next. The week's leader will write a 6-page essay on the assigned reading, due 48 hours before the meeting. The week's respondent will write a 2- to 3-page essay on the leader's essay due at the time of the meeting. At the meetings, both students will present their essays and hold a discussion about the readings. Students will be evaluated cumulatively on their essays and contributions to discussion.

Prerequisites: PHIL 202

Enrollment Limit: 10

Enrollment Preferences: Philosophy majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)
PHIL 321  (F)  Introduction to Critical Theory  (DPE) (WS)

Cross-listings:  PHIL 321  WGSS 322

Primary Cross-listing

"Dare to know! Have courage to use your own reason—that is the motto of Enlightenment." Thus the 18th century German philosopher Immanuel Kant exhorts his contemporaries to muster the courage to cultivate their capacity for reason. Modern faith in the prospects of universal human dignity, rational autonomy, the rights of man, individual liberty, democracy, open scientific inquiry and social and political progress depend upon it. Yet from its inception and continuing into the 19th and 20th centuries we find the promise of Enlightenment challenged by colonialist expansion, the rise of nationalism and the persistence of racism, sexism, genocide, terrorism, and religious extremism as well as the emergence of wars of mass destruction, environmental degradation, and the potential for manipulation of populations by consumerist mass media. Can the promise of Enlightenment be redeemed? Should it be? Among the possible topics addressed will be: criticizing capitalism, alienation and objectification, progress and freedom, the entanglements of power and reason, radical liberalism, the future of democracy as well as post-structuralist, post-colonial, feminist and anti-racist critiques of the Frankfurt School. Readings may include historical as well as contemporary figures such as: Kant, Freud, Horkheimer, Adorno, Marcuse, Habermas, McCarthy, Honneth, Fraser, Amy Allen, Foucault, Ranciere, Achilles Mbembe, Judith Butler, Wendy Brown, Spivak, and Charles Mills, among others.

Class Format: students will work in pairs and meet for 75 minutes each week with the professor

Requirements/Evaluation: each student will write and present five 5- to 6-page paper every other week and a commentary on their partner's essay on alternate weeks; evaluations are based on written work as well as level of preparation and intellectual engagement in tutorial meetings

Prerequisites: PHIL 202, Kant course, or permission of instructor

Enrollment Limit:  10

Enrollment Preferences: Philosophy majors and students with background in political theory, feminist theory, or post-colonial theory

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 321 (D2) WGSS 322 (D2)

Writing Skills Notes: Tutorial format requires significant writing (six 5-page papers), weekly commentary on writing, and instructor comments on papers.

Difference, Power, and Equity Notes: In this course power, differences, and overcoming injustice, inequality, and domination are central topics.

Not offered current academic year

PHIL 323  Critical Theory: Praxis and Critique  (DPE) (WS)

What is to be done? This question haunts critical theory. To be sure, critical theories are important, even indispensable. They enable us to see the world in new ways, and to unmask pernicious relations of power. They can even produce an incentive to work for change. Yet, as critical theorist Bernard Harcourt notes: "Tragically, we remain impoverished when it comes to critically thinking through practice." Critical theories tend to privilege theory over practice—reasoning, knowledge and wisdom over action, doing, and being. To be sure, in the nineteenth century, Marx called for a philosophy oriented toward change, not merely contemplation. In his later works, Foucault too endorsed a shift from the Socratic injunction "know thyself," to care for the self. He identified courageous truth-telling as essential to political practices. Yet the model of the courageous individual speaking truth to power is not sufficient as an account of praxis. In this course we explore a range of contemporary understandings of critical social and political practice. Readings may include recent work by Hannah Arendt, Seyla Benhabib, Judith Butler, Michael Hardt and Antonio Negri, Fred Moten, Bruno Latour and Chantal Mouffe. Among the topics discussed will be performative assembly, the "undercommons," climate politics, and the idea of a left populism. The course draws generously from materials used in Harcourt's 13/13 seminar series at Columbia University.

Class Format: We may schedule two seminar meetings in addition to weekly tutorial meetings.

Requirements/Evaluation: 6 five-page papers on assigned or chosen topics, 6 2-page commentaries on tutorial partner's papers as well as quality of engagement and evidence of preparation in weekly tutorial meetings.

Prerequisites: At least two courses in philosophy, including 202, or 204, or 224T or permission of instructor.
Enrollment Limit: 10

Enrollment Preferences: Students with demonstrated background in critical theory as well as majors or prospective majors in philosophy.

Expected Class Size: 10

Grading:

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: This is a tutorial. Students will write six five-page papers and receive extensive commentary on their writing every other week by tutorial partners and the professor.

Difference, Power, and Equity Notes: Critical theories explore questions concerning inequality, difference, domination and oppression as well as ideology and identity. This course will do the same.

Not offered current academic year

PHIL 326  (S)  Foucault Now  (DPE) (WS)

Cross-listings: WGSS 336  PHIL 326

Primary Cross-listing

If we think of Michel Foucault as engaged in writing histories, or genealogies, of his own present designed to undercut the sense of the obviousness of certain practices and ways of thinking, categorizing, and knowing, we can easily imagine that he might now be questioning different aspects of our contemporary "present" than the ones standardly associated with his name, namely, panopticons and surveillance, discipline, criminalization, the biopolitics of health, the normal and the abnormal, etc. In this course we address the question: How is the present we find ourselves living today different from the one that the author Foucault wrote about in the 1960s, 70s and early 80s before his untimely death in 1984? What differentiates today from yesterday? And what present practices and ways of thinking and knowing might be questioned using Foucault's tools, genealogy in particular, for resisting unnecessary constraints on freedom and the perpetuation of unnecessary suffering? What is his legacy today? In this tutorial you will read from a selection of Foucault's texts (books, lectures, interviews) in order to acquire a firm grasp of his method of "critique" and his way of looking at the interconnections between forms of power and the knowledge associated with particular disciplines. We will also read more recent work by scholars that draw on Foucault to address problems in today's present. Among the contemporary texts assigned might be the following: Bernard Harcourt's Exposed: Desire and Disobedience in the Digital Age, Saidiya Hartman's Wayward Lives, Beautiful Experiments (2019), Verena Ehrenbusch's Terrorism: A Genealogy, Cressida Heyes' Anaesthetics, Ladelle McWhorter's Racism and Sexism in Anglo-America: A Genealogy, and Active Intolerance: Michel Foucault, The Prisons Information Group, and the Future of Abolition, eds. Perry Zum and Andrew Dilts.

Class Format: I will meet with students in a seminar format at various points throughout the semester. I have requested a class block for this reason.

Requirements/Evaluation: evaluation will be based on written work (six 5- to 6-page papers, and six 2-3 page commentaries on their partner's papers) as well as the quality and level of preparation and intellectual engagement in our weekly meetings.

Prerequisites: Relevant background in critical theory, social theory, political theory or philosophy.

Enrollment Limit: 10

Enrollment Preferences: I will give preference to philosophy majors and to upper class students with a demonstrated background in critical theories. Some sophomores may be eligible.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 336 (D2) PHIL 326 (D2)

Writing Skills Notes: This is a tutorial. Students will write five or six 5-6-page papers during the course of the semester and receive significant feedback on each paper. At the end of each tutorial meeting the student is asked to reflect on how they would approach the paper differently if they were to rewrite it. In this version of the course, I may ask students to select one paper to revise as a final assignment.

Difference, Power, and Equity Notes: In this course we address power and domination, reflect on the difference between them, and treat power relations as not only an inevitable feature of any society, but as both enabling and constraining. Moreover, we will read material that uses Foucauldian tools to address contemporary issues involving sexism and racism, digital surveillance, and the abolition of prisons.
PHIL 327  (F) Foucault on Power and Knowledge (DPE) (WS)

Cross-listings: PHIL 327  WGSS 327

Primary Cross-listing

This course begins with a brief introduction to some of Foucault's early writings but focuses on a close reading of a selection of middle and late texts that have become central to debates about the significance and value of his work such as: Discipline and Punish, The History of Sexuality (vols. 1-3), and selected interviews and course lectures. We will focus particularly on how subjects are positioned in relation to his writings on power and knowledge with particular attention to the later so-called ethical writings in the years before his untimely death in 1984.

Requirements/Evaluation: evaluation will be based on written work (six 5- to 6-page papers, and six 2-3 page commentaries on their partner's papers) as well as the quality and level of preparation and intellectual engagement in our weekly meetings.

Prerequisites: at least two courses in PHIL or political or critical theory, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: current or prospective Philosophy and Women's, Gender and Sexuality Studies majors

Expected Class Size: 8-10

Grading: no pass/fail option, no fifth course option

Unit Notes: meets History requirement only if registration is under PHIL

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 327 (D2) WGSS 327 (D2)

Writing Skills Notes: Students will write between 40-50 pages by the end of the semester and receive regular feedback on their written work from the instructor and their tutorial partner. They will write both expository, interpretive and critical essays and will regularly be asked to defend their interpretations and arguments.

Difference, Power, and Equity Notes: This is a course about power and freedom. We read genealogical histories of disciplinary institutions that exclude and aim to correct "dangerous" or "abnormal" individuals, or attach them to identities and desires in order to manage them. We also address power at the level of population management, the emergence of the neoliberal idea of the self as enterprise, and the promise of resistance in the form of ethical practices of freedom.

Not offered current academic year

PHIL 328  (S) Kant's Ethics

Although Kant initially planned for his magnum opus to comprise theoretical and practical chapters, his metaphysics and epistemology take up all of his Critique of Pure Reason while his ethics is spread out over a series of works—Groundwork of the Metaphysics of Morals, Critique of Practical Reason, and Religion within the Boundaries of Mere Reason. These latter writings of Kant's had a tremendous influence on the development of subsequent moral philosophy and indeed set the stage for contemporary discussions of the nature of practical reason, motivation, freedom, and morality. Our seminar will have two aims: (1) to reconstruct the single most compelling moral theory from Kant's various ethical writings, and (2) to trace the influence of Kant's ethics in contemporary philosophy.

Requirements/Evaluation: two 8-page seminar papers and a 12-page final paper

Prerequisites: two courses in PHIL (including a 100-level PHIL course; PHIL 201 or 202 recommended); or permission from the instructors

Enrollment Limit: 20

Enrollment Preferences: Philosophy majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Not offered current academic year
PHIL 332 (S) Aristotle's Metaphysics

Cross-listings: CLAS 332 PHIL 332

Primary Cross-listing

In this course we will study Aristotle's Metaphysics concentrating on books gamma-theta. Aristotle sets out to study being qua being, or what is insofar as it is. The thoughts that Aristotle expresses in these books were instrumental in setting an intellectual agenda that dominated western thought through the Middle Ages and provided the backdrop against which the modern philosophical tradition arose. Furthermore, many of the issues that Aristotle takes up in these books remain of central importance in contemporary philosophy. Our main goal in this course is to work our way through Aristotle's text which can be extremely daunting, and to reconstruct his central positions and his arguments for these positions. We will also read selections from the vast secondary literature on Aristotle's Metaphysics.

Requirements/Evaluation: discussion leadership, weekly short papers, term paper

Prerequisites: PHIL 201, CLAS 203

Enrollment Limit: 12

Enrollment Preferences: Philosophy and Classics majors

Expected Class Size: 8-10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 332 (D1) PHIL 332 (D2)

PHIL 336 Political Liberalism and its Critics (WS)

Political liberalism has been both celebrated and lamented. The philosopher John Rawls is widely credited with reviving liberalism in the late 20th century and providing its most persuasive defense. In this tutorial, we'll read portions of Rawls' major works, A Theory of Justice and Political Liberalism, and trace how his theory evolved in response to an array of critics, including libertarians, perfectionists, communitarians, feminist philosophers, and critical race theorists. Among other things, these critics challenged Rawls' interpretation and defense of the social contract framework, the ideals of freedom and equality, the content of principles of justice, political neutrality about the good, the nature of the self, the division between public and private spheres, and the distinction between ideal and non-ideal theory. We'll examine these criticisms in depth. If time permits, we'll also look briefly at some recent post-Rawlsian debates about the nature of distributive justice (e.g., luck vs. relational egalitarianism, or global justice).

Class Format: This tutorial will meet remotely by Zoom on a fixed weekly schedule agreed to by the instructor and participants.

Requirements/Evaluation: Six tutorial papers (5-6 pages in length) and six critiques (2-3 pages in length)

Prerequisites: Two PHIL courses, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Current and prospective philosophy majors

Expected Class Size: 10

Grading:

Distributions: (D2) (WS)

Writing Skills Notes: Students will write a tutorial paper (5-6 pages in length) every other week, and a peer critique (2-3 pages in length) in alternating weeks, evenly spaced throughout the semester. The instructor will provide timely comments on writing skills, with suggestions for improvement.

Not offered current academic year

PHIL 337 (F) Justice in Health Care (WS)

Justice is a notoriously complex and elusive philosophical concept, the conditions of which are even more difficult to articulate within real world institutions and contexts than in the abstract. In this course we'll explore justice as a fundamental moral principle and as a desideratum of the US health care system. The first portion of the course will be devoted to considering general theories of justice as well as alternative conceptions of justice specifically within the health care context. While social justice and distributive justice are deeply intertwined in the health care context and we will discuss both, we will focus primarily on the concept of distributive justice. This theoretically oriented work will provide the background for subsequent
examination of specific topics, which may include, among others: justice in health care financing and reform; justice in health care rationing and access to health care, with particular attention to the intersections of rationing criteria with gender, sexuality, race, disability, and age; justice in the procurement and allocation of organs for transplantation; obesity and personal responsibility for illness; and justice in medical research, including "double standards" for research conducted in low resource settings.

**Class Format:** This class will be conducted remotely, via weekly synchronous tutorial meetings on Zoom or Google Meet.

**Requirements/Evaluation:** biweekly papers, oral commentaries, and tutorial discussions

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** PHIL majors, PHLH concentrators, those with curricular need for the course, those who have been dropped from the course in previous semesters due to over enrollment, and those who are unlikely to have an opportunity to take the course in a later term

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will write six tutorial papers of 5-7 pages in length, one of which they will revise and submit at the end of the term. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

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**PHIL 338  (F) Intermediate Logic  (QFR)**

**Cross-listings:** MATH 338 PHIL 338

**Primary Cross-listing**

In this course, we will begin with an in-depth study of the theory of first-order logic. We will first get clear on the formal semantics of first-order logic and various ways of thinking about formal proof: natural deduction systems, semantic tableaux, axiomatic systems and sequent calculi. Our main goal will be to prove things about this logical system rather than to use this system to think about ordinary language arguments. In this way the goal of the course is significantly different from that of Logic and Language (PHIL 203). Students who have take PHIL 203 will have a good background for this class, but students who are generally comfortable with formal systems need not have taken PHIL 203. We will prove soundness and completeness, compactness, the Lowenheim-Skolem theorems, undecidability and other important results about first-order logic. As we go through these results, we will think about the philosophical implications of first-order logic. From there, we will look at extensions of and/or alternatives to first-order logic. Possible additional topics would include: modal logic, the theory of counterfactuals, alternative representations of conditionals, the use of logic in the foundations of arithmetic and Godel's Incompleteness theorems. Student interest will be taken into consideration in deciding what additional topics to cover.

**Requirements/Evaluation:** problem sets and exams

**Prerequisites:** some class in which student has studied formal reasoning

**Enrollment Limit:** 20

**Enrollment Preferences:** Philosophy majors; juniors and seniors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MATH 338 (D3) PHIL 338 (D2)

**Quantitative/Formal Reasoning Notes:** This is a class in Formal Logic. PHIL 203 satisfies the QFR requirement. If anything, this class will be significantly more formal.

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Not offered current academic year
PHIL 341 (S) Black Marxism: Political Theory and Anti-Colonialism (DPE) (WS)
Cross-listings: AFR 340 INTR 341 PSCI 373 PHIL 341

Secondary Cross-listing
The seminar involves a critical engagement with key Africana political leaders, theorists and liberationists. We will examine the Pan-African writings of: Cedric Robinson (Black Marxism); Walter Rodney (How Capitalism Underdeveloped Africa), Eric Williams (Capitalism and Slavery, From Columbus to Castro); Frantz Fanon (The Wretched of the Earth); Malcolm X (Malcolm X Speaks); Amilcar Cabral (Resistance and Decolonization; Unity and Struggle); C. L. R. James (The Black Jacobins).

Requirements/Evaluation: Attend all classes. Papers are due 24hours before the start of class. Participate in class discussions.
Prerequisites: None
Enrollment Limit: 19
Enrollment Preferences: Juniors and Seniors.
Expected Class Size: 19
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 340 (D2) INTR 341 (D2) PSCI 373 (D2) PHIL 341 (D2)

Writing Skills Notes: Three thesis papers at five pages each (each receiving critical feedback from professor); one thesis paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process; one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper.

Difference, Power, and Equity Notes: This course focuses on anti-colonial struggles against European powers. Research will include the concept of "internal colonies" in the US.

Spring 2021
SEM Section: R1 TBA Joy A. James

PHIL 350 (S) Emotions
Philosophy is often described as thinking about thinking: variously conceived inquiries into the nature, scope and limits of human reasoning have always been at its heart. Without challenging the centrality of such projects for philosophy, this tutorial will focus on a less emphasized, but equally essential aspect of our lives: emotions. What are emotions, and how should we think about them? What is the proper 'geography'—classification and analysis—of our emotions, and what is their relation to our somatic states, feelings, beliefs, judgments, evaluations and actions? Do we have any control over our emotions? Could we (individually and socially) educate and cultivate them? How are conscious and unconscious emotions related to a person's action, character, and her social world? In addressing these substantive questions, we will also consider which methodological approach—if a single one can be privileged—we should adopt for examining emotions. We will try to determine what is the scope and nature of an adequate theory of emotions, what are the desiderata for such a theory, and what should count as evidence in its favor. We will examine a variety of philosophical and scientific theories of emotion, as well as some issues concerning normative aspects of emotions: the role of emotions in a good life, and the concept of emotional maturity.

Class Format: The class will meet remotely only.

Requirements/Evaluation: Class attendance, preparedness and participation; weekly meetings with the tutorial partner outside of the class; five lead papers (5-7 pages) and five short response papers (2-3 pages).

Prerequisites: two philosophy courses.

Enrollment Limit: 10

Enrollment Preferences: philosophy majors and prospective majors, then psychology majors.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Spring 2021
PHIL 360 (F) The Political Thought of Frantz Fanon (WS)

Cross-listings: PHIL 360, PSCI 370, LEAD 360, AFR 360

Secondary Cross-listing

Martinican psychiatrist, philosopher, and revolutionary Frantz Fanon was among the leading critical theorists and Africana thinkers of the twentieth century. Fanon ushered in the decolonial turn in critical theory, a move calling on those both within and outside of Europe to challenge the coloniality of the age and to forge a new vision of politics in the postcolonial period. This course is an advanced seminar devoted to a comprehensive examination of Fanon's political thought. We will begin with an analysis of primary texts by Fanon and end by considering how Fanon has been interpreted by his contemporaries as well as activists and critical theorists writing today.

Requirements/Evaluation: attendance and participation, weekly online reading response papers, a class presentation, two 7-page essays, and one 20-page final research paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Africana Studies concentrators, Leadership Studies concentrators, and Political Science majors

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 360 (D2), PSCI 370 (D2), LEAD 360 (D2), AFR 360 (D2)

Writing Skills Notes: Students write weekly online reading response papers, two 7-page essays, and one 20-page final research paper. Students receive written feedback from me throughout, meet with me 1-on-1 to discuss 7-page essays to then revise/re-submit and also receive written feedback before final submission. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Not offered current academic year

PHIL 364 (S) Mental Health and Illness: Philosophical Considerations

Cross-listings: STS 364, PHIL 364

Primary Cross-listing

This course will raise and discuss a number of philosophical questions concerning our current understanding of mental health and mental illness. We will begin by examining the general concepts of health and disease, and then apply them to human psychology. Throughout the course, our focus will be on the best theoretical and practical knowledge we now have to diagnose, explain, and alleviate mental illness. Some of the questions that we will discuss are: What is psychopathology and what are its causes? Is it possible to have systematic knowledge of subjective experience? If so, is that knowledge importantly different in kind or in rigor from the knowledge we gain through physics, chemistry or geology? Are there metaphysical and ideological assumptions in contemporary psychiatry, and if so, could and should they be avoided? What is the basis on which current psychiatric diagnostic manuals are organized? Is that principle of organization justifiable or not? Do particular case histories offer good explanations of psychopathology? In framing and answering these questions, we will discuss subjective experience (or phenomenology) of mental illness; holism vs. reductionism; functional, historical and structural explanations of psychopathology; theory formation, evidence, and the role of values in psychology and psychiatry; the diversity and disunity of psychotherapeutic approaches; relationship between knowers and the known; and relationship between theoretical knowledge in psychiatry and the practices of healing.

Requirements/Evaluation: several writing assignments, evenly spaced throughout the semester

Prerequisites: two philosophy courses; or one philosophy and one STS course; or consent of the instructor

Enrollment Limit: 20

Enrollment Preferences: students who took Philosophy of Science or Philosophy of Mind; Philosophy and Psychology majors

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:

STS 364 (D2) PHIL 364 (D2)

Not offered current academic year

PHIL 379  (F)  American Pragmatism

Cross-listings: PHIL 379  AMST 379

Primary Cross-listing

Along with jazz, pragmatism stands as the greatest uniquely American contribution to world culture. As the music wails in the background, we will study the classic pragmatists: William James, C. S. Peirce, and John Dewey. We will continue with the contemporary inheritors of the tradition: Cornel West, Richard Rorty, and Hilary Putnam. Although it has influenced both analytic and continental philosophy, pragmatism is a powerful third philosophical movement. Always asking what practical difference would it make, our authors investigate the central questions and disputes of philosophy, from epistemology and metaphysics to ethics and religion. Rather than seeing philosophy as an esoteric discipline, the pragmatic philosophers (with the possible exception of Peirce) see philosophy as integral to our culture and see themselves as public intellectuals.

Requirements/Evaluation: final paper, several short assignments

Prerequisites: at least two PHIL courses

Enrollment Limit: 25

Enrollment Preferences: Philosophy and American Studies majors, then seniors and juniors of any major

Expected Class Size: 12-15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 379  (D2) AMST 379 (D2)

Not offered current academic year

PHIL 388  (S)  Consciousness

The nature of consciousness remains a fundamental mystery of the universe. Our internal, felt experience—what chocolate tastes like to oneself, what it is like to see the color red, or, more broadly, what it is like to have a first person, waking perspective at all—resists explanation in any terms other than the conscious experience itself in spite of centuries of intense effort by philosophers and, more recently, by scientists. As a result, some prominent researchers propose that the existence of consciousness requires a revision of basic physics, while others (seemingly desperately) deny that consciousness exists at all. Those positions remain extreme, but the challenge that consciousness poses is dramatic. It is at the same time the most intimately known fact of our humanity and science’s most elusive puzzle. In this tutorial we will read the contemporary literature on consciousness. We will concentrate both on making precise the philosophical problem of consciousness and on understanding the role of the relevant neuroscientific and cognitive research. Tutorial partners will have an opportunity to spend the end of the semester working on a special topic of their choosing including, for instance, consciousness and free will, pain and anesthesia, consciousness and artificial intelligence, or disorders of consciousness.

Class Format: expect several short lectures by the instructor over the course of the semester where all the tutorial members convene

Requirements/Evaluation: participants will present substantial written work in the tutorial every other week, and will be responsible for commenting on their tutorial partner's work on off weeks

Prerequisites: any introduction to philosophy and at least two upper level courses in PHIL, at least one of which meets the Contemporary Metaphysics or Epistemology distribution requirement for the major, no exceptions; no need to email the professor in advance

Enrollment Limit: 10

Enrollment Preferences: Philosophy majors, Neuroscience or Cognitive Science concentrators; open to sophomores; every effort will be made to pair students according to similar or complementary background

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Not offered current academic year
Put simply, metaphilosophy is reflection on the nature of philosophy, i.e., What is it? What is its aim? Its purpose? Its methods? Are such questions meaningful or important? Can the discipline be unified? Should it be? Unsurprisingly, philosophers have proffered a variety of answers to these questions, prompting one philosopher to remark, half-jokingly, that "there are as many definitions of philosophy as there are philosophers..." Thus, Plato described the philosopher as "the one who beholds all Time and all Being." Wilford Sellars regarded as uncontroversial, the view that it is "an attempt to see how things, in the broadest possible sense of the term, hang together in the broadest possible sense of the term." Critical theorists regard philosophy as social and ideology critique. Some understand its aim to be to answer normative questions about the nature of truth, justice, goodness and rationality. Finally, there are those who do not think philosophy can contribute much at all to answering such questions. In this senior seminar we will read a range of philosophical texts (Analytic, Pragmatist, and Continental or European) that either engage meta-philosophical debates or exemplify particular philosophical styles and methods in order to enrich our understanding of the discipline and of the value of meta-philosophical inquiry itself.

Class Format: This will be taught remotely. The professor will consult with members of the class to devise the optimal formats to ensure educational value and active engagement by the students. Students should expect to meet in a seminar format once a week, and in regular smaller tutorial style groups either weekly or every other week unless we decide on a different format.

Requirements/Evaluation: short (750 word) weekly seminar or tutorial response papers, several 6000 word tutorial papers, and a 12,000 word final paper.

Prerequisites: required of, and open only to, senior Philosophy majors

Enrollment Limit: 10

Enrollment Preferences: senior Philosophy majors only

Expected Class Size: 8-9

Grading: no pass/fail option, yes fifth course option

Unit Notes: Required for all majors

Distributions: (D2)
PHIL 494 (S) Senior Thesis: Philosophy
This course involves independent study under the supervision of a member of the department. The objective is the preparation and writing of a senior thesis (maximum 75 pages). This is part of a full-year thesis (493-494).

Grading: no pass/fail option, yes fifth course option
Distributions: (D2)

Spring 2021
HON Section: R1 TBA Jana Sawicki

PHIL 497 (F) Independent Study: Philosophy
Philosophy independent study.

Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

Fall 2020
IND Section: H1 TBA Jana Sawicki

PHIL 498 (S) Independent Study: Philosophy
Philosophy independent study.

Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

Spring 2021
IND Section: R1 TBA Jana Sawicki

Winter Study ---------------------------------------------

PHIL 30 (W) Senior Essay: Philosophy
Philosophy senior essay.
Class Format: senior essay
Grading: pass/fail only
Not offered current academic year

PHIL 31 (W) Senior Thesis or Essay: Philosophy
To be taken by students registered for Philosophy 491 or 493-494.
Class Format: thesis
Grading: pass/fail only
Not offered current academic year

PHIL 99 (W) Independent Study: Philosophy
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.
Class Format: Independent study

Grading: pass/fail only

Not offered current academic year
PHYSICAL EDUCATION, ATHLETICS, AND RECREATION
Chair and Director: Lisa Melendy

- Tomas Adalsteinsson, Assistant Professor of Physical Education and Head Women's Golf Coach
- Kevin M. App, Assistant Professor of Physical Education and Head Men's Basketball Coach
- Alix H. Barrale, Assistant Professor of Physical Education and Head Field Hockey Coach
- Bill Barrale, Assistant Professor of Physical Education, Head Baseball Coach
- Ethan M. Barron, Assistant Professor of Physical Education, Head Men's Track & Field Coach
- Thomas P. Blumenauer, Lecturer in Physical Education, Assistant Football Coach
- Anik A. Cepeda, Assistant Professor of Physical Education and Head Coach of Women's Tennis
- Marshall Creighton, Lecturer in Physical Education and Assistant Strength & Conditioning Coach
- Pete Farwell, Assistant Professor of Physical Education, Head Cross Country Coach, and Assistant Coach Men's and Women's Track
- Meghan K. Gillis, Assistant Professor of Physical Education and Head Coach of Women's Ice Hockey
- Daniel R. Greenberg, Assistant Professor of Physical Education and Head Coach of Men's Tennis
- Kelsey Gura, Assistant Professor of Physical Education and Head Alpine Ski Coach
- Kris Herman, Assistant Professor of Physical Education, Head Softball Coach
- Josh D. Hillman, Lecturer in Physical Education and Head Men's Golf Coach
- Nate D. Hoey, Assistant Professor of Physical Education, Head Women's Track & Field Coach
- Scott D. Honecker, Assistant Professor of Physical Education and Head Coach of Wrestling
- William Kangas, Assistant Professor of Physical Education and Head Men's Ice Hockey Coach
- Christi L. Kelsey, Assistant Professor of Physical Education and Head Women's Volleyball Coach
- Steven Kuster, Assistant Professor of Physical Education and Head Swim Coach
- Alice Lee, Assistant Professor of Physical Education and Head Women's Lacrosse Coach
- Jason Lemieux, Assistant Professor of Physical Education and Head Nordic Ski Coach
- Zafi Levy, Assistant Professor of Physical Education and Head Squash Coach
- Scott Lewis, Assistant Professor of Physical Education and Director of Outing Club
- Rob Livingstone, Lecturer in Physical Education, Head Strength and Conditioning Coach
- Marc Mandel, Assistant Professor of Physical Education and Head Men's Crew Coach
- Patricia Manning, Assistant Professor of Physical Education and Head Women's Basketball Coach
- George McCormack, Assistant Professor of Physical Education, Head Men's Lacrosse Coach
- Mark T. McDonough, Lecturer in Physical Education, Assistant Football Coach
- Lisa Melendy, Chair, Director of Athletics and Assistant Professor in Physical Education
- Carolyn D. Miles, Assistant Professor of Physical Education and Associate Director/Student Athlete Services
- Mark R. Raymond, Assistant Professor of Physical Education and Head Coach of Football
- Sarah E. Raymond, Assistant Professor of Physical Education and Head Women's Soccer Coach
- Erin Sullivan, Assistant Professor of Physical Education, Head Men's Soccer Coach
- Tommy Verdell, Assistant Professor of Physical Education, Associate Athletic Director for Inclusion and Compliance
- Kate Wachala, Assistant Professor of Physical Education and Head Coach of Women's Crew
The instructional Physical Education Program at Williams is an integral part of the student’s total educational experience. As a part of the liberal arts concept, the program develops the mind-body relationship, which is dependent upon the proper integration of physical and intellectual capacities. The main objective of the physical education program is to develop in each student an appreciation of physical fitness and wellness, and to expose them to a variety of activities that are suitable for lifetime participation.

Four credits of Physical Education represent one of the requirements for the College degree. There are five physical education units during the year. In the fall academic semester, there are two six-week physical education quarters. Winter Study is another unit, and there are two physical education quarters in the spring academic semester. Two different activities must be completed in the fulfillment of the requirement. Students must complete two physical education credits during the first year, all four physical education credits must be completed by the end of sophomore year if the student wishes to study abroad.

A schedule listing all courses offered is issued to every student before each quarter and Winter Study. Classes may vary according to availability of instructors and interest of students. More information can be found at athletics.williams.edu/physical-education.

The following courses are offered at various times during the year:

- Aqua Fitness
- Badminton
- Basketball
- Bicycling
- Boot Camp
- Bowling
- Canoeing
- Core and Conditioning
- Dance (African, Ballet, Modern)
- Diving
- Erg Fitness
- Figure Skating
- Futsol
- Golf
- Hiking
- Ice Climbing
- Kayaking
- Lifeguarding
- Lifetime Sports
- Mountain Biking
- Muscle Fitness
- Outdoor Living Skills
- Pickle Ball
- Pilates
- Rape Aggression Defense (RAD)
- Rock Climbing
- Rowing
- Running
Skiing (Alpine and Cross Country)
Snowboarding
Snowshoeing
Soccer
Spinning
Squash
Street Hockey
Swim for Fitness
Swimming
Telemarking
Tennis
Trail Crew
Volleyball
Weight Training
Wellness
Wilderness Leadership
Yoga
Zumba
How long will the Sun shine? How do we discover Earth-like planets among the many exoplanets circling other stars? How did the universe begin and how has it evolved over its 13.8-billion-year history? How do we detect not only light but also gravitational waves from afar? Astronomy is the science that asks and tries to answer questions like these. We have come a long way toward understanding what makes the sky appear as it does and how the Universe behaves. The Astronomy Department offers courses for anyone who is interested in learning about the Universe, and who would like to be able to follow new astronomical discoveries as they are made. All courses in Astronomy satisfy the Division III requirement. The Astronomy major and the Astrophysics major (administered jointly with the Physics Department) are described below.

The beginning astronomy courses are offered on two levels. Astronomy 101, 102, 104, and 330-range courses are intended primarily for non-science majors and have no prerequisite. Astronomy 111 is designed for students with some exposure to physics. It has a prerequisite of one year of high school physics or permission of the instructor, and a co-requisite of Mathematics 140 or equivalent background in calculus.

Most of the astronomy courses take advantage of our observational and computational facilities including a 24-inch computer-controlled telescope with sensitive electronic detectors, and our own computer network for image processing and data analysis. The Astronomy Department site can be found at astronomy.williams.edu.

ASTRONOMY MAJOR

The Astronomy major is designed for students with an interest in learning about many aspects of modern astronomy, but who do not choose to take the most advanced physics and math courses of the astrophysics major. It is also appropriate as a second major for students concentrating in another field; in particular, combining an Astronomy major with a related major like Geoscience or Computer Science has been a fruitful path for some of our students. The Astronomy major emphasizes understanding the observed properties of the physical systems that comprise the known Universe, from the Sun and solar system, to the evolution of stars and star clusters, to the Milky Way Galaxy, to external galaxies and clusters of galaxies. Because some knowledge of physics and calculus is necessary to understand many astronomical phenomena, the Astronomy major requires the first two semesters each of the physics and calculus that are also required of Physics majors and Astrophysics majors.

There are several possible routes through the Astronomy major, depending on preparation and interest. Students considering a major in Astronomy should consult with members of the department early and often. A first-year student, if unsure about choosing between Astronomy and Astrophysics, may wish to take not only Astronomy 111 but also Physics 131, 141, or 151 and Mathematics 140 (if necessary) in the fall. Students who might place out of physics courses should read the section on placement under Physics.

**Major Requirements for Astronomy**

Astronomy 111 Introduction to Astrophysics OR Astronomy 101 Stars: From Suns to Black Holes and either Astronomy 102 The Solar System—Our Planetary Home OR Astronomy 104 The Milky Way Galaxy and the Universe Beyond

Two 200-level Astronomy courses (or additional 400-level Astronomy courses as substitutes)

Two 400-level Astronomy courses

Physics 131 Particles and Waves OR Physics 141 Particles and Waves—Enriched OR equivalent placement

Physics 142 Foundations of Modern Physics or Physics 151 Seminar on Modern Physics

Mathematics 140 Calculus II

Mathematics 150 Multivariable Calculus OR Mathematics 151 Multivariable Calculus OR equivalent placement

The total number of courses required for the Astronomy major is nine. A typical path through the major will begin with Physics 141, which is suitable for students with one year of high school physics and a background in calculus. However, students without high school physics may begin with Physics 131, and students entering with Advanced Placement in physics and/or math may obtain credit toward the major for the equivalent of Physics 142 and/or Mathematics 150 or 151 taken elsewhere. There are some aspects of astronomy that are closely related to chemistry or geosciences. In recognition of this, certain advanced courses in those departments can be accepted for credit toward the Astronomy major.

THE DEGREE WITH HONORS IN ASTRONOMY
The honors degree in Astronomy will be awarded on the basis of a senior thesis presenting the results of an original observational, experimental, or theoretical investigation carried out by the student under the direction of a faculty member in Astronomy. There are no specific grade requirements (other than College-wide requirements for remaining in good academic standing) for entry into the thesis research program; however, a student wishing to do a thesis should have demonstrated both ability and motivation for independent work in previous courses and in any earlier research involvement. Students doing theses will normally choose a topic and an advisor early in the second semester of their junior year and usually begin their thesis work during the summer. During the senior year, those students whose proposals have been approved will elect two courses and a winter study project in addition to the minimum requirements for the major. Preparation for the thesis will occupy at least one course (Astronomy 493) and the winter study project (Astronomy 031). At the end of the winter study period, the department will decide, in consultation with each student, whether to admit that student to honors candidacy. Both a written thesis and an oral presentation to faculty and fellow students are required. The degree with honors will be awarded to those who meet these requirements with distinction. The degree with highest honors will be awarded to those who fulfill the requirements with unusually high distinction.

The department will be flexible with regard to the number and timing of courses devoted to thesis research within the general guidelines of two courses and a winter study project over and above the minimum major requirements and the written and oral presentations, especially in cases of students with advanced standing and/or summer research experience. Students considering unusual requests are urged to consult with potential advisors or the department chair as early as possible.

ASTROPHYSICS MAJOR

The Astrophysics major is designed for students who want a rigorous introduction to the field, and includes not only those who plan graduate study in astronomy, astrophysics, or a closely related area, but also those interested in a wide variety of careers. Astrophysics alumni are not only astronomers but also computer scientists, geologists, teachers, doctors, lawyers, business school professors, and so on. In recent years, many astrophysics majors have had a second major in fields as wide ranging as mathematics, computer science, geosciences, economics, English, and art history. This major emphasizes the description of the Universe and its constituents in terms of physical processes. Potential Astrophysics majors should consult early with members of the Astronomy and Physics Departments to determine their most appropriate route through the major. An essential ingredient in such students’ undergraduate training is experience in physics and mathematics. Therefore, the major normally will begin in the first year a student is at Williams with Physics 131, 141, or 151 and Mathematics 140 or 150 or 151 in the fall. Physics 141 is recommended for students with one year of high school physics and a background in calculus. Students with very good background placing them out of Physics 142 and out of Mathematics 140 may choose to take Physics 201 and Mathematics 150 or 151 instead. Astronomy 111 will often be taken in the fall of the sophomore year; however, many students take it in the fall of their first year at Williams, along with physics and math. Students who might place out of physics courses should read the section on placement under Physics; those who place out of Physics 131 or 141 into Physics 142 or 151 should particularly consider taking Astronomy 111 in the fall of their first year.

In addition to the major courses described below, other courses in geosciences, mathematics, and computer science may also be appropriate.

**Major Requirements for Astrophysics**

- Astronomy 111 Introduction to Astrophysics OR Astronomy 101 Stars: From Suns to Black Holes and either Astronomy 102 The Solar System—Our Planetary Home OR Astronomy 104 The Milky Way Galaxy and the Universe Beyond
- Physics 131 Particles and Waves OR Physics 141 Particles and Waves—Enriched OR equivalent placement
- Physics 142 Foundations of Modern Physics OR Physics 151 Seminar on Modern Physics
- Physics 201 Electricity and Magnetism
- Physics 202 Waves and Optics
- Physics/Mathematics 210 Mathematical Methods for Scientists
- Physics 301 Introductory Quantum Physics
- Mathematics 150 Multivariable Calculus OR Mathematics 151 Multivariable Calculus
- Three 400-level astronomy courses OR two 400-level astronomy courses and one of the following:
  - Astronomy 211 Astronomical Observing and Data Analysis
  - Physics 302 Statistical Physics
  - Physics 402T Applications of Quantum Mechanics
  - Physics 405T Electromagnetic Theory
  - Physics 411T Classical Mechanics;
The total number of courses required for the Astrophysics major, an interdisciplinary major, is eleven. Students entering with Advanced Placement in physics and/or mathematics may obtain credit toward the major for the equivalent of Physics 141 and/or Mathematics 140 and/or 150 or 151 taken elsewhere, but at least 8 courses in astronomy, physics, and mathematics must be taken at Williams. There are some aspects of astrophysics that are closely related to chemistry or geosciences. In recognition of this relation, certain advanced courses in those departments can be accepted for credit toward the Astrophysics major on a two-for-one basis. It is not possible to double major in Astrophysics and Physics.

THE DEGREE WITH HONORS IN ASTROPHYSICS

The honors degree in Astrophysics will be awarded on the basis of a senior thesis presenting the results of an original observational, experimental, or theoretical investigation carried out by the student under the direction of a faculty member in Astronomy or Physics. There are no specific grade requirements (other than College-wide requirements for remaining in good academic standing) for entry into the thesis research program; however, a student wishing to do a thesis should have demonstrated both ability and motivation for independent work in previous courses and in any earlier research involvement. Students doing theses will normally choose a topic and an advisor early in the second semester of their junior year and usually begin their thesis work during the summer. During the senior year, those students whose proposals have been approved will elect two courses and a winter study project in addition to the minimum requirements for the major. Preparation for the thesis will occupy at least one course (Astrophysics 493) and the winter study project (Astrophysics 031). At the end of the winter study period, the departments will decide, in consultation with each student, whether to admit that student to honors candidacy. Both a written thesis and an oral presentation to faculty and fellow students are required. The degree with honors will be awarded to those who meet these requirements with distinction. The degree with highest honors will be awarded to those who fulfill the requirements with unusually high distinction.

The departments will be flexible with regard to the number and timing of courses devoted to thesis research within the general guidelines of two courses and a winter study project over and above the minimum major requirements and the written and oral presentations, especially in cases of students with advanced standing and/or summer research experience. Students considering unusual requests are urged to consult with potential advisors or the department chairs as early as possible.

STUDY ABROAD

FAQ

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, and complete syllabus including readings/assignments.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

No.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. PHYS 301, a required course for the Astrophysics major, is only taught in the fall, and is difficult to replicate abroad, especially regarding the lab component.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:

None to date.
ASTR 101  (F)  Stars: From Suns to Black Holes

For the new era of "multimessenger astronomy" (not only light and its like but also particles from space and gravitational waves): What makes a star shine? For how long will the Sun keep shining and what will happen to it then? What are black holes and how can they form? How and what have we found out about the recently gravitational radiation resulting from two giant black holes merging and, with additional signals in the spectrum, from the merger of two neutron stars? What do we learn about the Sun from total solar eclipses? Astronomy 101, a non-major, general introduction to the part of contemporary astronomy that includes how stars form and die, will provide answers to these questions. We pay special attention to recent exciting discoveries, including regular briefings and current emails plus bonus coverage of NASA's Mars2020 to Mars with the participation of Williams alumni/ae. Topics include discoveries with the Hubble Space Telescope, missions to discover planets around other stars, the latest huge telescopes and some results; how astronomers interpret the light received from distant celestial objects; and the Sun as a typical star. We discuss how pulsars and black holes result from the evolution of massive stars and how supermassive black holes lurk in galaxies/quasars. We discuss the discovery of thousands of "exoplanets" around stars other than the Sun, validating our choice of topics. We regularly discuss the latest news briefs and developments in astronomy and relate them to the topics covered in the course. This course is independent of and on the same level as Astr 102 (solar system)/104 (galaxies/cosmology); students who have taken those courses are welcome. Observing sessions will include remote use of the telescopes for nighttime observations and daytime observations of the Sun, mainly remotely but with on-campus possibilities. There will be five laboratories, available both in afternoon sessions on campus or remotely.

Class Format: lecture (two sessions per week), observing sessions (scattered throughout the semester), afternoon labs (five times per semester), and a planetarium demonstration, available both in place and remotely. Planetarium and Roof-Observatory TAs will be available for consultation, in addition to the instructors, throughout the semester. This course is also available asynchronously.

Requirements/Evaluation: two hour tests, a final exam, an observing portfolio, and lab reports

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: first enrolled

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Unit Notes: non-major course

Distributions: (D3)

ASTR 102  (S)  Our Solar System and Others

What makes Earth different from all the other planets? What has NASA's Curiosity on Mars found about Mars's past running water and suitability for life? We will follow the February 2021 landing of NASA's Mars2020 with its alumni/ae participation! How has knowledge about Pluto been transformed by NASA's 2015 flyby and the associated ground-based studies with which Williams College faculty and students participate? Will asteroids or comets collide with the Earth again? What is a solar eclipse like? What do we learn from the rare transits of Mercury and of Venus that Williams faculty and students have studied? Astronomy 102, a non-major, general introduction to the part of contemporary astronomy that comprises the study of the solar system, will provide answers to these questions and more. We will cover the historical development of humanity's understanding of the solar system, examining contributions by Aristotle, Ptolemy, Copernicus, Galileo, Newton, Einstein, and others. We will discuss the discovery of over 4000 exoplanets around stars other than the Sun. The course gives special attention to exciting discoveries of the past few years by space probes and by the Hubble Space Telescope and the Kepler/K2/TESS missions. We regularly discuss the latest news briefs and developments in astronomy and relate them to the topics covered in the course. This course is independent of, and on the same level as Astronomy 101 (stars and stellar evolution) and 104 (galaxies and cosmology), and students who have taken those courses are welcome.

Class Format: lecture (three hours per week), observing sessions (scattered throughout the semester), afternoon labs (five times per semester), and a planetarium demonstration. A planetarium demonstration will also take place, available both in place and remotely. Planetarium and Roof-Observing TAs will be available for consultation, in addition to the instructors, throughout the semester. This course is also available asynchronously.
ASTR 104  (S)  The Milky Way Galaxy and the Universe Beyond

It has been less than a century since the Sun was discovered not to be at the center of the Milky Way Galaxy, and the Milky Way Galaxy was determined to be only one of countless "island universes" in space. A host of technological advances is enabling us to understand even more clearly our place in the universe and how the universe began. For example, the recently discovered "chirp" from gravitational radiation (reported in 2016) resulting from two giant black holes merging, and the "chirp" from two neutron stars merging, also producing light, radio and x-ray radiation, has opened a whole different way of observing the Universe from the traditional use of light and other forms of electromagnetic radiation. We are now therefore in the new era of multimessenger astronomy. Further, the Hubble Space Telescope and the Chandra X-ray Observatory bring exceptionally clear images over a wider range of the spectrum; their images are aiding astronomers to better understand the past and future of the Universe, and new infrared images are expected with the launch of the James Webb Space Telescope. Observations with those and other new telescopes on the ground and in space help to confirm and enlarge our understanding of the Big Bang. In addition, study of the early Universe (most recently from the Planck spacecraft) and large-scale mapping programs such as the Sloan Digital Sky Survey, the European Space Agency's Gaia, and the Dark Energy Survey. Astronomy 104, a non-major, general introduction to part of contemporary astronomy comprising the study of galaxies and the Universe, explores the answers to questions like: What is the Milky Way?; Why are quasars so luminous?; Is the Universe made largely of "dark matter" and "dark energy"?; What determines the ultimate fate of the Universe? How have studies of Cepheid variables and distant supernovae with the Hubble Space Telescope determine that the Universe is 13.8 billion years old and indicated that the Universe's expansion is accelerating? How significant is the current discrepancy between the age and expansion rate of the Universe as measured from supernova observations as opposed to measurements from the cosmic background radiation? We regularly discuss the latest news briefs and developments in astronomy and relate them to the topics covered in the course. This course is independent of, and on the same level as Astronomy 101 and 102, and students who have taken those courses are welcome.

Class Format: lecture (two sessions per week), observing sessions (scattered throughout the semester), afternoon labs (five times per semester), and a planetarium demonstration, available both in place and remotely. Planetarium and Roof-Observatory TAs will be available for consultation, in addition to the instructors, throughout the semester. This course is also available asynchronously. Current astronomical discoveries will be discussed at the beginning of each class and by email throughout the semester.

Requirements/Evaluation: two hour tests, a final exam, lab reports, and an observing portfolio

Prerequisites: none; not open to students who have taken or are taking ASTR 330

Enrollment Limit: 25

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Unit Notes: non-major course

Distributions: (D3)

Not offered current academic year

ASTR 107  (F)  Astrobiology

Spring 2021

LAB Section: H2  MR 1:30 pm - 2:45 pm  Kevin Flaherty
LAB Section: H3  MR 3:15 pm - 4:30 pm  Kevin Flaherty
LEC Section: R1  TR 9:45 am - 11:00 am  Jay M. Pasachoff
Astrobiology is the study of the origin, evolution, and distribution of life in the universe. As such it is an inherently interdisciplinary field, incorporating all of the basic natural sciences: biology, chemistry, physics, astronomy, and the earth sciences, as well as aspects of philosophy, sociology, and engineering. Questions we will seek answers to in this class include: How, why, when, and where did life evolve on Earth, and what does that tell us about how it might evolve elsewhere? What are the chances that there is life on other planets and moons in our solar system, and why? Are there habitable planets elsewhere in the universe, and will we ever truly know if any of them contain life? We will approach these questions using a combination of lectures, activities, labs, homework assignments, and virtual visits from some of the country's leading Astrobiology researchers. Examples of lab and homework activities include exploring our definition of life by making observations about living and non-living systems, examining evidence for ancient habitable environments in rocks, reconstructing the geological history of Mars using satellite imagery, and modeling exoplanet atmospheres using computer simulations. Assessment will be based on participation, quizzes, labs and homework assignments, and a final group project where students will write a mock NASA mission proposal. This course is in the Sediments and Life group for the Geosciences major.

Class Format: All lecture components will be via asynchronous online content. Labs will have in person and remote options; in person lab group will meet every other week and have virtual group project work on alternate weeks.

Requirements/Evaluation: Assessment will be based on participation, quizzes, labs and homework assignments, and a final group project where students will write a mock NASA mission proposal.

Prerequisites: none

Enrollment Limit: 48

Enrollment Preferences: first year and second year students, Geosciences majors

Expected Class Size: 48

Grading: yes pass/fail option, yes fifth course option

Unit Notes: This course counts towards the GEOS Group B Electives - Sediments and Life

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 107 (D3) ASTR 107 (D3)

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ASTR 111 (F) Introduction to Astrophysics (QFR)

The science of astronomy spans vast scales of space and time, from individual atoms to entire galaxies and from the universe's beginning to the future fate of our Sun. In this course, we will survey some of the main ideas in modern astrophysics, with an emphasis on the physics of stars and galaxies. ASTR 111 is the first course in the Astrophysics and Astronomy major sequences. It is also appropriate for students planning to major in one of the other sciences or mathematics and for others who would like a quantitative introduction that emphasizes the relationship of contemporary physics to astronomy. Topics include gravity and orbits, radiation laws and stellar spectra, physical characteristics of the Sun and other stars, star formation and evolution, black holes, galaxies, the expanding universe, and the Big Bang. Students will also use telescopes remotely to observe stars, nebulae, planets, and galaxies and to make daytime observations of the Sun.

Class Format: This is a hybrid course. Lectures will be provided both in-person and for remote viewing. Students will work in small groups on discussions and calculations. Each group can choose to meet remotely or in class. Students can switch groups, and groups can switch format, as needed. Prof. Jaskot will meet with remote groups during their discussion to answer questions. The class has 6 afternoon labs, with both in-person and remote options. Remote observing sessions will occur throughout the semester.

Requirements/Evaluation: weekly problem sets, one hour-long test, a final project, lab reports, and an observing portfolio

Prerequisites: a year of high school Physics, concurrent college Physics, or permission of instructor, and MATH 140 or equivalent

Enrollment Limit: 28

Enrollment Preferences: potential Astronomy majors
ASTR 211 (S) Astronomical Observing and Data Analysis (QFR)

How do astronomers make scientific measurements for objects that are light-years away from Earth? This course will introduce the basics of telescopes and observations and will give students hands-on training in the techniques astronomers use to obtain, process, and analyze scientific data. We will discuss observation planning, CCD detectors, signal statistics, image processing, and photometric and spectroscopic observations. We will begin by focusing on ground-based optical observations and will move on to non-optical observations, both electromagnetic (e.g., radio waves, X-rays) and non-electromagnetic (e.g., gravitational waves, neutrinos). Throughout the course, students will use computational techniques to work with real astronomical data, taken with our 24" telescope and from data archives.

Class Format: discussion, computer lab work, and observing

Requirements/Evaluation: weekly problem sets, lab work, and observing projects

Prerequisites: MATH 150 or 151; prior experience with Unix and computer programming is helpful, but not required

Enrollment Limit: 14

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: The course requires regular problem sets. Labs require computer programming and statistical and graphical analyses of data.

Not offered current academic year

ASTR 217 (S) Planets and Moons

Cross-listings: ASTR 217 GEOS 217

Secondary Cross-listing

This course examines the history and geology of the solar system. No two planets are exactly alike, and as we acquire more data and higher-resolution images, our sense of wonder grows. However, we can't hike around and hammer rocks on Venus or Titan, so we have to infer composition, form, texture and process from remotely-captured images and sparse chemical and spectral data. We will consider the origin of the solar system, the formation and evolution of planetary bodies, and the role of impacts, volcanism, tectonics and geomorphology in shaping them. We will summarize basic geological concepts of stratigraphy, structure and chronology and show how they can be applied off-world. We will review solar system exploration, and will include planetary data in lab exercises. This course is in the Solid Earth group for the Geosciences major.

Requirements/Evaluation: Periodic short quizzes, reading journal, lab exercises, class participation

Prerequisites: any 100-level GEOS or any 100-level ASTR course, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: Geosciences majors, Astronomy/Astrophysics majors, and sophomores

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:
ASTR 240  (F)  Great Astronomers and Their Original Publications  (WS)

Cross-listings:  ASTR 240  STS 240  HSCI 240  LEAD 240

Primary Cross-listing

In this course we will study some of the greatest figures in astronomy and consider their leadership in advancing progress in the field. We will consider their lives and works, especially as represented by original copies of their books and other publications. These great astronomers include: 16th century, Nicolaus Copernicus (heliocentric universe); Tycho Brahe (best pre-telescopic observations); 17th century, Galileo (discoveries with his first astronomical telescope, 1610; sunspots, 1613; *Dialogo*, 1632); Johannes Kepler (laws of planetary motion, 1609, 1619); Johannes Hevelius and Elisabeth Hevelius (atlases of the Moon and of stars, 1647, and 1687); Isaac Newton (laws of universal gravitation and of motion, 1687); 18th century, Edmond Halley (*Miscellanea curiosa*, eclipse maps, 1715, 1724); John Flamsteed and Margaret Flamsteed (*Atlas Coelestis*, 1729); and William Herschel and Caroline Herschel (1781, 1798). Also, from more recent times in which original works are often articles rather than books: 20th century, Albert Einstein (special relativity, 1905; general relativity, 1916); Marie Curie (radioactivity); Cecilia Payne-Gaposchkin (hydrogen dominating stars, 1929), Edwin Hubble (Hubble’s law, 1929); Vera Rubin (dark matter, 1970s); Jocelyn Bell Burnell (pulsar discovery, 1968); and 21st century: Wendy Freedman (Universe’s expansion rate, 2000s), a first edition will be available in Williams’s Chapin Library of rare books, and facsimiles or digital copies will be provided for remote learning. We will also consider how such original materials are collected and preserved, and look at examples from the wider world of rarities, such as a leaf from the *Gutenberg Bible* (c. 1450) and a Shakespeare *First Folio* (1623, with a discussion of astronomical references in Shakespeare’s plays). We evaluate a trove of books and papers about historic transits of Venus. We discuss matters of fraud and authenticity, especially the case of a purported *Sidereus Nuncius*, shown to be a modern construction. The course will be taught in collaboration between an astronomer and a rare books librarian, with remote lectures by experts from around the world.

Class Format: Meeting on campus in the Chapin Library classroom (Sawyer 452) or remotely; students who are not on campus can visit the original books at a later time/year.

Requirements/Evaluation:  class participation, two 5-page intermediate papers, and a final 15-page paper; student choice of additional readings from a provided reading list

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: if overenrolled, preference by written paragraph of explanation of why student wants to take the course

Expected Class Size: 12

Grading:  yes pass/fail option,  yes fifth course option

Distributions:  (D3)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ASTR 240 (D3) STS 240 (D2) HSCI 240 (D3) LEAD 240 (D3)

Writing Skills Notes: Comments on submitted papers will aid in writing skills

Fall 2020

SEM Section: H1  W 1:30 pm - 2:20 pm  Jay M. Pasachoff,  Wayne G. Hammond

CON Section: H2  W 3:00 pm - 5:00 pm  Jay M. Pasachoff,  Wayne G. Hammond

CON Section: H3  Cancelled

ASTR 317  (S)  Current topics in Planetary Geology  (WS)

Cross-listings:  GEOS 317  ASTR 317

Secondary Cross-listing

We will look in detail at geological processes on rocky and icy bodies of the Solar System. Each week will have a specific theme, and students will read a series of scientific articles on that topic. The readings will form the basis for writing and discussion. Areas to be investigated may include ice ages on Mars, the origin of Earth’s moon, tectonics on Venus, chaos terrain on Europa, geysers on Enceladus, cryovolcanism on Triton, methane lakes on Titan, the viability of mining in the Asteroid Belt, and the prospects for life on other worlds. This course is in the Solid Earth group for the
Class Format: Students meet with the professor weekly, in pairs, with one student writing each week and the other critiquing; and both engaging in detailed discussion of the readings.

Requirements/Evaluation: Evaluation is based on written papers, critiques, and discussion.

Prerequisites: GEOS/ASTR 217 (Planets and Moons); OR any two courses at 200-level or higher in Geosciences and/or Astronomy; OR permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Geosciences and Astronomy majors and prospective majors

Expected Class Size: 6

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
GEOS 317 (D3) ASTR 317 (D3)

Writing Skills Notes: This tutorial-style course focuses on writing, with 6 papers (5-7 pages) written bi-weekly throughout the semester, and partner critiques in alternate weeks.

Spring 2021

SEM Section: HT1 Cancelled

ASTR 330 (S) The Nature of the Universe

This course is a journey through space and time from the first fractions of a second after the Big Bang to the ultimate fate of the Universe billions of years into the future. Topics include the Big Bang and its remnant cosmic background radiation, cosmic inflation, conditions during the first three minutes, creation of the elements, stellar and galactic black holes, relativity, the detection of gravitational waves, galaxies and quasars, dark matter, and the formation of the large-scale structure of the Universe. We will explore current ideas about the fate of our Universe, including the acceleration of its expansion, and its implications for the end of time. Finally, we will consider the fantastic but serious theoretical proposal that ours is but one of countless universes existing within a multiverse.

Class Format: This is a remote course. Synchronous lectures and break-out discussions will take place during the scheduled class time. These lectures may be recorded for the benefit of students in substantially different time zones; these students will then schedule a separate small-group discussion time in consultation with the professor. Remote observing sessions will occur throughout the semester.

Requirements/Evaluation: two midterm exams, a small observing portfolio, occasional quizzes, and a final exam

Prerequisites: none

Enrollment Limit: 48

Enrollment Preferences: open only to juniors and seniors; closed to students who have taken or are taking ASTR 104, and closed to ASTR, ASPH, and PHYS majors; preference given to seniors

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Unit Notes: non-major course; course in the 33X sequence are meant as general education courses for students in all majors

Distributions: (D3)

Spring 2021

LEC Section: R1 MR 1:30 pm - 2:45 pm Anne Jaskot

ASTR 336 (S) Science, Pseudoscience, and the Two Cultures

Cross-listings: LEAD 336 ASTR 336 HSCI 336

Primary Cross-listing

A famous dichotomy between the sciences and the humanities, and public understanding of them, was laid down by C. P. Snow and has been widely
discussed, with ignorance of the second law of thermodynamics compared with ignorance of Shakespeare. In this seminar, we will consider several aspects of science and scientific culture, including how scientific thinking challenges the claims of pseudoscience. We will consider C. P. Snow and his critics as well as the ideas about the Copernican Revolution and other paradigms invented by Thomas Kuhn. We will discuss the recent "Science Wars" over the validity of scientific ideas. We will consider the fundamental originators of modern science, including Tycho, Kepler, Galileo, and Newton, viewing their original works in the Chapin Library of rare books and comparing their interests in science with what we now call pseudoscience, like alchemy. We will review the history and psychology of astrology and other pseudosciences. Building on the work of Martin Gardner in *Fads and Fallacies in the Name of Science*, and using such recent journals as *The Skeptical Inquirer* and *The Scientific Review of Alternative Medicine*, we consider from a scientific point of view what is now called complementary or alternative medicine, including both older versions such as chiropractic and newer nonscientific practices. We will discuss the current global-climate-change deniers and their effects on policy. We discuss vaccination policy. We consider such topics as GM (genetically modified) foods, the safety and regulation of dietary supplements, and the validity of government and other recommendations relevant to the roles of dietary salt, sugar, and fat in health. We consider the search for extraterrestrial intelligence (SETI) and reports of UFO's and aliens. We consider the possible effects that superstitious beliefs have on the general public's cooperation in vaccination programs and other consequences of superstition. We will discuss conspiracy theories such as those about the Kennedy assassination, in view of the 2017 release of many documents from the time and the recent book by Alexandra Zapruder, the granddaughter of the person whose on-the-spot movie documented the fatal shot. We also consider a range of dramas that are based on scientific themes, such as Tom Stoppard's *Arcadia* and Michael Frayn's *Copenhagen*. 

Requirements/Evaluation: biweekly 5-page papers, participation in discussions, and a 15-page final paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: juniors and seniors and to those with backgrounds in science, history of science, or philosophy

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Unit Notes: non-major course; does not count toward ASPH, ASTR or PHYS major

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 336 (D3) ASTR 336 (D3) HSCI 336 (D2)

ASTR 402 (S) Between the Stars: The Interstellar Medium (QFR)

The matter between the stars--the interstellar medium--tells the story of the past and future evolution of galaxies and the stars within them. Stars are accompanied by diffuse matter all through their lifetimes, from their birthplaces in dense molecular clouds, to the stellar winds they eject as they evolve, to their final fates as they shed their outer layers, whether as planetary nebulae or dazzling supernovae. As these processes go on, they enrich the interstellar medium with the products of the stars' nuclear fusion. Interpreting the emission from this interstellar gas is one of astronomers' most powerful tools to measure the physical conditions, motions, and composition of our own galaxy and others. In this course we will study the interstellar medium in its various forms, from cold, dense, star-forming molecular clouds to X-ray-emitting bubbles formed by supernovae. We will learn about the physical mechanisms that produce the radiation we observe, including radiative ionization and recombination, collisional excitation of "forbidden" lines, collisional ionization, and synchrotron radiation. Applying our understanding of these processes, we will analyze the physical conditions and chemical compositions of a variety of nebulae. Finally, we will discuss the evolution of interstellar material in galaxies across cosmic time. This course is observing-intensive. Throughout the semester students will work in small groups to design, carry out, analyze, and critique their own observations of the interstellar medium using remote observations and archival data.

Class Format: Tutorial meetings will be scheduled with the professor. Meetings may be held in-person, subject to classroom availability, or remotely. Students will also complete observing projects by controlling telescopes remotely and analyzing observations in astronomical databases.

Requirements/Evaluation: weekly problem sets, 10-page final paper, and observing projects

Prerequisites: ASTR 111 and PHYS 201 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: juniors and seniors

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option
Quantitative/Formal Reasoning Notes: In this course, students will derive quantitative physical formulas, use these equations to calculate and compare physical properties, and generate and analyze graphical representations of data. They will also make and analyze measurements of astronomical data through observing projects.

Spring 2021
TUT Section: HT1    TBA     Anne Jaskot

**ASTR 404 (S) Unsolved Problems in Galaxy Evolution**

**Cross-listings:** ASTR 404

**Primary Cross-listing**

In this tutorial, we will learn about galaxies and their evolution by focusing on some of the key mysteries astronomers are trying to solve. Questions may include: How do galaxies turn their gas supply into stars? Is there a universal initial mass function for star formation? What is the origin of multiple stellar populations in globular clusters? Why do some galaxies cease star formation? Which galaxies reionized the universe? We will discuss the nature of each unsolved problem, debate the theories proposed to answer it, and consider how future progress might be made.

**Requirements/Evaluation:** student's papers, responses to the partner's papers, and problem sets

**Prerequisites:** ASTR 111 and PHYS 142 or 151 or permission of instructor

**Enrollment Limit:** 10

**Expected Class Size:** 6

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ASTR 404 (D3)

Not offered current academic year

**ASTR 412 (F) Heliophysics**

**Cross-listings:** ASTR 412 PHYS 412

**Primary Cross-listing**

We study all aspects of the Sun, our nearest star. This semester follows the total solar eclipses of August 21, 2017, whose totality crossed the U.S. from coast to coast, and the July 2, 2019, total solar eclipse that crossed Chile and Argentina. In addition to discussing our observations of these eclipses and what has been learned about the solar atmosphere from eclipse research, we discuss the solar interior (including the Nobel-prize-winning solar neutrino experiment and helioseismology), the photosphere, the chromosphere, the corona, and the solar wind. We discuss the Sun as an example of stars in general. We discuss both theoretical aspects and observational techniques, including work at recent total solar eclipses. We discuss results from current spacecraft, including the Solar and Heliospheric Observatory (SOHO), the Solar Dynamics Observatory, the Sun Watcher (SWAP), and Hinode (Sunrise), and the new GOES/UVSI (Solar Ultraviolet Imager) run by an alumnus as well as additional Total Solar Irradiance measurements from ACRIMSAT and SORCE. We will discuss the role of solar observations in confirming Einstein's General Theory of Relativity with the bending of light at the 1919, 1922, and 2017 total solar eclipses as well as gravitational redshift measurements in solar spectral lines, extending our discussion to the recent "chirp" of gravitational radiation reported from several colliding black holes and neutron stars observed with the Laser Interferometer Gravitational-wave Observatory (LIGO). We hope to observe the transit of Mercury across the face of the Sun on November 11, 2019, during the semester; we also discuss our data analysis of recent transits of Mercury we observed from the ground and from space (most recently in May 2016). We will highlight the 2004 and 2012 transits of Venus across the face of the Sun as observed from Earth, the first such transits of Venus since 1882, as well as our work in observing transits of Venus from Jupiter with the Hubble.

**Requirements/Evaluation:** biweekly tutorial presentations; biweekly response to colleagues' presentations

**Prerequisites:** ASTR 111 or a 200-level Physics course; or permission of the instructor

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option
Distributions: (D3)
This course is cross-listed and the prefixes carry the following divisional credit:
ASTR 412 (D3) PHYS 412 (D3)

Not offered current academic year

ASTR 493  (F) Senior Research: Astronomy
An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy, as discussed under the heading of the degree with honors in Astronomy above. This is part of a full-year thesis (493-494).
Prerequisites: permission of department
Grading: no pass/fail option, no fifth course option
Distributions: (D3)

Fall 2020
HON Section: H1    TBA     Jay M. Pasachoff

ASTR 494  (S) Senior Research: Astronomy
An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy, as discussed under the heading of the degree with honors in Astronomy above. This is part of a full-year thesis (493-494).
Prerequisites: permission of department
Grading: no pass/fail option, no fifth course option
Distributions: (D3)

Spring 2021
HON Section: H1    TBA     Jay M. Pasachoff

ASTR 495  (F) Senior Research: Astrophysics
Cross-listings: PHYS 495  ASTR 495
Primary Cross-listing
An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy or Physics, as discussed under the heading of the degree with honors in Astrophysics above.
Prerequisites: permission of department
Grading: no pass/fail option, no fifth course option
Distributions: (D3)
This course is cross-listed and the prefixes carry the following divisional credit:
PHYS 495 (D3) ASTR 495 (D3)

Fall 2020
HON Section: H1    TBA     Graham K. Giovanetti

ASTR 496  (S) Senior Research: Astrophysics
Cross-listings: ASTR 496  PHYS 496
Primary Cross-listing
An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy or Physics, as discussed under the heading of the degree with honors in Astrophysics above.
Prerequisites: permission of department
Grading:  no pass/fail option, no fifth course option
Distributions:  (D3)

This course is cross-listed and the prefixes carry the following divisional credit:
ASTR 496 (D3) PHYS 496 (D3)

Spring 2021
HON Section: H1  TBA  Jay M. Pasachoff

ASTR 497  (F) Independent Study: Astronomy or Astrophysics
Astronomy independent study.
Grading:  no pass/fail option, no fifth course option
Distributions:  (D3)

Fall 2020
IND Section: H1  TBA  Jay M. Pasachoff

ASTR 498  (S) Independent Study: Astronomy or Astrophysics  (QFR)
Astronomy/Astrophysics independent study, directed by one of the Astronomy faculty: Pasachoff/Jaskot/Flaherty
Requirements/Evaluation:  Regular work with the instructor; submitted presentations and papers as agreed upon
Prerequisites:  suitable Astronomy/Astrophysics/Physics/Math-Stats-Geosciences/Chemistry courses
Enrollment Limit:  10
Enrollment Preferences:  research topic
Expected Class Size:  5
Grading:  no pass/fail option, no fifth course option
Distributions:  (D3)  (QFR)
Quantative/Formal Reasoning Notes:  Substantial quantiative and formal reasoning are involved

Spring 2021
IND Section: H1  TBA  Jay M. Pasachoff

ASTR 499  (S) Physics and Astronomy Colloquium
Cross-listings:  PHYS 499  ASTR 499
Secondary Cross-listing
Physicists and Astronomers from around the country come to explain their research. Students of Physics and Astronomy at any level are welcome. Registration is not necessary to attend. A non-credit course.
Class Format:  colloquium
Requirements/Evaluation:  not a for-credit course
Prerequisites:  none
Enrollment Limit:  none
Enrollment Preferences:  none
Grading:  non-graded
Unit Notes:  registration not necessary to attend
Distributions:  No divisional credit
This course is cross-listed and the prefixes carry the following divisional credit:
Winter Study

**ASTR 31 (W) Senior Research: Astronomy**
To be taken by students registered for Astronomy 493, 494.

**Grading:** pass/fail only

**ASTR 32 (W) Senior Research: Astrophysics**

**Cross-listings:** ASTR 32 PHYS 32

**Primary Cross-listing**
To be taken by students registered for Astrophysics 495, 496.

**Class Format:** independent study

**Grading:** pass/fail only

This course is cross-listed and the prefixes carry the following divisional credit:
ASTR 32 PHYS 32

**ASTR 99 (W) Independent Study: Astronomy or Astrophysics**
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Grading:** pass/fail only
PHYSICS (Div III)
Chair: Associate Professor Frederick W. Strauch

- Daniel P. Aalberts, Kennedy P. Richardson '71 Professor of Physics; affiliated with: Bioinformatics, Genomics & Pro
- Charlie Doret, Associate Professor of Physics
- Kevin Flaherty, Lecturer in Astronomy and Observatory Supervisor; affiliated with: Physics Department
- Graham K. Giovanetti, Assistant Professor of Physics
- Anne Jaskot, Assistant Professor of Astronomy and Associate of the Hopkins Observatory; affiliated with: Physics Department
- Katharine E. Jensen, Assistant Professor of Physics; on leave 2020-2021
- Kevin M. Jones, William Edward McElfresh Professor of Physics
- Catherine Kealhofer, Assistant Professor of Physics
- Protik K. Majumder, Barclay Jermain Professor of Natural Philosophy
- Henrik Ronellenfitsch, Assistant Professor of Physics
- Frederick W. Strauch, Chair and Professor of Physics
- David R. Tucker-Smith, Professor of Physics

What is light? How does a laser work? What is a black hole? What are the fundamental building blocks of the universe? Physics majors and Astrophysics majors study these and related questions to understand the physical world around us, from the very small to the very large. A physics student practices the experimental methods used to learn about this world and explores the mathematical techniques and theories developed to explain these physical phenomena. A Physics major or Astrophysics major serves as preparation for further work in physics, astrophysics, applied physics, other sciences, engineering, medical research, science teaching and writing, and other careers involving critical thinking, problem-solving, and insight into the fundamental principles of nature.

ASTROPHYSICS MAJOR
The Physics Department, in cooperation with the Astronomy Department, offers a major in Astrophysics. More information about the Astrophysics major can be found on the Astronomy Department site.

PHYSICS MAJOR
Introductory Courses
Students considering a major in physics should take both physics and mathematics as first-year students. Students typically begin with Physics 141 and Mathematics 150 or 151 (multivariable calculus); students who wish to begin with Physics 131 should consult with the department.

Physics 131 Introduction to Mechanics. This is designed as a first course in physics. It is suitable for students who either have not had physics before or have had some physics but are not comfortable solving “word problems” that require calculus.

Physics 141 Mechanics and Waves. Students in this course should have solid backgrounds in science and calculus, either from high school or college, including at least a year of high school physics.

The Department of Mathematics will place students in the appropriate introductory calculus course. The physics major sequence courses all make use of calculus at increasingly sophisticated levels. Therefore, students considering a Physics major should continue their mathematical preparation without interruption through the introductory calculus sequence (Mathematics 130, 140, and 150 or 151). Students are encouraged to take Physics 210 as early as possible.

ADVANCED PLACEMENT
Students with unusually strong backgrounds in calculus and physics may place out of Physics 141 and either: 1) begin with the special seminar course Physics 151 in the fall (typically followed by Physics 210 in the spring), or 2) begin with Physics 142 in the spring (possibly along with Physics 210). Students may take either 151 or 142 but not both. On rare occasions a student with an exceptional background will be offered the option of enrolling in Physics 201.

Placement is based on AP scores, consultation with the department, and results of a placement exam administered during First Days. The exam can also be taken later in the year by arrangement with the department chair. The exam covers classical mechanics, basic wave phenomena, and
includes some use of calculus techniques.

**REQUIREMENTS FOR THE MAJOR**
A total of ten courses, nine in physics and one in mathematics, are required to complete the Physics major.

**Required Physics Sequence Courses (7)**
- Physics 141 Mechanics and Waves
- Physics 142 Foundations of Modern Physics
- or Physics 151 Seminar in Modern Physics
- Physics 201 Electricity and Magnetism
- Physics 202 Waves and Optics
- Physics 210 Mathematical Methods for Scientists
- Physics 301 Quantum Physics
- Physics 302 Statistical Mechanics and Thermodynamics

**Required Mathematics Course (1)**
- Mathematics 150 or 151 Multivariable Calculus

Students entering with Advanced Placement in mathematics may obtain credit toward the major for the equivalent Mathematics 150 or 151 taken elsewhere.

**Elective Courses (2)**
At least two more physics courses above the 100 level (or other approved courses as noted below) must be taken, bringing the total number of courses for the major to ten.

Students who place out of Physics 141 must substitute one additional elective course, for a total of ten courses.

Students who place out of both Physics 141 and 142 and begin their studies in Physics 201 must substitute one additional elective course, for a total of nine courses.

**Options**
- Mathematics 209 or 309 may substitute for Physics 210.
- Astronomy 111 may count in place of Physics 141 if a student places out of 141 (see “advanced placement” above).
- An additional Astronomy or Astrophysics course above the introductory level that is acceptable for the astrophysics major may be counted.
- Two approved Division III courses may be substituted for one Physics course. Approval is on an individual basis at the discretion of the department chair.
- Honors work is in addition to completion of the basic major so Physics 493 and 494 do not count towards the ten courses in the major.

**PREPARATION FOR ADVANCED STUDY**
Students who wish to do graduate work in physics, astrophysics, or engineering should elect courses in both physics and mathematics beyond the minimum major requirements. The first-year graduate school curriculum in physics usually includes courses in quantum mechanics, electromagnetic theory, and classical mechanics that presuppose intermediate level study of these subjects as an undergraduate. Therefore, students planning graduate work in physics should elect all of the following courses:
- Physics 402T Applications of Quantum Mechanics
- Physics 405T Electromagnetic Theory
- Physics 411T Classical Mechanics

**ADVISING**
Both majors and non-majors are encouraged to consult with the department chair or course instructors about course selections or other matters.

**THE DEGREE WITH HONORS IN PHYSICS**
The degree with honors in Physics will be awarded on the basis of a senior thesis presenting the results of a substantial experimental or
theoretical investigation carried out under the direction of a faculty member in the department. There is no rigid grade point average required for admission to the program or for the awarding of the degree with honors, but it is normally expected that honors students will maintain at least a B average in physics and mathematics. Students will normally apply for admission to the program early in the spring of their junior year and during senior year these students will normally elect Physics 493, W31, and 494 in addition to the usual requirements for the major. At the end of winter study, the department will decide whether the student will be admitted to honors candidacy. Both a written thesis and a colloquium presentation of the results are required. The degree with honors will be awarded to those who meet these requirements with distinction. The degree with highest honors will be awarded to those who fulfill them with unusually high distinction.

Honors candidates will also be required to attend departmental colloquium talks.

STUDY ABROAD

The physics community is international in scope and a career in physics (or a related field) can provide many opportunities for travel and contact with individuals from outside the United States. The physics major at Williams is a carefully structured four-year program designed to prepare students who are so inclined for graduate study at leading research institutions. While it is possible to complete the major requirements in three years, such a major will not usually not lead to further study in the field. With careful early planning on the part of a student, and close consultation with the department chair, it is possible to complete a strong major and still study abroad provided the foreign institution can provide courses which reasonably substitute or supplement those in the Williams major program. Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Here are answers to frequently asked questions related to study abroad:

**Can your department or program typically pre-approve courses for major/concentration credit?**

Yes, in many cases, though students should be sure to contact the department.

**What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?**

Course title and description.

**Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?**

No.

**Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?**

No.

**Are there specific major requirements that cannot be fulfilled while on study away?**

No.

**Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)**

Yes. The laboratory component of Physics 301 serves as our “advanced lab course.” Students often cannot get equivalent experience abroad and must take this when they return senior year (non-credit). Unless there has been a recent change, our own Oxford Program is one place students cannot get lab experience.

OPTIONS FOR NON-MAJORS

Many students want to take a self-contained and rigorous full-year survey of physics. For such students, the most appropriate sequence will be either Physics 131 or Physics 141 followed by Physics 132, depending on the student’s background in science and mathematics (see Introductory Courses above). Either of these sequences satisfies the physics requirement for medical school.

The department also offers one-semester courses designed for non-majors, including Physics 107, Physics 108, and Physics 109.

**PHYS 106** (F) **Being Human in STEM** (DPE)

**Cross-listings:** PHYS 106 GEOS 106 STS 106

**Primary Cross-listing**

This course combines academic inquiry and community engagement to investigate the themes of diversity and social climate within STEM (science, technology, engineering and mathematics) disciplines. Students will examine how diverse identities including but not limited to gender, race, disability,
sexuality, national origin, socioeconomic status, religion, and ethnicity shape the STEM experience both at Williams and nationally. We will ground our understanding through critical reading of primary scholarly research on topics such as implicit bias, identity threat, and effects of team diversity on excellence. From there, we will execute small group projects. Students will design, execute, and evaluate interventions that relate to the course goals and that have direct relevance to Williams students, faculty, and staff. For example, a student group could implement a survey of minoritized STEM students, or create a qualitative interview-based assessment of how socioeconomic status impacts students’ abilities to participate in STEM fields. Course work includes weekly readings, reflective/opinion writing, in-class discussion, and the development and presentation of a group project.

**Class Format:** class discussions, group project work (out of class time required)

**Requirements/Evaluation:** short response papers, class discussion participation, leading class discussions, group work, and final project

**Enrollment Limit:** 15

**Enrollment Preferences:** DIV III majors; statement of interest may be requested

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** does not count towards GEOS or PHYS major credit

**Distributions:** (D3) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 106 (D3) GEOS 106 (D3) STS 106 (D2)

**Difference, Power, and Equity Notes:** This course explicitly addresses the intersection of marginalized identities and the STEM experience. Students will learn how to critically address how issues such as gender, race, ethnicity, and disability impact participation in and the experience of STEM fields. For example, students will read and critique literature documenting bias in STEM fields, and will also learn about and create interventions that can address these biases.

**Not offered current academic year**

**PHYS 107 (F) Spacetime and Quanta** (QFR)

Quantum mechanics and Einstein's relativity both drastically altered our view of the physical world when they were developed in the early twentieth century. In this course we will learn about the central concepts that define relativity and quantum mechanics, along with some of the diverse phenomena the two theories describe. These investigations will prepare us to discuss developments in condensed matter: explaining what makes materials different along with discussing exotic effects like superconductivity and superfluidity. We will also discuss recent developments in cosmology, where observations have produced a surprising picture for the make-up of our universe. This course is intended for students whose primary interests lie outside of the natural sciences and mathematics. The mathematics used will be algebra and trigonometry.

**Class Format:** lecture twice a week and conference section once a week (20 per conference section)

**Requirements/Evaluation:** weekly problem sets, quizzes, two midterms, and a final exam, all with a significant quantitative component

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** by seniority

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Not offered current academic year**

**PHYS 108 (F) Energy Science and Technology** (QFR)

**Cross-listings:** ENVI 108 PHYS 108

**Primary Cross-listing**

Energy use has skyrocketed in the United States and elsewhere in the world, causing significant economic and political shifts, as well as concerns for the environment. This course will address the physics and technology of energy generation, consumption, and conservation. It will cover a wide range of energy sources, including fossil fuels, hydropower, solar energy, wind energy, and nuclear energy. We will discuss energy use in transportation, manufacturing, building heating, and building lighting. Students will learn to compare the efficiencies and environmental impacts of various energy sources and uses.
Class Format: twice a week, occasional lab exercises, and a field trip to the college heating plant, all during class hours

Requirements/Evaluation: weekly assignments, two hour tests, and a final project culminating in an oral presentation to the class and a 10-page paper; all of these will be substantially quantitative

Prerequisites: high school physics, high school chemistry, and mathematics at the level of MATH 130

Enrollment Limit: 20

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 108 (D3) PHYS 108 (D3)

Not offered current academic year

PHYS 109 (F) Sound, Light, and Perception (QFR)

Light and sound allow us to perceive the world around us, from appreciating music and art to learning the details of atomic structure. Because of their importance in human experience, light and sound have long been the subject of scientific inquiry. How are sound and light related? How do physiology and neural processing allow us to hear and see the world around us? What are the origins of color and musical pitch? This course introduces the science and technology of light and sound to students not majoring in physics. We will start with the origins of sound and light as wave phenomena, and go on to topics including color, the optics of vision, the meaning of musical pitch and tone, and the physical basis of hearing. We will also discuss some recent technological applications of light, such as lasers and optical communications. The class will meet for two 75-minute periods each week for a variable mixture of lecture, discussion, and hands-on, interactive experiments.

Class Format: each student will attend one lecture plus one conference section weekly

Requirements/Evaluation: class participation, problem sets, in-class exams, oral presentations, and a final exam, all with a quantitative component

Prerequisites: none

Enrollment Limit: 40

Expected Class Size: 40

Grading: yes pass/fail option, yes fifth course option

Unit Notes: students signing up for the Thursday 2:35 PM conference section must also be available on Thursdays from 1:10-2:25 PM

Distributions: (D3) (QFR)

Not offered current academic year

PHYS 131 (F) Introduction to Mechanics (QFR)

We focus first on the Newtonian mechanics of point particles: the relationship between velocity, acceleration, and position; the puzzle of circular motion; forces, Newton's laws, and gravitation; energy and momentum; and the physics of vibrations. Then we turn to the basic properties of waves, such as interference and refraction, as exemplified by sound and light waves. We also study the optics of lenses, mirrors and the human eye. This course is not intended for students who have successfully completed an AP physics course in high school.

Class Format: hybrid

Requirements/Evaluation: exams, labs, and weekly problem sets, all of which have a substantial quantitative component

Prerequisites: MATH 130; students who scored 4 or 5 on an AP physics exam, or 6 or 7 on the IB Physics HL exam may not take this course and are encouraged to take PHYS 141 instead

Enrollment Limit: 30

Enrollment Preferences: seniority

Expected Class Size: 60

Grading: yes pass/fail option, yes fifth course option

Unit Notes: PHYS 131 can lead to either PHYS 132 (for students wanting a one-year survey of physics) or PHYS 142 (for students considering a Physics or Astrophysics major)

Distributions: (D3) (QFR)
Quantitative/Formal Reasoning Notes: This class will have weekly problem sets requiring substantial quantitative reasoning.

Fall 2020

LECTURE: H1    MWF 8:00 am - 8:50 am     Graham K. Giovanetti
LAB: H2    M 1:00 pm - 3:00 pm     Graham K. Giovanetti
LAB: H3    W 1:00 pm - 3:00 pm     Graham K. Giovanetti

**PHYS 132 (S)** Electromagnetism and the Physics of Matter  (QFR)

This course is intended as the second half of a one-year survey of physics with some emphasis on applications to medicine. In the first part of the semester we will focus on electromagnetic phenomena. We will introduce the concept of electric and magnetic fields and study in detail the way in which electrical circuits and circuit elements work. The deep connection between electric and magnetic phenomena is highlighted with a discussion of Faraday's Law of Induction. Following our introduction to electromagnetism we will discuss some of the most central topics in twentieth-century physics, including Einstein’s theory of special relativity and some aspects of quantum theory. We will end with a treatment of nuclear physics, radioactivity, and uses of radiation.

**Class Format:** lecture three hours per week, laboratory three hours approximately every other week, and conference section 1 hour approximately every other week.

**Requirements/Evaluation:** weekly problem sets, labs, quizzes and exams

**Prerequisites:** PHYS 131 or 141 or permission of instructor, and MATH 130 (formerly 103)

**Enrollment Limit:** 22 per lab

**Enrollment Preferences:** sophomores

**Expected Class Size:** 60

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

Quantitative/Formal Reasoning Notes: Significant homework, exams, quizzes requiring mathematical and physical reasoning.

Spring 2021

LECTURE: H1    MWF 9:20 am - 10:10 am     Henrik Ronellenfitsch
LAB: H2    T 1:00 pm - 3:00 pm     Henrik Ronellenfitsch
LAB: H3    W 1:00 pm - 3:00 pm     Henrik Ronellenfitsch

**PHYS 141 (F)** Mechanics and Waves  (QFR)

This is the typical first course for a prospective physics major. It covers most of the same topics as PHYS 131, but with a higher level of mathematical sophistication. It is intended for students with solid backgrounds in the sciences, either from high school or college, who are comfortable with basic calculus.

**Class Format:** This will be a hybrid course with both recorded and in-person lecture/demonstration material, both “at home” and in-person hands-on/laboratory exercises, problem-solving group sessions and office hours (available both in person and remote), as well as several short tests/quizzes and a final exam.

**Requirements/Evaluation:** weekly problem sets, labs, three or more short quizzes/tests, and a final exam, all of which have a substantial quantitative component

**Prerequisites:** high school physics and MATH 130 or equivalent placement, or permission of the instructor

**Enrollment Limit:** 30

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** PHYS 141 can lead to either PHYS 132 (for students wanting a one-year survey of physics) or PHYS 142 (for students considering a Physics or Astrophysics major)

**Distributions:** (D3) (QFR)
**Quantative/Formal Reasoning Notes:** This course consists of lectures, problem-solving conferences, lab exercises, problem sets and exams, all of which have a substantial quantitative component.

**Fall 2020**

**LEC Section: H1**  TR 9:45 am - 11:00 am  Protik K. Majumder

**LAB Section: H2**  M 1:00 pm - 3:00 pm  Kevin M. Jones

**LAB Section: H3**  T 1:00 pm - 3:00 pm  Kevin M. Jones

**LAB Section: H4**  W 1:00 pm - 3:00 pm  Kevin M. Jones

**LAB Section: H5**  M 3:30 pm - 5:30 pm  Kevin M. Jones

**PHYS 142  (S)  Foundations of Modern Physics  (QFR)**

Newtonian Mechanics, spectacular as it is in describing planetary motion and a wide range of other phenomena, only hints at the richness of behaviors seen in the universe. Special relativity, which extends physics into the realm of high speeds and high energies, requires us to rethink our basic notions of space and time. Quantum mechanics successfully describes atoms, molecules, and solids while at the same time calling into question our expectation of what can be predicted by a physical theory. Statistical physics reveals new behaviors that emerge when many particles are present in a system.

This course will survey ideas from each of these three arenas, and can serve either as a terminal course for those seeking to complete a year of physics or as the basis for future advanced study of these topics.

**Class Format:** lecture, two hours weekly; problem-solving conference session, one hour weekly; laboratory, 2-3 hours most weeks, alternating between ‘hands-on’ and computational sessions (limit 10 per lab, 14 per conference section)

**Requirements/Evaluation:** weekly homework, labs, two hour tests, and a final exam, all of which have a substantial quantitative component

**Prerequisites:** PHYS 141 and MATH 130, or equivalent; PHYS 131 may substitute for PHYS 141 with the permission of instructor; students may not take both PHYS 142 and PHYS 151

**Enrollment Limit:** 14/C, 10/L

**Enrollment Preferences:** first-year students

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)  (QFR)

**Quantative/Formal Reasoning Notes:** Heavily problem-solving focused, involving algebraic manipulations, single-variable calculus, generating and reading graphs, etc.

**Spring 2021**

**LEC Section: H1**  MW 12:00 pm - 12:50 pm  Charlie Doret

**CON Section: H2**  F 12:00 pm - 12:50 pm  Charlie Doret

**CON Section: H3**  F 1:30 pm - 2:20 pm  Charlie Doret

**LAB Section: H4**  T 1:00 pm - 3:00 pm  Charlie Doret

**LAB Section: H5**  T 3:30 pm - 5:30 pm  Charlie Doret

**PHYS 151  (F)  Seminar in Modern Physics  (QFR)**

Newtonian Mechanics, spectacular as it is in describing planetary motion and a wide range of other phenomena, only hints at the richness of behaviors seen in the universe. Special relativity has extended physics into the realm of high speeds and high energies and requires us to rethink our basic notions of space and time. Quantum mechanics describes atoms, molecules, and solids while at the same time calling into question our notions of what can be predicted by a physical theory. Statistical physics reveals new behaviors that emerge when many particles are present in a system. This course covers the same basic material as PHYS 142 but in a small seminar format for students with strong prior preparation in physics.

**Class Format:** This will be a hybrid course format, with some online and some in-person components. All in-person components will have a remote option. Lecture 3 hours per week (synchronous interactive video or in-person), Laboratory/Conference section 2.5 hours per week (synchronous interactive video or in-person). Compared to previous years, some of the laboratory activities in the course will be replaced by assignments that can be completed remotely.

**Quantative/Formal Reasoning Notes:** This course consists of lectures, problem-solving conferences, lab exercises, problem sets and exams, all of which have a substantial quantitative component.
**Requirements/Evaluation:** class participation, weekly lab/conference assignments, weekly problem sets, final paper, two hour-exams and a final exam.

**Prerequisites:** placement by the department (see "advanced placement" section in the description about the department). Students may take either PHYS 142 or PHYS 151 but not both

**Enrollment Limit:** 18

**Enrollment Preferences:** first-years

**Expected Class Size:** 18

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** this is a small seminar designed for first-year students who have placed out of PHYS 141

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** besides the final paper, all assignments in the course have a substantial quantitative component

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**PHYS 201 (F) Electricity and Magnetism (QFR)**

The classical theory of electricity and magnetism is very rich yet it can be written in a remarkably succinct form using Maxwell's equations. This course is an introduction to electricity and magnetism and their mathematical description, connecting electric and magnetic phenomena via the special theory of relativity. Topics include electrostatics, magnetic fields, electromagnetic induction, DC and AC circuits, and the electromagnetic properties of matter. The laboratory component of the course is an introduction to electronics where students will develop skills in building and debugging electrical circuits.

**Class Format:** Hybrid: online with some in-person components. All in-person components will have a remote option. Lecture: three hours per week. Laboratory/conference section: two hours per week.

**Requirements/Evaluation:** problem sets, labs/conference section assignments, two take-home midterms, and a final exam, all of which have a substantial quantitative component

**Prerequisites:** PHYS 142 OR 151; MATH 150 or 151; with a preference for MATH 151

**Enrollment Limit:** 10 per lab

**Enrollment Preferences:** prospective physics majors, then by seniority

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

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**PHYS 202 (S) Vibrations, Waves and Optics (QFR)**

Waves and oscillations characterize many different physical systems, including vibrating strings, springs, water waves, sound waves, electromagnetic waves, and gravitational waves. Quantum mechanics even describes particles with wave functions. Despite these diverse settings waves exhibit several common characteristics, so that the understanding of a few simple systems can provide insight into a wide array of phenomena. In this course we begin with the study of oscillations of simple systems with only a few degrees of freedom. We then move on to study transverse and longitudinal waves in continuous media in order to gain a general description of wave behavior. The rest of the course focuses on electromagnetic waves and in
particular on optical examples of wave phenomena. In addition to well known optical effects such as interference and diffraction, we will study a number of modern applications of optics such as short pulse lasers and optical communications. Throughout the course mathematical methods useful for higher-level physics will be introduced.

Class Format: hybrid. Lectures will be offered synchronously for in-person and remote students and recordings of lectures will be made available for those unable to attend synchronously. Labs will be in-person but with accommodations made for remote students.

Requirements/Evaluation: problem sets, labs, in-class tests, and a final exam, all of which have a substantial quantitative component

Prerequisites: PHYS 201; co-requisite: PHYS/MATH 210 or MATH 209 or permission of instructor

Enrollment Limit: 30

Enrollment Preferences: sophomores

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course has substantial problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Spring 2021

LEC Section: H1  MWF 10:40 am - 11:30 am  Graham K. Giovanetti
LAB Section: H2  T 1:00 pm - 3:00 pm  Graham K. Giovanetti
LAB Section: H3  W 1:00 pm - 3:00 pm  Graham K. Giovanetti

PHYS 210  (S)  Mathematical Methods for Scientists  (QFR)

Cross-listings: PHYS 210  MATH 210

Primary Cross-listing

This course covers a variety of mathematical methods used in the sciences, focusing particularly on the solution of ordinary and partial differential equations. In addition to calling attention to certain special equations that arise frequently in the study of waves and diffusion, we develop general techniques such as looking for series solutions and, in the case of nonlinear equations, using phase portraits and linearizing around fixed points. We study some simple numerical techniques for solving differential equations. A series of optional sessions in Mathematica will be offered for students who are not already familiar with this computational tool.

Class Format: three hours per week; hybrid course format

Requirements/Evaluation: several exams and on weekly problem sets, all of which have a substantial quantitative component

Prerequisites: MATH 150 or 151 and familiarity with Newtonian mechanics at the level of PHYS 131

Enrollment Limit: 50

Enrollment Preferences: sophomores and juniors

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:
PHYS 210 (D3) MATH 210 (D3)

Quantitative/Formal Reasoning Notes: This course will have weekly problem sets using advanced calculus methods and some computer programming at the end of the course.

Spring 2021

LEC Section: H1   TR 11:30 am - 12:45 pm  Frederick W. Strauch

PHYS 234  (S)  Introduction to Materials Science  (QFR)

Cross-listings: GEOS 234  PHYS 234
Primary Cross-listing

Materials Science is the study of how the microscopic structure of materials—whether steel, carbon fiber, glass, wood, plastic, or mayonnaise—determines their macroscopic mechanical, thermal, electric, and other properties. Topics of this course include classifying materials; material structure; thermodynamics and phase transformations; material properties and testing; how solids bend, flow, and ultimately break; and how to choose the right material for design applications. Materials Science is a highly interdisciplinary field and as a result the course prerequisites are broad but also flexible. Interested students who are unsure about their preparation are strongly encouraged to contact the instructor.

Class Format: lecture (3 hours per week) plus three to four small-group laboratory sessions throughout the semester (to be scheduled with instructor)

Requirements/Evaluation: weekly problem sets, class participation, and midterm and final exams, all of which have a substantial quantitative component

Prerequisites: high school physics and chemistry, preferably at the AP level, and MATH 140 or AP Calculus (BC), and one 200-level PHYS, CHEM, or GEOS course; or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: based on students' scientific background and seniority

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Unit Notes: This course does not count toward the Geosciences major.

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 234 (D3) PHYS 234 (D3)

Not offered current academic year

PHYS 301  (F)  Quantum Physics  (QFR)

This course serves as a one-semester introduction to the formalism, and phenomenology of quantum mechanics. After a brief discussion of historical origins of the quantum theory, we introduce the Schrodinger wave equation, the concept of matter waves, and wave-packets. With this introduction as background, we will continue our discussion with a variety of one-dimensional problems such as the particle-in-a-box and the harmonic oscillator. We then extend this work to systems in two and three dimensions, including a detailed discussion of the structure of the hydrogen atom. Along the way we will develop connections between mathematical formalism and physical predictions of the theory. Finally, we conclude the course with a discussion of angular momentum and spins, with applications to atomic physics, entanglement, and quantum information.

Class Format: Phys 301 will be taught in a hybrid format, with in-person and remote elements. Remote options will be available for in-person components. Lecture will meet for 3 hours weekly, with synchronous elements wherever feasible (either in-person or via videoconference). Laboratories will meet for 2 hours weekly, with some additional individual preparation required, with laboratory groups being mixed between in-person and remote students.

Requirements/Evaluation: weekly problem sets, laboratory reports / write-ups, a midterm exam, and final exam, all of which have a substantial quantitative component

Prerequisites: PHYS 202 and PHYS/MATH 210 or MATH 309

Enrollment Limit: 20

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: Phys 301 relies heavily upon mathematics and quantitative reasoning in all elements, including problem sets, examinations, and laboratories.

Fall 2020

LEC Section: H1  MWF 9:20 am - 10:10 am  Charlie Doret
LAB Section: H2  T 1:00 pm - 3:00 pm  Charlie Doret
LAB Section: H3  W 1:00 pm - 3:00 pm  Charlie Doret
MACROSCOPIC OBJECTS ARE MADE UP OF HUGE NUMBERS OF FUNDAMENTAL PARTICLES INTERACTING IN SIMPLE WAYS--OBEYING THE SCHRODINGER EQUATION, NEWTON'S AND COULOMB'S LAWS--AND THESE OBJECTS CAN BE DESCRIBED BY MACROSCOPIC PROPERTIES LIKE TEMPERATURE, PRESSURE, MAGNETIZATION, HEAT CAPACITY, CONDUCTIVITY, ETC. IN THIS COURSE WE WILL DEVELOP THE TOOLS OF STATISTICAL PHYSICS, WHICH WILL ALLOW US TO PREDICT THE COOPERATIVE PHENOMENA THAT EMERGE IN LARGE ENSEMBLES OF INTERACTING PARTICLES. WE WILL APPLY THOSE TOOLS TO A WIDE VARIETY OF PHYSICAL QUESTIONS, INCLUDING THE BEHAVIOR OF GASES, POLYMERS, HEAT ENGINES, BIOLOGICAL AND ASTROPHYSICAL SYSTEMS, MAGNETS, AND ELECTRONS IN SOLIDS.

**Class Format:** lecture/discussion three hours per week and weekly laboratory work

**Requirements/Evaluation:** weekly problem sets, exams, and labs, all of which have a substantial quantitative component

**Prerequisites:** required: PHYS 201, PHYS/MATH 210 or MATH 309; recommended: PHYS 202, PHYS 301

**Enrollment Limit:** 10 per lab

**Enrollment Preferences:** the in crowd

**Expected Class Size:** 10 per lab

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantitative/Formal Reasoning Notes:** weekly problem sets, exams, and labs, all of which have a substantial quantitative component

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### Spring 2021

**LEC Section:** H1 MWF 9:20 am - 10:10 am Daniel P. Aalberts
**LAB Section:** H2 W 1:30 pm - 2:45 pm Daniel P. Aalberts
**LAB Section:** H3 W 3:15 pm - 4:30 pm Daniel P. Aalberts

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**PHYS 312 (S) Philosophical Implications of Modern Physics (QFR)**

**Cross-listings:** SCST 312 PHYS 312 STS 312 PHIL 312

**Primary Cross-listing**

Some of the discoveries made by physicists over the last century seem to show that our common sense views are deeply at odds with our most sophisticated and best confirmed scientific theories. The course will present the essential ideas of relativity theory and quantum theory and explore their implications for philosophy. We will ask, for example, what these theories tell us about the nature of space, time, probability and causality.

**Requirements/Evaluation:** attendance, participation, problem sets, exams, six 1- to 2-page papers and a 12- to 15-page term paper

**Prerequisites:** MATH 140, high-school physics, and either a 200-level course in PHIL or a 100-level course in PHYS

**Enrollment Limit:** 20

**Enrollment Preferences:** Philosophy majors and Physics majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

SCST 312 (D2) PHYS 312 (D3) STS 312 (D3) PHIL 312 (D2)

**Not offered current academic year**

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**PHYS 314 (S) Controlling Quanta (QFR)**

This course will explore modern developments in the control of individual quantum systems. Topics covered will include basic physical theories of atoms coupled to photons, underlying mathematical tools (including Lie algebras and groups), and computational methods to simulate and analyze quantum systems. Applications to quantum computing, teleportation, and experimental metaphysics (Bell's inequality) will also be discussed.

**Requirements/Evaluation:** tutorial preparation and participation, weekly problem sets/papers, and a final project

**Prerequisites:** PHYS/MATH 210 or MATH 209 or MATH 250
Enrollment Limit: 10

Enrollment Preferences: sophomores and junior Physics majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Not offered current academic year

PHYS 315 (S) Computational Biology (QFR)

Cross-listings: PHYS 315 CSCI 315

Primary Cross-listing

This course will provide an overview of Computational Biology, the application of computational, mathematical, statistical, and physical problem-solving techniques to interpret the rapidly expanding amount of biological data. Topics covered will include database searching, DNA sequence alignment, clustering, RNA structure prediction, protein structural alignment, methods of analyzing gene expression, networks, and genome assembly using techniques such as string matching, dynamic programming, hidden Markov models, and expectation-maximization.

Requirements/Evaluation: weekly Python programming assignments, problem sets, a few quizzes and a final project

Prerequisites: programming experience (e.g., CSCI 136), mathematics (PHYS/MATH 210 or MATH 150), and physical science (PHYS 142 or 151, or CHEM 151 or 153 or 155), or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: based on seniority

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 315 (D3) CSCI 315 (D3)

Not offered current academic year

PHYS 319 (S) Integrative Bioinformatics, Genomics, and Proteomics Lab (QFR)

Cross-listings: MATH 319 CHEM 319 BIOL 319 PHYS 319 CSCI 319

Secondary Cross-listing

What can computational biology teach us about cancer? In this lab-intensive experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet-lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever-growing gene and protein data-sets can provide key insights into human disease. In this course, we will take advantage of one well-studied system, the highly conserved Ras-related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, and phylogenetics to reconstruct the evolution of gene families by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high through-put approaches to investigate genes involved in the inflammatory and MAPK signal transduction pathways in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation-state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data-mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry may also be used to study networks of interacting proteins in colon tumor cells.

Class Format: two afternoons of lab, with one hour of lecture, per week. In most weeks, we will meet one day for lecture discussions.

Requirements/Evaluation: lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal

Prerequisites: BIOL 202; students who have not taken BIOL 202 but have taken BIOL 101 and a CSCI course, or CSCI/PHYS 315, may enroll with permission of instructor. No prior computer programming experience is required.

Enrollment Limit: 12

Enrollment Preferences: seniors, then juniors, then sophomores
Expected Class Size: 12
Grading: yes pass/fail option, yes fifth course option
Unit Notes: does not satisfy the distribution requirement for the Biology major
Distributions: (D3) (QFR)
This course is cross-listed and the prefixes carry the following divisional credit:
MATH 319 (D3) CHEM 319 (D3) BIOL 319 (D3) PHYS 319 (D3) CSCI 319 (D3)
Quantative/Formal Reasoning Notes: Through lab work, homework sets and a major project, students will learn or further develop their skills in programming in Python, and about the basis of Bayesian approaches to phylogenetic tree estimation.

Spring 2021

SEM Section: 01 TR 9:45 am - 11:00 am Lois M. Banta
LAB Section: H3 MW 1:00 pm - 3:00 pm Lois M. Banta
LAB Section: H4 TR 1:00 pm - 3:00 pm Lois M. Banta
SEM Section: R2 MW 6:45 pm - 8:00 pm Lois M. Banta

PHYS 321 (S) Introduction to Particle Physics (QFR)
The Standard Model of particle physics incorporates special relativity, quantum mechanics, and almost all that we know about elementary particles and their interactions. This course introduces some of the main ideas and phenomena associated with the Standard Model. After a review of relativistic kinematics, we will learn about symmetries in particle physics, relativistic wave equations, Feynman diagrams, and selected applications of quantum electrodynamics, the weak interactions, and quantum chromodynamics. We will conclude with a discussion of spontaneous symmetry breaking and the Higgs mechanism.

Class Format: Hybrid
Requirements/Evaluation: weekly problem sets, a midterm exam, and a final exam
Prerequisites: PHYS 301
Enrollment Limit: 15
Enrollment Preferences: By seniority
Expected Class Size: 10
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3) (QFR)
Quantative/Formal Reasoning Notes: Exams and problem sets all have a significant quantitative component.

Spring 2021

LEC Section: H1 TR 9:45 am - 11:00 am David R. Tucker-Smith

PHYS 402 (S) Applications of Quantum Mechanics (QFR)
This course will explore a number of important topics in the application of quantum mechanics to physical systems, including perturbation theory, the variational principle and the semiclassical interaction of atoms and radiation. The course will finish up with three weeks on quantum optics including an experimental project on non-classical interference phenomena. Applications and examples will be taken mostly from atomic physics with some discussion of solid state systems.

Class Format: hybrid
Requirements/Evaluation: weekly problem sets, tutorial participation, presentations, and a final exam, all of which have a substantial quantitative component
Prerequisites: PHYS 301
Enrollment Limit: 10 per sec
Enrollment Preferences: Physics and Astrophysics Majors
Expected Class Size: 16
Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course has weekly problem sets, all of which have a substantial quantitative component.

Spring 2021
TUT Section: HT1  F 1:30 pm - 2:45 pm  Catherine Kealhofer
TUT Section: HT2  TBA  Catherine Kealhofer

PHYS 405 (F) Electromagnetic Theory (QFR)
This course builds on the material of Physics 201, and explores the application of Maxwell's Equations to understand a range of topics including electric fields and matter, magnetic materials, light, and radiation. As we explore diverse phenomena, we will learn useful approximation techniques and beautiful mathematical tools. In addition to weekly tutorial meetings, the class will meet once a week as a whole to introduce new material.

Requirements/Evaluation: weekly problem sets, tutorial participation, presentations, and a final exam or final project, all of which have a substantial quantitative component

Prerequisites: PHYS 202 and PHYS/MATH 210 or MATH 209 or MATH 309

Enrollment Limit: 10/section

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Not offered current academic year

PHYS 411 (F) Classical Mechanics (QFR)
This course will explore advanced topics in classical mechanics including the calculus of variations, the Lagrangian and Hamiltonian formulations of mechanics, phase space, non-linear dynamics and chaos, central-force motion, non-inertial reference frames (including implications for physics on a rotating Earth), and rigid-body rotations. Numerical and perturbative techniques will be developed and used extensively. We will also examine the ways in which classical mechanics informs other fields of physics. In addition to weekly tutorial meetings the class with will meet once a week as a whole to discuss new material.

Class Format: hybrid

Requirements/Evaluation: weekly problem sets, tutorial participation, presentations, a final project, and a final exam, all of which have a substantial quantitative component

Prerequisites: PHYS 202 and PHYS/MATH 210 or MATH 209

Enrollment Limit: 10/section

Enrollment Preferences: majors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: weekly problem sets requiring substantial quantitative reasoning using analytical and numerical methods.

Fall 2020
TUT Section: HT1  F 1:30 pm - 2:45 pm  Henrik Ronellenfitsch, Kevin M. Jones
TUT Section: HT2  F 1:30 pm - 2:45 pm  Henrik Ronellenfitsch, Kevin M. Jones
TUT Section: HT3  F 1:30 pm - 2:45 pm  Henrik Ronellenfitsch, Kevin M. Jones

PHYS 412 (F) Heliophysics

Cross-listings: ASTR 412  PHYS 412
Secondary Cross-listing
We study all aspects of the Sun, our nearest star. This semester follows the total solar eclipses of August 21, 2017, whose totality crossed the U.S. from coast to coast, and the July 2, 2019, total solar eclipse that crossed Chile and Argentina. In addition to discussing our observations of these eclipses and what has been learned about the solar atmosphere from eclipse research, we discuss the solar interior (including the Nobel-prize-winning solar neutrino experiment and helioseismology), the photosphere, the chromosphere, the corona, and the solar wind. We discuss the Sun as an example of stars in general. We discuss both theoretical aspects and observational techniques, including work at recent total solar eclipses. We discuss results from current spacecraft, including the Solar and Heliospheric Observatory (SOHO), the Solar Dynamics Observatory, the Sun Watcher (SWAP), and Hinode (Sunrise), and the new GOES/UVSI (Solar Ultraviolet Imager) run by an alumnus as well as additional Total Solar Irradiance measurements from ACRIMSAT and SORCE. We will discuss the role of solar observations in confirming Einstein's General Theory of Relativity with the bending of light at the 1919, 1922, and 2017 total solar eclipses as well as gravitational redshift measurements in solar spectral lines, extending our discussion to the recent "chirp" of gravitational radiation reported from several colliding black holes and neutron stars observed with the Laser Interferometer Gravitational-wave Observatory (LIGO). We hope to observe the transit of Mercury across the face of the Sun on November 11, 2019, during the semester; we also discuss our data analysis of recent transits of Mercury we observed from the ground and from space (most recently in May 2016). We will highlight the 2004 and 2012 transits of Venus across the face of the Sun as observed from Earth, the first such transits of Venus since 1882, as well as our work in observing transits of Venus from Jupiter with the Hubble.

Requirements/Evaluation:  biweekly tutorial presentations; biweekly response to colleagues' presentations
Prerequisites:  ASTR 111 or a 200-level Physics course; or permission of the instructor
Enrollment Limit:  10
Expected Class Size:  10
Grading:  no pass/fail option, no fifth course option
Distributions:  (D3)

This course is cross-listed and the prefixes carry the following divisional credit:
ASTR 412 (D3) PHYS 412 (D3)

Not offered current academic year

PHYS 418  (S)  Gravity  (QFR)
This course is an introduction to Einstein's theory of general relativity. We begin with a review of special relativity, emphasizing geometrical aspects of Minkowski spacetime. Working from the equivalence principle, we then motivate gravity as spacetime curvature, and study in detail the Schwarzschild geometry around a spherically symmetric mass. After this application, we use tensors to develop Einstein's equation, which describes how energy density curves spacetime. With this equation in hand we study the Friedmann-Robertson-Walker geometries for an expanding universe, and finally, we linearize Einstein's equation to develop the theory of gravitational waves.

Requirements/Evaluation:  weekly problem sets, a midterm exam, and a final exam, all of which have a substantial quantitative component
Prerequisites:  PHYS 301 or PHYS 405 or PHYS 411
Enrollment Limit:  none
Enrollment Preferences:  none
Expected Class Size:  10
Grading:  no pass/fail option, yes fifth course option
Distributions:  (D3)  (QFR)

Not offered current academic year

PHYS 451  (S)  Condensed Matter Physics  (QFR)
Condensed matter physics is an important area of current research and serves as the basis for modern electronic technology. We plan to explore the physics of metals, insulators, semiconductors, superconductors, and photonic crystals, with particular attention to structure, thermal properties, energy bands, and electronic properties.

Requirements/Evaluation:  weekly readings and problem sets, and exams
Prerequisites:  PHYS 301, PHYS 302 (may be taken simultaneously) preferred; or permission of instructor
Enrollment Limit:  10
Enrollment Preferences: Physics majors

Expected Class Size: 4-6

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Not offered current academic year

PHYS 493 (F) Senior Research: Physics
An original experimental or theoretical investigation is carried out under the direction of a faculty member in Physics, as discussed above under the heading of The Degree with Honors in Physics.

Prerequisites: permission of department; senior course

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Fall 2020
HON Section: H1 TBA Frederick W. Strauch

PHYS 494 (S) Senior Research: Physics
An original experimental or theoretical investigation is carried out under the direction of a faculty member in Physics, as discussed above under the heading of The Degree with Honors in Physics.

Prerequisites: permission of department; senior course

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Spring 2021
HON Section: H1 TBA Frederick W. Strauch

PHYS 495 (F) Senior Research: Astrophysics
Cross-listings: PHYS 495 ASTR 495

Secondary Cross-listing
An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy or Physics, as discussed under the heading of the degree with honors in Astrophysics above.

Prerequisites: permission of department

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:
PHYS 495 (D3) ASTR 495 (D3)

Fall 2020
HON Section: H1 TBA Graham K. Giovanetti

PHYS 496 (S) Senior Research: Astrophysics
Cross-listings: ASTR 496 PHYS 496

Secondary Cross-listing
An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy or Physics, as discussed under the heading of the degree with honors in Astrophysics above.
**Prerequisites:** permission of department

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASTR 496 (D3) PHYS 496 (D3)

Spring 2021

HON Section: H1  TBA  Jay M. Pasachoff

**PHYS 497 (F) Independent Study: Physics**

Physics independent study.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

Fall 2020

IND Section: H1  TBA  Frederick W. Strauch

**PHYS 498 (S) Independent Study: Physics**

Physics independent study.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

Spring 2021

IND Section: H1  TBA  Frederick W. Strauch

**PHYS 499 (S) Physics and Astronomy Colloquium**

**Cross-listings:** PHYS 499  ASTR 499

**Primary Cross-listing**

Physicists and Astronomers from around the country come to explain their research. Students of Physics and Astronomy at any level are welcome. Registration is not necessary to attend. A non-credit course.

**Class Format:** colloquium

**Requirements/Evaluation:** not a for-credit course

**Prerequisites:** none

**Enrollment Limit:** none

**Enrollment Preferences:** none

**Grading:** non-graded

**Unit Notes:** registration not necessary to attend

**Distributions:** No divisional credit

**This course is cross-listed and the prefixes carry the following divisional credit:**

PHYS 499 No divisional credit ASTR 499 No divisional credit

Not offered current academic year

Winter Study

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PHYS 22  (W)  Research Participation
Several members of the department will have student projects available dealing with their own research or that of current senior thesis students. Approximately 35 hours per week of study and actual research participation will be expected from each student.

Class Format: to be arranged with instructor

Requirements/Evaluation: students will be required to keep a notebook and write a 5-page paper summarizing their work

Prerequisites: permission of instructor

Enrollment Limit: 1-2

Enrollment Preferences: permission of instructor

Grading: pass/fail only

Not offered current academic year

PHYS 31  (W)  Senior Research: Physics
To be taken by students registered for Physics 493, 494.

Class Format: thesis

Grading: pass/fail only

Not offered current academic year

PHYS 32  (W)  Senior Research: Astrophysics
Cross-listings: ASTR 32  PHYS 32

Secondary Cross-listing
To be taken by students registered for Astrophysics 495, 496.

Class Format: independent study

Grading: pass/fail only

This course is cross-listed and the prefixes carry the following divisional credit:
ASTR 32 PHYS 32

Not offered current academic year

PHYS 99  (W)  Independent Study: Physics
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year
POLITICAL ECONOMY (Div II)
Chair: Professor Sara LaLumia

Advisory Committee

- Jon M. Bakija, W. Van Alan Clark ’41 Third Century Professor in the Social Sciences
- William M. Gentry, Professor of Economics
- Cathy M. Johnson, James Phinney Baxter III Professor of Political Science
- Sara LaLumia, Professor of Economics, Chair of Political Economy Program; affiliated with: Political Economy Program
- James E. Mahon, Woodrow Wilson Professor of Political Science; on leave Spring 2021
- James McAllister, Fred Greene Third Century Professor of Political Science; affiliated with: Leadership Studies Program
- Darel E. Paul, Professor of Political Science
- Lara D. Shore-Sheppard, Chair and Kimberly A. ’96 and Robert R. ’62 Henry Professor of Economics
- David J. Zimmerman, Professor of Economics and Orrin Sage Professor of Political Economy; on leave Spring 2021

The Political Economy major is designed to give students a grasp of the ways in which political and economic forces interact in shaping public policy. The major includes substantial study of the central analytical approaches in both Political Science and Economics and seeks to surmount the sometimes artificial barriers of specialization that may characterize either discipline taken by itself. Three of the required Political Economy courses undertake a conscious merging of the approaches in the two fields. These courses are designed by, and usually are taught jointly by, political scientists and economists. Political Economy 250 examines major theoretical texts in political economy and analyzes economic liberalism and critiques of economic liberalism in the context of current policy issues. Political Economy 401 examines contemporary issues in political economy in their domestic, comparative and international contexts. Political Economy 402 asks students to research and make proposals in policy areas of current importance. Background for the two senior courses is acquired through introductory courses in Economics and Political Science, a course in empirical methods, and elective courses in international, domestic and comparative economics, politics and policy.

Students in Political Economy 402 visit Washington, D.C. Sunday night through Wednesday of the first week of spring vacation to conduct interviews relating to their Political Economy 402 group projects. This is a course requirement and thus a requirement for the major.

MAJOR

The Political Economy major requires students to complete eleven (11) courses: two introductory courses each in Economics and Political Science; one empirical methods course; three core courses specific to the Political Economy Program; and three electives, one from each of three categories. In order to balance students’ educations, majors must take at least one elective in Economics and one elective in Political Science; the third elective may come from either Economics or Political Science. In light of the public policy orientation of the program, all majors are also required to complete one course with a substantial experiential education component which is related to the making or effect of public policy. The purpose of the experiential education requirement is for the student to get out into the world and interact with people in cases where the stakes are real, often involving some element of community service or participation in the political process or in the making of or analysis of public policy, in order to learn something about public policy that one cannot get from a purely academic experience. This requirement must be fulfilled prior to taking POEC 402. It can be fulfilled through a regular semester-length course (which might also serve as an elective in the major), a winter study course, a study abroad academic internship, a winter study internship, or a summer internship. The chair distributes a list of approved experiential courses to majors at the beginning of each academic year. For an internship to satisfy the requirement, its focus must be the making or effect of public policy. Approval of the chair is required to use an internship to fulfill this requirement.

Two Introductory Economics Courses

ECON 110 Principles of Microeconomics
ECON 120 Principles of Macroeconomics

Two Introductory Political Science Courses

For students in the class of 2019 and earlier:

PSCI 201 Power, Politics, and Democracy in America

or PSCI 203 Introduction to Political Theory

PSCI 202 World Politics: An Introduction to International Relations
or PSCI 204 Introduction to Comparative Politics: State, Nation, and Democracy

For students in the class of 2020 and later:

PSCI 201 Power, Politics, and Democracy in America

PSCI 202 World Politics: An Introduction to International Relations

or PSCI 203 Introduction to Political Theory

or PSCI 204 Introduction to Comparative Politics: State, Nation, and Democracy

One Empirical Methods Course

POEC 253 Empirical Methods in Political Economy

or ECON 255 Econometrics

Three Political Economy Program Courses

POEC 250/ECON 299/PSCI 238 Economic Liberalism and Its Critics

POEC 401 Contemporary Problems in Political Economy

POEC 402 Political Economy of Public Policy Issues

Three Elective Courses

Students must take at least one elective in Economics and at least one elective in Political Science; the third elective may come from either Economics or Political Science.

Please see the online catalog for up-to-date information on which courses are being offered in the current year.

One Comparative Political Economy/Public Policy Course

ECON 204 / ENVI 234(S)Economics of Developing Countries

Taught by: Michael Samson
Catalog details

ECON 213 / ENVI 213(F)Introduction to Environmental and Natural Resource Economics

Taught by: Sarah Jacobson
Catalog details

ECON 214 T / ENVI 212 / POEC 214(S)The Economics and Ethics of CO2 Offsets

Taught by: Ralph Bradburd
Catalog details

ECON 228 T / ENVI 228Water as a Scarce Resource

Taught by: Ralph Bradburd
Catalog details

ECON 232Financial Markets, Institutions and Policies

Taught by: Neal Rappaport
Catalog details

ECON 233(S)Behavioral Economics and Public Policy

Taught by: Matthew Chao
Catalog details

ECON 238 / ENVI 238(F)Sustainable Economic Growth

Taught by: Gregory Casey
Catalog details

ECON 240 TColonialism and Underdevelopment in South Asia

Taught by: Anand Swamy
Catalog details

ECON 242Evaluating the Costs and Benefits of Public Policies

Taught by: Mikael Svensson
Catalog details

ECON 377Inspiration/Perspiration: The Economics of Innovation

Taught by: Steven Naftziger
Catalog details

ECON 378Long-Run Comparative Development

Taught by: Quamrul Ashraf
Catalog details

ECON 380 / ECON 519(S)Population Economics
Taught by: Lucie Schmidt
Catalog details
ECON 381(S) Global Health Policy Challenges

Taught by: Susan Godlonton
Catalog details
ECON 387 / ENVI 387 / ECON 522(F) Economics of Climate Change

Taught by: Matthew Gibson
Catalog details
ECON 390 T / ECON 536 Financial Crises: Causes and Cures

Taught by: Gerard Caprio
Catalog details
ECON 394 European Economic History

Taught by: Steven Nafziger
Catalog details
ECON 453(F) Research in Labor Economics and Policy

Taught by: Owen Thompson
Catalog details
ECON 455 Research in Economic History

Taught by: Steven Nafziger
Catalog details
ECON 465(F) Pollution and Labor Markets

Taught by: TBA
Catalog details
ECON 470(F) The Indian Economy: Development and Social Justice

Taught by: Anand Swamy
Catalog details
ECON 476(S) Behavioral Economics: Theory and Methods

Taught by: Matthew Chao
Catalog details
ECON 477 / ENVI 376(F) Economics of Environmental Behavior

Taught by: Sarah Jacobson
Catalog details
ECON 501 Economic Growth and Development

Taught by: Quamrul Ashraf
Catalog details
ECON 504 Public Economics in Developing Countries

Taught by: Jon Bakija
Catalog details
ECON 505 Developing Country Macroeconomics I: Theory

Taught by: Peter Montiel
Catalog details
ECON 510 / ECON 352 Financial Development and Regulation

Taught by: Gerard Caprio
Catalog details
ECON 514 / ECON 389 Tax Policy in Global Perspective

Taught by: William Gentry
Catalog details
ECON 523 / ECON 379(S) Program Evaluation for International Development

Taught by: Pamela Jakiela
Catalog details
ECON 532 T / ECON 375(S) Inclusive Growth and Crisis Response: The Role of Social Protection Systems

Taught by: Michael Samson
Catalog details
ECON 534 T Long Term Fiscal Challenges

Taught by: Peter Heller
Catalog details
ECON 548 Human Capital and Development

Taught by: Melinda Petre
Catalog details
ENVI 283 / PSCI 283 Dirty Politics: Regulating Hazardous Chemicals and Wastes

Taught by: Pia Kohler
Catalog details
MAST 351 / PSCI 319 / ENVI 351 Marine Policy

Taught by: Catherine Robinson Hall
Catalog details
PSCI 224 Neo-liberalism: What Is It and Why Does It Matter?
Taught by: Michael MacDonald
Catalog details
PSCI 241 / SOC 241(S) Meritocracy

Taught by: Darel Paul
Catalog details
PSCI 246(F) The Politics of Capitalism

Taught by: Sidney Rothstein
Catalog details
PSCI 247 / ASST 249(S) Political Power in Contemporary China

Taught by: George Crane
Catalog details
PSCI 248 The USA in Comparative Perspective

Taught by: James Mahon
Catalog details
PSCI 268 Israeli Politics

Taught by: Sidney Rothstein
Catalog details
PSCI 280 T / POEC 280 / STS 280(F) Silicon Valley: Digital Transformation and Democracy

Taught by: TBA
Catalog details
PSCI 340(S) Why States Fail

Taught by: Sidney Rothstein
Catalog details
PSCI 351 / GBST 351 The New Left and Neoliberalism in Latin America

Taught by: James Mahon
Catalog details
PSCI 352 / GBST 352(F) Politics in Mexico

Taught by: James Mahon
Catalog details
PSCI 354 / ASST 245 / HIST 318 Nationalism in East Asia

Taught by: George Crane
Catalog details

One International Political Economy Course

ECON 215 / GBST 315 Globalization

Taught by: William Olney
Catalog details
ECON 360(S) Monetary Economics

Taught by: Kenneth Kuttner
Catalog details
ECON 514 / ECON 389 Tax Policy in Global Perspective

Taught by: William Gentry
Catalog details
ECON 515 / ECON 359 Developing Country Macroeconomics II: Institutions and Policy Regimes

Taught by: Kenneth Kuttner
Catalog details
ECON 516 / ECON 366 International Trade and Development

Taught by: William Olney
Catalog details
ECON 535 International Financial Institutions

Taught by: Edwin Truman
Catalog details
PSCI 160 T(F) Refugees in International Politics

Taught by: Cheryl Shanks
Catalog details
PSCI 223(F) International Law

Taught by: Cheryl Shanks
Catalog details
PSCI 228 International Organization

Taught by: Cheryl Shanks
Catalog details
PSCI 229(F) Global Political Economy
One U.S. Political Economy and Public Policy Course

**ECON 203 / WGSS 205(S)** Gender and Economics

- Taught by: Lucie Schmidt

**ECON 205(F)** Public Economics

- Taught by: TBA

**ECON 209 Labor Economics and Policy**

- Taught by: TBA

**ECON 229 Law and Economics**

- Taught by: Don Carlson

**ECON 230(S)** The Economics of Health and Health Care

- Taught by: Lara Shore-Sheppard

**ECON 257(F)** The Economics of Race

- Taught by: Owen Thompson

**ECON 374 T(F)** Poverty and Public Policy

- Taught by: Lara Shore-Sheppard

**ECON 383(S)** Cities, Regions and the Economy

- Taught by: Stephen Sheppard

**ECON 456(F)** Income Distribution

- Taught by: Sara LaLumia

**ECON 468(S)** Your Money or Your Life: Health Disparities in the United States

- Taught by: Tara Watson

**ECON 538 TR** Resilience and Macroeconomic Policy

- Taught by: Ralph Chami

**ENVI 307 / PSCI 317(F)** Environmental Law

- Taught by: David Cassuto

**PSCI 208 Wealth in America**

- Taught by: Cathy Johnson

**PSCI 209 / WGSS 209(S)** Poverty in America

- Taught by: Cathy Johnson

**PSCI 211 Do the People Govern? U.S. Public Opinion and Mass Political Behavior**

- Taught by: Matthew Tokeshi

**PSCI 214(S)** Racial and Ethnic Politics in America

- Taught by: Matthew Tokeshi

**PSCI 215 / LEAD 215 Race and Inequality in the American City**

- Taught by: Mason Williams

**PSCI 216 / LEAD 216 American Constitutionalism I: Structures of Power**
CREDIT FOR COURSEWORK DONE ELSEWHERE

The three Political Economy Program courses (POEC 250, 401, and 402) must be completed at Williams without exception. Students are strongly encouraged to complete the empirical methods course (POEC 253 or ECON 255) and PSCI 201 at Williams, as versions of these courses offered elsewhere are usually highly imperfect substitutes that will not provide adequate preparation for the senior seminars; students may in rare cases be able to complete either of these requirements during study at another college or university (e.g., during study abroad), but only with prior permission from the chair. The three electives and other introductory courses in Political Science may be completed during study at another college or university (e.g., during study abroad) with permission of the chair. The general policy of the Program is to grant credit for one course per semester abroad and in extraordinary circumstances, credit for three courses for an entire year abroad. Students who score a 5 on the AP exam in Microeconomics, Macroeconomics, or Comparative Government and Politics may receive credit towards the major for the cognate introductory economics or political science course(s). Credit for A levels and IB exams in Economics and for introductory microeconomics and macroeconomics classes taken at other colleges and universities (subject to approval by the Economics department study away coordinator) is given consistent with the current policy of the Economics Department. Students whose economics department placement exam scores allow them to place out of ECON 110 and/or ECON 120 may receive credit towards the major for the corresponding class. No substitute higher-level coursework is required for majors receiving credit in this way, although it is certainly encouraged. Students in the class of 2019 and earlier who score a 5 on the AP exam in U.S. Government and Politics may receive credit towards the major for the cognate introductory political science course(s). Students in the class of 2020 and later classes cannot substitute AP credit for PSCI 201.

RECOMMENDED PROGRESSION THROUGH THE REQUIRED MAJOR COURSES

Students considering a major in Political Economy are encouraged to begin with ECON 110 and 120 and any one of PSCI 201, 202, 203, or 204 in their first year, as these courses are the prerequisites or co-requisites for POEC 250. All prospective POEC majors are encouraged to take PSCI 201, and indeed are required to do so if they are in the class of 2020 or later, as it provides tools of political analysis that will be essential for the projects all POEC majors will undertake in POEC 402. Students should plan to complete both of their two required introductory PSCI courses during either the first or second year at Williams, as first- and second-year students get enrollment preference in these classes. Students should plan to take POEC 250 and POEC 253 (or ECON 255) during the sophomore and junior years, keeping in mind that both POEC 250 and POEC 253 are offered only in the fall, and that ECON 255 requires STAT 161, STAT 201, or STAT 202 as a prerequisite (STAT 101 will also serve as a prerequisite, but only if taken prior to the fall of 2018). POEC 401, taken fall of senior year, requires POEC 253 or ECON 255 as a prerequisite, so that prerequisite must be completed before the start of senior year. Students should also get started on their electives during sophomore and junior year.

THE DEGREE WITH HONORS IN POLITICAL ECONOMY

Due to the special demands of this interdisciplinary major, the only route to honors in Political Economy is the thesis. Seniors may pursue the honors thesis course (Political Economy 493-W31) during the fall semester and winter study period. The third course contributing to such an honors program would normally be an elective in Political Science or Economics taken during the junior year. This course, which may be one of the required electives, must be closely related, indeed must prepare the ground for the honors thesis.

Juniors in the Political Economy major with at least a 3.5 GPA in the program may apply for the honors thesis program by means of a written proposal submitted to the chair by the end of the first week after spring vacation. Written guidelines for such proposals are available in the chair's office and on the program website. The proposal should have been discussed with at least two faculty members, and at least one faculty advisor from each discipline must be solicited by the student prior to submission of the proposal.

Final decisions about admission to the honors program will be made in late May after spring grades become available.

To achieve the degree with honors in Political Economy, the thesis must be completed by the end of winter study period and be judged of honors
quality by a committee consisting of the two advisors and a third reader. A thesis judged to be of particular distinction will qualify its author for the degree with highest honors.

STUDY ABROAD

Despite the fact that Political Economy requires more courses than the typical major, many Political Economy majors go abroad. Since POEC 250 and POEC 253 are offered in the fall, students considering spending only one semester abroad often find spring to be the better choice. Nonetheless, many students study away for the fall or the whole year. Political Economy majors have often been overrepresented in Williams at Oxford. Students planning to be abroad in the fall should take POEC 250 in their sophomore year if at all possible. Similarly, it is necessary to plan ahead to find the best way to satisfy the empirical methods requirement (POEC 253 or ECON 255) before the fall of the senior year. The easiest major credits to obtain abroad are the electives in Political Science and Economics.

FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No, although because so many of the classes in the program are Williams-specific, there is an effective limit of 2-3.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

Yes. Only Economics or Political Science courses can be awarded credit, and they must satisfy one of the elective categories (or in rarer cases one of the ECON or PSCI intro requirements).

Are there specific major requirements that cannot be fulfilled while on study away?

Yes.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. The POEC major requires 3 specific POEC courses (250, 401, and 402), and one empirical methods course (POEC 253 or ECON 255). The POEC courses are only offered in a single semester (fall for 250, 253, and 401 and spring for 402), and 401 and 402 must be taken in the senior year. 253 can be replaced with ECON 255, which is offered in fall or spring, but ECON 255 has an additional prerequisite of STAT 161, STAT 201, or STAT 202 (STAT 101 can also serve as a prerequisite, but only if taken prior to the fall of 2018). Studying abroad in POEC requires careful planning.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:

No, but students have discovered upon reaching their destination that the course is different than described so were forced to change or not count the course.

POEC 214 (S) The Economics and Ethics of CO2 Offsets (WS)

Cross-listings: POEC 214 ENVI 212 ECON 214

Secondary Cross-listing

Some electric utilities and other CO2 emission polluters are allowed to purchase carbon offsets to achieve a portion of their mandated emissions cuts, in effect, to pay others to reduce carbon emissions in their stead. Some individuals, college and universities, and for-profit and non-profit institutions have chosen voluntarily to purchase carbon offsets as a way of reducing their carbon footprint. But do offsets actually succeed in reducing carbon emissions? What separates a legitimate offset from one that is not? How should we measure the true impact of an offset? How do carbon offsets compare to other policies for reducing carbon emissions in terms of efficiency, equity, and justice? Is there something inherently wrong about “commodifying” the atmosphere? Is there something inherently wrong about selling or buying the right to pollute? Should colleges and universities be using the purchase of offsets to achieve “carbon neutrality?”
POEC 250  (F)  Economic Liberalism and Its Critics

Cross-listings:  ECON 299  PSCI 238  POEC 250

Primary Cross-listing

Economic liberalism holds that society is better off if people enjoy economic freedom. Its critics point to what they believe this position ignores or what it wrongly assumes, and hence, how it would make bad policy. This course explores the relationship between politics and economics by surveying influential works of political economy. Its first part examines major thinkers in relation to the historical development of capitalism in Western Europe and the United States: the classical liberalism of Adam Smith, Karl Marx's revolutionary socialism, and the reformist ideas of John Maynard Keynes. The second part considers mid-20th-century writers who revise and critique economic liberalism from a variety of perspectives, including Friedrich Hayek, Milton Friedman, Ronald Coase, Arthur Okun, and Albert O. Hirschman. The third part surveys significant recent contributions relevant to the themes of the course, with applications to current public policy issues, including topics such as: power relations and autonomy in the workplace; asymmetric information and social insurance; economic inequality and distributive justice; equality of opportunity; the economics of health care; positional goods and the moral foundations of capitalism; economic nationalism and new trade theory; behavioral economics; climate change and intergenerational equity; finance and financial crises; and rent-seeking. The combination of the historical focus of the early part of the course with discussion of modern policy issues and debates in the latter part of the course permits you to appreciate the ongoing dialogue between classical and contemporary views of political economy.

Class Format: Lectures recorded for viewing prior to class sessions; discussion in separate sections for in-person and remote students. Section 01 (afternoon) is in-person and section R2 (evening) is remote. Cap for both sections combined is 25. Students taking the class in-person should register for 01, and students taking the class remotely should register for R2. We will allow enrollment to be unbalanced between the two sections subject to the constraint that the total number of students cannot exceed 25.

Requirements/Evaluation: six short essays, several short homework assignments, and a final exam

Prerequisites:  ECON 110 and 120 or equivalent; PSCI 201, 202, 203, or 204 (may be taken concurrently with POEC 250);  open to non-majors

Enrollment Limit:  12

Enrollment Preferences:  Political Economy majors and sophomores intending a Political Economy major

Expected Class Size:  12

Grading:  no pass/fail option,  no fifth course option

Distributions:  (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 299 (D2) PSCI 238 (D2) POEC 250 (D2)
POEC 253  (F)  Empirical Methods in Political Economy  (QFR)
This course introduces students to common empirical tools used in policy analysis and implementation. The broad aim is to train students to be discriminating consumers of public policy-relevant research. The emphasis in the course is on intuitive understanding of the central concepts. Through hands-on work with data and critical assessment of existing empirical social scientific research, students will develop the ability to choose and employ the appropriate tool for a particular research problem, and to understand the limitations of the techniques. Topics to be covered include basic principles of probability; random variables and distributions; statistical estimation, inference and hypothesis testing; and modeling using multiple regression, with a particular focus on understanding whether and how relationships between variables can be determined to be causal—an essential requirement for effective policy formation. Throughout the course, the focus will be on public policy applications relevant to the fields of political science, sociology, and public health, as well as to economics.

Class Format: The class will be remote. I will present the material using a mix of synchronous and asynchronous methods. We will use the synchronous time for discussion and Q and A as well.

Requirements/Evaluation:  Problem sets, group project, midterm exam, final exam

Prerequisites:  MATH 130 or its equivalent; one course in ECON; not open to students who have taken ECON 255

Enrollment Limit:  20

Enrollment Preferences:  Political Economy majors, Environmental Policy majors and sophomores

Expected Class Size:  15

Grading:  yes pass/fail option,  yes fifth course option

Unit Notes:  does not satisfy the econometrics requirement for the Economics major; POEC 253 cannot be substituted for ECON 255, or count as an elective towards the Economics major

Distributions:  (D2)  (QFR)

Quantative/Formal Reasoning Notes:  The course teaches econometrics, i.e. statistics as economists use it, with applications in economics and political science.

POEC 280  (F)  Silicon Valley: Digital Transformation and Democracy
Cross-listings:  POEC 280  PSCI 280  STS 280

Secondary Cross-listing

Nearly every country in the world seeks to drive economic growth by promoting digital technologies. In the twenty-first century, the universal model is Silicon Valley. But as much as tech may drive economic growth, it may also threaten democratic politics. This tutorial explores this tension. We do so in four steps by examining (1) the origins of the Silicon Valley model, (2) other countries’ attempts to emulate it, (3) what it’s like to work in tech, and (4) possibilities for regulating the tech sector. Each step will deepen students' understanding of tech. By engaging multiple analytical lenses, students will develop the tools to articulate the possibilities and imperatives of democratic politics in the twenty-first century.

Requirements/Evaluation:  Five 5-page papers; five 2-page responses; participation

Prerequisites:  One introductory course in political science and/or permission of the instructor.

Enrollment Limit:  10

Enrollment Preferences:  Preference will be given to sophomores or juniors majoring in a Division II field

Expected Class Size:  10

Grading:  no pass/fail option,  no fifth course option

Distributions:  (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
POEC 388 (S) Comparative Political Economy

Cross-listings: PSCI 388 POEC 388

Secondary Cross-listing

This seminar examines the relationships between broad economic structures and political institutions. We consider why and how the spread of capitalism led to the birth of democracy in some countries, but dictatorships in others? Here we look closely at whether it is economic development which leads to the spread of democracy. Or whether it is economic crises which make the movement to democracy possible. Finally, we examine whether the emergence of a neoliberal economic order has affected the organization of political society?

Class Format: Remote course taught using a tutorial style format.

Requirements/Evaluation: class participation, 4 tutorial-style papers, 6 response papers, 1 revised paper

Prerequisites: PSCI 201-04 or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: Political Science Majors, Political Economy Majors

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 388 (D2) POEC 388 (D2)
policy debates around those processes. The goal of this course is to build upon theoretical debates encountered in POEC 250 as well as to prepare students for the public policy projects they will do in POEC 402.

**Class Format:** Weekly small-group meetings for first 5 weeks, followed by twice weekly meetings of the entire class up to Thanksgiving

**Requirements/Evaluation:** one 8- to 10-page paper; one 12- to 15-page final policy paper; in-class group presentations; class participation

**Prerequisites:** ECON 110 and 120; PSCI 201; PSCI 202, 203, or 204, or equivalent; POEC 253 or ECON 255 or equivalent, or permission of instructor; open to non-majors

**Enrollment Limit:** 15

**Enrollment Preferences:** Political Economy majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** required for the Political Economy major

**Distributions:** (D2)

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**POEC 402 (S) Political Economy of Public Policy Issues**

In this course, students form groups that conduct a political and economic analysis of a public policy issue of their choosing. They do extensive reading, conduct interviews, write a major report on their findings and recommendations, and present and defend their findings in a public talk.

**Class Format:** student presentations

**Requirements/Evaluation:** group policy projects including an 80- to 100-page paper and 2-hour presentation

**Prerequisites:** POEC 253 or ECON 255, POEC 250, POEC 401; open only to Political Economy majors

**Enrollment Limit:** 19

**Enrollment Preferences:** open only to Political Economy majors

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** required for the Political Economy major

**Distributions:** (D2)

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**POEC 493 (F) Honors Thesis: Political Economy**

Political Economy independent study.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

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**Winter Study**

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**POEC 31 (W) Honors Thesis: Political Economy**

To be taken by students registered for Political Economy 493.

**Class Format:** thesis
POEC 99 (W) Independent Study: Political Economy
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year
Politics is most fundamentally about forging and maintaining community, about how we manage to craft a common destiny guided by shared values. Communities need a way to reconcile conflicts of interest among their members and to determine their group interest; they need to allocate power and to determine its just uses. Power may be used wisely or foolishly, rightly or cruelly, but it is always there; it cannot be wished away. Political science attends to the ways that social power is grasped, maintained, challenged, or justified. The contests over power and the values that it should be used to further give politics its drama and pathos. The effort to understand politics aims not only to describe and explain, but also to improve political life.

The Political Science major is structured to allow students either to participate in the established ways of studying politics or to develop their own focus. To this end, the department offers two routes to completing the major, each requiring nine courses. We invite students either to organize their major through the subfields that structure the discipline of political science (American politics, international relations, political theory, and comparative politics), or to develop individual concentrations reflecting their particular interests, regardless of subfields.

MAJOR

**Subfield Concentration Route:** Upon declaring a major, students choose one subfield: American politics, international relations, political theory, or comparative politics. The subfield concentration draws at least four (4) of the nine courses from one subfield including the appropriate core course from 201-204, two electives of the student's choice at the 200 or 300 level and the senior seminar (or an individual project) in the student’s subfield. Students selecting political theory as their subfield concentration must take Political Science 231 or Political Science 232 as one of their four subfield
courses, in addition to taking Political Science 203 and prior to taking Political Science 430. With permission of the department chair, students may take a senior seminar in a different subfield, providing they take a third elective in the subfield of concentration. In addition, students must take courses in two subfields outside the subfield of concentration to satisfy the breadth requirement (all methods courses also count toward the breadth requirement). The faculty advisor must approve the student plan. All students must take at least one 300-level course and one research course to complete the major. (Most senior seminars are also research courses but, especially in political theory, not all are.) In addition, no more than two 100-level courses can count toward the major.

Individual Concentration Route: Alternatively, students may devise a concentration of their own. In this event, the student prepares a curricular plan in consultation with a faculty advisor, explaining the nature of the concentration and the courses the student will take. The individual concentration also requires nine (9) courses, with at least five (5) thematically linked courses constituting the concentration. Of these five courses, four are electives at the 200 or 300 level, including one from 201-204, and one is a senior seminar or individual project. In addition, students pursuing an individual concentration must take at least two other courses that illustrate breadth in political science. To complete the requirement, the student has their choice of any two other courses within the Political Science Department. The faculty advisor and the department chair must approve the student plan. All students must take at least one 300-level course and one research course to complete the major. (Most senior seminars are also research courses but, especially in political theory, not all are.) In addition, no more than two 100-level courses can count toward the major.

ADVISEMENT
When a student chooses to major in Political Science (usually at the end of the sophomore year), they may register with any Political Science faculty member. The registering faculty member will ask for preferences for a permanent faculty advisor and will assist undecided students in finding an advisor. In all cases, students will be paired by the beginning of junior year with an advisor who will continue with them through graduation.

COURSE NUMBERING
The course numbering used by the Political Science Department reflects the format and specialization of a course. The 100-level courses are designed to address political topics from multiple subfield perspectives; many are seminars designed for first-year students. The 200-level courses are divided between our core courses and our electives. The core courses, numbered from 201-204, serve as introductions both to the substance of politics and the subfields organizing the study of politics. The introductory subfield course must be completed before the senior year. The 200-level elective courses delve into political processes, problems and philosophies. 100-level and 200-level courses have no prerequisites. 300-level courses are more specialized and have prerequisites. 400-level courses are senior seminars offered for students in the major; senior seminars also are open to juniors and to non-majors if space permits. In general, the main subfield of non-core courses can be read from the middle digit of the course number: 0, 1 or 5 for American politics; 2 or 6 for international relations; 3 or 7 for political theory; 4 or 8 for comparative politics. Because the relevant course number is not available, and as some courses may not fit the subfields, please check the “attributes” entry to confirm how the course is categorized by the department.

WINTER STUDY PROJECT
The department welcomes relevant WSP 99 proposals that can make important contributions to the student’s understanding of public affairs and politics. Majors, seniors, and students without previous WSP 99 experience have preference.

THE JUNIOR YEAR ABROAD
A major in Political Science can be readily and usefully combined with study off-campus. Generally, only one course taken per semester abroad in a program approved by the College may be counted toward the requirements for a degree in Political Science.

FAQ
Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?
Yes, in many cases, though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?
Course title and description, though sometimes a syllabus may be needed. How much we need may depend on our familiarity with the institution or program.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?
Yes. Typically we allow not more than one course per semester, or two per year, to count for major credit. In special circumstances, the chair may consider granting an exemption and allow an additional course.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?
No, although this depends on the course. If, after considering description and institution we feel it is not rigorous enough, we will not count it.
Are there specific major requirements that cannot be fulfilled while on study away?

Yes. We do not allow the senior seminar requirement to be fulfilled by study abroad.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

No. One such required course (either Ancient or Modern Political Thought for those specializing in political theory within the major) can be fulfilled by an appropriate study abroad course.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:

When issues arise that's almost always because the student did not keep department adequately informed of evolving plans.

PREPARATION FOR GRADUATE STUDY

The Department recommends that students contemplating graduate school, especially if they plan to study fields outside political theory, take a course in research and quantitative methods, such as PSCI 300 or, if it is not taught, ECON/POEC 253.

THE DEGREE WITH HONORS IN POLITICAL SCIENCE

To become a candidate for honors the student must (1) apply in the second semester of the junior year, (2) submit a research proposal acceptable to the department’s honors committee and for which an appropriate advisor is available, (3) have a record of academic excellence in Political Science. The last includes not only the student’s cumulative GPA in Political Science, generally 3.5 or above, but also demonstrated research and writing skills, evidenced by one or two examples of graded work submitted along with the thesis proposal. Along with the successful completion of a high-quality thesis, the degree with honors in Political Science requires enrollment in the year-long senior thesis seminar, in addition to the other nine (9) courses of the regular major requirements.

ADVANCED STUDY IN AMERICAN POLITICS

The Department of Political Science provides the opportunity for an unusually gifted student to engage in an entire year’s advanced research in American politics under singularly favorable conditions. Supported by income derived from an endowment fund, the student, designated the Sentinels of the Republic Scholar (after the name of the fund), receives a substantial research stipend to cover costs associated with the proposed project.

This unique research course (Political Science 481-W33-482) is designed to encourage the pursuit of excellence among the most talented Williams students of Political Science. Admission to it is awarded to the most distinguished candidate on the basis of demonstrated capacity for outstanding work and of the project’s promise for creative contributions to the understanding of American politics, political institutions and thought.

PSCI 118  (F)  Power to the People?

Popular unrest. The resurgence of authoritarian styles and practices in politics. Democratic collapse. Political tumult around the globe in recent decades has put elites, and others, on edge as young democracies have collapsed and longer standing ones appear to be stumbling. In the United States, basic stability and democratic expansion have been accompanied by increasing citizen distrust of institutions, growing social divisions, and contestation over basic citizenship rights. The current pandemic, related economic distress, and social protests have only sharpened the precarious state of U.S. democracy. Acute observers have long seen the U.S. as a harbinger of the promise and peril of modern democracies. What is the fate of democracy in the U.S.? What does that portend, if anything, for other democracies, or for the general principle of popular sovereignty--the idea that the people govern themselves? We investigate these and related questions, primarily through active, project-based group research activities, guided by political theory and empirical research in the social sciences. This class is extensively hybrid by design; it is largely remote with some in-person sessions. Remote sessions include substantial collaboration with a similarly structured first-year course being taught by a sociologist at the University of North Carolina. Williams and UNC students will work together in small groups and will present their project findings to both classes.

Requirements/Evaluation: active class participation, three 4-page essays, group assignments, and class presentation

Prerequisites: first-year students

Enrollment Limit: 15

Enrollment Preferences: first-year students

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)
PSCI 120 (S) America and the World

Cross-listings: LEAD 120 GBST 101 PSCI 120

Primary Cross-listing

This course will help students understand the US role in the world. US wealth and military power force its leaders to make choices that no other leaders in the world confront. Students will learn to evaluate the decisions that US leaders have made on a wide range of difficult foreign policy issues, including: rising Chinese power; Russian moves in Ukraine; nuclear proliferation to Iran; terrorist threats; humanitarian disasters in Syria and Libya; and long-term challenges like climate change. We will not only describe American involvement in various international issues but also seek to understand the reasons why the US perhaps should or should not be involved, and we will see why such careful reasoning only sometimes gains traction in actual US foreign policy debates. Finally, we will assess whether US foreign policy decisions are coherent - that is, whether the US can be said to follow a “grand strategy.” By the end of the course, students will develop their ability to think about foreign policy issues, improving their ability to participate in public life as engaged citizens.

Class Format: lecture/discussion

Requirements/Evaluation: short papers, class participation, and final exercise

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: first-years and sophomores

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 120 (D2) GBST 101 (D2) PSCI 120 (D2)

Spring 2021

LEC Section: R1 MW 6:45 pm - 8:00 pm James McAllister, Galen E Jackson

PSCI 125 (F) Visionaries, Pragmatists, and Demagogues: An Introduction to Leadership Studies

Cross-listings: LEAD 125 PSCI 125

Secondary Cross-listing

This course introduces students to the major issues in the study of leadership, a central concept in the study of politics. The first part of the course will examine key theoretical problems that have occupied political thinkers from Plato and Confucius to Machiavelli and the American framers: What makes a leader successful? What kinds of regimes best serve to encourage good leaders and to constrain bad ones? What is the relationship between leadership and morality—can the ends justify the means? What functions does leadership fill, and what challenges do leaders face, in modern democratic states? The second half of the course will look at leaders in action, charting the efforts of politicians, intellectuals, and grassroots activists to shape the worlds in which they live. Case studies will include antislavery politics and the American Civil War; the global crises of the 1930s and 1940s; and the social movements of the 1960s and 1970s. In addition to active class participation, students will be expected to write a 5-page proposal for a research paper on a leader of their choice, a 10-page research paper, an in-class midterm exam, and a cumulative, in-class final exam.

Class Format: This course will be hybrid, combining elements of synchronous meetings and asynchronous content so as to allow both in-person and remote students to participate.

Requirements/Evaluation: active class participation, 5-page research proposal, 10-page research paper, in-class midterm exam, and a cumulative in-class final exam

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: first-year students and sophomores

Expected Class Size: 18
**PSCI 126  Religion, Politics, and Society: A Global Perspective (DPE)**

In spite of predictions that religion would wither away with in the face of modernization, even casual observation indicates that it remains a powerful force in contemporary political life. Our goal is to obtain an enhanced understanding and appreciation of the salience of religion in public life. The course will be divided into three parts. The first part focuses on different theoretical approaches to make sense of the relation between religion, politics, and society, discussing especially the concept of the ‘secular.’ The second part discusses religion in the US society. Here, we will discuss if the American society can be called secular, the role of religion in American political culture, the relation of religion to the state, the relevance of religious interests and their mobilization, religious minorities in the United States and many other aspects of religion in the US society. The third part will take a global perspective on the relation between religion and politics. We will discuss cases of Buddhism, Christianity (Catholicism and Protestantism), Confucianism, Hinduism, Islam (Sunni and Shi’a) and Judaism. Although the study of religion and politics raises a host of deep philosophical questions, the principal aim of the course is to understand how religion affects politics (and vice versa), rather than to explore the moral questions raised by the interaction of these two forces.

**Requirements/Evaluation:** Class participation and three papers, in these proportions: 20% participation; 25% first paper (7 pages); 30% second paper (8-10 pages); and 25% third paper (7 pages). No final exam.

**Prerequisites:** none

**Enrollment Limit:** 35

**Enrollment Preferences:** Global Studies concentrators and intended concentrators; Religion majors and intended majors

**Expected Class Size:** 25

**Grading:**

**Unit Notes:** Core course for GBST

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** An engagement with religious difference in the world, with a spotlight on how religion and politics—that is, power—interact globally and in the USA.

*Not offered current academic year*

**PSCI 127  (S) America First? The Trump Era and the Future of World Politics**

**Cross-listings:** LEAD 127  PSCI 127

**Primary Cross-listing**

"America First" was a slogan and a perspective on foreign policy adopted by isolationists like Charles Lindberg in the 1930's. In the aftermath of Pearl Harbor and the Second World War, a strong bipartisan consensus emerged around the principles of liberal international internationalism and "America First" perspectives were marginalized in American politics. However, with the election of Donald Trump, the American presidency is now in the hands of someone who proudly claims the America first mantle. This course provides a historical and theoretical context for understanding what is unique about President Trump's approach to American foreign policy in the 21st century. Particular attention will be devoted to the contrast between the views of Trump and those of the American foreign policy establishment over issues such as NATO, nuclear proliferation, Russia, immigration, terrorism, free trade, and conflicts in the Middle East.

**Requirements/Evaluation:** two analytical essays, short response papers, and final group project

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** potential political science majors and leadership studies concentrators (foreign policy track)
PSCI 132  (F) Contemporary Africana Social and Political Philosophy
Cross-listings: AMST 132  AFR 132  PSCI 132

Secondary Cross-listing
This introductory seminar investigates the relationship between three major schools of thought in contemporary Africana social and political philosophy, namely the African, Afro-American, and Afro-Caribbean intellectual traditions. We will discuss a range of thinkers including Aimé Césaire, Angela Y. Davis, Édouard Glissant, Lewis R. Gordon, Kwame Gyekye, Paget Henry, bell hooks, Charles W. Mills, Nkiru Nzegwu, Lucius Outlaw, Oyèrònke Oyewùmi, Tommie Shelby, and Sylvia Wynter. A primary goal of the course is to provide students with the intellectual resources to decipher problems central to philosophical discourse and to allow students an opportunity to apply what they learn to critical issues in current geopolitics.

Requirements/Evaluation: attendance and participation, two 5- to 7-page essays, and one 10-page final paper
Prerequisites: none; open to all
Enrollment Limit: 15
Enrollment Preferences: first- and second-year students
Expected Class Size: 12
Grading: yes pass/fail option, no fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
AMST 132 (D2) AFR 132 (D2) PSCI 132 (D2)
Not offered current academic year

PSCI 135  (F) Politics after the Apocalypse
Cross-listings: STS 135  PSCI 135
Primary Cross-listing
What shape will politics take after the apocalypse? Even before the coronavirus pandemic gave us reason to wonder if we are, in fact, living through an apocalypse, speculation about the end of the world and its aftermath pervaded recent television, movies, literature, philosophy, and critical theory. In this class we draw these works into conversation with political theories of the "state of nature" and "state of exception" to better understand what political possibilities are opened and foreclosed in times of crisis. What aspects of politics will endure the ravages of fire or pestilence? What new political realities might emerge on ground cleared by disaster? What does it say about pre-pandemic politics that we were so eager to consume stories of states falling and bands of survivors scraping together a nasty, brutish and short existence? And how will the unfolding pandemic change how we respond to these stories? Class will be driven primarily by discussion, typically introduced by a brief lecture.

Class Format: Class meetings will be conducted remotely using zoom.
Requirements/Evaluation: two 3-5 page papers, one short story (7-15 pages and including an explanatory cover letter), contributions to a class project documenting and analyzing the pandemic, and class participation
Prerequisites: first- or second-year students, or permission of instructor
Enrollment Limit: 12
Enrollment Preferences: first-year students
Expected Class Size: 12
Grading: yes pass/fail option, no fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
PSCI 150 (F) Democracy and the State: A Comparative Study

Cross-listings: PSCI 150 GBST 101

Secondary Cross-listing

This introductory course examines major western political theories and ideologies, such as Liberalism and Marxism, and then examines their application in selected regional case studies. The social contract theories of Hobbes, Locke and Rousseau form the basis of the course.

Requirements/Evaluation: short papers, final exam

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
PSCI 150 (D2) GBST 101 (D2)

Not offered current academic year

PSCI 160 (F) Refugees in International Politics (DPE) (WS)

Globally, refugees seem to create, and be caught up in, chronic crisis. This course evaluates how this can be--how a crisis can be chronic. We investigate who refugees are, in international law and popular understanding; examine international and national laws distinguishing refugees from other categories of migrants; evaluate international organizations’ roles in managing population displacement; look at the way that images convey stereotypes; consider refugee camps in theory and example; and reflect on what exclusion, integration, and assimilation mean to newcomers and host populations. In whose interest is the prevailing system? Who might change it, and how?

Requirements/Evaluation: eleven essays: five lead, five response, and one statement. The first two weeks' essays' grades will be unrecorded.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: In addition to writing every week, students will have a chance to write ungraded work; will have a chance to revise submitted work; and will have a chance to work on specific skills cumulatively.

Difference, Power, and Equity Notes: This course examines the way in which home states categorize people and oppress some, producing refugees; the way that host states categorize people and oppress some, using immigration to shore up the prevailing ethnic hierarchy; and why we worry about some of these categories of oppression more than others.

Fall 2020

TUT Section: RT1 TBA Cheryl Shanks

PSCI 201 (F)(S) Power, Politics, and Democracy in America

This course will introduce you to the study of the American political system. We will examine how the components of the system -- political institutions (Congress, the president, and the Supreme Court), organized interests, ordinary citizens, and the media -- operate together to produce the outcomes
we read about in the news. A central question we will return to throughout the course is: to what extent can the United States be considered a
democratic society? We will examine what leading scholars and practitioners of American politics have said about this fundamental question. Along
the way, we will consider other important questions, such as: why did the framers design the Constitution as they did, and how do their choices
influence politics today? Why do the actors in the political system -- the president, members of Congress, judges, and interest groups -- behave as
they do? Do the people have coherent political views? To what extent do decision-makers listen to the views of the public? Where do people get their
political ideas from? And what factors influence election outcomes?

Class Format: For spring 2021, this course will be taught remotely, with twice-weekly synchronous Zoom sessions as a class.

Requirements/Evaluation: three 5-7 page essays, a final essay or exam, and participation in class and on GLOW

Prerequisites: this is an introductory course, open to first-year students and sophomores; juniors and seniors may enroll only with the permission of
instructor and under special circumstances

Enrollment Limit: 12

Enrollment Preferences: first-years and sophomores

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

PSCI 202 (F(S) World Politics: An Introduction to International Relations

World politics is often taken to be an arena of human interaction unto itself, where the concepts that serve us well in understanding domestic politics
and our everyday public lives--democracy, law, morality, authority--are displaced by their opposites--rule by the strong, use of force, raison d'etat,
anarchy. In particular, the discipline of International Relations claims special responsibility for analyzing and explaining this arena. But how different is
world politics? We live in a world in which resolutions of the United Nations Security Council carry the aura of law and authority; human rights are held
up as universal moral standards; international treaties regularly restrain supposedly sovereign states in regulating their domestic economies; and the
vast majority of wars are now 'civil' ones. This course is about politics at the world scale and the myriad ways in which scholars and practitioners
interpret and explain it. We start by covering international relations theories, and then turn to the international politics around the use of force, the
amassing of wealth and implications of economic inequality, human rights, public health and environmental goals.

Class Format: The lectures will be given as Powerpoint slides that students will cover before class, as they do the readings. Synchronous course time
will be devoted to discussion and to activities.

Requirements/Evaluation: short papers and tests, essay, final exam or project, and class participation

Prerequisites: none; this is an introductory course, open to first-year students and sophomores; juniors and seniors may enroll only with permission of
instructor and under special circumstances

Enrollment Limit: 12

Enrollment Preferences: first-year students and sophomores

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)
PSCI 203  (F)(S)  Introduction to Political Theory

Is politics war by other means? Is it merely a practical way to meet our needs? Or is it, rather, the activity through which citizens pursue justice and the good life? And what is justice? How can it be established and secured? Where does it apply? To whom? What are the powers and obligations of citizenship? Who decides? On what basis? Political theory addresses questions such as these as it investigates the fundamental problems of how people can, do, and ought to live together. The questions have sparked controversy since the origins of political thinking; the answers remain controversial now. This course addresses the controversies, drawing examples from struggles over such matters as racism, colonialism, revolution, political founding, economic order, and the politics of sex and gender, while focusing on major works of ancient, modern, and contemporary theory by such authors as Plato, Aristotle, Machiavelli, Hobbes, Rousseau, Mill, Marx, Nietzsche, Beauvoir, Arendt, Fanon, Rawls, Foucault, and Young. Themes may include power, authority, freedom, justice, equality, democracy, neoliberalism, feminism, and violence, though the emphases will vary from semester to semester.

Class Format: For Spring of 2020, two sections of this course will be offered. One section will be fully remote, and class will take place primarily through twice-weekly synchronous meetings on Zoom. The other section will be fully in person, meeting twice weekly in an assigned classroom and following all college health protocols. Remote learners should register only for the remote section of this course.

Requirements/Evaluation:  Three papers, class participation, and occasional informal writing/Glow posts.
Prerequisites: none; this is an introductory course, open to all, including first-year students
Enrollment Limit:  12
Enrollment Preferences: first-years and sophomores
Expected Class Size:  12
Grading:  yes pass/fail option,  no fifth course option
Distributions:  (D2)

Fall 2020

SEM Section: R1  MWF 8:15 am - 9:30 am  Mark T. Reinhardt
SEM Section: R2  MWF 11:45 am - 1:00 pm  Mark T. Reinhardt

Spring 2021

SEM Section: 02  TF 1:30 pm - 2:45 pm  Laura D. Ephraim
SEM Section: R1  TF 3:15 pm - 4:30 pm  Laura D. Ephraim

PSCI 204  (F)(S)  Introduction to Comparative Politics

The comparative study of politics looks mainly at what goes on inside countries, the domestic dynamics of power and institutions and identities. The purpose is to deepen our understanding of politics. In this class we will consider a number of analytic concepts central to the study of politics generally--the state, legitimacy, democracy, authoritarianism, nationalism--to comprehend political processes and transformations in various parts of the world. We will focus particularly on three themes: what is democracy and how might it fail? Why do certain authoritarian regimes persist while others do not? How is national identity shaped by politics, and how is politics, in turn, shaped by nationalism?

Class Format: Lectures will be online and asynchronous. Discussion sections with instructor will occur weekly either in-person or online.
Requirements/Evaluation: three 2-3 page reading response papers, a midterm and a final exam
Prerequisites: none
Enrollment Limit:  16
Enrollment Preferences: first-years and sophomores
Expected Class Size:  16
Grading:  yes pass/fail option,  no fifth course option
Distributions:  (D2)
"Donald Trump, Hillary Clinton, Ted Cruz, Bernie Sanders. What do Americans want from their political leaders?". A common assumption is that those who do it well—whether in the presidency, the parties, social movements, organizations, or local communities—are just and legitimate agents of democratic change, and those most celebrated are those who have helped the country make progress toward its ideals. Yet to rest on this is too simple as it is, in part, an artifact of historical construction. Assessing leadership in the moment is complicated because leaders press against the bounds of political convention—as do ideologues, malcontents, and lunatics. Indeed, a central concern of the founders was that democracy would invite demagogues who would bring the nation to ruin. Complicating things further, the nature of democratic competition is such that those vying for power have incentive to portray the opposition’s leadership as dangerous. How do we distinguish desirable leadership from dangerous leadership? Can they be the same thing? Many who today are recognized as great leaders were, in their historical moment, branded dangerous. Others, whose ambitions and initiatives arguably undermined progress toward American ideals, were not recognized as dangerous at the time. In this tutorial, we will explore the concept of dangerous leadership in American history, from inside as well as outside of government. What constitutes dangerous leadership, and what makes a leader dangerous? Is it the person or the context? Who decides? How do we distinguish truly dangerous leadership from the perception of dangerous leadership? Does dangerous describe the means or the ends of leadership? Does it matter? Is leadership that privileges desirable ends, such as justice or security, at the expense of democratic means acceptable? Is democratic leadership in service of "dangerous" goals acceptable, and what are these goals?

Requirements/Evaluation: six 5-page essays; six 2-page response papers; and one final 5-page rewritten essay

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Political Science majors and Leadership Studies concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 208 (F) Wealth in America (WS)

The pursuit of wealth is an important feature of American political identity, captured by the ideas of the American dream and the Protestant work ethic. The accumulation of wealth has been lauded as both a worthy individual activity and a vital component of the nation's public interest. Yet inequality in wealth may conflict with the political equality necessary for democratic governance and public trust, leading to concerns that we are sacrificing community, fairness, and opportunity for the benefit of a small portion of the population. This course focuses on questions about the public value of wealth and its accumulation, which have become more pressing now that the richest one percent of Americans own about 40 percent of privately held wealth. Some readings will be historical, particularly those focusing on American political thought and the politics of the Gilded Age. Most readings will focus on contemporary political debates about the accumulation, concentration, and redistribution of wealth.

Requirements/Evaluation: four 5-page papers and a final 10-page paper that is a revision and extension of a short paper

Prerequisites: none; not suitable for first-year students

Enrollment Limit: 19

Enrollment Preferences: Political Science majors with concentration in American politics and Political Economy majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option
Unit Notes: American concentration

Distributions: (D2) (WS)

Writing Skills Notes: Four 5-page papers, peer review, and a revision of extension of one of these papers into a 10-page paper at the end of the semester. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Not offered current academic year

PSCI 209  (S)  Poverty in America

Cross-listings: WGSS 209  PSCI 209

Primary Cross-listing

Although some protest that the U.S. is heading toward European-style socialism, social welfare programs in the U.S. differ in important ways from those in other wealthy and democratic nations. This course focuses on the adoption and development of policies to address poverty and inequality in the U.S. The issues we will explore include: What is poverty, and how do Americans perceive its dangers to individuals as well as the political community? What economic, historical, and sociological theories have been advanced to explain poverty? Why has the U.S. adopted some approaches to reduce poverty but not others? What enduring political conflicts have shaped the U.S. welfare state?

Class Format: In spring 2021, this course will be taught remotely.

Requirements/Evaluation: class participation, two or three short papers, and a final paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Political Science, Political Economy, and Women's, Gender and Sexuality Studies majors and concentrators in Public Health

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 209 (D2) PSCI 209 (D2)

Spring 2021

SEM Section: R1  WF 1:30 pm - 2:45 pm  Cathy M. Johnson

PSCI 211  (S)  Do the People Govern? U.S. Public Opinion and Mass Political Behavior

America's founding documents explicitly state that the will of the people is the authority upon which our government rests. But do the people actually govern, and should they? Pessimists point out that most Americans know very little about politics and lack coherent political views, are easily manipulated by media and campaigns, and are frequently ignored by public officials anyway. Optimists counter that, even if individuals are often ignorant and/or confused about politics, in the aggregate, the public sends a coherent signal to public officials, who usually carry out the public's general wishes. In addition to engaging this debate about what the public thinks about politics, we will also explore how people behave in the political realm. What are the forces that shape whether citizens pay attention to politics, vote, work on campaigns, protest, or engage in other types of political action? How do resource gaps tied to inequalities in society (such as race, class, and gender) influence political behavior? And how do institutions such as the media and campaigns encourage or discourage it?

Requirements/Evaluation: class participation, one to two short papers (5-7 pages), one medium paper (8-12 pages), an oral presentation, and a final exam

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science majors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)
PSCI 212 (S)  From Tocqueville to Trump: Leadership and the Making of American Democracy  (DPE)

Cross-listings:  LEAD 205  PSCI 212

Secondary Cross-listing
America's founders didn't mean to create a democracy. But since the Revolution, leaders have been fighting to make real for all Americans the promise of government of, by, and for the people. In this course, we will look at how leaders have marshaled ideas, social movements, and technological changes to expand the scope of American democracy--and the reasons they have sometimes failed. We will examine how founders such as Benjamin Franklin and James Madison envisioned the relation between the people and the government; how workers, African Americans, and women fought to participate in American politics; and how globalization, polarization, and inequality are straining American democracy and political leadership in the 21st century. We will examine leadership to better understand American democracy--and vice versa. We will ask: What explains why some leaders have succeeded where others have failed? Have some periods of American democratic politics been more amenable to particular kinds of leadership than others? What makes American political leadership distinctive in international comparison? Who, exactly, has been permitted to participate in American politics, and on what terms? How has the relation between the governors and the governed changed over time, and what factors and events have shaped those relations? How has America's democratic experiment compared with (and interacted with) democracy elsewhere in the world? Is America really a democracy at all?

Requirements/Evaluation:  bi-weekly short writing assignments, term paper, midterm and final in-class exams

Prerequisites: none

Enrollment Limit:  25

Enrollment Preferences:  Leadership Studies concentrators and Political Science majors

Expected Class Size:  25

Grading:  no pass/fail option,  no fifth course option

Distributions:  (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
LEAD 205 (D2)  PSCI 212 (D2)

Difference, Power, and Equity Notes: Using conceptual tools drawn from political science and history, it offers students a deep understanding of the roots of contemporary issues of difference, power, and equity in American public life as well as a better sense of how and why power relations and modes of inclusion/exclusion are subject to change.

Not offered current academic year

PSCI 213 (S)  Transitions to Democracy

Cross-listings:  PSCI 213  GBST 211

Secondary Cross-listing
Under what circumstances do authoritarian regimes democratize and what is required to sustain the liberalization of the political system? This comparative course looks at a sample of societies characterized by strong ethnic, religious or racial cleavages.

Requirements/Evaluation:  short papers, final exam

Prerequisites: none

Enrollment Limit:  19

Expected Class Size:  15

Grading:  yes pass/fail option,  yes fifth course option

Distributions:  (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
PSCI 213 (D2)  GBST 211 (D2)

Not offered current academic year

PSCI 214 (S)  Racial and Ethnic Politics in America
Arguably, the dominant discourse in the presidency of Donald Trump and the battle to succeed him is about race. Race is connected to salient issues like immigration and police conduct; to politicians across the political spectrum; and (some argue) to virtually everything in American politics, including fundamental concepts that have no manifest racial content, like partisanship and the size and scope of government. We will evaluate the role of race as it relates to public opinion, political behavior, campaigns, political institutions, and public policy debates, with special attention devoted to the nature of racial attitudes. Most of the course will focus on the historical and contemporary relations between whites and African Americans, but we will also explore topics involving other pan-ethnic communities, particularly Latinos and Asian Americans.

Class Format: For spring 2021, this course will be taught remotely, with twice-weekly synchronous Zoom sessions as a class.

Requirements/Evaluation: class participation, one to two short papers (5-7 pages), one medium paper (8-12 pages), an oral presentation, and a final exam

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: poli sci majors first, seniors second, juniors third, sophomores fourth

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Spring 2021
LEC Section: R1 TF 1:30 pm - 2:45 pm Matthew Tokeshi

PSCI 215 (S) Race and Inequality in the American City

Cross-listings: LEAD 215 PSCI 215

Primary Cross-listing

In the past half-century, American cities have gotten both much richer and much poorer. The making of "luxury cities" has gone hand-in-hand with persistent, concentrated poverty, extreme racial segregation, mass incarceration, and failing public services-social problems borne primarily by people of color. This course will examine the political underpinnings of inequality in American cities, with particular attention to the racialization of inequality. Among the topics we will cover are: the structures of urban political power; housing and employment discrimination; the War on Crime and the War on Drugs (and their consequence, mass incarceration); education; and gentrification. We will ask: How have city leaders and social movements engaged with urban problems? How have they tried to make cities more decent, just, and sustainable? Under what circumstances has positive leadership produced beneficial outcomes, and in what circumstances has it produced perverse outcomes? We will engage primarily with political science, but also with scholarship in other disciplines, including sociology, history, geography, and legal studies, all of which share an interest in the questions we will be exploring. Students will leave this course with a deeper understanding of contemporary urban problems, a knowledge of the political structures within which those problems are embedded, and a better sense of the challenges and opportunities leaders face in contemporary urban America.

Requirements/Evaluation: class participation; several short essays and a longer paper with presentation

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science majors and Leadership Studies concentrators

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 215 (D2) PSCI 215 (D2)

Not offered current academic year

PSCI 216 (F) American Constitutionalism I: Structures of Power

Cross-listings: LEAD 216 PSCI 216

Primary Cross-listing
How has the American Constitution been debated and understood over time? What is the relationship between constitutional and political change?

This course examines the historical development of American constitutional law and politics from the Founding to the present. Our focus is on structures of power -- the limits on congressional lawmaking, growth of presidential authority, establishment of judicial review, conflicts among the three branches of the federal government, and boundaries between the federal and state and local governments. The specific disputes under these rubrics range from secession to impeachment, gun control to child labor, waging war to spurring commerce; the historical periods to be covered include the Marshall and Taney Court years, the Civil War and Reconstruction, the Progressive Era, the New Deal, the Warren Court, and the conservative ascendancy of the late twentieth century. Readings are drawn from Supreme Court opinions, presidential addresses, congressional debates and statutes, political party platforms, key tracts of American political thought, and secondary scholarship on constitutional development. Throughout the semester, our goal will be less to remember elaborate doctrinal rules and multi-part constitutional "tests" than to understand the changing nature of, and changing relationship between, constitutional power and constitutional meaning in American history.

Class Format: discussion
Requirements/Evaluation: three 5- to 7-page essays, a final exam, and class participation
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: Political Science majors
Expected Class Size: 25
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
LEAD 216 (D2) PSCI 216 (D2)
Not offered current academic year

PSCI 217  (S) American Constitutionalism II: Rights and Liberties

Cross-listings: LEAD 217 PSCI 217

Primary Cross-listing

How has the American Constitution been debated and understood over time? What is the relationship between constitutional and political change?

This course examines the historical development of American constitutional law and politics from the Founding to the present. Our focus is on rights and liberties -- freedom of speech and religion, property, criminal process, autonomy and privacy, and equality. The specific disputes under these rubrics range from abortion to affirmative action, hate speech to capital punishment, school prayer to same-sex marriage; the historical periods to be covered include the early republic, the ante-bellum era, the Civil War and Reconstruction, World Wars I and II, the Warren Court, and contemporary America. Readings are drawn from Supreme Court opinions, presidential addresses, congressional debates and statutes, political party platforms, key tracts of American political thought, and secondary scholarship on constitutional development. Throughout the semester, our goal will be less to remember elaborate doctrinal rules and multi-part constitutional "tests" than to understand the changing nature of, and changing relationship between, constitutional rights and constitutional meaning in American history.

Class Format: For spring 2021, this course will be taught remotely, with twice-weekly synchronous Zoom sessions as a class and (perhaps?) occasional recorded mini-lectures for asynchronous viewing.
Requirements/Evaluation: three 5- to 7-page essays, a final exam, and class participation
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: Political Science majors
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
LEAD 217 (D2) PSCI 217 (D2)

Spring 2021
PSCI 218 (S) The American Presidency

Cross-listings: PSCI 218 LEAD 218

Primary Cross-listing

Many argue that the presidency has been fundamentally changed by the tenure of Donald Trump. Is this right? To study the presidency is to study human nature and individual personality, constitution and institution, rules and norms, strategy and contingency. This course will examine the problems and paradoxes that attend the exercise of the most powerful political office in the world’s oldest democracy: Can an executive office be constructed with sufficient energy to govern and also be democratically accountable? What are the limits on presidential power? How much do we attribute the shaping of politics to the agency of the individual in the office and to what extent are politics the result of structural, cultural, and institutional factors? Are the politics of the presidency different in foreign and domestic policy? How are national security concerns balanced with the protection of civil rights and liberties? How is the office and purpose of the presidency affected by an economic order predicated on private capital? By the character of the occupant? Exploration of these and other questions will lead us to examine topics such as presidential selection, the bases of presidential power, character and leadership issues, congressional-executive interactions, social movement and interest group relations, and the media. Attention will focus largely on the modern presidency, though older historical examples will also be used to help us gain perspective on these problems.

Class Format: This course will be taught as a hybrid class, with a mixture of in-person and remote sessions for all students. The course will feature both seminar discussion and several small group research projects.

Requirements/Evaluation: three 5 to 7 page papers, small group projects, and class participation involving weekly writing

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Political Science majors and Leadership studies concentrators

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
PSCI 218 (D2) LEAD 218 (D2)

Spring 2021

SEM Section: H1 TR 11:30 am - 12:45 pm Nicole E. Mellow

PSCI 219 (F) Women and Girls in (Inter)National Politics (DPE)

Cross-listings: INTR 219 PSCI 219 AFR 217 WGSS 219 LEAD 219

Secondary Cross-listing

This tutorial focuses on the writings and autobiographies of women who have shaped national politics through social justice movements in the 20th-21st centuries. Women and girls studied include: Fannie Lou Hamer, Shirley Chisholm, Safiya Bukhari, Erica Garner, Greta Thunberg, Malala Yousafzai, Marielle Franco, Winnie Mandela.

Requirements/Evaluation: Weekly 5-page primary analytical papers and 2-page response papers.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Juniors and seniors, sophomores.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
INTR 219 (D2) PSCI 219 (D2) AFR 217 (D2) WGSS 219 (D2) LEAD 219 (D2)
Difference, Power, and Equity Notes: This tutorial examines how girls and women confront capitalism, imperialism, climate devastation, patriarchy and poverty. The national and international movements that they participated in or led were based on shifting the balance of powers towards the impoverished, colonized, and imprisoned.

Fall 2020

TUT Section: RT1  TBA  Joy A. James

PSCI 220 (S) The U.S. and Afghanistan: A Post-Mortem (DPE)

Cross-listings: GBST 208  ANTH 208  ASST 208  PSCI 220

Secondary Cross-listing

The United States attacked and defeated the Afghan Taliban regime over in the course of a few short weeks in 2001. Within a few years, the finality of that victory was brought into question as the Taliban regrouped and eventually reasserted itself as a formidable guerilla army that the U.S. military could not easily defeat. At the same time that it was facing a more difficult military challenge than anticipated, the United States got bogged down in the process of nation-building, as well as efforts at social reform. This course examines the history of American involvement in Afghanistan, beginning with the Cold War when the U.S. used Afghanistan as a test case for new models of political modernization and economic development. We will go on to discuss the U.S. support for Islamist political parties during the Soviet occupation of Afghanistan in the 1980s and the consequent rise of the Taliban, and the role of Afghanistan in the September 11th attacks and the "War on Terror" that followed. The course will conclude with a consideration of the impact and legacy of the two decades of nation-building and social reform carried out by the United States since 9/11.

Requirements/Evaluation: grading will be determined by class participation, two short essays, and a 15-page research paper

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Anthropology and Sociology majors, Global Studies concentrators, Political Science and Asian Studies majors will get preference

Expected Class Size: 15-20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 208 (D2) ANTH 208 (D2) ASST 208 (D2) PSCI 220 (D2)

Difference, Power, and Equity Notes: Among the topics relevant to power and difference to be considered in this course are the American support and later disavowal of Islamist political parties to advance US geopolitical goals, public relations efforts "to save Afghan women" after 9/11, and the uses and misuses of American military, economic, and political power to build a western-style democratic government and bring western-oriented social reforms to a society radically different from U.S. society.

Spring 2021

SEM Section: R1  WF 1:30 pm - 2:45 pm  David B. Edwards

PSCI 221 (S) Cold War Intellectuals: Civil Rights, Writers and the CIA (DPE)

Cross-listings: AFR 224  PSCI 221  AMST 201  LEAD 220  INTR 220

Secondary Cross-listing

This tutorial focuses on US-based views of the Cold War. It examines how intelligence agencies and intellectuals, as well as government officials, viewed civil rights, human rights, and US hegemony. Readings include: Williams J. Maxwell (F. B. Eyes: How J. Edgar Hoover's Ghostreaders Framed African American Literature); James Baldwin (The Fire Next Time); Ralph Ellison (The Collected Essays of Ralph Ellison); Report to the President by the Commission on CIA Activities Within the United States (1975, VP Nelson Rockefeller, chair); Hugh Wilford (The Mighty Wurlitzer: How the CIA Played America); Hannah Arendt (The Origins of Totalitarianism; On Violence; "Reflections on Little Rock"); Frances Stonor Saunders (Who Paid the Piper? The CIA and the Cultural Cold War). Students alternate weekly between 5-page primary and 2-page secondary papers on assigned readings.

Requirements/Evaluation: Attend all classes; submit completed papers 24hours before seminar meets.
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: Juniors and Seniors.
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 224 (D2) PSCI 221 (D2) AMST 201 (D2) LEAD 220 (D2) INTR 220 (D2)

Difference, Power, and Equity Notes: This tutorial examines the Cold War between the US and the USSR and attempts to use intellectuals to shape and promote the objectives of powerful state entities. The power struggle between the two "superpowers" impacted cultural production and authors. Some of those authors influenced or enlisted into the Cold War sought equity and equality for their communities and eventually fought against the very political powers that employed them.

Spring 2021
TUT Section: RT1 TBA Joy A. James

PSCI 223  (F) International Law
International law embodies the rules that govern the society of states. It spells out who can be a sovereign state and how to become one, what states can do, what they cannot do, and who can punish transgressions. It also creates status used by other actors, such as international organizations, soldiers, national liberation movements, refugees, transnational air and sea shipping companies, and multinational corporations. International law is similar to domestic law, with one very crucial difference: it is not in theory enforced by a centralized, sovereign state. In most other respects, it is the same: it protects the status quo, including the distribution of power among its members; it spells out legitimate and illegitimate ways of resolving conflicts of interest; it is biased toward the powerful and legitimates their interests; it tells its members how to act to coordinate their interests and minimize direct conflict; some of it is purely aspirational, some of it necessary for survival. And like domestic law, it is enforced only some of the time, and then against the weak more than the strong. Yet, law is still where we look for justice and, perhaps, the legitimation of order.

Class Format: The lectures will be on Powerpoint slides that students can review at any time before class, as they do the readings. Synchronous class time will be devoted to discussion: clarifying, extrapolating, interpreting.
Requirements/Evaluation: six quizzes, weekly Glow posts, two 4-page papers on assigned topics, one final project (video, audio, or paper), and one final exam

Prerequisites: None, although those who have not taken PSCI 202 at Williams will be required to do one additional small set of readings and a lecture, and pass a basic quiz based on them during the first week.
Enrollment Limit: 15
Enrollment Preferences: Political Science majors
Expected Class Size: 15
Grading: no pass/fail option, yes fifth course option
Distributions: (D2)

Fall 2020
LEC Section: R1 TF 1:30 pm - 2:45 pm Cheryl Shanks

PSCI 224  (F) Neo-liberalism: What Is It and Why Does It Matter?
We live in the era of neo-liberalism. But what does this mean? This course will focus on neo-liberalism in comparative perspective, looking mainly at the US and Europe. It will consider how neo-liberalism is defined, the role of states in making and maintaining neo-liberalism, the centrality of markets to neo-liberal conceptions, and the kinds of politics that produced and are produced by neo-liberalism. Economically, the course will look at the institutional configuration of neo-liberalism, changes in economies, growing inequality, the financial crises, and prevalence of debt. Politically, the course will address changes in the role of government, what governments do and do not do, the growing influence of financial interests, the role of identities in mobilizing support for and legitimating governments, and the impact of these developments on the status of citizenship and democracy.
Requirements/Evaluation: three papers: one 3-page, one 5-page, and one 10-page paper
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Political Science majors
Expected Class Size: 19
Grading: no pass/fail option, no fifth course option
Distributions: (D2)
Not offered current academic year

PSCI 225  (F)  International Security
Cross-listings: PSCI 225  LEAD 225

Primary Cross-listing
This course deals with basic questions about war and peace. What are the major causes of war? Why do leaders choose to use violence in the pursuit of political objectives? How does the threat of war shape international politics and diplomatic outcomes? How are wars fought? What are their consequences? And why do states sometimes seek to cooperate to achieve their objectives and other times settle disputes through force or the threat of force? To address these questions, this course covers a number of specific topics: the causes, conduct, and consequences of the two world wars; the origins, course, and end of the Cold War; the influence of nuclear weapons on international security; regional conflicts and rivalries; regime type and international conflict; alliances and patron-client relationships; diplomacy; crisis decision-making; asymmetric conflicts; and great power politics, grand strategy, and international order.

Requirements/Evaluation: class participation, one 6- to 8-page paper, midterm, final
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: Political Science majors
Expected Class Size: 25
Grading: no pass/fail option, yes fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
PSCI 225 (D2) LEAD 225 (D2)
Not offered current academic year

PSCI 227  (F)(S)  International Relations of the Middle East
Cross-listings: LEAD 227  PSCI 227

Primary Cross-listing
This is a course about the Middle East in international politics. The structure of the course combines political science concepts with a detailed survey of the region's diplomatic history. Classes will be taught remotely. The basic format of the course will be to combine brief lectures--either posted on the class website beforehand or given at the start of each class--with an in-depth discussion of each class session's topic. The goal of these discussions is to generate debates over the conceptual, historical, and policy significance of the subjects that we cover. Specifically, the first section of the course will cover the emergence of the Persian Gulf as an area of strategic importance in international politics; U.S. policy toward Saudi Arabia and Iran after World War II; the origins of the Arab-Israeli dispute; the June 1967 and October 1973 Middle East conflicts; Egyptian-Israeli peace; the Iranian Revolution and the Iran-Iraq War; the 1991 Persian Gulf War and its consequences; and the rise of Al Qaeda, Hezbollah, and Hamas. The second part of the course focuses on the Iraq War and its consequences; the rise of ISIS; the Arab Spring; Turkey's changing foreign relations; and the war in Syria. The last section of the course covers contemporary policy challenges confronting the Middle East.

Class Format: This course will be taught remotely. There will be brief lectures, which will be either put on the work website prior to class or given at the start of each class. But the class will mainly consist of in-depth, synchronous classroom discussions.

Requirements/Evaluation: class participation, two 6- to 8-page papers, final
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: Political Science majors with an International Relations concentration, History majors

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
LEAD 227 (D2) PSCI 227 (D2)

Fall 2020
LEC Section: R1  TR 8:00 am - 9:15 am     Galen E Jackson

Spring 2021
LEC Section: R1  MW 11:45 am - 1:00 pm     Galen E Jackson

PSCI 228 (S) International Organization
Tens of thousands of international organizations populate our world. IGOs, whose members are governments of sovereigns, range from the Nordic Association for Reindeer Research to the UN and NATO; NGOs, whose members are private groups and individuals, include the International Seaweed Association as well as the International Committee of the Red Cross. We will examine where they come from, what they do, and to whom they matter, and will examine their agency, efficiency, and accountability. We cover the history, structures and functions of international organizations using case studies.

Requirements/Evaluation: three short papers, a midterm exam, one longer paper on an assigned topic

Prerequisites: none, open to first-year students

Enrollment Limit: 30

Enrollment Preferences: Political Science Majors

Expected Class Size: 30

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Not offered current academic year

PSCI 229 (F) Global Political Economy
This course offers a broad introduction to the contemporary global political economy, emphasizing the inherent and inseparable intertwining of politics and economics, power and wealth, the state and the market. The core of the course is made up of analyses of global trade, global finance, development, and migration, with special attention to subjects such as free trade, foreign aid, industrial policy, and border walls. We conclude the course with a look at the global pandemic and its implications for the future of global capitalism.

Class Format: recorded lectures with once weekly seminar-format discussions

Requirements/Evaluation: one 5-7 page paper, one 7-10 page paper, in-class debate, final exam, course discussion

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science and Political Economy majors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Fall 2020
SEM Section: R1  MW 10:00 am - 11:15 am     Darel E. Paul

PSCI 231 (S) Ancient Political Thought
Cross-listings: PHIL 231  PSCI 231

Primary Cross-listing

The core activity of this seminar is the careful reading and sustained discussion of selected works by Plato and Aristotle, but we will also engage such other thinkers as Epictetus and Augustine, and, from a political and theoretical point of view, selections from the Hebrew Bible and New Testament. Among the questions that we will address: What is justice? How can it be known and pursued? How is political power generated and exercised? What are the social and ethical prerequisites—and consequences—of democracy? Must the freedom or fulfillment of some people require the subordination of others? Does freedom require leading (or avoiding) a political life? What distinguishes that kind of life from others? What does it mean to be "philosophical" or to think "theoretically" about politics? Although we will attempt to engage the readings on their own terms, we will also ask how the vast differences between the ancient world and our own undercuts or enhance the texts' ability to illuminate the dilemmas of political life for us.

Class Format: discussion

Requirements/Evaluation: three 7- to 8-page papers

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science majors

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 231 (D2) PSCI 231 (D2)

Not offered current academic year

PSCI 232  (F)  Modern Political Thought

Cross-listings: PSCI 232  PHIL 232

Primary Cross-listing

This course is a chronological survey of major works of political theory from the 16th to the 20th century. In discussions and writing, we will explore the diverse visions of modernity and of politics offered by such thinkers as Machiavelli, Hobbes, Locke, Rousseau, Marx, Mill, and Freud. They help us ask: What is freedom? Who is equal? Who should rule? With what limits and justifications? What form of government best serves the people? Who are the people, anyway? And on what grounds can we justify confidence in our provisional answers to such questions? Class will be primarily driven by discussion, often preceded by brief lectures. Attention to the writing process and developing an authorial voice will be a recurrent focus of our work inside and outside the classroom.

Class Format: Class meetings will be conducted remotely using zoom.

Requirements/Evaluation: three papers of 4-6 pages; class participation; brief informal writing tasks inside and outside of class meetings

Prerequisites: none; open to all

Enrollment Limit: 12

Enrollment Preferences: Political Theory concentrators, then Political Science majors

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 232 (D2) PHIL 232 (D2)

Fall 2020

SEM Section: R1  MR 1:30 pm - 2:45 pm  Laura D. Ephraim

PSCI 233  (F)  Rastafari: Dread, Politics, Agency

Cross-listings: REL 261  AFR 299  PSCI 233
The emergence of Rastafari in the twentieth century marked a distinct phase in the theory and practice of political agency. From its heretical roots in Jamaica, Garveyism, Ethiopianism, and Pan-Africanism, Rastafari has evolved from a Caribbean theological movement to an international political actor. This course investigates the political theory of Rastafari in order to develop intellectual resources for theorizing the concept of agency in contemporary Africana thought and political theory. We will analyze texts and audio-visual works on the political economy of late colonial Jamaica, core Rastafari thinking, political theology, the role of reggae music, the notion of agency, and the influence of Rastafari on global politics.

Requirements/Evaluation: attendance and participation, weekly reading e-response papers, two short essays, and a 12- to 15-page final paper.

Prerequisites: none; open to all.

Enrollment Limit: 15

Enrollment Preferences: Africana Studies concentrators and majors in Political Science and Religion.

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 261 (D2) AFR 299 (D2) PSCI 233 (D2)

Not offered current academic year

PSCI 235 (S) Survival and Resistance: Environmental Political Theory

Cross-listings: PSCI 235 ENVI 235

Primary Cross-listing

Contemporary struggles to reverse environmental destruction and establish sustainable communities have prompted some political theorists to rethink longstanding assumptions about politics and its relationship to nature. Does the environment have “rights”? What, if anything, is the difference between an ecosystem and a political community? Is democracy dangerous to the planet’s health? Are environmental protections compatible with political freedom? How is the domination or conquest of nature connected with domination and conquest within human societies? What does justice demand in an age of climate change? In this class, we will consider the promise and limits of political theory to illuminate present day environmental crises and foster movements to overcome them. We will engage classic texts that helped to establish political theory’s traditional view of nature as a resource, as well as contemporary texts that offer alternative, ecological understandings of nature and its entwinements with politics. Class will be driven primarily by discussion. Students will have significant responsibility for setting the agenda for discussions through informal writing submitted prior to class. As a writing intensive course, attention to the writing process and developing an authorial voice will be a recurrent focus of our work inside and outside the classroom.

Requirements/Evaluation: formal and informal writing assignments and class participation.

Prerequisites: none.

Enrollment Limit: 19

Enrollment Preferences: first-years and sophomores.

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option.

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 235 (D2) ENVI 235 (D2)

Not offered current academic year

PSCI 238 (F) Economic Liberalism and Its Critics

Cross-listings: ECON 299 PSCI 238 POEC 250

Secondary Cross-listing

Economic liberalism holds that society is better off if people enjoy economic freedom. Its critics point to what they believe this position ignores or what it wrongly assumes, and hence, how it would make bad policy. This course explores the relationship between politics and economics by surveying influential works of political economy. Its first part examines major thinkers in relation to the historical development of capitalism in Western Europe.
and the United States: the classical liberalism of Adam Smith, Karl Marx’s revolutionary socialism, and the reformist ideas of John Maynard Keynes. The second part considers mid-20th-century writers who revise and critique economic liberalism from a variety of perspectives, including Friedrich Hayek, Milton Friedman, Ronald Coase, Arthur Okun, and Albert O. Hirschman. The third part surveys significant recent contributions relevant to the themes of the course, with applications to current public policy issues, including topics such as: power relations and autonomy in the workplace; asymmetric information and social insurance; economic inequality and distributive justice; equality of opportunity; the economics of health care; positional goods and the moral foundations of capitalism; economic nationalism and new trade theory; behavioral economics; climate change and intergenerational equity; finance and financial crises; and rent-seeking. The combination of the historical focus of the early part of the course with discussion of modern policy issues and debates in the latter part of the course permits you to appreciate the ongoing dialogue between classical and contemporary views of political economy.

**Class Format:** Lectures recorded for viewing prior to class sessions; discussion in separate sections for in-person and remote students. Section 01 (afternoon) is in-person and section R2 (evening) is remote. Cap for both sections combined is 25. Students taking the class in-person should register for 01, and students taking the class remotely should register for R2. We will allow enrollment to be unbalanced between the two sections subject to the constraint that the total number of students cannot exceed 25.

**Requirements/Evaluation:** six short essays, several short homework assignments, and a final exam

**Prerequisites:** ECON 110 and 120 or equivalent; PSCI 201, 202, 203, or 204 (may be taken concurrently with POEC 250); open to non-majors

**Enrollment Limit:** 12

**Enrollment Preferences:** Political Economy majors and sophomores intending a Political Economy major

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 299 (D2) PSCI 238 (D2) POEC 250 (D2)

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**PSCI 240 (S) Theories of Comparative Politics**

This course deals with the concepts that organize much of the contemporary study of comparative politics. The course discusses the purposes of states, the origins of capitalism, the relationship of states to capitalism, the connection between identities, cultures, and states, and the definition and nature of power. The readings include Alexis de Tocqueville, Karl Marx, Max Weber, Karl Polanyi, Barrington Moore, Michel Foucault, and Edward Said.

**Class Format:** discussion

**Requirements/Evaluation:** three papers

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Political Science majors

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Not offered current academic year

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**PSCI 241 (S) Meritocracy**

**Cross-listings:** PSCI 241 SOC 241

**Primary Cross-listing**

Although fewer than 1% of Americans have a degree from the country's top 30 colleges and universities, 39% of Fortune 500 CEOs, 41% of federal judges, 44% of the writing and editorial staff at the *New York Times*, 64% of Davos attendees, and 100% of Supreme Court justices do. Is this a
positive sign that the United States is governed by its most talented and capable members who have risen through hard work and equal opportunity? Or a negative one pointing to the power of a corrupt and self-selecting elite? This course explores the theme of meritocracy--rule by the intelligent--in comparative perspective. We will look at both old and new arguments regarding the proper role and definition of merit in political society as well as take the measure of meritocracy in present-day Singapore, France, and the United States. The course concludes with a focus on the current debate over American meritocracy and inequality.

Class Format: Remote

Requirements/Evaluation: two short papers, one long paper, take-home final exam, discussion questions, class participation

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: Political Science and Sociology majors, first-years and sophomores intending a Political Science or Sociology major

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
PSCI 241 (D2) SOC 241 (D2)

Spring 2021

SEM Section: R1    MW 10:00 am - 11:15 am     Darel E. Paul

PSCI 242  (S) The Politics of Waste

Cross-listings: ENVI 241  PSCI 242

Primary Cross-listing

Waste is not just a fact of life, it is a political practice. To create and maintain political order requires devising collective means to pile up, bury, burn, or otherwise dispose of stuff deemed dirty or disorderly: waste management is regime management. In turn, our feelings of disgust for anything deemed waste shape political deliberation and action on environmental policy, immigration, food production, economic distribution, and much more. The very effort to define "waste" raises thorny political questions: What (or who) is disposable? Why do we find the visible presence of certain kinds of things or persons to be unbearably noxious? How should we respond to the fact that these unbearable beings persist in existing, despite our best efforts to eliminate them? What is our individual and collective responsibility for creating and disposing of waste? Serious inquiry into waste is rare in political theory and political science--perhaps understandably, given that the study of politics is shaped by the same taboos that shape politics. In this seminar we will openly discuss unmentionable topics and get our hands dirty (sometimes literally) examining the politics of waste. We will take notice of the erasure of waste in traditional political theory and work together to fill these gaps. To do so, we will draw on work in anthropology, critical theory, history, urban studies, and waste management science; representations of waste in popular culture; and experiences with waste in our lives. This course is part of a joint program between Williams' Center for Learning in Action and the Berkshire County Jail in Pittsfield, MA. The class will be composed equally of nine Williams students and nine inmates and will be held at the jail. An important goal of the course is to encourage students from different backgrounds to think together about issues of common human concern. Transportation will be provided by the college. *Please note the atypical class hours, Wed 4:45-8:30 pm*

Requirements/Evaluation: class attendance and participation, short essays, and a final paper

Prerequisites: not open to first-year students

Enrollment Limit: 9

Enrollment Preferences: final selection will be made on the basis of statements of interest solicited after pre-registration and interviews with the instructor

Expected Class Size: 9

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 241 (D2) PSCI 242 (D2)

Not offered current academic year
PSCI 244  Anti-Muslim Racism: A Global Perspective (DPE)

The racialization of Islam and Muslims has been constitutive to how they have been imagined in Europe and elsewhere. This course looks at how difference works and has worked, how identities and power relationships have been grounded in lived experience, and how one might both critically and productively approach questions of difference, power, and equity. It goes back to the founding moments of an imagined white (at the beginning Christian) Europe and how the racialization of Muslim and Jewish bodies was central to this project, and how anti-Muslim racism continues to be relevant in our world today. The course will not only show how Muslims were constructed as subjects in history, politics and society from the very beginning of the making of Europe and the Americas to the end of the Cold War to the post-9/11 era. Rather, it also looks at how Muslims live through Islamophobia. It looks at processes of racialization of Muslims within the Muslim community and between Muslim communities, while also considering which agencies Muslims take to determine their own future. The course draws from anthropology, gender studies, history, political science, religious studies, postcolonial studies, decolonial studies, and sociology.

Requirements/Evaluation: Active class participation, two response papers, and a comprehensive, open-book and open-note final exam.

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Global Studies concentrators and Religion majors

Expected Class Size: 20

Grading:

Unit Notes: Also qualifies for the GBST Urbanizing World track

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: The course critically examines difference, power, and equity. Thematically, it looks at the racialization of Islam and the intersection of race, religion, class and gender in the construction of the 'Muslim problem' from a historical as well as a global contemporary perspective. It aims to promote a self-conscious and critical engagement with the practice and experience of difference, especially as it relates to the dynamics of power in structuring that experience.

Not offered current academic year

PSCI 245 (S) South African Politics

The course deals with South African politics since the end of apartheid. The readings will address the politics, policies, and composition of the African National Congress (ANC), the growth of black economic elites and the black middle class, the persistence of poverty and extreme inequality, expanding corruption, and why the ANC continues to dominate politically in spite of unabated poverty and worsening inequality and corruption.

Requirements/Evaluation: Two 10-12 page papers and class participation.

Prerequisites: None.

Enrollment Limit: 10

Enrollment Preferences: Political Science majors and prospective majors.

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

Spring 2021

SEM Section: R1  TR 9:45 am - 11:00 am  Michael D. MacDonald

PSCI 246 (F) The Politics of Capitalism

Must we choose between "socialism or barbarism?" A century after Rosa Luxemburg's challenge, it is clear that socialism did not win. Does this mean that we have descended to barbarism? Tracing the path of capitalist development in the rich democracies suggests a range of responses. Some states have developed robust institutions that provide for citizens' basic needs and check the power of business; others leave the poor threatened by starvation and workers exposed to exploitation. How and why has capitalism evolved in different forms in different countries? This course addresses the politics of capitalism by examining the struggles between social groups that lead to variation in distributional outcomes and economic performance. The course concludes by investigating these struggles in light of contemporary challenges, in particular, transnational governance and technological
PSCI 247  (S)  Political Power in Contemporary China

**Cross-listings:** ASST 249  PSCI 247

**Primary Cross-listing**
The People's Republic of China has experienced rapid and extensive economic, social and cultural transformation over the past forty years. Its political system, however, is little changed. The Communist Party still monopolizes power and works hard to suppress organized opposition. Political dissent has taken various forms since 1979 but the regime has found ways to repress and divert it. Yet, in spite of the state's efforts, opposition and dissent continue to bubble to the surface. The course will review the political development of the PRC since 1949 and, then, focus on the dynamics of political contention and regime persistence since the Tiananmen Crisis of 1989.

**Class Format:** The class will be hybrid, with both online content and in-person discussion.

**Requirements/Evaluation:** two short papers and a final exam

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Political Science and Asian Studies majors

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Spring 2021
LEC Section: H1  MR 3:15 pm - 4:30 pm  George T. Crane

PSCI 248  (F)  The USA in Comparative Perspective  (WS)

Politics in the USA is often considered unique and incomparable, and US political science separates the study of American politics from comparative politics. This course overcomes this divide, considering politics and society in the United States comparatively, from a variety of viewpoints and by authors foreign and American, historical and contemporary. Important topics include: the colonial experience and independence; race relations and the African diaspora; nationalism and national identity; war and state-building; American exceptionalism, religion, and foreign policy; the role of political and economic institutions; and the origins and shape of the welfare state. (As the list suggests, the most common comparisons are with Latin America and Western Europe, but several of our authors look beyond these regions.)

**Class Format:** a lecture in the first week; then ten weeks of tutorial; then a discussion class in the final week

**Requirements/Evaluation:** five 5- to 6-page papers, five 1- to 2-page responses, and one 1-page essay for the final class

**Prerequisites:** none
Enrollment Limit: 10
Enrollment Preferences: sophomores and students who have been denied enrollment in the course previously
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (WS)
Writing Skills Notes: Assignments are graded and returned weekly. After each student has written one long paper and one response, professor meets with them individually to discuss the composition and presentation of each genre.
Not offered current academic year

PSCI 253  (S)  The Tragedy of Venezuela
The recent history of Venezuela offers a window into many of the most important political and economic issues faced by people in developing countries. Why does an abundance of oil seem to solve some problems while often leading to perverse economic and political outcomes? How can democracy be made to work better for ordinary people? What does it mean for a government to be truly sovereign? How does corruption grow and what can we do about it? When should we leave important decisions to technocratic experts? What does it mean today to be progressive? The course first briefly reviews Venezuelan post-Independence history, with an emphasis on the post-1958 democratic settlement. It then explores more deeply the reasons for the breakdown of this settlement, the rise of Hugo Chavez, and the decay of the "21st Century Socialist" regime under Chavez and Maduro. Materials include biographies, documentary films, short videos, economic data, and news reports.

Class Format: discussion
Requirements/Evaluation: a map quiz and four short papers
Prerequisites: a course in comparative politics and a course in economics, or permission of the instructor
Enrollment Limit: 35
Enrollment Preferences: sophomores and PSCI majors
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
Not offered current academic year

PSCI 255  (S)  Weaponized Leadership: Demagoguery and Populism in Contemporary Perspective  (WS)
Cross-listings: LEAD 255  PSCI 255
Secondary Cross-listing
Since Donald Trump began his rhetorical assault on immigrants, the political establishment, and the free press, all in the name of "the American people," terms like demagoguery and populism have come to dominate American political discourse. Demagogues and populists are often defined as bad leaders who manipulate the emotions of their audiences for the sake of personal ambition--leaders who turn a good thing (popular government) into something dangerous. At the same time, and as Trump has shown, many of the tactics that populists and demagogues deploy are politically effective. Protest leaders tell their audiences to get angry and to stand up and fight precisely because this kind of rhetoric can move an audience to action when rational persuasion cannot. And, many of the leaders we think of as great today were regarded as demagogues and populists during their own times. Puzzles like these point to our current political moment. How useful are terms like demagoguery and populism for understanding leadership? How have these terms been weaponized to distort politics instead of clarifying it? Should we reserve these terms for leaders who are truly bad, and if so, what counts as a "truly" bad leader (as opposed to one we just happen not to like)? Or can demagogic and populists tactics be deployed in better and worse ways? We will approach these questions through a survey of classic and contemporary writings on popular leadership, from Thucydides and Machiavelli to present-day social science. With these competing theories in view, we will read historical and biographical accounts of some of history's most controversial leaders--including Bolivar, Lenin, FDR, and Hugo Chavez--so as to better understand the popular leaders who dominate much of our politics today.

Class Format: This course will be hybrid, combining elements of synchronous meetings and asynchronous content so as to allow both in-person and remote students to participate.
Requirements/Evaluation: weekly writing assignments, a medium-length essay, and the option either to write a second medium-length essay or to develop the first essay into a longer research paper
Prerequisites: None
Enrollment Limit: 14

Enrollment Preferences: Leadership Studies concentrators and Political Science majors

Expected Class Size: 14

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 255 (D2) PSCI 255 (D2)

Writing Skills Notes: Each student will write a critical essay responding to a particular day's reading assignment, with the option to rewrite. Students will write a 10-12 page research paper on a topic they will have discussed with me. For the final assessment, students will have the option either to write a second 10-12 page research paper on a topic different from the first, or to expand their original paper into a 25-30 page research essay. I will provide written feedback regarding grammar, style, and argument.

Spring 2021

SEM Section: H1 MR 3:15 pm - 4:30 pm Charles U. Zug

PSCI 256 (F) Coastal Communities and Climate Justice (DPE)

Cross-listings: PSCI 256 GEOS 257 MAST 267 ENVI 267

Secondary Cross-listing

Climate change poses extraordinary challenges to our country's coastal communities; the impacts of which will not be borne equally. Access to innovative technological, scientific, financial and legal resources is controlled by policy makers. Equal access is critical for the sustainability of our coastal communities. But fair decisions require vulnerable communities to have a voice in local climate change adaptation decisions. This seminar course will introduce you to basic concepts of climate justice in the context of our Nation's coastal communities, guided by the UN Framework Convention on Climate Change. The course will introduce you to fundamental coastal and ocean-based climate-induced impacts with a focus on sea level rise, ocean warming, ocean acidification and coastal infrastructure. We will examine these impacts, as well as local, state, regional and federal policy responses to them through the lens of climate justice. We will identify what's working and what more needs to be done to advance climate equity and justice in the wake of formidable global and local change. Proficiency will be demonstrated through class participation, work conducted in small group strategy exercises, discussion board posts, short research assessment papers and a final written project. There are three goals in this course: first to broaden your understanding of the disproportionate effects of climate change to underrepresented, disempowered, poor, urban and indigenous populations living in American coastal communities; second to provide you with tools to identify inequity; third, to increase your own voice to promote avenues to seek climate justice.

Class Format: remote

Requirements/Evaluation: Weekly Readings; Class Participation; Small group strategy exercises; Four on-line discussion board posts; Two 2-3-page data & research assessment papers; Final written project--multiple formats available

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: first-years and sophomores

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Unit Notes: social science; This course does not count toward the Geosciences Major.

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 256 (D2) GEOS 257 (D2) MAST 267 (D2) ENVI 267 (D2)

Difference, Power, and Equity Notes: This course examines the persistent disproportionate climate changes impacts on underrepresented, poor, urban and indigenous populations living in U.S. coastal communities. Students will analyze multi-disciplinary data and conduct research to reveal unequal distributions of power and resources and to strengthen their integrative, analytical, writing, and advocacy skills. They will structure discussions on the pervasiveness of climate injustice and craft potential avenues for corrective actions.
PSCI 257  (F)  Iran, Islam, and the Last Great Revolution

Cross-listings: ARAB 257  PSCI 257

Primary Cross-listing

The title and inspiration for this course comes from Robin Wright’s book The Last Great Revolution. Wright argues that the 1979 Revolution in Iran completes the promise of the Modern Era, "launched in the West" but "adopted by or adapted to all other parts of the world." The overthrow of 2500 years of monarchy "paved the way for using Islam to push for empowerment." It is this empowerment, of nations and of ordinary individuals, that stands as the signal quality of modernity. The notion that post-revolutionary Iran offers an alternative path to modernity is hardly conventional wisdom in the United States or Europe, where images of men draped in religious passion and women in forbidding black chadors are as common as the belief that the 1979 Revolution set Iran spinning back thirteen centuries in time. If westerners do not view Iran as entirely anti-modern, then at best they see it as a country filled with "paradoxes" and "puzzles," one in which indie rock bands play underground, figuratively and literally beneath the feet of retrograde religious fanatics, or unveiled women attend all-night parties only to slip back into proper hejab the next morning. The class will ask you to consider why these assumptions exist, whether they are the symptoms of a western civilization "clashing" with the east, and if they are exclusive to the United States or Europe. Does there also exist an "orientalism in reverse," a negative gaze of Iranians towards the west and towards their fellow, "backwards" citizens?

Requirements/Evaluation: first short essay, 5 pages (15%); second short essay, 5 pages (15%); research paper, 15-20 pages (30%); participation, including blogs, presentation, and precis (40%)

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Political Science majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 257 (D1) PSCI 257 (D2)

Not offered current academic year

PSCI 258  The Media and American Democracy

The course examines the relationship between the press and government, its watchdog function, how social media and the Internet are changing its role, the emergence of independent investigative bodies such as Pro Publica, and the myriad ways in which the press has helped shape American history, for better or worse. The course goes behind the headlines to examine the delicate interplay between government and press, peels back the familiar classics of American journalism, but also incorporates the current conflicts and tensions between the press and government. In the new age, how does the press define or redefine balance, neutrality, the quest for objectivity, and restraint. Who is a journalist, a once relatively easy question, but one now fraught with complexity? There has been a tectonic shift in the fundamental standards and practices of the press in recent years. What are those changes and how does it augur for the future of the press and democratic institutions?

Requirements/Evaluation: Several short papers, 10-15 page research paper.

Prerequisites: None

Enrollment Limit: 14

Enrollment Preferences: Preference to Leadership Studies concentrators and Political Science majors.

Expected Class Size: 14

Grading:

Distributions: (D2)

Not offered current academic year

PSCI 260  (F)  Power, Feminist-Style  (DPE) (WS)
This course examines one of the most important concepts in the analysis of sex and gender and efforts to envision sexual and gender justice—the concept of power—from multiple feminist perspectives. At the core of feminism lies the critique of inequitable power relations. Some feminists claim that power itself is the root of all evil and that a feminist world is one without power. Others portray the feminist agenda as one of taking power, or of reconstructing society by exercising a specifically feminist mode of power. In this course, we will look at feminist critiques of power, how feminists have employed notions of power developed outside of the arena of feminist thought, and efforts to develop specifically feminist ideas of power. Along the way, we will ask: Are some concepts of power more useful to feminism? Can certain forms of power be considered more feminist than others? How can feminist power be realized? Thinkers we will engage include Judith Butler, Audre Lorde, Catherine MacKinnon, Hannah Arendt, and Patricia Hill Collins.

Requirements/Evaluation: eight short writing assignments (ranging from 250 words to 750 words), drafting and revision of a 10 pg final essay

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Women's, Gender, and Sexuality Studies majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 260 (D2) PSCI 260 (D2)

Writing Skills Notes: This course aims to carefully unpack the writing process by focusing on particular elements of writing (summary, critical analysis) while also introducing students to tools they can use to improve their writing (freewriting). Short writing assignments like the proposal, outline, and abstract build on one another and culminate in a final essay that goes through the process of drafting and, after peer and teacher review, revision.

Difference, Power, and Equity Notes: This course requires students to focus on what power does and should look like from the perspective of difference, exploring the relationship between power and equity in the process. Students will reflect on and discuss the working of power in their own lives, why certain forms of power are more or less visible to particular groups, and how different ideas about power promote different interests in society at large.

Not offered current academic year

PSCI 261  (F) Conspiracy Theories in American Politics

Cross-listings: PSCI 261  LEAD 277

Secondary Cross-listing

The phrase "conspiracy theory" typically evokes images of paranoid cranks—of cars plastered with vituperative bumper-stickers and of people who wear tin-foil hats. To be sure, the claims that conspiracy theorists advance can be astonishing, from Pizzagate—alleging that Democratic Party officials ran a human trafficking ring out of a Washington, D.C. pizza restaurant—to the Flat Earth movement, which holds that the earth is, indeed, flat. At the same time, the persistence and power of conspiracy theories in American politics should provoke us to wonder why such preposterous-sounding notions gain traction in the first place, and who benefits from them. That conspiracy theories tend to advance a partisan or ideological view, often intended to discredit a competing movement or ideology, suggests that conspiracy theories can function as a kind of remote leadership—"leadership" without any clear leaders at the helm. This course will examine notable American conspiracy theories, such as the Kennedy Assassination theory, "9/11 Truth," and "Birther-ism," in light of recent scholarship on conspiracism, demagoguery, and populism. Our goal will be to understand the political and discursive forces that empower conspiracy theories and the functions they serve in American politics. Where and with whom do conspiracy theories originate? Why do some gain traction while others quickly wither? How can we distinguish between a conspiracy theory based on plausible evidence and one that exists simply to create chaos? And why do some conspiracy theories persist even in the face of direct public refutation?

Class Format: This course will be hybrid, combining elements of synchronous meetings and asynchronous content so as to allow both in-person and remote students to participate.

Requirements/Evaluation: Several short essays, weekly writing assignments, and a longer research paper with presentation.

Prerequisites: None

Enrollment Limit: 14
Enrollment Preferences: Leadership Studies Concentrators and Political Science Majors

Expected Class Size: 14

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 261 (D2) LEAD 277 (D2)

Fall 2020

SEM Section: H1 MR 3:15 pm - 4:30 pm Charles U. Zug

PSCI 262 (F) America and the Cold War

Cross-listings: HIST 261 LEAD 262 PSCI 262

Primary Cross-listing

This course examines the rise and fall of the Cold War, focusing on four central issues. First, why did America and the Soviet Union become bitter rivals shortly after the defeat of Nazi Germany? Second, was one side primarily responsible for the length and intensity of the Cold War in Europe? Third, how did the Cold War in Europe lead to events in other areas of the world, such as Cuba and Vietnam? Finally, could the Cold War have been ended long before the collapse of the Soviet Union in 1989? Political scientists and historians continue to argue vigorously about the answers to all these questions. We examine both traditional and revisionist explanations of the Cold War, as well as the new findings that have emerged from the partial opening of Soviet and Eastern European archives. The final section of the course examines how scholarly interpretations of the Cold War continue to influence how policymakers approach contemporary issues in American foreign policy.

Class Format: lecture/discussion

Requirements/Evaluation: one medium length paper, an in-class midterm and final exam, and a series of short assignments

Prerequisites: none; PSCI 202 is recommended but not required

Enrollment Limit: 19

Enrollment Preferences: Political Science majors and Leadership Studies concentrators

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 261 (D2) LEAD 262 (D2) PSCI 262 (D2)

Not offered current academic year

PSCI 265 (S) The International Politics of East Asia

This course examines the political, economic, and cultural determinants of conflict and cooperation in East Asia. Throughout the semester, we will examine three distinct but inter-related aspects of international relations in East Asia: Security, economy, and culture by using some core concepts and theoretical arguments widely accepted in the study of international relations. We will engage some of the central questions and issues in the current debate on East Asia. Do East Asian countries seek security and prosperity in a way fundamentally different from the Western system? Is there a single best way to maintain regional order and cooperation across regions? Will a strong China inevitably claim its traditional place under the sun? Will Japan continue to live as a nation with enormous economic power but limited military means? What is the choice for South Korea between security alliance with the United States and national reconciliation with the North? What should be done to dissuade the authoritarian regime in North Korea from acquiring nuclear capabilities and lead it to different paths toward national survival? By the end of the semester, you will gain both a general perspective and substantive knowledge on East Asian international politics.

Class Format: discussion

Requirements/Evaluation: midterm exam, team debate, take-home final exam, class participation and other assignments

Prerequisites: none

Enrollment Limit: 25
Enrollment Preferences: Political Science and Asian Studies majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Not offered current academic year

PSCI 266  (S)  The United States and Latin America  (DPE)
This course examines the most important political and diplomatic divide in the Western Hemisphere. The first half is a historical survey of U.S.-Latin American foreign relations from the early Spanish American independence movements through the end of the Cold War, with some emphasis on the latter. We consider how this history confirms or undermines influential views about U.S. foreign relations and about international relations generally. We also compare historical U.S. foreign policy toward the hemisphere to current policy globally. The second half covers the most important current issues in hemispheric relations: the rise of leftist governments in Latin America; the war on drugs; immigration and border security; and competition with China for influence. At the end we briefly reconsider current U.S. policies, in view of the economic and political evolution of Latin America, in historical perspective.

Class Format: more lecture in the first half, more discussion and several in-class debates in the second

Requirements/Evaluation: a map quiz, two short papers, a longer paper, and either another policy paper and a regular final exam, or a 10-page research paper and a short final exam

Prerequisites: none

Enrollment Limit: 35

Enrollment Preferences: Political Science majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)  (DPE)

Difference, Power, and Equity Notes: In the paper that considers the first part of the course, the students weigh to what extent U.S. policy toward Latin America was affected by the largely derogatory attitudes of U.S. diplomats toward Latin Americans. A unit in the second part of the course critically analyzes current U.S. immigration policy in this context.

Not offered current academic year

PSCI 268  (S)  Israeli Politics
This is an introductory course on Israeli politics. Approaching questions historically, it discusses the evolution of Zionism before and after the founding of Israel, the immigration and assimilation of Jews from Arab states, and the changes in Israeli politics and society introduced by the acquisition of the West Bank and the ensuing occupation and settlements. The course also will address Israel's foreign policies, including its relationship with the USA, and the conflict with Palestinians.

Requirements/Evaluation: two papers and a final exam

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Political Science majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Not offered current academic year

PSCI 269  The CIA and American Foreign Policy
Despite an American aversion to espionage captured by Secretary of State Henry Stimson's oft-cited (yet unsubstantiated) remark, "Gentlemen don't read each other's mail," intelligence history in the United States dates back to the Revolutionary War. Still, it took the shock of Pearl Harbor for the United States to establish a permanent peacetime civilian intelligence service independent of another federal department--the Central Intelligence Agency. Since then, the agency and others which comprise the loose entity called the Intelligence Community (IC) have played a pivotal albeit
intensely controversial role in US foreign and national security policies. Yet their roles and missions remain largely misunderstood and divisive, as attested to by recent debates surrounding the multiple investigations of the 9/11 tragedy, the flawed pre-war estimates of Iraq's Weapons of Mass Destruction (WMD) capabilities, the reporting on Benghazi, the Snowden revelations, and much more. This course seeks to provide greater understanding of the relationship between intelligence and US foreign and national security policy by examining the CIA's and IC's roles and responsibilities, illuminating their history alongside the history of America and the World, assessing their successes and failures, evaluating their reforms, and correlating their behavior and capabilities with US values and institutions. Despite an American aversion to espionage captured by Secretary of State Henry Stimson's oft-cited (yet unsubstantiated) remark, "Gentlemen don't read each other's mail," intelligence history in the United States dates back to the Revolutionary War. Still, it took the shock of Pearl Harbor for the United States to establish a permanent peacetime civilian intelligence service independent of another federal department--the Central Intelligence Agency. Since then, the agency and others which comprise the loose entity called the Intelligence Community (IC) have played a pivotal albeit intensely controversial role in US foreign and national security policies. Yet their roles and missions remain largely misunderstood and divisive, as attested to by recent debates surrounding the multiple investigations of the 9/11 tragedy, the flawed pre-war estimates of Iraq's Weapons of Mass Destruction (WMD) capabilities, the reporting on Benghazi, the Snowden revelations, and much more. This course seeks to provide greater understanding of the relationship between intelligence and US foreign and national security policy by examining the CIA's and IC's roles and responsibilities, illuminating their history alongside the history of America and the World, assessing their successes and failures, evaluating their reforms, and correlating their behavior and capabilities with US values and institutions.

Requirements/Evaluation: Active class participation, lengthy research paper, in-class presentations.
Prerequisites: Prior coursework in international relations or American foreign policy.
Enrollment Limit: 16
Enrollment Preferences: Political Science or History Majors
Expected Class Size: 14
Grading: 
Not offered current academic year

PSCI 271 (F) Religion and the State
Cross-listings: REL 214  PSCI 271
Secondary Cross-listing
The First Amendment of the U.S. Constitution begins: "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof." What does "religion" mean in this formulation? Should "religion" be singled-out for exclusion from government? Are "religious" reasons ever legitimate reasons for laws, policies or popular political action? Should "religious" organizations be exempt from otherwise generally applicable laws? Is "religion" good or necessary for democratic societies? In this course we will respond to these and related questions through an investigation of "religion" as a concept in political theory. Particular attention will be given to the modern liberal tradition and its critics. Coverage will range from modern classics to innovative contemporary arguments. Classics may include John Locke's A Letter Concerning Toleration, selections from Jean-Jacques Rousseau's The Social Contract, James Madison's Memorial and Remonstrance Against Religious Assessments, Immanuel Kant's Religion Within the Boundaries of Mere Reason, John Stewart Mill's Three Essays On Religion, and John Dewey's A Common Faith. More recent arguments may come from John Rawls, Alasdair MacIntyre, Nicholas Wolterstorff, Martha Nussbaum, Jeffrey Stout, Winnifred Sullivan, Brian Leiter and Andrew Koppelman.

Requirements/Evaluation: class participation, two short papers, a midterm take-home exam, and a final take-home exam
Prerequisites: none
Enrollment Limit: 30
Enrollment Preferences: Religion majors, those interested in being Religion majors, and Political Science majors concentrating on Political Theory
Expected Class Size: 25
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
REL 214 (D2) PSCI 271 (D2)
Not offered current academic year
PSCI 273  (F)  Politics without Humans?

Cross-listings:  ENVI 273  STS 273  PSCI 273

Primary Cross-listing

Are human beings the only beings who belong in politics? And is political involvement a unique or defining aspect of what it means to be human? Such questions are increasingly complex as the boundaries of “the human” become blurred by the rise of artificial intelligence, robotics, and brain implants: shifting attitudes towards both animal and human bodies; and the automation of economic and military decisions (buy! sell! attack! retreat!) that used to be the prerogative of human actors. How do visions of politics without humans and humans without politics impact our thinking about longstanding questions of freedom, power, and right? Can and should the link between humans and politics survive in an age in which “posthuman” or “transhuman” entities become central characters in the drama of politics? This class will consider these questions through readings, films and artifacts that bring political theory into conversation with science fiction, popular literature on the so-called “singularity” (the merger of humans with computers), science and technology studies, evolutionary anthropology, “new materialist” philosophy, and feminist theory.

Requirements/Evaluation:  three 5- to 7-page papers, regular Glow posts, class participation

Prerequisites:  please note that this is an introductory-level course with no prerequisites; first-year students and those with no background in political theory are welcome, as are more experienced students

Enrollment Limit:  25

Expected Class Size:  20

Grading:  yes pass/fail option,  yes fifth course option

Distributions:  (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 273 (D2) STS 273 (D2) PSCI 273 (D2)

Not offered current academic year

PSCI 274  (S)  Revolutions

Why do revolutions occur, or perhaps more to the point, why do they fail to occur? When do they end and what do they actually achieve? What, in other words, is so revolutionary about revolutions? This course considers whether and how revolutions differ from social movements, coups d’états, and armed rebellions by looking at a broad range of uprisings, from the “colored revolutions” and liberating “springs” of recent years to the classical examples of the French, American, Mexican, Chinese, Cuban, and Iranian revolutions, as well as the challenging cases of Haiti and South Africa. This class seeks a subversive politics of its own. There is a certain, shiny allure to revolutions, particularly within political science. In a field committed to the dry study and explanation of social phenomena, revolutions are the sexy exception, the example of politics par excellence. Our goal ought to be to call the allure into question, to ask whether this is a merit of undeserved distinction, particularly given recent developments in Egypt and Syria, as well as the ongoing consequences of revolutions in Russia, Iran, China, many years after the fact, after the last triumphant regiment rolled through capital streets.

Requirements/Evaluation:  first short essay, 3-5 pages (15%); second short essay, 3-5 pages (15%); final essay, 15-20 pages (20%); participation, (30%)

Prerequisites:  none

Enrollment Limit:  15

Enrollment Preferences:  Political Science majors

Expected Class Size:  15

Grading:  no pass/fail option,  no fifth course option

Distributions:  (D2)

Not offered current academic year

PSCI 280  (F)  Silicon Valley: Digital Transformation and Democracy

Cross-listings:  POEC 280  PSCI 280  STS 280

Primary Cross-listing

Nearly every country in the world seeks to drive economic growth by promoting digital technologies. In the twenty-first century, the universal model is
Silicon Valley. But as much as tech may drive economic growth, it may also threaten democratic politics. This tutorial explores this tension. We do so in four steps by examining (1) the origins of the Silicon Valley model, (2) other countries' attempts to emulate it, (3) what it's like to work in tech, and (4) possibilities for regulating the tech sector. Each step will deepen students' understanding of tech. By engaging multiple analytical lenses, students will develop the tools to articulate the possibilities and imperatives of democratic politics in the twenty-first century.

Requirements/Evaluation: Five 5-page papers; five 2-page responses; participation

Prerequisites: One introductory course in political science and/or permission of the instructor.

Enrollment Limit: 10

Enrollment Preferences: Preference will be given to sophomores or juniors majoring in a Division II field

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
POEC 280 (D2) PSCI 280 (D2) STS 280 (D2)

Fall 2020

TUT Section: RT1 TBA Sidney A. Rothstein

PSCI 281 (S) Contemporary African Politics (DPE) (WS)

This course is an introduction to the contemporary politics of Africa, with the aim of sparking a life-long interest in the affairs of the region. Comprised of nearly 50 countries and home to over 1 billion people, sub-Saharan Africa is remarkable in its diversity, particularly in regards to a number of outcomes central to the study of political science: how do institutions of the past shape current dynamics of political competition and economic growth? Why are some countries stable democracies while others struggle with military coups or authoritarian rule? What sparks political violence and how can countries emerge from conflict? Our focus is both contemporary and comparative, organized thematically around common political experiences and attributes across the region. We begin with the legacies of colonialism, the slave trade, and the politics of liberation. We then interrogate dynamics central to political life in Africa over the 60 years since independence: the role of ethnic diversity in shaping competition, the prominence of patronage politics, and the evolution of elections. We next assess major dimensions that have historically shaped the study of African politics, including conflict and violence, economic development, and foreign aid. The final section takes a comparative approach to some of the most pressing issues in Africa today: health crises, migration and mobility, technological revolution, climate change, and the emerging power of women and youth.

Class Format: A typical class session will be about 40% lecture and 60% discussion

Requirements/Evaluation: Class Participation, Map Quiz, Country Case Study (12 - 15 pages, written incrementally throughout semester) and Presentation

Prerequisites: None.

Enrollment Limit: 12

Enrollment Preferences: all first-years and sophomores; those juniors and seniors majoring in political science or concentrating in Global Studies.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: Over the course of the semester, students will produce a substantive political science research paper. We will break the writing assignment into component parts throughout the semester, focusing on structure, substance, style, and citations. We will revise drafts based on individual feedback, engage in collective writing exercises, as well as learn the elements of peer review.

Difference, Power, and Equity Notes: This course takes the racial, ethnic, linguistic, and religious diversity of sub-Saharan Africa as a starting point for understanding the contemporary politics of the region. The course addresses the legacies of systemic inequality as well as strategies of resistance to oppression. We also examine how ethnic and religious diversity shape political institutions, competition, and conflict, comparing different countries and over time.

Spring 2021

SEM Section: H1 MR 3:15 pm - 4:30 pm Elizabeth Iams Wellman
In 1957, when it was clear the African Nation Congress was unwilling to change its multiracialist and nonracialist language in favor of Africanist pronouncements, Robert Mangaliso Sobukwe left the party and became the editor of The Africanist newspaper. Two years later he formed the Pan-Africanist Congress. Similarly frustrated that the National Union of South African Students was dominated by white liberals, in 1968 Bantu Steve Biko helped form the black-only South Africa Students' Organization and, four years later, was the key figure in founding of the Black People's Convention, created to promote black consciousness ideas within the broader South African population. This course focuses on Sobukwe's Africanist project and Biko's Black Consciousness Movement, the strategies against apartheid they promoted, and the visions of a free South Africa they imagined.

Requirements/Evaluation: class participation; 3 two-page response papers; and a 10-12 final paper.

Prerequisites: None

Enrollment Limit: 15

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 282 (D2) GBST 282 (D2)

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Since consumers were first introduced to the promise of "better living through chemistry," society has had to wrestle with the impacts, often far removed in place and time, resulting from a rapid proliferation of hazardous chemicals and wastes. Policy responses, be they at the local, national or global scale, are often limited to reactionary efforts to counter releases into the environment, are constrained by the prevalent use of the technologies in question, and further bring to the fore key challenges of environmental justice and risk management. How then are we to regulate DDT without adversely affecting our fight against mosquito-borne malaria? How might we preserve the ozone layer while still maintaining the benefits of food preservation through refrigeration? How can we reap the benefits of the electronic age without condoning the steady flow of electronic waste affecting workers' health and environments in developing countries? We will be examining in particular novel policy responses, including the US' revised legislation on chemicals passed in 2016 and citizen science initiatives such as those that brought attention to the crisis of lead-contaminated water in Flint, MI.

Requirements/Evaluation: participation, several smaller assignments, and a final research project

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 19

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 283 (D2) PSCI 283 (D2)
PSCI 284 (F) The Politics of Economic Crises

The dominant world economies -- the USA, China, and the European Union -- are responding to the economic risks that might arise from the coronavirus with what have become the standard responses to economic crises. They are using debt to create liquidity, demand, and uphold credit markets. As a background to understanding the reasons for and histories of these policies, this course will read several important books that deal with the Great Depression, the financial crisis a decade ago, and the risks of debt.

Class Format: Taught Remotely

Requirements/Evaluation: Two papers of 8-10 pages are required, along with careful reading of the books.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Political Science majors.

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2020

SEM Section: R1 TR 11:30 am - 12:45 pm Michael D. MacDonald

PSCI 285 (F) The Revolutionary Generation: Galaxy of Leaders

Cross-listings: LEAD 285 PSCI 285 HIST 354

Secondary Cross-listing

The American Revolution produced a galaxy of brilliant and creative statesmen and intellectuals: Washington, Hamilton, Jefferson, Madison, Adams. In this seminar, we will study their astounding accomplishments—a successful war of independence, a Constitution and Bill of Rights, enduring democratic political institutions, and a nascent party system. But mostly we will focus on their ideas, for they were thinking revolutionaries. We will examine in depth and in detail their superb writings, their letters and speeches as well as Madison and Hamilton's Federalist essays. We will also read recent interpretations of the founding generation by Gordon Wood, Joseph Ellis, Bernard Bailyn, and others.

Class Format: Remote via Zoom.

Requirements/Evaluation: three papers, weekly class presentations, and active participation in all discussions

Prerequisites: none; courses in Leadership Studies or Political Theory or early American History are very helpful for admission to this seminar

Enrollment Limit: 12

Enrollment Preferences: students with a background in Leadership Studies, American History or American Political Science

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 285 (D2) PSCI 285 (D2) HIST 354 (D2)

Fall 2020

SEM Section: R1 TR 11:30 am - 12:45 pm Susan Dunn

PSCI 291 (S) American Political Events

Scandals. Wars and assassinations. Contested elections, Supreme Court decisions, and constitutional amendments. As large as they loom in our daily experience and our historical memory, these sorts of events—concrete, discrete things that happen in and around the political world—are often underestimated as catalysts of political change. Indeed, in the study of American political development, we often look to complex processes and underlying causes as explanations for how and why ideas, institutions, and policies both emerge and evolve. Yet for all our focus on long-term and
subtle causal mechanisms, events often serve as political turning points in ways that vary over time, last for extended periods of time, and are not always entirely predictable at the time. Beginning from the presumption that change often has proximate as well as latent causes, this tutorial focuses on events as critical junctures in American politics. Our concern with these events is not with why they happened as or when they did but, rather, with how they altered the American political order once they did--with how they caused shifts in political alignments, created demands for political action, or resulted in a reordering of political values. Over the course of the semester, we will look at ten different types of events, ranging from those that seem bigger than government and politics (economic collapse) to those that are the daily grist of government and politics (speeches), in each instance juxtaposing two different occurrences of a particular category of event. In so doing, we will seek to use controversial and consequential moments in American politics as a window into deeper questions about political change and the narratives we tell about it.

Requirements/Evaluation: five 5-to 7-page essays, five 2- to 3-page critiques, and a final 4-page reflection

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-years and sophomores considering a major in Political Science

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

PSCI 303  (S)  Authoritarian Politics

For most of history, human societies have been ruled by dictators of one sort or another. Despite repeated tides of democratization, over 40 percent of the countries in the world today and half its population are still ruled by non-democracies. The aim of this course is to provide a critical understanding of the dynamics of contemporary authoritarianism, the sources of its resilience, and its impact on global politics. First, the course will examine the key differences between democracy and autocracy, and among different types of autocracies. The second part will investigate the means by which contemporary autocracies stay in power. In addition to traditional tactics like repression, clientelism and propaganda, we will explore how autocracies adopted economic, nationalist and populist appeals, and nominally democratic institutions like parties, legislatures and elections, to sustain their rule. This segment will also explore the societies ruled by dictatorships, as well as the forces behind the waves of democratization and authoritarian resurgence. It will look at popular opinion and mobilization in autocracies, the sources of resistance, and the dynamics of protests and rebellions that sometimes topple these regimes. The third part of the course will focus on the international behavior and impact of autocracies. Are autocracies more likely to initiate domestic and international conflicts? Can they effectively integrate in the global economic currents and develop their countries? Or are all forms of authoritarianism doomed to eventually result in underdevelopment, corruption and cronyism? Can Western democracies establish and maintain workable relationships with authoritarian regimes and contain their worst tendencies? This segment will examine the accumulated evidence on these issues and discuss the potential future of authoritarianism in global politics.

Requirements/Evaluation: mid-term exam, term paper, class participation

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: Political Science majors

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

PSCI 306  (S)  What is Power?

Cross-listings: REL 308  STS 308  SOC 308  PSCI 306

Secondary Cross-listing

What is power? Despite the importance of notions of power across the social sciences, there is a broad lack of consensus. Is power essentially domination or resistance? Is it freedom, empowerment, privilege, or oppression? Are there forms of unequal social power which are morally neutral or even good? Is power the kind of thing held by individuals, races, genders, classes, discourses, causal mechanisms, institutions, or social structures? What is the connection between social and physical power? Does power obey laws? How does power relate to technology? Or knowledge? Or agency? Or ideology? This course begins with the observation that power is often described as a causal relation--an individual's power is supposed to
equal their capacity to produce a change in someone else's behavior. This suggests that the better we can understand the nature of cause and effect, the better we can understand power. Fortunately, in recent decades philosophers have made significant progress in theorizing causation. Hence, this seminar will put two very different bodies of theory in conversation: critical theory about power and philosophy of science about cause and effect. We will trace classic philosophical accounts of power and causation (in European and Chinese philosophy), as well as more recent developments in philosophy of science, political theory, and other fields. The insights we gain in this course from analyzing the nature of power should empower us to more effectively transform society. It will help students in the social sciences to understand the nature of causation in the social world, and it will help students interested in political action to better understand the nature of power. Thinkers to be considered may include: Aristotle, Amy Allen, Hannah Arendt, Bourdieu, Judith Butler, Nancy Cartwright, Foucault, Gramsci, Byung-Chul Han, Han Feizi, Giddens, Hobbes, Hume, Locke, Steven Lukes, Machiavelli, J.L. Mackie, Marx, Nietzsche, Sunzi, and Max Weber.

Class Format: Remote
Requirements/Evaluation: critical annotations for every class, midterm review essay (4-6 pages), final essay (10-12 pages)
Prerequisites: None.
Enrollment Limit: 10
Enrollment Preferences: Religion majors, STS concentrators,
Expected Class Size: 10
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
REL 308 (D2) STS 308 (D2) SOC 308 (D2) PSCI 306 (D2)

Spring 2021
SEM Section: R1 MR 3:15 pm - 4:30 pm Jason Josephson Storm

PSCI 308 (F) In Search of the American State
When Donald Trump campaigned in 2016 to "drain the swamp," he built on the idea held by Republicans since Ronald Reagan's 1981 pronouncement that "government is not a solution to our problem, government is the problem." Skepticism of government has deep roots and strong resonance throughout American political history. Despite this, national government has grown in scope and size for much of this history, including under both Democratic and Republican administrations. This tension over what government is doing and what it should be doing is only heightened in times of crisis, such as the moment the country is in now. This course explores the relationship between citizens and their government by examining the growth of the American state in various arenas over time, as well as the assaults on government legitimacy in recent years. We will assess traditional theories about the weakness of the American state in light of arguments about the state as: regulator of family and "private" life, adjudicator of relations between racial and ethnic groups, manager of economic inequalities, insurer of security, and arbiter of the acceptable uses of violence and surveillance.

Class Format: This course will be taught remotely, in a quasi-tutorial style with students meeting with the instructor weekly in small discussion groups.
Requirements/Evaluation: Students will be responsible for writing three 5-page papers and three 2-page papers, and will also be asked to take responsibility for managing discussion and presenting work at different points in the semester.
Prerequisites: at least one class in American politics
Enrollment Limit: 12
Enrollment Preferences: Political Science majors
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Distributions: (D2)

Fall 2020
SEM Section: R1 MWF 12:00 pm - 12:50 pm Nicole E. Mellow

PSCI 310 (F) New York City Politics from the Blackout to Bloomberg (WS)
This course examines New York City's political history from the 1970s to the present—a period during which the city underwent staggering economic and social changes. In the mid-1970s, New York was a poster child of urban crisis, plagued by arson and housing abandonment, crime, the loss of residents and jobs, and failing public services. By the early 21st century, the city had largely met these challenges and was once again one of the most diverse and economically vital places on earth—but also one marked by profound inequality. This course will examine how New Yorkers have contested core issues of capitalism and democracy—how those contests have played out as the city itself has changed and how they have shaped contemporary New York. Broad themes will include the city's role as a showcase for neoliberalism, neoconservatism, technocratic centrist, and progressivism; the politics of race, immigration, and belonging; the relation of city, state, and national governments; and the sources of contemporary forms of inequality. Specific topics will include policing, school reform, and gentrification. As the primary assignment in the course, students will design, research, and write a 20-page paper on a topic of their choice.

Requirements/Evaluation: active class participation, 2-page preliminary proposal, 10-page research proposal, 2-page peer feedback, 18- to 20-page research paper

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Political Science majors and Leadership Studies concentrators

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
PSCI 310 (D2) LEAD 332 (D2) PSCI 332 (D2)

Writing Skills Notes: Students will develop their research papers over the course of the semester, receiving from the instructor at each stage of the process timely comments on their writing skills, with suggestions for improvement. Feedback will take the form of written comments, class workshops, and one-on-one meetings with the professor.

Not offered current academic year
PSCI 312  (S)  American Political Thought  (WS)

Cross-listings:  PSCI 312  LEAD 312

Primary Cross-listing

From democracy to liberty, equality to community, foundational ideas -- about what makes for good government, about what constitutes the good society, about what is necessary to lead a good life -- define the American political tradition and consume the American political imagination. Designed not only to uncover these (sometimes melodious, sometimes cacophonous) values but also to place current ideological debates about them in a broader developmental context, this tutorial will offer a topical tour of American political thinking from the birth of nationalism in the colonial period to the remaking of conservatism and liberalism in the early twenty-first century. Utilizing primary source material ranging from presidential speeches to party platforms, newspaper editorials to novels, we will seek to interrogate -- reconciling where possible, distinguishing where necessary, interpreting in all instances -- the disparate visions and assessments of the American political experience offered by politicians, artists, intellectuals, activists, and ordinary citizens over the course of more than two centuries. Our focus, then, is nothing less than the story of America -- as told by those who lived it.

Class Format: For spring 2021, this course will be taught remotely, with a few synchronous seminar classes at the start and end of the course bookending weekly synchronous tutorial sessions.

Requirements/Evaluation: five 5- to 7-page essays, five 2- to 3-page critiques, and a revised and extended 10- to 12-page final essay

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Political Science majors and prospective majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
PSCI 312 (D2) LEAD 312 (D2)

Writing Skills Notes: Weekly writing with extensive attention to feedback, revision, and improvement.

Spring 2021
TUT Section: RT1    MW 8:15 am - 9:30 am     Justin Crowe

PSCI 313  (S)  Race, Culture, Incarceration

Cross-listings:  AMST 322  INTR 322  AFR 322  PSCI 313

Secondary Cross-listing

This course explores racially-fashioned policing and incarceration from the Reconstruction era convict prison lease system to contemporary mass incarceration and "stop and frisk" policies of urban areas in the United States. Also explored will be political imprisonment in the United States.

Requirements/Evaluation: brief analytical papers and group presentations.

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 322 (D2) INTR 322 (D2) AFR 322 (D2) PSCI 313 (D2)

Not offered current academic year
PSCI 314  (S)  How Change Happens in American Politics  (WS)

Cross-listings: LEAD 314  PSCI 314

Primary Cross-listing

Does the rise of Donald Trump signal something new in the U.S.? How unprecedented is the current political moment? What might we expect to come next? From the Founding to the present, the American political order has undergone incredible, cataclysmic and thoroughgoing transformations, yet it has also proven to be remarkably enduring. How can this be? Where do we find continuities and where upheavals? What accounts for the continuities, and what for the changes? What sorts of transformations have been possible, and who or what has made them possible? Finally, what are the costs of change (and of continuity)--and who pays them? The goal of this course is to assess American political change, or lack of, and to gain a sense of the role that individual leaders have played in driving change. We will examine when and how individuals and leadership have mattered vis-à-vis broader historical and contextual factors, including economic developments, demographic change, and constitutional and institutional parameters. After examining general models of change and of leadership, we will consider specific case studies, such as civil rights for African-Americans, gender equality, labor demands, social conservatism, and populism. We will consider some of the complicated legacies of change. Finally, we will look at arguments that America has been "exceptional"--or, unlike other countries--as well as critiques of these arguments, to help us gain an understanding of future prospects for political transformation.

Class Format: research seminar

Requirements/Evaluation: several short essays, weekly writing assignments, and a longer research paper with presentation

Prerequisites: previous course in American politics or American history

Enrollment Limit: 14

Enrollment Preferences: Political Science majors and Leadership Studies concentrators

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D2)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 314 (D2) PSCI 314 (D2)

Not offered current academic year

PSCI 315  (S)  Parties in American Politics

Cross-listings: LEAD 315  PSCI 315

Primary Cross-listing

Is the American party system bankrupt? It has been said that parties are essential to democracy, and in the U.S., political parties have played a central role in extending democracy and organizing power. But their worth is a continuing subject of debate. Parties have been celebrated for linking citizens to their government and providing the coherency and unity needed to govern in a political system of separated powers. Yet they have also been disparaged for inflaming divisions among people and grid-locking the government. Other critics take aim at the two-party system itself, claiming that the major parties fail to offer meaningful choices to citizens. This course will investigate this debate over parties by examining their nature and role in American political life, both past and present. Throughout the course, we will explore such questions as: What constitutes a party? For whom do they function? How and why have they changed over time? Why a two-party system, and what role do third parties play? Is partisanship good or bad for democracy? For governance? What is the relationship between parties and presidents? How does partisanship become tribalism or hyper-partisanship, and can this be prevented? This semester, we will explore answers to these questions in a tutorial-style seminar format.

Class Format: This course will be taught remotely in a quasi-tutorial style format with students meeting with the instructor weekly in small discussion groups.

Requirements/Evaluation: Students will be responsible for writing three 5-page papers and three 2-page critiques. Students will also be asked to take responsibility for managing discussion and presenting work at different points in the semester.

Prerequisites: PSCI course at the 200 or 300 level or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Political Science majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
LEAD 315 (D2) PSCI 315 (D2)

Spring 2021

SEM Section: R1    MWF 11:45 am - 1:00 pm     Nicole E. Mellow

PSCI 316  (S)  Policy Making Process

Politics as usual. It's a phenomenon we all love to hate. But what does it mean? When government policy is decided by politics, does that mean the policy is necessarily bad? Can we get rid of politics in policy making or improve on it somehow? What would "politics as unusual" look like anyway? This class examines the policy making process with particular emphasis on the United States: How do issues get defined as problems worthy of government attention? What kinds of alternatives are considered as solutions to these problems? Why do we end up with some policies but not others? Do certain kinds of processes yield better policies than others? How should we decide what constitutes a good policy?

Class Format: In spring 2021, this course will be taught remotely.

Requirements/Evaluation: several short papers, research paper, class participation

Prerequisites: one course in PSCI or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Political Science and Political Economy majors, and students with an interest in public policy

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Spring 2021

SEM Section: R1    TF 3:15 pm - 4:30 pm     Cathy M. Johnson

PSCI 317  (F)  Environmental Law

Cross-listings: PSCI 317  ENVI 307

Secondary Cross-listing

We rely on environmental laws to make human communities healthier and protect the natural world, while allowing for sustainable economic growth. Yet, despite 40 years of increasingly varied and complex legislation, balancing human needs and environmental quality has never been harder than it is today. Environmental Studies 307 analyzes the transformation of environmental law from fringe enterprise to fundamental feature of modern political, economic and social life. ENVI 307 also addresses the role of community activism in environmental law, from local battles over proposed industrial facilities to national campaigns for improved corporate citizenship. By the completion of the semester, students will understand both the successes and failures of modern environmental law and how these laws are being reinvented, through innovations like pollution credit trading and "green product" certification, to confront globalization, climate change and other emerging threats.

Requirements/Evaluation: several short writing assignments, a term research project, and active participation in class

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 14

Expected Class Size: 14

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
PSCI 317 (D2) ENVI 307 (D2)

Fall 2020

LEC Section: H1    TR 6:45 pm - 8:00 pm     David N. Cassuto
PSCI 319  (S)  Marine Policy  (WS)
Cross-listings:  ENVI 351  MAST 351  PSCI 319

Secondary Cross-listing
This seminar considers contemporary issues in our relationship with our ocean and marine environment and the critical roles our oceans and coasts play in our Nation's environmental sustainability, and ocean and coastal climate resiliency and stability. By analyzing case and statutory law and policies that relate to our rich and diverse coastal and marine environment, we critically examine the many conflict of use issues present in the coastal and marine environment. The course examines coastal zone management, climate change, fisheries, environmental justice, ocean and coastal pollution, marine biodiversity and admiralty, through the lens of coastal and ocean governance and policy-making. Semester-long independent research engages students with ocean and coastal stakeholders to develop policy strategies and solutions to contemporary issues impacting America's coastlines and oceans.

Class Format: seminar, discussions, guest lectures by active professionals, and includes coastal and near-shore interdisciplinary field seminars, and 10 days offshore

Requirements/Evaluation: an independent research project, and two presentations.

Prerequisites: none

Enrollment Limit: 23

Enrollment Preferences: must be enrolled at Williams-Mystic in Connecticut

Expected Class Size: 22

Grading: no pass/fail option, yes fifth course option

Unit Notes: offered only at Williams-Mystic at Mystic Seaport Museum in CT

Distributions: (D2)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 351 (D2) MAST 351 (D2) PSCI 319 (D2)

Writing Skills Notes: Each student writes a short paper identifying research goals, a draft outline of the research paper, a draft of the research paper (10-15 pp.), as well as a final 8-10 pp. research paper. Each submission receives written feedback from professor, including additional research resources, input on grammar, structure, language, analysis as well as an assessment of and assistance with credibility and feasibility of proposed final policy recommendation; several individual conferences held as well.

Not offered current academic year

PSCI 320  (F)  Heroes and Villains: Iconic Leadership and the Politics of Memory

Cross-listings:  PSCI 320  LEAD 320

Secondary Cross-listing
Americans have been arguing intensely in recent years about how we should remember the leaders from our nation's past. Does Thomas Jefferson's statue belong on a university campus? Should college dorms be named for John C. Calhoun and Woodrow Wilson? Should Harriet Tubman's portrait replace Andrew Jackson's on the $20 bill? In this course we will look at how people in the United States and elsewhere have used their leaders' images to hash out larger political issues of national identity, purpose, and membership. Why has historical commemoration gotten so contentious--or has it always been contentious? What's really at stake when we depict our leaders? How (if at all) should we reconcile contemporary morality with historical context in assessing the leaders from our past? To address these questions, we will study portrayals of some of the most famous leaders in American history--including Alexander Hamilton, Abraham Lincoln, and Martin Luther King, Jr. Our sources will include political speeches, literature, film, and journalism as well as monuments and museum exhibits; though our examples will be drawn mostly from the United States, our conceptual framework will be transnational. As a final assignment, students will write a 10-12 page paper examining the politics of memory for a leader of their choice.

Requirements/Evaluation: two short (5- to 6-page) essays and a 10- to 12-page research paper

Prerequisites: previous course in Leadership Studies, or Political Science, or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Leadership Studies concentrators, Political Science majors

Expected Class Size: 19
PSCI 321  (F)  Immigration Politics in the U.S.
The U.S. Census Bureau estimates that non-Hispanic whites will no longer be the majority racial group in the U.S. by 2044. This demographic change is fueled by past and current immigration, and the politics surrounding American immigration policy have intensified as a result. Donald Trump's rise to the presidency was fueled by his pledge to build a wall between the U.S. and Mexico. Meanwhile, efforts to reform the nation’s immigration laws have been stuck in gridlock for years. How did we get to this point and what does the future hold? Why is immigration policy so contentious? What is at stake, and what do different groups believe to be at stake? To answer these questions, we will examine immigration from a multidisciplinary lens, but with special attention to immigration politics and policy. We will examine the history of immigration to the U.S. and the policies that have shaped it; recent developments in electoral and protest politics; the policy initiatives of the Trump administration, the Republican Congress, and state and local governments; and the incorporation of immigrants into U.S. society and politics, past and present.

Requirements/Evaluation:  one 2- to 3-page paper; one 5- to 7-page paper; one oral presentation; one 15- to 20-page research paper; and class participation

Prerequisites:  none

Enrollment Limit:  14

Enrollment Preferences:  Political Science majors

Expected Class Size:  14

Grading:  no pass/fail option,     no fifth course option

Distributions:  (D2)

Not offered current academic year

PSCI 323  (F)  Law and Politics of the Sea
The United Nations Convention on the Law of the Sea gathered into one place what most countries considered in 1982 to be scattered ancient laws about piracy, transit through other countries' territorial waters, jurisdiction over ships, and so forth. It also created ocean zones, with rules for each, and proposed a system for taxing firms that it licensed to exploit minerals on the high seas. This course explores the politics and practices that arise from UNCLOS. We first engage with the treaty’s content and exclusions, next examine the incentives it provides states and criminals, and last assess the way that geopolitical and climate change create new opportunities and constraints for states, firms, international organizations, and activists. Cases include piracy, claims in the South China Sea, bonded labor, refugee quarantine, Arctic transit, and ocean pollution.

Requirements/Evaluation:  three 6-page papers, longer final paper, class participation including weekly posts

Prerequisites:  PSCI 202 or permission of instructor

Enrollment Limit:  18

Enrollment Preferences:  Political science majors, Marine Studies majors, seniors

Expected Class Size:  12

Grading:  no pass/fail option,     no fifth course option

Distributions:  (D2)

Not offered current academic year

PSCI 329  Politics of the Powerless
American politics is often unequal, and well-organized advantaged interests tend to triumph. What do disadvantaged interests do in light of these power dynamics? Give up? Compromise? Struggle on? Why do relatively powerless interests sometimes win in American politics? Is it because they have an exceptional leader? A phenomenal strategy? Fortuitous events? This course examines the political dynamics of disputes in which disadvantaged interests push for major change. We will study past campaigns and then research and discuss contemporary reform efforts.

Requirements/Evaluation:  class discussion, two short papers, and research paper
Prerequisites: one course in Political Science or permission of instructor

Enrollment Limit: 14

Enrollment Preferences: Political Science majors with interest in American politics

Expected Class Size: 14

Grading:

Distributions: (D2)

Not offered current academic year

PSCI 330 (S) American Political Thought in Hemispheric Context

Cross-listings: PSCI 330 GBST 330

Primary Cross-listing

Actors living during the Age of Revolutions witnessed an astounding number of social, political, and cultural changes. In the short period between 1775 and 1830 more than thirty popular insurgency movements took control of the American hemisphere, most of them by organizing around the principles of republican politics. In this course, we study the peoples, demands, and visions that comprised the popular movements of the Age of Revolutions to reconstruct the canon American Political Thought in hemispheric context. This course emphasizes the comparative features of post-colonial movements in the Americas and centers the contributions of indigenous, raced, gendered, and ethnicized communities. The course schedule is divided into two sections. The first half of the class situates the political and theoretical problems of American Political Thought by engaging with scholarship on post-colonial movements, decolonial thought, democratic theory, and theories of popular rule. The second half of the course contextualizes these frameworks by putting them in conversation with studies of revolutionary change, popular imagination, and case studies on revolutionary movements throughout the Americas. Students are expected to engage in archival research, as well as work with both primary and secondary sources on the Age of Revolutions. The class will meet remotely and hold synchronous discussions.

Class Format: The class will meet remotely for synchronous lecture and discussions. Recorded class sessions will be uploaded for any students who cannot meet synchronously.

Requirements/Evaluation: Regular attendance, consistent class participation, three Glow posts, three two-page reflection papers, and a final research paper of 10-12 pages

Prerequisites: At least one prior course in political theory, social theory, history of the Americas (either the United States or Latin America), or permission of instructor.

Enrollment Limit: 12

Enrollment Preferences: Concentrators in political theory in Political Science, then majors or concentrators in Political Science, American Studies, Global Studies, and Latino/a Studies

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 330 (D2) GBST 330 (D2)

Spring 2021

SEM Section: R1 WF 1:30 pm - 2:45 pm Arturo Chang

PSCI 332 (S) The Body as Property (DPE)

From an ethical standpoint, human bodies are fundamentally different from objects that can be owned, acquired, and exchanged. Yet history furnishes us with countless examples of laws, administrative rules, and social conventions that treat the human body as a form of property. The institution of slavery is a particularly egregious example. But there are other examples of treating the body as property that seem more ambiguous, or even benign: the employment contract in which bodily services are offered in exchange for payment; the feminist slogan "my body, my choice"; or even the every-day transfer of bodily properties into creative projects that then become part of the things people own --- chairs, tables, houses, music, art, and intellectual property. If it is not itself a form of property, how can we explain the use of the human body to acquire possessions, create wealth, and mediate the exchange of other kinds of property? These and other tensions between the concept of property and that of humanity will be the focus of
this course. How is property defined, and how far should law go to erode or reinforce distinctions between property and humanity? Course readings focus on Locke, Hegel, Marx, and critical perspectives from feminist theory, critical theory, and critical legal studies (Cheryl Harris, Alexander Kluge, Oskar Negt, Carole Pateman, Rosalind Petchesky, and Dorothy Roberts, among others).

Class Format: Hybrid: Tutorial pairs with both students on campus will meet in person for the majority of our sessions (some weeks may be online). Pairs with one or both students learning remotely will meet exclusively online.

Requirements/Evaluation: five 5- to 7-page essays, five 2- to 3-page critiques, and a revised and extended 10- to 12-page final essay

Prerequisites: prior coursework in political theory, cultural theory, philosophy, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Political Science majors (priority given to those concentrating in Political Theory); Justice & Law Studies concentrators (priority given to those with extensive JLST coursework).

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: The course fulfills the Difference, Power, and Equity (DPE) requirement by examining how, in the context of legally-sanctioned power relations, bodily differences are constructed, monetized, and used to generate wealth. Race, class, and gender inequalities are central to the analysis.

Spring 2021

TUT Section: HT1 TR 8:00 am - 9:15 am  Nimu Njoya

PSCI 334 (S) Theorizing Global Justice

While economic exchanges, cultural convergence, and technological innovations have brought people in different parts of the world closer together than ever before, globalization has also amplified differences in material wealth and social inequalities. Ill health, inadequate sanitation, and lack of access to safe drinking water are increasingly common. Yet, more than ever before, the means exist in affluent regions of the world to alleviate the worst forms of suffering and enhance the well-being of the poorest people. How are we to understand this contradiction as a matter of justice? What is the relationship between justice and equality, and what do we owe one another in a deeply divided world? Course readings will engage your thinking on the central debates in moral philosophy, normative approaches to international political economy, and grassroots efforts to secure justice for women and other severely disadvantaged groups. Key theorists include Amartya Sen, Martha Nussbaum, John Rawls, Thomas Pogge, Nancy Fraser, Paul Farmer, Vandana Shiva, Majid Rahnema, and Enrique Dussel.

Class Format: discussion

Requirements/Evaluation: oral presentation, weekly blog posts, and three papers (3 pages, 7 pages and 8-10 pages)

Prerequisites: at least one course in political theory or philosophy or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Political Science majors and concentrators in Political Theory

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Not offered current academic year

PSCI 335 (F) Racial Equity, Liberal Democracy, and Democratic Theory (DPE)

In Ta-Nehisi Coates’ best-selling book Between the World and Me, he says that in the wake of the non-indictment of former police officer Darren Wilson in the death of Michael Brown “I did not tell [my son] that it would be okay, because I have never believed it would be okay.” With admissions like this, Coates stoked a long-standing debate about the prospects for racial equity in liberal democracies like the United States. In this course, we look at this debate, examining what black thinkers in particular have said about whether racial equity can be achieved in a liberal democracy founded on racial domination and why they come to the conclusions they do. Then, we examine what contemporary democratic theorists have had to say about how racial equity might be achieved and how they have sought to advance this goal through their writing. Can the strategies theorists propose and employ really aid in the advancement of racial equity? Which are more and less promising? We end by asking: Do anti-democratic means have to be
employed to fully realize democracy? What anti-democratic means? Authors we will engage include Coates, bell hooks, Charles Mills, Melvin Rogers, Chris Lebron, Lawrie Balfour, and Danielle Allen.

**Requirements/Evaluation:** class facilitation, group reflections (three 4-page responses), book review (6-8 pages), final essay (12-14 pages)

**Prerequisites:** none

**Enrollment Limit:** none

**Enrollment Preferences:** Political Science majors

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This class centers sociological and political theoretical questions about race inequity and equity in a liberal democratic society. It features black writers' perspectives on inequity and equity. The course nurtures the skill of speaking across difference by requiring students to write responses as groups and encouraging deep student participation by making students class facilitators.

Not offered current academic year

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**PSCI 337 (S) Visual Politics**

**Cross-listings:** PSCI 337 ARTH 337

**Primary Cross-listing**

Even casual observers know that appearances matter politically and that the saturation of politics by visual technologies, media, and images has reached unprecedented levels. Yet the visual dimensions of political life are at best peripheral topics in contemporary political science and political theory. This seminar explores how our understanding of politics and political theory might change if visuality were made central to our inquiries. Treating the visual as a site of power and struggle, order and change, we will examine not only how political institutions and conflicts shape what images people see and how they make sense of them but also how the political field itself is visually constructed. Through these explorations, which will consider a wide variety of visual artifacts and practices (from 17th century paintings to the optical systems of military drones and contemporary forms of surveillance), we will also take up fundamental theoretical questions about the place of the senses in political life. Readings may include excerpts from ancient and modern theorists, but our primary focus will be contemporary and will bring political theory into conversation with other fields, particularly art history and visual studies but also film and media studies, psychoanalysis, cognitive science, and STS. Possible authors include Arendt, Bal, Belting, Benjamin, Browne, Buck-Morss, Butler, Clark, Connolly, Crary, Deleuze, Fanon, Foucault, Freedberg, Garland-Thompson, Hobbes, Kittler, Machiavelli, Mercer, Mitchell, Mulvey, Plato, Rancière, Sartre, Virilio, Warburg, and Zeki.

**Requirements/Evaluation:** regular, engaged class participation, several Glow posts, and three 7- to 8-page papers

**Prerequisites:** at least one prior course in political theory, cultural theory, visual studies, or art history; or permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** Political Science and Art History majors (including students in the grad program); then qualified students from all disciplines welcome, space permitting

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 337 (D2) ARTH 337 (D2)

Not offered current academic year

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**PSCI 339 (F) Politics in Dark Times: Hannah Arendt** (WS)

**Cross-listings:** PSCI 339 JWST 339

**Primary Cross-listing**

Hannah Arendt (1906-75) bore witness to some of the darkest moments in the history of politics. Born a Jew in Germany, Arendt lived through—and reflected deeply on—two world wars, the rise of totalitarianism, and the detonation of the first atomic bomb. She narrowly escaped imprisonment by the Gestapo and internment in a refugee camp in Vichy France before fleeing to New York. Yet, in the face of these horrors, Arendt never lost her faith in political action as a way to express and renew what she called "love of the world." She wrote luminously about the darkness that comes when terror
extinguishes politics and the shining, almost miraculous events of freedom through which politics is sometimes renewed. In this tutorial, we will investigate what Arendt's vision of politics stands to offer to those struggling to comprehend and transform the darkest aspects of the contemporary political world. Our time and Arendt's are similarly darkened by the shadows of racism, xenophobia, inequality, terror, the mass displacement of refugees, and the mass dissemination of lies. It may be tempting to conclude from these similarities--as some recent commentators have--that we are witnessing the return of "totalitarianism" as Arendt understood it. She would be the first to refuse to use inherited concepts as if they were keys to unlock the present. Her words and her example should impel us to reject shortcuts to authentic understanding, the "unending activity by which...we come to terms with and reconcile ourselves to reality." We will turn to Arendt as an interlocutor, not a guide, as we seek to reconcile ourselves to the contingency and specificity of past and present political realities. And we will search her works and our world for embers of hope that even seemingly inexorable political tragedies may yet be interrupted by assertions of freedom in political action.

Requirements/Evaluation: five 5-page papers; five 2-page responses; a final revision of a prior paper; participation
Prerequisites: a prior course in political theory, philosophy, or critical theory, or permission of the instructor
Enrollment Limit: 10
Enrollment Preferences: Political Theory concentrators, Political Science majors
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
PSCI 339 (D2) JWST 339 (D2)

Writing Skills Notes: You will receive feedback from me and your tutorial partner on your five papers (each 5 pages long and spaced evenly through the semester). This feedback will inform the revision you submit at the end of the semester of a paper of your choosing. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Not offered current academic year

PSCI 340 (S) Why States Fail
This course considers the origins of political violence and state failure at the end of the 20th century. It seeks to address why there was a resurgence of political violence at the dawn of the 21st century. Toward that end, we begin by considering competing explanations of political violence (ethnicity, democratization, natural-resource endowments, and predatory elites). We then move on to the empirical section of the course in which we cover case studies of state failure in parts of Eastern Europe, Africa and the Middle East.

Class Format: discussion
Requirements/Evaluation: seminar participation, two oral presentations and a research paper proposal
Prerequisites: one of the following: PSCI 201, 202, 203, 204, 229, 243, 250, 254 or the permission of instructor
Enrollment Limit: 14
Enrollment Preferences: Political Science majors
Expected Class Size: 14
Grading: yes pass/fail option, no fifth course option
Distributions: (D2)

Spring 2021
SEM Section: R1  Cancelled

PSCI 342 (S) Beyond the welfare state
"Not me. Us" became a rallying cry of Bernie Sanders' presidential campaign in late 2019. Sanders' slogan reflects a vision of a robust welfare state, defined by a widespread commitment to solidarity, where citizens share social risks as well as economic rewards. But what role can the welfare state play in the twenty-first century? How have its constitutive institutions, from pensions to unemployment insurance, evolved since the post-war "Golden Age"? Is solidarity possible only in utopia, or can we realize it in the world as well? This course identifies the political conditions under which welfare states developed in the twentieth century, and examines how they have responded to globalization, immigration, digital transformation, and other contemporary challenges. If the welfare state has a future, it will look different from the past, but how? Taking up a handful of alternative paradigms,
from social investment to mutual aid, we will assess different trajectories of solidarity in the twenty-first century.

**Class Format:** Course will be fully remote, composed of three elements: (1) Asynchronous lectures, (2) Student discussion groups, (3) Synchronous class meetings

**Requirements/Evaluation:** Class participation; Two short papers; Two presentations; Take-home final essay

**Prerequisites:** None

**Enrollment Limit:** 16

**Enrollment Preferences:** Potential and actual PSCI and POEC majors

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

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Spring 2021

SEM Section: R1  TR 9:45 am - 11:00 am  Sidney A. Rothstein

SEM Section: R2  TR 11:30 am - 12:45 pm  Sidney A. Rothstein

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**PSCI 343 (F) Democratic Erosion**

**Cross-listings:** GBST 342  PSCI 343

**Primary Cross-listing**

A central tenet of political science is that once a country reaches a certain level of political and economic development, democracy will endure indefinitely. The contemporary moment calls on us to revisit this assumption. This course explores the causes and consequences of democratic erosion through the lens of comparative politics. We ask three central questions to inform our investigation: 1) What is democracy and its alternatives? 2) How do we identify democratic breakdown? and 3) What are strategies to counteract backsliding when it occurs? Importantly, this course is not intended as a partisan critique of any particular American politician or political party. Rather, it is designed to provide an opportunity to engage, critically and carefully, with claims about the state of democracy in the US and elsewhere; to evaluate whether those claims are valid; and, if they are, to consider strategies for mitigating the risk of democratic erosion here and abroad. Readings draw from academic scholarship, media commentary, and current events as they unfold. We will address both empirical and normative dimensions of the issues, as well as learn about examples of democratic erosion around the world from early 20th century until today. As a collaborative class taught at dozens of other colleges, the course enables you to engage in debates about democratic erosion with students throughout the US and around the world.

**Class Format:** As a hybrid course, the class will feature both in-person and online components. I will post 1-2 short lectures on GLOW to accompany assigned readings/media for the week. Our scheduled course time will be a mix of discussions, interactive learning exercises, and presentations. At least one class per week will be held in-person; whether the other class will be online or in-person will depend on a number of factors, including the distribution of students taking the course on campus or remotely.

**Requirements/Evaluation:** Active Class Participation, 3 Short Response Papers, Country Case Study (15-20 pages, written incrementally throughout semester) and Presentation.

**Prerequisites:** Prior coursework in political science or permission of instructor.

**Enrollment Limit:** 12

**Enrollment Preferences:** Political Science Majors, Global Studies Concentrators

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 342 (D2) PSCI 343 (D2)

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Fall 2020

SEM Section: H1  MR 1:30 pm - 2:45 pm  Elizabeth Iams Wellman
PSCI 345  (S)  The Meaning of Life and Politics in Ancient Chinese Thought

Cross-listings:  PSCI 345  ASST 345

Primary Cross-listing

How can we live a good life? What standards should we use to judge how political power is constituted and used? This class will involve students in close reading of, and exegetical writing about, core texts of ancient Chinese philosophy in English translation. The purpose is to gain an understanding of a number of different perspectives on life and politics, especially Confucianism, Legalism and Daoism. While the primary focus will be on the meaning of the texts in the context of their own times, contemporary applications of core concepts will also be considered. The class will begin with background readings, since no prior work in Chinese philosophy or history is assumed. Then the class will read significant portions of the following canonical works: Yijing, Analects, Mencius, Daodejing, Zhuangzi, and Han Feizi.

Class Format: The class will be hybrid with both online and in-person sessions.

Requirements/Evaluation:  two 5-page papers and one 15-page paper

Prerequisites: none

Enrollment Limit:  10

Enrollment Preferences: preference to seniors but all are welcome.

Expected Class Size: 10

Grading:  yes pass/fail option,  yes fifth course option

Distributions:   (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 345 (D2) ASST 345 (D2)

Spring 2021

SEM Section: H1    TR 9:45 am - 11:00 am     George T. Crane

PSCI 346  (S)  Radical Theories of Political Struggle: Anti-Black Racism and the Obama Administration

Cross-listings:  PSCI 346  AFR 334  INTR 334

Secondary Cross-listing

This seminar reviews contemporary theories of “anti-black racism”; their articulation or assimilation within current political movements and mobilizations; and the influence and impact such theories-expressed in and/or as activism-on social justice and civil rights. Critical race theory, Afro-pessimism, feminist/queer theory and the works of the incarcerated are studied. Theorists studied include: Frank Wilderson; Angela Davis; Derrick Bell; Cheryl Harris. Students write weekly mini-reflection papers on assigned readings and collectively make analytical presentations.

Requirements/Evaluation:  1 research paper (50%); 2 presentations with summaries (40%); active engagement in class discussions (10%); weekly student presentations consist of 15 minutes of analysis with written summaries and Q/A; 1st quarter of semester: thesis and outline; 2nd and 3rd quarters: 2-page summaries integrating assigned texts into research analysis; 4th quarter: edit final paper

Prerequisites: familiarity with one of the following: critical race theory; Africana/Black studies; feminist anti-racist political movements

Enrollment Limit:  15

Enrollment Preferences: students will be asked to submit a paragraph on their research interest relevant to the seminar

Expected Class Size: 15

Grading:  yes pass/fail option,  yes fifth course option

Distributions:   (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 346 (D2) AFR 334 (D2) INTR 334 (D2)

Not offered current academic year

PSCI 348  (S)  The Black Radical Tradition

Cross-listings:  AFR 348  PSCI 348  LEAD 348

Secondary Cross-listing
The black radical tradition is a modern tradition of thought and action begun after transatlantic slavery's advent. Contemporary social science and the humanities overwhelmingly portray it as a critique of black politics in the latter's liberal, libertarian, and conservative forms. This tutorial unsettles that framing, first by situating the black radical tradition as a species of black politics, and second through expanding the boundaries of black politics beyond the United States. Central to the black radical tradition's architecture are inquiries into the concepts of freedom, race, equality, rights, and humanism; meaning of "radical"; the national-transnational relationship; notions of leadership; status of global capitalism; the nexus of theory and praxis; and revolutionary politics. We begin with examinations of these central notions and debates, and then move to investigations of the political thought of four key late modern Afro-Caribbean and African-American thinkers within the tradition: Walter Rodney, Sylvia Wynter, Cedric Robinson, and Angela Davis.

Requirements/Evaluation: attendance; five 5-page essays, five 2-page critiques, and one 1-page essay for the final class
Prerequisites: none; open to all
Enrollment Limit: 10
Enrollment Preferences: Africana Studies concentrators, Leadership Studies concentrators, and Political Science majors
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
AFR 348 (D2) PSCI 348 (D2) LEAD 348 (D2)
Not offered current academic year

PSCI 349 (S) Cuba and the United States (WS)
With the passing of the Castro brothers' regime on the horizon, we examine the long and deeply felt history of dependence and conflict between Cuba and its colossal neighbor to the north. It begins with the political economy of the colony, then covers the Cuba-US relationship from José Martí and 1898 through the Cold War to the present, emphasizing the revolutionary period. Tutorial topics include: sovereignty and the Platt Amendment; culture and politics; race and national identity; policies on gender and sexual orientation; social programs; political institutions; the post-Soviet "Special Period"; the evolution of the Cuban exile community in the US; and the fraught agenda of reform and generational transition. Materials include journalism, official publications, biographies, travel accounts, polemics, policy statements of the US government, and a wide range of academic works.

Class Format: a lecture in the first week; then ten weeks of tutorial; then a discussion class in the final week
Requirements/Evaluation: five 5- to 6-page papers, five 1- to 2-page responses, and one 1-page essay for the final class
Prerequisites: any course on Latin America or permission of instructor
Enrollment Limit: 10
Enrollment Preferences: Political Science majors
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (WS)
Writing Skills Notes: Assignments are graded and returned weekly. After each student has written one long paper and one response, professor meets with them individually to discuss the composition and presentation of each genre.
Not offered current academic year

PSCI 351 (S) The New Left and Neoliberalism in Latin America (DPE)
Cross-listings: PSCI 351 GBST 351
Primary Cross-listing
Recent years have seen a resurgence of the political left in Latin America. This course seeks to understand the origins of this new left, the ideas and character of its protagonists, the neoliberal philosophy it opposes, and the arena of democratic politics it inhabits today. We first read polemics from both sides, before stepping back to consider Latin American political economy, including the twentieth-century left, from a more historical and analytical perspective. With this preparation, we then look more closely at major contemporary figures and movements in Venezuela, Bolivia, Ecuador,
Brazil, and other countries. After considering explanations of the rise of the left and assessments of its performance in power, we end our common readings by asking what it might mean today to be on the left in Latin America—or anywhere—both in policy and political terms.

Class Format: discussion then seminar

Requirements/Evaluation: three short essays, a 1-page reflection paper, and a 12-page research proposal

Prerequisites: a course on Latin America and a course in Economics or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: Political Science majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 351 (D2) GBST 351 (D2)

Difference, Power, and Equity Notes: The New Left in Latin America originated in efforts to remedy inequalities born of the Conquest, uneven capitalist development, and racial prejudice. Its neoliberal foes generally do not doubt the existence of these inequalities, but they question the proposition that the state could adequately address them. This course engages, contextualizes, and deepens the debate.

Not offered current academic year

PSCI 352 (F) Politics in Mexico (DPE)

Cross-listings: GBST 352 PSCI 352

Primary Cross-listing

Geography has decreed that the futures of Mexico and the United States will be tightly bound. Yet Mexico enters this future with a very different past, a distinctive political system, important cultural differences, and mixed feelings about its neighbor to the north. This course has four parts differing in content and format. The first is historical and mostly lecture. It considers several themes, including the slow emergence of a stable national state and the interplay between politics and economic change. In the second section, following a modified tutorial format, we consider politics and cultural policies around Mexican national identity in the twentieth century, looking at films, journalism, popular music, and cultural criticism. Topics include the politics of race; rapid urbanization, especially in the valley of Mexico; and the cultural impact of the turn toward the north, after 1990, in economic policy. Then, after a few discussion classes on migration, organized crime, political corruption, the COVID-19 pandemic, and other issues facing the current government of Andrés Manuel López Obrador, we turn to a seminar-style discussion of student research projects.

Class Format: lectures will be recorded for viewing before class sessions; four weeks of modified tutorials in pairs or small groups online; discussion classes to include in-person and online, in distinct sections if appropriate; online seminar

Requirements/Evaluation: map quiz; one three-page and three two-page essays; two one-page commentaries; and a seven- to eight-page research proposal, an early version to be presented to the class in online seminar

Prerequisites: some knowledge of Mexican history

Enrollment Limit: 15

Enrollment Preferences: Political Science majors and seniors

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 352 (D2) PSCI 352 (D2)

Difference, Power, and Equity Notes: One unit of the course directly engages the tension between racial and cultural diversity, on one side, and national identity in 20th century Mexico. Another critically analyzes the reception in Mexican national discourse of the experiences of discrimination suffered by migrants in the USA.

Fall 2020

LEC Section: H1 TR 9:45 am - 11:00 am James E. Mahon
PSCI 354 (F) Nationalism in East Asia

Cross-listings: PSCI 354  HIST 318  ASST 245

Primary Cross-listing

Nationalism is a major political issue in contemporary East Asia. From anti-Japanese demonstrations in China, to tensions on the Korea peninsula, to competitive elections in Taiwan, to debates in Japan about the possibility of a woman ascending the Chrysanthemum Throne, national identity is hotly debated and politically mobilized all across the region. This course begins with an examination of the general phenomena of nationalism and national identity. It then considers how nationalism is manifest in the contemporary politics and foreign relations of China, Japan, South Korea, North Korea and Taiwan.

Requirements/Evaluation: two short papers; final exam
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: in the following order, seniors, juniors, sophomores, then first-years
Expected Class Size: 25
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
PSCI 354 (D2) HIST 318 (D2) ASST 245 (D2)

Not offered current academic year

PSCI 356 (S) Leadership in American Political Development (WS)

Cross-listings: LEAD 350  PSCI 356

Secondary Cross-listing

Major change in American politics takes place when an old political order collapses and a new one emerges to replace it, sometimes through violent struggle. Before the Civil War and Reconstruction, for example, states enjoyed autonomy over most areas of politics—including whether or not to maintain slavery. Afterwards, the Federal Government began to assert itself vis-à-vis civil rights and liberties in ways it had never previously done. Relatively, before the Great Depression, state government basically managed their own economies; but the New Deal gave the federal government power to create and manage a new, national economy. What are the deep sources of these architectonic changes? Who or what is responsible for them? And what is the best way to study them? This course will survey the alternative and competing ways in which leading thinkers and scholars answer these questions. Some argue that dynamic individuals—such as Lincoln and Franklin Roosevelt—drive political change, and that change would not happen without such leaders. Others contend that these so-called "leaders" are themselves mere bi-products of impersonal forces, such as party realignments, critical elections, and social, economic, and technological changes. Our goal will be to understand these theories on their own terms, and then to evaluate them with reference to some case studies from American history. To this end, we will study theoretical writings but we will also read selections from histories and biographies that draw a more intimate, nuanced picture of the leaders, groups, and personalities involved in America's most transformative political moments.

Class Format: This course will be hybrid, combining elements of synchronous meetings and asynchronous content so as to allow both in-person and remote students to participate.

Requirements/Evaluation: weekly writing assignments, a medium-length essay, and the option either to write a second medium-length essay or to develop the first essay into a longer research paper
Prerequisites: previous course in Leadership Studies, American politics, or American history
Enrollment Limit: 14
Enrollment Preferences: Leadership Studies concentrators and Political Science majors
Expected Class Size: 14
Grading: no pass/fail option, yes fifth course option
Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
LEAD 350 (D2) PSCI 356 (D2)

Writing Skills Notes: Each student will write a critical essay responding to a particular day's reading assignment, with the option to rewrite. Students will write a 10-12 page research paper on a topic they will have discussed with me. For the final assessment, students will have the option either to write a second 10-12 page research paper on a topic different from the first, or to expand their original paper into a 25-30 page research essay. I will provide written feedback regarding grammar, style, and argument.

Spring 2021

SEM Section: H1 MR 1:30 pm - 2:45 pm Charles U. Zug

PSCI 360 (S) Right-Wing Populism (WS)

After the fall of the Berlin Wall in 1989, the political scientist Francis Fukuyama famously declared "the end of history". From now on only liberal democracy, free market capitalism, and global integration had a future. Everything else—including political ideology, nationalism, conservative religion, and sovereignty—was consigned to the ash heap. Thirty years later the future looks seriously derailed. A right-wing populism marked by Brexit, Trump, Le Pen, and a host of 'far-right' political movements in the very heartland of democratic globalizing capitalism has shaken liberal certainties. This course is an investigation into contemporary right-wing populism in Europe and North America in its social, economic, and political context. We will discuss theories of right-wing populism's appeal from both Left and Right perspectives. We will also investigate several cases of right-wing populism including France's National Front, Sweden's Swedish Democrats, Hungary's Fidesz and Jobbik, Poland's Law and Justice Party, as well as Donald Trump and the American alt-right. Finally we will entertain right-wing populism as both a cause and a symptom of a crisis in liberal democracy.

Requirements/Evaluation:
two short papers; one major research paper written in steps; discussion questions; class participation

Prerequisites: one course in comparative politics or social theory; or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Political Science majors

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will write three papers, one being a major research paper in steps over the second half of the semester on a topic of their choice related to contemporary right-wing populism, 6000-8000 words including notes and bibliography. Steps include: research question; annotated bibliography; thesis paragraph; detailed paper outline; first draft; final paper. Instructor feedback at each stage of the writing process on structure, style, and argumentation. Peer feedback on draft.

Not offered current academic year

PSCI 362 (F) The Wilsonian Tradition in American Foreign Policy

Cross-listings: PSCI 362 LEAD 362

Primary Cross-listing

During and after the First World War, President Woodrow Wilson developed an approach to international relations that challenged the dominant assumptions of Realism. Instead of a world order marked by alliances, arms races, and wars, Wilson offered a vision of a peaceful world and the rule of international law. While America ultimately rejected the League of Nations, the Wilsonian tradition has continued to exert a powerful influence on scholars and policymakers. This tutorial will intensively examine Wilson's efforts to recast the nature of the international system, the American rejection of his vision after the First World War, and the reshaping of Wilsonianism after the Second World War. We will spend equal time in the tutorial on both the theoretical and historical dimensions of Wilsonianism.

Requirements/Evaluation: 4 papers of 7-8 pages and response papers

Prerequisites: PSCI 120, 202, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Political Science majors and Leadership Studies Concentrators (Kaplan track)

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)
PSCI 364  (S)  Noam Chomsky and the Radical Critique of American Foreign Policy

Noam Chomsky emerged as one of the most influential figures in the development of modern linguistics during the 1950's. However, since the Vietnam War, Chomsky has also established himself as perhaps the most influential critic of American foreign policy and the Washington national security establishment. This tutorial will examine his wide-ranging critique of American foreign policy over the last half century, focusing on his analysis of the role that he believes the media and academics have played in legitimizing imperialism and human rights abuses around the world. We will also explore the controversies and criticisms of his work from both the right and the left because of his political stance on issues ranging from the Arab-Israeli conflict to humanitarian intervention to free speech. Finally, we will also examine how Chomsky's views, largely considered to be radical for much of his life, have become far more mainstream over time.

Requirements/Evaluation:  Students will write five 6-7 page papers over the course of the semester. On weeks that students are not writing the lead paper, they will write a 1-2 page critique of the essay submitted by their tutorial partner.

Prerequisites:  One of the following courses is strongly recommended : PSCI 120, 127, 202.

Enrollment Limit:  10

Enrollment Preferences:  Students with some previous coursework in American foreign policy or world politics.

Expected Class Size:  10

Grading:  no pass/fail option,  no fifth course option

Unit Notes:  International Relations Subfield

Distributions:  (D2)

Spring 2021

TUT Section: RT1  TR 8:00 am - 9:15 am  James McAllister

PSCI 369  (S)  The Crisis of Leadership

Cross-listings:  PSCI 369  LEAD 369

Secondary Cross-listing

It is now a commonplace that the liberal democracies of Europe and North America (and beyond) are facing a "crisis of leadership." In country after country, champions of cosmopolitan values and moderate reform are struggling to build sufficient popular support for their programs. These failures have created space for a politics of populism, ethno-nationalism, and resentment—an "anti-leadership insurgency" which, paradoxically, has catapulted charismatic (their critics would say demagogic) leaders to the highest offices of some of the largest nations on earth. In this course, we will seek to understand the challenges liberal, cosmopolitan leadership has encountered in the 21st century and the reasons why populist, nationalist leadership has proven resurgent. We will begin by examining institutional constraints facing political leaders: globalization, sclerotic institutions, polarization, endemic racism, and a changing media environment. Then we will look at some important factors which shape how followers approach would-be leaders: inequality and economic precarity; identity and group consciousness; notions of membership, community, and hierarchy; and declining local institutions. Our primary questions will be these: Why is transformative leadership so difficult today? How does political leadership in the 21st century differ from leadership in earlier eras? What conditions are necessary to sustain effective leadership in the contemporary world?

Requirements/Evaluation:  class participation, regular response papers, research proposal, research paper; this is a research course; the primary written assignment will be a research paper which students will develop over the course of the semester

Prerequisites:  none

Enrollment Limit:  14

Enrollment Preferences:  Political Science majors, Leadership Studies concentrators

Expected Class Size:  14

Grading:  no pass/fail option,  no fifth course option

Distributions:  (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
PSCI 369 (D2) LEAD 369 (D2)
Not offered current academic year

PSCI 370 (F) The Political Thought of Frantz Fanon (WS)

Cross-listings: PHIL 360  PSCI 370  LEAD 360  AFR 360

Secondary Cross-listing

Martinican psychiatrist, philosopher, and revolutionary Frantz Fanon was among the leading critical theorists and Africana thinkers of the twentieth century. Fanon ushered in the decolonial turn in critical theory, a move calling on those both within and outside of Europe to challenge the coloniality of the age and to forge a new vision of politics in the postcolonial period. This course is an advanced seminar devoted to a comprehensive examination of Fanon's political thought. We will begin with an analysis of primary texts by Fanon and end by considering how Fanon has been interpreted by his contemporaries as well as activists and critical theorists writing today.

Requirements/Evaluation: attendance and participation, weekly online reading response papers, a class presentation, two 7-page essays, and one 20-page final research paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Africana Studies concentrators, Leadership Studies concentrators, and Political Science majors

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 360 (D2) PSCI 370 (D2) LEAD 360 (D2) AFR 360 (D2)

Writing Skills Notes: Students write weekly online reading response papers, two 7-page essays, and one 20-page final research paper. Students receive written feedback from me throughout, meet with me 1-on-1 to discuss 7-page essays to then revise/re-submit and also receive written feedback before final submission. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Not offered current academic year

PSCI 372 (S) CAPSTONE: Sylvia Wynter, Black Lives, and Struggle for the Human

Cross-listings: PSCI 372  AFR 450

Secondary Cross-listing

How do we judge the value of life? What is the significance of death and arbitrary threats to our existence? Why probe modern notions of black and blackness? What defines optimism, pessimism, enslavement, freedom, creativity, and being human? Do black lives matter? This capstone seminar will explore these and related questions through an examination of the life and work of Jamaican novelist, playwright, cultural critic, and philosopher Sylvia Wynter. Methodologically interdisciplinary, the course shall examine written and audiovisual texts that explore Wynter’s inquiries into the central seminar queries. We will study figures and movements for black lives whose geopolitics frame the milieu of Wynter’s work. Our examination of intellectuals and activists, with their explicit and implicit engagements with Wynter, shall facilitate assessing the possibilities, challenges, and visions of black living. We will also explore the current implications of Wynter’s thought for Africana political theory, Afro-futurism, social justice, human rights, and critiques of liberal humanism. In the latter half of the course, students will have the opportunity to design, conduct, and present their own final research projects.

Class Format: Remote format. This class will be taught synchronously primarily.

Requirements/Evaluation: attendance and participation; a 7-page midterm essay; class presentation; and a final research project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Africana Studies concentrators and Political Science majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
PSCI 372 (D2) AFR 450 (D2)

Spring 2021
SEM Section: R1    MW 10:00 am - 11:15 am     Neil Roberts

PSCI 373  (S)  Black Marxism: Political Theory and Anti-Colonialism  (DPE)  (WS)

Cross-listings:  AFR 340  INTR 341  PSCI 373  PHIL 341

Secondary Cross-listing

The seminar involves a critical engagement with key Africana political leaders, theorists and liberationists. We will examine the Pan-African writings of: Cedric Robinson (Black Marxism); Walter Rodney (How Capitalism Underdeveloped Africa), Eric Williams (Capitalism and Slavery; From Columbus to Castro); Frantz Fanon (The Wretched of the Earth); Malcolm X (Malcolm X Speaks); Amilcar Cabral (Resistance and Decolonization; Unity and Struggle); C. L. R. James (The Black Jacobins).

Requirements/Evaluation:  Attend all classes. Papers are due 24 hours before the start of class. Participate in class discussions.

Prerequisites:  None

Enrollment Limit:  19

Enrollment Preferences:  Juniors and Seniors.

Expected Class Size:  19

Grading:  yes pass/fail option,  yes fifth course option

Distributions:  (D2)  (DPE)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 340 (D2) INTR 341 (D2) PSCI 373 (D2) PHIL 341 (D2)

Writing Skills Notes:  Three thesis papers at five pages each (each receiving critical feedback from professor); one thesis paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process; one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper.

Difference, Power, and Equity Notes:  This course focuses on anti-colonial struggles against European powers. Research will include the concept of "internal colonies" in the US.

Spring 2021
SEM Section: R1    TBA     Joy A. James

PSCI 375  (S)  Modern Jewish Political Theory

Cross-listings:  JWST 492  PSCI 375  REL 330

Secondary Cross-listing

By the late 19th century, Jews across Europe were faced with an urgent political problem. Amidst burgeoning national self-consciousness throughout the continent, despite the liberatory promises of the Enlightenment, Jews remained a vulnerable, segregated, and stigmatized minority population. Jews had to decide where to pin their hopes. Should they ally themselves with the liberals or the communists? Should they embrace nationalism or cosmopolitanism? Should they, perhaps, abandon Europe altogether and re-constitute themselves elsewhere? If so, should they focus their efforts on relocation to the historical land of Israel? Or could they go anywhere? Wherever they might go, should they aspire to build a modern Jewish nation-state, a semi-autonomous Jewish community, or some other arrangement? Should this coincide with the cultivation of a distinctively Jewish modern language? If so, should it be Hebrew or Yiddish? In this course we will assess various answers to these questions proffered by Jewish political thinkers in the modern period. We will pay particular attention to the construction of "Jews" and "Judaism" in these arguments. And we will ask persistently: what constitutes a "Jewish justification" for a political claim in modern Jewish political theory? Coverage will include: Jewish liberalism, political Zionism, Yiddishist autonomism, messianic quietism, and other views. We will read mostly primary sources, including texts by: Hermann Cohen, Theodore Herzl, Chaim Zhitlowsky, Franz Rosenzweig, Leo Strauss, Hannah Arendt, and many others.

Requirements/Evaluation:  six short (1-2 pages) response papers; two 6- to 8-page papers, each analyzing a different view in depth; a final 18- to 20-page paper that incorporates the two previously submitted 6-8 page papers, but also compares the two views and adjudicates between them
**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Religion majors, Jewish Studies concentrators, and Political Science students on the "Theory" track

**Expected Class Size:** 18

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

JWST 492 (D2) PSCI 375 (D2) REL 330 (D2)

**Not offered current academic year**

**PSCI 376 (F) Angela Davis: Political Theory, Activism, and Alliances (DPE) (WS)**

**Cross-listings:** LEAD 319 PSCI 376 INTR 320

**Secondary Cross-listing**

This seminar examines the political thought, activism, and iconography of abolitionist Angela Davis. The seminar involves a critical engagement with the philosopher, former political prisoner, and their relationship with other theorists, authors and activists. Readings include: *Angela Davis: An Autobiography; Soledad Brother: The Prison Letters of George Jackson; The Morning Breaks: The Trial of Angela Davis; Women, Race, and Class; If They Come in the Morning.*

**Requirements/Evaluation:** Requirements: students attend each seminar class and come prepared to discuss the readings. Papers are due by email 24 hours before the seminar begins.

**Prerequisites:** Preferences: Juniors and Seniors who have taken courses in Africana Studies, American Studies, Political Science, Philosophy.

**Enrollment Limit:** 19

**Enrollment Preferences:** Juniors and Seniors with previous courses taken in Africana Studies, American Studies, Political Science, Philosophy.

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LEAD 319 (D2) PSCI 376 (D2) INTR 320 (D2)

**Writing Skills Notes:** Three thesis papers at five pages each will receive critical feedback from the professor; one of the three papers will be revised with critical feedback from professor and peers, accompanied by a one-page statement explaining student's revisions; one keyword glossary where students define their key terms used in the paper; one roundtable discussion based on the final paper.

**Difference, Power, and Equity Notes:** This course examines political activism in the 1960s-1970s during the Cold War in which the civil rights, black power and student anti-war movements challenged traditional US domestic and foreign policies. Examining the differential powers of university Regents, governors, presidents, and police forces and prison administrations in relation to social justice movements led by people under the age of thirty, we examine the structures of institutional power and the agency of cadre theorists.

**Fall 2020**

**SEM Section:** R1 TBA Joy A. James

**PSCI 382 (F) The Politics of Migration: Citizen, Immigrant, Alien, Refugee (DPE)**

Currently 272 million international migrants live in a country different from where they were born, an increase of 78% since 1990. What are the social, economic, and political consequences of unprecedented global mobility in both destination countries and countries of origin? This class investigates one of the most polarizing and relevant issues of our time: the politics of migration. Throughout the semester we interrogate four themes central to migration politics: rights, representation, access, and agency. The course is organized with a focus on status: which "categories" of people (i.e. citizens, migrants, refugees) have differential access to rights, services, and representation and why. Drawing on political speeches, documentary films, humanitarian campaigns, and a variety of academic texts, we critically analyze how those categories are constructed, as well as the political work they do in making claims, justifying policies, and shaping public opinion. The class situates contemporary US migration policies within a global context and over time, placing the US case in conversation with considerations of migration politics and policies in countries around the world. As an
experiential education course, we will (virtually) attend a US naturalization ceremony as well as interview officials from organizations working with migrants and refugees here and abroad.

**Class Format:** As a hybrid course, the class will feature both in-person and online components. I will post 1-2 short lectures on GLOW to accompany assigned readings/media for the week. Our scheduled course time will be a mix of discussions, interactive learning exercises, and presentations. At least one class per week will be held in-person; whether the other class will be online or in-person will depend on a number of factors, including the distribution of students taking the course on campus or remotely.

**Requirements/Evaluation:** Active class participation, 3 short papers (3 pages each), policy project (8-10 pages), and presentation.

**Prerequisites:** Prior course work in political science or global studies.

**Enrollment Limit:** 12

**Enrollment Preferences:** Political Science majors, Global Studies Concentrators.

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course examines the politics of migration with a focus on the power inherent within particular categorizations of people in relation to the state (i.e. citizens, migrants, aliens, refugees). We compare policies shaping the lives of migrants around the world, with particular considerations of how race, gender, age, and religion shape migration experiences (and migration policy). We focus on rights, access, and migrant agency throughout the course.

Fall 2020

SEM Section: H1 MR 3:15 pm - 4:30 pm Elizabeth Iams Wellman

**PSCI 386 (F) Identity Politics: Conflicts in Bosnia, Israel-Palestine, Northern Ireland, & South Africa**

Identities have been either the stakes, or the guise taken by other kinds of conflicts, in Bosnia, Israel-Palestine, Northern Ireland, and South Africa for centuries. They have led to, or expressed, political divisions, clashing loyalties, and persistent and sometimes consuming violence. They also have produced attempts by both internal and external actors to resolve the issues. This research seminar will engage the origins of the conflicts and the role of identities in them, the role of disputes about sovereign power in creating and intensifying them, the strategies for reconciling them that are adopted domestically and internationally, the deals that have been struck or have not been struck to bring peace in these societies, and the outcomes of the various efforts in their contemporary politics. The course will begin by reading about both the general theoretical issues raised by conflicts in these "divided societies" and various responses to them. After familiarizing ourselves with what academic and policy literatures have to say about them, we then will read about the histories and contemporary politics in each society. With that as background, students will choose an aspect or aspects of these conflicts as a subject for their individual research.

**Requirements/Evaluation:** 2 10-12-page papers

**Prerequisites:** Political Science majors

**Enrollment Limit:** 15

**Enrollment Preferences:** Political Science majors or permission of instructor

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Fall 2020

SEM Section: R1 TR 9:45 am - 11:00 am Michael D. MacDonald

**PSCI 388 (S) Comparative Political Economy**

**Cross-listings:** PSCI 388 POEC 388

**Primary Cross-listing**

This seminar examines the relationships between broad economic structures and political institutions. We consider why and how the spread of capitalism led to the birth of democracy in some countries, but dictatorships in others? Here we look closely at whether it is economic development
which leads to the spread of democracy. Or whether it is economic crises which make the movement to democracy possible. Finally, we examine whether the emergence of a neoliberal economic order has affected the organization of political society?

**Class Format:** Remote course taught using a tutorial style format.

**Requirements/Evaluation:** class participation, 4 tutorial-style papers, 6 response papers, 1 revised paper

**Prerequisites:** PSCI 201-04 or permission of the instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** Political Science Majors, Political Economy Majors

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 388 (D2) POEC 388 (D2)

Spring 2021

SEM Section: R1 Cancelled

**PSCI 397 (F) Independent Study: Political Science**

Political Science independent study.

**Prerequisites:** open to junior majors with permission of the department chair

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Fall 2020

IND Section: H1 TBA Michael D. MacDonald

**PSCI 398 (S) Independent Study: Political Science**

Political Science independent study.

**Prerequisites:** open to junior majors with permission of the department chair

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Spring 2021

IND Section: R1 TBA Michael D. MacDonald

**PSCI 410 (S) Senior Seminar in American Politics: The Politics of Belonging**

Although many people have described America as inclusive, political debates about belonging have often been contentious and hard-fought. This seminar will focus on the politics of belonging in America. What does it mean to be an American? If the U.S. is a nation of immigrants, why is immigration reform so difficult to achieve? Are legal citizenship and formal political rights sufficient for belonging? Or does full inclusion rest on the ability to exercise civil and social rights as well? Does income inequality threaten the political equality necessary for a strong democracy? As we examine the debates over inclusion, we will consider different views about the relationship among political, civil, and social rights as well as different interpretations of American identity, politics, and democracy.

**Requirements/Evaluation:** class participation, short weekly writing assignments, two short papers, a 20-page research paper and presentation

**Prerequisites:** at least one course in American politics

**Enrollment Limit:** 14

**Enrollment Preferences:** senior Political Science majors with American Politics concentration
Expected Class Size: 11
Grading: no pass/fail option, no fifth course option
Distributions: (D2)
Not offered current academic year

PSCI 411  (F)  Advanced Study in American Politics
A full year of independent study (481-482) under the direction of the Political Science faculty, to be awarded to the most distinguished candidate based upon competitive admissions. The candidate, designated the Sentinels of the Republic Scholar, receives a research stipend to cover costs associated with the proposed project. The Sentinels Scholar may submit her/his essay for consideration for honors in Political Science. Admission is awarded on the basis of demonstrated capacity for distinguished work and on the proposal's promise for creative contributions to the understanding of topics on the federal system of government. Anyone with a prospective proposal should contact the department chair for guidance.

Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
Not offered current academic year

PSCI 412  (F)  Senior Seminar: Interpretations of American Politics
American politics are in upheaval, and most Americans believe the country to be headed down "the wrong track." Yet assessments of what is at the heart of the country's problems vary. Critics on the left worry that the United States in 2016 elected a proto-fascist who will consolidate white nationalist power and corporate rule. Critics on the right worry that the U.S. has abandoned the Anglo-Protestant traditions that made it strong and has entered a period of moral decay and decline. What are we to make of these different assessments? What do left and right see when they survey the nation, and why is what they see so different? Any diagnosis of contemporary maladies is premised on a vision of what a healthy functioning republic looks like. Our task in the seminar is to uncover and interrogate those visions. We will do this by exploring different interpretations of American politics, each with its own story of narrative tensions and possible resolutions. We will then use our investigation of how different authors, and different traditions, understand the nation to help us assess contemporary politics and come to our own conclusions about what animates them.

Requirements/Evaluation: brief weekly writing assignments; two short essays; one longer paper; and oral presentation
Prerequisites: at least one course in American politics
Enrollment Limit: 10
Enrollment Preferences: senior Political Science majors
Expected Class Size: 10
Grading: no pass/fail option, yes fifth course option
Distributions: (D2)
Not offered current academic year

PSCI 413  (F)  Senior Seminar in American Politics: Polarized America
With red states and blue states, partisan divisions in Congress, and even disputes about wearing masks to protect against the coronavirus, few question the fact of a polarized America. But what is the polarization about and what caused it? Is it manufactured by a political elite using the rules of the game to maintain power while ignoring the concerns of the people? Is it a capitalist strategy to divide the public in order to advance the interests of the wealthy corporate elite? Does it reflect a polity divided by racial and ethnic tensions with different visions of the nation's past and future? Does it reflect increased inequality in a fast-changing global economy? How can a government of separated institutions operate and come to collective decisions given this discord? Can the framers' vision of deliberative, representative government meet the challenges of a polarized polity?

Class Format: For fall of 2020, this course will be remote, with twice weekly online discussions. Students will submit discussion questions through Glow and those will be used to set the agenda for our conversations. Each student will be responsible for planning and leading one class meeting.

Requirements/Evaluation: class participation, weekly writing assignments, two short papers, final project
Prerequisites: At least one course in American politics
Enrollment Limit: 12
Enrollment Preferences: Seniors majoring in political science with concentration in American politics
Expected Class Size: 12
This is a course about international politics in the nuclear age. In broad terms, it focuses on a very basic question: Does international politics still work essentially the same way as it did in the prenuclear era, or has it undergone a "revolution," in the most fundamental sense of the word? The structure of the course combines political science concepts and historical case studies, with the goal of generating in-depth classroom debates over key conceptual, historical, and policy questions. Classes will be taught remotely. The basic format of the course will be to combine very brief lectures with detailed class discussions of each session's topic. The course will begin--by focusing on the Manhattan Project--with a brief technical overview of nuclear physics, nuclear technologies, and the design and effects of nuclear weapons. The course will then examine the following subjects: the dropping of the atomic bombs on Japan; theories of the nuclear revolution; the early Cold War period; the development and implications of thermonuclear weapons; the Berlin and Cuban missile crises; nuclear accidents; nuclear terrorism and illicit nuclear networks; the future of nuclear energy; regional nuclear programs; preventive strikes on nuclear facilities; nuclear proliferation; and contemporary policy debates.

Class Format: This course will be taught remotely. All class discussions will be synchronous.

Requirements/Evaluation: 2-4 papers of 5-7 pages, several short oral presentations, daily discussion questions, 12-15 page final paper, class participation

Prerequisites: senior Political Science major or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: senior Political Science majors concentrating in International Relations or Comparative Politics
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
PSCI 441 (D2) PSCI 421 (D2)

Spring 2021
SEM Section: R1 MR 1:30 pm - 2:45 pm Darel E. Paul

PSCI 422 (S) Senior Seminar in Human Rights in International Politics and Law

Cross-listings: JLST 403 PSCI 420 PSCI 422

Primary Cross-listing

The idea that all humans have rights simply because they are human-independent of anything they might do or achieve-has transformed local and international politics, probably permanently. This concept's place in international politics, its strengths and limitations, depend on how people use it. Beginning with the 18th-century's transatlantic movement to abolish slavery, we will examine international movements and institutions that have affected what human rights mean, to whom, and where. Readings draw on philosophy, history, sociology, and international relations, but as a political science class we emphasize politics. Who benefits from the idea of universal human rights? Who loses? How does this idea about individual value liberate and entrap? Does this idea ultimately reinforce American hegemony, or plant the seeds of a non-American order?

Requirements/Evaluation: three lead essays, three critique essays, and one final essay
Prerequisites: PSCI 202, senior standing, permission of instructor
Enrollment Limit: 18
Enrollment Preferences: PSCI majors, senior JLST concentrators; seniors
Expected Class Size: 18
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
JLST 403 (D2) PSCI 420 (D2) PSCI 422 (D2)

Not offered current academic year

PSCI 423 (S) Humanitarianism as Ideology and Strategy

Since the mid-1980s, humanitarianism has been one dominant way that powerful countries, organizations and people have approached disaster elsewhere. Humanitarianism aims at immediate rescue, striving to keep people alive until some solution can be found. It aims not to address crises' causes nor to assist with solutions--which it considers political--just to keep human bodies alive. Critics contend that humanitarianism produces harm, providing structural incentives for people to do more or less than they need to, and that it deepens and restructures inequality between subjects and objects. They contend also that it justifies the way of things. This course confronts humanitarianism through reading its defenders and critics, by looking at accounts by individuals and organizations, and by assessing its usefulness as an international political strategy from realist, liberal, materialist, and constructivist points of view.

Class Format: three students start class discussion every day; one reads a short (4-page) essay and two read shorter (two-page) essays
Requirements/Evaluation: three longer essays, six shorter essays, constructive participation
Prerequisites: PSCI 202 and at least one elective in international relations
Enrollment Limit: 18
Enrollment Preferences: Political science seniors then juniors; other seniors, then juniors
Expected Class Size: 8
Grading: no pass/fail option, no fifth course option
Distributions: (D2)

Not offered current academic year
PSCI 431  Senior Seminar in Political Theory: Rethinking the Political

What is politics? The question, an important part of political theory at least since Socrates, has taken on renewed significance in recent years, as theorists have sought to rethink the political in response to twentieth century dictatorships and world wars; feminist, queer, anti-racist, post- and decolonial struggles; the transformations wrought by neoliberal globalization; the emergence of "algorithmic governance"; the recent resurgence of populist nationalism; and deepening recognition of climate crises. This seminar engages some of the major attempts at rethinking produced in the 20th and 21st centuries, particularly at those that, characterizing liberalism as masking structures of subordination and elements of conflict in political life, undervaluing the importance of citizen action and public space, or being ill-suited to altered technological and ecological conditions, seek to rework or move beyond it. In addition to those who argue for an expanded and emancipatory conception of politics, we will consider arguments against politics as primary path to improvement or focus of commitment. Authors read may include Schmitt, Strauss, Rawls, Arendt, Wolin, Rancière, Brown, Connolly, Hartman, Sharpe, Moten, Wynter, Sexton, Edelman, Muñoz, Couthard, Simpson, Lazzarato, Haraway, Latour.

Requirements/Evaluation:  Regular, engaged class participation; short Glow posts; one 6-8 page paper; one 10-12 page paper
Prerequisites:  Junior or senior standing and two or more theory courses or consent of instructor. Non-majors with theory interests and backgrounds are welcome
Enrollment Limit:  15
Expected Class Size:  11
Grading:
Distributions:  (D2)
Not offered current academic year

PSCI 432  (S)  Senior Seminar: Critical Theory

This course takes a critical look at the nexus of money and political power in the United States and world politics, using the concept of "racket society" to guide our inquiry. The theory of "rackets" was first put forward by Frankfurt School theorists in the 1940s as a way of analyzing linkages among organized crime, cartels, monopolies, corporate interests, and political institutions. Their project, which we will recreate in this course, was to trace the effects of the adaptation of the legal system (and other state institutions) to the conglomeration of capital and the concentration of wealth in a few hands. The flow of money offers insights into these deeper trends. Course readings begin with the work of Max Horkheimer, Theodor Adorno, Franz Neumann, Friedrich Pollock, and Herbert Marcuse, paying special attention to their discussion of the anti-democratic effects of money on political institutions. We will also look carefully at their critique of legal frameworks that protect the wealthy while criminalizing the poor. Although these concerns were not exclusive to the Frankfurt School, the approach they took had some unique features. Having fled Nazi Germany and re-established their research institute in exile the United States, Horkheimer and his colleagues brought an outsider-insider perspective to the problem. Among our questions are the following: How did the intellectual heritage of the Frankfurt School and their experiences in Germany shape their analysis of racket society in 1940s America? Does the theory of rackets still have analytical power today? Given the massive expansion of the U.S. economy and the role of transnational capital in driving economic globalization in recent decades, what insights might the early Frankfurt School offer critics of anti-democratic tendencies in world politics today?

Class Format:  Hybrid: online seminar with all students on the first course meeting day of every week; the second course meeting day will be online for remote students and in-person for on-campus students.
Requirements/Evaluation:  regular class participation, short (1 pg) response papers, and drafts leading up to a 15-page final essay
Prerequisites:  junior or senior standing required; in addition, prior coursework in political theory, cultural theory, philosophy, or permission of instructor
Enrollment Limit:  12
Enrollment Preferences:  Senior Political Science majors with concentration in Political Theory, then other Political Science majors
Expected Class Size:  12
Grading:  no pass/fail option, no fifth course option
Distributions:  (D2)

Spring 2021
SEM Section: H1  MR 3:15 pm - 4:30 pm  Nimu Njoya
PSCI 440 (F) Challenges to Neoliberalism in the United States and Europe since the Financial Crisis

After emerging from the Cold War as the unrivaled model for capitalist societies, neoliberal capitalism has been subject to a series of challenges in the aftermath of the financial crisis of 2008-10. This seminar, after discussing briefly the institutions and logic of neoliberalism, will address recent challenges to it from both the left and the right in the United States and Europe. Specifically, the seminar will address the election of Donald Trump as president, the furor around Brexit in the United Kingdom and the authority of the European Union in Europe, and challenges to the hegemony of global finance and controversies around immigration in both the United States and Europe.

Requirements/Evaluation: in addition to participating in discussions about the readings, students are required to present to the class their written proposals for a research

Prerequisites: must be a senior Political Science major

Enrollment Limit: 15

Enrollment Preferences: Political Science majors specializing in the Comparative Politics subfield

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Not offered current academic year

PSCI 441 (S) Senior Seminar: The Liberal Project in Global Politics

Cross-listings: PSCI 441 PSCI 421

Secondary Cross-listing

The most powerful actors in global politics are liberal ones, and a liberal project around democratic states, international law and organizations, and free trade dominates the global agenda. This course is an investigation into this global liberal project, engaging both theory and practice. We will discuss signature liberal theorists both classic and current as well as some of their most notable critics. We will also attend to empirical evaluations of signature liberal efforts around democratization, human rights, and development. The course ends with a discussion of the successes and failures of the European Union as the principal embodiment of the liberal project today.

Class Format: Remote

Requirements/Evaluation: 2-4 papers of 5-7 pages, several short oral presentations, daily discussion questions, 12-15 page final paper, class participation

Prerequisites: senior Political Science major or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: senior Political Science majors concentrating in International Relations or Comparative Politics

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 441 (D2) PSCI 421 (D2)

Spring 2021

SEM Section: R1 MR 1:30 pm - 2:45 pm Darel E. Paul

PSCI 493 (F) Senior Thesis: Political Science

The senior major, having applied for and been accepted into the honors program during the second semester of the junior year, will devote the senior year to researching and writing a substantial and original work of scholarship, under the supervision of a faculty mentor to be assigned by the department. The final work will be submitted for evaluation by a committee made up of the faculty supervisor and two additional readers to be chosen by the department, in consultation with the supervisor. Thesis writers will not only work with their advisors but will participate in a weekly honors seminar supervised by a faculty member in political science. The seminar (which is one component of the 493-W31-494 designation and not a
separate course) will provide a focused forum for the exchange of ideas among the honors students, who will regularly circulate sections of their theses-in-progress for peer review and critique. The faculty seminar leader's primary role is one of coordination and guidance.

**Class Format:** Course will be taught remotely

**Requirements/Evaluation:** Progress on thesis

**Prerequisites:** Writing an honors thesis in political science

**Enrollment Limit:** 12

**Enrollment Preferences:** Permission of instructor

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

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**Fall 2020**

HON Section: R1  TF 3:15 pm - 4:30 pm  Michael D. MacDonald

**PSCI 494** (S) Senior Thesis: Political Science

The senior major, having applied for and been accepted into the honors program during the second semester of the junior year, will devote the senior year to researching and writing a substantial and original work of scholarship, under the supervision of a faculty mentor to be assigned by the department. The final work will be submitted for evaluation by a committee made up of the faculty supervisor and two additional readers to be chosen by the department, in consultation with the supervisor. Thesis writers will not only work with their advisors but will participate in a weekly honors seminar supervised by a faculty member in political science. The seminar (which is one component of the 493-W31-494 designation and not a separate course) will provide a focused forum for the exchange of ideas among the honors students, who will regularly circulate sections of their theses-in-progress for peer review and critique. The faculty seminar leader's primary role is one of coordination and guidance.

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

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**Spring 2021**

HON Section: R1  TF 3:15 pm - 4:30 pm  Michael D. MacDonald

**PSCI 495** (F) Individual Project: Political Science

With the permission of the department, open to those senior Political Science majors who are not candidates for honors, yet who wish to complete their degree requirements by doing research--rather than taking the Senior Seminar--in their subfield of specialization. The course extends over one semester and the winter study period. The research results must be presented to the faculty supervisor for evaluation in the form of an extended essay.

**Prerequisites:** two elective courses in the major's subfield specialization

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Not offered current academic year

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**PSCI 496** (S) Individual Project: Political Science

With the permission of the department, open to those senior Political Science majors who are not candidates for honors, yet who wish to complete their degree requirements by doing research--rather than taking the Senior Seminar--in their subfield of specialization. The course extends over one semester and the winter study period. The research results must be presented to the faculty supervisor for evaluation in the form of an extended essay.

**Prerequisites:** two elective courses in the major's subfield specialization

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)
Not offered current academic year

PSCI 497 (F) Independent Study: Political Science
Political Science independent study.
Prerequisites: open to senior Political Science majors with permission of the department chair
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

Fall 2020
IND Section: H1 TBA Michael D. MacDonald

PSCI 498 (S) Independent Study: Political Science
Political Science independent study.
Prerequisites: open to senior Political Science majors with permission of the department chair
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

Spring 2021
IND Section: R1 TBA Michael D. MacDonald

Winter Study

PSCI 21 (W) Fieldwork in Public Affairs and Private Non-Profits
This course is a participant-observation experience in which students work full-time for a governmental or nongovernmental (including voluntary, activist, and grassroots) organization or for a political campaign. Students may find placements in government and nonprofit organizations in which their work involves significant involvement with public issues. Examples include: town government offices; state or federal administrative offices (e.g., environmental agencies, housing authorities); interest groups that lobby government (e.g., ACLU, NRA); nonprofit organizations such as service providers or think tanks (e.g., Habitat for Humanity, Cato Institute); and grassroots, activist or community development organizations (e.g., Greenpeace or neighborhood associations). The instructors will work with each student to arrange a placement; such arrangements must be made in advance of the Winter Term. Students should first make their own contracts with an institution or agency. The instructors and members of the Political Science Department are available to help students find placements, if necessary. Each student's fieldwork mentor shall send a confirmation letter to the instructor verifying the placement and describing the nature of the work to be performed. During the session, students are responsible for keeping a journal of their experiences and observations. Additionally, students write final papers summarizing and reflecting upon the experience in light of assigned readings. A group meeting of all students will occur before winter study to prepare and after to discuss the experience.
Grading: pass/fail only
Materials/Lab Fee: cost of books

Not offered current academic year

PSCI 30 (W) Senior Essay: Political Science
Political Science senior essay.
Class Format: senior essay
Grading: pass/fail only

Not offered current academic year

PSCI 31 (W) Senior Thesis: Political Science
To be taken by students registered for Political Science 493-494.
PSCI 32 (W) Individual Project: Political Science
To be taken by students registered for Political Science 495 or 496.
Class Format: independent study
Grading: pass/fail only
Not offered current academic year

PSCI 33 (W) Advanced Study in American Politics
Class Format: independent study
Grading: pass/fail only
Not offered current academic year

PSCI 99 (W) Independent Study: Political Science
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.
Class Format: independent study
Grading: pass/fail only
Not offered current academic year
PSYCHOLOGY

(Div II, with some exceptions as noted in course descriptions)

Chair: Professor Noah Sandstrom

• Victor A. Cazares, Assistant Professor of Psychology; affiliated with: Neuroscience Program
• Jeremy D. Cone, Assistant Professor of Psychology
• Eliza L Congdon, Assistant Professor of Psychology
• Susan L. Engel, Senior Lecturer in Psychology, The Class of 1959 Director of Program in Teaching; on leave Spring 2021
• Steven Fein, Professor of Psychology
• Amie A. Hane, Professor of Psychology, Chair of Public Health; affiliated with: Neuroscience Program, Public Health Program; on leave Spring 2021
• Nicole T. Harrington, Visiting Assistant Professor of Psychology
• Laurie Heatherington, Edward Dorr Griffin Professor of Psychology
• Kris N. Kirby, Professor of Psychology
• Nate Kornell, Associate Professor of Psychology; on leave 2020-2021
• Shivon A. Robinson, Assistant Professor of Psychology; affiliated with: Neuroscience Program
• Marlene J. Sandstrom, Dean of the College, Hales Professor of Psychology; affiliated with: Psychology Department
• Noah J. Sandstrom, Chair and Professor of Psychology; affiliated with: Neuroscience Program
• Kenneth K. Savitsky, Professor of Psychology
• Jeremy C Simon, Visiting Assistant Professor of Psychology
• Stephanie J. Steele, Visiting Assistant Professor of Psychology
• Catherine B. Stroud, Associate Professor of Psychology
• Safa R. Zaki, Dean of the Faculty, Professor of Psychology; affiliated with: Psychology Department

MAJOR

For the degree in Psychology, students must complete a minimum of nine courses as outlined below:

PSYC 101 Introductory Psychology
PSYC 201 Experimentation and Statistics

Three 200-level courses from the list below:
COGS/PHIL/PSYC 222 Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science
NSCI 201/BIOL 212/PSYC 212 Neuroscience
PSYC 221 Cognitive Psychology
PSYC 232 Developmental Psychology
PSYC 242 Social Psychology
PSYC 252 Psychological Disorders
PSYC 272 Psychology of Education

Either PSYC 221 or 222, but not both, can count towards the three required 200-level courses.

Three 300-level courses from at least two of the areas listed below:

Area 1: Behavioral Neuroscience (courses with middle digit 1)
Area 2: Cognitive Psychology (courses with middle digit 2)
Area 3: Developmental Psychology (courses with middle digit 3)
Area 4: Social Psychology (courses with middle digit 4)
Area 5: Clinical Psychology (courses with middle digit 5)
Area 6: Other/Interdisciplinary Psychology (courses with middle digit 6)
Area 7: Educational Psychology (courses with middle digit 7)

At least one of these courses must be from among those carrying the format designation Empirical Lab Course. One 400-level Psychology course.

Students who place out of Psychology 101 are still required to take nine courses to complete the major. The department recommends that students take Psychology 201 in their sophomore year. The department requires that 201 be completed by the end of the junior year.

COURSE NUMBERING RATIONALE

As is the case in all departments, the first digit of a Psychology course number indicates the relative level of the course. Where appropriate, the second digit corresponds to the Areas listed above.

THE DEGREE WITH HONORS IN PSYCHOLOGY

Students who are candidates for honors need take only two 300-level courses from two different areas, but they must enroll in Psychology 493-W31-494 and write a thesis based on original empirical work. Presentation of a thesis, however, should not be interpreted as a guarantee of a degree with honors. Guidelines for pursuing the degree with honors are available from the department.

STUDY ABROAD

With some advance planning, studying abroad (especially for one semester) can easily be worked into the psychology major. To facilitate this, we recommend that students:

- Meet with the Study Abroad advisor as soon as they decide that they are interested in studying abroad.
- Take PSYC 201 (Experimentation and Statistics) in the sophomore year.

Think ahead to the 300-level courses they are interested in taking so that they can fulfill the 200-level prerequisites before they go away or, if possible, while they are away. In our experience, study abroad programs in the following places are most likely to offer psychology courses: England, Ireland, Scotland, Spain, Australia, New Zealand, Hawaii, and Scandinavia. Students should procure the descriptions of the psychology courses they are considering taking and bring them to their meeting with the advisor.

There are some costs to studying away, particularly for the year. This limits students’ opportunity to choose the particular 300-level courses they would like to take and they must sometimes settle for those that are open, those which happen to be offered, or those for which they have the prerequisites, once they return in their senior year. Many students who are keen on psychology begin doing research with professors during their junior year, and for some this leads to an honors thesis in the senior year, summer research, etc. If you are going away for the entire year and do not make such connections with a professor ahead of time (i.e., before you go), you may lose out on some of these opportunities to deepen your involvement in the major on campus. On the other hand, studying abroad can be an invaluable learning experience, so you need to think carefully, in consultation with your advisor and/or the Study Abroad advisor, about the costs and benefits of it. Very occasionally, a student who just begins taking psychology courses late in the sophomore year and wishes to go abroad for the year finds that they are not able to do both, or is restricted in the choice of study-abroad programs.

FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, complete syllabus, including readings/assignments, and exams or other written work. In addition, the course content cannot overlap substantially with material already taken at Williams.
Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?
No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?
Yes. Students are required to take at least one empirical project course (which includes a lab component and data collection). This must be completed at Williams.

Are there specific major requirements that cannot be fulfilled while on study away?
Yes. The empirical project course must be completed here (see answer to previous question above). Other major requirements that must be completed here are the Senior Seminar and our Statistics and Experimentation course (PSYC 201). On very rare occasions students have been given credit for PSYC 201 taken elsewhere, but this is extremely unlikely. Most institutions break the material up into two different courses, or don’t include all of the components that we feel are an important foundation for the major.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)
Yes. Students should be sure that have taken PSYC 201 PRIOR to their senior year at the latest. It is best to take it during sophomore year whenever possible.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:

There have been instances.

PSYC 101  (F)(S)  Introductory Psychology
An introduction to the major subfields of psychology: behavioral neuroscience, cognitive, developmental, social, and psychological disorders and treatment. The course aims to acquaint students with the major methods, theoretical points of view, and findings of each subfield. Important concepts are exemplified by a study of selected topics and issues within each of these areas.

Class Format: The lectures will be done remotely. There will also be opportunities for small group sessions for labs and/or discussion sections. These will be scheduled at a variety of times to accommodate student schedules. Some of these labs/sections will be remote, but we are hoping that some may have an in-person element.

Requirements/Evaluation: five unit quizzes, a final exam, and two brief lab reports (or related brief reports, depending on the availability of labs)
Prerequisites: none
Enrollment Limit: 160
Expected Class Size: 160
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

Fall 2020
LEC Section: R1    MWF 10:40 am - 11:30 am    Steven Fein, Clarence J. Gillig
Spring 2021
LEC Section: R1    MWF 10:40 am - 11:30 am    Kris N. Kirby, Clarence J. Gillig

PSYC 127  (F)  The Psychology of Success
This course will examine the psychology of success from a scientific perspective. After considering what success means, we will examine two broad influences on success: personality (e.g., intelligence, grit, and mental illness) and environment (e.g., schooling, parenting, and practice). Other topics will include how discrimination affects success, cross-cultural differences in how children are cared for, and the self-help industry.

Requirements/Evaluation: written work and discussion of that work; a five page paper will be due every other week
Prerequisites: none
Enrollment Limit: 10
PSYC 158  (S)  Freud: A Tutorial  (WS)
Cross-listings: PSYC 158  HIST 485

Secondary Cross-listing
This tutorial is devoted to the systematic reading of the principal works of Sigmund Freud, one of the deepest, subtlest, and most influential thinkers of the last one-hundred years. Students will read Freud's work more or less chronologically, beginning with his writings on hysteria and concluding with his deeply pessimistic essay, Civilization and Its Discontents. In tutorial, we will consider the development of Freud's thought over the course of his professional life: his general psychological writings on the nature and functioning of the human psyche, his clinical writings on psychoanalysis as a form of treatment, and his cultural writings on art and artists, on the origin of human society, on religion, and on the relation of the individual to society and civilization. We will not be considering the relevance of Freud's ideas for purposes that transcend his own psychological agenda in the tutorial. Nor will we be much concerned with assessing whether Freud was "right" or "wrong" or whether his thought has clinical relevance today. Instead, we will seek to understand Freud as much as possible on his terms and not on ours, as a historical figure of originality, complexity and contradiction, whose thought deserves close reading and deep understanding within the context of Freud's thought itself.

Class Format: students will write and present orally six essays of 6-7 pages on assigned reading every other week; students not presenting an essay in a given week will be responsible for critiquing the presented essay

Requirements/Evaluation: student grades will be assigned only at the end of the semester based on their papers, their critiques, and their performance in tutorial discussion

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: juniors and seniors and History majors needing a 400-level seminar or tutorial to fulfill the requirements for a degree in History

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: fulfills History's 400-level graduation requirement

Distributions: (D2)  (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
PSYC 158 (D2) HIST 485 (D2)

Writing Skills Notes: As a tutorial, this course is by definition writing skills, both in terms of the number of papers that students will produce (six) and in terms of the focus on writing during every tutorial session. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Spring 2021
TUT Section: RT1   TBA   Thomas A. Kohut

PSYC 161  (F)  Nonviolence and Positive Psychology

In this course we will explore the theory and practice of nonviolence in the context of research in Positive Psychology. Nonviolence means choosing not to threaten or injure others, and its practice requires cultivating personal qualities that enable such a choice. Positive Psychology refers to the scientific study of those qualities that enable people to live happy and fulfilling lives. We will begin by studying the history and moral theories of nonviolence. We will then evaluate the claims of those theories regarding the positive effects of nonviolence by discussing research on psychological benefits to the practitioner, attitude change in the adversary, and effects on the larger community. Topics will include self-control, empathy, forgiveness, tolerance, aggression, resisting violent assault, civil disobedience, and courage. Along the way we will introduce basic concepts in research design and interpretation of data to help us evaluate the research with a critical eye. This course is a part of a joint program between
Williams’ Center for Learning in Action and the Berkshire County Jail, in Pittsfield, MA. The class will be composed equally of nine Williams students and nine inmates. An important goal of the course is to encourage students from different backgrounds to think together about issues of common human concern. Classes will be held at the jail, with transportation provided by the college. * Please note the atypical class hours, Tuesday, 4:45-8:30 pm.

Requirements/Evaluation: class attendance and participation, short essays, and a final paper

Prerequisites: not open to first-year students

Enrollment Limit: 9

Enrollment Preferences: selection will be based on student interviews

Expected Class Size: 9

Grading: yes pass/fail option, no fifth course option

Unit Notes: this class will include 9 Williams students and 9 inmates

Distributions: (D2)

Not offered current academic year

**PSYC 201  (F)(S)  Experimentation and Statistics  (QFR)**

An introduction to the basic principles of research in psychology. We focus on how to design and execute experiments, analyze and interpret results, and write research reports. Students conduct a series of research studies in different areas of psychology that illustrate basic designs and methods of analysis. You must register for lab and lecture with the same instructor.

Class Format: Prof. Stroud's course meetings will be remote and meet synchronously; attendance in lectures and labs is required and participation will be evaluated. Prof. Sandstrom will teach his section in synchronous hybrid format; however, some discussions will be held remotely and synchronously. Prof. Simon's section will be held in hybrid format with some meetings held remotely; most class meetings will be synchronous, though there will be some asynchronous content replacing class time.

Requirements/Evaluation: research reports, exams, and weekly problem sets

Prerequisites: PSYC 101; not open to first-year students except with permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Psychology majors

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

Quantitative/Formal Reasoning Notes: This course has weekly problem sets focused on experimental design and quantitative data analysis. Students will design and conduct several experiments, analyze the data, and report their findings.

Fall 2020

LEC Section: H1    MW 10:00 am - 11:15 am     Jeremy D. Cone
LAB Section: H2    T 1:00 pm - 3:00 pm     Jeremy D. Cone
LEC Section: R3    MW 10:00 am - 11:15 am     Kenneth K. Savitsky
LAB Section: R4    W 1:00 pm - 3:00 pm     Kenneth K. Savitsky

Spring 2021

LEC Section: H3    MW 10:00 am - 11:15 am     Noah J. Sandstrom
LAB Section: H4    R 1:00 pm - 3:00 pm     Noah J. Sandstrom
LEC Section: H5    MW 11:45 am - 1:00 pm     Jeremy C Simon
LAB Section: H6    T 1:00 pm - 3:00 pm     Jeremy C Simon
LEC Section: R1    TR 9:45 am - 11:00 am     Catherine B. Stroud
LAB Section: R2    W 1:00 pm - 3:00 pm     Catherine B. Stroud

**PSYC 212  (F)  Neuroscience**
This course is designed to give an overview of the field of neuroscience progressing from a molecular level onwards to individual neurons, neural circuits, and ultimately regulated output behaviors of the nervous system. Topics include a survey of the structure and function of the nervous system, basic neurophysiology and neurochemistry, development, learning and memory, sensory and motor systems, and clinical disorders. Throughout the course, many examples from current research in neuroscience are used to illustrate the concepts being considered. The lab portion of the course will emphasize a) practical hands-on exercises that amplify the material presented in class; b) interpreting and analyzing data; c) presenting the results in written form and placing them in the context of published work; and d) reading and critiquing scientific papers. Lectures will be pre-recorded and shared asynchronously. Students will be divided into small groups (~6 students each) that will meet synchronously with the instructors once a week for 30 minutes to further discuss concepts covered in the lecture. These meetings will take place within the scheduled class period and be in either in-person or online formats. If in-person numbers are too low to populate a given discussion subgroup, then that group would meet via the previously described online format. The lab component will be available to remote students in modified form, and will cover much of the same content as the in-person sections. Evaluation will be based on participation in discussion groups, exercises, problem sets and quizzes performed in small groups, lab reports, two midterm exams, and a final exam.

**Class Format:** Lectures will be pre-recorded and shared asynchronously. Students will be divided into small groups that will meet synchronously with the instructors once a week for 30 minutes to further discuss concepts covered in the lecture. The lab component will be available to remote students in modified form, and will cover much of the same content as the in-person sections.

**Requirements/Evaluation:** Evaluation will be based on participation in discussion groups, exercises, problem sets and quizzes performed in small groups, lab reports, two midterm exams, and a final exam.

**Prerequisites:** PSYC 101 or BIOL 101; open to first-year students only with permission of instructor

**Enrollment Limit:** 36

**Enrollment Preferences:** sophomores and Biology and Psychology majors

**Expected Class Size:** 36

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** does not satisfy the distribution requirement for the Biology major

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

BIOL 212 (D3) NSCI 201 (D3) PSYC 212 (D3)

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**PSYC 221 (S) Cognitive Psychology**

This course surveys research on human cognition. Topics include perception, attention, learning, memory, categorization, language, judgment, decision making, reasoning, and problem solving.

**Class Format:** This course will be taught entirely remotely. Live, synchronous lectures will take place on Zoom during scheduled course meeting hours (in Eastern Standard time).
Requirements/Evaluation: two midterms and a final exam
Prerequisites: PSYC 101 or permission of instructor
Enrollment Limit: 30
Enrollment Preferences: Psychology majors
Expected Class Size: 30
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

Spring 2021
LEC Section: R1   TR 9:45 am - 11:00 am   Kris N. Kirby

PSYC 222  (F) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science

Cross-listings: PSYC 222  PHIL 222  COGS 222

Secondary Cross-listing
This course will emphasize interdisciplinary approaches to the study of intelligent systems, both natural and artificial. Cognitive science synthesizes research from cognitive psychology, computer science, linguistics, neuroscience, and contemporary philosophy. Special attention will be given to the philosophical foundations of cognitive science, representation and computation in symbolic and connectionist architectures, concept acquisition, problem solving, perception, language, semantics, reasoning, and artificial intelligence.

Class Format: This hybrid course will meet in-person and will also be available for remote video attendance and participation. Remote students will be expected to attend class synchronously with the in-person lecture and will not be able to watch lectures at other times, so must be available during the class hours in the catalog. Supplemental material--e.g., office hours, study sessions for exams, background discussion for weekly assignments--will be delivered on-line.

Requirements/Evaluation: midterm and final exams, and self-paced weekly exercises
Prerequisites: PSYC 101 or any PHIL course or CSCI 134 or permission of instructor; background in more than one of these is recommended. It is not necessary to contact the instructor to indicate a special interest in the course.
Enrollment Limit: 20
Enrollment Preferences: sophomore and first-year students, with additional preference given to students who satisfy more of the prerequisites.
Expected Class Size: 20
Grading: no pass/fail option, no fifth course option
Unit Notes: meets Contemporary Metaphysics & Epistemology requirement only if registration is under PHIL
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
PSYC 222 (D2) PHIL 222 (D2) COGS 222 (D2)

Fall 2020
LEC Section: H1   TR 11:30 am - 12:45 pm   Joseph L. Cruz

PSYC 232  (F) Developmental Psychology

An introduction to the study of human growth and development from conception through emerging adulthood. Topics for discussion include prenatal and infant development, perceptual and motor development, language acquisition, cognitive development, and social and emotional development. These topics form the basis for a discussion of the major theories of human development, including those about early experience, neural plasticity, dynamic systems, information processing, social learning, attachment, parenting, and family systems.

Class Format: This course will be taught entirely remotely. Live, synchronous lectures will take place on Zoom during scheduled course meeting hours (in Eastern Standard time). Students may be assigned to smaller student groups for some class projects. Those groups are permitted to meet on campus following appropriate safety protocols and if everyone in the group is comfortable with the arrangement. Otherwise, all course-related meetings and class presentations will occur remotely.
Requirements/Evaluation: The main form of evaluation will be 3 online written exams (2 midterm, 1 final). Depending on enrollment numbers, there may be an oral exam component to supplement the online exams. Students will also be expected to participate in smaller "book/journal club" meetings throughout the semester and from these meetings, will produce 5 brief writing assignments (2-3 pages each) and a final 15-20 minute group presentation. Attendance is required and active participation during lectures is strongly encouraged.

Prerequisites: PSYC 101
Enrollment Limit: 30
Enrollment Preferences: Preference will be given to sophomores and junior psychology majors and senior psychology majors who still need to fulfill a 200-level requirement.
Expected Class Size: 30
Grading: yes pass/fail option, no fifth course option
Distributions: (D2)

Fall 2020
LEC Section: R1 MR 1:30 pm - 2:45 pm Eliza L Congdon

PSYC 242 (F)(S) Social Psychology
A survey of theory and research in social psychology. Topics include conformity, group dynamics, stereotyping and prejudice, aggression, altruism, attraction and love, the self, social perception, attitudes and attitude change, and cultural psychology. Applications in the areas of advertising, law, business, and health will also be discussed.

Class Format: Lectures will be remote. We will also have some discussion meetings with smaller groups (primarily during the regular class time) and possibly an occasional other small-group activity). These also will probably be remote, but there is a possibility we will have some in-person element, depending on how things are going on campus and the availability of rooms.

Requirements/Evaluation: two in-class exams, one paper (7 - 10 pages), and an optional final exam
Prerequisites: none
Enrollment Limit: 30
Enrollment Preferences: Psychology majors
Expected Class Size: 30
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

Fall 2020
LEC Section: R1 TR 9:45 am - 11:00 am Steven Fein, Kenneth K. Savitsky

Spring 2021
LEC Section: R1 TR 11:30 am - 12:45 pm Kenneth K. Savitsky, Steven Fein

PSYC 252 (F)(S) Psychological Disorders
A study of the phenomenology, etiology, and treatment of the major forms of psychological disorders: depression, bipolar disorder, the schizophrenias, dissociative disorders, anxiety disorders, personality disorders, eating disorders, addictions, and others. The course emphasizes an integrative approach which incorporates and analyzes theories and research from psychological, biological, interpersonal, and sociocultural perspectives.

Class Format: This course will be offered remotely, and all meetings will be synchronous. Class meetings will include lecture, discussion, and use of small breakout groups for experiential activities and small group work. Attendance at all meetings will be strongly encouraged, and participation will be evaluated.

Requirements/Evaluation: short papers, 2 in-class exams, and participation
Prerequisites: PSYC 101; open to first-year students
Enrollment Limit: 30
Enrollment Preferences: Psychology majors, then sophomores, then by seniority
**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

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**Fall 2020**

LEC Section: R1  MWF 11:45 am - 1:00 pm    Catherine B. Stroud

**Spring 2021**

LEC Section: R1  MR 1:30 pm - 2:45 pm    Stephanie J. Steele

**PSYC 258 (S) Language and Literacy Development**

**Cross-listings:** PSYC 258  JAPN 258

**Secondary Cross-listing**

Language is uniquely a human function and fundamental to one's participation in society. Children learn to talk in the first three years of life at an impressive speed. However, in order to successfully participate in academic and social life, it is critical for one to develop literacy skills. Learning to read is a multifaceted process that involves various cognitive resources. This course is an introduction to language development and literacy acquisition in first language and in a cross-linguistic environment including Japanese, Chinese and English. Linguistic concepts such as phonology, syntax and morphology will be introduced as we discuss the acquisition processes. Questions to be addressed include: How does a child develop oral language from birth? How does a child learn the meaning of words? How is learning to talk and read similar or different across various languages? How is learning to read different from learning to speak? How "natural" is it to learn to read?

**Requirements/Evaluation:** active participation in the class discussion, weekly reaction paper, quiz, final paper

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Japanese, Chinese, Asian Studies, and Psychology majors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** Psychology majors, this course counts as a 200-level elective in psychology but does not count as one of the three 200-level courses for the major; for Asian Studies, Chinese, and Japanese majors, this course counts as a comparative requirement course

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSYC 258 (D2)  JAPN 258 (D1)

Not offered current academic year

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**PSYC 272 (S) Psychology of Education**

This course introduces students to a broad range of theories and research on education. What can developmental research tell us about how children learn? What models of teaching work best, and for what purposes? How do we measure the success of various education practices? What is the best way to describe the psychological processes by which children gain information and expertise? What accounts for individual differences in learning, and how do teachers (and schools) address these individual needs? How do social and economic factors shape teaching practices and the educational experiences of individual students? The course will draw from a wide range of literature (research, theory, and first hand accounts) to consider key questions in the psychology of education. Upon completion of the course, students should be familiar with central issues in pre-college education and know how educational research and the practice of teaching affect one another.

**Class Format:** discussion

**Requirements/Evaluation:** two exams and a final project

**Prerequisites:** PSYC 101

**Enrollment Limit:** 50

**Enrollment Preferences:** Psychology majors and those who plan to become teachers

**Expected Class Size:** 50
Grading: no pass/fail option, yes fifth course option
Distributions: (D2)

Not offered current academic year

**PSYC 312 (S) From Order to Disorder(s): The Role of Genes & the Environment in Psychopathology**

**Cross-listings:** NSCI 322  PSYC 312

**Primary Cross-listing**

This course examines how experimental methods in neuroscience can be used to understand the role of nature (genes) and nurture (the environment) in shaping the brain and behavior. In particular, we will explore how neuroscience informs our understanding of psychiatric disorders such as anxiety, depression, and schizophrenia. We will investigate the biological underpinning of these disorders as well as their treatments. Readings will include human studies as well as work based on animal models. Topics will include: the ways in which environmental and genetic factors shape risk and resiliency in the context of psychiatric disease, the neural circuits and peripheral systems that contribute to psychopathology, and the mechanisms through which interventions may act. In the laboratory component of the course, students will gain hands-on experience in using animal models to study complex behavior and their associated neural mechanisms.

**Class Format:** In Spring 2021, this course will be offered in a hybrid format. The seminar and lab will take place synchronously in-person and/or remotely. Two lab sections will be offered. If there is a need to balance sections, students may be moved into a different lab section following registration. The seminar will meet 2 (of the possible 3) days per week.

**Requirements/Evaluation:** class presentations, participation in discussions, project proposal (5 pages), empirical project paper (5-7 pages), poster and poster presentation, participation in all phases of the empirical project research experience (experiment design, data collection, data graphing, data analysis) including oral and written presentation of key findings.

**Prerequisites:** PSYC 212 (same as BIOL 212 or NSCI 201)

**Enrollment Limit:** 12

**Enrollment Preferences:** Psychology majors and Neuroscience concentrators

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

NSCI 322 (D3) PSYC 312 (D3)

Spring 2021

SEM Section: H1  MWF 11:45 am - 1:00 pm    Victor A. Cazares
LAB Section: H2  R 1:00 pm - 3:00 pm    Victor A. Cazares
LAB Section: H3  R 3:30 pm - 5:30 pm    Victor A. Cazares

**PSYC 313 (S) Opioids and the Opioid Crisis: The Neuroscience Behind an Epidemic**

**Cross-listings:** NSCI 313  PSYC 313

**Primary Cross-listing**

Opioid misuse, including addiction, has emerged as a major health epidemic in the United States. This course will explore the science of opioids as well as the historical and societal context surrounding their use and abuse. We will examine the neurobiological mechanisms through which opioids interact with pain pathways and reward circuits within the brain and we will explore how changes in these systems contribute to opioid tolerance, dependence, and addiction. We will consider how genetic, environmental and behavioral factors can powerfully influence these processes. Finally, we will consider alternative approaches to pain management as well as interventions for the treatment of opioid abuse. Students will be expected to design and conduct an empirical project related to the course material. Critical evaluation of peer-reviewed primary literature from animal and human studies will serve as a foundation for class discussions. Evaluation will be based on class presentations, participation in discussions and empirical projects, written assignments, and a poster presentation of the empirical project.

**Class Format:** In Spring 2021, this course will be offered in a hybrid format. The seminar and lab component will take place synchronously in-person and/or remotely. Two lab sections will be offered. If there is a need to balance sections, students may be moved into a different lab section following
**PSYC 315 (F) Hormones and Behavior**

**Cross-listings:** PSYC 315  NSCI 315

**Primary Cross-listing**

In all animals, hormones are essential for the coordination of basic functions such as development and reproduction. This course studies the dynamic relationship between hormones and behavior. We will review the mechanisms by which hormones act in the nervous system. We will also investigate the complex interactions between hormones and behavior. Specific topics to be examined include: sexual differentiation; reproductive and parental behaviors; stress; aggression; and learning and memory. Students will critically review data from both human and animal studies. All students will design and conduct an empirical research project as part of a small research team.

**Class Format:** empirical lab course

**Requirements/Evaluation:** presentations and participation in discussions, approximately seven 1-2 page response papers, midterm, written (15-20 page) and oral presentation of the research project

**Prerequisites:** PSYC 212 (same as BIOL 212 or NSCI 201)

**Enrollment Limit:** 16

**Enrollment Preferences:** Psychology majors and Neuroscience concentrators

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSYC 315 (D3) NSCI 315 (D3)

**Spring 2021**

SEM Section: H1  MR 1:30 pm - 2:45 pm  Shivon A. Robinson

LAB Section: H2  W 1:00 pm - 3:00 pm  Shivon A. Robinson

LAB Section: H3  W 3:30 pm - 5:30 pm  Shivon A. Robinson

**Not offered current academic year**

**PSYC 319 (S) Neuroethics (WS)**

**Cross-listings:** NSCI 319  PSYC 319  STS 319

**Primary Cross-listing**

Neuroscience studies the brain and mind, and thereby some of the most profound aspects of human existence. In the last decade, advances in our understanding of brain function and in our ability to manipulate brain function have raised significant ethical challenges. This tutorial will explore a variety of important neuroethical questions. Potential topics will include pharmacological manipulation of "abnormal" personality; the use of "cosmetic pharmacology" to enhance cognition; the use of brain imaging to detect deception or to understand the ability, personality or vulnerability of an individual; the relationship between brain activity and consciousness; manipulation of memories; the neuroscience of morality and decision making. In
addition to exploring these and other ethical issues, we will explore the basic science underlying them.

Requirements/Evaluation: six 5-page position papers and five 2-page response papers as well as participation in discussions

Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201); or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Psychology majors and Neuroscience concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

NSCI 319 (D3) PSYC 319 (D3) STS 319 (D2)

Writing Skills Notes: In alternating weeks, each student in a tutorial pair will write a 5-page essay based on the assigned readings. Essays will be discussed during tutorial meetings and written feedback from the professor will be provided for each essay. At the end of the semester, students will choose one of their prior essays to revise as their final submission. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Not offered current academic year

PSYC 322 (S) Concepts: Mind, Brain, and Culture

Every time we see something as a kind of thing, every time that we decide that an object is a cup rather than a glass, when we recognize a picture of a familiar face as a picture of ourselves, or even when we understand speech, we are employing categories. Most categorization decisions are automatic and unconscious, and therefore have the illusion of simplicity. The complexity of these decisions, however, becomes apparent when we attempt to build machines to do what humans perform so effortlessly. What are the systems in place that allow us this extraordinary ability to segment the world? Are they universal? How does conceptual knowledge differ across cultural groups? How do concepts affect our perception? How do the categories of experts differ from the categories of novices? Do children have the same kind of conceptual knowledge as adults? How are categories represented in the brain? In this course, we explore various empirical findings from cognitive psychology, cognitive neuroscience, and anthropology that address these questions.

Class Format: empirical lab course

Requirements/Evaluation: short papers, class presentation, and research paper

Prerequisites: PSYC 221 or 222 or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Psychology majors and Cognitive Science concentrators

Expected Class Size: 16

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Not offered current academic year

PSYC 324 (S) Great Debates in Cognition

The field of cognition is filled with controversies about how the mind really works. For example, is there sufficient evidence for a system in vision that can become aware of things without actually "seeing" them? Is it necessary to assume that babies come into the world armed with innate linguistic knowledge? Are humans inherently rational? Can we make inference about the mind using neuroimaging? These debates, and others that we will consider, help fuel scientific discovery in cognition in interesting ways. In this class, we will consider some of these contemporary debates, weigh evidence on both sides, and discuss the implications for what we know about the mind.

Class Format: students will meet in pairs with the instructor for an hour each week

Requirements/Evaluation: weekly papers and oral arguments

Prerequisites: PSYC 221 or 222 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Psychology majors and Cognitive Science concentrators
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2)

Not offered current academic year

**PSYC 326 (F) Choice and Decision Making**

Being human means that we sometimes make choices that we know are bad for us. In this course we survey theoretical and experimental approaches to understanding our strengths and weaknesses as decision makers. Topics include rationality, the debate over cognitive biases, fast and frugal heuristics, impulsivity and self-control, addictions and bad habits, paternalism, and moral decision making.

**Class Format:** Lectures and labs will be remote, conducted via Zoom during the scheduled time slots, with recordings posted on Glow for students who cannot attend during those slots.

**Requirements/Evaluation:** problem sets, essay papers, class and lab participation, and a research report

**Prerequisites:** PSYC 221 or 222 or permission of instructor; permission is typically given to students who have successfully completed ECON 110

**Enrollment Limit:** 12

**Enrollment Preferences:** senior Psychology majors who need the course to fulfill the major

**Expected Class Size:** 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

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Fall 2020

SEM Section: R1  TR 11:30 am - 12:45 pm  Kris N. Kirby

LAB Section: R2  T 1:00 pm - 3:00 pm  Kris N. Kirby

**PSYC 327 (S) Cognition and Education**

This class will examine major issues in education. The topics will include international differences in education, educational inequality, dropping out, the teaching labor force, why we have college, cognitive psychology in the classroom, and more. Each student will attend one meeting per week with me and one other student.

**Class Format:** This hybrid class will be taught synchronously. Students will be matched up in pairs, and hopefully pairs can be arranged such that if a student wants to meet in person they can be paired with another student who wants to meet in person. Meetings will last one hour. Attendance will be required.

**Requirements/Evaluation:** You will be required to submit a paper (5-7 pages) every other week. The alternate weeks you will read your partner's paper and write a reaction paper. The assignments will include non-fiction books, journal articles, podcasts, and documentaries. You will also be asked to find additional sources to write about in your papers. Evaluation will be based on papers, reaction papers, and participation.

**Prerequisites:** PSYC 221 or 222, or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Psychology majors

**Expected Class Size:** 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

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Spring 2021

TUT Section: HT1  TBA  Nate Kornell

**PSYC 332 (S) Children's Mathematical Thinking and Learning**

Are babies statistical experts? Will I ever be good at calculus? What are we born with and what do we learn? Before children are ever taught formal mathematics in a classroom, they are confronted with situations where they must use their informal understanding of geometry, space, and number to
successfully navigate their environments. In this course we read and discuss both foundational and cutting-edge articles from neuroscience, cognitive science, education, and psychology to understand how humans bridge this gap between the informal and formal mathematical worlds. We will also tackle questions such as: How do culture and language affect numerical understanding? What are the sources of children's mathematical misconceptions? What are the effects of early environmental input or input deprivation on mathematical development? What do we know about gender differences in math achievement? How do stereotypes, prejudice, and math anxiety affect math performance? For your laboratory component, you will work with a small group of other students to develop an original research project that tests a specific hypothesis about children's mathematical thinking and learning. Data will be collected in community schools, with the permission of parents, teachers, and children. Your results will be written-up in for your final paper, which will be in the style of an empirical journal article.

Class Format: community-based data collection in local schools
Requirements/Evaluation: class participation, discussion leader, weekly open-notes reading quizzes, individual 12- to 15-page final paper based on empirical group research project
Prerequisites: PSYC 201 and PSYC 232 or permission of the instructor
Enrollment Limit: 16
Enrollment Preferences: Psychology majors, upperclassmen, students with a demonstrated interest in the course material
Expected Class Size: 16
Grading: no pass/fail option, no fifth course option
Distributions: (D2)
Not offered current academic year

PSYC 334 (F) Defining and Disrupting the School-to-Prison Pipeline
Cross-listings: PSYC 334 AFR 318
Secondary Cross-listing
The school-to-prison pipeline describes a system of processes that pushes children out of school into jails and prisons. This course will explore the pipeline and the relationships between school, prison, and society. We will begin with the history and creation of the modern-day school-to-prison pipeline, focusing on the educational and public policies that encourage the criminalization of "others", with particular emphasis on folks of color and under-resourced communities. We will also look to firsthand accounts from those pushed into the pipeline to humanize the topic and engage in thoughtful and compassionate discussion. Together, we will define "school" and "prison", identifying how these definitions are aligned with the most current iteration of the pipeline, and how they can help us as we work to dismantle it.
Requirements/Evaluation: Assignments for the course include ongoing journal assignments, two 3-5 page papers, and a final project.
Prerequisites: None
Enrollment Limit: 20
Enrollment Preferences: Africana Studies concentrators and Psychology Majors
Expected Class Size: 20
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
PSYC 334 (D2) AFR 318 (D2)

Fall 2020
SEM Section: H1 TR 9:45 am - 11:00 am Kelsey M. Jones

PSYC 335 (F) Early Experience and the Developing Infant
The period from conception to age three is marked by impressive rapidity in development and the plasticity of the developing brain affords both fetus and infant an exquisite sensitivity to context. This course delves into the literature that highlights the dynamic interactions between the developing fetus/infant and the environment. The course readings span a range of disciplines and cover a diversity of hot topics in the study of prenatal and infant development, including empirical research drawn from the developmental, neuroscience, psychopathology, and pediatric literatures.
Class Format: Classes will be held synchronously, live and in Zoom.
PSYC 337 (S) Critical Perspectives in Special Education
Cross-listings: AFR 324 PSYC 337
Secondary Cross-listing

What makes special education "special"? This course will explore the role, purpose, and function of special education in the United States. Given special education's assumption of dis/ability (Baglieri, 2012), we will also create collective and individual frameworks for discussing and deconstructing disability. This course will examine history, policy, and pedagogy related to special education; we will also discuss how law and school practices have systematically and systematically excluded students of color from general education classrooms, leading to the overrepresentation of Black, Indigenous, and Latinx children in special education. We will listen to narratives shared by people with dis/abilities and our educational histories to understand how personal connections to special education influence our current beliefs and future practice.

Requirements/Evaluation: Assignments for the course include ongoing journal assignments, two 3-5 page papers, and a final project.
Prerequisites: None
Enrollment Limit: 20
Enrollment Preferences: Africana Studies concentrators and Psychology Majors
Expected Class Size: 20
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

Spring 2021
SEM Section: R1 TR 8:00 am - 9:15 am Kelsey M. Jones

PSYC 338 (S) Inquiry, Invention and Ideas

Children tinker, explore and create, but some more than others, and under some conditions more than others. What leads children to investigate, invent and build their own ideas? We will examine the development of curiosity, invention, and the ability to have or construct an idea. We will also look at what accounts for individual differences between children, including the role of intelligence, creativity, social cues, and opportunity. We will look at how these processes unfold at home and in school, and discuss the educational implications of the research we read, and the research we conduct.

Requirements/Evaluation: three 3- to 5-page essays, two child observations and a 7-to 10-page final paper
Prerequisites: PSYC 101, and PSYC 232 or PSYC 272, or permission of instructor
Enrollment Limit: 16
Enrollment Preferences: preference given to Psychology majors
Expected Class Size: 16
Grading: no pass/fail option, no fifth course option
PSYC 341 (S) Stereotypes, Prejudice, and Discrimination

Cross-listings: PSYC 341 WGSS 339

Primary Cross-listing

This course will examine social psychological theories and research that are relevant to the understanding of stereotypes, prejudice, and discrimination. We will take a variety of social psychological perspectives, emphasizing sociocultural, cognitive, personality, or motivational explanations. We will examine the impact that stereotypes and prejudice have on people’s perceptions of and behaviors toward particular groups or group members and will explore a variety of factors that tend to exacerbate or weaken this impact. We also will consider some of the sources of stereotypes, prejudice, and discrimination and some of the processes through which they are maintained, strengthened, or revised. In addition, we will examine some of the effects that stereotypes, prejudice, and discrimination can have on members of stereotyped groups, as well as some implications of the social psychological research findings for issues such as education and business and government policies. A major component of this course will be the examination of classic and ongoing empirical research.

Class Format: empirical lab course

Requirements/Evaluation: weekly brief papers, oral reports, two longer papers

Prerequisites: PSYC 201 and 242

Enrollment Limit: 16

Enrollment Preferences: senior, then junior Psychology majors

Expected Class Size: 16

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSYC 341 (D2) WGSS 339 (D2)

PSYC 342 (S) Social Judgment

This course focuses on how people make judgments and decisions in their social lives and why they are sometimes biased and irrational in their choices. We will place a strong emphasis on exploring how ideas from the judgment and decision-making literature can aid in our understanding of social psychological phenomena, including planning for the future, understanding other people, and resolving interpersonal conflicts. We will also place an emphasis on people’s judgments and decisions as they pertain to their happiness and well-being, exploring how concepts in the judgment and decision-making literature can help us to understand why certain types of outcomes are more satisfying than others and why people sometimes choose in ways that fail to maximize their well-being. As we explore these questions, we will survey a variety of methods and perspectives, ranging from classic social psychological experiments to techniques imported from behavioral economics and cognitive psychology.

Class Format: empirical lab course; sessions will be held via synchronous, remote gatherings. Periodically, students who can meet in person may gather for discussions, problem solving sessions, and lab work with others joining remotely.

Requirements/Evaluation: a series of short papers; two essay exams; written and oral report of a research proposal

Prerequisites: PSYC 242 and PSYC 201, or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Psychology majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)
PSYC 346  (S)  Environmental Psychology

Cross-listings: ENVI 346  PSYC 346

Primary Cross-listing
This is a course in social psychology as it pertains to the natural environment. We will consider how the environment influences aspects of human psychology (e.g., the psychological implications of humans' disconnect with nature), as well as how human psychology influences the environment (e.g., why some people engage in environmentally destructive behaviors despite holding proenvironmental attitudes). At the core of this course is an attempt to examine various ways in which research and theory in social psychology can contribute insights to understanding (and encouraging) environmentally responsible behavior and sustainable practices, both here at Williams and globally. Because human choice and behavior play such an important role in environmental problems, a consideration of human psychology may therefore be an important part of the solution.

Requirements/Evaluation: a series of papers, two essay exams, written and oral reports of research

Prerequisites: PSYC 242 recommended, PSYC 201, or a comparable course in statistics and research methodology, is also recommended.

Enrollment Limit: 16

Enrollment Preferences: Psychology majors and Environmental Studies concentrators

Expected Class Size: 16

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 346 (D2) PSYC 346 (D2)

Not offered current academic year

PSYC 348  (F)  Psychology of Prejudice  (DPE)

Prejudice is everywhere. This class is intended to help you understand why. Readings and discussion will seek to illuminate the roots of prejudice, its many forms, and how it may be reduced. We will investigate how scientists measure undesirable and even unacknowledged attitudes, and consider the effects of people being unaware of their own biases, both psychologically and societally. Overall, we will use scientific evidence to inform our understanding of social identities, their complexities, and their consequences, and students will design and conduct empirical research projects based on the course material.

Class Format: This is a hybrid course for both remote and in-person students. We will meet on campus twice a week for seminar-style discussions, with a synchronous video link provided for those who are not physically present. Weekly lab sessions will primarily be conducted remotely, with students completing projects over the course of the semester in groups of 3 or 4. This structure is subject to change, however, in consultation with the whole class about their experience.

Requirements/Evaluation: participation in class discussions, oral reports, several brief (1-2 page) writing assignments, and participation in the empirical project including a final written report

Prerequisites: PSYC 201 and PSYC 242 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: senior, then junior Psychology majors

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course introduces students to the phenomenon of prejudice, including racism, sexism, and other forms. It will explore the psychological origins of prejudice and students will discuss and develop empirically-supported strategies for reducing prejudice.

Fall 2020

SEM Section: H1    MW 11:45 am - 1:00 pm     Jeremy C Simon

LAB Section: H2    T 1:00 pm - 3:00 pm     Jeremy C Simon
PSYC 349  (S)  Psychology and Law
This course examines the legal system in light of psychological research findings, Supreme Court rulings, wrongful conviction cases and illustrative crimes. The law's informal theories of human behavior will be compared to what psychologists know on the basis of theories and research regarding such topics as Miranda, lie detection, police interrogation, false confessions, eyewitness identification, repressed and recovered memories, forensic evidence, and juries. The course will also explore the psychological mechanisms underlying legal decisions, and demonstrate how psychological findings can contribute to legal system reform.

Requirements/Evaluation: exams, a series of papers
Prerequisites: PSYC 201 and PSYC 242 or permission of instructor
Enrollment Limit: 18
Enrollment Preferences: Psychology majors
Expected Class Size: 18
Grading: no pass/fail option, yes fifth course option
Unit Notes: either PSYC 347 or PSYC 349 may be taken for credit, but not both
Distributions: (D2)
Not offered current academic year

PSYC 352  (F)  Clinical and Community Psychology
This course provides an overview of theory, methods, and professional issues in the fields of clinical and community psychology (and related fields). In addition to academic work (primary source readings and class discussions), students are encouraged to apply their experiences in academic psychology to field settings, and to use their fieldwork experience to critically evaluate theory and research. The course includes a supervised field-work placement arranged by the instructor in a local mental health or social service agency. Students must complete a brief survey about their interests and schedule in order to place them in an agency. Students should email the instructor to obtain the survey as well as receive permission to register for this course.

Requirements/Evaluation: field work (six hours per week), two 5-page position papers, and a 12- to 15-page final paper
Prerequisites: PSYC 252
Enrollment Limit: 15
Enrollment Preferences: senior, then junior, Psychology majors; you MUST have permission of instructor to register for this course
Expected Class Size: 15
Grading: no pass/fail option, no fifth course option
Distributions: (D2)
Not offered current academic year

PSYC 355  (S)  Psychotherapy: Theory and Research
Psychotherapy is a young, barely 100-year old psychological endeavor which attempts to promote change and healing through social interaction. How can it be that talking with a psychotherapist can help people change -- emotionally, cognitively, and/or behaviorally -- and how exactly does it help people achieve relief from psychological disorders and problems? In this course, we will study some of the key approaches to psychotherapy by examining in juxtaposition the theories and scientific research that surround them, as well as the sociocultural political contexts in which they evolve. This will be accomplished by a close reading and critical analysis of primary source theoretical papers, the "raw data" (videotapes and transcripts) of therapy sessions, case studies, and contemporary empirical research on the outcomes and change processes of psychotherapy. Students will learn how to evaluate the efficacy claims of both standard and new therapies and how to evaluate claims about the mechanisms by which those therapies work. Current controversies in psychotherapy and psychotherapy research will be addressed and debated as well. All students will design and conduct an empirical research project based on the course material.

Class Format: This course will be taught remotely; seminar discussions will occur synchronously twice/week to maximize the opportunity for active group participation and engagement. Empirical labs will also occur synchronously each week; the lab work has adapted well to remote instruction. Labs will include full group discussions and activities, as well as "breakout" meetings for the research teams to focus on their empirical projects and receive individualized instruction.

Requirements/Evaluation: attendance and active class participation, weekly 2-3 page reading response papers, APA style research report and poster/oral presentation of the research project
Prerequisites: PSYC 201 and PSYC 252
Enrollment Limit: 12
Enrollment Preferences: Psychology majors
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Distributions: (D2)

Spring 2021
SEM Section: R1 TR 9:45 am - 11:00 am Laurie Heatherington
LAB Section: R2 T 1:00 pm - 3:00 pm Laurie Heatherington

PSYC 356 (F) The Science of Suicide and Related Psychopathology
The course will provide students with a comprehensive understanding of the science and study of suicide and related psychopathology (e.g., non-suicidal self-injury) in both clinical and community samples. Course topics will include prevalence across the lifespan, current models of etiology, distal and proximal indicators of suicide risk, risk assessment and safety planning, suicide prevention and science-based interventions, an exploration of cultural factors/issues of diversity and social justice, and current/future directions in this particular area of research and clinical practice. Readings will involve empirical studies and theoretical models that have shaped the study of suicidality, and recent studies that have taken a multidisciplinary approach (e.g., neuropsychological research; machine learning) to understanding suicide. Students will evaluate published research based on theory, methodological rigor, ethical considerations, diversity/inclusion, and current gaps in the literature that contribute to difficulty in predicting and preventing suicide. Students will design and conduct an empirical research project based on the course readings and topics discussed, such as analyzing existing data sets, examining media depictions/reporting, and/or conducting online surveys. These projects will be completed in pairs or teams.
Class Format: This course will be taught remotely; seminar discussions will occur synchronously twice/week to maximize the opportunity for active group participation of these pressing topics. Empirical labs will also occur synchronously each week; these labs are particularly well-suited to be adapted to remote instruction and will include full group discussions and activities, as well as "breakout" pair/group meetings to focus on empirical projects.
Requirements/Evaluation: attendance and active class participation, weekly 2-3 page reading response papers, student-led discussions (3 per student), a 4-5 page project proposal, a 15-20 page APA-style research paper, poster/oral presentation of the research paper
Prerequisites: PSYC 201 and PSYC 252 or permission of instructor
Enrollment Limit: 12
Enrollment Preferences: Psychology majors
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Distributions: (D2)

Fall 2020
SEM Section: R1 TF 1:30 pm - 2:45 pm Stephanie J. Steele
LAB Section: R2 R 1:00 pm - 3:00 pm Stephanie J. Steele

PSYC 357 (F) Depression
This course will provide students with a comprehensive understanding of depression. Topics will include assessment, models of etiology and course, effective approaches to prevention and intervention, and depression in specific populations. Readings will expose students to seminal works in the field as well as current methods and research findings. Throughout the course, students will evaluate current research based on theory, methodological rigor, and potential impact on prevention and intervention efforts.
Requirements/Evaluation: class participation, five 1 page response papers, 2 class presentations, final paper
Prerequisites: PSYC 201; PSYC 252 recommended
Enrollment Limit: 18
Enrollment Preferences: Psychology majors
Expected Class Size: 18
Grading: no pass/fail option, no fifth course option
Distributions: (D2)

Not offered current academic year

PSYC 358 (F) Developmental Psychopathology: Trajectories of Risk and Resilience
Why do some youth develop psychopathology in the face of adversity whereas others do not? How do we define psychological disorders in youth? Is resilience a static trait, or can it be promoted? How do we prevent youth from developing psychopathology? In this course, students will address these and other questions using a risk and resilience framework that examines the interactions among multiple risk and protective factors in the pathway to psychopathology. Specifically, students will examine the interactions between individual characteristics (e.g., neurobiological, interpersonal, cognitive, and emotional factors) and environmental contexts (e.g., family, school, peer, early adversity, poverty) in the development of risk and resiliency.
Application of etiological models and empirical findings to prevention and intervention approaches will be explored. Throughout the course, students will evaluate current research based upon theory, methodological rigor, and clinical impact.
Class Format: This course will be offered remotely. Each week the professor and the tutorial pair will meet for 60 minutes in a synchronous online meeting. The meetings will be scheduled between 9am and 4pm EST based upon student and professor availability. Attendance will be required at the weekly synchronous online meeting.
Requirements/Evaluation: six 5-page papers, six short response papers, and participation in discussions
Prerequisites: PSYC 252; PSYC 201 recommended

Fall 2020
TUT Section: RT1    TBA     Catherine B. Stroud

PSYC 359 (S) Anxiety: Responses to Danger, Both Real and Imagined
This is an advanced course on anxiety that takes an in depth look at the theory and research on the normative psychological processes that influence responses to danger, both real and imagined. Specifically, it examines the empirical research on psychological responses to traumatic experiences, such as combat, sexual assault, and natural and community disasters. Responses to perceived or imagined threats are also discussed as the underpinnings of such anxiety disorders as Panic Disorder, Generalized Anxiety Disorder, Social Phobia, Specific Phobia and OCD. Discussions focus on commonalities and differences in empirically supported treatments for anxiety disorders as well as controversies in the field.
Class Format: As many of our meetings will be held in-person as reasonably feasible. Students who are on-campus will be encouraged to attend the seminar in person. Those who are unable to attend in person will join remotely. Students will be required to meet with me in small groups prior to their presentation to review their presentation/discussion plan. These meetings will occur in person or remotely, depending on scheduling availability.
Requirements/Evaluation: Regular attendance and active class participation (whether in person or remote) - students will be randomly quizzed and/or asked to summarize or discuss material from the assigned readings and graded for their preparedness; midterm examination; one final 8-10 page literature review paper based on course content; one group presentation with discussion.
Prerequisites: PSYC 252
Enrollment Limit: 16
Enrollment Preferences: Psychology Majors; preference given to those with outstanding major requirements
Expected Class Size: 16
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
PSYC 361  (S)  Psychology of Nonviolence
Nonviolence refers to choice behavior in interpersonal interactions in which physical injury to others is rejected as an option. In this course we will study moral and psychological theories of nonviolence, and evaluate the empirical support for their central claims of psychological benefits to the practitioner, attitude change in the adversary, and positive exemplary effects on social interaction. Topics include empathy, tolerance, forgiveness, aggression, courage, resisting violent assault, and civil resistance.

Class Format: discussion
Requirements/Evaluation: class attendance and participation, discussion leadership, one 5-page essay, and a final paper of approximately 10 page
Prerequisites: any 200-level course in PSYC or permission of instructor
Enrollment Limit: 16
Enrollment Preferences: Psychology majors
Expected Class Size: 16
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

Not offered current academic year

PSYC 372  (F)  Advanced Seminar in Teaching and Learning
This advanced seminar will give students an opportunity to connect theory to practice. Each student will have a teaching placement in a local school, and participate in both peer and individual supervision. In addition, we will read a range of texts that examine different approaches to teaching, as well as theory and research on the process of education. What is the best way to teach? How do various theories of child development and teaching translate into everyday practices with students? Students will be encouraged to reflect on and modify their own teaching practices as a result of what we read as well as their supervision. Questions we will discuss include: What is the relationship between educational goals and curriculum development? What is the relation between substance (knowledge, skills, content) and the interpersonal dynamic inherent in a classroom setting? How do we assess teaching practices and the students’ learning? What does it take to be an educated person?

Requirements/Evaluation: this course involves a field placement, weekly readings, as well as seminar discussion, supervision, and a graded journal
Prerequisites: PSYC 232 or PSYC 272 or permission of instructor
Enrollment Limit: 16
Enrollment Preferences: Psychology majors and those who plan to become teachers
Expected Class Size: 16
Grading: no pass/fail option, no fifth course option
Distributions: (D2)

Not offered current academic year

PSYC 373  (F)  Critical Issues in Learning and Teaching
In this seminar we will take a deep dive into several key topics in education. We will examine psychological research as well as a range of other materials (essays, film, recordings of children and personal experiences) to help answer a series of questions, including: Does the kind or quality of schooling have a measurable impact on children? How do you create curriculum? How does one conduct high quality classroom observations? What do good teachers have in common? What is the best way to help teachers get better at what they do? Can remote learning work well in K-12 settings?

Class Format: The course will be taught in a hybrid form (remotely for some and in person for others). Students will meet in small groups with the professor. Each group will meet for a tutorial-like session once a week. We will use students’ papers as a jumping off point for our discussions.
Requirements/Evaluation: Regular class attendance and full participation (whether remote or in-person), five 5-page papers, and regular written responses to other students’ papers. We will also do a variety of in-class activities that may require some independent preparation (gathering materials, or doing brief interviews) and some coordination with one another outside of class time.
Prerequisites: PSYC 232 or PSYC 272 or permission of instructor
Enrollment Limit: 12
Enrollment Preferences: Psychology majors and those involved in the Program in Teaching
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Distributions: (D2)

Fall 2020
SEM Section: H1   MWF 8:15 am - 9:30 am   Susan L. Engel

PSYC 397 (F) Independent Study: Psychology
Open to upperclass students with permission of the instructor and department. Students interested in doing an independent study should make prior arrangements with the appropriate professor. The student and professor then complete the independent study proposal form available at the Registrar's Office and should submit it to the department chair for approval prior to the beginning of the drop/add period.

Class Format: This course will meet in a hybrid or remote format determined in collaboration with the supervising faculty member.
Requirements/Evaluation: Determined by individual instructors
Prerequisites: Permission of instructor
Enrollment Limit: none
Enrollment Preferences: Upperclass students
Expected Class Size: NA
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

Fall 2020
IND Section: H1   TBA   Noah J. Sandstrom

PSYC 401 (F) Psychology in Popular Discourse: A Critical Examination
This course considers several important contemporary topics from diverse psychological perspectives. These topics—which may include issues such as personal and external influences on success; technology and relationships; addiction—will be introduced via popular books, films, or podcasts, and we will analyze them more deeply with original research articles from across multiple approaches and sub-disciplines of psychology. A central goal in
this course is for students to develop and apply the skills necessary to critically evaluate psychological ideas as they exist in the broader popular culture. The course will primarily be discussion based, and the students will lead these discussions.

Class Format: student-facilitated discussions

Requirements/Evaluation: participation in class discussions, choosing relevant research articles, and three position papers

Prerequisites: senior Psychology majors, or permission of instructor in rare cases

Enrollment Limit: 36(12/sec)

Expected Class Size: 36

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Not offered current academic year

PSYC 403 (F) The Psychology of Love

This seminar will examine psychological approaches to the study of attraction, affiliative bonds, attachment, and relationship health across the lifespan. These topics will be introduced via review articles, books, and films. Students will analyze these topics more deeply with presentations and student-led discussions of original research articles from across multiple perspectives and subdisciplines of psychology.

Class Format: Class will meet remotely in live, synchronous settings. Student discussion leaders will also meet with Professor over Zoom in advance of co-leading live, online discussions. Each class will begin with analysis of student-selected music that is used to generate a class playlist on Spotify. Movie nights will be held together as watch parties.

Requirements/Evaluation: participation in class discussion, selection and presentation of relevant empirical papers, three position papers

Prerequisites: none

Enrollment Limit: 12

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2020

SEM Section: R1 MW 10:00 am - 11:15 am Amie A. Hane

PSYC 405 (F) Why Do We Believe What We Believe?

As scientists, we aspire to hold beliefs that are based in evidence. As humans, however, we are likely to embrace beliefs influenced by a variety of social, historical, cultural, political, racial and religious factors. In this class, we will explore the question of why we cling to certain beliefs, even in the face of significant contradictory evidence. For example, what assumptions do we make about strangers and why are we so convinced these assumptions are correct? How does our culture affect our parenting choices and why do we hold them so fiercely? What assumptions do we make about the nature of memory and are these assumptions valid? Are there “defensive moves” that we make when we are challenged racially, even when we are committedly antiracist? And, if so, why? In class, we will explore source material from popular culture: books, films, podcasts and popular press articles, and we will examine claims made about different belief systems. We will then critically evaluate these claims by exploring the available empirical psychological evidence. The format of this class is student-led discussions.

Class Format: My goal is to conduct as many of our classes in-person as reasonably feasible. Students who are on-campus will be encouraged to attend the seminar in person. Those who are unable to attend in person will join remotely. Students will be required to meet with me in small groups prior to leading discussions to review their discussion plan. These meetings will occur in person or remotely, depending on scheduling availability.

Requirements/Evaluation: Students will be required to develop and lead rigorous generative discussions with their classmates several times during the semester. In addition, students will be expected to actively participate in discussions and to write three 5-7 page position papers.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: senior Psychology majors
PSYC 407  (F)  Success and Failure
The theme of this psychology senior seminar will be success. We will discuss the path to personal success, including the relative importance of hard work, genetic talent, and luck; barriers to success like poverty, discrimination, and incarceration; what parents should want, and do, for their children; how having a disability changes one's definition of success; what success means, and requires, during a war; and how science itself has been weakened by scientists' ambition for success. We will read a book or watch a film about each topic we choose, then delve deeper by reading and discussing scientific journal articles. Class meetings will be student-led discussions. You will learn how to assess an argument skeptically, seek additional evidence, and argue for solutions. You will practice useful life skills such as how to lead and participate in a meeting (i.e., a class discussion) and how to write engagingly and convincingly. The larger goal will be to leave this class more prepared to develop and communicate informed opinions in the future.
Class Format: student-led discussions
Requirements/Evaluation: participating in and leading class discussions, choosing topics and readings, and writing essays
Prerequisites: senior Psychology majors or permission of instructor in rare cases
Enrollment Limit: 12
Enrollment Preferences: senior Psychology majors
Expected Class Size: 10
Grading: no pass/fail option, yes fifth course option
Distributions: (D2)

Not offered current academic year

PSYC 408  (F)  The Psychology of College
What do people learn in college? Are students fundamentally transformed by their college experience, and if so, what specific features of college actually make a difference? Most people's ideas about the impact of college come from personal experience, and the strongly held views of journalists, filmmakers, college spokespeople, relatives and public figures. Those beliefs are often misguided. Yet research can help us develop an accurate picture of just what it is that college does and doesn't do. Drawing on films, popular books and articles, as well as research from across the subdisciplines within psychology, we will examine some of the most common beliefs, and then delve into the psychological evidence that supports or refutes them. Our goal will be to develop a scientifically-based understanding of the psychological impact of college, and redesign various features of college to reflect our conclusions. Empirical work on this topic presents unique methodological challenges, so we will also spend some time designing studies that overcome those challenges.
Class Format: Students who are on-campus are encouraged to attend the seminar in person. Those who are unable to attend in person will join remotely. Students should expect several additional small group meetings outside the scheduled time period for additional discussions, to plan presentations, etc.
Requirements/Evaluation: weekly readings, leading two class discussions, and writing three 5-7 page papers
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: senior Psychology majors
Expected Class Size: 12
Grading: no pass/fail option, yes fifth course option
Distributions: (D2)

Fall 2020
PSYC 412 (F) Feelings & Emotions: Shaping the Brain and Society

This course will explore what emotions are, the evolutionary origins of emotions, and the tools and techniques researchers use to study emotions both in humans and in animal models. We will examine how brain state(s) may underlie different emotions and challenge widely held notions about how an individual’s emotion can influence behavior and social factors. Questions we will explore include: Is it better to be emotional or rational? What are ‘gut feelings’? Are there gender differences in emotionality and, if so, what are their origins? Popular press literature and scientific studies will fuel student-led discussions as we seek to develop an evidence-based understanding of emotions and how they shape the world around us.

Class Format: This is a hybrid course. Students who are on-campus are encouraged to attend the seminar in person. This course will meet 2 (of the possible 3) days per week; those 2 days may vary on a weekly basis. Those who are unable to attend in person will join remotely. Students should expect several additional small group meetings outside the scheduled time period for additional discussions, to plan presentations, etc.

Requirements/Evaluation: Course requirements include weekly readings, leading two class discussions, and writing three 5-7 page papers, including at least one newspaper-ready op-ed.

Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: Senior psychology majors
Expected Class Size: 12
Grading: no pass/fail option, yes fifth course option
Distributions: (D2)

Fall 2020

SEM Section: H1 MWF 11:45 am - 1:00 pm Victor A. Cazares

PSYC 413 (F) The Resilient Mind

In this seminar, we will explore the psychological, environmental, and biological variables that shape an individual's response to stress and/or adversity. We will discuss how factors such as personality, coping style, social network/community, gender, brain mechanisms, and genes can influence one's ability to adapt and recover from a crisis. Students will critically examine depictions of resilience in popular literature and film, and employ empirical scientific articles from across multiple approaches and sub-disciplines of psychology to delve deeper into their analyses. Class meetings will be primarily discussion based and student-led, with the central goal of developing skills in forming and communicating evidence-based arguments.

Class Format: Class meetings will take place synchronously within the scheduled class period. Students will be able to attend class in-person or remotely via an online format.

Requirements/Evaluation: participating in and leading discussions, selection and presentation of relevant topics and readings, and three position papers (approximately 5-7 pages double-spaced)

Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: senior Psychology majors
Expected Class Size: 12
Grading: no pass/fail option, yes fifth course option
Distributions: (D2)

Fall 2020

SEM Section: H1 MR 1:30 pm - 2:45 pm Shivon A. Robinson

PSYC 493 (F) Senior Thesis: Psychology

Independent study and research for two semesters and a winter study period under the guidance of one or more members of the department. This is
part of a full-year thesis (493-494). After exploring the literature of a relatively specialized field of psychology, the student will design and execute an
original empirical research project, the results of which will be reported in a thesis. Detailed guidelines for pursuing a thesis are available from the
department and on our website.

Class Format: This course will meet in a hybrid or remote format determined in collaboration with the supervising faculty member.

Requirements/Evaluation: Determined by thesis advisor

Prerequisites: permission of the thesis advisor

Enrollment Limit: none

Enrollment Preferences: Senior Psychology major

Expected Class Size: NA

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

PSYC 494 (S) Senior Thesis: Psychology

Independent study and research for two semesters and a winter study period under the guidance of one or more members of the department. This is
part of a full-year thesis (493-494). After exploring the literature of a relatively specialized field of psychology, the student will design and execute an
original empirical research project, the results of which will be reported in a thesis. Detailed guidelines for pursuing a thesis are available from the
department and on our website.

Class Format: This course will meet in a hybrid or remote format determined in collaboration with the supervising faculty member.

Requirements/Evaluation: Final written thesis and oral presentation.

Prerequisites: permission of the thesis advisor

Enrollment Limit: none

Enrollment Preferences: Senior Psychology majors

Expected Class Size: NA

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Winter Study ---------------------------------------------------------------

PSYC 21 (W) Psychology Internships

Would you like to explore applications of psychology in the "real world?" This course gives students an opportunity to work full-time during Winter
Study in a mental health, business, education, law or another setting in which psychological theories and methods are applied to solve problems.
Students are responsible for locating their own potential internships whether in the local area, their hometowns, or elsewhere, and are welcome to
contact the course instructor for suggestions on how to do this. In any case, all students considering this course must consult with the instructor about
the suitability of the internship being considered before the Winter Study registration period. Please prepare a brief description of the proposed
placement, noting its relevance to psychology, and the name and contact information of the agency supervisor. Before Thanksgiving break, the
student will provide a letter from the agency supervisor which describes the agency, and the student's role and responsibilities during Winter Study.
Enrolled students will meet the instructor before Winter Study to discuss matters relating to ethics and their goals for the course, and after Winter
Study to discuss their experiences and reflections.

Requirements/Evaluation: 10-page minimum final paper summarizing the student's experiences and reflections, a journal kept throughout the
experience, and the supervisor's evaluation
**Prerequisites:** approval by Ken Savitsky is required  
**Enrollment Limit:** 20  
**Enrollment Preferences:** random selection  
**Grading:** pass/fail only  
Not offered current academic year

**PSYC 22 (W) Introduction to Research in Psychology**

This course provides a research opportunity for students who want to understand how psychologists ask compelling questions and find answers about behavior. Several faculty members, whose subfields include behavioral neuroscience, cognitive psychology, social psychology, clinical psychology, developmental psychology, and the psychology of education, will have student projects available. Since projects involve faculty research, interested students must consult with members of the Psychology Department before electing this course. In addition, students should discuss with faculty what the weekly time requirements will be.

**Requirements/Evaluation:** quality of research participation, student’s lab journal, and either an oral presentation or a written 10-page report of the research project  
**Prerequisites:** permission of faculty mentor  
**Enrollment Limit:** POI  
**Enrollment Preferences:** selection will be based on evaluation of departmental application and number of faculty available as mentors  
**Grading:** pass/fail only  
Not offered current academic year

**PSYC 31 (W) Senior Thesis: Psychology**

To be taken by students registered for Psychology 493-494.

**Requirements/Evaluation:** determined by faculty  
**Prerequisites:** PSYC 493 or NSCI 493  
**Enrollment Limit:** POI  
**Enrollment Preferences:** all will be enrolled  
**Grading:** pass/fail only  
Not offered current academic year

**PSYC 99 (W) Independent Study: Psychology**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Not offered current academic year
Public health seeks to understand, and also to protect and improve, health at the level of a community or population. Communities make decisions and allocate resources that, intentionally or not, fundamentally shape human life. For example, great reductions in sickness and early death have come from social interventions with relatively low financial cost, such as physically separating drinking water from sewage, or distributing aspirin, condoms, mosquito nets, vaccines or soap, or sharing new ideas about life’s possibilities. The way a society is organized affects the way that social and scientific knowledge is distributed within it; access to that knowledge shapes health at the individual level. At its heart, the study of public health focuses on questions about relationships between science and society, and between reality and possibility; what effective public health policy is and how we can measure its effectiveness; what the relationship is, and ought to be, between research and policy; how we reconcile important moral and economic claims, or balance other values that compete with maximizing health; what counts as disease, over time and among cultures; how we think about cause and responsibility; what constitutes a healthy environment; how our fundamental beliefs determine our approaches to health decisions; and how such decisions ought to be made.

Requirements

Application to the concentration must be completed in the Spring of sophomore year. Applications are due during pre-registration. Application materials can be obtained on the public health website public-health.williams.edu by early April or by e-mailing the chair of the program. Due to excess demand for the concentration, applicants are not guaranteed admittance to the program. Depending on availability, a few students may be admitted in the Spring of Junior year with a mid-April deadline.

All students wishing to pursue the Area of Concentration should take this course early in their careers, preferably sophomore year. Students may petition the advisory committee to substitute a course taken in a study-abroad program focused on global health, providing that the course is equivalent in scope. However, students who plan to take advantage of this option should have taken at least two other courses from among the electives by the end of their sophomore year, and should recognize that those who lack a foundation in the core issues of the field may find it more challenging to prepare their proposal for admission to the concentration.

Statistics

Statistical analysis is at the heart of the quantitative tools necessary to study the health of populations. One course in statistics from the list below is required of all concentrators.

Elective Courses

Concentrators must take at least three electives, with at least two different prefixes, from the list below. Elective courses are grouped by category, but these clusters are not meant to constrain students to a single “track” within the program. Instead, each student is free to determine, with the guidance of an advisory committee member(s), a set of electives that provides an intellectually coherent exploration of their particular areas of interest within the field of public health. In choosing electives, students should consider the balance of breadth versus depth that will allow them to gain theoretical and methodological sophistication in one or more areas. Students may not substitute an independent study for any of these electives. Winter Study courses may not be counted towards the electives.

Experiential Component

Because many public health challenges cannot be fully appreciated until one has hands-on experience with real communities and actual populations, each concentrator must have at least one relevant field-based educational experience with a research component. This requirement may be met through participation in an approved study abroad program (see below), one of the Winter study courses marked with an asterisk, a WS99 project, or a not-for-credit summer or academic-year internship. In every case, the advisory committee must approve the project in advance. Please note that experiential component should address both the “public” and “health” in public health. Projects that center on clinical or lab or that do not have a meaningful health component will generally not satisfy the PH experiential requirement.
PHLH 402 (S) Senior Seminar in Public Health

The capstone seminar provides concentrators with the opportunity to reflect upon and synthesize their experiential learning in the context of understanding gained from a cohesive set of elective courses, and through the lens of a variety of intellectual and disciplinary frameworks. A second goal is to give concentrators experience working in a multi-disciplinary team to address a real-world, and in many cases very daunting, public health problem. Students will read, discuss, and compose written reflections on primary source empirical papers addressing a range of issues and disciplines in the field of public health. For example, topics may include the social determinants of health, environmental health risks, and access to health care. Students will also be divided into three or four research teams to investigate a contemporary real-life issue in public health by designing a study; collecting and analyzing data; and disseminating findings by written report and formal oral presentation to the public health advisory committee faculty. The capstone course is required of all concentrators, but may be opened to other students with relevant experience at the discretion of the instructor and the advisory committee, if space permits.

Written Proposal

To be considered for admission to the Area of Concentration in Public Health, students must submit a written statement describing the portfolio of courses, study abroad, and experiential learning component(s) they intend to pursue. In this proposal, candidates for the concentration should describe their intellectual goals, and if relevant, how these relate to their professional goals. A fundamental purpose of the proposal requirement is to encourage the student to consider concretely how s/he will engage with socio-cultural, behavioral, policy, and/or biomedical aspects of population health. To this end, students should address whether a methodological or disciplinary emphasis ties their chosen courses together, and how the intended experiential component will relate to this set of questions. This proposal is due by the end of course registration period in the spring of the sophomore year, and should be prepared in consultation with a member of the advisory committee. Concentrators are required to revisit and update their proposal prior to registration in the spring of the junior year, and to provide documentation of their internship experience both prospectively and retrospectively. Please note electives will not be offered every year. Students should check the course catalog as they considering possible electives.

PHLH Bioethics + Interpretations of Health

CHIN 253 / COMP 254 / WGSS 255(F) "Illness" in Modern and Contemporary Chinese Literature and Culture
  Taught by: Man He
  Catalog details

PHIL 211 T(F) Ethics of Public Health
  Taught by: Julie Pedroni
  Catalog details

PHIL 212 / STS 212 / WGSS 212 Ethics and Reproductive Technologies
  Taught by: Julie Pedroni
  Catalog details

PHIL 213 T(S) Biomedical Ethics
  Taught by: Julie Pedroni
  Catalog details

PHIL 228 / STS 228 / WGSS 228 Feminist Bioethics
  Taught by: Julie Pedroni
  Catalog details

REL 246 T / ANTH 246 / ASST 246 / WGSS 246 India's Identities: Nation, Community, & Individual
  Taught by: Kim Gutschow
  Catalog details

STS 227 Death and Dying
  Taught by: Julie Pedroni
  Catalog details

PHLH Biomedical Determinants of Health

BIOL 133 Biology of Exercise and Nutrition
  Taught by: Steven Swoap
  Catalog details

BIOL 154 / ENVI 154(F) The Tropics: Biology and Social Issues
  Taught by: Joan Edwards
  Catalog details

BIOL 219 T(F) Dangerous Exposures: Environment, Immunity, and Infectious Disease
  Taught by: Lois Banta
  Catalog details

BIOL 313(S) Immunology
  Taught by: Damian Turner
BIOL 315 Microbiology: Diversity, Cellular Physiology, and Interactions  
Taught by: Lois Banta

CHEM 341 / ENVI 341 Toxicology and Cancer  
Taught by: David Richardson

PSYC 313 / NSCI 313(S) Opioids and the Opioid Crisis: The Neuroscience Behind an Epidemic  
Taught by: Shivon Robinson

PSYC 335(F) Early Experience and the Developing Infant  
Taught by: Amie Hane

STS 115 AIDS: The Disease and Search for a Cure  
Taught by: Bob Rawle

PHLH Core Courses

PHLH 201(S) Dimensions of Public Health  
Taught by: Kiaran Honderich

PHLH 402(S) Senior Seminar in Public Health  
Taught by: Susan Godlonton, Marion Min-Barron

PHLH Decision-Making by Institutions + Individuals

ECON 205(F) Public Economics  
Taught by: TBA

ECON 230(S) The Economics of Health and Health Care  
Taught by: Lara Shore-Sheppard

ECON 242 Evaluating the Costs and Benefits of Public Policies  
Taught by: Mikael Svensson

ECON 381(S) Global Health Policy Challenges  
Taught by: Susan Godlonton

ECON 465(F) Pollution and Labor Markets  
Taught by: TBA

ECON 468(S) Your Money or Your Life: Health Disparities in the United States  
Taught by: Tara Watson

ECON 504 Public Economics in Developing Countries  
Taught by: Jon Bakija

PSCI 209 / WGSS 209(S) Poverty in America  
Taught by: Cathy Johnson

PSCI 228 International Organization  
Taught by: Cheryl Shanks

PSYC 326(F) Choice and Decision Making  
Taught by: Kris Kirby

PHLH Methods in Public Health

ANTH 371 / STS 370 / WGSS 371(F) Medicine and Campus Health in Disruptive Times  
Taught by: Kim Gutschow

ECON 523 / ECON 379(S) Program Evaluation for International Development  
Taught by: Pamela Jakiela
MATH 310 / BIOL 210 (F) Mathematical Biology
- Taught by: Julie Blackwood

PHLH 250 Qualitative Research Methods in Public Health
- Taught by: Marion Min-Barron

PHLH 255 Research Methods in Public Health
- Taught by: Marion Min-Barron

PHLH Nutrition, Food Security, and Environmental Health
- AFR 211 / AMST 211 / ENVI 211 / SOC 211 Race and the Environment
  - Taught by: James Manigault-Bryant
- BIOL 220 / ENVI 220 Field Botany and Plant Natural History
  - Taught by: Joan Edwards
- BIOL 308 Integrative Plant Biology: Fundamentals and New Frontiers
  - Taught by: Claire Ting
- ENVI 246 / AMST 245 / HIST 265 (F) Race, Power, & Food History
  - Taught by: April Merleaux
- ENVI 283 / PSCI 283 Dirty Politics: Regulating Hazardous Chemicals and Wastes
  - Taught by: Pia Kohler
- ENVI 308 Science and Politics in Environmental Decision Making
  - Taught by: Pia Kohler
- ENVI 422 Ecology of Sustainable Agriculture
  - Taught by: TBA
- GEOS 207 / ENVI 201 (F, S) The Geoscience of Epidemiology and Public Health
  - Taught by: Rónadh Cox
- PHLH 220 (F) International Nutrition
  - Taught by: Marion Min-Barron

PHLH Reproductive, Maternal and Child Health
- PHLH 310 Equity in Health
  - Taught by: TBA
- PSYC 335 (F) Early Experience and the Developing Infant
  - Taught by: Amie Hane
- PSYC 352 Clinical and Community Psychology
  - Taught by: Laurie Heatherington
- PSYC 358 (T) Developmental Psychopathology: Trajectories of Risk and Resilience
  - Taught by: Catherine Stroud

PHLH Social Determinants of Health
- AFR 211 / AMST 211 / ENVI 211 / SOC 211 Race and the Environment
  - Taught by: James Manigault-Bryant
- ANTH 269 T / ASST 269 / REL 269 / STS 269 (F) Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience
  - Taught by: Kim Gutschow
- ECON 380 / ECON 519 (S) Population Economics
  - Taught by: Lucie Schmidt
STUDY ABROAD AND INTERNSHIPS

Although not a requirement for the PH concentration, study abroad and/or overseas internships provide a crucial opportunity to engage with global health issues through field-based coursework and independent research projects. The Public Health program in coordination with the Study Abroad Advisor and the Office of Career Counseling will advise students on opportunities in these areas. In particular, students may want to consider one of the several Global Health options offered through SIT. One or more courses completed on an approved study abroad program can be counted toward the three elective courses, with permission of the Chair. You can find general study away guidelines for Public Health at public-health.williams.edu.
PHLH 201 (S)  Dimensions of Public Health  (DPE)
Public health is concerned with protecting and improving health at the level of a community or population. Although individual behavior is an essential element of public health, collective, rather than individual, outcomes are the focus of public health study. In this course we will survey the field of public health, introducing students to core concepts and methods that highlight the interrelationship of individual choice and social institutions with environmental and biological factors in producing health outcomes at the population level. We will develop these concepts and methods within the context of signal cases and public health crises, covering infectious disease epidemics and prevention, sexual health, and mental health.

Class Format: Course will be taught remotely.
Requirements/Evaluation: two papers on a selected population or country and health issue, peer reviews and active contribution to class discussion, including on Glow
Prerequisites: none
Enrollment Limit: 14
Enrollment Preferences: sophomores, potential Public Health concentrators
Expected Class Size: 14
Grading: no pass/fail option, yes fifth course option
Distributions: No divisional credit  (DPE)

Difference, Power, and Equity Notes: This course fulfills the DPE requirement because of its central focus on the ways that difference and power shape health outcomes in the U.S. and internationally. It uses an interdisciplinary approach to explore issues including the historical relations between communities of color, healthcare providers, and public health practitioners; contestation over the role of markets and government in public health; and differing explanations for the patterns of race, class, etc., in health outcomes.

Spring 2021
SEM Section: H1  MW 10:00 am - 11:15 am  Kiaran Honderich
SEM Section: H2  MWF 11:45 am - 1:00 pm  Kiaran Honderich

PHLH 220  (F)  International Nutrition  (DPE) (WS)
Global malnutrition continues to represent one of the most challenging issues of international development. Problems of both under- and overnutrition beginning as early as in utero can detrimentally influence the health, development and survival of resource-limited populations. This course introduces students to the most prevalent nutritional issues through a food policy perspective and exposes them to a wide variety of interventions, policies and current debates in the field of international nutrition. In addition to exploring the multi-level programmatic approaches for the prevention and treatment of the related nutritional problems, students will gain exposure and experience in program design and program proposal writing. Readings will involve both real-world programmatic documents/evaluations as well as peer-reviewed journal articles. Examples will be drawn from Africa, Asia and Latin America.

Class Format: This class will be remote. Each week students will typically be asked to (1) watch a series of short lectures- think 10-15’ clips, (2) read peer reviewed articles and post on discussion boards (3) attend synchronous meetings - both in small groups of and as a whole class during assigned class time. Instructor will also be available for one-on-one online meetings/check-ins.
Requirements/Evaluation: six 1-page essays, one final term paper (10-15 pages), one oral presentation, and active class participation
Prerequisites: PHLH 201 or permission of instructor
Enrollment Limit: 12
Enrollment Preferences: Public Health concentrators
Expected Class Size: 12
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)  (DPE) (WS)

Writing Skills Notes: As a writing skills course, students will write six 1-page essays (each with an optional rewrite) which will help build the specific writing skills necessary for the final 10- to 15 page paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course exposes the issues of difference, power and inequity by exploring the unequal distribution of resources and power at the global, national and intra-national level within the international nutrition context. We will also critically engage with issues of
power, cultural difference and related ethics in the context of international development and nutrition programming.

Fall 2020

SEM Section: R1    MW 6:45 pm - 8:00 pm     Marion Min-Barron

PHLH 250  (F) Qualitative Research Methods in Public Health

Qualitative methods provide the opportunity to add in-depth meaning and context regarding research on individuals and the environments of study. This course introduces students to qualitative research theory in Public Health and gives them the opportunity to ‘practice’ three qualitative research methods; (1) in-depth interviewing, (2) focus groups and (3) participant observation. Students will have the opportunity to pilot each of these three qualitative research methods, analyze a subset of the data via qualitative analysis software, and design a qualitative research study (including the research instrument). We will cover best practices in reporting qualitative results (for the purposes of peer-reviewed publication) and learn about the advantages and disadvantages of qualitative research in various domestic and international settings related to public health (such as nutrition, HIV and physical activity).

Requirements/Evaluation: three 1-page reflection papers, transcription/field notes of one qualitative method (5-7 pages), one research proposal (10-15 pages), and an oral presentation

Prerequisites: PHLH 201 or equivalent

Enrollment Limit: 19

Enrollment Preferences: Public Health concentrators

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Not offered current academic year

PHLH 255  (S) Research Methods in Public Health

This course will introduce students to three common research methods utilized within Public Health: qualitative methods, survey methods and epidemiology. We will cover the basic research design process, integrating and comparing the qualitative methods of interviewing and focus groups, survey instrument design and pretesting as well as basic epidemiologic methods and concepts. Readings and discussions will engage with best practices in reporting these types of methods (for the purposes of peer-reviewed publication). Lastly, students will have the opportunity to design research instruments, pilot some of these methods, and analyze a subset of the data via analysis software. Students who have taken PHLH 250 should not enroll in PHLH 255.

Requirements/Evaluation: three 1-page reflection papers, development of two research instruments (3-5 pages), one critique of a journal article (5 pages), an oral presentation and active class participation

Prerequisites: PHLH 201 or equivalent AND at least one Statistics course

Enrollment Limit: 19

Enrollment Preferences: Public Health concentrators

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Not offered current academic year

PHLH 310  Equity in Health

Equity in health has been defined as inequalities in health outcomes based on irrelevant social characteristics. The Sustainable Development Goals and Agenda 2030 highlight equity in health as a main focus and key to achieving social sustainability. This course will introduce students to the concept of equity in health, and discuss the theoretical underpinnings of the pathways to unequal health outcomes. The social determinants of health and how they translate to uneven outcomes will be explored and discussed. There will also be a special focus on gender and gender-based violence as a driver of ill health. How to reduce inequity in health will be discussed and debated. Readings will involve some of the classic texts on health equity as well as recent explorations of the area.
Requirements/Evaluation: weekly short reflection papers and one final paper (10-12 pages)
Prerequisites: PHLH 201 Dimensions of Public Health or Permission of Instructor
Enrollment Limit: 16
Enrollment Preferences: Public Health Concentrators
Expected Class Size: 16
Grading:

Distributions: (D2)
Not offered current academic year

PHLH 397  (F)  Independent Study: Public Health
Public Health Independent Study
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
Not offered current academic year

PHLH 398  (S)  Independent Study: Public Health
Public Health Independent Study
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
Not offered current academic year

PHLH 402  (S)  Senior Seminar in Public Health
The capstone seminar provides concentrators with the opportunity to reflect upon and synthesize their experiential learning in the context of understanding gained from a cohesive set of elective courses, and through the lens of a variety of intellectual and disciplinary frameworks. A second goal is to give concentrators experience working in a multi-disciplinary team to address a real-world, and in many cases very daunting, public health problem. Students will read, discuss, and compose written reflections on primary source empirical papers addressing a range of issues and disciplines in the field of public health. For example, topics may include the social determinants of health, environmental health risks, and access to health care. Students will also be divided into small research teams to interact with local organizations (remotely) and investigate a contemporary real-life issue in public health. The capstone course is required of all concentrators, but may be opened to other students with relevant experience at the discretion of the instructor and the advisory committee, if space permits.
Requirements/Evaluation: active seminar participation, written reflections, contribution to the team research project, and a 12- to 15-page final paper
Prerequisites: completion of at least four courses counting towards the PHLH concentration
Enrollment Limit: 10
Enrollment Preferences: senior Public Health concentrators; students who are not senior Public Health concentrators should contact the instructor
Expected Class Size: 8
Grading: no pass/fail option, no fifth course option
Distributions: No divisional credit

Spring 2021
SEM Section: H1  TR 9:45 am - 11:00 am  Susan Godlonton
SEM Section: H2  MW 11:45 am - 1:00 pm  Marion Min-Barron
SEM Section: H3  MW 10:00 am - 11:15 am  Marion Min-Barron

Winter Study -------------------------------------------
PHLH 99 (W) Independent Study: Public Health

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year
The Quantitative/Formal Reasoning (QFR) requirement is intended to help students become adept at reasoning mathematically and abstractly. The ability to apply a formal method to reach conclusions, use numbers comfortably, and employ the research tools necessary to analyze data lessens barriers to carrying out professional and economic roles. The hallmarks of a QFR course are the representation of facts in a language of mathematical symbols and the use of formal rules to obtain a determinate answer. Primary evaluation in these courses is based on multistep mathematical, statistical, or logical inference (as opposed to descriptive answers).

Prior to senior year, all students must satisfactorily complete ONE QFR course. Students requiring extra assistance (as assessed during First Days) are normally placed into Mathematics 100/101/102, which is to be taken before fulfilling the QFR requirement.

**ASTR 111 (F) Introduction to Astrophysics**  (QFR)

The science of astronomy spans vast scales of space and time, from individual atoms to entire galaxies and from the universe's beginning to the future fate of our Sun. In this course, we will survey some of the main ideas in modern astrophysics, with an emphasis on the physics of stars and galaxies. ASTR 111 is the first course in the Astrophysics and Astronomy major sequences. It is also appropriate for students planning to major in one of the other sciences or mathematics and for others who would like a quantitative introduction that emphasizes the relationship of contemporary physics to astronomy. Topics include gravity and orbits, radiation laws and stellar spectra, physical characteristics of the Sun and other stars, star formation and evolution, black holes, galaxies, the expanding universe, and the Big Bang. Students will also use telescopes remotely to observe stars, nebulae, planets, and galaxies and to make daytime observations of the Sun.

**Class Format:** This is a hybrid course. Lectures will be provided both in-person and for remote viewing. Students will work in small groups on discussions and calculations. Each group can choose to meet remotely or in class. Students can switch groups, and groups can switch format, as needed. Prof. Jaskot will meet with remote groups during their discussion to answer questions. The class has 6 afternoon labs, with both in-person and remote options. Remote observing sessions will occur throughout the semester.

**Requirements/Evaluation:** weekly problem sets, one hour-long test, a final project, lab reports, and an observing portfolio

**Prerequisites:** a year of high school Physics, concurrent college Physics, or permission of instructor, and MATH 140 or equivalent

**Enrollment Limit:** 28

**Enrollment Preferences:** potential Astronomy majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** The course requires regular problem sets and quantitative assignments. The course will emphasize how physical equations explain the observed properties of the universe.

**Fall 2020**

**LEC Section:** H1  TR 11:30 am - 12:45 pm  Anne Jaskot

**LAB Section:** H2  T 1:00 pm - 3:00 pm  Kevin Flaherty

**LAB Section:** H3  W 1:00 pm - 3:00 pm  Kevin Flaherty

**ASTR 402 (S) Between the Stars: The Interstellar Medium**  (QFR)

The matter between the stars--the interstellar medium--tells the story of the past and future evolution of galaxies and the stars within them. Stars are accompanied by diffuse matter all through their lifetimes, from their birthplaces in dense molecular clouds, to the stellar winds they eject as they evolve, to their final fates as they shed their outer layers, whether as planetary nebulae or dazzling supernovae. As these processes go on, they enrich the interstellar medium with the products of the stars' nuclear fusion. Interpreting the emission from this interstellar gas is one of astronomers' most powerful tools to measure the physical conditions, motions, and composition of our own galaxy and others. In this course we will study the interstellar medium in its various forms, from cold, dense, star-forming molecular clouds to X-ray-emitting bubbles formed by supernovae. We will learn about the physical mechanisms that produce the radiation we observe, including radiative ionization and recombination, collisional excitation of "forbidden" lines,
collisional ionization, and synchrotron radiation. Applying our understanding of these processes, we will analyze the physical conditions and chemical compositions of a variety of nebulae. Finally, we will discuss the evolution of interstellar material in galaxies across cosmic time. This course is observing-intensive. Throughout the semester students will work in small groups to design, carry out, analyze, and critique their own observations of the interstellar medium using remote observations and archival data.

Class Format: Tutorial meetings will be scheduled with the professor. Meetings may be held in-person, subject to classroom availability, or remotely. Students will also complete observing projects by controlling telescopes remotely and analyzing observations in astronomical databases.

Requirements/Evaluation: weekly problem sets, 10-page final paper, and observing projects

Prerequisites: ASTR 111 and PHYS 201 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: juniors and seniors

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: In this course, students will derive quantitative physical formulas, use these equations to calculate and compare physical properties, and generate and analyze graphical representations of data. They will also make and analyze measurements of astronomical data through observing projects.

Spring 2021

TUT Section: HT1 TBA Anne Jaskot

ASTR 498 (S) Independent Study: Astronomy or Astrophysics (QFR)

Astronomy/Astrophysics independent study, directed by one of the Astronomy faculty: Pasachoff/Jaskot/Flaherty

Requirements/Evaluation: Regular work with the instructor; submitted presentations and papers as agreed upon

Prerequisites: suitable Astronomy/Astrophysics/Physics/Math-Stats-Geosciences/Chemistry courses

Enrollment Limit: 10

Enrollment Preferences: research topic

Expected Class Size: 5

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: Substantial quantitative and formal reasoning are involved

Spring 2021

IND Section: H1 TBA Jay M. Pasachoff

BIMO 321 (F)(S) Biochemistry I: Structure and Function of Biological Molecules (QFR)

Cross-listings: BIMO 321 BIOL 321 CHEM 321

Primary Cross-listing

This course introduces the foundational concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The in-person laboratory provides further opportunity to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays. A laboratory section will also be provided for remote students, which will examine similar topics and techniques through literature and data analysis.

Class Format: Synchronous lectures (2x 75-minute meetings per week) and labs, two hours per week. Enrollment in the appropriate laboratory
section is required for both in-person and remote students.

Requirements/Evaluation: Quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports

Prerequisites: BIOL 101 and CHEM 251/255 and CHEM 155/256

Enrollment Limit: 7/lab

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major; cannot be counted towards the Biology major in addition to BIOL 222

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:
BIMO 321 (D3) BIOL 321 (D3) CHEM 321 (D3)

Quantitative/Formal Reasoning Notes: This course fulfills the QFR requirement with regular problem sets in which quantitative/formal reasoning skills are practiced.

Fall 2020
LAB Section: 02    T 1:00 pm - 3:00 pm     Amy Gehring
LAB Section: 03    W 3:30 pm - 5:30 pm     Jenna L. MacIntire
LAB Section: 04    R 1:00 pm - 3:00 pm     Jenna L. MacIntire
LAB Section: 06    R 3:30 pm - 5:30 pm     Jenna L. MacIntire
LEC Section: H1    MWF 11:45 am - 1:00 pm     Amy Gehring
LAB Section: R5    R 1:00 pm - 3:00 pm     Amy Gehring

Spring 2021
LAB Section: 02    M 1:00 pm - 3:00 pm     Katie M. Hart
LEC Section: H1    TR 9:45 am - 11:00 am     Katie M. Hart
LAB Section: R3    M 3:30 pm - 5:30 pm     Katie M. Hart

BIMO 322  (S) Biochemistry II: Metabolism  (QFR)

Cross-listings: BIOL 322  CHEM 322  BIMO 322

Primary Cross-listing

This lecture course provides an in-depth presentation of the complex metabolic reactions that are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

Class Format: Lecture three hours per week and laboratory two hours per week. There will be one entirely in-person section of 24 students and one remote section. The in-person lab sections can accommodate 40 in-person students (8 per section), and there will be a remote lab section.

Requirements/Evaluation: several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of data

Prerequisites: BIOL 101 and CHEM 251/255 or permission of instructor

Enrollment Limit: 24/Lecture

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 48

Grading: no pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major; cannot be counted towards the Biology major in addition to BIOL 222
**Distributions:** (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 322 (D3) CHEM 322 (D3) BIMO 322 (D3)

**Quantative/Formal Reasoning Notes:** The laboratory program is quantitative covering data analyses, numerical transformations, graphical displays.

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**Spring 2021**

**LEC Section:** 01  TR 9:45 am - 11:00 am  Cynthia K. Holland

**LAB Section:** 03  T 1:00 pm - 3:00 pm  Janis E. Bravo

**LAB Section:** 04  T 3:30 pm - 5:30 pm  Janis E. Bravo

**LAB Section:** 05  W 1:00 pm - 3:00 pm  Janis E. Bravo

**LAB Section:** 06  W 3:30 pm - 5:30 pm  Janis E. Bravo

**LAB Section:** 08  R 3:30 pm - 5:30 pm  Janis E. Bravo

**LEC Section:** R2  TR 11:30 am - 12:45 pm  Cynthia K. Holland

**LAB Section:** R7  R 1:00 pm - 3:00 pm  Janis E. Bravo, Cynthia K. Holland

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**BIOL 202 (F) Genetics** (QFR)

Genetics, classically defined as the study of heredity, has evolved into a discipline whose limits are continually expanded by innovative molecular technologies. This course covers the experimental basis for our current understanding of the inheritance, structures, and functions of genes. It introduces approaches used by contemporary geneticists and molecular biologists to explore questions in areas of biology ranging from evolution to medicine. The laboratory part of the course provides an experimental introduction to modern genetic analysis. Laboratory experiments include linkage analysis, bacterial transformation with plasmids and DNA restriction mapping. This COVID year we will have in-person lectures and labs. Furthermore all students will have access to recorded lectures, notes, slides and handouts. For remote students, lab reports will also be required (writing and data analysis). Remote students will be able to collect data for some of the labs or otherwise will have access to class data for analyses.

**Class Format:** six hours per week

**Requirements/Evaluation:** bi-weekly problem sets, weekly laboratory exercises and laboratory reports, and examinations

**Prerequisites:** BIOL 101 and 102

**Enrollment Limit:** 60

**Enrollment Preferences:** Students planning on Biology major

**Expected Class Size:** 60

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** does not satisfy the distribution requirement for the Biology major

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course has a large quantitative component, mainly probabilities and basic statistics. Lab reports and data analyses are a large component of the grade.

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**Fall 2020**

**LAB Section:** 04  M 1:00 pm - 3:00 pm  Derek Dean

**LAB Section:** 05  T 1:00 pm - 3:00 pm  Derek Dean

**LAB Section:** 06  W 1:00 pm - 3:00 pm  Derek Dean

**LAB Section:** 07  R 1:00 pm - 3:00 pm  Derek Dean

**LAB Section:** 08  M 3:30 pm - 5:30 pm  Derek Dean

**LAB Section:** 09  T 3:30 pm - 5:30 pm  Derek Dean

**LAB Section:** 10  W 3:30 pm - 5:30 pm  Derek Dean

**LAB Section:** 11  R 3:30 pm - 5:30 pm  Derek Dean

**LEC Section:** H1  MWF 10:40 am - 11:30 am  Luana S. Maroja
LEC Section: H2    MWF 12:00 pm - 12:50 pm     Luana S. Maroja
LAB Section: R3    MW 6:45 pm - 8:00 pm     Derek Dean

BIOL 203  (F)  Ecology  (QFR)
Cross-listings: ENVI 203  BIOL 203

Primary Cross-listing

This course combines lectures with field and indoor laboratory exercises to explore factors that determine the distribution and abundance of plants and animals in natural systems. The course begins with an overall view of global patterns and then builds from the population to the ecosystem level. An emphasis is given to basic ecological principles and relates them to current environmental issues. Selected topics include population dynamics (competition, predation, mutualism); community interactions (succession, food chains and diversity) and ecosystem function (biogeochemical cycles, energy flow). In Fall 2020, the course will use a hybrid model, with recorded lecture material available to all students. In person and remote class meetings will focus on problem sets and interactive case studies. Labs will be available in either in person or remote modalities. Remote participants will have the opportunity to collect their own data for some lab exercises, while in other cases will receive background information and media describing the data collection process. All students will be required to complete all data analyses and written lab reports.

Class Format: Six hours per week. All labs will be available in both remote and in-person modalities. All students (whether in person or remote) may choose their preferred modality for each lab module. Due to COVID-19 distancing requirements, some labs will require walking to field sites. The instructor will work with individual students to identify accommodations that support in person lab participation as needed.

Requirements/Evaluation: problem sets, lab reports, hour exams, and a final exam

Prerequisites: BIOL 101 and 102, or ENVI 101 or 102, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: students planning to pursue Biology and/or ENVI

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 203 (D3) BIOL 203 (D3)

Quantitative/Formal Reasoning Notes: Much of the material in this course centers on the interpretation and application of mathematical models used to describe ecological systems. The laboratory section of this course also contains a large data analysis component. Students are introduced to t-tests, Mann-Whitney U tests, chi-square analysis, and regression.

Fall 2020

LEC Section: H1    MWF 9:20 am - 10:10 am     Allison L. Gill
LAB Section: H2    T 1:00 pm - 3:00 pm     Allison L. Gill
LAB Section: H3    T 3:30 pm - 5:30 pm     Allison L. Gill

BIOL 210  (F) Mathematical Biology  (QFR)
Cross-listings: BIOL 210  MATH 310

Secondary Cross-listing

This course will provide an introduction to the many ways in which mathematics can be used to understand, analyze, and predict biological dynamics. We will learn how to construct mathematical models that capture essential properties of biological processes while maintaining analytic tractability. Analytic techniques, such as stability and bifurcation analysis, will be introduced in the context of both continuous and discrete time models. Additionally, students will couple these analytic tools with numerical simulation to gain a more global picture of the biological dynamics. Possible biological applications include, but are not limited to, single and multi-species population dynamics, neural and biological oscillators, tumor cell growth, and infectious disease dynamics.

Class Format: Unless circumstances change, students will have the option of taking the course in person or remotely

Requirements/Evaluation: problem sets, quizzes/exams, participation, final project and paper
Prerequisites: MATH 250 and MATH 309, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: if over-enrolled, will have students submit reasons for taking class; preference to those with interest in both subjects

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 210 (D3) MATH 310 (D3)

Quantitative/Formal Reasoning Notes: The course will introduce methods for developing and analyzing mathematical models.

Fall 2020

LEC Section: H1   TR 11:30 am - 12:45 pm   Julie C. Blackwood

BIOL 222 (S) Essentials of Biochemistry (QFR)

This course will explore the biochemistry of cellular processes and contextualize these processes in healthy and diseased states. Lecture topics in this one semester course will include the structure and function of proteins (enzymes and non-enzymatic proteins), lipids, and carbohydrates. Lectures will also survey the major metabolic pathways (carbohydrates, lipids, and amino acids) with particular attention to enzyme regulation and the integration of metabolism in different tissues and under different metabolic conditions. In the discussion/laboratory component of the course a combination of primary literature, hypothesis-driven exercises, problem solving, and bench work will be used to illustrate how particular techniques and experimental approaches are used in biochemical fields.

Class Format: in-person lecture and lab, synchronous lecture and asynchronous lab

Requirements/Evaluation: regular quizzes, final exam, writing assignments (including problem sets), and lab assignments

Prerequisites: BIOL 101 and CHEM 156; not open to students who have taken BIOL 321 or BIOL 322

Enrollment Limit: 18

Enrollment Preferences: seniors who need to fulfill the biochemistry requirement for premedical school

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major; cannot be counted towards the biology major in addition to either BIOL 321 or BIOL 322; cannot be counted towards the BIMO concentration

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: The laboratory program is quantitative covering data analyses, numerical transformations, graphical displays.

Spring 2021

LEC Section: H1   TR 9:45 am - 11:00 am   Daniel V. Lynch

LAB Section: H2   W 1:00 pm - 3:00 pm   Daniel V. Lynch

LAB Section: H3   W 3:30 pm - 5:30 pm   Daniel V. Lynch

LAB Section: H4   R 1:00 pm - 3:00 pm   Daniel V. Lynch

BIOL 305 (S) Evolution (QFR)

This course offers a critical analysis of contemporary concepts in biological evolution. We focus on the relation of evolutionary mechanisms (e.g., selection, drift, and migration) to long term evolutionary patterns (e.g., evolutionary innovations, origin of major groups, and adaptation). Topics include micro-evolutionary models, natural and sexual selection, speciation, the inference of evolutionary history, evolutionary medicine among others.

Requirements/Evaluation: independent research project, problem sets, participation in discussions and exams

Prerequisites: BIOL 202

Enrollment Limit: 22
**Enrollment Preferences:** Seniors and biology majors

**Expected Class Size:** 22

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** satisfies the distribution requirement for the Biology major

**Distributions:** (D3) (QFR)

**Quantitative/Formal Reasoning Notes:** We will use mathematical models to study population genetics.

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Spring 2021

LEC Section: H1  MWF 10:40 am - 11:30 am  Luana S. Maroja

LAB Section: H2  W 1:00 pm - 3:00 pm  Luana S. Maroja

LAB Section: H3  R 1:00 pm - 3:00 pm  Luana S. Maroja

**BIOL 319 (S) Integrative Bioinformatics, Genomics, and Proteomics Lab (QFR)**

**Cross-listings:** MATH 319  CHEM 319  BIOL 319  PHYS 319  CSCI 319

**Primary Cross-listing**

What can computational biology teach us about cancer? In this lab-intensive experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet-lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever-growing gene and protein data-sets can provide key insights into human disease. In this course, we will take advantage of one well-studied system, the highly conserved Ras-related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, and phylogenetics to reconstruct the evolution of gene families by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high through-put approaches to investigate genes involved in the inflammatory and MAPK signal transduction pathways in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation-state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data-mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry may also be used to study networks of interacting proteins in colon tumor cells.

**Class Format:** two afternoons of lab, with one hour of lecture, per week. In most weeks, we will meet one day for lecture discussions.

**Requirements/Evaluation:** lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal

**Prerequisites:** BIOL 202; students who have not taken BIOL 202 but have taken BIOL 101 and a CSCI course, or CSCI/PHYS 315, may enroll with permission of instructor. No prior computer programming experience is required.

**Enrollment Limit:** 12

**Enrollment Preferences:** seniors, then juniors, then sophomores

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** does not satisfy the distribution requirement for the Biology major

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MATH 319 (D3)  CHEM 319 (D3)  BIOL 319 (D3)  PHYS 319 (D3)  CSCI 319 (D3)

**Quantitative/Formal Reasoning Notes:** Through lab work, homework sets and a major project, students will learn or further develop their skills in programming in Python, and about the basis of Bayesian approaches to phylogenetic tree estimation.

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Spring 2021

SEM Section: 01  TR 9:45 am - 11:00 am  Lois M. Banta

LAB Section: H3  MW 1:00 pm - 3:00 pm  Lois M. Banta

LAB Section: H4  TR 1:00 pm - 3:00 pm  Lois M. Banta
BIOL 321  (F)(S)  Biochemistry I: Structure and Function of Biological Molecules  (QFR)

Cross-listings:  BIMO 321  BIOL 321  CHEM 321

Secondary Cross-listing

This course introduces the foundational concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The in-person laboratory provides further opportunity to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays. A laboratory section will also be provided for remote students, which will examine similar topics and techniques through literature and data analysis.

Class Format: Synchronous lectures (2x 75-minute meetings per week) and labs, two hours per week. Enrollment in the appropriate laboratory section is required for both in-person and remote students.

Requirements/Evaluation:  Quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports

Prerequisites:  BIOL 101 and CHEM 251/255 and CHEM 155/256

Enrollment Limit:  7/lab

Enrollment Preferences:  junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size:  14

Grading:  no pass/fail option,  no fifth course option

Unit Notes:  does not satisfy the distribution requirement for the Biology major; cannot be counted towards the Biology major in addition to BIOL 222

Distributions:  (D3)  (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIMO 321 (D3) BIOL 321 (D3) CHEM 321 (D3)

Quantitative/Formal Reasoning Notes:  This course fulfills the QFR requirement with regular problem sets in which quantitative/formal reasoning skills are practiced.

Fall 2020

LAB Section: 02  T 1:00 pm - 3:00 pm  Amy Gehring
LAB Section: 03  W 3:30 pm - 5:30 pm  Jenna L. MacIntire
LAB Section: 04  R 1:00 pm - 3:00 pm  Jenna L. MacIntire
LAB Section: 06  R 3:30 pm - 5:30 pm  Jenna L. MacIntire
LEC Section: H1  MWF 11:45 am - 1:00 pm  Amy Gehring
LAB Section: R5  R 1:00 pm - 3:00 pm  Amy Gehring

Spring 2021

LAB Section: 02  M 1:00 pm - 3:00 pm  Katie M. Hart
LEC Section: H1  TR 9:45 am - 11:00 am  Katie M. Hart
LAB Section: R3  M 3:30 pm - 5:30 pm  Katie M. Hart

BIOL 322  (S)  Biochemistry II: Metabolism  (QFR)

Cross-listings:  BIOL 322  CHEM 322  BIMO 322

Secondary Cross-listing

This lecture course provides an in-depth presentation of the complex metabolic reactions that are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and
mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

**Class Format:** Lecture three hours per week and laboratory two hours per week. There will be one entirely in-person section of 24 students and one remote section. The in-person lab sections can accommodate 40 in-person students (8 per section), and there will be a remote lab section.

**Requirements/Evaluation:** several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of data

**Prerequisites:** BIOL 101 and CHEM 251/255 or permission of instructor

**Enrollment Limit:** 24/Lecture

**Enrollment Preferences:** junior and senior Biology and Chemistry majors and BIMO concentrators

**Expected Class Size:** 48

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** does not satisfy the distribution requirement for the Biology major; cannot be counted towards the Biology major in addition to BIOL 222

**Distributions:** (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 322 (D3) CHEM 322 (D3) BIMO 322 (D3)

**Quantative/Formal Reasoning Notes:** The laboratory program is quantitative covering data analyses, numerical transformations, graphical displays.

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**Spring 2021**

LEC Section: 01    TR 9:45 am - 11:00 am    Cynthia K. Holland

LAB Section: 03    T 1:00 pm - 3:00 pm    Janis E. Bravo

LAB Section: 04    T 3:30 pm - 5:30 pm    Janis E. Bravo

LAB Section: 05    W 1:00 pm - 3:00 pm    Janis E. Bravo

LAB Section: 06    W 3:30 pm - 5:30 pm    Janis E. Bravo

LAB Section: 08    R 3:30 pm - 5:30 pm    Janis E. Bravo

LEC Section: R2    TR 11:30 am - 12:45 pm    Cynthia K. Holland

LAB Section: R7    R 1:00 pm - 3:00 pm    Janis E. Bravo, Cynthia K. Holland

**BIOL 329 (F) Conservation Biology** (QFR)

**Cross-listings:** ENVI 339 BIOL 329

**Primary Cross-listing**

This course examines the application of population genetics, population ecology, community ecology, and systematics to the conservation of biological diversity. The overarching theme of the course is on the role of stochastic processes for small populations. Lecture/discussion topics will include extinction, the genetics of small populations, metapopulations, and importantly, conservation strategies. Labs will include a mixture of computer and lab projects.

**Class Format:** lecture and discussion, 3 hours per week; lab, 1.25 hours per week. students will be assigned to a lab section (block AA - either W or F from 1:30-2:45) during the first week of class.

**Requirements/Evaluation:** Evaluation will be based on lab assignments, two exams, discussion participation, and an independent project

**Prerequisites:** BIOL 203/ENVI 203, or BIOL 305, or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Biology majors, seniors, and juniors

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** Satisfies the distribution requirement for the Biology major

**Distributions:** (D3) (QFR)
This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 339 (D3) BIOL 329 (D3)

Quantitative/Formal Reasoning Notes: This course uses quantitative and statistical analyses in both the laboratory and lecture portion of the course. In lectures, mathematical models will be covered to understand conservation dynamics. In lab, students will collect and analyze data and present results in graphical and statistical forms.

Fall 2020
LEC Section: H1  TR 8:00 am - 9:15 am  Manuel A. Morales
LAB Section: H2  WF 1:30 pm - 2:45 pm  Manuel A. Morales

CHEM 114  (S)  The Science Behind Materials: Shaping the Past and Future of Society  (QFR)
We are surrounded by materials. They have fulfilled human needs since ancient times. From Phoenician glass to flexible OLED displays, materials have impacted society and changed the way humans lead their lives. What makes materials the way they are? Why are some brittle while others are ductile? How can we design materials with specific properties that will solve tomorrow's problems? To answer these questions, we have to think about materials at the atomic scale, looking at how their smallest building blocks organize into specific structures. In this course, we will discuss how a material's structure relates to its properties. Then, we will dive into how different types of materials have been used in the past, how they were produced, the needs they satisfied, and how they shaped human civilization. This course will also cover both traditional and novel methods used to fabricate and analyze materials. We will talk about some of the cutting-edge research that materials scientists are working on today, concluding with an outlook to potential applications of emerging technologies.

Requirements/Evaluation: Weekly quizzes and problem sets, two exams, and a presentation
Prerequisites: none; designed for the non-science major who does not intend to pursue a career in the natural sciences.
Enrollment Limit: 20
Enrollment Preferences: juniors and seniors; not appropriate for CHEM, BIOL, PHYS majors, or for those who have taken CHEM 151, 153, or 155
Expected Class Size: 20
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3) (QFR)
Quantitative/Formal Reasoning Notes: This course fulfills the QFR requirement with regular and substantial problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Spring 2021
LEC Section: H1  MR 3:15 pm - 4:30 pm  Amnon G Ortoll-Bloch

CHEM 117  (S)  Roses are Red, Violets are Blue: The Origins, Perception, and Impact of Color  (QFR)
Have you ever been tickled pink? Felt blue? Seen red?, Been green with envy? The course will consider color, starting with the physical and chemical origins of color (the electromagnetic spectrum, the absorption and emission of electromagnetic radiation, refraction, diffraction, incandescence, fluorescence, phosphorescence, iridescence). We will develop an understanding of chemical bonding and how that influences color. We will cover how we measure and describe color from a scientific perspective as well as how we can generate materials and devices with different color properties (liquid crystal displays, light emitting diodes for instance). From there we will discuss pigments used in works of art and textiles over time, the characteristics that make certain pigments suitable for particular applications. If we have time, we will touch on the historical and cultural impacts and meanings of different pigments and hues, the biological perception of color, and some color theory.

Class Format: There may be some brief laboratory exercises, we won't use the scheduled lab blocks every week, but we will use some.
Requirements/Evaluation: exams, problem sets, quizzes, a paper, brief laboratory exercises, and a final exam
Prerequisites: non-science students; students who have taken any introductory chemistry or physics courses are ineligible
Enrollment Limit: 12
Enrollment Preferences: first-years and sophomores
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Distributions:  (D3)  (QFR)

Quantitative/Formal Reasoning Notes: This course will require students to become comfortable with some quantitative descriptions of light and its interaction with matter.

Spring 2021
LEC Section: H1  TF 1:30 pm - 2:45 pm  Lee Y. Park
LAB Section: H2  T 3:30 pm - 5:30 pm  Lee Y. Park

CHEM 151  (F)  Introductory Chemistry  (QFR)
This course provides an introduction to chemistry for those students with little or no high school chemistry. Students will be introduced to concepts fundamental to studying matter at the molecular level. Principal topics include introductions to the nature of atoms and molecules, stoichiometry, solubility rules and equilibria, gas laws, chemical equilibrium, acid-base reactions, periodic relationships, chemical bonding, molecular structure, intermolecular forces, oxidation-reduction reactions, and related applications. Laboratory work comprises a system of qualitative analysis and quantitative techniques. The course provides preparation for further study of organic chemistry, biochemistry, physical and inorganic chemistry and is intended for students who are anticipating professional study in chemistry, in related sciences, or in one of the health professions, as well as for those students who are interested in exploring the fundamental ideas of chemistry as part of their general education.

Class Format: pre-recorded lectures, two hours per week; recitations, two 75-minute meetings per week (in-person or remote); laboratory, one 2-hour lab per week (in-person or remote)

Requirements/Evaluation: frequent electronic and written weekly problem set assignments, laboratory work and analysis, quizzes, two tests, and a final exam

Prerequisites: Students are required to take the online Chemistry Placement Survey prior to registering for the course (chemistry.williams.edu/placement); incoming first-year students are required to meet with a faculty member during First Days.

Enrollment Limit: 8/lab

Enrollment Preferences: first-year students; students who have studied chemistry for one or more years are directed to CHEM 153 or 155

Expected Class Size: 32

Grading: yes pass/fail option, no fifth course option

Unit Notes: CHEM 151 may be taken concurrently with MATH 102--see under Mathematics; CHEM 151 or its equivalent is a prerequisite to CHEM 156; one of CHEM 151 or 153 or 155 required for the BIMO concentration

Distributions:  (D3)  (QFR)

Quantitative/Formal Reasoning Notes: This course fulfills the QFR requirement with regular and substantial problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Fall 2020
LEC Section: 01  MW 10:00 am - 11:15 am  Katie M. Hart
LEC Section: 02  MW 11:45 am - 1:00 pm  Katie M. Hart
LAB Section: H4  M 1:00 pm - 3:00 pm  Laura R. Strauch
LAB Section: H5  M 3:30 pm - 5:30 pm  Laura R. Strauch
LAB Section: H6  T 1:00 pm - 3:00 pm  Laura R. Strauch
LAB Section: H7  T 3:30 pm - 5:30 pm  Laura R. Strauch
LEC Section: R3  MW 11:45 am - 1:00 pm  Sarah L. Goh

CHEM 153  (F)  Concepts of Chemistry  (QFR)
This course broadens and deepens the foundation in chemistry of students who have had typically one year of chemistry at the high school level. Most students begin study of chemistry at Williams with this course. Familiarity with stoichiometry, basic concepts of equilibria, and the model of an atom is expected. Principal topics for this course include kinetic theory of gases, modern atomic theory, molecular structure and bonding, states of matter, chemical equilibrium (acid-base and solubility), and an introduction to atomic and molecular spectroscopies. Laboratory periods will largely focus on
data analysis, literature, scientific writing, ethics, and other skills critical to students' development as scientists. There may also be the opportunity for some hands-on laboratory experience for students who are on-campus. The course is of interest to students who anticipate professional study in chemistry, related sciences, or one of the health professions, as well as to those who want to explore the fundamental ideas of chemistry as part of their general education.

Class Format: Lecture/discussion, three hours per week and laboratory, two hours per week

Requirements/Evaluation: quantitative weekly problem set assignments, laboratory work and reports, hour tests, and a final exam

Prerequisites: Students are required to take the online Chemistry Placement Survey prior to registering for the course (chemistry.williams.edu/placement); incoming first-year students are required to meet with a faculty member during First Days.

Enrollment Limit: 8/lab

Enrollment Preferences: incoming first year students also must meet with a faculty member during First Days

Expected Class Size: 60

Grading: yes pass/fail option, no fifth course option

Unit Notes: CHEM 153 or its equivalent is a prerequisite to CHEM 156; one of CHEM 151 or 153 or 155 required for the BIMO concentration

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course fulfills the QFR requirement with regular and substantial problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Fall 2020

LEC Section: 01 MW 10:00 am - 11:15 am Bob Rawle
LAB Section: H10 W 3:30 pm - 5:30 pm Jennifer K. Rosenthal
LAB Section: H11 R 1:00 pm - 3:00 pm Jennifer K. Rosenthal
LAB Section: H12 R 3:30 pm - 5:30 pm Jennifer K. Rosenthal
LAB Section: H13
LEC Section: H3 TR 6:45 pm - 8:00 pm Lee Y. Park
LEC Section: H4 TR 8:30 pm - 9:45 pm Lee Y. Park
LAB Section: H5 M 1:00 pm - 3:00 pm Jennifer K. Rosenthal
LAB Section: H6 M 3:30 pm - 5:30 pm Jennifer K. Rosenthal
LAB Section: H7 T 1:00 pm - 3:00 pm Jennifer K. Rosenthal
LAB Section: H8 T 3:30 pm - 5:30 pm Jennifer K. Rosenthal
LAB Section: H9 W 1:00 pm - 3:00 pm Jennifer K. Rosenthal
LEC Section: R2 MW 11:45 am - 1:00 pm Bob Rawle

CHEM 155 (F) Principles of Modern Chemistry (QFR)

This course is designed for students with strong preparation in secondary school chemistry, including a laboratory experience, such as provided by an Advanced Placement chemistry course (or equivalent) with a corresponding score of 5 of the AP Chemistry Exam (or a 7 on the IB Exam, or equivalent). Topics include chemical thermodynamics, kinetics, structure and bonding, coordination chemistry, electrochemistry and spectroscopy and their application to fields such as materials science, industrial, environmental, biological, and medicinal chemistry. Laboratory/discussion periods will focus on data analysis, literature, scientific writing, ethics, and other skills critical to students' development as scientists. This course is of interest for students who are anticipating professional study in chemistry, related sciences, or one of the health professions, as well as for students who want to explore the fundamental ideas of chemistry as part of their general education.

Class Format: lecture, three hours per week and laboratory, two hours per week

Requirements/Evaluation: weekly problem sets, laboratory work and reports, an hour test, and a final exam

Prerequisites: Students are required to take the online Chemistry Placement Survey prior to registering for the course (chemistry.williams.edu/placement); incoming first-year students are required to meet with a faculty member during First Days.

Enrollment Limit: 8/lab

Enrollment Preferences: incoming first year students also must meet with a faculty member during First Days
**Expected Class Size:** 30

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** CHEM 155 or its equivalent is a prerequisite to CHEM 156; one of CHEM 151 or 153 or 155 required for the BIMO concentration

**Distributions:** (D3) (QFR)

**Quantitative/Formal Reasoning Notes:** This course fulfills the QFR requirement with regular and substantial problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

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**Fall 2020**

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<thead>
<tr>
<th>LEC Section</th>
<th>Time</th>
<th>Instructor</th>
</tr>
</thead>
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<tr>
<td>01</td>
<td>MWF 8:00 am - 8:50 am</td>
<td>Enrique Peacock-López</td>
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<tr>
<td>02</td>
<td>MWF 10:40 am - 11:30 am</td>
<td>Sarah L. Goh</td>
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<tr>
<td>03</td>
<td>W 1:00 pm - 3:00 pm</td>
<td>Enrique Peacock-López</td>
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<td>04</td>
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<td>Sarah L. Goh</td>
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<td>05</td>
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<td>Laura R. Strauch</td>
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<td>Laura R. Strauch</td>
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<td>MWF 10:40 am - 11:30 am</td>
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<td>R4</td>
<td>W 3:30 pm - 5:30 pm</td>
<td>Anthony J. Carrasquillo</td>
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**CHEM 156 (S) Organic Chemistry: Introductory Level** (QFR)

This course provides the necessary background in organic chemistry for students who are planning advanced study or a career in chemistry, the biological sciences, or the health professions. It initiates the systematic study of the common classes of organic compounds with emphasis on theories of structure and reactivity. The fundamentals of molecular modeling as applied to organic molecules are presented. Specific topics include basic organic structure and bonding, isomerism, stereochemistry, molecular energetics, the theory and interpretation of infrared and nuclear magnetic spectroscopy, substitution and elimination reactions, and the addition reactions of alkenes and alkynes. The coordinated laboratory work includes purification and separation techniques, structure-reactivity studies, organic synthesis, IR and NMR spectroscopy, and the identification of unknown compounds.

**Class Format:** lecture three hours per week and laboratory two hours per week

**Requirements/Evaluation:** quantitative problem sets, laboratory performance, three midterm exams, and a final exam

**Prerequisites:** CHEM 151 or 153 or 155 or placement exam or permission of instructor

**Enrollment Limit:** 21/lecture

**Enrollment Preferences:** Seniors, juniors, sophomores, first-year students. Preference will be given to remote students for remote sections (R13 lecture and R12 lab).

**Expected Class Size:** 100

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantitative/Formal Reasoning Notes:** This course fulfills the QFR requirement with regular and substantial problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

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**Spring 2021**

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<tr>
<th>LEC Section</th>
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<th>Instructor</th>
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<tbody>
<tr>
<td>01</td>
<td>MWF 9:20 am - 10:10 am</td>
<td>Kerry-Ann Green</td>
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<tr>
<td>02</td>
<td>MWF 10:40 am - 11:30 am</td>
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<td>09</td>
<td>T 3:30 pm - 5:30 pm</td>
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What can computational biology teach us about cancer? In this lab-intensive experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet-lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever-growing gene and protein data-sets can provide key insights into human disease. In this course, we will take advantage of one well-studied system, the highly conserved Ras-related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, and phylogenetics to reconstruct the evolution of gene families by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high through-put approaches to investigate genes involved in the inflammatory and MAPK signal transduction pathways in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation-state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data-mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry may also be used to study networks of interacting proteins in colon tumor cells.

Class Format: two afternoons of lab, with one hour of lecture, per week. In most weeks, we will meet one day for lecture discussions.

Requirements/Evaluation: lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal

Prerequisites: BIOL 202; students who have not taken BIOL 202 but have taken BIOL 101 and a CSCI course, or CSCI/PHYS 315, may enroll with permission of instructor. No prior computer programming experience is required.

Enrollment Limit: 12

Enrollment Preferences: seniors, then juniors, then sophomores

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:
MATH 319 (D3) CHEM 319 (D3) BIOL 319 (D3) PHYS 319 (D3) CSCI 319 (D3)

Quantative/Formal Reasoning Notes: Through lab work, homework sets and a major project, students will learn or further develop their skills in programming in Python, and about the basis of Bayesian approaches to phylogenetic tree estimation.
behavior result from those structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The in-person laboratory provides further opportunity to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays. A laboratory section will also be provided for remote students, which will examine similar topics and techniques through literature and data analysis.

**Class Format:** Synchronous lectures (2x 75-minute meetings per week) and labs, two hours per week. Enrollment in the appropriate laboratory section is required for both in-person and remote students.

**Requirements/Evaluation:** Quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports

**Prerequisites:** BIOL 101 and CHEM 251/255 and CHEM 155/256

**Enrollment Limit:** 7/lab

**Enrollment Preferences:** junior and senior Biology and Chemistry majors and BIMO concentrators

**Expected Class Size:** 14

**Grading:** no pass/fail option, no fifth course option

**Quantitative/Formal Reasoning Notes:** This course fulfills the QFR requirement with regular problem sets in which quantitative/formal reasoning skills are practiced.

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**CHEM 322 (S) Biochemistry II: Metabolism** (QFR)

**Cross-listings:** BIOL 322 CHEM 322 BIMO 322

**Secondary Cross-listing**

This lecture course provides an in-depth presentation of the complex metabolic reactions that are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

**Class Format:** Lecture three hours per week and laboratory two hours per week. There will be one entirely in-person section of 24 students and one remote section. The in-person lab sections can accommodate 40 in-person students (8 per section), and there will be a remote lab section.

**Requirements/Evaluation:** several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of data
Prerequisites: BIOL 101 and CHEM 251/255 or permission of instructor

Enrollment Limit: 24/Lecture

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 48

Grading: no pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major; cannot be counted towards the Biology major in addition to BIOL 222

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 322 (D3) CHEM 322 (D3) BIMO 322 (D3)

Quantitative/Formal Reasoning Notes: The laboratory program is quantitative covering data analyses, numerical transformations, graphical displays.

Spring 2021

LEC Section: 01 TR 9:45 am - 11:00 am Cynthia K. Holland
LAB Section: 03 T 1:00 pm - 3:00 pm Janis E. Bravo
LAB Section: 04 T 3:30 pm - 5:30 pm Janis E. Bravo
LAB Section: 05 W 1:00 pm - 3:00 pm Janis E. Bravo
LAB Section: 06 W 3:30 pm - 5:30 pm Janis E. Bravo
LAB Section: 08 R 3:30 pm - 5:30 pm Janis E. Bravo
LEC Section: R2 TR 11:30 am - 12:45 pm Cynthia K. Holland
LAB Section: R7 R 1:00 pm - 3:00 pm Janis E. Bravo, Cynthia K. Holland

CSCI 134 (F)(S) Introduction to Computer Science (QFR)

This course introduces students to the science of computation by exploring the representation and manipulation of data and algorithms. We organize and transform information in order to solve problems using algorithms written in a modern object-oriented language. Topics include organization of data using objects and classes, and the description of processes using conditional control, iteration, methods and classes. We also begin the study of abstraction, self-reference, reuse, and performance analysis. While the choice of programming language and application area will vary in different offerings, the skills students develop will transfer equally well to more advanced study in many areas. In particular, this course is designed to provide the programming skills needed for further study in computer science and is expected to satisfy introductory programming requirements in other departments.

Requirements/Evaluation: weekly programming projects, weekly written homeworks, and two examinations.

Prerequisites: none, except for the standard prerequisites for a (QFR) course; previous programming experience is not required

Enrollment Limit: 30(10/lab)

Enrollment Preferences: if the course is over-enrolled, enrollment will be determined by lottery

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Unit Notes: students with prior experience with object-oriented programming should discuss appropriate course placement with members of the department

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course include regular and substantial problem sets, labs, and/or projects in which quantitative/formal reasoning skills are practiced and evaluated.

Fall 2020

LEC Section: 02 MWF 12:00 pm - 12:50 pm Daniel P. Aalberts
LEC Section: R1 MWF 9:20 am - 10:10 am Duane A. Bailey
LAB Section: R3 MR 1:30 pm - 2:45 pm Duane A. Bailey
CSCI 136  (F)(S) Data Structures and Advanced Programming  (QFR)

This course builds on the programming skills acquired in Computer Science 134. It couples work on program design, analysis, and verification with an introduction to the study of data structures. Data structures capture common ways in which to store and manipulate data, and they are important in the construction of sophisticated computer programs. Students are introduced to some of the most important and frequently used data structures: lists, stacks, queues, trees, hash tables, graphs, and files. Students will be expected to write several programs, ranging from very short programs to more elaborate systems. Emphasis will be placed on the development of clear, modular programs that are easy to read, debug, verify, analyze, and modify.

Class Format: Lecture content will be through asynchronously viewed video modules. Three scheduled (MWF) course sections will be used for synchronous conference meetings. Two sections will be in-person and one will be remote. There will be 5 scheduled weekly lab sections that will be remote. Students should sign up for the lecture section, one conference, and one lab.

Requirements/Evaluation: programming and written assignments, quizzes, examinations

Prerequisites: CSCI 134 or equivalent; fulfilling the Discrete Mathematics Proficiency requirement is recommended, but not required

Enrollment Limit: 60(12/lab)

Enrollment Preferences: if the course is over-enrolled, enrollment will be determined by lottery

Expected Class Size: 60

Grading: yes pass/fail option,  no fifth course option

Distributions: (D3)  (QFR)

Quantitative/Formal Reasoning Notes: This course include regular and substantial problem sets, labs, and/or projects in which quantitative/formal reasoning skills are practiced and evaluated.
CSCI 237  (F)(S)  Computer Organization  (QFR)
This course studies the basic instruction set architecture and organization of a modern computer. It provides a programmer's view of how computer systems execute programs, store information, and communicate. Over the semester the student learns the fundamentals of translating higher level languages into assembly language, and the interpretation of machine languages by hardware. At the same time, a model of computer hardware organization is developed from the gate level upward.

Class Format: There is no scheduled time for lectures. They will be available for asynchronous viewing. Each lab section will meet once per week. Students should sign up for lecture and one lab.

Requirements/Evaluation:  weekly programming assignments and/or problem sets, midterm and final exams

Prerequisites:  CSCI 136

Enrollment Limit:  20 (7/lab)

Enrollment Preferences:  current or expected Computer Science majors

Expected Class Size:  20

Grading:  yes pass/fail option,  no fifth course option

Distributions:  (D3)  (QFR)

Quantative/Formal Reasoning Notes:  The course will consist of programming assignments and problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Fall 2020
LAB Section: 02  TF 1:30 pm - 2:45 pm  Kelly A. Shaw
LAB Section: 03  TF 3:15 pm - 4:30 pm  Kelly A. Shaw
LAB Section: 04  WF 1:30 pm - 2:45 pm  Kelly A. Shaw
LAB Section: 05  MW 10:00 am - 11:15 am  Kelly A. Shaw
LAB Section: 06  MWF 11:45 am - 1:00 pm  Kelly A. Shaw
LEC Section: R1  TBA  Kelly A. Shaw
LAB Section: R7  MWF 8:15 am - 9:30 am  Kelly A. Shaw

Spring 2021
LAB Section: 03  W 11:45 am - 1:00 pm  Kelly A. Shaw
LAB Section: 04  W 1:30 pm - 2:45 pm  Kelly A. Shaw
LEC Section: R1  TBA  Kelly A. Shaw
LAB Section: R2  W 8:15 am - 9:30 am  Kelly A. Shaw

CSCI 256  (F)(S)  Algorithm Design and Analysis  (QFR)
This course investigates methods for designing efficient and reliable algorithms. By carefully analyzing the structure of a problem within a mathematical framework, it is often possible to dramatically decrease the computational resources needed to find a solution. In addition, analysis
provides a method for verifying the correctness of an algorithm and accurately estimating its running time and space requirements. We will study several algorithm design strategies that build on data structures and programming techniques introduced in Computer Science 136. These include induction, divide-and-conquer, dynamic programming, and greedy algorithms. Additional topics of study include algorithms on graphs and strategies for handling potentially intractable problems.

Class Format: Lectures will be simultaneously recorded in classroom and broadcast over Zoom. Office hours will be done over Zoom. Some additional course materials (examples, solutions, definitions and core concepts, etc.) may be provided as prerecorded videos.

Requirements/Evaluation: Problem sets, midterm and final examinations

Prerequisites: CSCI 136 and fulfillment of the Discrete Mathematics Proficiency requirement

Enrollment Limit: 20

Enrollment Preferences: Preference will be given to students who need the class in order to complete the major. Ties will be broken by seniority (seniors first, then juniors, etc.).

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course will have weekly problem sets in which students will formally prove statements about the behavior and performance of algorithms. In short, the entirety of the course is about applying abstract and mathematical reasoning to the way computers work.

Fall 2020
LEC Section: H1  MWF 10:40 am - 11:30 am  Samuel McCauley

Spring 2021
LEC Section: H1  MWF 10:40 am - 11:30 am  Shikha Singh
LEC Section: H2  MWF 12:00 pm - 12:50 pm  Shikha Singh

CSCI 319  (S) Integrative Bioinformatics, Genomics, and Proteomics Lab  (QFR)

Cross-listings: MATH 319  CHEM 319  BIOL 319  PHYS 319  CSCI 319

Secondary Cross-listing

What can computational biology teach us about cancer? In this lab-intensive experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet-lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever-growing gene and protein data-sets can provide key insights into human disease. In this course, we will take advantage of one well-studied system, the highly conserved Ras-related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, and phylogenetics to reconstruct the evolution of gene families by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high through-put approaches to investigate genes involved in the inflammatory and MAPK signal transduction pathways in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation-state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data-mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry may also be used to study networks of interacting proteins in colon tumor cells.

Class Format: two afternoons of lab, with one hour of lecture, per week. In most weeks, we will meet one day for lecture discussions.

Requirements/Evaluation: lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal

Prerequisites: BIOL 202; students who have not taken BIOL 202 but have taken BIOL 101 and a CSCI course, or CSCI/PHYS 315, may enroll with permission of instructor. No prior computer programming experience is required.

Enrollment Limit: 12

Enrollment Preferences: seniors, then juniors, then sophomores

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major
Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

MATH 319 (D3) CHEM 319 (D3) BIOL 319 (D3) PHYS 319 (D3) CSCI 319 (D3)

Quantitative/Formal Reasoning Notes: Through lab work, homework sets and a major project, students will learn or further develop their skills in programming in Python, and about the basis of Bayesian approaches to phylogenetic tree estimation.

Spring 2021

SEM Section: 01    TR 9:45 am - 11:00 am     Lois M. Banta
LAB Section: H3    MW 1:00 pm - 3:00 pm     Lois M. Banta
LAB Section: H4    TR 1:00 pm - 3:00 pm     Lois M. Banta
SEM Section: R2    MW 6:45 pm - 8:00 pm     Lois M. Banta

CSCI 333  (S)  Storage Systems  (QFR)

This course will examine topics in the design, implementation, and evaluation of storage systems. Topics include the memory hierarchy; ways that data is organized (both logically and physically); storage hardware and its influence on storage software designs; data structures; performance models; and system measurement/evaluation. Readings will be taken from recent technical literature, and an emphasis will be placed on identifying and evaluating design trade-offs.

Class Format: Lecture content will be through asynchronously viewed video modules. Two scheduled conference sections will each meet twice per week. They will be used for synchronous conference meetings that include discussions, activities, and programming tasks. One conference section will be in-person and one will be remote. Students should sign up for the lecture section and one conference section.

Requirements/Evaluation: programming assignments, quizzes, midterm examination, and a final project

Prerequisites: CSCI 136; CSCI 237 or permission of instructor

Enrollment Limit: 40

Enrollment Preferences: current Computer Science majors, students with research experience or interest

Expected Class Size: 40

Grading: yes pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course will have students develop quantitative/formal reasoning skills through problem sets and programming assignments.

Spring 2021

CON Section: 03    TR 11:30 am - 12:45 pm     Bill K. Jannen
LEC Section: R1    ASYN     Bill K. Jannen
CON Section: R2    TR 9:45 am - 11:00 am     Bill K. Jannen

CSCI 334  (F)(S)  Principles of Programming Languages  (QFR)

This course examines the concepts and structures governing the design and implementation of programming languages. It presents an introduction to the concepts behind compilers and run-time representations of programming languages; features of programming languages supporting abstraction and polymorphism; and the procedural, functional, object-oriented, and concurrent programming paradigms. Programs will be required in languages illustrating each of these paradigms.

Class Format: There is no scheduled time for lectures. They will be available online for asynchronous viewing. Each conference section will meet once per week. Students should sign up for lecture and one conference.

Requirements/Evaluation: weekly problem sets and programming assignments, a midterm examination, and a final examination

Prerequisites: CSCI 136

Enrollment Limit: 20(7/conf)

Enrollment Preferences: current or expected Computer Science majors
CSCI 357  (F)  Algorithmic Game Theory  (QFR)
This course focuses on topics in game theory and mechanism design from a computational perspective. We will explore questions such as: how to design algorithms that incentivize truthful behavior, that is, where the participants have no incentive to cheat? Should we let drivers selfishly minimize their commute time or let a central algorithm direct traffic? Does Arrow's impossibility result mean that all voting protocols are doomed? The overarching goal of these questions is to understand and analyze selfish behavior and whether it can or should influence system design. Students will learn how to model and reason about incentives in computational systems both theoretically and empirically. Topics include types of equilibria, efficiency of equilibria, auction design, network games, two-sided markets, incentives in computational applications such as file sharing and cryptocurrencies, and computational social choice.

Class Format: Synchronous in-class lectures will be broadcast live to remote students via zoom and recorded for asynchronous viewing. Lecture content may additionally be supplemented with prerecorded videos, and scheduled class time used as exercise or review sessions.

Requirements/Evaluation: weekly problem sets and/or programming assignments, two midterm exams, and a final project.

Prerequisites: CSCI 256 or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: The course will consist problem sets and programming assignments in which quantitative/formal reasoning skills are practiced and evaluated.
for the study of computability theory—the examination of what problems can be solved and what problems cannot be solved—and the study of complexity theory—the examination of how efficiently problems can be solved. Topics include the halting problem and the P versus NP problem.

**Class Format:** Lecture content will be delivered through asynchronously viewed video modules. Conference sections meeting twice per week will be used for synchronous discussions. Students should sign up for lecture and one conference section.

**Requirements/Evaluation:** online multiple choice and short answer questions, weekly problem sets in groups, a research project, and a final examination

**Prerequisites:** CSCI 256 or both a 300-level MATH course and permission of instructor

**Enrollment Limit:** 40 (10/con)

**Enrollment Preferences:** current or expected Computer Science majors

**Expected Class Size:** 40

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

MATH 361 (D3) CSCI 361 (D3)

**Quantitative/Formal Reasoning Notes:** This course include regular and substantial problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

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**Fall 2020**

- CON Section: 02  MR 1:30 pm - 2:45 pm  Aaron M. Williams
- LEC Section: R1  TBA  Aaron M. Williams
- CON Section: R3  TR 9:45 am - 11:00 am  Aaron M. Williams

**Spring 2021**

- CON Section: H2  TR 9:45 am - 11:00 am  Aaron M. Williams
- CON Section: H3  MR 1:30 pm - 2:45 pm  Aaron M. Williams
- LEC Section: R1  ASYN  Aaron M. Williams
- CON Section: R4  MW 6:45 pm - 8:00 pm  Aaron M. Williams
- CON Section: R5  MW 8:30 pm - 9:45 pm  Aaron M. Williams

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**CSCI 374 (F)(S) Machine Learning (QFR)**

This tutorial examines the design, implementation, and analysis of machine learning algorithms. Machine Learning is a field that derives from Artificial Intelligence, Statistics, and others, and aims to develop algorithms that will improve a system's performance. Improvement might involve acquiring new factual knowledge from data, learning to perform a new task, or learning to perform an old task more efficiently or effectively. This tutorial will cover examples of supervised learning algorithms (including Bayesian approaches, support vector machines, and neural networks -- both deep and traditional), unsupervised learning algorithms (including k-means and expectation maximization), and possibly reinforcement learning algorithms (such as Q learning and temporal difference learning). It will also introduce methods for the evaluation of learning algorithms, as well as topics in computational learning theory and ethics.

**Class Format:** Though this course will be offered remotely by the instructor, pairs of students on campus may choose to meet in person for their tutorial sessions. If so, a classroom will be scheduled for them by the instructor.

**Requirements/Evaluation:** presentations, problem sets, programming exercises, empirical analyses of algorithms, critical analysis of current literature; the final two weeks are focused on a project of the student's design.

**Prerequisites:** CSCI 136 and CSCI 256 or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Computer Science majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)
Quantitative/Formal Reasoning Notes: This course heavily relies on discrete mathematics, calculus, and elementary statistics. Students will be proving theorems, among many other mathematically oriented assignments. Additionally, they will be programming, which involves analytical and logical thinking.

Fall 2020
TUT Section: HT1 TBA Andrea Danyluk

Spring 2021
TUT Section: HT1 TBA Andrea Danyluk

CSCI 377 (F)(S) Human Work in Computational Systems (QFR)

Cross-listings: CSCI 377 STS 375

Primary Cross-listing

As far as we know, the technological singularity has not yet arrived. Therefore, humans remain a part of our current computation pipeline. However, the role humans play varies greatly: self-driving cars aim to have human involvement only in development and emergencies, whereas educational tools are built for constant human involvement. In this course, we broadly explore human work within computational systems through topics such as crowdsourcing, educational technology, citizen science, human computation, open-source software, micro-labor markets, and online gaming. Students should expect broad exposure to a wide variety of human computing topics and group projects on building and evaluating computational systems that use human work.

Class Format: Lectures will be held on Wednesday and Friday each week. Conference sections will each meet once per week. Students should sign up for the lecture section and one conference.

Requirements/Evaluation: Course projects, in-class group work/participation, weekly written homework assignments/readings.

Prerequisites: CSCI 136

Enrollment Limit: 20

Enrollment Preferences: Preference for current CS majors

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Materials/Lab Fee: $75 for purchase of software and work on crowdsourcing platforms.

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:
CSCI 377 (D3) STS 375 (D2)

Quantitative/Formal Reasoning Notes: This course includes regular homework and projects in which quantitative/formal reasoning skills are practiced and evaluated.

Fall 2020
CON Section: 04 TR 9:45 am - 11:00 am Molly Q Feldman
CON Section: 05 TR 11:30 am - 12:45 pm Molly Q Feldman
LEC Section: H1 MWF 11:45 am - 1:00 pm Molly Q Feldman
CON Section: R2 W 1:30 pm - 2:20 pm Molly Q Feldman
CON Section: R3 W 2:50 pm - 3:40 pm Molly Q Feldman

Spring 2021
LEC Section: R1 MWF 11:45 am - 1:00 pm Molly Q Feldman
CON Section: R2 R 9:45 am - 11:00 am Molly Q Feldman
CON Section: R3 R 11:30 am - 12:45 pm Molly Q Feldman
CON Section: R4 R 1:30 pm - 2:45 pm Molly Q Feldman
CON Section: R5 R 3:15 pm - 4:30 pm Molly Q Feldman
ECON 110  (F)(S)  Principles of Microeconomics  (QFR)

This course is an introduction to the study of the forces of supply and demand that determine prices and the allocation of resources in markets for goods and services, markets for labor, and markets for natural resources. The focus is on how and why markets work, why they may fail to work, and the policy implications of both their successes and failures. The course focuses on developing the basic tools of microeconomic analysis and then applying those tools to topics of popular or policy interest such as minimum wage legislation, pollution control, competition policy, international trade policy, discrimination, tax policy, and the role of government in a market economy.

Class Format: Sections taught by Professors Bradburd and Chao will be strictly remote, with both asynchronous and synchronous components. All other sections will be taught in a hybrid format and will include in-person elements.

Requirements/Evaluation: problem sets, quizzes, short essays, two midterms, final exam

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: This course is required of Economics and Political Economy majors and highly recommended for those non-majors interested in Environmental Studies and Women's, Gender and Sexuality Studies.

Expected Class Size: 30

Grading: yes pass/fail option, no fifth course option

Unit Notes: The department recommends students follow this course with ECON 120 or with a lower-level elective that has ECON 110 as its prerequisite; students may alternatively proceed directly to ECON 251 after taking this introductory course.

Distributions: (D2) (QFR)

Quantative/Formal Reasoning Notes: Course involves mathematical modeling of real-world phenomena, analyzing quantitative results, and describing those results in words.

Fall 2020
LEC Section: 05  TR 9:45 am - 11:00 am  Susan Godlonton
LEC Section: 06  TR 11:30 am - 12:45 pm  Susan Godlonton
LEC Section: R1  TF 1:30 pm - 2:45 pm  Ralph M. Bradburd
LEC Section: R2  TF 3:15 pm - 4:30 pm  Ralph M. Bradburd
LEC Section: R3  TR 6:45 pm - 8:00 pm  Matthew Chao
LEC Section: R4  TR 8:30 pm - 9:45 pm  Matthew Chao
LEC Section: R7  MR 1:30 pm - 2:45 pm  Lucie Schmidt
LEC Section: R8  MR 3:15 pm - 4:30 pm  Lucie Schmidt

Spring 2021
LEC Section: 02  TF 1:30 pm - 2:45 pm  Owen Thompson
LEC Section: 03  TF 3:15 pm - 4:30 pm  Owen Thompson
LEC Section: R1  TR 9:45 am - 11:00 am  Ralph M. Bradburd

ECON 120  (F)(S)  Principles of Macroeconomics  (QFR)

This course provides an introduction to the study of the aggregate national economy. It develops the basic theories of macroeconomics and applies them to topics of current interest. Issues to be explored include: the causes of inflation, unemployment, recessions, and depressions; the role of government fiscal and monetary policy in stabilizing the economy; the determinants of long-run economic growth; the long- and short-run effects of taxes, budget deficits, and other government policies on the national economy; the role of financial frictions in amplifying recessions; and the workings of exchange rates and international finance.

Class Format: Prof. Bakija and Prof. LaLumia intend to teach their synchronous class meetings primarily in an in-person, and not hybrid, format. Students who need to participate remotely must enroll in Prof. Casey’s sections instead. Prof. Bakija intends to implement some mix of in-person lecture and discussion (maybe outside when the weather permits), pre-recorded video lectures to watch before class, and possibly occasional Zoom-based discussion, depending on public health conditions at the time.

Requirements/Evaluation: Depending on instructor, may include: problem sets, short essays, quizzes, reading assignments, either one or two midterms, and a final exam.
Prerequisites: ECON 110
Enrollment Limit: 30
Enrollment Preferences: First-year students and sophomores.
Expected Class Size: 30
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (QFR)
Quantitative/Formal Reasoning Notes: Course involves mathematical modeling of real-world phenomena, analyzing quantitative results, and describing those results in words.

Fall 2020
LEC Section: R1 MWF 8:00 am - 8:50 am  Kenneth N. Kuttner
LEC Section: R2 MWF 12:00 pm - 12:50 pm  Kenneth N. Kuttner

Spring 2021
LEC Section: 01 MR 1:30 pm - 2:45 pm  Jon M. Bakija
LEC Section: 02 MR 3:15 pm - 4:30 pm  Jon M. Bakija
LEC Section: 05 MW 10:00 am - 11:15 am  Sara LaLumia
LEC Section: 06 MW 11:45 am - 1:00 pm  Sara LaLumia
LEC Section: R3 TR 8:00 am - 9:15 am  Gregory P. Casey
LEC Section: R4 TR 9:45 am - 11:00 am  Gregory P. Casey

ECON 213 (F) Introduction to Environmental and Natural Resource Economics (QFR)
Cross-listings: ECON 213 ENVI 213
Primary Cross-listing
We'll use economics to learn why we harm the environment and overuse natural resources, and what we can do about it. We'll talk about whether and how we can put a dollar value on nature and ecosystem services. We'll study cost benefit analysis, pollution in general, climate change, environmental justice, natural resources (like fisheries, forests, and fossil fuels), and energy. We will take an economic approach to global sustainability, and study the relationship between the environment and economic growth and trade. Consideration of justice and equity will be woven through the whole semester.
Class Format: We will likely use small, focused discussion groups in combination with lectures
Requirements/Evaluation: problem sets, short essays, final paper; intermediate assignments may include poster, presentation, brief writing assignment
Prerequisites: ECON 110 or equivalent
Enrollment Limit: 25
Enrollment Preferences: first-year and sophomore students
Expected Class Size: 25
Grading: yes pass/fail option, yes fifth course option
Unit Notes: this course will count toward both the Environmental Studies major and concentration
Distributions: (D2) (QFR)
This course is cross-listed and the prefixes carry the following divisional credit:
ECON 213 (D2) ENVI 213 (D2)
Quantitative/Formal Reasoning Notes: We will use formal theory expressed in math and graphs, perform calculations, and consume statistical data.

Fall 2020
LEC Section: H1 MW 6:45 pm - 8:00 pm  Sarah A. Jacobson
ECON 251  (F)(S) Price and Allocation Theory  (QFR)

A study of the determination of relative prices and their importance in shaping the allocation of resources and the distribution of income. Subjects include: behavior of households in a variety of settings, such as buying goods and services, saving, and labor supply; behavior of firms in various kinds of markets; results of competitive and noncompetitive markets in goods, labor, land, and capital; market failure; government policies as sources of and responses to market failure; welfare criteria; limitations of mainstream analysis.

Class Format: Sections taught by Professors Jakiela and Sheppard in the fall will be strictly remote, with both asynchronous and synchronous components. Sections taught by Professor Rai in the spring will be fully remote; students are expected to participate in both synchronous and asynchronous components. The spring section taught by Jacobson will be in person.

Requirements/Evaluation: Requirements vary by professor, but typically include frequent problem sets and multiple exams, including a final exam. They may also include one or more quizzes or short essays.

Prerequisites: ECON 110 and MATH 130 or its equivalent

Enrollment Limit: 20

Enrollment Preferences: Current or prospective Economics majors.

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

Quantitative/Formal Reasoning Notes: Course involves developing and analyzing mathematical models of real-world phenomena, grounded in tools like calculus and game theory. Students are assumed to be comfortable with topics from introductory calculus, including differentiation and integration.

Fall 2020

LEC Section: R1    TF 1:30 pm - 2:45 pm     Pamela Jakiela
LEC Section: R2    TF 3:15 pm - 4:30 pm     Pamela Jakiela
LEC Section: R3    MR 1:30 pm - 2:45 pm     Stephen C. Sheppard
LEC Section: R4    MR 3:15 pm - 4:30 pm     Stephen C. Sheppard

Spring 2021

LEC Section: 01    TR 11:30 am - 12:45 pm     Sarah A. Jacobson
LEC Section: R2    MR 1:30 pm - 2:45 pm     Ashok S. Rai
LEC Section: R3    MR 3:15 pm - 4:30 pm     Ashok S. Rai

ECON 252  (F)(S) Macroeconomics  (QFR)

A study of aggregate economic activity: output, employment, inflation, and interest rates. The class will develop a theoretical framework for analyzing economic growth and business cycles. The theory will be used to evaluate policies designed to promote growth and stability, and to understand economic developments in the U.S. and abroad. Instructors may use elementary calculus in assigned readings, exams and lectures.

Class Format: Sections taught by Professor Pedroni in the fall will be strictly remote, with both asynchronous and synchronous components. Professor Montiel's fall section will be taught in person. Spring section formats are TBD.

Requirements/Evaluation: problem sets and/or written assignments, midterm(s), and a final exam

Prerequisites: ECON 110 and 120 and MATH 130 or its equivalent

Enrollment Limit: 20

Enrollment Preferences: Current or prospective Economics majors.

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (QFR)

Quantitative/Formal Reasoning Notes: Course involves mathematical modeling of real-world phenomena, analyzing quantitative results, and describing those results in words.
ECON 255 (F)(S) Econometrics (QFR)

An introduction to the theory and practice of applied quantitative economic analysis. This course familiarizes students with the strengths and weaknesses of the basic empirical methods used by economists to evaluate economic theory against economic data. Emphasizes both the statistical foundations of regression techniques and the practical application of those techniques in empirical research, with a focus on understanding when a causal interpretation is warranted. Computer exercises will provide experience in using the empirical methods, but no previous computer experience is expected. Highly recommended for students considering graduate training in economics or public policy.

Class Format: Professor Ozier's fall section will be strictly remote, with both asynchronous and synchronous components. Professor Zimmerman's fall section will be taught in a hybrid format and will include in-person elements. Spring section formats are TBD.

Requirements/Evaluation: problem sets, two exams, group project, and possible additional assignments

Prerequisites: MATH 130, plus STAT 161, 201 or 202 (or equivalent), plus one course in ECON; STAT 101 will also serve as a prerequisite, but only if taken prior to the fall of 2018

Enrollment Limit: 20

Enrollment Preferences: Current or prospective Economics and Political Economy majors.

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Unit Notes: Students may substitute the combination of STAT 201 and 346 for ECON 255

Distributions: (D2) (QFR)

Quantitative/Formal Reasoning Notes: Course teaches research tools necessary to analyze data.

Fall 2020
LEC Section: 02 MWF 8:15 am - 9:30 am David J. Zimmerman
LEC Section: R1 TR 11:30 am - 12:45 pm Owen Ozier
LEC Section: R3 MR 3:15 pm - 4:30 pm Matthew Gibson

Spring 2021
LEC Section: R1 MR 1:30 pm - 2:45 pm Matthew Gibson
LEC Section: R2 MR 3:15 pm - 4:30 pm Matthew Gibson
LEC Section: R3 MW 10:00 am - 11:15 am Owen Ozier

ECON 360 (S) Monetary Economics (QFR)

This course covers a range of theoretical and applied issues bearing on monetary policy as conducted in the U.S. and abroad. Topics to be discussed include: What causes inflation? What are the channels through which monetary policy affects the economy? Why should central banks commit to policy rules? How do exchange rates respond to monetary policy? How did the gold standard work? And will cryptocurrencies replace the dollar? In addition, we will develop and learn how to simulate the “New Keynesian” macroeconomic model, which has become the standard framework for monetary policy analysis for central banks around the world.

Requirements/Evaluation: at least one exam, a research paper and a class presentation

Prerequisites: ECON 252 and 255. Multivariate calculus (MATH 150 or 151) is recommended but not required

Enrollment Limit: 20
Enrollment Preferences: junior and senior Economics majors

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (QFR)

Quantative/Formal Reasoning Notes: The course entails the use of mathematical economic models, the presentation of quantitative information, and the interpretation of statistical analysis.

Spring 2021

LEC Section: H1    TR 9:45 am - 11:00 am     Kenneth N. Kuttner

ECON 376  (F)  The Economics of Global Inequality  (QFR)

This course focuses on the proximate and ultimate causes of global economic inequality across nations. Motivated by several stylized facts from cross-country data, we will pose a series of questions: Why are some countries so rich while others remain so poor? What explains heterogeneity in the experience of economic growth across nations, with some growing at a moderate pace over long periods of time, others experiencing rapid growth over shorter intervals, and yet others stagnating persistently? Do all economies face comparable challenges to achieving sustained economic growth? Will poorer countries ever catch up to richer ones? To answer these and other related questions, we will explore the underlying mechanisms of economic growth. What role is played by savings and investment (i.e., the accumulation of physical capital)? What is the influence of population growth? How important are investments in human capital (i.e., education and population health)? What about technological differences across nations? How much significance should we ascribe to cross-country differences in geographical characteristics? How much should we ascribe to differences in the quality of institutions? For each question, we will explore both theoretical and empirical approaches, ranging from formal models to qualitative historical evidence to cross-country growth regressions. We will debate the usefulness of these different approaches for development policy and will discuss the reasons why so many questions about global economic inequality remain difficult to answer.

Class Format: This course will be taught in hybrid format in Fall 2020. All classroom lectures will be recorded and made available for remote learners unable to attend lectures virtually. Problem set assignments and exams may be submitted electronically as needed, and all exams will be "take home." Additional office hours will be offered to accommodate the needs of remote learners.

Requirements/Evaluation: Problem sets, one midterm exam, final exam.

Prerequisites: ECON 252 and either ECON 255 or STAT 346. ECON 251 recommended but not required.

Enrollment Limit: 20

Enrollment Preferences: Junior and senior economics majors.

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (QFR)

Quantative/Formal Reasoning Notes: The course material will draw heavily on mathematical and statistical models of economic growth and cross-country comparative development. Students will routinely work on sophisticated mathematical models of economic growth, involving the application of solution concepts from dynamic optimization and differential equations. Students will also be required to perform some econometric analyses in their assignments.

Fall 2020

LEC Section: H1    TF 1:30 pm - 2:45 pm     Quamrul H. Ashraf

ECON 384  (F)  Corporate Finance  (QFR)

This course analyzes the major financial decisions facing firms. While the course takes the perspective of a manager making decisions about both what investments to undertake and how to finance these projects, it will emphasize the underlying economic models that are relevant for these decisions. Topics include capital budgeting, links between real and financial investments, capital structure choices, dividend policy, and firm valuation. Additional topics may include issues in corporate risk management, corporate governance and corporate restructuring, such as mergers and acquisitions. In the fall of 2020, special consideration will be given to how both financial and real economic shocks interact with firms' financial decisions.

Class Format: Lecture / discussion; in the fall of 2020, some weeks we will meet for one 75-minute section (in person when possible) and break into
smaller groups for one hour section groups (most likely remote). The timing of the sections will be arranged at the beginning of the semester.

**Requirements/Evaluation:** class participation, problem sets, short quizzes, short projects such as case write ups, a midterm exam, a final exercise and a research paper (possibly written with a partner)

**Prerequisites:** ECON 251, 252, and some familiarity with statistics (e.g., ECON 255)

**Enrollment Limit:** 20

**Enrollment Preferences:** Senior Economics majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (QFR)

**Quantitative/Formal Reasoning Notes:** The course uses quantitative models to evaluate decisions.

**Fall 2020**

LEC Section: 01 MW 6:45 pm - 8:00 pm William M. Gentry

LEC Section: R2 MWF 11:45 am - 1:00 pm William M. Gentry

ECON 387 (F) Economics of Climate Change (QFR)

**Cross-listings:** ECON 522 ENVI 387 ECON 387

**Primary Cross-listing**

This course introduces the economic view of climate change, including both theory and empirical evidence. Given the substantial changes implied by the current stock of greenhouse gases (GHGs) in the atmosphere, we will begin by looking at impacts on agriculture, health, income, and migration. We will consider the distribution of climate damages across poor and wealthy people, both within and across countries. Next we will study adaptation, including capital investments and behavioral changes. We will examine the sources of climate change, especially electricity generation and transportation, and think about optimal policies. What is the socially optimal amount of climate change? Why have countries had such a hard time agreeing on GHG emissions reductions, and how might we overcome such difficulties? We will consider the growing body of evidence from attempts to regulate GHGs, including China's cap-and-trade programs, the EU ETS, and US state policies. Throughout the course we will discuss the limits of the economic approach, pointing out normative questions on which economic theory provides little guidance.

**Class Format:** Lectures, office hours and TA sessions will take place on Zoom.

**Requirements/Evaluation:** problem sets, midterm, group presentation, final exam

**Prerequisites:** ECON 251, familiarity with statistics

**Enrollment Limit:** 20

**Enrollment Preferences:** Junior/Senior Economics majors and CDE fellows

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 522 (D2) ENVI 387 (D2) ECON 387 (D2)

**Quantitative/Formal Reasoning Notes:** The course involves simple calculus-based theory and applied statistics.

**Fall 2020**

LEC Section: R1 MR 1:30 pm - 2:45 pm Matthew Gibson

ECON 477 (F) Economics of Environmental Behavior (QFR)

**Cross-listings:** ECON 477 ENVI 376

**Primary Cross-listing**

A community maintains a fishery; a firm decides whether to get a green certification; you choose to fly home or stay here for spring break: behaviors of people and firms determine our impact on the environment. We'll use economics to model environmental behavior and to consider how policies can
help or hurt the environment. Topics we'll study include: voluntary conservation, social norms and nudges, firm responses to mandatory and voluntary rules, and boycotts and divestment.

**Class Format:** Class sessions will largely consist of presentations and discussions of academic research papers, as well as lab sessions to work on empirical exercises; we may break the class into groups for some discussions

**Requirements/Evaluation:** regular reading responses, empirical exercises, class participation, 2 oral presentations, and a final original research paper using an experiment, existing data, or theory

**Prerequisites:** ECON 251 and (ECON 255 or STAT 346)

**Enrollment Limit:** 15

**Enrollment Preferences:** senior Economics majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 477 (D2) ENVI 376 (D2)

**Quantitative/Formal Reasoning Notes:** The research students will consume and produce in the class will be based on math-based theory and/or econometric-based empirical analysis.

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**Fall 2020**

SEM Section: H1    MW 8:30 pm - 9:45 pm     Sarah A. Jacobson

**ECON 522 (F) Economics of Climate Change** (QFR)

**Cross-listings:** ECON 522 ENVI 387 ECON 387

**Secondary Cross-listing**

This course introduces the economic view of climate change, including both theory and empirical evidence. Given the substantial changes implied by the current stock of greenhouse gases (GHGs) in the atmosphere, we will begin by looking at impacts on agriculture, health, income, and migration. We will consider the distribution of climate damages across poor and wealthy people, both within and across countries. Next we will study adaptation, including capital investments and behavioral changes. We will examine the sources of climate change, especially electricity generation and transportation, and think about optimal policies. What is the socially optimal amount of climate change? Why have countries had such a hard time agreeing on GHG emissions reductions, and how might we overcome such difficulties? We will consider the growing body of evidence from attempts to regulate GHGs, including China's cap-and-trade programs, the EU ETS, and US state policies. Throughout the course we will discuss the limits of the economic approach, pointing out normative questions on which economic theory provides little guidance.

**Class Format:** Lectures, office hours and TA sessions will take place on Zoom.

**Requirements/Evaluation:** problem sets, midterm, group presentation, final exam

**Prerequisites:** ECON 251, familiarity with statistics

**Enrollment Limit:** 20

**Enrollment Preferences:** Junior/Senior Economics majors and CDE fellows

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 522 (D2) ENVI 387 (D2) ECON 387 (D2)

**Quantitative/Formal Reasoning Notes:** The course involves simple calculus-based theory and applied statistics.

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**Fall 2020**

LEC Section: R1    MR 1:30 pm - 2:45 pm     Matthew  Gibson
ENVI 203  (F)  Ecology  (QFR)

Cross-listings:  ENVI 203  BIOL 203

Secondary Cross-listing

This course combines lectures with field and indoor laboratory exercises to explore factors that determine the distribution and abundance of plants and animals in natural systems. The course begins with an overall view of global patterns and then builds from the population to the ecosystem level. An emphasis is given to basic ecological principles and relates them to current environmental issues. Selected topics include population dynamics (competition, predation, mutualism); community interactions (succession, food chains and diversity) and ecosystem function (biogeochemical cycles, energy flow). In Fall 2020, the course will use a hybrid model, with recorded lecture material available to all students. In person and remote class meetings will focus on problem sets and interactive case studies. Labs will be available in either in person or remote modalities. Remote participants will have the opportunity to collect their own data for some lab exercises, while in other cases will receive background information and media describing the data collection process. All students will be required to complete all data analyses and written lab reports.

Class Format: Six hours per week. All labs will be available in both remote and in-person modalities. All students (whether in person or remote) may choose their preferred modality for each lab module. Due to COVID-19 distancing requirements, some labs will require walking to field sites. The instructor will work with individual students to identify accommodations that support in person lab participation as needed.

Requirements/Evaluation: problem sets, lab reports, hour exams, and a final exam

Prerequisites: BIOL 101 and 102, or ENVI 101 or 102, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: students planning to pursue Biology and/or ENVI

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Distributions: (D3)  (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 203 (D3) BIOL 203 (D3)

Quantitative/Formal Reasoning Notes: Much of the material in this course centers on the interpretation and application of mathematical models used to describe ecological systems. The laboratory section of this course also contains a large data analysis component. Students are introduced to t-tests, Mann-Whitney U tests, chi-square analysis, and regression.

Fall 2020

LEC Section: H1  MWF 9:20 am - 10:10 am  Allison L. Gill
LAB Section: H2  T 1:00 pm - 3:00 pm  Allison L. Gill
LAB Section: H3  T 3:30 pm - 5:30 pm  Allison L. Gill

ENVI 209  (F)  Modern Climate  (QFR)

Cross-listings: GEOS 309  ENVI 209

Secondary Cross-listing

What will happen to the Earth's climate in the next century? What is contributing to sea level rise? Is Arctic sea ice doomed? In this course we will study the components of the climate system (atmosphere, ocean, cryosphere, biosphere and land surface) and the processes through which they interact. Greenhouse gas emission scenarios will form the basis for investigating how these systems might respond to human activity. This course will explore how heat and mass are moved around the atmosphere and ocean to demonstrate how the geographic patterns of climate change arise. We will also focus on climate feedback effects--like the albedo feedback associated with sea ice and glacier loss--and how these processes can accelerate climate change. In labs we will learn MATLAB to use process and full-scale climate models to investigate the behavior of these systems in response to increasing greenhouse gasses in the atmosphere. This course is in the Oceans and Climate group for the Geosciences major.

Class Format: Lectures will be held synchronously online. Labs will be remote and in small groups. Lab groups will each meet online for two 1-hour sessions each week, scheduled according to the needs of the class. In-person office hours available.

Requirements/Evaluation: 4 multi-week lab projects and several short quizzes

Prerequisites: Any of GEOS 100, GEOS 103, ENVI 102, GEOS 215, or permission of instructor
Enrollment Limit: 30
Enrollment Preferences: GEOS and ENVI majors
Expected Class Size: 20
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:
GEOS 309 (D3) ENVI 209 (D3)

Quantitative/Formal Reasoning Notes: Labs consist of a series of numerical climate modeling projects, which require significant quantitative and logical reasoning.

Fall 2020
LEC Section: R1    TR 9:45 am - 11:00 am     Alice C. Bradley

ENVI 213  (F)  Introduction to Environmental and Natural Resource Economics  (QFR)
Cross-listings: ECON 213  ENVI 213
Secondary Cross-listing

We'll use economics to learn why we harm the environment and overuse natural resources, and what we can do about it. We'll talk about whether and how we can put a dollar value on nature and ecosystem services. We'll study cost benefit analysis, pollution in general, climate change, environmental justice, natural resources (like fisheries, forests, and fossil fuels), and energy. We will take an economic approach to global sustainability, and study the relationship between the environment and economic growth and trade. Consideration of justice and equity will be woven through the whole semester.

Class Format: We will likely use small, focused discussion groups in combination with lectures
Requirements/Evaluation: problem sets, short essays, final paper; intermediate assignments may include poster, presentation, brief writing assignment
Prerequisites: ECON 110 or equivalent
Enrollment Limit: 25
Enrollment Preferences: first-year and sophomore students
Expected Class Size: 25
Grading: yes pass/fail option, yes fifth course option
Unit Notes: this course will count toward both the Environmental Studies major and concentration
Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:
ECON 213 (D2) ENVI 213 (D2)

Quantitative/Formal Reasoning Notes: We will use formal theory expressed in math and graphs, perform calculations, and consume statistical data.

Fall 2020
LEC Section: H1    MW 6:45 pm - 8:00 pm     Sarah A. Jacobson

ENVI 339  (F)  Conservation Biology  (QFR)
Cross-listings: ENVI 339  BIOL 329
Secondary Cross-listing

This course examines the application of population genetics, population ecology, community ecology, and systematics to the conservation of biological diversity. The overarching theme of the course is on the role of stochastic processes for small populations. Lecture/discussion topics will include extinction, the genetics of small populations, metapopulations, and importantly, conservation strategies. Labs will include a mixture of computer and lab projects.

Class Format: lecture and discussion, 3 hours per week; lab, 1.25 hours per week. students will be assigned to a lab section (block AA - either W or F
from 1:30-2:45) during the first week of class.

**Requirements/Evaluation:** Evaluation will be based on lab assignments, two exams, discussion participation, and an independent project

**Prerequisites:** BIOL 203/ENVI 203, or BIOL 305, or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Biology majors, seniors, and juniors

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** Satisfies the distribution requirement for the Biology major

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**
ENVI 339 (D3) BIOL 329 (D3)

**Quantitative/Formal Reasoning Notes:** This course uses quantitative and statistical analyses in both the laboratory and lecture portion of the course. In lectures mathematical models will be covered to understand conservation dynamics. In lab, students will collect and analyze data and present results in graphical and statistical forms.

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**ENVI 376 (F) Economics of Environmental Behavior** (QFR)

**Cross-listings:** ECON 477 ENVI 376

**Secondary Cross-listing**

A community maintains a fishery; a firm decides whether to get a green certification; you choose to fly home or stay here for spring break: behaviors of people and firms determine our impact on the environment. We'll use economics to model environmental behavior and to consider how policies can help or hurt the environment. Topics we'll study include: voluntary conservation, social norms and nudges, firm responses to mandatory and voluntary rules, and boycotts and divestment.

**Class Format:** Class sessions will largely consist of presentations and discussions of academic research papers, as well as lab sessions to work on empirical exercises; we may break the class into groups for some discussions

**Requirements/Evaluation:** regular reading responses, empirical exercises, class participation, 2 oral presentations, and a final original research paper using an experiment, existing data, or theory

**Prerequisites:** ECON 251 and (ECON 255 or STAT 346)

**Enrollment Limit:** 15

**Enrollment Preferences:** senior Economics majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**
ECON 477 (D2) ENVI 376 (D2)

**Quantitative/Formal Reasoning Notes:** The research students will consume and produce in the class will be based on math-based theory and/or econometric-based empirical analysis.

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**ENVI 387 (F) Economics of Climate Change** (QFR)
Cross-listings: ECON 522  ENVI 387  ECON 387

Secondary Cross-listing

This course introduces the economic view of climate change, including both theory and empirical evidence. Given the substantial changes implied by the current stock of greenhouse gases (GHGs) in the atmosphere, we will begin by looking at impacts on agriculture, health, income, and migration. We will consider the distribution of climate damages across poor and wealthy people, both within and across countries. Next we will study adaptation, including capital investments and behavioral changes. We will examine the sources of climate change, especially electricity generation and transportation, and think about optimal policies. What is the socially optimal amount of climate change? Why have countries had such a hard time agreeing on GHG emissions reductions, and how might we overcome such difficulties? We will consider the growing body of evidence from attempts to regulate GHGs, including China's cap-and-trade programs, the EU ETS, and US state policies. Throughout the course we will discuss the limits of the economic approach, pointing out normative questions on which economic theory provides little guidance.

Class Format: Lectures, office hours and TA sessions will take place on Zoom.

Requirements/Evaluation: problem sets, midterm, group presentation, final exam

Prerequisites: ECON 251, familiarity with statistics

Enrollment Limit: 20

Enrollment Preferences: Junior/Senior Economics majors and CDE fellows

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:
ECON 522 (D2) ENVI 387 (D2) ECON 387 (D2)

Quantitative/Formal Reasoning Notes: The course involves simple calculus-based theory and applied statistics.

Fall 2020

LEC Section: R1  MR 1:30 pm - 2:45 pm  Matthew Gibson

GEOS 309 (F) Modern Climate (QFR)

Cross-listings: GEOS 309  ENVI 209

Primary Cross-listing

What will happen to the Earth's climate in the next century? What is contributing to sea level rise? Is Arctic sea ice doomed? In this course we will study the components of the climate system (atmosphere, ocean, cryosphere, biosphere and land surface) and the processes through which they interact. Greenhouse gas emission scenarios will form the basis for investigating how these systems might respond to human activity. This course will explore how heat and mass are moved around the atmosphere and ocean to demonstrate how the geographic patterns of climate change arise. We will also focus on climate feedback effects--like the albedo feedback associated with sea ice and glacier loss--and how these processes can accelerate climate change. In labs we will learn MATLAB to use process and full-scale climate models to investigate the behavior of these systems in response to increasing greenhouse gasses in the atmosphere. This course is in the Oceans and Climate group for the Geosciences major.

Class Format: Lectures will be held synchronously online. Labs will be remote and in small groups. Lab groups will each meet online for two 1-hour sessions each week, scheduled according to the needs of the class. In-person office hours available.

Requirements/Evaluation: 4 multi-week lab projects and several short quizzes

Prerequisites: Any of GEOS 100, GEOS 103, ENVI 102, GEOS 215, or permission of instructor

Enrollment Limit: 30

Enrollment Preferences: GEOS and ENVI majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:
GEOS 309 (D3) ENVI 209 (D3)
**Quantitative/Formal Reasoning Notes**: Labs consist of a series of numerical climate modeling projects, which require significant quantitative and logical reasoning.

**Fall 2020**
LEC Section: R1    TR 9:45 am - 11:00 am    Alice C. Bradley

**MATH 119 (F) The Mathematics of Pandemics: From the Spread of Infections to Cost-Benefit Analyses of Responses**  (QFR)
The goal of the class is to help students learn to ask the right questions, and to gather and analyze the data needed to answer them, to understand the covid pandemic and the worldwide responses. Through local experts and numerous guest speakers playing key roles in these problems, we will discuss numerous aspects, from mathematical models for virus propagation to analyzing the economic, educational, social and emotional consequences of lockdowns and social distancing; from moral and legal dilemmas created by the pandemic and responses to the international political scene and relations between countries. Offered as Math 119 or Math 312 (those taking as Math 312 will have some of the readings replaced with more technical modeling papers and subsequent homework). Pre-requisites: None for Math 119; for Math 312 linear algebra is recommended.

**Requirements/Evaluation**: Homework, writing, class participation.

**Prerequisites**: none

**Enrollment Limit**: 30

**Enrollment Preferences**: all students will have an equal chance; if possible none will be turned away.

**Expected Class Size**: 30

**Grading**: yes pass/fail option, yes fifth course option

**Distributions**: (D3)  (QFR)

**Quantitative/Formal Reasoning Notes**: We will discuss mathematical models and use statistics to analyze data.

**Fall 2020**
LEC Section: H1    MWF 10:40 am - 11:30 am    Steven J. Miller

**MATH 130 (F)(S) Calculus I**  (QFR)
Calculus permits the computation of velocities and other instantaneous rates of change by a limiting process called differentiation. The same process also solves "max-min" problems: how to maximize profit or minimize pollution. A second limiting process, called integration, permits the computation of areas and accumulations of income or medicines. The Fundamental Theorem of Calculus provides a useful and surprising link between the two processes. Subtopics include trigonometry, exponential growth, and logarithms.

**Requirements/Evaluation**: Weekly homework and quizzes, 2 exams during the semester, and one final

**Prerequisites**: MATH 102 (or demonstrated proficiency on a diagnostic test); this is an introductory course for students who have not seen calculus before

**Enrollment Limit**: 30

**Enrollment Preferences**: first-year students

**Expected Class Size**: 20

**Grading**: yes pass/fail option, yes fifth course option

**Unit Notes**: students who have previously taken a calculus course may not enroll in MATH 130 without the permission of instructor

**Distributions**: (D3)  (QFR)

**Quantitative/Formal Reasoning Notes**: This a calculus course.

**Fall 2020**
LEC Section: H1    TF 1:30 pm - 2:45 pm    Lori A. Pedersen
LEC Section: H2    TF 3:15 pm - 4:30 pm    Lori A. Pedersen

**Spring 2021**
LEC Section: H1    MWF 9:20 am - 10:10 am    Lori A. Pedersen
MATH 140  (F)(S)  Calculus II  (QFR)

Mastery of calculus requires understanding how integration computes areas and business profit and acquiring a stock of techniques. Further methods solve equations involving derivatives ("differential equations") for population growth or pollution levels. Exponential and logarithmic functions and trigonometric and inverse functions play an important role. This course is the right starting point for students who have seen derivatives, but not necessarily integrals.

Requirements/Evaluation: homework, quizzes, and/or exams

Prerequisites: MATH 130 or equivalent; students who have received the equivalent of advanced placement of AB 4, BC 3 or higher may not enroll in MATH 140 without the permission of instructor

Enrollment Limit: 30

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Unit Notes: students who have higher advanced placement must enroll in MATH 150 or above

Distributions: (D3) (QFR)

Fall 2020

LEC Section: R1    TF 1:30 pm - 2:45 pm     Josh Carlson
LEC Section: R2    TF 3:15 pm - 4:30 pm     Josh Carlson

Spring 2021

LEC Section: R1    TR 9:45 am - 11:00 am     Josh Carlson

MATH 150  (F)(S)  Multivariable Calculus  (QFR)

Applications of calculus in mathematics, science, economics, psychology, the social sciences, involve several variables. This course extends calculus to several variables: vectors, partial derivatives, multiple integrals. There is also a unit on infinite series, sometimes with applications to differential equations. Note: This course will be taught via flipped-course method, an instructional strategy reversing the traditional learning environment by delivering instructional content outside of the classroom. This includes prerecorded lectures along with questions that students must watch and answer prior to attending class. Class time include synchronous meetings clarifying concepts and working in small groups through challenging problems with the support of the professor and peers. Building positive collaborative working relationships and public speaking skills will be added benefits of this course.

Requirements/Evaluation: Video readiness assessments, problem sets, exams, and participation.

Prerequisites: MATH 140 or equivalent, such as satisfactory performance on an Advanced Placement Examination

Enrollment Limit: 30

Enrollment Preferences: Professor's discretion

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Unit Notes: students with the equivalent of advanced placement of AB 4 or above should enroll in MATH 150, students with a BC 3 or higher should enroll in Math 151 when it is being offered, and Math 150 otherwise.

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: mathematics

Fall 2020

SEM Section: R1    TR 8:00 am - 9:15 am     Pamela E. Harris
SEM Section: R2    TR 9:45 am - 11:00 am     Pamela E. Harris
SEM Section: R3    TR 11:30 am - 12:45 pm     Pamela E. Harris

Spring 2021
MATH 151  (F)  Multivariable Calculus  (QFR)
Applications of calculus in mathematics, science, economics, psychology, the social sciences, involve several variables. This course extends calculus to several variables: vectors, partial derivatives and multiple integrals. The goal of the course is Stokes Theorem, a deep and profound generalization of the Fundamental Theorem of Calculus. The difference between this course and MATH 150 is that MATH 150 covers infinite series instead of Stokes Theorem. Students with the equivalent of BC 3 or higher should enroll in MATH 151, as well as students who have taken the equivalent of an integral calculus and who have already been exposed to infinite series. For further clarification as to whether MATH 150 or MATH 151 is appropriate, please consult a member of the math/stat department.

Class Format: Hybrid; short lectures will be asynchronous, with longer synchronous in-person problem sessions (these will be available remotely, and uploaded later for asynchronous viewing)

Requirements/Evaluation:  homework, quizzes, and exams
Prerequisites:  AP BC 3 or higher or integral calculus with infinite series
Enrollment Limit:  30
Enrollment Preferences:  First-years, sophomores, and juniors
Expected Class Size:  30
Grading:  yes pass/fail option,  yes fifth course option
Unit Notes:  MATH 151 satisfies any MATH 150 prerequisite; credit will not be given for both MATH 150 and MATH 151
Distributions:  (D3)  (QFR)
Quantative/Formal Reasoning Notes:  This course builds quantitative skills

Fall 2020
LEC Section: H1  MWF 9:20 am - 10:10 am  Ralph E. Morrison
LEC Section: H2  MWF 10:40 am - 11:30 am  Ralph E. Morrison
LEC Section: H3  MWF 12:00 pm - 12:50 pm  Ralph E. Morrison

MATH 200  (F)(S)  Discrete Mathematics  (QFR)
The fundamental goal of this course is for students to acquire the ability to create and clearly express mathematical arguments through an exploration of topics from discrete mathematics. Students will learn various mathematical proof techniques while discovering such areas as logic, number theory, infinity, graph theory, and probability. A large component of the class is focused on problem solving and proof writing skills. The format of the course during the Spring 2021 semester will be a combination of lecture and discovery based learning. Students will attend remote synchronous lectures once a week. They will also have weekly small group meetings (30 minutes) with a TA and other classmates, and work through some course material independently.

Class Format: The format of the course during the Spring 2021 semester will be a combination of lecture and discovery based learning with weekly small group meetings.

Requirements/Evaluation:  Evaluation will be based primarily on homework, exams, and group meeting assignments.
Prerequisites:  Calculus at the level of an AP course or Williams College Math 130 or 140. Students who have taken a 300-level or 400-level math course should obtain permission of the instructor before enrolling.
Enrollment Limit:  30
Enrollment Preferences:  As determined by instructor.
Expected Class Size:  30
Grading:  yes pass/fail option,  yes fifth course option
Distributions:  (D3)  (QFR)
Quantative/Formal Reasoning Notes:  This course involves developing the formal mathematical language of logic and set theory. It also involves using quantitative tools to solve problems relating to combinatorics, probability, and other fields of discrete mathematics.
Fall 2020
LEC Section: R1 TR 9:45 am - 11:00 am Chad M. Topaz
LEC Section: R2 TR 11:30 am - 12:45 pm Chad M. Topaz

Spring 2021
LEC Section: R1 MW 10:00 am - 11:15 am Allison Pacelli
LEC Section: R2 MW 11:45 am - 1:00 pm Allison Pacelli

**MATH 210 (S) Mathematical Methods for Scientists (QFR)**

**Cross-listings:** PHYS 210 MATH 210

**Secondary Cross-listing**

This course covers a variety of mathematical methods used in the sciences, focusing particularly on the solution of ordinary and partial differential equations. In addition to calling attention to certain special equations that arise frequently in the study of waves and diffusion, we develop general techniques such as looking for series solutions and, in the case of nonlinear equations, using phase portraits and linearizing around fixed points. We study some simple numerical techniques for solving differential equations. A series of optional sessions in Mathematica will be offered for students who are not already familiar with this computational tool.

**Class Format:** three hours per week; hybrid course format

**Requirements/Evaluation:** several exams and on weekly problem sets, all of which have a substantial quantitative component

**Prerequisites:** MATH 150 or 151 and familiarity with Newtonian mechanics at the level of PHYS 131

**Enrollment Limit:** 50

**Enrollment Preferences:** sophomores and juniors

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PHYS 210 (D3) MATH 210 (D3)

**Quantative/Formal Reasoning Notes:** This course will have weekly problem sets using advanced calculus methods and some computer programming at the end of the course.

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Spring 2021
LEC Section: H1 TR 11:30 am - 12:45 pm Frederick W. Strauch

**MATH 250 (F)(S) Linear Algebra (QFR)**

Many social, political, economic, biological, and physical phenomena can be described, at least approximately, by linear relations. In the study of systems of linear equations one may ask: When does a solution exist? When is it unique? How does one find it? How can one interpret it geometrically? This course develops the theoretical structure underlying answers to these and other questions and includes the study of matrices, vector spaces, linear independence and bases, linear transformations, determinants and inner products. Course work is balanced between theoretical and computational, with attention to improving mathematical style and sophistication.

**Class Format:** Unless circumstances change, students will have the option of taking the course in person or remotely.

**Requirements/Evaluation:** homework, exams, and possibly short remote meetings outside of class.

**Prerequisites:** MATH 150/151 or MATH 200

**Enrollment Limit:** 30

**Enrollment Preferences:** Students who have officially declared a major that requires Math 250.

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** In this course, students will engage in both quantitative and formal reasoning.
MATH 307  (S) Computational Linear Algebra  (QFR)
Linear algebra is of central importance in the quantitative sciences, including application areas such as image and signal processing, data mining, computational finance, structural biology, and much more. When the problems must be solved computationally, approximation, round-off errors, convergence, and efficiency matter, and traditional linear algebra techniques may fail to succeed. We will adopt linear algebra techniques on a large scale, implement them computationally, and apply them to core problems in scientific computing. Topics may include: systems of linear and nonlinear equations; approximation and statistical function estimation; optimization; interpolation; data scraping; singular value decomposition; and more. This course could also be considered a course in numerical analysis or computational science.

Class Format: To afford students flexibility during the COVID pandemic, this course is taught online. Students will read and/or watch lecture material asynchronously and will participate in a once-per-week synchronous small-group tutorial meeting with the instructor via video chat. This course will be a good fit for students with a strong interest in applied mathematics and a willingness to devote significant effort to learning/doing computer programming.

Requirements/Evaluation: Students will complete checkpoint quizzes, regularly assigned homework problems and projects, and reflective writing assignments. To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor follows the policy of "ungrading." Over the course of the semester, students will develop a rubric to assess their own learning and will evaluate themselves according to this rubric.

Prerequisites: MATH 250; some prior exposure to computer programming experience is strongly recommended but not required.

Enrollment Limit: 20
Enrollment Preferences: Professor's discretion
Expected Class Size: 20
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3)  (QFR)
Quantative/Formal Reasoning Notes: This course involves developing the formal mathematical language of linear algebra. It also involves using quantitative tools to solve problems relating to a wide range of applications in the physical and social sciences.

Spring 2021
LEC Section: R1   TR 9:45 am - 11:00 am   Chad M. Topaz

MATH 309  (F) Differential Equations  (QFR)
Ordinary differential equations (ODE) frequently arise as models of phenomena in the natural and social sciences. This course presents core ideas of ODE from an applied standpoint. Topics covered early in the course may include numerical solutions, separation of variables, integrating factors, constant coefficient linear equations, and power series solutions. Later, we will focus on nonlinear ODEs, for which it is usually impossible to find analytical solutions. Tools from dynamical systems will be introduced to allow us to obtain some information about the behavior of the ODE without explicitly knowing the solution.

Class Format: Unless circumstances change, students will have the option of taking the course in person or remotely
Requirements/Evaluation: quizzes/exams, problem sets, participation, and possible activities
Prerequisites: MATH 150/151 and MATH 250
Enrollment Limit: 20
Enrollment Preferences: discretion of the instructor
Expected Class Size: 20
This course will provide an introduction to the many ways in which mathematics can be used to understand, analyze, and predict biological dynamics. We will learn how to construct mathematical models that capture essential properties of biological processes while maintaining analytic tractability. Analytic techniques, such as stability and bifurcation analysis, will be introduced in the context of both continuous and discrete time models. Additionally, students will couple these analytic tools with numerical simulation to gain a more global picture of the biological dynamics. Possible biological applications include, but are not limited to, single and multi-species population dynamics, neural and biological oscillators, tumor cell growth, and infectious disease dynamics.

**Class Format:** Unless circumstances change, students will have the option of taking the course in person or remotely

**Requirements/Evaluation:** problem sets, quizzes/exams, participation, final project and paper

**Prerequisites:** MATH 250 and MATH 309, or permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** if over-enrolled, will have students submit reasons for taking class; preference to those with interest in both subjects

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**
BIOL 210 (D3) MATH 310 (D3)

**Quantative/Formal Reasoning Notes:** The course will introduce methods for developing and analyzing mathematical models.
MATH 313 (S) Introduction to Number Theory (QFR)
The study of numbers dates back thousands of years, and is fundamental in mathematics. In this course, we will investigate both classical and modern questions about numbers. In particular, we will explore the integers, and examine issues involving primes, divisibility, and congruences. We will also look at the ideas of numbers and primes in more general settings, and consider fascinating questions that are simple to understand, but can be quite difficult to answer. This course will be held virtually using an active learning method, an instructional strategy reversing the traditional learning environment by supplying instructional content outside of class time. This will include reading the textbook and completing problem sets prior to attending class. Class time will be spent clarifying concepts and working in small groups through challenging problems with the support of the professor, teaching assistants, and your peers. Building positive collaborative working relationships and public speaking skills will be added benefits of this class.

Class Format: This course will employ an active learning method rather than the traditional lecture. Please see the course description for details.

Requirements/Evaluation: The course will be graded on a mastery-based system. The final course grade will be a combination of quarterly participation in self-reflections, daily reading assignments, and weekly problem sets.

Prerequisites: MATH 250 or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: All are welcome regardless of major or year. In case of over-enrollment, preference will be given to those needing the course for graduation.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course requires working with various number systems, performing explicit computations, and proving mathematical results using logical reasoning practices.

Spring 2021
LEC Section: R1 TF 1:30 pm - 2:45 pm Eva Goedhart

MATH 315 (S) Methods for Solving Diophantine Equations (QFR)
A Diophantine equation is an equation with integer (or rational) coefficients that is to be solved in integers (or rational numbers). A focus of study for hundreds of years, Diophantine analysis remains a vibrant area of research. It has yielded a multitude of beautiful results and has wide ranging applications in other areas of mathematics, in cryptography, and in the natural sciences. In this project-based tutorial, we will focus on studying and implementing various methods for solving previously unsolved infinite families of Diophantine equations. Depending on their interests, students may choose one or several methods to apply to open problems in the field. Please note that this tutorial will be held virtually.

Requirements/Evaluation: The grade for this course will be a combination of weekly problem sets, weekly oral presentations (approx. 15 min. each), quarterly self-reflections, and a final written project manuscript that will be continually edited throughout the semester (minimum of 5 pages).

Prerequisites: MATH 250 or permission of the instructor

Enrollment Limit: 10

Enrollment Preferences: Sophomores, Juniors, and Seniors based on a short questionnaire of interests. In the event of over-enrollment, preference will be given to those that need the course to graduate.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course requires working with various number systems, performing explicit computations, and proving mathematical results using logical reasoning practices.
**MATH 319 (S) Integrative Bioinformatics, Genomics, and Proteomics Lab** (QFR)

**Cross-listings:** MATH 319 CHEM 319 BIOL 319 PHYS 319 CSCI 319

**Secondary Cross-listing**

What can computational biology teach us about cancer? In this lab-intensive experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet-lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever-growing gene and protein data-sets can provide key insights into human disease. In this course, we will take advantage of one well-studied system, the highly conserved Ras-related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, and phylogenetics to reconstruct the evolution of gene families by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high-throughput approaches to investigate genes involved in the inflammatory and MAPK signal transduction pathways in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation-state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data-mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry may also be used to study networks of interacting proteins in colon tumor cells.

**Class Format:** two afternoons of lab, with one hour of lecture, per week. In most weeks, we will meet one day for lecture discussions.

**Requirements/Evaluation:** lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal

**Prerequisites:** BIOL 202; students who have not taken BIOL 202 but have taken BIOL 101 and a CSCI course, or CSCI/PHYS 315, may enroll with permission of instructor. No prior computer programming experience is required.

**Enrollment Limit:** 12

**Enrollment Preferences:** seniors, then juniors, then sophomores

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** does not satisfy the distribution requirement for the Biology major

**Distributions:** (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

MATH 319 (D3) CHEM 319 (D3) BIOL 319 (D3) PHYS 319 (D3) CSCI 319 (D3)

**Quantitative/Formal Reasoning Notes:** Through lab work, homework sets and a major project, students will learn or further develop their skills in programming in Python, and about the basis of Bayesian approaches to phylogenetic tree estimation.

Spring 2021

SEM Section: 01 TR 9:45 am - 11:00 am Lois M. Banta

LAB Section: H3 MW 1:00 pm - 3:00 pm Lois M. Banta

LAB Section: H4 TR 1:00 pm - 3:00 pm Lois M. Banta

SEM Section: R2 MW 6:45 pm - 8:00 pm Lois M. Banta

**MATH 334 (S) Graph Theory** (QFR)

A graph is a collection of vertices, joined together by edges. In this course, we will study the sorts of structures that can be encoded in graphs, along with the properties of those graphs. We'll learn about such classes of graphs as multi-partite, planar, and perfect graphs, and will see applications to such optimization problems as minimum colorings of graphs, maximum matchings in graphs, and network flows.

**Requirements/Evaluation:** problem sets and exams

**Prerequisites:** MATH 200 or MATH 250

**Enrollment Limit:** 20

**Enrollment Preferences:** Math majors
**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantitative/Formal Reasoning Notes:** This course involves the writing of mathematical proofs.

Spring 2021

LEC Section: R1  TR 11:30 am - 12:45 pm  Josh Carlson

**MATH 341 (F)(S) Probability** (QFR)

**Cross-listings:** STAT 341  MATH 341

**Primary Cross-listing**

The historical roots of probability lie in the study of games of chance. Modern probability, however, is a mathematical discipline that has wide applications in a myriad of other mathematical and physical sciences. Drawing on classical gaming examples for motivation, this course will present axiomatic and mathematical aspects of probability. Included will be discussions of random variables (both discrete and continuous), distribution and expectation, independence, laws of large numbers, and the well-known Central Limit Theorem. Many interesting and important applications will also be presented, including some from classical Poisson processes, random walks and Markov Chains.

**Requirements/Evaluation:** homework, classwork, and exams

**Prerequisites:** MATH 250 or permission of the instructor

**Enrollment Limit:** 30

**Enrollment Preferences:** Priority will be given to Mathematics majors and to Statistics Majors.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

STAT 341 (D3) MATH 341 (D3)

**Quantitative/Formal Reasoning Notes:** This is a 300-level Math/Stat course.

Fall 2020

LEC Section: H1  MWF 9:20 am - 10:10 am  Stewart D. Johnson

Spring 2021

LEC Section: H1  TF 3:15 pm - 4:30 pm  Mihai Stoiciu

**MATH 350 (F)(S) Real Analysis** (QFR)

Why is the product of two negative numbers positive? Why do we depict the real numbers as a line? Why is this line continuous, and what does that actually mean? More fundamentally, what is the definition of a real number? Real analysis addresses such questions, delving into the structure of real numbers and functions on them. Along the way we'll discuss sequences and limits, series, completeness, compactness, derivatives and integrals, and metric spaces. This course is excellent preparation for graduate studies in mathematics, statistics, and economics. Math 350 and Math 351 will cover the same material for the first part of the course. Math 350 will then delve deeper into the abstract structures of topological and metric spaces, while Math 351 will closely examine some foundational constructs from differential equations, probability, and optimization.

**Class Format:** Hybrid format. There may be class meetings; remote students will be fully accommodated.

**Requirements/Evaluation:** homework, classwork, and exams

**Prerequisites:** MATH 250 or permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** Seniors

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option
MATH 351 (S) Applied Real Analysis (QFR)

Why is the product of two negative numbers positive? Why do we depict the real numbers as a line? Why is this line continuous, and what does that actually mean? More fundamentally, what is the definition of a real number? Real analysis addresses such questions, delving into the structure of real numbers and functions on them. Along the way we'll discuss sequences and limits, series, completeness, compactness, derivatives and integrals, and metric spaces. This course is excellent preparation for graduate studies in mathematics, statistics, and economics. Math 350 and Math 351 will cover the same material for the first part of the course. Math 350 will then delve deeper into the abstract structures of topological and metric spaces, while Math 351 will closely examine some foundational constructs from differential equations, probability, and optimization.

Class Format: Hybrid format. There may be class meetings; remote students will be fully accommodated.

Requirements/Evaluation: homework, classwork, and exams

Prerequisites: MATH 250 or permission of the instructor.

Enrollment Limit: 20

Enrollment Preferences: Seniors

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: Math

Spring 2021

LEC Section: H1  MWF 10:40 am - 11:30 am  Stewart D. Johnson

MATH 355 (F)(S) Abstract Algebra (QFR)

Algebra gives us tools to solve equations. The integers, the rationals, and the real numbers have special properties which make algebra work according to the circumstances. In this course, we generalize algebraic processes and the sets upon which they operate in order to better understand, theoretically, when equations can and cannot be solved. We define and study abstract algebraic structures such as groups, rings, and fields, as well as the concepts of factor group, quotient ring, homomorphism, isomorphism, and various types of field extensions. This course introduces students to abstract rigorous mathematics.

Class Format: Format: lecture; Unless circumstances change, students will have the option of taking the course in person or remotely. It is possible that there will be several weeks that are only offered remotely. If taken pass/fail, this course does not count towards the Mathematics major.

Requirements/Evaluation: Problem sets and exams

Prerequisites: MATH 250 or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: Students who have officially declared a major that requires Math 355.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Unit Notes: If taken pass/fail, this course does not count towards the Mathematics major.

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: 300-level math course
MATH 361  (F)(S)  Theory of Computation  (QFR)

Cross-listings:  MATH 361  CSCI 361

Secondary Cross-listing

This course introduces a formal framework for investigating both the computability and complexity of problems. We study several models of computation including finite automata, regular languages, context-free grammars, and Turing machines. These models provide a mathematical basis for the study of computability theory--the examination of what problems can be solved and what problems cannot be solved--and the study of complexity theory--the examination of how efficiently problems can be solved. Topics include the halting problem and the P versus NP problem.

Class Format: Lecture content will be delivered through asynchronously viewed video modules. Conference sections meeting twice per week will be used for synchronous discussions. Students should sign up for lecture and one conference section.

Requirements/Evaluation: online multiple choice and short answer questions, weekly problem sets in groups, a research project, and a final examination

Prerequisites:  CSCI 256 or both a 300-level MATH course and permission of instructor

Enrollment Limit:  40(10/con)

Enrollment Preferences:  current or expected Computer Science majors

Expected Class Size:  40

Grading:  yes pass/fail option,  no fifth course option

Distributions:  (D3)  (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:
MATH 361 (D3)  CSCI 361 (D3)

Quantative/Formal Reasoning Notes:  This course include regular and substantial problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

MATH 374  (S)  Topology  (QFR)

In Real Analysis you learned about metric spaces -- any set of objects endowed with a way of measuring distance -- and the topology of sets in such spaces (open, closed, bounded, etc). In this course we flip this on its head: we explore how to develop analysis (limits, continuity, etc) in spaces where the topology is known but the metric is not. This will lead us to a bizarre and fascinating version of geometry in which we cannot distinguish between shapes that can be continuously deformed into one another. Not only does this theory turn out to be beautiful in the abstract, it has become a vital part of data analysis and is also connected to many areas of math and physics. This course is excellent preparation for graduate programs in mathematics.
Class Format: Taught remotely, but synchronously. While recordings of lectures will be made available, all participants are expected to make their best effort to attend the class over Zoom. In addition to class meetings, there will be tutorial sessions with a TA once per week.

Requirements/Evaluation: homework, tutorials, and exams

Prerequisites: MATH 350 or 351; not open to students who have taken MATH 323. Familiarity with basic group theory recommended, but not required.

Enrollment Limit: 20

Enrollment Preferences: Juniors and seniors

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: It’s math.

Spring 2021

LEC Section: R1    MR 3:15 pm - 4:30 pm     Leo Goldmakher

MATH 391  (F)  Introduction to computer algebra   (QFR)

Students will learn new mathematics in the context of computer-based exposition, experimentation, and interaction. They will gain proficiency with Sage, GAP, Macaulay2, or Mathematica, and possibly one of the more-specialized systems SnapPea, kenzo, magma, MATLAB, Perseus, coq, etc. Individuals and teams will build interactive demonstrations of mathematical theorems, which will then be appreciated by the instructor and the rest of the class. No prior programming experience is expected.

Class Format: Class will be held online, but there will be recorded components, asynchronous interactive components, and outside-of-class small-group online meetings.

Requirements/Evaluation: exams, homework, projects

Prerequisites: Math 355 or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: math majors

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: Mathematical programming requires complete synthesis of abstract concepts to produce computer code, which is necessarily formal.

Fall 2020

LEC Section: R1    TR 6:45 pm - 8:00 pm     John D. Wiltshire-Gordon

MATH 392  (S) Undergraduate Research Topics in Graph Theory  (WS) (QFR)

Graph theory is a vibrant area of research with many applications to the social sciences, psychology, and economics. In this project-based tutorial, students will select among the presented topics and will develop research questions and undertake original research in the field. Student assessment is based on drafts of research project manuscript and presentations.

Requirements/Evaluation: presentations and written project manuscript

Prerequisites: MATH 355 or permission of the instructor

Enrollment Limit: 10

Enrollment Preferences: programming experience, students with interests in the intersection of combinatorics and graph theory

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (WS) (QFR)
**Writing Skills Notes:** This course will require multiple revisions of a manuscript related to the research project at hand. The final result will be a 10-20 page research article and the course will be designed as a writing intensive course.

**Quantitative/Formal Reasoning Notes:** The course deals with mathematical research in graph theory and is a quantitative and formal reasoning course.

Spring 2021

TUT Section: RT1   TBA   Pamela E. Harris

**MATH 402 (F) Measure Theory and Hilbert Spaces (QFR)**

How large is the unit square? One might measure the number of individual points in the square (uncountably infinite), the area of the square (1), or the dimension of the square (2). But what about for more complicated sets, e.g., the set of all rational points in the unit square? What's the area of this set? What's the dimension? In this course we'll come up with precise ways to measure size -- length, area, volume, dimension -- that apply to a broad array of sets. Along the way we'll encounter Lebesgue measure and Lebesgue integration, Hausdorff measure and fractals, space-filling curves and the Banach-Tarski paradox. We will also investigate Hilbert spaces, mathematical objects that combine the tidiness of linear algebra with the power of analysis and are fundamental to the study of differential equations, functional analysis, harmonic analysis, and ergodic theory, and also apply to fields like quantum mechanics and machine learning. This material provides good preparation for graduate studies in mathematics, statistics and economics.

**Class Format:** Discussion-based course held remotely.

**Requirements/Evaluation:** performance on homework assignments and exams

**Prerequisites:** MATH 350 or MATH 351 or permission of instructor

**Enrollment Limit:** 30

**Enrollment Preferences:** Seniors

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantitative/Formal Reasoning Notes:** Math

Fall 2020

LEC Section: R1   TF 3:15 pm - 4:30 pm   Leo Goldmakher

**MATH 408 (F) L-Functions and Sphere Packing (QFR)**

Optimal packing problems arise in many important problems, and have been a source of excellent mathematics for centuries. The Kepler Problem (what is the most efficient way to pack balls in three-space) is a good example. The original formulation has been used in such diverse areas as stacking cannonballs on battleships to grocers preparing fruit displays, and its generalizations allow the creation of powerful error detection and correction codes. While the solution of the Kepler Problem is now known, the higher dimensional version is very much open. There has been remarkable progress in the last few years, with number theory playing a key role in these results. We will develop sufficient background material to understand many of these problems and the current state of the field. Pre-requisites are real analysis.

**Requirements/Evaluation:** Class participation, homework, exams and participation in writing a textbook on the material. Each student will be responsible for working on a chapter of a book based on this material. In addition to obtaining critical writing feedback from myself and my co-author (who is a world expert in the subject), depending on timing we will also be able to share comments from an editor of a major publishing house or a referee. Chapters can range from short snapshots of a subject, on the order of 5 pages, to longer technical derivations of perhaps 10-30 pages.

**Prerequisites:** Math 350 or 351

**Enrollment Limit:** 40

**Enrollment Preferences:** Senior math majors, students planning on graduate study in a STEM field

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option
Distributions: (D3) (QFR)
Quantative/Formal Reasoning Notes: This is a 400 level math class

Fall 2020
LEC Section: H1  MWF 12:00 pm - 12:50 pm  Steven J. Miller

MATH 420  (S)  Analytic Number Theory  (QFR)
How many primes are smaller than x? How many divisors does an integer n have? How many different numbers appear in the N x N multiplication table? Precise formulas for these quantities probably don't exist, but over the past 150 years tremendous progress has been made towards understanding these and similar questions using tools and methods from analysis. The goal of this tutorial is to explain and motivate the ubiquitous appearance of analysis in modern number theory—a surprising fact, given that analysis is concerned with continuous functions, while number theory is concerned with discrete objects (integers, primes, divisors, etc). Topics to be covered will include some subset of the following: asymptotic analysis, partial and Euler-Maclaurin summation, counting divisors and Dirichlet's hyperbola method, the randomness of prime factorization and the Erdos-Kac theorem, the partition function and the saddle point method, the prime number theorem and the Riemann zeta function, primes in arithmetic progressions and Dirichlet L-functions, the Goldbach conjecture and the circle method, and sieve methods and gaps between primes.

Requirements/Evaluation:  Regularly preparing lectures and writing expository essays in LaTeX. No exams.
Prerequisites:  MATH 350 or MATH 351 and familiarity with basic modular arithmetic are hard prerequisites. Familiarity with complex analysis and abstract algebra recommended, but not required.
Enrollment Limit:  10
Enrollment Preferences:  Students with complex analysis background will be given priority.
Expected Class Size:  10
Grading:  no pass/fail option,  no fifth course option
Distributions: (D3) (QFR)
Quantative/Formal Reasoning Notes: It's math.

Spring 2021
TUT Section: RT1  TBA  Leo Goldmakher

MATH 433  (S)  Mathematical Modeling  (QFR)
Mathematical modeling means (1) translating a real-life problem into a mathematical object, (2) studying that object using mathematical techniques, and (3) interpreting the results in order to learn something about the real-life problem. Mathematical modeling is used in biology, economics, chemistry, geology, sociology, political science, art, and countless other fields. This is an advanced, seminar-style, course appropriate for students who have strong enthusiasm for applied mathematics, data science, and collaborative teamwork.

Class Format:  To afford students flexibility during the COVID pandemic, this course is taught online, largely asynchronously. There is no lecture component. Students will read research literature, work on structured and open-ended projects, and participate in synchronous small-group meetings with the instructor via videoconference. The vast majority of work in this course requires students to collaborate with each other.

Requirements/Evaluation:  Students will complete reading assignments, writing assignments, modeling activities, research projects, and will record several presentations to be shared with the rest of the class. To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor follows the policy of "ungrading." Over the course of the semester, students will develop a rubric to assess their own learning and will evaluate themselves according to this rubric.
Prerequisites:  MATH 250; MATH 309 or similar; and some experience with computer programming (equivalent to CSCI 134 or MATH 307).
Enrollment Limit:  20
Enrollment Preferences:  Professor's discretion
Expected Class Size:  20
Grading:  yes pass/fail option,  yes fifth course option
Distributions: (D3) (QFR)
Quantative/Formal Reasoning Notes: This course focuses substantially on using mathematical and statistical tools and frameworks to describe,
predict, and understand real-world systems.

Spring 2021
SEM Section: R1    TR 11:30 am - 12:45 pm     Chad M. Topaz

**MATH 434 (F) Applied Dynamics and Optimal Control** (QFR)

We seek to understand how dynamical systems evolve, how that evolution depends on the various parameters of the system, and how we might manipulate those parameters to optimize an outcome. We will explore the language of dynamics by deepening our understanding of differential and difference equations, study parameter dependence and bifurcations, and explore optimal control through Pontryagin's maximum principle and Hamilton-Jacobi-Bellman equations. These tools have broad application in ecology, economics, finance, and engineering, and we will draw on basic models from these fields to motivate our study.

**Requirements/Evaluation:** exams and homework assignments

**Prerequisites:** MATH 209 or PHYS 210, and MATH 350 or 351, or permission of the instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** Preference will be given to senior math majors.

**Expected Class Size:** 20

**Grading:** yes pass/fail option,     yes fifth course option

**Distributions:** (D3)  (QFR)

**Quantative/Formal Reasoning Notes:** This is a 400 level math course.

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Fall 2020
LEC Section: H1    MWF 10:40 am - 11:30 am     Stewart D. Johnson

**MATH 456 (F) Representation Theory** (QFR)

Representation theory has applications in fields such as physics (via models for elementary particles), engineering (considering symmetries of structures), and even in voting theory (voting for committees in agreeable societies). This course will introduce the concepts and techniques of the representation theory of finite groups, and will focus on the representation theory of the symmetric group. We will undertake this study through a variety of perspectives, including general representation theory, combinatorial algorithms, and symmetric functions.

**Requirements/Evaluation:** evaluation will be based primarily on homework, in class presentations, and exams

**Prerequisites:** MATH 355

**Enrollment Limit:** 40

**Enrollment Preferences:** junior and senior Math majors

**Expected Class Size:** 15

**Grading:** no pass/fail option,     yes fifth course option

**Distributions:** (D3)  (QFR)

**Quantative/Formal Reasoning Notes:** This is a 400-level Math course.

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Fall 2020
LEC Section: R1    TF 1:30 pm - 2:45 pm     John D. Wiltshire-Gordon

**MATH 474 (S) Tropical Geometry** (QFR)

This course offers an introduction to tropical geometry, a young subject that has already established deep connections between itself and pure and applied mathematics. We will study a rich variety of objects arising from polynomials over the min-plus semiring, where addition is defined as taking a minimum, and multiplication is defined as usual addition. We will learn how these polyhedral objects connect to other areas of mathematics like algebraic geometry, and how they can be applied to solve problems in scheduling theory, phylogenetics, and other diverse fields.

**Class Format:** Hybrid; if possible we will have classes in person, with remote students attending via Zoom.
Requirements/Evaluation: participation, problem sets, quizzes, exams, and a final project
Prerequisites: MATH 355 or permission of instructor
Enrollment Limit: 25
Enrollment Preferences: Senior math majors
Expected Class Size: 15
Grading: no pass/fail option, no fifth course option
Distributions: (D3) (QFR)
Quantitative/Formal Reasoning Notes: This course builds quantitative skills

Spring 2021
LEC Section: H1    TR 9:45 am - 11:00 am    Ralph E. Morrison

PHYS 131  (F) Introduction to Mechanics  (QFR)
We focus first on the Newtonian mechanics of point particles: the relationship between velocity, acceleration, and position; the puzzle of circular motion; forces, Newton's laws, and gravitation; energy and momentum; and the physics of vibrations. Then we turn to the basic properties of waves, such as interference and refraction, as exemplified by sound and light waves. We also study the optics of lenses, mirrors and the human eye. This course is not intended for students who have successfully completed an AP physics course in high school.

Class Format: hybrid
Requirements/Evaluation: exams, labs, and weekly problem sets, all of which have a substantial quantitative component
Prerequisites: MATH 130; students who scored 4 or 5 on an AP physics exam, or 6 or 7 on the IB Physics HL exam may not take this course and are encouraged to take PHYS 141 instead
Enrollment Limit: 30
Enrollment Preferences: seniority
Expected Class Size: 60
Grading: yes pass/fail option, yes fifth course option
Unit Notes: PHYS 131 can lead to either PHYS 132 (for students wanting a one-year survey of physics) or PHYS 142 (for students considering a Physics or Astrophysics major)
Distributions: (D3) (QFR)
Quantitative/Formal Reasoning Notes: This class will have weekly problem sets requiring substantial quantitative reasoning

Fall 2020
LEC Section: H1    MWF 8:00 am - 8:50 am    Graham K. Giovanetti
LAB Section: H2    M 1:00 pm - 3:00 pm    Graham K. Giovanetti
LAB Section: H3    W 1:00 pm - 3:00 pm    Graham K. Giovanetti

PHYS 132  (S) Electromagnetism and the Physics of Matter  (QFR)
This course is intended as the second half of a one-year survey of physics with some emphasis on applications to medicine. In the first part of the semester we will focus on electromagnetic phenomena. We will introduce the concept of electric and magnetic fields and study in detail the way in which electrical circuits and circuit elements work. The deep connection between electric and magnetic phenomena is highlighted with a discussion of Faraday's Law of Induction. Following our introduction to electromagnetism we will discuss some of the most central topics in twentieth-century physics, including Einstein's theory of special relativity and some aspects of quantum theory. We will end with a treatment of nuclear physics, radioactivity, and uses of radiation.

Class Format: lecture three hours per week, laboratory three hours approximately every other week, and conference section 1 hour approximately every other week
Requirements/Evaluation: weekly problem sets, labs, quizzes and exams
Prerequisites: PHYS 131 or 141 or permission of instructor, and MATH 130 (formerly 103)
Enrollment Limit: 22 per lab
Enrollment Preferences: sophomores
Expected Class Size: 60
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3) (QFR)
Quantitative/Formal Reasoning Notes: Significant homework, exams, quizzes requiring mathematical and physical reasoning.

Spring 2021
LEC Section: H1 MWF 9:20 am - 10:10 am Henrik Ronellenfitsch
LAB Section: H2 T 1:00 pm - 3:00 pm Henrik Ronellenfitsch
LAB Section: H3 W 1:00 pm - 3:00 pm Henrik Ronellenfitsch

PHYS 141 (F) Mechanics and Waves (QFR)
This is the typical first course for a prospective physics major. It covers most of the same topics as PHYS 131, but with a higher level of mathematical sophistication. It is intended for students with solid backgrounds in the sciences, either from high school or college, who are comfortable with basic calculus.

Class Format: This will be a hybrid course with both recorded and in-person lecture/demonstration material, both "at home" and in-person hands-on/laboratory exercises, problem-solving group sessions and office hours (available both in person and remote), as well as several short tests/quizzes and a final exam.

Requirements/Evaluation: weekly problem sets, labs, three or more short quizzes/tests, and a final exam, all of which have a substantial quantitative component
Prerequisites: high school physics and MATH 130 or equivalent placement, or permission of the instructor
Enrollment Limit: 30
Expected Class Size: 30
Grading: yes pass/fail option, yes fifth course option
Unit Notes: PHYS 141 can lead to either PHYS 132 (for students wanting a one-year survey of physics) or PHYS 142 (for students considering a Physics or Astrophysics major)
Distributions: (D3) (QFR)
Quantitative/Formal Reasoning Notes: This course consists of lectures, problem-solving conferences, lab exercises, problem sets and exams, all of which have a substantial quantitative component.

Fall 2020
LEC Section: H1 TR 9:45 am - 11:00 am Protik K. Majumder
LAB Section: H2 M 1:00 pm - 3:00 pm Kevin M. Jones
LAB Section: H3 T 1:00 pm - 3:00 pm Kevin M. Jones
LAB Section: H4 W 1:00 pm - 3:00 pm Kevin M. Jones
LAB Section: H5 M 3:30 pm - 5:30 pm Kevin M. Jones

PHYS 142 (S) Foundations of Modern Physics (QFR)
Newtonian Mechanics, spectacular as it is in describing planetary motion and a wide range of other phenomena, only hints at the richness of behaviors seen in the universe. Special relativity, which extends physics into the realm of high speeds and high energies, requires we rethink our basic notions of space and time. Quantum mechanics successfully describes atoms, molecules, and solids while at the same time calling into question our expectation of what can be predicted by a physical theory. Statistical physics reveals new behaviors that emerge when many particles are present in a system. This course will survey ideas from each of these three arenas, and can serve either as a terminal course for those seeking to complete a year of physics or as the basis for future advanced study of these topics.

Class Format: lecture, two hours weekly; problem-solving conference session, one hour weekly; laboratory, 2-3 hours most weeks, alternating
between 'hands-on' and computational sessions (limit 10 per lab, 14 per conference section)

Requirements/Evaluation:  weekly homework, labs, two hour tests, and a final exam, all of which have a substantial quantitative component

Prerequisites:  PHYS 141 and MATH 130, or equivalent; PHYS 131 may substitute for PHYS 141 with the permission of instructor; students may not take both PHYS 142 and PHYS 151

Enrollment Limit:  14/C, 10/L

Enrollment Preferences:  first-year students

Expected Class Size:  30

Grading:  yes pass/fail option, yes fifth course option

Distributions:  (D3)  (QFR)

Quantative/Formal Reasoning Notes:  Heavily problem-solving focused, involving algebraic manipulations, single-variable calculus, generating and reading graphs, etc.

Spring 2021

LEC Section: H1    MW 12:00 pm - 12:50 pm     Charlie  Doret
CON Section: H2    F 12:00 pm - 12:50 pm     Charlie  Doret
CON Section: H3    F 1:30 pm - 2:20 pm     Charlie  Doret
LAB Section: H4    T 1:00 pm - 3:00 pm     Charlie  Doret
LAB Section: H5    T 3:30 pm - 5:30 pm     Charlie  Doret

PHYS 151  (F)  Seminar in Modern Physics  (QFR)
Newtonian Mechanics, spectacular as it is in describing planetary motion and a wide range of other phenomena, only hints at the richness of behaviors seen in the universe. Special relativity has extended physics into the realm of high speeds and high energies and requires us to rethink our basic notions of space and time. Quantum mechanics successfully describes atoms, molecules, and solids while at the same time calling into question our notions of what can be predicted by a physical theory. Statistical physics reveals new behaviors that emerge when many particles are present in a system. This course covers the same basic material as PHYS 142 but in a small seminar format for students with strong prior preparation in physics.

Class Format:  This will be a hybrid course format, with some online and some in-person components. All in-person components will have a remote option. Lecture 3 hours per week (synchronous interactive video or in-person), Laboratory/Conference section 2.5 hours per week (synchronous interactive video or in-person). Compared to previous years, some of the laboratory activities in the course will be replaced by assignments that can be completed remotely.

Requirements/Evaluation:  class participation, weekly lab/conference assignments, weekly problem sets, final paper, two hour-exams and a final exam;

Prerequisites:  placement by the department (see "advanced placement" section in the description about the department). Students may take either PHYS 142 or PHYS 151 but not both

Enrollment Limit:  18

Enrollment Preferences:  first-years

Expected Class Size:  18

Grading:  yes pass/fail option, yes fifth course option

Unit Notes:  this is a small seminar designed for first-year students who have placed out of PHYS 141

Distributions:  (D3)  (QFR)

Quantative/Formal Reasoning Notes:  besides the final paper, all assignments in the course have a substantial quantitative component

Fall 2020

LEC Section: H1    MWF 12:00 pm - 12:50 pm     Catherine  Kealhofer
LAB Section: H2    MR 1:30 pm - 2:45 pm     Catherine  Kealhofer
LAB Section: H3    MR 3:15 pm - 4:30 pm     Catherine  Kealhofer
PHYS 201 (F) Electricity and Magnetism (QFR)
The classical theory of electricity and magnetism is very rich yet it can be written in a remarkably succinct form using Maxwell's equations. This course is an introduction to electricity and magnetism and their mathematical description, connecting electric and magnetic phenomena via the special theory of relativity. Topics include electrostatics, magnetic fields, electromagnetic induction, DC and AC circuits, and the electromagnetic properties of matter. The laboratory component of the course is an introduction to electronics where students will develop skills in building and debugging electrical circuits.

Class Format: Hybrid: online with some in-person components. All in-person components will have a remote option. Lecture: three hours per week. Laboratory/conference section: two hours per week.

Requirements/Evaluation: problem sets, labs/conference section assignments, two take-home midterms, and a final exam, all of which have a substantial quantitative component

Prerequisites: PHYS 142 OR 151; MATH 150 or 151; with a preference for MATH 151

Enrollment Limit: 10 per lab

Enrollment Preferences: prospective physics majors, then by seniority

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Fall 2020
LEC Section: H1 MWF 10:40 am - 11:30 am David R. Tucker-Smith
LAB Section: H2 T 1:00 pm - 3:00 pm David R. Tucker-Smith
LAB Section: H3 W 1:00 pm - 3:00 pm David R. Tucker-Smith
LAB Section: H4 T 3:30 pm - 5:30 pm David R. Tucker-Smith

PHYS 202 (S) Vibrations, Waves and Optics (QFR)
Waves and oscillations characterize many different physical systems, including vibrating strings, springs, water waves, sound waves, electromagnetic waves, and gravitational waves. Quantum mechanics even describes particles with wave functions. Despite these diverse settings waves exhibit several common characteristics, so that the understanding of a few simple systems can provide insight into a wide array of phenomena. In this course we begin with the study of oscillations of simple systems with only a few degrees of freedom. We then move on to study transverse and longitudinal waves in continuous media in order to gain a general description of wave behavior. The rest of the course focuses on electromagnetic waves and in particular on optical examples of wave phenomena. In addition to well known optical effects such as interference and diffraction, we will study a number of modern applications of optics such as short pulse lasers and optical communications. Throughout the course mathematical methods useful for higher-level physics will be introduced.

Class Format: hybrid. Lectures will be offered synchronously for in-person and remote students and recordings of lectures will be made available for those unable to attend synchronously. Labs will be in-person but with accommodations made for remote students.

Requirements/Evaluation: problem sets, labs, in-class tests, and a final exam, all of which have a substantial quantitative component

Prerequisites: PHYS 201; co-requisite: PHYS/MATH 210 or MATH 209 or permission of instructor

Enrollment Limit: 30

Enrollment Preferences: sophomores

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course has substantial problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Spring 2021
LEC Section: H1 MWF 10:40 am - 11:30 am Graham K. Giovanetti
LAB Section: H2 T 1:00 pm - 3:00 pm Graham K. Giovanetti
PHYS 210 (S) Mathematical Methods for Scientists (QFR)

Cross-listings: PHYS 210 MATH 210

Primary Cross-listing

This course covers a variety of mathematical methods used in the sciences, focusing particularly on the solution of ordinary and partial differential equations. In addition to calling attention to certain special equations that arise frequently in the study of waves and diffusion, we develop general techniques such as looking for series solutions and, in the case of nonlinear equations, using phase portraits and linearizing around fixed points. We study some simple numerical techniques for solving differential equations. A series of optional sessions in Mathematica will be offered for students who are not already familiar with this computational tool.

Class Format: three hours per week; hybrid course format

Requirements/Evaluation: several exams and on weekly problem sets, all of which have a substantial quantitative component

Prerequisites: MATH 150 or 151 and familiarity with Newtonian mechanics at the level of PHYS 131

Enrollment Limit: 50

Enrollment Preferences: sophomores and juniors

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 210 (D3) MATH 210 (D3)

Quantative/Formal Reasoning Notes: This course will have weekly problem sets using advanced calculus methods and some computer programming at the end of the course.

Spring 2021

LEC Section: H1   TR 11:30 am - 12:45 pm   Frederick W. Strauch

PHYS 301 (F) Quantum Physics (QFR)

This course serves as a one-semester introduction to the formalism, and phenomenology of quantum mechanics. After a brief discussion of historical origins of the quantum theory, we introduce the Schrodinger wave equation, the concept of matter waves, and wave-packets. With this introduction as background, we will continue our discussion with a variety of one-dimensional problems such as the particle-in-a-box and the harmonic oscillator. We then extend this work to systems in two and three dimensions, including a detailed discussion of the structure of the hydrogen atom. Along the way we will develop connections between mathematical formalism and physical predictions of the theory. Finally, we conclude the course with a discussion of angular momentum and spins, with applications to atomic physics, entanglement, and quantum information.

Class Format: Phys 301 will be taught in a hybrid format, with in-person and remote elements. Remote options will be available for in-person components. Lecture will meet for 3 hours weekly, with synchronous elements wherever feasible (either in-person or via videoconference). Laboratories will meet for 2 hours weekly, with some additional individual preparation required, with laboratory groups being mixed between in-person and remote students.

Requirements/Evaluation: weekly problem sets, laboratory reports / write-ups, a midterm exam, and final exam, all of which have a substantial quantitative component

Prerequisites: PHYS 202 and PHYS/MATH 210 or MATH 309

Enrollment Limit: 20

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: Phys 301 relies heavily upon mathematics and quantitative reasoning in all elements, including problem sets, examinations, and laboratories.
PHYS 302  (S) Statistical Mechanics & Thermodynamics  (QFR)
Macroscopic objects are made up of huge numbers of fundamental particles interacting in simple ways—obeying the Schrödinger equation, Newton’s and Coulomb’s Laws—and these objects can be described by macroscopic properties like temperature, pressure, magnetization, heat capacity, conductivity, etc. In this course we will develop the tools of statistical physics, which will allow us to predict the cooperative phenomena that emerge in large ensembles of interacting particles. We will apply those tools to a wide variety of physical questions, including the behavior of gases, polymers, heat engines, biological and astrophysical systems, magnets, and electrons in solids.

Class Format: lecture/discussion three hours per week and weekly laboratory work

Requirements/Evaluation:  weekly problem sets, exams, and labs, all of which have a substantial quantitative component

Prerequisites:  required: PHYS 201, PHYS/MATH 210 or MATH 309; recommended: PHYS 202, PHYS 301

Enrollment Limit:  10 per lab

Enrollment Preferences:  the in crowd

Expected Class Size:  10 per lab

Grading:  yes pass/fail option,  yes fifth course option

Distributions:  (D3)  (QFR)

Quantitative/Formal Reasoning Notes: weekly problem sets, exams, and labs, all of which have a substantial quantitative component

Spring 2021

PHYS 319  (S) Integrative Bioinformatics, Genomics, and Proteomics Lab  (QFR)
Cross-listings:  MATH 319  CHEM 319  BIOL 319  PHYS 319  CSCI 319

Secondary Cross-listing

What can computational biology teach us about cancer? In this lab-intensive experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet-lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever-growing gene and protein data-sets can provide key insights into human disease. In this course, we will take advantage of one well-studied system, the highly conserved Ras-related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, and phylogenetics to reconstruct the evolution of gene families by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high through-put approaches to investigate genes involved in the inflammatory and MAPK signal transduction pathways in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation-state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data-mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry may also be used to study networks of interacting proteins in colon tumor cells.

Class Format:  two afternoons of lab, with one hour of lecture, per week. In most weeks, we will meet one day for lecture discussions.

Requirements/Evaluation:  lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal

Prerequisites:  BIOL 202; students who have not taken BIOL 202 but have taken BIOL 101 and a CSCI course, or CSCI/PHYS 315, may enroll with permission of instructor. No prior computer programming experience is required.

Enrollment Limit:  12

Enrollment Preferences:  seniors, then juniors, then sophomores
Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:
MATH 319 (D3) CHEM 319 (D3) BIOL 319 (D3) PHYS 319 (D3) CSCI 319 (D3)

Quantitative/Formal Reasoning Notes: Through lab work, homework sets and a major project, students will learn or further develop their skills in programming in Python, and about the basis of Bayesian approaches to phylogenetic tree estimation.

Spring 2021

SEM Section: 01 TR 9:45 am - 11:00 am Lois M. Banta
LAB Section: H3 MW 1:00 pm - 3:00 pm Lois M. Banta
LAB Section: H4 TR 1:00 pm - 3:00 pm Lois M. Banta
SEM Section: R2 MW 6:45 pm - 8:00 pm Lois M. Banta

PHYS 321 (S) Introduction to Particle Physics (QFR)
The Standard Model of particle physics incorporates special relativity, quantum mechanics, and almost all that we know about elementary particles and their interactions. This course introduces some of the main ideas and phenomena associated with the Standard Model. After a review of relativistic kinematics, we will learn about symmetries in particle physics, relativistic wave equations, Feynman diagrams, and selected applications of quantum electrodynamics, the weak interactions, and quantum chromodynamics. We will conclude with a discussion of spontaneous symmetry breaking and the Higgs mechanism.

Class Format: Hybrid
Requirements/Evaluation: weekly problem sets, a midterm exam, and a final exam
Prerequisites: PHYS 301
Enrollment Limit: 15
Enrollment Preferences: By seniority
Expected Class Size: 10
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3) (QFR)
Quantitative/Formal Reasoning Notes: Exams and problem sets all have a significant quantitative component.

Spring 2021
LEC Section: H1 TR 9:45 am - 11:00 am David R. Tucker-Smith

PHYS 402 (S) Applications of Quantum Mechanics (QFR)
This course will explore a number of important topics in the application of quantum mechanics to physical systems, including perturbation theory, the variational principle and the semiclassical interaction of atoms and radiation. The course will finish up with three weeks on quantum optics including an experimental project on non-classical interference phenomena. Applications and examples will be taken mostly from atomic physics with some discussion of solid state systems.

Class Format: hybrid
Requirements/Evaluation: weekly problem sets, tutorial participation, presentations, and a final exam, all of which have a substantial quantitative component
Prerequisites: PHYS 301
Enrollment Limit: 10 per sec
Enrollment Preferences: Physics and Astrophysics Majors
Expected Class Size: 16
Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course has weekly problem sets, all of which have a substantial quantitative component.

Spring 2021
TUT Section: HT1  F 1:30 pm - 2:45 pm    Catherine Kealhofer
TUT Section: HT2  TBA    Catherine Kealhofer

PHYS 411 (F) Classical Mechanics (QFR)
This course will explore advanced topics in classical mechanics including the calculus of variations, the Lagrangian and Hamiltonian formulations of mechanics, phase space, non-linear dynamics and chaos, central-force motion, non-inertial reference frames (including implications for physics on a rotating Earth), and rigid-body rotations. Numerical and perturbative techniques will be developed and used extensively. We will also examine the ways in which classical mechanics informs other fields of physics. In addition to weekly tutorial meetings the class with meet once a week as a whole to discuss new material.

Class Format: hybrid
Requirements/Evaluation: weekly problem sets, tutorial participation, presentations, a final project, and a final exam, all of which have a substantial quantitative component
Prerequisites: PHYS 202 and PHYS/MATH 210 or MATH 209
Enrollment Limit: 10/section
Enrollment Preferences: majors
Expected Class Size: 20
Grading: no pass/fail option, no fifth course option
Distributions: (D3) (QFR)
Quantitative/Formal Reasoning Notes: weekly problem sets requiring substantial quantitative reasoning using analytical and numerical methods.

Fall 2020
TUT Section: HT1  F 1:30 pm - 2:45 pm    Henrik Ronellenfitsch, Kevin M. Jones
TUT Section: HT2  F 1:30 pm - 2:45 pm    Henrik Ronellenfitsch, Kevin M. Jones
TUT Section: HT3  F 1:30 pm - 2:45 pm    Henrik Ronellenfitsch, Kevin M. Jones

POEC 253 (F) Empirical Methods in Political Economy (QFR)
This course introduces students to common empirical tools used in policy analysis and implementation. The broad aim is to train students to be discriminating consumers of public policy-relevant research. The emphasis in the course is on intuitive understanding of the central concepts. Through hands-on work with data and critical assessment of existing empirical social scientific research, students will develop the ability to choose and employ the appropriate tool for a particular research problem, and to understand the limitations of the techniques. Topics to be covered include basic principles of probability; random variables and distributions; statistical estimation, inference and hypothesis testing; and modeling using multiple regression, with a particular focus on understanding whether and how relationships between variables can be determined to be causal—an essential requirement for effective policy formation. Throughout the course, the focus will be on public policy applications relevant to the fields of political science, sociology, and public health, as well as to economics.

Class Format: The class will be remote. I will present the material using a mix of synchronous and asynchronous methods. We will use the synchronous time for discussion and Q and A as well.
Requirements/Evaluation: Problem sets, group project, midterm exam, final exam
Prerequisites: MATH 130 or its equivalent; one course in ECON; not open to students who have taken ECON 255
Enrollment Limit: 20
Enrollment Preferences: Political Economy majors, Environmental Policy majors and sophomores
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option

Unit Notes: does not satisfy the econometrics requirement for the Economics major; POEC 253 cannot be substituted for ECON 255, or count as an elective towards the Economics major

Distributions: (D2) (QFR)

Quantitative/Formal Reasoning Notes: The course teaches econometrics, i.e. statistics as economists use it, with applications in economics and political science.

Fall 2020
LEC Section: R1 TR 11:30 am - 12:45 pm Anand V. Swamy

PSYC 201 (F)(S) Experimentation and Statistics (QFR)
An introduction to the basic principles of research in psychology. We focus on how to design and execute experiments, analyze and interpret results, and write research reports. Students conduct a series of research studies in different areas of psychology that illustrate basic designs and methods of analysis. You must register for lab and lecture with the same instructor.

Class Format: Prof. Stroud's course meetings will be remote and meet synchronously; attendance in lectures and labs is required and participation will be evaluated. Prof. Sandstrom will teach his section in synchronous hybrid format; however, some discussions will be held remotely and synchronously. Prof. Simon's section will be held in hybrid format with some meetings held remotely; most class meetings will be synchronous, though there will be some asynchronous content replacing class time.

Requirements/Evaluation: research reports, exams, and weekly problem sets
Prerequisites: PSYC 101; not open to first-year students except with permission of instructor
Enrollment Limit: 12
Enrollment Preferences: Psychology majors
Expected Class Size: 12
Grading: no pass/fail option, yes fifth course option
Distributions: (D2) (QFR)

Quantitative/Formal Reasoning Notes: This course has weekly problem sets focused on experimental design and quantitative data analysis. Students will design and conduct several experiments, analyze the data, and report their findings.

Fall 2020
LEC Section: H1 MW 10:00 am - 11:15 am Jeremy D. Cone
LAB Section: H2 T 1:00 pm - 3:00 pm Jeremy D. Cone
LEC Section: R3 MW 10:00 am - 11:15 am Kenneth K. Savitsky
LAB Section: R4 W 1:00 pm - 3:00 pm Kenneth K. Savitsky

Spring 2021
LEC Section: H3 MW 10:00 am - 11:15 am Noah J. Sandstrom
LAB Section: H4 R 1:00 pm - 3:00 pm Noah J. Sandstrom
LEC Section: H5 MW 11:45 am - 1:00 pm Jeremy C Simon
LAB Section: H6 T 1:00 pm - 3:00 pm Jeremy C Simon
LEC Section: R1 TR 9:45 am - 11:00 am Catherine B. Stroud
LAB Section: R2 W 1:00 pm - 3:00 pm Catherine B. Stroud

STAT 101 (F)(S) Elementary Statistics and Data Analysis (QFR)
It is impossible to be an informed citizen in the world today without an understanding of data and information. Whether opinion polls, unemployment rates, salary differences between men and women, the efficacy of vaccines or consumer webdata, we need to be able to separate the signal from the noise. We will learn the statistical methods used to analyze and interpret data from a wide variety of sources. The goal of the course is to help reach conclusions and make informed decisions based on data.
Class Format: Hybrid format with both synchronous and asynchronous elements.

Requirements/Evaluation: quizzes and exams and course project

Prerequisites: MATH 102 (or demonstrated proficiency on a diagnostic test)

Enrollment Limit: 25

Enrollment Preferences: sophomores, juniors, and seniors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Unit Notes: students with MATH130 but no statistics should enroll in STAT161; students with MATH150 but no statistics should enroll in STAT201. Students with AP Stat 4/5 or STAT 101/161/201 should enroll in STAT 202 (if no calc background) or 302 (MATH140 prereq).

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: It is a quantitative course.

Fall 2020
LEC Section: H1 MWF 8:00 am - 8:50 am Shaoyang Ning
LEC Section: H2 MWF 9:20 am - 10:10 am Shaoyang Ning

Spring 2021
LEC Section: H1 MWF 12:00 pm - 12:50 pm Shaoyang Ning
LEC Section: R2 TR 9:45 am - 11:00 am Daniel B. Turek

STAT 161 (F)(S) Introductory Statistics for Social Science (QFR)
This course will cover the basics of modern statistical analysis with a view toward applications in the social sciences and sciences. Topics include exploratory data analysis, elements of probability theory, basic statistical inference, and introduction to statistical modeling. The course focuses on the application of statistics tools to solve problems, to make decisions, and the use of statistical thinking to understand the world.

Class Format: For the Spring 2021 semester, synchronous zoom lectures are planned

Requirements/Evaluation: students complete homework, online multiple choice quizzes and exams (including remote oral exams). Students can expect to spend time getting familiar with the statistical software STATA.

Prerequisites: MATH 130 (or equivalent); not open to students who have completed STAT 101 or equivalent

Enrollment Limit: 25

Enrollment Preferences: Economics majors, sophomores

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Unit Notes: Students with calculus background should consider STAT 201, 202 or 302 instead. Students without any calculus background should consider STAT 101. Please refer to the placement chart on the Math&Stat department website for more information.

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: Course analyzes data

Fall 2020
LEC Section: R1 MWF 8:15 am - 9:30 am Bernhard Klingenberg
LEC Section: R2 TR 9:45 am - 11:00 am Daniel B. Turek

Spring 2021
LEC Section: R1 TR 8:00 am - 9:15 am Bernhard Klingenberg
LEC Section: R2 TR 11:30 am - 12:45 pm Daniel B. Turek

STAT 201 (F)(S) Statistics and Data Analysis (QFR)
Statistics can be viewed as the art and science of turning data into information. Real world decision-making, whether in business or science is often
based on data and the perceived information it contains. Sherlock Holmes, when prematurely asked the merits of a case by Dr. Watson, snapped back, "Data, data, data! I can't make bricks without clay." In this course, we will study the basic methods by which statisticians attempt to extract information from data. These will include many of the standard tools of statistical inference such as hypothesis testing, confidence intervals, and linear regression as well as exploratory and graphical data analysis techniques. This is an accelerated introductory statistics course that involves computational programming and incorporates modern statistical techniques.

Class Format: Hybrid format

Requirements/Evaluation:  
weekly homework; quizzes and exams

Prerequisites:  
MATH 150 or equivalent; not open to students who have completed STAT 101 or STAT 161 or equivalent

Enrollment Limit:  
25

Enrollment Preferences:  
Prospective Statistics majors, students for whom the course is a major prerequisite, and seniors

Expected Class Size:  
25

Grading:  
yes pass/fail option,  yes fifth course option

Unit Notes:  
Students with AP Stat 4/5 or STAT 101/161 should enroll in STAT 202 (if no calc background) or 302 (MATH 140 prereq). Students with no calc or stats background should enroll in STAT 101. Students with MATH 140 but no statistics should enroll in STAT 161.

Distributions:  
(D3)  (QFR)

Quantitative/Formal Reasoning Notes:  
Students will learn to interpret, choose, carry out, and communicate analyses of data.

Fall 2020

LEC Section: R1  MR 3:15 pm - 4:30 pm  Anna M. Plantinga
LEC Section: R2  WF 1:30 pm - 2:45 pm  Elizabeth M. Upton

Spring 2021

LEC Section: H2  MWF 8:00 am - 8:50 am  Anna M. Plantinga
LEC Section: R1  MWF 11:45 am - 1:00 pm  Richard D. De Veaux

STAT 202  (F)(S)  Introduction to Statistical Modeling  (QFR)

Data come from a variety of sources: sometimes from planned experiments or designed surveys, sometimes by less organized means. In this course we'll explore the kinds of models and predictions that we can make from both kinds of data, as well as design aspects of collecting data. We'll focus on model building, especially multiple regression, and talk about its potential to answer questions about the world -- and about its limitations. We'll emphasize applications over theory and analyze real data sets throughout the course.

Class Format: Introductory lectures will be available asynchronously as text and video; synchronous sessions will discuss questions from lecture, dive further into the material, and work on examples. You'll use chat and discussion boards to build community, study with classmates, and ask questions outside of class time. The professor and TAs will also offer optional synchronous office hours(review sessions).

Requirements/Evaluation:  
Homework problems; quizzes; a final project (on a topic that interests you!). You'll be given the opportunity to assess your own work and resubmit/reattempt assignments as you gain mastery of a topic. Participation matters! Engagement with your peers is an important part of learning, of being a statistician in the Real World...and of your evaluation in this course. While your assignments will be submitted (and graded) individually, you'll be responsible for giving and receiving peer feedback, contributing to live and online discussions, and working together with classmates on practice problems.

Prerequisites:  
AP Statistics 4 or 5, or STAT 101, or STAT 161, or STAT 201, or permission of instructor

Enrollment Limit:  
25

Enrollment Preferences:  
Prospective Statistics majors and more senior students

Expected Class Size:  
25

Grading:  
yes pass/fail option,  yes fifth course option

Unit Notes:  
students with a 4 on the AP Stats exam should contact the department for proper placement

Distributions:  
(D3)  (QFR)

Quantitative/Formal Reasoning Notes:  
This course uses mathematical tools and computing programs to create models, make predictions, assess uncertainty, and describe data. We'll also emphasize choosing appropriate mathematical tools and interpreting their results in a real-world context.
STAT 302  (F)(S)  Applied Statistical Modeling  (QFR)

Data may come from various sources and studies with different purpose of analysis. Statistical modeling provides a unified framework to embrace different data types, and focuses on the goals of understanding relationships, assessing differences and making predictions. We will explore different types of statistical models (linear regression, ANOVA, logistic regression etc), and focus on their conditions, the interactive modeling process, as well as the statistical inference tools for drawing conclusions from them. Throughout the course, real datasets will be modeled for interesting questions about the world, and the limitations will be addressed as well.

Class Format: Hybrid format

Requirements/Evaluation: weekly homework assignments, quizzes, exams and a course project.

Prerequisites: One of the following: i) STAT 201; ii) MATH 140 and STAT 101/161/AP Statistics 4/5; iii) Permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Students interested in statistics who have background in calculus and intro stat. Students cannot take STAT 302 either simultaneously or after STAT 346.

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: It is an intermediate statistics class with prerequisites that are QFR courses

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STAT 310 (F) Data Visualization (QFR)

This course is about preparing, visualizing, reporting and presenting different types of data. We will start with creating common plots (e.g., barcharts, histograms, density plots, boxplots, time series and lattice plots), but also discuss visualizing results of statistical models, such as linear or logistic regression models. We will use the ggplot library in R but then switch to the plotly library for interactive graphs with mouse-over and click events. Using R’s shiny and DT libraries, we will learn how to create and publish web-apps and dashboards that explore datasets and support online filtering. We will end the class with creating web apps that contain multiple graphs or maps which react to user inputs (such as selecting which variables to plot) or provide real time monitoring of streaming data. Throughout, we will use version control software (Github) to organize and keep track of our code. This course will be taught in a semi-flipped style. While the instructor will introduce certain topics, students will often be responsible for reading material ahead of time and then work individually or in pairs to reproduce material or implement it on their own data.

Requirements/Evaluation: Grading will almost entirely be based on class participation, individual and team-work, project presentations and the student's portfolio.

Prerequisites: Stat 201/202/302; Good knowledge of R

Enrollment Limit: 15

Enrollment Preferences: Preference may be given to stats majors who need the course in order to graduate, but then random selection.

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: This course teaches how to organize and present data graphically, but also how to critique existing data visualizations.
STAT 315  (S)  Applied Machine Learning  (QFR)

How does Netflix recommend films based on your viewing history? How does Facebook group its users and send out targeted ads? How did Google select from thousands of search terms to predict flu? Machine learning (ML) is a rapidly growing field that is concerned with algorithms and models to find patterns in data and solve these practical problems at the intersection between statistics, data science and computer science. This course provides a broad introduction to ideas and methods in machine learning, with emphasis on statistical intuitions and practical data analysis. Topics including regularized regression, SVM, supervised/unsupervised learning, text analysis, neural networks will be covered. Students will use R extensively throughout the course while getting introduced to some ML tools in Python.

Class Format: Hybrid format. Students cannot take both STAT 315 and STAT 442. Only one of the two can be taken for credit.

Requirements/Evaluation: weekly homework, one class project, and two or three exams

Prerequisites: MATH 140, and STAT 201/202, or equivalent; or permission of instructor. Students cannot take both STAT 315 and STAT 442. Only one of the two can be taken for credit.

Enrollment Limit: 15

Enrollment Preferences: Seniors.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This is a statistics class with a focus on mathematical, computational, and data analysis skills as well as appropriate practical application of analysis methods.

Spring 2021

LEC Section: H1  MWF 9:20 am - 10:10 am  Shaoyang  Ning

STAT 335  (S)  Biostatistics and Epidemiology  (QFR)

Epidemiology is the study of disease and disability in human populations, while biostatistics focuses on the development and application of statistical methods to address questions that arise in medicine, public health, or biology. This course will begin with epidemiological study designs and core concepts in epidemiology, followed by key statistical methods in public health research. Topics will include multiple regression, analysis of categorical data (two sample methods, sets of 2x2 tables, RxC tables, and logistic regression), survival analysis (Cox proportional hazards model), and a brief introduction to regression with correlated data.

Class Format: Hybrid format

Requirements/Evaluation: evaluation will be primarily based on weekly homework, two midterm exams, a final exam, and a data analysis project

Prerequisites: STAT 201, STAT 202 and MATH 140, or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Junior and senior statistics majors; public health concentrators

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This is a statistics course with a focus on quantitative methods relevant to public health studies.

Spring 2021

LEC Section: H1  MWF 9:20 am - 10:10 am  Anna M. Plantinga

STAT 341  (F)(S)  Probability  (QFR)

Cross-listings: STAT 341  MATH 341
The historical roots of probability lie in the study of games of chance. Modern probability, however, is a mathematical discipline that has wide applications in a myriad of other mathematical and physical sciences. Drawing on classical gaming examples for motivation, this course will present axiomatic and mathematical aspects of probability. Included will be discussions of random variables (both discrete and continuous), distribution and expectation, independence, laws of large numbers, and the well-known Central Limit Theorem. Many interesting and important applications will also be presented, including some from classical Poisson processes, random walks and Markov Chains.

Requirements/Evaluation: homework, classwork, and exams

Prerequisites: MATH 250 or permission of the instructor

Enrollment Limit: 30

Enrollment Preferences: Priority will be given to Mathematics majors and to Statistics Majors.

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

STAT 341 (D3) MATH 341 (D3)

Quantitative/Formal Reasoning Notes: This is a 300-level Math/Stat course.

Fall 2020

LEC Section: H1 MWF 9:20 am - 10:10 am Stewart D. Johnson

Spring 2021

LEC Section: H1 TF 3:15 pm - 4:30 pm Mihai Stoiciu

STAT 344 (F) Statistical Design of Experiments (QFR)

How do you get informative research results? By doing the right experiment in the first place. We'll explore the techniques used to plan experiments that are both efficient and statistically sound, the analysis of the resulting data, and the conclusions we can draw from that analysis. We'll look at classical tools like one- and two-way ANOVA and fractional factorial designs, but we'll also look at optimal design, and see how these two frameworks differ in their philosophy and in what they can do. Throughout the course, we'll make extensive use of R to work with real-world data.

Class Format: Introductory lectures will be available asynchronously as text and video; synchronous sessions will discuss questions from lecture, dive further into the material, and work on examples. You'll use chat and discussion boards to build community, study with classmates, and ask questions outside of class time. There will also be optional synchronous office hours/review sessions.

Requirements/Evaluation: Homework problems; quizzes; a final project (on a topic that interests you!). You'll be given the opportunity to assess your own work and resubmit/reattempt assignments as you gain mastery of a topic. Participation matters! Engagement with your peers is an important part of learning, of being a statistician in the Real World...and of your evaluation in this course. While most assignments will be submitted (and graded) individually, you'll be responsible for giving and receiving peer feedback, contributing to live and online discussions, and working together with classmates on practice problems.

Prerequisites: STAT 201, 202, or equivalent, or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Statistics majors, seniors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course uses mathematical tools and computing programs to design experiments, analyze their results, and assess their effectiveness. We'll also emphasize choosing appropriate mathematical tools and interpreting their results in a real-world context.

Fall 2020

LEC Section: R1 MR 3:15 pm - 4:30 pm Laurie L. Tupper
STAT 346  (F)(S)  Regression Theory and Applications  (QFR)
This course focuses on the building of empirical models through data in order to predict, explain, and interpret scientific phenomena. Regression modeling is the most widely used method for analyzing and predicting a response data and for understand the relationship with explanatory variables. This course provides both theoretical and practical training in statistical modeling with particular emphasis on simple linear, logistic and multiple regression, using R to develop and diagnose models. The course covers the theory of multiple regression and diagnostics from a linear algebra perspective with emphasis on the practical application of the methods to real data sets. The data sets will be taken from a wide variety of disciplines.

Requirements/Evaluation:  exams, homework, and a project
Prerequisites:  MATH 250 and at least one of STAT 201, 202 or 302. Or permission of instructor
Enrollment Limit:  15
Enrollment Preferences:  Statistics Majors
Expected Class Size:  15
Grading:  no pass/fail option,  no fifth course option
Distributions:  (D3)  (QFR)
Quantative/Formal Reasoning Notes:  This course prepares students in the use of quantitative methods for the modeling, prediction and understanding of scientific phenomena.

Fall 2020
LEC Section: H1    MWF 11:45 am - 1:00 pm     Richard D. De Veaux

Spring 2021
LEC Section: R1    MWF 8:15 am - 9:30 am     Richard D. De Veaux

STAT 355  (F)  Multivariate Statistical Analysis  (QFR)
To better understand complex processes, we study how variables are related to one another, and how they work in combination. Therefore, we want to make inferences about more than one variable at time? Elementary statistical methods might not apply. In this course, we study the tools and the intuition that are necessary to analyze and describe such data sets. Topics covered will include data visualization techniques for high dimensional data sets, parametric and non-parametric techniques to estimate joint distributions, techniques for combining variables, as well as classification and clustering algorithms.

Class Format:  This will be a hybrid course for students who are both remote and in-person, with a mix of synchronous and asynchronous elements
Requirements/Evaluation:  homework, project/presentations, possibly one or two exams.
Prerequisites:  MATH 250, and STAT 346 or permission of instructor
Enrollment Limit:  15
Enrollment Preferences:  students interested in statistics which have solid background in math and stat
Expected Class Size:  10
Grading:  yes pass/fail option,  no fifth course option
Distributions:  (D3)  (QFR)
Quantative/Formal Reasoning Notes:  It is an advanced statistics class with prerequisites that are QFR courses

Fall 2020
LEC Section: H1    WF 1:30 pm - 2:45 pm     Xizhen Cai

STAT 356  (S)  Time Series Analysis  (QFR)
Time series -- data collected over time -- crop up in applications from economics to engineering to transit. But because the observations are generally not independent, we need special methods to investigate them. This course will include exploratory methods and modeling for time series, including descriptive methods and checking for significance, and a foray into the frequency domain. We will emphasize applications to a variety of real data, explored using R.

Class Format:  Introductory lectures will be available asynchronously as text and video; synchronous sessions will discuss questions from lecture, dive
further into the material, and work on examples. You'll use chat and discussion boards to build community, study with classmates, and ask questions outside of class time. There will also be optional synchronous office hours/review sessions.

**Requirements/Evaluation:** Evaluation is primarily based on quizzes and projects (on topics that interest you!). You'll be given the opportunity to assess your own work and resubmit/reattempt assignments as you gain mastery of a topic. Participation matters! Engagement with your peers is an important part of learning, of being a statistician in the Real World...and of your evaluation in this course. While most assignments will be submitted (and graded) individually, you'll be responsible for giving and receiving peer feedback, contributing to live and online discussions, and working together with classmates on practice problems.

**Prerequisites:** STAT 346 (may be taken concurrently) or permission of instructor

**Enrollment Limit:** 15

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantitative/Formal Reasoning Notes:** This course uses mathematical tools and computing programs to create models, make predictions, assess uncertainty, and describe data. We'll also emphasize choosing appropriate mathematical tools and interpreting their results in a real-world context.

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**STAT 360 (S) Statistical Inference (QFR)**

How do we estimate unknown parameters and express the uncertainty we have in our estimate? Is there an estimator that works best? Many topics from introductory statistics such as random variables, the central limit theorem, point and interval estimation and hypotheses testing will be revisited and put on a more rigorous mathematical footing. The focus is on maximum likelihood estimators and their properties. Bayesian and computer intensive resampling techniques (e.g., the bootstrap) will also be considered.

**Class Format:** For the Spring 2021 semester, synchronous zoom lectures are planned, where the instructor uses Google's jamboard to interact with students.

**Requirements/Evaluation:** Homework, Quizzes, Exams

**Prerequisites:** MATH 250, STAT 201 or 202, STAT 341

**Enrollment Limit:** 15

**Enrollment Preferences:** Statistics majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantitative/Formal Reasoning Notes:** A rigorous mathematical course laying the foundation for reasoning with data

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**STAT 372 (F) Longitudinal Data Analysis: Modeling Change over Time (QFR)**

This course explores modern statistical methods for drawing scientific inferences from longitudinal data, i.e., data collected repeatedly on experimental units over time. The independence assumption made for most classical statistical methods does not hold with this data structure because we have multiple measurements on each individual. Topics will include linear and generalized linear models for correlated data, including marginal and random effect models, as well as computational issues and methods for fitting these models. We will consider many applications in the social and biological sciences.

**Class Format:** Hybrid format. Approximately 2/3 of class time will be lecture (in person for students who are on campus, recorded for remote students). All synchronous students (whether in person or online) will attend a remote lab/discussion section each week. Asynchronous options will be provided for students unable to participate synchronously.
Requirements/Evaluation: performance on exams, homework, and a project
Prerequisites: STAT 201 and STAT 346
Enrollment Limit: 15
Enrollment Preferences: junior and senior Statistics majors
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3) (QFR)
Quantitative/Formal Reasoning Notes: The course will cover a variety of statistical analysis methods for longitudinal data.

Fall 2020
LEC Section: H1    MWF 10:40 am - 11:30 am    Anna M. Plantinga

STAT 442  (S)  Statistical Learning and Data Mining  (QFR)
In both science and industry today, the ability to collect and store data can outpace our ability to analyze it. Traditional techniques in statistics are often unable to cope with the size and complexity of today's data bases and data warehouses. New methodologies in Statistics have recently been developed, designed to address these inadequacies, emphasizing visualization, exploration and empirical model building at the expense of traditional hypothesis testing. In this course we will examine these new techniques and apply them to a variety of real data sets.
Class Format: Hybrid format. Students cannot take both STAT 315 and STAT 442. Only one of the two can be taken for credit.
Requirements/Evaluation: homework, exams and projects
Prerequisites: STAT 346 or permission of instructor
Enrollment Limit: 15
Enrollment Preferences: Statistics majors, juniors and seniors. Students cannot take both STAT 315 and STAT 442. Only one of the two can be taken for credit.
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D3) (QFR)
Quantitative/Formal Reasoning Notes: This is an advanced statistics class involving theory and application of statistical methods to data.

Spring 2021
LEC Section: H1    MWF 10:40 am - 11:30 am    Xizhen  Cai

STAT 465  (F)  Bayesian Statistics  (QFR)
Interest and application of Bayesian methods have exploded in recent decades, being facilitated by recent advances in computational power. Indeed, the Bayesian approach is now recognized across scientific disciples as a modern and powerful tool. We begin with an introduction to Bayes' Theorem, the theoretical underpinning of Bayesian statistics which dates back to the 1700's, and the concepts of prior and posterior distributions, conjugacy, and closed-form Bayesian inference. Building on this, we introduce modern computational approaches to performing Bayesian inference, including Markov chain Monte Carlo (MCMC), Metropolis-Hastings sampling, and the theory underlying these simple and powerful methods, before moving on to multivariate sampling methods and methodology. Students will become comfortable with modern software tools for MCMC using a variety of applied hierarchical modeling examples, and will use R for all statistical computing. The course will culminate in an independent Bayesian research project.
Requirements/Evaluation: Homework, exams, and project
Prerequisites: STAT 346, or permission of instructor
Enrollment Limit: 30
Enrollment Preferences: Juniors and Seniors, and Statistics majors
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3) (QFR)
Quantitative/Formal Reasoning Notes: This course mandates significant mathematical and statistical prowess.

Fall 2020
LEC Section: R1    TR 8:00 am - 9:15 am    Daniel B. Turek

STS 375  (F)(S) Human Work in Computational Systems  (QFR)

Cross-listings: CSCI 377  STS 375

Secondary Cross-listing
As far as we know, the technological singularity has not yet arrived. Therefore, humans remain a part of our current computation pipeline. However, the role humans play varies greatly: self-driving cars aim to have human involvement only in development and emergencies, whereas educational tools are built for constant human involvement. In this course, we broadly explore human work within computational systems through topics such as crowdsourcing, educational technology, citizen science, human computation, open-source software, micro-labor markets, and online gaming. Students should expect broad exposure to a wide variety of human computing topics and group projects on building and evaluating computational systems that use human work.

Class Format: Lectures will be held on Wednesday and Friday each week. Conference sections will each meet once per week. Students should sign up for the lecture section and one conference.

Requirements/Evaluation: Course projects, in-class group work/participation, weekly written homework assignments/readings.

Prerequisites: CSCI 136

Enrollment Limit: 20

Enrollment Preferences: Preference for current CS majors

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Materials/Lab Fee: $75 for purchase of software and work on crowdsourcing platforms.

Distributions: (D2)  (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:
CSCI 377 (D3)  STS 375 (D2)

Quantative/Formal Reasoning Notes: This course includes regular homework and projects in which quantitative/formal reasoning skills are practiced and evaluated.

Fall 2020
CON Section: 04    TR 9:45 am - 11:00 am    Molly Q Feldman
CON Section: 05    TR 11:30 am - 12:45 pm    Molly Q Feldman
LEC Section: H1    MWF 11:45 am - 1:00 pm    Molly Q Feldman
CON Section: R2    W 1:30 pm - 2:20 pm    Molly Q Feldman
CON Section: R3    W 2:50 pm - 3:40 pm    Molly Q Feldman

Spring 2021
LEC Section: R1    MWF 11:45 am - 1:00 pm    Molly Q Feldman
CON Section: R2    R 9:45 am - 11:00 am    Molly Q Feldman
CON Section: R3    R 11:30 am - 12:45 pm    Molly Q Feldman
CON Section: R4    R 1:30 pm - 2:45 pm    Molly Q Feldman
CON Section: R5    R 3:15 pm - 4:30 pm    Molly Q Feldman

THEA 310  (F) Playwriting: Facing the Blank Page  (WS)  (QFR)
I believe that after food and shelter, humans need stories to survive. This class will focus on each writer's dreams, fears, and desires and how to turn them into plays. Students will explore the fundamentals of playwriting. This will include writing exercises, weekly pages, hearing your scenes out loud
and at the end of the semester the first draft of a new play.

Class Format: Hybrid

Requirements/Evaluation: Upon completion of the semester, you will be able to demonstrate and ability to: draft, rewrite, discuss and continue to rewrite; engage verbal discussion of your work and your colleagues work; place the work in context of other artists and artistic pursuits; place work in context of culture and society; complete a full draft of your play.

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Theater majors first, then Concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS) (QFR)

Writing Skills Notes: You are expected to attend class, to keep up with required writing, readings drafts pages to class and participate in all discussions.

Quantitative/Formal Reasoning Notes: You are also expected to think critically and articulate your thoughts.

Fall 2020

SEM Section: H1  RF 3:15 pm - 4:30 pm  Lucy Thurber,  Ren Dara Santiago

Quantitative and Formal Reasoning

ASTR 111 (F) Introduction to Astrophysics  (QFR)

The science of astronomy spans vast scales of space and time, from individual atoms to entire galaxies and from the universe's beginning to the future fate of our Sun. In this course, we will survey some of the main ideas in modern astrophysics, with an emphasis on the physics of stars and galaxies. ASTR 111 is the first course in the Astrophysics and Astronomy major sequences. It is also appropriate for students planning to major in one of the other sciences or mathematics and for others who would like a quantitative introduction that emphasizes the relationship of contemporary physics to astronomy. Topics include gravity and orbits, radiation laws and stellar spectra, physical characteristics of the Sun and other stars, star formation and evolution, black holes, galaxies, the expanding universe, and the Big Bang. Students will also use telescopes remotely to observe stars, nebulae, planets, and galaxies and to make daytime observations of the Sun.

Class Format: This is a hybrid course. Lectures will be provided both in-person and for remote viewing. Students will work in small groups on discussions and calculations. Each group can choose to meet remotely or in class. Students can switch groups, and groups can switch format, as needed. Prof. Jaskot will meet with remote groups during their discussion to answer questions. The class has 6 afternoon labs, with both in-person and remote options. Remote observing sessions will occur throughout the semester.

Requirements/Evaluation: weekly problem sets, one hour-long test, a final project, lab reports, and an observing portfolio

Prerequisites: a year of high school Physics, concurrent college Physics, or permission of instructor, and MATH 140 or equivalent

Enrollment Limit: 28

Enrollment Preferences: potential Astronomy majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: The course requires regular problem sets and quantitative assignments. The course will emphasize how physical equations explain the observed properties of the universe.

Fall 2020

LAB Section: H3  W 1:00 pm - 3:00 pm  Kevin Flaherty

LEC Section: H1  TR 11:30 am - 12:45 pm  Anne Jaskot

LAB Section: H2  T 1:00 pm - 3:00 pm  Kevin Flaherty
The matter between the stars—the interstellar medium—tells the story of the past and future evolution of galaxies and the stars within them. Stars are accompanied by diffuse matter all through their lifetimes, from their birthplaces in dense molecular clouds, to the stellar winds they eject as they evolve, to their final fates as they shed their outer layers, whether as planetary nebulae or dazzling supernovae. As these processes go on, they enrich the interstellar medium with the products of the stars' nuclear fusion. Interpreting the emission from this interstellar gas is one of astronomers' most powerful tools to measure the physical conditions, motions, and composition of our own galaxy and others. In this course we will study the interstellar medium in its various forms, from cold, dense, star-forming molecular clouds to X-ray-emitting bubbles formed by supernovae. We will learn about the physical mechanisms that produce the radiation we observe, including radiative ionization and recombination, collisional excitation of "forbidden" lines, collisional ionization, and synchrotron radiation. Applying our understanding of these processes, we will analyze the physical conditions and chemical compositions of a variety of nebulae. Finally, we will discuss the evolution of interstellar material in galaxies across cosmic time. This course is observing-intensive. Throughout the semester students will work in small groups to design, carry out, analyze, and critique their own observations of the interstellar medium using remote observations and archival data.

Class Format: Tutorial meetings will be scheduled with the professor. Meetings may be held in-person, subject to classroom availability, or remotely. Students will also complete observing projects by controlling telescopes remotely and analyzing observations in astronomical databases.

Requirements/Evaluation: weekly problem sets, 10-page final paper, and observing projects

Prerequisites: ASTR 111 and PHYS 201 or permission of instructor

Enrollment Limit: 10

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: In this course, students will derive quantitative physical formulas, use these equations to calculate and compare physical properties, and generate and analyze graphical representations of data. They will also make and analyze measurements of astronomical data through observing projects.

Spring 2021

TUT Section: HT1 TBA Anne Jaskot

ASTR 498 (S) Independent Study: Astronomy or Astrophysics (QFR)

Astronomy/Astrophysics independent study, directed by one of the Astronomy faculty: Pasachoff/Jaskot/Flaherty

Requirements/Evaluation: Regular work with the instructor; submitted presentations and papers as agreed upon

Prerequisites: suitable Astronomy/Astrophysics/Physics/Math-Stats-Geosciences/Chemistry courses

Enrollment Limit: 10

Enrollment Preferences: research topic

Expected Class Size: 5

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: Substantial quantitative and formal reasoning are involved

Spring 2021

IND Section: H1 TBA Jay M. Pasachoff

BIMO 321 (F)(S) Biochemistry I: Structure and Function of Biological Molecules (QFR)

Cross-listings: BIMO 321 BIOL 321 CHEM 321

Primary Cross-listing

This course introduces the foundational concepts of biochemistry with an emphasis on the structure and function of biological macromolecules.
Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The in-person laboratory provides further opportunity to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays. A laboratory section will also be provided for remote students, which will examine similar topics and techniques through literature and data analysis.

Class Format: Synchronous lectures (2x 75-minute meetings per week) and labs, two hours per week. Enrollment in the appropriate laboratory section is required for both in-person and remote students.

Requirements/Evaluation: Quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports

Prerequisites: BIOL 101 and CHEM 251/255 and CHEM 155/256

Enrollment Limit: 7/lab

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major; cannot be counted towards the Biology major in addition to BIOL 222

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIMO 321 (D3) BIOL 321 (D3) CHEM 321 (D3)

Quantitative/Formal Reasoning Notes: This course fulfills the QFR requirement with regular problem sets in which quantitative/formal reasoning skills are practiced.

Fall 2020

LAB Section: 02  T 1:00 pm - 3:00 pm  Amy Gehring
LAB Section: 06  R 3:30 pm - 5:30 pm  Jenna L. MacIntire
LAB Section: 04  R 1:00 pm - 3:00 pm  Jenna L. MacIntire
LAB Section: R5  R 1:00 pm - 3:00 pm  Amy Gehring
LEC Section: H1  MWF 11:45 am - 1:00 pm  Amy Gehring
LAB Section: 03  W 3:30 pm - 5:30 pm  Jenna L. MacIntire

Spring 2021

LAB Section: 02  M 1:00 pm - 3:00 pm  Katie M. Hart
LEC Section: H1  TR 9:45 am - 11:00 am  Katie M. Hart
LAB Section: R3  M 3:30 pm - 5:30 pm  Katie M. Hart

BIMO 322 (S) Biochemistry II: Metabolism (QFR)

Cross-listings: BIOL 322 CHEM 322 BIMO 322

Primary Cross-listing

This lecture course provides an in-depth presentation of the complex metabolic reactions that are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

Class Format: Lecture three hours per week and laboratory two hours per week. There will be one entirely in-person section of 24 students and one remote section. The in-person lab sections can accommodate 40 in-person students (8 per section), and there will be a remote lab section.

Requirements/Evaluation: several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of data
Prerequisites:  BIOL 101 and CHEM 251/255 or permission of instructor

Enrollment Limit:  24/Lecture

Enrollment Preferences:  junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size:  48

Grading:  no pass/fail option,  no fifth course option

Unit Notes:  does not satisfy the distribution requirement for the Biology major; cannot be counted towards the Biology major in addition to BIOL 222

Distributions:  (D3)  (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 322 (D3) CHEM 322 (D3) BIMO 322 (D3)

Quantitative/Formal Reasoning Notes:  The laboratory program is quantitative covering data analyses, numerical transformations, graphical displays.

Spring 2021
LAB Section: 05  W 1:00 pm - 3:00 pm  Janis E. Bravo
LAB Section: 04  T 3:30 pm - 5:30 pm  Janis E. Bravo
LAB Section: 03  T 1:00 pm - 3:00 pm  Janis E. Bravo
LEC Section: 01  TR 9:45 am - 11:00 am  Cynthia K. Holland
LAB Section: 06  W 3:30 pm - 5:30 pm  Janis E. Bravo
LAB Section: 08  R 3:30 pm - 5:30 pm  Janis E. Bravo
LAB Section: R7  R 1:00 pm - 3:00 pm  Janis E. Bravo,  Cynthia K. Holland
LEC Section: R2  TR 11:30 am - 12:45 pm  Cynthia K. Holland

BIOL 202  (F) Genetics  (QFR)

Genetics, classically defined as the study of heredity, has evolved into a discipline whose limits are continually expanded by innovative molecular technologies. This course covers the experimental basis for our current understanding of the inheritance, structures, and functions of genes. It introduces approaches used by contemporary geneticists and molecular biologists to explore questions in areas of biology ranging from evolution to medicine. The laboratory part of the course provides an experimental introduction to modern genetic analysis. Laboratory experiments include linkage analysis, bacterial transformation with plasmids and DNA restriction mapping. This COVID year we will have in-person lectures and labs. Furthermore all students will have access to recorded lectures, notes, slides and handouts. For remote students, lab reports will also be required (writing and data analysis). Remote students will be able to collect data for some of the labs or otherwise will have access to class data for analyses.

Class Format:  six hours per week

Requirements/Evaluation:  bi-weekly problem sets, weekly laboratory exercises and laboratory reports, and examinations

Prerequisites:  BIOL 101 and 102

Enrollment Limit:  60

Enrollment Preferences:  Students planning on Biology major

Expected Class Size:  60

Grading:  no pass/fail option,  no fifth course option

Unit Notes:  does not satisfy the distribution requirement for the Biology major

Distributions:  (D3)  (QFR)

Quantitative/Formal Reasoning Notes:  This course has a large quantitative component, mainly probabilities and basic statistics. Lab reports and data analyses are a large component of the grade.

Fall 2020
LEC Section: H2  MWF 12:00 pm - 12:50 pm  Luana S. Maroja
LAB Section: 05  T 1:00 pm - 3:00 pm  Derek Dean
LAB Section: 11  R 3:30 pm - 5:30 pm  Derek Dean
BIOL 203 (F) Ecology (QFR)

Cross-listings: ENVI 203 BIOL 203

Primary Cross-listing

This course combines lectures with field and indoor laboratory exercises to explore factors that determine the distribution and abundance of plants and animals in natural systems. The course begins with an overall view of global patterns and then builds from the population to the ecosystem level. An emphasis is given to basic ecological principles and relates them to current environmental issues. Selected topics include population dynamics (competition, predation, mutualism); community interactions (succession, food chains and diversity) and ecosystem function (biogeochemical cycles, energy flow). In Fall 2020, the course will use a hybrid model, with recorded lecture material available to all students. In person and remote class meetings will focus on problem sets and interactive case studies. Labs will be available in either in person or remote modalities. Remote participants will have the opportunity to collect their own data for some lab exercises, while in other cases will receive background information and media describing the data collection process. All students will be required to complete all data analyses and written lab reports.

Class Format: Six hours per week. All labs will be available in both remote and in-person modalities. All students (whether in person or remote) may choose their preferred modality for each lab module. Due to COVID-19 distancing requirements, some labs will require walking to field sites. The instructor will work with individual students to identify accommodations that support in person lab participation as needed.

Requirements/Evaluation: problem sets, lab reports, hour exams, and a final exam

Prerequisites: BIOL 101 and 102, or ENVI 101 or 102, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: students planning to pursue Biology and/or ENVI

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 203 (D3) BIOL 203 (D3)

Quantitative/Formal Reasoning Notes: Much of the material in this course centers on the interpretation and application of mathematical models used to describe ecological systems. The laboratory section of this course also contains a large data analysis component. Students are introduced to t-tests, Mann-Whitney U tests, chi-square analysis, and regression.

Fall 2020

LAB Section: H2 T 1:00 pm - 3:00 pm Allison L. Gill
LEC Section: H1 MWF 9:20 am - 10:10 am Allison L. Gill
LAB Section: H3 T 3:30 pm - 5:30 pm Allison L. Gill

BIOL 210 (F) Mathematical Biology (QFR)

Cross-listings: BIOL 210 MATH 310

Secondary Cross-listing

This course will provide an introduction to the many ways in which mathematics can be used to understand, analyze, and predict biological dynamics.
We will learn how to construct mathematical models that capture essential properties of biological processes while maintaining analytic tractability. Analytic techniques, such as stability and bifurcation analysis, will be introduced in the context of both continuous and discrete time models. Additionally, students will couple these analytic tools with numerical simulation to gain a more global picture of the biological dynamics. Possible biological applications include, but are not limited to, single and multi-species population dynamics, neural and biological oscillators, tumor cell growth, and infectious disease dynamics.

**Class Format:** Unless circumstances change, students will have the option of taking the course in person or remotely

**Requirements/Evaluation:** problem sets, quizzes/exams, participation, final project and paper

**Prerequisites:** MATH 250 and MATH 309, or permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** if over-enrolled, will have students submit reasons for taking class; preference to those with interest in both subjects

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

BIOL 210 (D3) MATH 310 (D3)

**Quantative/Formal Reasoning Notes:** The course will introduce methods for developing and analyzing mathematical models.

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Fall 2020

LEC Section: H1  TR 11:30 am - 12:45 pm  Julie C. Blackwood

**BIOL 222 (S) Essentials of Biochemistry** (QFR)

This course will explore the biochemistry of cellular processes and contextualize these processes in healthy and diseased states. Lecture topics in this one semester course will include the structure and function of proteins (enzymes and non-enzymatic proteins), lipids, and carbohydrates. Lectures will also survey the major metabolic pathways (carbohydrates, lipids, and amino acids) with particular attention to enzyme regulation and the integration of metabolism in different tissues and under different metabolic conditions. In the discussion/laboratory component of the course a combination of primary literature, hypothesis-driven exercises, problem solving, and bench work will be used to illustrate how particular techniques and experimental approaches are used in biochemical fields.

**Class Format:** in-person lecture and lab, synchronous lecture and asynchronous lab

**Requirements/Evaluation:** regular quizzes, final exam, writing assignments (including problem sets), and lab assignments

**Prerequisites:** BIOL 101 and CHEM 156; not open to students who have taken BIOL 321 or BIOL 322

**Enrollment Limit:** 18

**Enrollment Preferences:** seniors who need to fulfill the biochemistry requirement for premedical school

**Expected Class Size:** 18

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** does not satisfy the distribution requirement for the Biology major; cannot be counted towards the biology major in addition to either BIOL 321 or BIOL 322; cannot be counted towards the BIMO concentration

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** The laboratory program is quantitative covering data analyses, numerical transformations, graphical displays.

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Spring 2021

LAB Section: H4  R 1:00 pm - 3:00 pm  Daniel V. Lynch

LEC Section: H1  TR 9:45 am - 11:00 am  Daniel V. Lynch

LAB Section: H3  W 3:30 pm - 5:30 pm  Daniel V. Lynch

LAB Section: H2  W 1:00 pm - 3:00 pm  Daniel V. Lynch

**BIOL 305 (S) Evolution** (QFR)
This course offers a critical analysis of contemporary concepts in biological evolution. We focus on the relation of evolutionary mechanisms (e.g., selection, drift, and migration) to long-term evolutionary patterns (e.g., evolutionary innovations, origin of major groups, and adaptation). Topics include micro-evolutionary models, natural and sexual selection, speciation, the inference of evolutionary history, evolutionary medicine among others.

Requirements/Evaluation: independent research project, problem sets, participation in discussions and exams

Prerequisites: BIOL 202

Enrollment Limit: 22

Enrollment Preferences: Seniors and biology majors

Expected Class Size: 22

Grading: yes pass/fail option, yes fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: We will use mathematical models to study population genetics.

Spring 2021

LEC Section: H1 MWF 10:40 am - 11:30 am Luana S. Maroja
LAB Section: H2 W 1:00 pm - 3:00 pm Luana S. Maroja
LAB Section: H3 R 1:00 pm - 3:00 pm Luana S. Maroja

BIOL 319 (S) Integrative Bioinformatics, Genomics, and Proteomics Lab (QFR)

Cross-listings: MATH 319 CHEM 319 BIOL 319 PHYS 319 CSCI 319

Primary Cross-listing

What can computational biology teach us about cancer? In this lab-intensive experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet-lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever-growing gene and protein data-sets can provide key insights into human disease. In this course, we will take advantage of one well-studied system, the highly conserved Ras-related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, and phylogenetics to reconstruct the evolution of gene families by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high-throughput approaches to investigate genes involved in the inflammatory and MAPK signal transduction pathways in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation-state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data-mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry may also be used to study networks of interacting proteins in colon tumor cells.

Class Format: two afternoons of lab, with one hour of lecture, per week. In most weeks, we will meet one day for lecture discussions.

Requirements/Evaluation: lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal

Prerequisites: BIOL 202; students who have not taken BIOL 202 but have taken BIOL 101 and a CSCI course, or CSCI/PHYS 315, may enroll with permission of instructor. No prior computer programming experience is required.

Enrollment Limit: 12

Enrollment Preferences: seniors, then juniors, then sophomores

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

MATH 319 (D3) CHEM 319 (D3) BIOL 319 (D3) PHYS 319 (D3) CSCI 319 (D3)

Quantitative/Formal Reasoning Notes: Through lab work, homework sets and a major project, students will learn or further develop their skills in
programming in Python, and about the basis of Bayesian approaches to phylogenetic tree estimation.

Spring 2021

SEM Section: 01    TR 9:45 am - 11:00 am    Lois M. Banta
SEM Section: R2    MW 6:45 pm - 8:00 pm    Lois M. Banta
LAB Section: H4    TR 1:00 pm - 3:00 pm    Lois M. Banta
LAB Section: H3    MW 1:00 pm - 3:00 pm    Lois M. Banta

**BIOL 321 (F)(S) Biochemistry I: Structure and Function of Biological Molecules** (QFR)

**Cross-listings:** BIMO 321 BIOL 321 CHEM 321

**Secondary Cross-listing**

This course introduces the foundational concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The in-person laboratory provides further opportunity to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays. A laboratory section will also be provided for remote students, which will examine similar topics and techniques through literature and data analysis.

**Class Format:** Synchronous lectures (2x 75-minute meetings per week) and labs, two hours per week. Enrollment in the appropriate laboratory section is required for both in-person and remote students.

**Requirements/Evaluation:** Quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports

**Prerequisites:** BIOL 101 and CHEM 251/255 and CHEM 155/256

**Enrollment Limit:** 7/lab

**Enrollment Preferences:** junior and senior Biology and Chemistry majors and BIMO concentrators

**Expected Class Size:** 14

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** does not satisfy the distribution requirement for the Biology major; cannot be counted towards the Biology major in addition to BIOL 222

**Distributions:** (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIMO 321 (D3) BIOL 321 (D3) CHEM 321 (D3)

**Quantitative/Formal Reasoning Notes:** This course fulfills the QFR requirement with regular problem sets in which quantitative/formal reasoning skills are practiced.

Fall 2020

LAB Section: 02    T 1:00 pm - 3:00 pm    Amy Gehring
LEC Section: H1    MWF 11:45 am - 1:00 pm    Amy Gehring
LAB Section: 03    W 3:30 pm - 5:30 pm    Jenna L. MacIntire
LAB Section: 06    R 3:30 pm - 5:30 pm    Jenna L. MacIntire
LAB Section: 04    R 1:00 pm - 3:00 pm    Jenna L. MacIntire
LAB Section: R5    R 1:00 pm - 3:00 pm    Amy Gehring

Spring 2021

LAB Section: 02    M 1:00 pm - 3:00 pm    Katie M. Hart
LEC Section: H1    TR 9:45 am - 11:00 am    Katie M. Hart
LAB Section: R3    M 3:30 pm - 5:30 pm    Katie M. Hart
BIOL 322 (S) Biochemistry II: Metabolism (QFR)

Cross-listings: BIOL 322 CHEM 322 BIMO 322

Secondary Cross-listing

This lecture course provides an in-depth presentation of the complex metabolic reactions that are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

Class Format: Lecture three hours per week and laboratory two hours per week. There will be one entirely in-person section of 24 students and one remote section. The in-person lab sections can accommodate 40 in-person students (8 per section), and there will be a remote lab section.

Requirements/Evaluation: several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of data

Prerequisites: BIOL 101 and CHEM 251/255 or permission of instructor

Enrollment Limit: 24/Lecture

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 48

Grading: no pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major; cannot be counted towards the Biology major in addition to BIOL 222

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 322 (D3) CHEM 322 (D3) BIMO 322 (D3)

Quantitative/Formal Reasoning Notes: The laboratory program is quantitative covering data analyses, numerical transformations, graphical displays.

Spring 2021

LAB Section: 08  R 3:30 pm - 5:30 pm     Janis E. Bravo
LEC Section: 01  TR 9:45 am - 11:00 am     Cynthia K. Holland
LEC Section: R2  TR 11:30 am - 12:45 pm     Cynthia K. Holland
LAB Section: R7  R 1:00 pm - 3:00 pm     Janis E. Bravo, Cynthia K. Holland
LAB Section: 04  T 3:30 pm - 5:30 pm     Janis E. Bravo
LAB Section: 05  W 1:00 pm - 3:00 pm     Janis E. Bravo
LAB Section: 03  T 1:00 pm - 3:00 pm     Janis E. Bravo
LAB Section: 06  W 3:30 pm - 5:30 pm     Janis E. Bravo

BIOL 329 (F) Conservation Biology (QFR)

Cross-listings: ENVI 339 BIOL 329

Primary Cross-listing

This course examines the application of population genetics, population ecology, community ecology, and systematics to the conservation of biological diversity. The overarching theme of the course is on the role of stochastic processes for small populations. Lecture/discussion topics will include extinction, the genetics of small populations, metapopulations, and importantly, conservation strategies. Labs will include a mixture of computer and lab projects.

Class Format: lecture and discussion, 3 hours per week; lab, 1.25 hours per week. Students will be assigned to a lab section (block AA - either W or F from 1:30-2:45) during the first week of class.

Requirements/Evaluation: Evaluation will be based on lab assignments, two exams, discussion participation, and an independent project

Prerequisites: BIOL 203/ENVI 203, or BIOL 305, or permission of instructor

Enrollment Limit: 12
**Enrollment Preferences:** Biology majors, seniors, and juniors

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** Satisfies the distribution requirement for the Biology major

**Distributions:** (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 339 (D3) B IOL 329 (D3)

**Quantitative/Formal Reasoning Notes:** This course uses quantitative and statistical analyses in both the laboratory and lecture portion of the course. In lectures mathematical models will be covered to understand conservation dynamics. In lab, students will collect and analyze data and present results in graphical and statistical forms.

**Fall 2020**

LAB Section: H2    WF 1:30 pm - 2:45 pm     Manuel A. Morales

LEC Section: H1    TR 8:00 am - 9:15 am     Manuel A. Morales

CHEM 114  (S)  The Science Behind Materials: Shaping the Past and Future of Society   (QFR)

We are surrounded by materials. They have fulfilled human needs since ancient times. From Phoenician glass to flexible OLED displays, materials have impacted society and changed the way humans lead their lives. What makes materials the way they are? Why are some brittle while others are ductile? How can we design materials with specific properties that will solve tomorrow's problems? To answer these questions, we have to think about materials at the atomic scale, looking at how their smallest building blocks organize into specific structures. In this course, we will discuss how a material's structure relates to its properties. Then, we will dive into how different types of materials have been used in the past, how they were produced, the needs they satisfied, and how they shaped human civilization. This course will also cover both traditional and novel methods used to fabricate and analyze materials. We will talk about some of the cutting-edge research that materials scientists are working on today, concluding with an outlook to potential applications of emerging technologies.

**Requirements/Evaluation:** Weekly quizzes and problem sets, two exams, and a presentation

**Prerequisites:** none; designed for the non-science major who does not intend to pursue a career in the natural sciences.

**Enrollment Limit:** 20

**Enrollment Preferences:** juniors and seniors; not appropriate for CHEM, BIOL, PHYS majors, or for those who have taken CHEM 151, 153, or 155

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantitative/Formal Reasoning Notes:** This course fulfills the QFR requirement with regular and substantial problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

**Spring 2021**

LEC Section: H1    MR 3:15 pm - 4:30 pm     Amnon G Ortoll-Bloch

CHEM 117  (S)  Roses are Red, Violets are Blue: The Origins, Perception, and Impact of Color   (QFR)

Have you ever been tickled pink? Felt blue? Seen red?, Been green with envy? The course will consider color, starting with the physical and chemical origins of color (the electromagnetic spectrum, the absorption and emission of electromagnetic radiation, refraction, diffraction, incandescence, fluorescence, phosphorescence, iridescence). We will develop an understanding of chemical bonding and how that influences color. We will cover how we measure and describe color from a scientific perspective as well as how we can generate materials and devices with different color properties (liquid crystal displays, light emitting diodes for instance). From there we will discuss pigments used in works of art and textiles over time, the characteristics that make certain pigments suitable for particular applications. If we have time, we will touch on the historical and cultural impacts and meanings of different pigments and hues, the biological perception of color, and some color theory.

**Class Format:** There may be some brief laboratory exercises, we won't use the scheduled lab blocks every week, but we will use some.

**Requirements/Evaluation:** exams, problem sets, quizzes, a paper, brief laboratory exercises, and a final exam
**Prerequisites:** non-science students; students who have taken any introductory chemistry or physics courses are ineligible

**Enrollment Limit:** 12

**Enrollment Preferences:** first-years and sophomores

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantitative/Formal Reasoning Notes:** This course will require students to become comfortable with some quantitative descriptions of light and its interaction with matter.

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### Spring 2021

**LEC Section:** H1  TF 1:30 pm - 2:45 pm     Lee Y. Park

**LAB Section:** H2  T 3:30 pm - 5:30 pm     Lee Y. Park

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**CHEM 151 (F) Introductory Chemistry** (QFR)

This course provides an introduction to chemistry for those students with little or no high school chemistry. Students will be introduced to concepts fundamental to studying matter at the molecular level. Principal topics include introductions to the nature of atoms and molecules, stoichiometry, solubility rules and equilibria, gas laws, chemical equilibrium, acid-base reactions, periodic relationships, chemical bonding, molecular structure, intermolecular forces, oxidation-reduction reactions, and related applications. Laboratory work comprises a system of qualitative analysis and quantitative techniques. The course provides preparation for further study of organic chemistry, biochemistry, physical and inorganic chemistry and is intended for students who are anticipating professional study in chemistry, in related sciences, or in one of the health professions, as well as for those students who are interested in exploring the fundamental ideas of chemistry as part of their general education.

**Class Format:** pre-recorded lectures, two hours per week; recitations, two 75-minute meetings per week (in-person or remote); laboratory, one 2-hour lab per week (in-person or remote)

**Requirements/Evaluation:** frequent electronic and written weekly problem set assignments, laboratory work and analysis, quizzes, two tests, and a final exam

**Prerequisites:** Students are required to take the online Chemistry Placement Survey prior to registering for the course (chemistry.williams.edu/placement); incoming first-year students are required to meet with a faculty member during First Days.

**Enrollment Limit:** 8/lab

**Enrollment Preferences:** first-year students; students who have studied chemistry for one or more years are directed to CHEM 153 or 155

**Expected Class Size:** 32

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** CHEM 151 may be taken concurrently with MATH 102--see under Mathematics; CHEM 151 or its equivalent is a prerequisite to CHEM 156; one of CHEM 151 or 153 or 155 required for the BIMO concentration

**Distributions:** (D3) (QFR)

**Quantitative/Formal Reasoning Notes:** This course fulfills the QFR requirement with regular and substantial problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

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### Fall 2020

**LAB Section:** H5  M 3:30 pm - 5:30 pm     Laura R. Strauch

**LAB Section:** H4  M 1:00 pm - 3:00 pm     Laura R. Strauch

**LEC Section:** 01  MW 10:00 am - 11:15 am     Katie M. Hart

**LAB Section:** H6  T 1:00 pm - 3:00 pm     Laura R. Strauch

**LEC Section:** 02  MW 11:45 am - 1:00 pm     Katie M. Hart

**LEC Section:** R3  MW 11:45 am - 1:00 pm     Sarah L. Goh

**LAB Section:** H7  T 3:30 pm - 5:30 pm     Laura R. Strauch
CHEM 153 (F) Concepts of Chemistry (QFR)

This course broadens and deepens the foundation in chemistry of students who have had typically one year of chemistry at the high school level. Most students begin study of chemistry at Williams with this course. Familiarity with stoichiometry, basic concepts of equilibria, and the model of an atom is expected. Principal topics for this course include kinetic theory of gases, modern atomic theory, molecular structure and bonding, states of matter, chemical equilibrium (acid-base and solubility), and an introduction to atomic and molecular spectroscopies. Laboratory periods will largely focus on data analysis, literature, scientific writing, ethics, and other skills critical to students' development as scientists. There may also be the opportunity for some hands-on laboratory experience for students who are on-campus. The course is of interest to students who anticipate professional study in chemistry, related sciences, or one of the health professions, as well as to those who want to explore the fundamental ideas of chemistry as part of their general education.

Class Format: Lecture/discussion, three hours per week and laboratory, two hours per week

Requirements/Evaluation: quantitative weekly problem set assignments, laboratory work and reports, hour tests, and a final exam

Prerequisites: Students are required to take the online Chemistry Placement Survey prior to registering for the course (chemistry.williams.edu/placement); incoming first-year students are required to meet with a faculty member during First Days.

Enrollment Limit: 8/lab

Enrollment Preferences: incoming first year students also must meet with a faculty member during First Days

Expected Class Size: 60

Grading: yes pass/fail option, no fifth course option

Unit Notes: CHEM 153 or its equivalent is a prerequisite to CHEM 156; one of CHEM 151 or 153 or 155 required for the BIMO concentration

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course fulfills the QFR requirement with regular and substantial problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Fall 2020

LAB Section: H5 M 1:00 pm - 3:00 pm Jennifer K. Rosenthal
LAB Section: H6 M 3:30 pm - 5:30 pm Jennifer K. Rosenthal
LEC Section: H4 TR 8:30 pm - 9:45 pm Lee Y. Park
LAB Section: H12 R 3:30 pm - 5:30 pm Jennifer K. Rosenthal
LAB Section: H11 R 1:00 pm - 3:00 pm Jennifer K. Rosenthal
LEC Section: R2 MW 11:45 am - 1:00 pm Bob Rawle
LAB Section: H10 W 3:30 pm - 5:30 pm Jennifer K. Rosenthal
LEC Section: 01 MW 10:00 am - 11:15 am Bob Rawle
LAB Section: H9 W 1:00 pm - 3:00 pm Jennifer K. Rosenthal
LAB Section: H8 T 3:30 pm - 5:30 pm Jennifer K. Rosenthal
LEC Section: H3 TR 6:45 pm - 8:00 pm Lee Y. Park
LAB Section: H13
LAB Section: H7 T 1:00 pm - 3:00 pm Jennifer K. Rosenthal

CHEM 155 (F) Principles of Modern Chemistry (QFR)

This course is designed for students with strong preparation in secondary school chemistry, including a laboratory experience, such as provided by an Advanced Placement chemistry course (or equivalent) with a corresponding score of 5 of the AP Chemistry Exam (or a 7 on the IB Exam, or equivalent). Topics include chemical thermodynamics, kinetics, structure and bonding, coordination chemistry, electrochemistry and spectroscopy and their application to fields such as materials science, industrial, environmental, biological, and medicinal chemistry. Laboratory/discussion periods will focus on data analysis, literature, scientific writing, ethics, and other skills critical to students' development as scientists. This course is of interest for students who are anticipating professional study in chemistry, related sciences, or one of the health professions, as well as for students who want to explore the fundamental ideas of chemistry as part of their general education.

Class Format: lecture, three hours per week and laboratory, two hours per week

Requirements/Evaluation: weekly problem sets, laboratory work and reports, an hour test, and a final exam
Prerequisites: Students are required to take the online Chemistry Placement Survey prior to registering for the course (chemistry.williams.edu/placement); incoming first-year students are required to meet with a faculty member during First Days.

Enrollment Limit: 8/lab

Enrollment Preferences: incoming first year students also must meet with a faculty member during First Days

Expected Class Size: 30

Grading: yes pass/fail option, no fifth course option

Unit Notes: CHEM 155 or its equivalent is a prerequisite to CHEM 156; one of CHEM 151 or 153 or 155 required for the BIMO concentration

Distributions: (D3) (QFR)

Quantitative/ Formal Reasoning Notes: This course fulfills the QFR requirement with regular and substantial problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

CHEM 156 (S) Organic Chemistry: Introductory Level (QFR)

This course provides the necessary background in organic chemistry for students who are planning advanced study or a career in chemistry, the biological sciences, or the health professions. It initiates the systematic study of the common classes of organic compounds with emphasis on theories of structure and reactivity. The fundamentals of molecular modeling as applied to organic molecules are presented. Specific topics include basic organic structure and bonding, isomerism, stereochemistry, molecular energetics, the theory and interpretation of infrared and nuclear magnetic spectroscopy, substitution and elimination reactions, and the addition reactions of alkenes and alkynes. The coordinated laboratory work includes purification and separation techniques, structure-reactivity studies, organic synthesis, IR and NMR spectroscopy, and the identification of unknown compounds.

Class Format: lecture three hours per week and laboratory two hours per week

Requirements/Evaluation: quantitative problem sets, laboratory performance, three midterm exams, and a final exam

Prerequisites: CHEM 151 or 153 or 155 or placement exam or permission of instructor

Enrollment Limit: 21/lecture

Enrollment Preferences: Seniors, juniors, sophomores, first-year students. Preference will be given to remote students for remote sections (R13 lecture and R12 lab).

Expected Class Size: 100

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/ Formal Reasoning Notes: This course fulfills the QFR requirement with regular and substantial problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Spring 2021
LEC Section: R13 MWF 9:20 am - 10:10 am
LAB Section: R12 M 3:30 pm - 5:30 pm
LAB Section: 11 R 3:30 pm - 5:30 pm
LAB Section: 10 W 3:30 pm - 5:30 pm
LAB Section: 09 T 3:30 pm - 5:30 pm
CHEM 319 (S) Integrative Bioinformatics, Genomics, and Proteomics Lab (QFR)

Cross-listings: MATH 319 CHEM 319 BIOL 319 PHYS 319 CSCI 319

Secondary Cross-listing

What can computational biology teach us about cancer? In this lab-intensive experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet-lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever-growing gene and protein data-sets can provide key insights into human disease. In this course, we will take advantage of one well-studied system, the highly conserved Ras-related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, and phylogenetics to reconstruct the evolution of gene families by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high through-put approaches to investigate genes involved in the inflammatory and MAPK signal transduction pathways in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation-state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data-mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry may also be used to study networks of interacting proteins in colon tumor cells.

Class Format: two afternoons of lab, with one hour of lecture, per week. In most weeks, we will meet one day for lecture discussions.

Requirements/Evaluation: lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal

Prerequisites: BIOL 202; students who have not taken BIOL 202 but have taken BIOL 101 and a CSCI course, or CSCI/PHYS 315, may enroll with permission of instructor. No prior computer programming experience is required.

Enrollment Limit: 12

Enrollment Preferences: seniors, then juniors, then sophomores

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:
MATH 319 (D3) CHEM 319 (D3) BIOL 319 (D3) PHYS 319 (D3) CSCI 319 (D3)

Quantitative/Formal Reasoning Notes: Through lab work, homework sets and a major project, students will learn or further develop their skills in programming in Python, and about the basis of Bayesian approaches to phylogenetic tree estimation.

Spring 2021

SEM Section: 01 TR 9:45 am - 11:00 am Lois M. Banta
LAB Section: H3 MW 1:00 pm - 3:00 pm Lois M. Banta
SEM Section: R2 MW 6:45 pm - 8:00 pm Lois M. Banta
LAB Section: H4 TR 1:00 pm - 3:00 pm Lois M. Banta

CHEM 321 (F)(S) Biochemistry I: Structure and Function of Biological Molecules (QFR)
Cross-listings:  BIMO 321  BIOL 321  CHEM 321

Secondary Cross-listing

This course introduces the foundational concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The in-person laboratory provides further opportunity to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays. A laboratory section will also be provided for remote students, which will examine similar topics and techniques through literature and data analysis.

Class Format: Synchronous lectures (2x 75-minute meetings per week) and labs, two hours per week. Enrollment in the appropriate laboratory section is required for both in-person and remote students.

Requirements/Evaluation:  Quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports

Prerequisites:  BIOL 101 and CHEM 251/255 and CHEM 155/256

Enrollment Limit:  7/lab

Enrollment Preferences:  junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size:  14

Grading:  no pass/fail option, no fifth course option

Unit Notes:  does not satisfy the distribution requirement for the Biology major; cannot be counted towards the Biology major in addition to BIOL 222

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:
BIMO 321 (D3) BIOL 321 (D3) CHEM 321 (D3)

Quantitative/Formal Reasoning Notes:  This course fulfills the QFR requirement with regular problem sets in which quantitative/formal reasoning skills are practiced.

Fall 2020
LAB Section: 04  R 1:00 pm - 3:00 pm  Jenna L. MacIntire
LAB Section: 06  R 3:30 pm - 5:30 pm  Jenna L. MacIntire
LAB Section: 02  T 1:00 pm - 3:00 pm  Amy Gehring
LAB Section: 03  W 3:30 pm - 5:30 pm  Jenna L. MacIntire
LEC Section: H1  MWF 11:45 am - 1:00 pm  Amy Gehring
LAB Section: R5  R 1:00 pm - 3:00 pm  Amy Gehring

Spring 2021
LAB Section: 02  M 1:00 pm - 3:00 pm  Katie M. Hart
LEC Section: H1  TR 9:45 am - 11:00 am  Katie M. Hart
LAB Section: R3  M 3:30 pm - 5:30 pm  Katie M. Hart

CHEM 322 (S) Biochemistry II: Metabolism (QFR)

Cross-listings:  BIOL 322  CHEM 322  BIMO 322

Secondary Cross-listing

This lecture course provides an in-depth presentation of the complex metabolic reactions that are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.
Class Format: Lecture three hours per week and laboratory two hours per week. There will be one entirely in-person section of 24 students and one remote section. The in-person lab sections can accommodate 40 in-person students (8 per section), and there will be a remote lab section.

Requirements/Evaluation: several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of data

Prerequisites: BIOL 101 and CHEM 251/255 or permission of instructor

Enrollment Limit: 24/Lecture

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 48

Grading: no pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major; cannot be counted towards the Biology major in addition to BIOL 222

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 322 (D3) CHEM 322 (D3) BIMO 322 (D3)

Quantitative/Formal Reasoning Notes: The laboratory program is quantitative covering data analyses, numerical transformations, graphical displays.

Spring 2021

LEC Section: R2    TR 11:30 am - 12:45 pm    Cynthia K. Holland
LAB Section: 03    T 1:00 pm - 3:00 pm    Janis E. Bravo
LAB Section: 08    R 3:30 pm - 5:30 pm    Janis E. Bravo
LAB Section: 04    T 3:30 pm - 5:30 pm    Janis E. Bravo
LAB Section: 05    W 1:00 pm - 3:00 pm    Janis E. Bravo
LEC Section: 01    TR 9:45 am - 11:00 am    Cynthia K. Holland
LAB Section: R7    R 1:00 pm - 3:00 pm    Janis E. Bravo, Cynthia K. Holland
LAB Section: 06    W 3:30 pm - 5:30 pm    Janis E. Bravo

CSCI 134 (F)(S) Introduction to Computer Science (QFR)

This course introduces students to the science of computation by exploring the representation and manipulation of data and algorithms. We organize and transform information in order to solve problems using algorithms written in a modern object-oriented language. Topics include organization of data using objects and classes, and the description of processes using conditional control, iteration, methods and classes. We also begin the study of abstraction, self-reference, reuse, and performance analysis. While the choice of programming language and application area will vary in different offerings, the skills students develop will transfer equally well to more advanced study in many areas. In particular, this course is designed to provide the programming skills needed for further study in computer science and is expected to satisfy introductory programming requirements in other departments.

Requirements/Evaluation: weekly programming projects, weekly written homeworks, and two examinations.

Prerequisites: none, except for the standard prerequisites for a (QFR) course; previous programming experience is not required

Enrollment Limit: 30(10/lab)

Enrollment Preferences: if the course is over-enrolled, enrollment will be determined by lottery

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Unit Notes: students with prior experience with object-oriented programming should discuss appropriate course placement with members of the department

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course include regular and substantial problem sets, labs, and/or projects in which quantitative/formal reasoning skills are practiced and evaluated.
CSCI 136 (F)(S) Data Structures and Advanced Programming (QFR)

This course builds on the programming skills acquired in Computer Science 134. It couples work on program design, analysis, and verification with an introduction to the study of data structures. Data structures capture common ways in which to store and manipulate data, and they are important in the construction of sophisticated computer programs. Students are introduced to some of the most important and frequently used data structures: lists, stacks, queues, trees, hash tables, graphs, and files. Students will be expected to write several programs, ranging from very short programs to more elaborate systems. Emphasis will be placed on the development of clear, modular programs that are easy to read, debug, verify, analyze, and modify.

Class Format: Lecture content will be through asynchronously viewed video modules. Three scheduled (MWF) course sections will be used for synchronous conference meetings. Two sections will be in-person and one will be remote. There will be 5 scheduled weekly lab sections that will be remote. Students should sign up for the lecture section, one conference, and one lab.

Requirements/Evaluation: programming and written assignments, quizzes, examinations

Prerequisites: CSCI 134 or equivalent; fulfilling the Discrete Mathematics Proficiency requirement is recommended, but not required

Enrollment Limit: 60/12/lab

Enrollment Preferences: if the course is over-enrolled, enrollment will be determined by lottery

Expected Class Size: 60

Grading: yes pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: This course include regular and substantial problem sets, labs, and/or projects in which quantitative/formal reasoning skills are practiced and evaluated.
CSCI 237 (F)(S) Computer Organization (QFR)

This course studies the basic instruction set architecture and organization of a modern computer. It provides a programmer's view of how computer systems execute programs, store information, and communicate. Over the semester the student learns the fundamentals of translating higher level languages into assembly language, and the interpretation of machine languages by hardware. At the same time, a model of computer hardware organization is developed from the gate level upward.

Class Format: There is no scheduled time for lectures. They will be available for asynchronous viewing. Each lab section will meet once per week. Students should sign up for lecture and one lab.

Requirements/Evaluation: weekly programming assignments and/or problem sets, midterm and final exams

Prerequisites: CSCI 136

Enrollment Limit: 20 (7/lab)

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: The course will consist of programming assignments and problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Fall 2020

LAB Section: 05 MW 10:00 am - 11:15 am Kelly A. Shaw
LAB Section: 03 TF 3:15 pm - 4:30 pm Kelly A. Shaw
LAB Section: 04 WF 1:30 pm - 2:45 pm Kelly A. Shaw
LAB Section: 06 MW 11:45 am - 1:00 pm Kelly A. Shaw
LEC Section: R1 TBA Kelly A. Shaw
LAB Section: 02 TF 1:30 pm - 2:45 pm Kelly A. Shaw

Spring 2021

LAB Section: R2 W 8:15 am - 9:30 am Kelly A. Shaw
LEC Section: R1 TBA Kelly A. Shaw
LAB Section: 03 W 11:45 am - 1:00 pm Kelly A. Shaw
LAB Section: 04 W 1:30 pm - 2:45 pm Kelly A. Shaw
CSCI 256 (F)(S) Algorithm Design and Analysis (QFR)
This course investigates methods for designing efficient and reliable algorithms. By carefully analyzing the structure of a problem within a mathematical framework, it is often possible to dramatically decrease the computational resources needed to find a solution. In addition, analysis provides a method for verifying the correctness of an algorithm and accurately estimating its running time and space requirements. We will study several algorithm design strategies that build on data structures and programming techniques introduced in Computer Science 136. These include induction, divide-and-conquer, dynamic programming, and greedy algorithms. Additional topics of study include algorithms on graphs and strategies for handling potentially intractable problems.

Class Format: Lectures will be simultaneously recorded in classroom and broadcast over Zoom. Office hours will be done over Zoom. Some additional course materials (examples, solutions, definitions and core concepts, etc.) may be provided as prerecorded videos.

Requirements/Evaluation: Problem sets, midterm and final examinations
Prerequisites: CSCI 136 and fulfillment of the Discrete Mathematics Proficiency requirement
Enrollment Limit: 20
Enrollment Preferences: Preference will be given to students who need the class in order to complete the major. Ties will be broken by seniority (seniors first, then juniors, etc.).
Expected Class Size: 20
Grading: yes pass/fail option, no fifth course option
Distributions: (D3) (QFR)
Quantitative/Formal Reasoning Notes: This course will have weekly problem sets in which students will formally prove statements about the behavior and performance of algorithms. In short, the entirety of the course is about applying abstract and mathematical reasoning to the way computers work.

Fall 2020
LEC Section: H1 MWF 10:40 am - 11:30 am Samuel McCauley
Spring 2021
LEC Section: H1 MWF 10:40 am - 11:30 am Shikha Singh
LEC Section: H2 MWF 12:00 pm - 12:50 pm Shikha Singh

CSCI 319 (S) Integrative Bioinformatics, Genomics, and Proteomics Lab (QFR)
Cross-listings: MATH 319 CHEM 319 BIOL 319 PHYS 319 CSCI 319
Secondary Cross-listing
What can computational biology teach us about cancer? In this lab-intensive experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet-lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever-growing gene and protein data-sets can provide key insights into human disease. In this course, we will take advantage of one well-studied system, the highly conserved Ras-related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, and phylogenetics to reconstruct the evolution of gene families by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high through-put approaches to investigate genes involved in the inflammatory and MAPK signal transduction pathways in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation-state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data-mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry may also be used to study networks of interacting proteins in colon tumor cells.

Class Format: two afternoons of lab, with one hour of lecture, per week. In most weeks, we will meet one day for lecture discussions.

Requirements/Evaluation: lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal
Prerequisites: BIOL 202; students who have not taken BIOL 202 but have taken BIOL 101 and a CSCI course, or CSCI/PHYS 315, may enroll with permission of instructor. No prior computer programming experience is required.
Enrollment Limit: 12
Enrollment Preferences:  seniors, then juniors, then sophomores

Expected Class Size:  12

Grading:  yes pass/fail option,  yes fifth course option

Unit Notes:  does not satisfy the distribution requirement for the Biology major

Distributions:  (D3)  (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

MATH 319 (D3)  CHEM 319 (D3)  BIOL 319 (D3)  PHYS 319 (D3)  CSCI 319 (D3)

Quantative/Formal Reasoning Notes:  Through lab work, homework sets and a major project, students will learn or further develop their skills in programming in Python, and about the basis of Bayesian approaches to phylogenetic tree estimation.

Spring 2021

SEM Section: 01  TR 9:45 am - 11:00 am  Lois M. Banta
SEM Section: R2  MW 6:45 pm - 8:00 pm  Lois M. Banta
LAB Section: H3  MW 1:00 pm - 3:00 pm  Lois M. Banta
LAB Section: H4  TR 1:00 pm - 3:00 pm  Lois M. Banta

CSCI 333  (S)  Storage Systems  (QFR)

This course will examine topics in the design, implementation, and evaluation of storage systems. Topics include the memory hierarchy; ways that data is organized (both logically and physically); storage hardware and its influence on storage software designs; data structures; performance models; and system measurement/evaluation. Readings will be taken from recent technical literature, and an emphasis will be placed on identifying and evaluating design trade-offs.

Class Format:  Lecture content will be through asynchronously viewed video modules. Two scheduled conference sections will each meet twice per week. They will be used for synchronous conference meetings that include discussions, activities, and programming tasks. One conference section will be in-person and one will be remote. Students should sign up for the lecture section and one conference section.

Requirements/Evaluation:  programming assignments, quizzes, midterm examination, and a final project

Prerequisites:  CSCI 136; CSCI 237 or permission of instructor

Enrollment Limit:  40

Enrollment Preferences:  current Computer Science majors, students with research experience or interest

Expected Class Size:  40

Grading:  yes pass/fail option,  no fifth course option

Distributions:  (D3)  (QFR)

Quantative/Formal Reasoning Notes:  This course will have students develop quantitative/formal reasoning skills through problem sets and programming assignments.

Spring 2021

LEC Section: R1  ASYN  Bill K. Jannen
CON Section: 03  TR 11:30 am - 12:45 pm  Bill K. Jannen
CON Section: R2  TR 9:45 am - 11:00 am  Bill K. Jannen

CSCI 334  (F)(S)  Principles of Programming Languages  (QFR)

This course examines the concepts and structures governing the design and implementation of programming languages. It presents an introduction to the concepts behind compilers and run-time representations of programming languages; features of programming languages supporting abstraction and polymorphism; and the procedural, functional, object-oriented, and concurrent programming paradigms. Programs will be required in languages illustrating each of these paradigms.

Class Format:  There is no scheduled time for lectures. They will be available online for asynchronous viewing. Each conference section will meet once per week. Students should sign up for lecture and one conference.
**Requirements/Evaluation:** weekly problem sets and programming assignments, a midterm examination, and a final examination

**Enrollment Limit:** 20

**Prerequisites:** CSCI 136

**Enrollment Preferences:** current or expected Computer Science majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course include regular and substantial problem sets and labs in which quantitative/formal reasoning skills are practiced and evaluated.

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**Fall 2020**

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**Spring 2021**

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**CSCI 357 (F) Algorithmic Game Theory** (QFR)

This course focuses on topics in game theory and mechanism design from a computational perspective. We will explore questions such as: how to design algorithms that incentivize truthful behavior, that is, where the participants have no incentive to cheat? Should we let drivers selfishly minimize their commute time or let a central algorithm direct traffic? Does Arrow's impossibility result mean that all voting protocols are doomed? The overarching goal of these questions is to understand and analyze selfish behavior and whether it can or should influence system design. Students will learn how to model and reason about incentives in computational systems both theoretically and empirically. Topics include types of equilibria, efficiency of equilibria, auction design, network games, two-sided markets, incentives in computational applications such as file sharing and cryptocurrencies, and computational social choice.

**Class Format:** Synchronous in-class lectures will be broadcast live to remote students via zoom and recorded for asynchronous viewing. Lecture content may additionally be supplemented with prerecorded videos, and scheduled class time used as exercise or review sessions.

**Requirements/Evaluation:** weekly problem sets and/or programming assignments, two midterm exams, and a final project.

**Prerequisites:** CSCI 256 or permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** current or expected Computer Science majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** The course will consist problem sets and programming assignments in which quantitative/formal reasoning skills are practiced and evaluated.

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**Fall 2020**

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**CSCI 361 (F)(S) Theory of Computation** (QFR)
Cross-listings: MATH 361  CSCI 361

Primary Cross-listing

This course introduces a formal framework for investigating both the computability and complexity of problems. We study several models of computation including finite automata, regular languages, context-free grammars, and Turing machines. These models provide a mathematical basis for the study of computability theory--the examination of what problems can be solved and what problems cannot be solved--and the study of complexity theory--the examination of how efficiently problems can be solved. Topics include the halting problem and the P versus NP problem.

Class Format: Lecture content will be delivered through asynchronously viewed video modules. Conference sections meeting twice per week will be used for synchronous discussions. Students should sign up for lecture and one conference section.

Requirements/Evaluation: online multiple choice and short answer questions, weekly problem sets in groups, a research project, and a final examination

Prerequisites: CSCI 256 or both a 300-level MATH course and permission of instructor

Enrollment Limit: 40(10/con)

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 40

Grading: yes pass/fail option, no fifth course option

Distributions: (D3)  (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:
MATH 361 (D3) CSCI 361 (D3)

Quantitative/Formal Reasoning Notes: This course include regular and substantial problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Fall 2020
CON Section: R3    TR 9:45 am - 11:00 am     Aaron M. Williams
LEC Section: R1    TBA     Aaron M. Williams
CON Section: 02    MR 1:30 pm - 2:45 pm     Aaron M. Williams

Spring 2021
CON Section: R5    MW 8:30 pm - 9:45 pm     Aaron M. Williams
CON Section: R4    MW 6:45 pm - 8:00 pm     Aaron M. Williams
LEC Section: R1    ASYN     Aaron M. Williams
CON Section: H3    MR 1:30 pm - 2:45 pm     Aaron M. Williams
CON Section: H2    TR 9:45 am - 11:00 am     Aaron M. Williams

CSCI 374  (F)(S)  Machine Learning  (QFR)

This tutorial examines the design, implementation, and analysis of machine learning algorithms. Machine Learning is a field that derives from Artificial Intelligence, Statistics, and others, and aims to develop algorithms that will improve a system's performance. Improvement might involve acquiring new factual knowledge from data, learning to perform a new task, or learning to perform an old task more efficiently or effectively. This tutorial will cover examples of supervised learning algorithms (including Bayesian approaches, support vector machines, and neural networks -- both deep and traditional), unsupervised learning algorithms (including k-means and expectation maximization), and possibly reinforcement learning algorithms (such as Q learning and temporal difference learning). It will also introduce methods for the evaluation of learning algorithms, as well as topics in computational learning theory and ethics.

Class Format: Though this course will be offered remotely by the instructor, pairs of students on campus may choose to meet in person for their tutorial sessions. If so, a classroom will be scheduled for them by the instructor.

Requirements/Evaluation: presentations, problem sets, programming exercises, empirical analyses of algorithms, critical analysis of current literature; the final two weeks are focused on a project of the student's design.

Prerequisites: CSCI 136 and CSCI 256 or permission of instructor

Enrollment Limit: 10
**Enrollment Preferences:** Computer Science majors  
**Expected Class Size:** 10  
**Grading:** no pass/fail option, no fifth course option  
**Distributions:** (D3) (QFR)  

**Quantitative/Formal Reasoning Notes:** This course heavily relies on discrete mathematics, calculus, and elementary statistics. Students will be proving theorems, among many other mathematically oriented assignments. Additionally, they will be programming, which involves analytical and logical thinking.

Fall 2020  
TUT Section: HT1  TBA  Andrea Danyluk  

Spring 2021  
TUT Section: HT1  TBA  Andrea Danyluk

**CSCI 377  (F)(S) Human Work in Computational Systems  (QFR)**  
**Cross-listings:** CSCI 377  STS 375  

**Primary Cross-listing**  
As far as we know, the technological singularity has not yet arrived. Therefore, humans remain a part of our current computation pipeline. However, the role humans play varies greatly: self-driving cars aim to have human involvement only in development and emergencies, whereas educational tools are built for constant human involvement. In this course, we broadly explore human work within computational systems through topics such as crowdsourcing, educational technology, citizen science, human computation, open-source software, micro-labor markets, and online gaming. Students should expect broad exposure to a wide variety of human computing topics and group projects on building and evaluating computational systems that use human work.

**Class Format:** Lectures will be held on Wednesday and Friday each week. Conference sections will each meet once per week. Students should sign up for the lecture section and one conference.

**Requirements/Evaluation:** Course projects, in-class group work/participation, weekly written homework assignments/readings.  
**Prerequisites:** CSCI 136  
**Enrollment Limit:** 20  
**Enrollment Preferences:** Preference for current CS majors  
**Expected Class Size:** 20  
**Grading:** yes pass/fail option, no fifth course option  
**Materials/Lab Fee:** $75 for purchase of software and work on crowdsourcing platforms.  
**Distributions:** (D3) (QFR)  

**This course is cross-listed and the prefixes carry the following divisional credit:**  
CSCI 377 (D3) STS 375 (D2)  

**Quantitative/Formal Reasoning Notes:** This course includes regular homework and projects in which quantitative/formal reasoning skills are practiced and evaluated.

Fall 2020  
CON Section: R3  W 2:50 pm - 3:40 pm  Molly Q Feldman  
CON Section: 04  TR 9:45 am - 11:00 am  Molly Q Feldman  
CON Section: 05  TR 11:30 am - 12:45 pm  Molly Q Feldman  
LEC Section: H1  MWF 11:45 am - 1:00 pm  Molly Q Feldman  
CON Section: R2  W 1:30 pm - 2:20 pm  Molly Q Feldman  

Spring 2021  
CON Section: R5  R 3:15 pm - 4:30 pm  Molly Q Feldman  
CON Section: R4  R 1:30 pm - 2:45 pm  Molly Q Feldman
ECON 110  (F)(S)  Principles of Microeconomics  (QFR)
This course is an introduction to the study of the forces of supply and demand that determine prices and the allocation of resources in markets for goods and services, markets for labor, and markets for natural resources. The focus is on how and why markets work, why they may fail to work, and the policy implications of both their successes and failures. The course focuses on developing the basic tools of microeconomic analysis and then applying those tools to topics of popular or policy interest such as minimum wage legislation, pollution control, competition policy, international trade policy, discrimination, tax policy, and the role of government in a market economy.

Class Format: Sections taught by Professors Bradburd and Chao will be strictly remote, with both asynchronous and synchronous components. All other sections will be taught in a hybrid format and will include in-person elements.

Requirements/Evaluation: problem sets, quizzes, short essays, two midterms, final exam

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: This course is required of Economics and Political Economy majors and highly recommended for those non-majors interested in Environmental Studies and Women's, Gender and Sexuality Studies.

Expected Class Size: 30

Grading: yes pass/fail option,  no fifth course option

Unit Notes: The department recommends students follow this course with ECON 120 or with a lower-level elective that has ECON 110 as its prerequisite; students may alternatively proceed directly to ECON 251 after taking this introductory course.

Distributions:  (D2)  (QFR)

Quantative/Formal Reasoning Notes: Course involves mathematical modeling of real-world phenomena, analyzing quantitative results, and describing those results in words.

Fall 2020
LEC Section: R7   MR 1:30 pm - 2:45 pm   Lucie Schmidt
LEC Section: R2   TF 3:15 pm - 4:30 pm   Ralph M. Bradburd
LEC Section: 05   TR 9:45 am - 11:00 am   Susan Godlonton
LEC Section: R1   TF 1:30 pm - 2:45 pm   Ralph M. Bradburd
LEC Section: R3   TR 6:45 pm - 8:00 pm   Matthew Chao
LEC Section: R4   TR 8:30 pm - 9:45 pm   Matthew Chao
LEC Section: R8   MR 3:15 pm - 4:30 pm   Lucie Schmidt
LEC Section: 06   TR 11:30 am - 12:45 pm   Susan Godlonton

Spring 2021
LEC Section: R1   TR 9:45 am - 11:00 am   Ralph M. Bradburd
LEC Section: 02   TF 1:30 pm - 2:45 pm   Owen Thompson
LEC Section: 03   TF 3:15 pm - 4:30 pm   Owen Thompson

ECON 120  (F)(S)  Principles of Macroeconomics  (QFR)
This course provides an introduction to the study of the aggregate national economy. It develops the basic theories of macroeconomics and applies them to topics of current interest. Issues to be explored include: the causes of inflation, unemployment, recessions, and depressions; the role of government fiscal and monetary policy in stabilizing the economy; the determinants of long-run economic growth; the long- and short-run effects of taxes, budget deficits, and other government policies on the national economy; the role of financial frictions in amplifying recessions; and the workings of exchange rates and international finance.
Class Format: Prof. Bakija and Prof. LaLumia intend to teach their synchronous class meetings primarily in an in-person, and not hybrid, format. Students who need to participate remotely must enroll in Prof. Casey’s sections instead. Prof. Bakija intends to implement some mix of in-person lecture and discussion (maybe outside when the weather permits), pre-recorded video lectures to watch before class, and possibly occasional Zoom-based discussion, depending on public health conditions at the time.

Requirements/Evaluation: Depending on instructor, may include: problem sets, short essays, quizzes, reading assignments, either one or two midterms, and a final exam.

Prerequisites: ECON 110

Enrollment Limit: 30

Enrollment Preferences: First-year students and sophomores.

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

Quantitative/Formal Reasoning Notes: Course involves mathematical modeling of real-world phenomena, analyzing quantitative results, and describing those results in words.

Fall 2020
LEC Section: R1 MWF 8:00 am - 8:50 am Kenneth N. Kuttner
LEC Section: R2 MWF 12:00 pm - 12:50 pm Kenneth N. Kuttner

Spring 2021
LEC Section: 02 MR 3:15 pm - 4:30 pm Jon M. Bakija
LEC Section: 01 MR 1:30 pm - 2:45 pm Jon M. Bakija
LEC Section: R3 TR 8:00 am - 9:15 am Gregory P. Casey
LEC Section: R4 TR 9:45 am - 11:00 am Gregory P. Casey
LEC Section: 06 MWF 11:45 am - 1:00 pm Sara LaLumia
LEC Section: 05 MW 10:00 am - 11:15 am Sara LaLumia

ECON 213 (F) Introduction to Environmental and Natural Resource Economics (QFR)

Cross-listings: ECON 213 ENVI 213

Primary Cross-listing

We’ll use economics to learn why we harm the environment and overuse natural resources, and what we can do about it. We’ll talk about whether and how we can put a dollar value on nature and ecosystem services. We’ll study cost benefit analysis, pollution in general, climate change, environmental justice, natural resources (like fisheries, forests, and fossil fuels), and energy. We will take an economic approach to global sustainability, and study the relationship between the environment and economic growth and trade. Consideration of justice and equity will be woven through the whole semester.

Class Format: We will likely use small, focused discussion groups in combination with lectures

Requirements/Evaluation: problem sets, short essays, final paper; intermediate assignments may include poster, presentation, brief writing assignment

Prerequisites: ECON 110 or equivalent

Enrollment Limit: 25

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Unit Notes: this course will count toward both the Environmental Studies major and concentration

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 213 (D2) ENVI 213 (D2)
Quantitative/Formal Reasoning Notes: We will use formal theory expressed in math and graphs, perform calculations, and consume statistical data.

Fall 2020
LEC Section: H1  MW 6:45 pm - 8:00 pm  Sarah A. Jacobson

ECON 251  (F)(S)  Price and Allocation Theory  (QFR)
A study of the determination of relative prices and their importance in shaping the allocation of resources and the distribution of income. Subjects include: behavior of households in a variety of settings, such as buying goods and services, saving, and labor supply; behavior of firms in various kinds of markets; results of competitive and noncompetitive markets in goods, labor, land, and capital; market failure; government policies as sources of and responses to market failure; welfare criteria; limitations of mainstream analysis.

Class Format: Sections taught by Professors Jakiela and Sheppard in the fall will be strictly remote, with both asynchronous and synchronous components. Sections taught by Professor Rai in the spring will be fully remote; students are expected to participate in both synchronous and asynchronous components. The spring section taught by Jacobson will be in person.

Requirements/Evaluation: Requirements vary by professor, but typically include frequent problem sets and multiple exams, including a final exam. They may also include one or more quizzes or short essays.

Prerequisites: ECON 110 and MATH 130 or its equivalent

Enrollment Limit: 20

Enrollment Preferences: Current or prospective Economics majors.

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions:  (D2)  (QFR)

Quantitative/Formal Reasoning Notes: Course involves developing and analyzing mathematical models of real-world phenomena, grounded in tools like calculus and game theory. Students are assumed to be comfortable with topics from introductory calculus, including differentiation and integration.

Fall 2020
LEC Section: R1  TF 1:30 pm - 2:45 pm  Pamela Jakiela
LEC Section: R4  MR 3:15 pm - 4:30 pm  Stephen C. Sheppard
LEC Section: R3  MR 1:30 pm - 2:45 pm  Stephen C. Sheppard
LEC Section: R2  TF 3:15 pm - 4:30 pm  Pamela Jakiela

Spring 2021
LEC Section: R2  MR 1:30 pm - 2:45 pm  Ashok S. Rai
LEC Section: R3  MR 3:15 pm - 4:30 pm  Ashok S. Rai
LEC Section: 01  TR 11:30 am - 12:45 pm  Sarah A. Jacobson

ECON 252  (F)(S)  Macroeconomics  (QFR)
A study of aggregate economic activity: output, employment, inflation, and interest rates. The class will develop a theoretical framework for analyzing economic growth and business cycles. The theory will be used to evaluate policies designed to promote growth and stability, and to understand economic developments in the U.S. and abroad. Instructors may use elementary calculus in assigned readings, exams and lectures.

Class Format: Sections taught by Professor Pedroni in the fall will be strictly remote, with both asynchronous and synchronous components. Professor Montiel's fall section will be taught in person. Spring section formats are TBD.

Requirements/Evaluation: problem sets and/or written assignments, midterm(s), and a final exam

Prerequisites: ECON 110 and 120 and MATH 130 or its equivalent

Enrollment Limit: 20

Enrollment Preferences: Current or prospective Economics majors.

Expected Class Size: 20
Grading: no pass/fail option, no fifth course option

Distributions: (D2) (QFR)

Quantitative/Formal Reasoning Notes: Course involves mathematical modeling of real-world phenomena, analyzing quantitative results, and describing those results in words.

Fall 2020
LEC Section: R2 TF 1:30 pm - 2:45 pm Peter L. Pedroni
LEC Section: 01 MWF 8:15 am - 9:30 am Peter J. Montiel
LEC Section: R3 TF 3:15 pm - 4:30 pm Peter L. Pedroni

Spring 2021
LEC Section: 04 MW 10:00 am - 11:15 am Greg Phelan
LEC Section: 03 MWF 8:15 am - 9:30 am Greg Phelan
LEC Section: R2 TF 3:15 pm - 4:30 pm Peter L. Pedroni
LEC Section: R1 TF 1:30 pm - 2:45 pm Kenneth N. Kuttner

ECON 255 (F)(S) Econometrics (QFR)
An introduction to the theory and practice of applied quantitative economic analysis. This course familiarizes students with the strengths and weaknesses of the basic empirical methods used by economists to evaluate economic theory against economic data. Emphasizes both the statistical foundations of regression techniques and the practical application of those techniques in empirical research, with a focus on understanding when a causal interpretation is warranted. Computer exercises will provide experience in using the empirical methods, but no previous computer experience is expected. Highly recommended for students considering graduate training in economics or public policy.

Class Format: Professor Ozier's fall section will be strictly remote, with both asynchronous and synchronous components. Professor Zimmerman's fall section will be taught in a hybrid format and will include in-person elements. Spring section formats are TBD.

Requirements/Evaluation: problem sets, two exams, group project, and possible additional assignments

Prerequisites: MATH 130, plus STAT 161, 201 or 202 (or equivalent), plus one course in ECON; STAT 101 will also serve as a prerequisite, but only if taken prior to the fall of 2018

Enrollment Limit: 20

Enrollment Preferences: Current or prospective Economics and Political Economy majors.

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Unit Notes: Students may substitute the combination of STAT 201 and 346 for ECON 255

Distributions: (D2) (QFR)

Quantitative/Formal Reasoning Notes: Course teaches research tools necessary to analyze data.

Fall 2020
LEC Section: R1 TR 11:30 am - 12:45 pm Owen Ozier
LEC Section: 02 MWF 8:15 am - 9:30 am David J. Zimmerman
LEC Section: R3 MR 3:15 pm - 4:30 pm Matthew Gibson

Spring 2021
LEC Section: R1 MR 1:30 pm - 2:45 pm Matthew Gibson
LEC Section: R2 MR 3:15 pm - 4:30 pm Matthew Gibson
LEC Section: R3 MW 10:00 am - 11:15 am Owen Ozier

ECON 360 (S) Monetary Economics (QFR)
This course covers a range of theoretical and applied issues bearing on monetary policy as conducted in the U.S. and abroad. Topics to be discussed
What causes inflation? What are the channels through which monetary policy affects the economy? Why should central banks commit to policy rules? How do exchange rates respond to monetary policy? How did the gold standard work? And will cryptocurrencies replace the dollar? In addition, we will develop and learn how to simulate the "New Keynesian" macroeconomic model, which has become the standard framework for monetary policy analysis for central banks around the world.

Requirements/Evaluation: at least one exam, a research paper and a class presentation

Prerequisites: ECON 252 and 255. Multivariate calculus (MATH 150 or 151) is recommended but not required

Enrollment Limit: 20

Enrollment Preferences: junior and senior Economics majors

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (QFR)

Quantitative/Formal Reasoning Notes: The course entails the use of mathematical economic models, the presentation of quantitative information, and the interpretation of statistical analysis.

Spring 2021

LEC Section: H1    TR 9:45 am - 11:00 am     Kenneth N. Kuttner

ECON 376  (F)  The Economics of Global Inequality  (QFR)

This course focuses on the proximate and ultimate causes of global economic inequality across nations. Motivated by several stylized facts from cross-country data, we will pose a series of questions: Why are some countries so rich while others remain so poor? What explains heterogeneity in the experience of economic growth across nations, with some growing at a moderate pace over long periods of time, others experiencing rapid growth over shorter intervals, and yet others stagnating persistently? Do all economies face comparable challenges to achieving sustained economic growth? Will poorer countries ever catch up to richer ones? To answer these and other related questions, we will explore the underlying mechanisms of economic growth. What role is played by savings and investment (i.e., the accumulation of physical capital)? What is the influence of population growth? How important are investments in human capital (i.e., education and population health)? What about technological differences across nations? How much significance should we ascribe to cross-country differences in geographical characteristics? How much should we ascribe to differences in the quality of institutions? For each question, we will explore both theoretical and empirical approaches, ranging from formal models to qualitative historical evidence to cross-country growth regressions. We will debate the usefulness of these different approaches for development policy and will discuss the reasons why so many questions about global economic inequality remain difficult to answer.

Class Format: This course will be taught in hybrid format in Fall 2020. All classroom lectures will be recorded and made available for remote learners unable to attend lectures virtually. Problem set assignments and exams may be submitted electronically as needed, and all exams will be "take home." Additional office hours will be offered to accommodate the needs of remote learners.

Requirements/Evaluation: Problem sets, one midterm exam, final exam.

Prerequisites: ECON 252 and either ECON 255 or STAT 346. ECON 251 recommended but not required.

Enrollment Limit: 20

Enrollment Preferences: Junior and senior economics majors.

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (QFR)

Quantitative/Formal Reasoning Notes: The course material will draw heavily on mathematical and statistical models of economic growth and cross-country comparative development. Students will routinely work on sophisticated mathematical models of economic growth, involving the application of solution concepts from dynamic optimization and differential equations. Students will also be required to perform some econometric analyses in their assignments.

Fall 2020

LEC Section: H1    TF 1:30 pm - 2:45 pm     Quamrul H. Ashraf
ECON 384  (F)  Corporate Finance  
This course analyzes the major financial decisions facing firms. While the course takes the perspective of a manager making decisions about both what investments to undertake and how to finance these projects, it will emphasize the underlying economic models that are relevant for these decisions. Topics include capital budgeting, links between real and financial investments, capital structure choices, dividend policy, and firm valuation. Additional topics may include issues in corporate risk management, corporate governance and corporate restructuring, such as mergers and acquisitions. In the fall of 2020, special consideration will be given to how both financial and real economic shocks interact with firms' financial decisions.

Class Format: Lecture / discussion; in the fall of 2020, some weeks we will meet for one 75-minute section (in person when possible) and break into smaller groups for one hour section groups (most likely remote). The timing of the sections will be arranged at the beginning of the semester.

Requirements/Evaluation: class participation, problem sets, short quizzes, short projects such as case write ups, a midterm exam, a final exercise and a research paper (possibly written with a partner)

Prerequisites: ECON 251, 252, and some familiarity with statistics (e.g., ECON 255)

Enrollment Limit: 20

Enrollment Preferences: Senior Economics majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (QFR)

Quantative/Formal Reasoning Notes: The course uses quantitative models to evaluate decisions.

Fall 2020
LEC Section: R2  MWF 11:45 am - 1:00 pm  William M. Gentry
LEC Section: 01  MW 6:45 pm - 8:00 pm  William M. Gentry

ECON 387  (F)  Economics of Climate Change  

Cross-listings: ECON 522  ENVI 387  ECON 387

Primary Cross-listing

This course introduces the economic view of climate change, including both theory and empirical evidence. Given the substantial changes implied by the current stock of greenhouse gases (GHGs) in the atmosphere, we will begin by looking at impacts on agriculture, health, income, and migration. We will consider the distribution of climate damages across poor and wealthy people, both within and across countries. Next we will study adaptation, including capital investments and behavioral changes. We will examine the sources of climate change, especially electricity generation and transportation, and think about optimal policies. What is the socially optimal amount of climate change? Why have countries had such a hard time agreeing on GHG emissions reductions, and how might we overcome such difficulties? We will consider the growing body of evidence from attempts to regulate GHGs, including China's cap-and-trade programs, the EU ETS, and US state policies. Throughout the course we will discuss the limits of the economic approach, pointing out normative questions on which economic theory provides little guidance.

Class Format: Lectures, office hours and TA sessions will take place on Zoom.

Requirements/Evaluation: problem sets, midterm, group presentation, final exam

Prerequisites: ECON 251, familiarity with statistics

Enrollment Limit: 20

Enrollment Preferences: Junior/Senior Economics majors and CDE fellows

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 522 (D2) ENVI 387 (D2) ECON 387 (D2)

Quantative/Formal Reasoning Notes: The course involves simple calculus-based theory and applied statistics.
ECON 477 (F) Economics of Environmental Behavior  (QFR)

Cross-listings: ECON 477 ENVI 376

Primary Cross-listing

A community maintains a fishery; a firm decides whether to get a green certification; you choose to fly home or stay here for spring break: behaviors of people and firms determine our impact on the environment. We’ll use economics to model environmental behavior and to consider how policies can help or hurt the environment. Topics we’ll study include: voluntary conservation, social norms and nudges, firm responses to mandatory and voluntary rules, and boycotts and divestment.

Class Format: Class sessions will largely consist of presentations and discussions of academic research papers, as well as lab sessions to work on empirical exercises; we may break the class into groups for some discussions

Requirements/Evaluation: regular reading responses, empirical exercises, class participation, 2 oral presentations, and a final original research paper using an experiment, existing data, or theory

Prerequisites: ECON 251 and (ECON 255 or STAT 346)

Enrollment Limit: 15

Enrollment Preferences: senior Economics majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit: ECON 477 (D2) ENVI 376 (D2)

Quantitative/Formal Reasoning Notes: The research students will consume and produce in the class will be based on math-based theory and/or econometric-based empirical analysis.

ECON 522 (F) Economics of Climate Change  (QFR)

Cross-listings: ECON 522 ENVI 387 ECON 387

Secondary Cross-listing

This course introduces the economic view of climate change, including both theory and empirical evidence. Given the substantial changes implied by the current stock of greenhouse gases (GHGs) in the atmosphere, we will begin by looking at impacts on agriculture, health, income, and migration.

We will consider the distribution of climate damages across poor and wealthy people, both within and across countries. Next we will study adaptation, including capital investments and behavioral changes. We will examine the sources of climate change, especially electricity generation and transportation, and think about optimal policies. What is the socially optimal amount of climate change? Why have countries had such a hard time agreeing on GHG emissions reductions, and how might we overcome such difficulties? We will consider the growing body of evidence from attempts to regulate GHGs, including China's cap-and-trade programs, the EU ETS, and US state policies. Throughout the course we will discuss the limits of the economic approach, pointing out normative questions on which economic theory provides little guidance.

Class Format: Lectures, office hours and TA sessions will take place on Zoom.

Requirements/Evaluation: problem sets, midterm, group presentation, final exam

Prerequisites: ECON 251, familiarity with statistics

Enrollment Limit: 20

Enrollment Preferences: Junior/Senior Economics majors and CDE fellows

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option
ENVI 203 (F) Ecology (QFR)

**Cross-listings:** ENVI 203 BIOL 203

**Secondary Cross-listing**

This course combines lectures with field and indoor laboratory exercises to explore factors that determine the distribution and abundance of plants and animals in natural systems. The course begins with an overall view of global patterns and then builds from the population to the ecosystem level. An emphasis is given to basic ecological principles and relates them to current environmental issues. Selected topics include population dynamics (competition, predation, mutualism); community interactions (succession, food chains and diversity) and ecosystem function (biogeochemical cycles, energy flow). In Fall 2020, the course will use a hybrid model, with recorded lecture material available to all students. In person and remote class meetings will focus on problem sets and interactive case studies. Labs will be available in either in person or remote modalities. Remote participants will have the opportunity to collect their own data for some lab exercises, while in other cases will receive background information and media describing the data collection process. All students will be required to complete all data analyses and written lab reports.

**Class Format:** Six hours per week. All labs will be available in both remote and in-person modalities. All students (whether in person or remote) may choose their preferred modality for each lab module. Due to COVID-19 distancing requirements, some labs will require walking to field sites. The instructor will work with individual students to identify accommodations that support in person lab participation as needed.

**Requirements/Evaluation:** problem sets, lab reports, hour exams, and a final exam

**Prerequisites:** BIOL 101 and 102, or ENVI 101 or 102, or permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** students planning to pursue Biology and/or ENVI

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** satisfies the distribution requirement for the Biology major

**Distributions:** (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 203 (D3) BIOL 203 (D3)

**Quantitative/Formal Reasoning Notes:** Much of the material in this course centers on the interpretation and application of mathematical models used to describe ecological systems. The laboratory section of this course also contains a large data analysis component. Students are introduced to t-tests, Mann-Whitney U tests, chi-square analysis, and regression.
interact. Greenhouse gas emission scenarios will form the basis for investigating how these systems might respond to human activity. This course will explore how heat and mass are moved around the atmosphere and ocean to demonstrate how the geographic patterns of climate change arise. We will also focus on climate feedback effects—like the albedo feedback associated with sea ice and glacier loss—and how these processes can accelerate climate change. In labs we will learn MATLAB to use process and full-scale climate models to investigate the behavior of these systems in response to increasing greenhouse gasses in the atmosphere. This course is in the Oceans and Climate group for the Geosciences major.

Class Format: Lectures will be held synchronously online. Labs will be remote and in small groups. Lab groups will each meet online for two 1-hour sessions each week, scheduled according to the needs of the class. In-person office hours available.

Requirements/Evaluation: 4 multi-week lab projects and several short quizzes

Prerequisites: Any of GEOS 100, GEOS 103, ENVI 102, GEOS 215, or permission of instructor

Enrollment Limit: 30

Enrollment Preferences: GEOS and ENVI majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:
GEOS 309 (D3) ENVI 209 (D3)

Quantitative/Formal Reasoning Notes: Labs consist of a series of numerical climate modeling projects, which require significant quantitative and logical reasoning.

Fall 2020

LEC Section: R1  TR 9:45 am - 11:00 am  Alice C. Bradley

ENVI 213  (F)  Introduction to Environmental and Natural Resource Economics  (QFR)

Cross-listings: ECON 213  ENVI 213

Secondary Cross-listing

We'll use economics to learn why we harm the environment and overuse natural resources, and what we can do about it. We'll talk about whether and how we can put a dollar value on nature and ecosystem services. We'll study cost benefit analysis, pollution in general, climate change, environmental justice, natural resources (like fisheries, forests, and fossil fuels), and energy. We will take an economic approach to global sustainability, and study the relationship between the environment and economic growth and trade. Consideration of justice and equity will be woven through the whole semester.

Class Format: We will likely use small, focused discussion groups in combination with lectures

Requirements/Evaluation: problem sets, short essays, final paper; intermediate assignments may include poster, presentation, brief writing assignment

Prerequisites: ECON 110 or equivalent

Enrollment Limit: 25

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Unit Notes: this course will count toward both the Environmental Studies major and concentration

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:
ECON 213 (D2) ENVI 213 (D2)

Quantitative/Formal Reasoning Notes: We will use formal theory expressed in math and graphs, perform calculations, and consume statistical data.

Fall 2020

LEC Section: H1  MW 6:45 pm - 8:00 pm  Sarah A. Jacobson
ENVI 339 (F) Conservation Biology (QFR)

Cross-listings: ENVI 339 BIOL 329

Secondary Cross-listing

This course examines the application of population genetics, population ecology, community ecology, and systematics to the conservation of biological diversity. The overarching theme of the course is on the role of stochastic processes for small populations. Lecture/discussion topics will include extinction, the genetics of small populations, metapopulations, and importantly, conservation strategies. Labs will include a mixture of computer and lab projects.

Class Format: lecture and discussion, 3 hours per week; lab, 1.25 hours per week. Students will be assigned to a lab section (block AA - either W or F from 1:30-2:45) during the first week of class.

Requirements/Evaluation: Evaluation will be based on lab assignments, two exams, discussion participation, and an independent project.

Prerequisites: BIOL 203/ENVI 203, or BIOL 305, or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Biology majors, seniors, and juniors

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Unit Notes: Satisfies the distribution requirement for the Biology major

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 339 (D3) BIOL 329 (D3)

Quantitative/Formal Reasoning Notes: This course uses quantitative and statistical analyses in both the laboratory and lecture portion of the course. In lectures, mathematical models will be covered to understand conservation dynamics. In lab, students will collect and analyze data and present results in graphical and statistical forms.

Fall 2020

LAB Section: H2 WF 1:30 pm - 2:45 pm Manuel A. Morales

LEC Section: H1 TR 8:00 am - 9:15 am Manuel A. Morales

ENVI 376 (F) Economics of Environmental Behavior (QFR)

Cross-listings: ECON 477 ENVI 376

Secondary Cross-listing

A community maintains a fishery; a firm decides whether to get a green certification; you choose to fly home or stay here for spring break: behaviors of people and firms determine our impact on the environment. We’ll use economics to model environmental behavior and to consider how policies can help or hurt the environment. Topics we’ll study include: voluntary conservation, social norms and nudges, firm responses to mandatory and voluntary rules, and boycotts and divestment.

Class Format: Class sessions will largely consist of presentations and discussions of academic research papers, as well as lab sessions to work on empirical exercises; we may break the class into groups for some discussions.

Requirements/Evaluation: regular reading responses, empirical exercises, class participation, 2 oral presentations, and a final original research paper using an experiment, existing data, or theory.

Prerequisites: ECON 251 and (ECON 255 or STAT 346)

Enrollment Limit: 15

Enrollment Preferences: senior Economics majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:
Quantitative/Formal Reasoning Notes: The research students will consume and produce in the class will be based on math-based theory and/or econometric-based empirical analysis.

Fall 2020
SEM Section: H1    MW 8:30 pm - 9:45 pm     Sarah A. Jacobson

ENVI 387  (F) Economics of Climate Change  (QFR)
Cross-listings: ECON 522  ENVI 387  ECON 387
Secondary Cross-listing
This course introduces the economic view of climate change, including both theory and empirical evidence. Given the substantial changes implied by the current stock of greenhouse gases (GHGs) in the atmosphere, we will begin by looking at impacts on agriculture, health, income, and migration. We will consider the distribution of climate damages across poor and wealthy people, both within and across countries. Next we will study adaptation, including capital investments and behavioral changes. We will examine the sources of climate change, especially electricity generation and transportation, and think about optimal policies. What is the socially optimal amount of climate change? Why have countries had such a hard time agreeing on GHG emissions reductions, and how might we overcome such difficulties? We will consider the growing body of evidence from attempts to regulate GHGs, including China's cap-and-trade programs, the EU ETS, and US state policies. Throughout the course we will discuss the limits of the economic approach, pointing out normative questions on which economic theory provides little guidance.

Class Format: Lectures, office hours and TA sessions will take place on Zoom.
Requirements/Evaluation: problem sets, midterm, group presentation, final exam
Prerequisites: ECON 251, familiarity with statistics
Enrollment Limit: 20
Enrollment Preferences: Junior/Senior Economics majors and CDE fellows
Expected Class Size: 20
Grading: no pass/fail option, no fifth course option
Distributions: (D2)  (QFR)
This course is cross-listed and the prefixes carry the following divisional credit:
ECON 522 (D2) ENVI 387 (D2) ECON 387 (D2)
Quantative/Formal Reasoning Notes: The course involves simple calculus-based theory and applied statistics.

Fall 2020
LEC Section: R1    MR 1:30 pm - 2:45 pm     Matthew Gibson

GEOS 309  (F) Modern Climate  (QFR)
Cross-listings: GEOS 309  ENVI 209
Primary Cross-listing
What will happen to the Earth's climate in the next century? What is contributing to sea level rise? Is Arctic sea ice doomed? In this course we will study the components of the climate system (atmosphere, ocean, cryosphere, biosphere and land surface) and the processes through which they interact. Greenhouse gas emission scenarios will form the basis for investigating how these systems might respond to human activity. This course will explore how heat and mass are moved around the atmosphere and ocean to demonstrate how the geographic patterns of climate change arise. We will also focus on climate feedback effects--like the albedo feedback associated with sea ice and glacier loss--and how these processes can accelerate climate change. In labs we will learn MATLAB to use process and full-scale climate models to investigate the behavior of these systems in response to increasing greenhouse gasses in the atmosphere. This course is in the Oceans and Climate group for the Geosciences major.

Class Format: Lectures will be held synchronously online. Labs will be remote and in small groups. Lab groups will each meet online for two 1-hour sessions each week, scheduled according to the needs of the class. In-person office hours available.
Requirements/Evaluation: 4 multi-week lab projects and several short quizzes
**Prerequisites:** Any of GEOS 100, GEOS 103, ENVI 102, GEOS 215, or permission of instructor

**Enrollment Limit:** 30

**Enrollment Preferences:** GEOS and ENVI majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 309 (D3) ENVI 209 (D3)

**Quantitative/Formal Reasoning Notes:** Labs consist of a series of numerical climate modeling projects, which require significant quantitative and logical reasoning.

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**Fall 2020**

**LEC Section:** R1   TR 9:45 am - 11:00 am   Alice C. Bradley

**MATH 119 (F) The Mathematics of Pandemics: From the Spread of Infections to Cost-Benefit Analyses of Responses** (QFR)

The goal of the class is to help students learn to ask the right questions, and to gather and analyze the data needed to answer them, to understand the covid pandemic and the worldwide responses. Through local experts and numerous guest speakers playing key roles in these problems, we will discuss numerous aspects, from mathematical models for virus propagation to analyzing the economic, educational, social and emotional consequences of lockdowns and social distancing; from moral and legal dilemmas created by the pandemic and responses to the international political scene and relations between countries. Offered as Math 119 or Math 312 (those taking as Math 312 will have some of the readings replaced with more technical modeling papers and subsequent homework). Pre-requisites: None for Math 119; for Math 312 linear algebra is recommended.

**Requirements/Evaluation:** Homework, writing, class participation.

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** all students will have an equal chance; if possible none will be turned away.

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantitative/Formal Reasoning Notes:** We will discuss mathematical models and use statistics to analyze data.

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**Fall 2020**

**LEC Section:** H1   MWF 10:40 am - 11:30 am   Steven J. Miller

**MATH 130 (F)(S) Calculus I** (QFR)

Calculus permits the computation of velocities and other instantaneous rates of change by a limiting process called differentiation. The same process also solves "max-min" problems: how to maximize profit or minimize pollution. A second limiting process, called integration, permits the computation of areas and accumulations of income or medicines. The Fundamental Theorem of Calculus provides a useful and surprising link between the two processes. Subtopics include trigonometry, exponential growth, and logarithms.

**Requirements/Evaluation:** Weekly homework and quizzes, 2 exams during the semester, and one final

**Prerequisites:** MATH 102 (or demonstrated proficiency on a diagnostic test); this is an introductory course for students who have not seen calculus before

**Enrollment Limit:** 30

**Enrollment Preferences:** first-year students

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** students who have previously taken a calculus course may not enroll in MATH 130 without the permission of instructor
Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This is a calculus course.

Fall 2020
LEC Section: H1  TF 1:30 pm - 2:45 pm  Lori A. Pedersen
LEC Section: H2  TF 3:15 pm - 4:30 pm  Lori A. Pedersen

Spring 2021
LEC Section: H1  MWF 9:20 am - 10:10 am  Lori A. Pedersen

MATH 140 (F)(S) Calculus II (QFR)
Mastery of calculus requires understanding how integration computes areas and business profit and acquiring a stock of techniques. Further methods solve equations involving derivatives ("differential equations") for population growth or pollution levels. Exponential and logarithmic functions and trigonometric and inverse functions play an important role. This course is the right starting point for students who have seen derivatives, but not necessarily integrals, before.

Requirements/Evaluation: homework, quizzes, and/or exams
Prerequisites: MATH 130 or equivalent; students who have received the equivalent of advanced placement of AB 4, BC 3 or higher may not enroll in MATH 140 without the permission of instructor
Enrollment Limit: 30
Expected Class Size: 30
Grading: yes pass/fail option, yes fifth course option
Unit Notes: students who have higher advanced placement must enroll in MATH 150 or above
Distributions: (D3) (QFR)

Fall 2020
LEC Section: R2  TF 3:15 pm - 4:30 pm  Josh Carlson
LEC Section: R1  TF 1:30 pm - 2:45 pm  Josh Carlson

Spring 2021
LEC Section: R1  TR 9:45 am - 11:00 am  Josh Carlson

MATH 150 (F)(S) Multivariable Calculus (QFR)
Applications of calculus in mathematics, science, economics, psychology, the social sciences, involve several variables. This course extends calculus to several variables: vectors, partial derivatives, multiple integrals. There is also a unit on infinite series, sometimes with applications to differential equations. Note: This course will be taught via flipped-course method, an instructional strategy reversing the traditional learning environment by delivering instructional content outside of the classroom. This includes prerecorded lectures along with questions that students must watch and answer prior to attending class. Class time include synchronous meetings clarifying concepts and working in small groups through challenging problems with the support of the professor and peers. Building positive collaborative working relationships and public speaking skills will be added benefits of this course.

Requirements/Evaluation: Video readiness assessments, problem sets, exams, and participation.
Prerequisites: MATH 140 or equivalent, such as satisfactory performance on an Advanced Placement Examination
Enrollment Limit: 30
Enrollment Preferences: Professor's discretion
Expected Class Size: 30
Grading: yes pass/fail option, yes fifth course option
Unit Notes: students with the equivalent of advanced placement of AB 4 or above should enroll in MATH 150, students with a BC 3 or higher should enroll in Math 151 when it is being offered, and Math 150 otherwise.
Distributions: (D3) (QFR)
MATH 151  (F)  Multivariable Calculus  (QFR)
Applications of calculus in mathematics, science, economics, psychology, the social sciences, involve several variables. This course extends calculus to several variables: vectors, partial derivatives and multiple integrals. The goal of the course is Stokes Theorem, a deep and profound generalization of the Fundamental Theorem of Calculus. The difference between this course and MATH 150 is that MATH 150 covers infinite series instead of Stokes Theorem. Students with the equivalent of BC 3 or higher should enroll in MATH 151, as well as students who have taken the equivalent of an integral calculus and who have already been exposed to infinite series. For further clarification as to whether MATH 150 or MATH 151 is appropriate, please consult a member of the math/stat department.

Class Format: Hybrid; short lectures will be asynchronous, with longer synchronous in-person problem sessions (these will be available remotely, and uploaded later for asynchronous viewing)

Requirements/Evaluation: homework, quizzes, and exams

Prerequisites: AP BC 3 or higher or integral calculus with infinite series

Enrollment Limit: 30

Enrollment Preferences: First-years, sophomores, and juniors

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Unit Notes: MATH 151 satisfies any MATH 150 prerequisite; credit will not be given for both MATH 150 and MATH 151

Distributions: (D3)  (QFR)

Quantative/Formal Reasoning Notes: This course builds quantitative skills

MATH 200  (F)(S)  Discrete Mathematics  (QFR)
The fundamental goal of this course is for students to acquire the ability to create and clearly express mathematical arguments through an exploration of topics from discrete mathematics. Students will learn various mathematical proof techniques while discovering such areas as logic, number theory, infinity, graph theory, and probability. A large component of the class is focused on problem solving and proof writing skills. The format of the course during the Spring 2021 semester will be a combination of lecture and discovery based learning. Students will attend remote synchronous lectures once a week. They will also have weekly small group meetings (30 minutes) with a TA and other classmates, and work through some course material independently.

Class Format: The format of the course during the Spring 2021 semester will be a combination of lecture and discovery based learning with weekly small group meetings.

Requirements/Evaluation: Evaluation will be based primarily on homework, exams, and group meeting assignments.

Prerequisites: Calculus at the level of an AP course or Williams College Math 130 or 140. Students who have taken a 300-level or 400-level math course should obtain permission of the instructor before enrolling.
Enrollment Limit: 30
Enrollment Preferences: As determined by instructor.
Expected Class Size: 30
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course involves developing the formal mathematical language of logic and set theory. It also involves using quantitative tools to solve problems relating to combinatorics, probability, and other fields of discrete mathematics.

Fall 2020
LEC Section: R1 TR 9:45 am - 11:00 am Chad M. Topaz
LEC Section: R2 TR 11:30 am - 12:45 pm Chad M. Topaz

Spring 2021
LEC Section: R1 MW 10:00 am - 11:15 am Allison Pacelli
LEC Section: R2 MW 11:45 am - 1:00 pm Allison Pacelli

MATH 210 (S) Mathematical Methods for Scientists (QFR)
Cross-listings: PHYS 210 MATH 210
Secondary Cross-listing
This course covers a variety of mathematical methods used in the sciences, focusing particularly on the solution of ordinary and partial differential equations. In addition to calling attention to certain special equations that arise frequently in the study of waves and diffusion, we develop general techniques such as looking for series solutions and, in the case of nonlinear equations, using phase portraits and linearizing around fixed points. We study some simple numerical techniques for solving differential equations. A series of optional sessions in Mathematica will be offered for students who are not already familiar with this computational tool.

Class Format: three hours per week; hybrid course format
Requirements/Evaluation: several exams and on weekly problem sets, all of which have a substantial quantitative component
Prerequisites: MATH 150 or 151 and familiarity with Newtonian mechanics at the level of PHYS 131
Enrollment Limit: 50
Enrollment Preferences: sophomores and juniors
Expected Class Size: 30
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3) (QFR)
This course is cross-listed and the prefixes carry the following divisional credit:
PHYS 210 (D3) MATH 210 (D3)
Quantitative/Formal Reasoning Notes: This course will have weekly problem sets using advanced calculus methods and some computer programming at the end of the course.

Spring 2021
LEC Section: H1 TR 11:30 am - 12:45 pm Frederick W. Strauch

MATH 250 (F)(S) Linear Algebra (QFR)
Many social, political, economic, biological, and physical phenomena can be described, at least approximately, by linear relations. In the study of systems of linear equations one may ask: When does a solution exist? When is it unique? How does one find it? How can one interpret it geometrically? This course develops the theoretical structure underlying answers to these and other questions and includes the study of matrices, vector spaces, linear independence and bases, linear transformations, determinants and inner products. Course work is balanced between theoretical and computational, with attention to improving mathematical style and sophistication.

Class Format: Unless circumstances change, students will have the option of taking the course in person or remotely.
**Requirements/Evaluation:** homework, exams, and possibly short remote meetings outside of class.

**Prerequisites:** MATH 150/151 or MATH 200

**Enrollment Limit:** 30

**Enrollment Preferences:** Students who have officially declared a major that requires Math 250.

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantitative/Formal Reasoning Notes:** In this course, students will engage in both quantitative and formal reasoning.

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**Fall 2020**

<table>
<thead>
<tr>
<th>LEC Section: H1</th>
<th>TF 1:30 pm - 2:45 pm</th>
<th>Susan R. Loepp</th>
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</thead>
<tbody>
<tr>
<td>LEC Section: H2</td>
<td>TF 3:15 pm - 4:30 pm</td>
<td>Susan R. Loepp</td>
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**Spring 2021**

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<tr>
<th>LEC Section: R1</th>
<th>TF 1:30 pm - 2:45 pm</th>
<th>John D. Wiltshire-Gordon</th>
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<tbody>
<tr>
<td>LEC Section: R2</td>
<td>TR 6:45 pm - 8:00 pm</td>
<td>John D. Wiltshire-Gordon</td>
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**MATH 307 (S) Computational Linear Algebra (QFR)**

Linear algebra is of central importance in the quantitative sciences, including application areas such as image and signal processing, data mining, computational finance, structural biology, and much more. When the problems must be solved computationally, approximation, round-off errors, convergence, and efficiency matter, and traditional linear algebra techniques may fail to succeed. We will adopt linear algebra techniques on a large scale, implement them computationally, and apply them to core problems in scientific computing. Topics may include: systems of linear and nonlinear equations; approximation and statistical function estimation; optimization; interpolation; data scraping; singular value decomposition; and more. This course could also be considered a course in numerical analysis or computational science.

**Class Format:** To afford students flexibility during the COVID pandemic, this course is taught online. Students will read and/or watch lecture material asynchronously and will participate in a once-per-week synchronous small-group tutorial meeting with the instructor via video chat. This course will be a good fit for students with a strong interest in applied mathematics and a willingness to devote significant effort to learning/doing computer programming.

**Requirements/Evaluation:** Students will complete checkpoint quizzes, regularly assigned homework problems and projects, and reflective writing assignments. To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor follows the policy of "ungrading." Over the course of the semester, students will develop a rubric to assess their own learning and will evaluate themselves according to this rubric.

**Prerequisites:** MATH 250; some prior exposure to computer programming experience is strongly recommended but not required.

**Enrollment Limit:** 20

**Enrollment Preferences:** Professor's discretion

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantitative/Formal Reasoning Notes:** This course involves developing the formal mathematical language of linear algebra. It also involves using quantitative tools to solve problems relating to a wide range of applications in the physical and social sciences.

**Spring 2021**

| LEC Section: R1 | TR 9:45 am - 11:00 am | Chad M. Topaz |

**MATH 309 (F) Differential Equations (QFR)**

Ordinary differential equations (ODE) frequently arise as models of phenomena in the natural and social sciences. This course presents core ideas of ODE from an applied standpoint. Topics covered early in the course may include numerical solutions, separation of variables, integrating factors, constant coefficient linear equations, and power series solutions. Later, we will focus on nonlinear ODEs, for which it is usually impossible to find
analytical solutions. Tools from dynamical systems will be introduced to allow us to obtain some information about the behavior of the ODE without explicitly knowing the solution.

**Class Format:** Unless circumstances change, students will have the option of taking the course in person or remotely

**Requirements/Evaluation:** quizzes/exams, problem sets, participation, and possible activities

**Prerequisites:** MATH 150/151 and MATH 250

**Enrollment Limit:** 20

**Enrollment Preferences:** discretion of the instructor

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantitative/Formal Reasoning Notes:** 300-level mathematics course

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**MATH 310 (F) Mathematical Biology (QFR)**

**Cross-listings:** BIOL 210 MATH 310

**Primary Cross-listing**

This course will provide an introduction to the many ways in which mathematics can be used to understand, analyze, and predict biological dynamics. We will learn how to construct mathematical models that capture essential properties of biological processes while maintaining analytic tractability. Analytic techniques, such as stability and bifurcation analysis, will be introduced in the context of both continuous and discrete time models. Additionally, students will couple these analytic tools with numerical simulation to gain a more global picture of the biological dynamics. Possible biological applications include, but are not limited to, single and multi-species population dynamics, neural and biological oscillators, tumor cell growth, and infectious disease dynamics.

**Class Format:** Unless circumstances change, students will have the option of taking the course in person or remotely

**Requirements/Evaluation:** problem sets, quizzes/exams, participation, final project and paper

**Prerequisites:** MATH 250 and MATH 309, or permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** if over-enrolled, will have students submit reasons for taking class; preference to those with interest in both subjects

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

BIOL 210 (D3) MATH 310 (D3)

**Quantitative/Formal Reasoning Notes:** The course will introduce methods for developing and analyzing mathematical models.

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**MATH 312 (F) The Mathematics of Pandemics: From the Spread of Infections to Cost-Benefit Analyses of Responses (QFR)**

The goal of the class is to help students learn to ask the right questions, and to gather and analyze the data needed to answer them, to understand the covid pandemic and the worldwide responses. Through local experts and numerous guest speakers playing key roles in these problems, we will discuss numerous aspects, from mathematical models for virus propagation to analyzing the economic, educational, social and emotional consequences of lockdowns and social distancing; from moral and legal dilemmas created by the pandemic and responses to the international political scene and relations between countries. Offered as Math 119 or Math 312 (those taking as Math 312 will have some of the readings replaced with more technical modeling papers and subsequent homework). Pre-requisites: None for Math 119; for Math 312 linear algebra is recommended.
Requirements/Evaluation: Class participation, writing, homework problems.
Prerequisites: Linear algebra recommended.

Enrollment Limit: none
Enrollment Preferences: all students will have an equal chance; if possible none will be turned away.
Expected Class Size: 30
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: We will discuss mathematical models and use statistics to analyze data.

Fall 2020
LEC Section: H1  MWF 10:40 am - 11:30 am  Steven J. Miller

MATH 313  (S) Introduction to Number Theory  (QFR)
The study of numbers dates back thousands of years, and is fundamental in mathematics. In this course, we will investigate both classical and modern questions about numbers. In particular, we will explore the integers, and examine issues involving primes, divisibility, and congruences. We will also look at the ideas of numbers and primes in more general settings, and consider fascinating questions that are simple to understand, but can be quite difficult to answer. This course will be held virtually using an active learning method, an instructional strategy reversing the traditional learning environment by supplying instructional content outside of class time. This will include reading the textbook and completing problem sets prior to attending class. Class time will be spent clarifying concepts and working in small groups through challenging problems with the support of the professor, teaching assistants, and your peers. Building positive collaborative working relationships and public speaking skills will be added benefits of this class.

Class Format: This course will employ an active learning method rather than the traditional lecture. Please see the course description for details.

Requirements/Evaluation: The course will be graded on a mastery-based system. The final course grade will be a combination of quarterly participation in self-reflections, daily reading assignments, and weekly problem sets.
Prerequisites: MATH 250 or permission of instructor
Enrollment Limit: 20
Enrollment Preferences: All are welcome regardless of major or year. In case of over-enrollment, preference will be given to those needing the course for graduation.
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: This course requires working with various number systems, performing explicit computations, and proving mathematical results using logical reasoning practices.

Spring 2021
LEC Section: R1  TF 1:30 pm - 2:45 pm  Eva Goedhart

MATH 315  (S) Methods for Solving Diophantine Equations  (QFR)
A Diophantine equation is an equation with integer (or rational) coefficients that is to be solved in integers (or rational numbers). A focus of study for hundreds of years, Diophantine analysis remains a vibrant area of research. It has yielded a multitude of beautiful results and has wide ranging applications in other areas of mathematics, in cryptography, and in the natural sciences. In this project-based tutorial, we will focus on studying and implementing various methods for solving previously unsolved infinite families of Diophantine equations. Depending on their interests, students may choose one or several methods to apply to open problems in the field. Please note that this tutorial will be held virtually.

Requirements/Evaluation: The grade for this course will be a combination of weekly problem sets, weekly oral presentations (approx. 15 min. each), quarterly self-reflections, and a final written project manuscript that will be continually edited throughout the semester (minimum of 5 pages).
Prerequisites: MATH 250 or permission of the instructor
Enrollment Limit: 10
Enrollment Preferences: Sophomores, Juniors, and Seniors based on a short questionnaire of interests. In the event of over-enrollment, preference will be given to those that need the course to graduate.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course requires working with various number systems, performing explicit computations, and proving mathematical results using logical reasoning practices.

Spring 2021
TUT Section: RT1    TBA    Eva Goedhart

MATH 319 (S) Integrative Bioinformatics, Genomics, and Proteomics Lab (QFR)

Cross-listings: MATH 319 CHEM 319 BIOL 319 PHYS 319 CSCI 319

Secondary Cross-listing

What can computational biology teach us about cancer? In this lab-intensive experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet-lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever-growing gene and protein data-sets can provide key insights into human disease. In this course, we will take advantage of one well-studied system, the highly conserved Ras-related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, and phylogenetics to reconstruct the evolution of gene families by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high through-put approaches to investigate genes involved in the inflammatory and MAPK signal transduction pathways in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation-state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data-mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry may also be used to study networks of interacting proteins in colon tumor cells.

Class Format: two afternoons of lab, with one hour of lecture, per week. In most weeks, we will meet one day for lecture discussions.

Requirements/Evaluation: lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal

Prerequisites: BIOL 202; students who have not taken BIOL 202 but have taken BIOL 101 and a CSCI course, or CSCI/PHYS 315, may enroll with permission of instructor. No prior computer programming experience is required.

Enrollment Limit: 12

Enrollment Preferences: seniors, then juniors, then sophomores

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

MATH 319 (D3) CHEM 319 (D3) BIOL 319 (D3) PHYS 319 (D3) CSCI 319 (D3)

Quantitative/Formal Reasoning Notes: Through lab work, homework sets and a major project, students will learn or further develop their skills in programming in Python, and about the basis of Bayesian approaches to phylogenetic tree estimation.

Spring 2021
LAB Section: H4    TR 1:00 pm - 3:00 pm    Lois M. Banta
SEM Section: R2    MW 6:45 pm - 8:00 pm    Lois M. Banta
LAB Section: H3    MW 1:00 pm - 3:00 pm    Lois M. Banta
SEM Section: 01    TR 9:45 am - 11:00 am    Lois M. Banta
MATH 334  (S)  Graph Theory  (QFR)
A graph is a collection of vertices, joined together by edges. In this course, we will study the sorts of structures that can be encoded in graphs, along with the properties of those graphs. We'll learn about such classes of graphs as multi-partite, planar, and perfect graphs, and will see applications to such optimization problems as minimum colorings of graphs, maximum matchings in graphs, and network flows.

Requirements/Evaluation: problem sets and exams
Prerequisites: MATH 200 or MATH 250
Enrollment Limit: 20
Enrollment Preferences: Math majors
Expected Class Size: 20
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3)  (QFR)
Quantitative/Formal Reasoning Notes: This course involves the writing of mathematical proofs.

Spring 2021
LEC Section: R1   TR 11:30 am - 12:45 pm   Josh Carlson

MATH 341  (F)(S)  Probability  (QFR)
Cross-listings: STAT 341  MATH 341
Primary Cross-listing
The historical roots of probability lie in the study of games of chance. Modern probability, however, is a mathematical discipline that has wide applications in a myriad of other mathematical and physical sciences. Drawing on classical gaming examples for motivation, this course will present axiomatic and mathematical aspects of probability. Included will be discussions of random variables (both discrete and continuous), distribution and expectation, independence, laws of large numbers, and the well-known Central Limit Theorem. Many interesting and important applications will also be presented, including some from classical Poisson processes, random walks and Markov Chains.

Requirements/Evaluation: homework, classwork, and exams
Prerequisites: MATH 250 or permission of the instructor
Enrollment Limit: 30
Enrollment Preferences: Priority will be given to Mathematics majors and to Statistics Majors.
Expected Class Size: 20
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3)  (QFR)
This course is cross-listed and the prefixes carry the following divisional credit:
STAT 341 (D3) MATH 341 (D3)
Quantitative/Formal Reasoning Notes: This is a 300-level Math/Stat course.

Fall 2020
LEC Section: H1   MWF 9:20 am - 10:10 am   Stewart D. Johnson
Spring 2021
LEC Section: H1   TF 3:15 pm - 4:30 pm   Mihai Stoiciu

MATH 350  (F)(S)  Real Analysis  (QFR)
Why is the product of two negative numbers positive? Why do we depict the real numbers as a line? Why is this line continuous, and what does that actually mean? More fundamentally, what is the definition of a real number? Real analysis addresses such questions, delving into the structure of real numbers and functions on them. Along the way we'll discuss sequences and limits, series, completeness, compactness, derivatives and integrals, and metric spaces. This course is excellent preparation for graduate studies in mathematics, statistics, and economics. Math 350 and Math 351 will cover the same material for the first part of the course. Math 350 will then delve deeper into the abstract structures of topological and metric spaces, while
Math 351 will closely examine some foundational constructs from differential equations, probability, and optimization.

Class Format: Hybrid format. There may be class meetings; remote students will be fully accommodated.

Requirements/Evaluation: homework, classwork, and exams

Prerequisites: MATH 250 or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: Seniors

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: Math

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MATH 355 (F)(S) Abstract Algebra (QFR)

Algebra gives us tools to solve equations. The integers, the rationals, and the real numbers have special properties which make algebra work according to the circumstances. In this course, we generalize algebraic processes and the sets upon which they operate in order to better understand, theoretically, when equations can and cannot be solved. We define and study abstract algebraic structures such as groups, rings, and fields, as well as the concepts of factor group, quotient ring, homomorphism, isomorphism, and various types of field extensions. This course introduces students to abstract rigorous mathematics.

Class Format: Format: lecture; Unless circumstances change, students will have the option of taking the course in person or remotely. It is possible that there will be several weeks that are only offered remotely. If taken pass/fail, this course does not count towards the Mathematics major.

Requirements/Evaluation: Problem sets and exams

Prerequisites: MATH 250 or permission of instructor
Enrollment Limit: 20

Enrollment Preferences: Students who have officially declared a major that requires Math 355.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Unit Notes: If taken pass/fail, this course does not count towards the Mathematics major.

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: 300-level math course

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Fall 2020
LEC Section: R1  MW 11:45 am - 1:00 pm  Allison Pacelli

Spring 2021
LEC Section: H1  MWF 10:40 am - 11:30 am  Susan R. Loepp
LEC Section: H2  MWF 12:00 pm - 12:50 pm  Susan R. Loepp

MATH 361  (F)(S)  Theory of Computation  (QFR)
Cross-listings: MATH 361  CSCI 361

Secondary Cross-listing
This course introduces a formal framework for investigating both the computability and complexity of problems. We study several models of computation including finite automata, regular languages, context-free grammars, and Turing machines. These models provide a mathematical basis for the study of computability theory—the examination of what problems can be solved and what problems cannot be solved—and the study of complexity theory—the examination of how efficiently problems can be solved. Topics include the halting problem and the P versus NP problem.

Class Format: Lecture content will be delivered through asynchronously viewed video modules. Conference sections meeting twice per week will be used for synchronous discussions. Students should sign up for lecture and one conference section.

Requirements/Evaluation: online multiple choice and short answer questions, weekly problem sets in groups, a research project, and a final examination

Prerequisites: CSCI 256 or both a 300-level MATH course and permission of instructor

Enrollment Limit: 40(10/con)

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 40

Grading: yes pass/fail option, no fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:
MATH 361 (D3)  CSCI 361 (D3)

Quantitative/Formal Reasoning Notes: This course include regular and substantial problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

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Fall 2020
CON Section: 02  MR 1:30 pm - 2:45 pm  Aaron M. Williams
CON Section: R3  TR 9:45 am - 11:00 am  Aaron M. Williams
LEC Section: R1  TBA  Aaron M. Williams

Spring 2021
CON Section: H2  TR 9:45 am - 11:00 am  Aaron M. Williams
CON Section: R5  MW 8:30 pm - 9:45 pm  Aaron M. Williams
CON Section: R4  MW 6:45 pm - 8:00 pm  Aaron M. Williams
LEC Section: R1  ASYN  Aaron M. Williams
MATH 374  (S) Topology  (QFR)

In Real Analysis you learned about metric spaces -- any set of objects endowed with a way of measuring distance -- and the topology of sets in such spaces (open, closed, bounded, etc). In this course we flip this on its head: we explore how to develop analysis (limits, continuity, etc) in spaces where the topology is known but the metric is not. This will lead us to a bizarre and fascinating version of geometry in which we cannot distinguish between shapes that can be continuously deformed into one another. Not only does this theory turn out to be beautiful in the abstract, it has become a vital part of data analysis and is also connected to many areas of math and physics. This course is excellent preparation for graduate programs in mathematics.

Class Format: Taught remotely, but synchronously. While recordings of lectures will be made available, all participants are expected to make their best effort to attend the class over Zoom. In addition to class meetings, there will be tutorial sessions with a TA once per week.

Requirements/Evaluation: homework, tutorials, and exams

Prerequisites: MATH 350 or 351; not open to students who have taken MATH 323. Familiarity with basic group theory recommended, but not required.

Enrollment Limit: 20

Enrollment Preferences: Juniors and seniors

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: It's math.

Spring 2021

LEC Section: R1  MR 3:15 pm - 4:30 pm   Leo Goldmakher

MATH 391  (F) Introduction to computer algebra  (QFR)

Students will learn new mathematics in the context of computer-based exposition, experimentation, and interaction. They will gain proficiency with Sage, GAP, Macaulay2, or Mathematica, and possibly one of the more-specialized systems SnapPea, kenzo, magma, MATLAB, Perseus, coq, etc. Individuals and teams will build interactive demonstrations of mathematical theorems, which will then be appreciated by the instructor and the rest of the class. No prior programming experience is expected.

Class Format: Class will be held online, but there will be recorded components, asynchronous interactive components, and outside-of-class small-group online meetings.

Requirements/Evaluation: exams, homework, projects

Prerequisites: Math 355 or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: math majors

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: Mathematical programming requires complete synthesis of abstract concepts to produce computer code, which is necessarily formal.

Fall 2020

LEC Section: R1  TR 6:45 pm - 8:00 pm   John D. Wiltshire-Gordon

MATH 392  (S) Undergraduate Research Topics in Graph Theory  (WS) (QFR)

Graph theory is a vibrant area of research with many applications to the social sciences, psychology, and economics. In this project-based tutorial,
students will select among the presented topics and will develop research questions and undertake original research in the field. Student assessment is based on drafts of research project manuscript and presentations.

**Requirements/Evaluation:** presentations and written project manuscript

**Prerequisites:** MATH 355 or permission of the instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** programming experience, students with interests in the intersection of combinatorics and graph theory

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (WS) (QFR)

**Writing Skills Notes:** This course will require multiple revisions of a manuscript related to the research project at hand. The final result will be a 10-20 page research article and the course will be designed as a writing intensive course.

**Quantitative/Formal Reasoning Notes:** The course deals with mathematical research in graph theory and is a quantitative and formal reasoning course.

Spring 2021

TUT Section: RT1 TBA Pamela E. Harris

**MATH 402 (F) Measure Theory and Hilbert Spaces (QFR)**

How large is the unit square? One might measure the number of individual points in the square (uncountably infinite), the area of the square (1), or the dimension of the square (2). But what about for more complicated sets, e.g., the set of all rational points in the unit square? What’s the area of this set? What’s the dimension? In this course we’ll come up with precise ways to measure size -- length, area, volume, dimension -- that apply to a broad array of sets. Along the way we’ll encounter Lebesgue measure and Lebesgue integration, Hausdorff measure and fractals, space-filling curves and the Banach-Tarski paradox. We will also investigate Hilbert spaces, mathematical objects that combine the tidiness of linear algebra with the power of analysis and are fundamental to the study of differential equations, functional analysis, harmonic analysis, and ergodic theory, and also apply to fields like quantum mechanics and machine learning. This material provides good preparation for graduate studies in mathematics, statistics and economics.

**Class Format:** Discussion-based course held remotely.

**Requirements/Evaluation:** performance on homework assignments and exams

**Prerequisites:** MATH 350 or MATH 351 or permission of instructor

**Enrollment Limit:** 30

**Enrollment Preferences:** Seniors

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantitative/Formal Reasoning Notes:** Math

Fall 2020

LEC Section: R1 TF 3:15 pm - 4:30 pm Leo Goldmakher

**MATH 408 (F) L-Functions and Sphere Packing (QFR)**

Optimal packing problems arise in many important problems, and have been a source of excellent mathematics for centuries. The Kepler Problem (what is the most efficient way to pack balls in three-space) is a good example. The original formulation has been used in such diverse areas as stacking cannonballs on battleships to grocers preparing fruit displays, and its generalizations allow the creation of powerful error detection and correction codes. While the solution of the Kepler Problem is now known, the higher dimensional version is very much open. There has been remarkable progress in the last few years, with number theory playing a key role in these results. We will develop sufficient background material to understand many of these problems and the current state of the field. Pre-requisites are real analysis.

**Requirements/Evaluation:** Class participation, homework, exams and participation in writing a textbook on the material. Each student will be
responsible for working on a chapter of a book based on this material. In addition to obtaining critical writing feedback from myself and my co-author
(who is a world expert in the subject), depending on timing we will also be able to share comments from an editor of a major publishing house or a
referee. Chapters can range from short snapshots of a subject, on the order of 5 pages, to longer technical derivations of perhaps 10-30 pages.

**Prerequisites:** Math 350 or 351

**Enrollment Limit:** 40

**Enrollment Preferences:** Senior math majors, students planning on graduate study in a STEM field

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantitative/Formal Reasoning Notes:** This is a 400 level math class

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**Fall 2020**

**LEC Section:** H1  MWF 12:00 pm - 12:50 pm  Steven J. Miller

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**MATH 420 (S) Analytic Number Theory (QFR)**

How many primes are smaller than x? How many divisors does an integer n have? How many different numbers appear in the N x N multiplication
table? Precise formulas for these quantities probably don't exist, but over the past 150 years tremendous progress has been made towards
understanding these and similar questions using tools and methods from analysis. The goal of this tutorial is to explain and motivate the ubiquitous
appearance of analysis in modern number theory—a surprising fact, given that analysis is concerned with continuous functions, while number theory is
concerned with discrete objects (integers, primes, divisors, etc). Topics to be covered will include some subset of the following: asymptotic analysis,
partial and Euler-Maclaurin summation, counting divisors and Dirichlet's hyperbola method, the randomness of prime factorization and the Erdos-Kac
theorem, the partition function and the saddle point method, the prime number theorem and the Riemann zeta function, primes in arithmetic
progressions and Dirichlet L-functions, the Goldbach conjecture and the circle method, and sieve methods and gaps between primes.

**Requirements/Evaluation:** Regularly preparing lectures and writing expository essays in LaTeX. No exams.

**Prerequisites:** MATH 350 or MATH 351 and familiarity with basic modular arithmetic are hard prerequisites. Familiarity with complex analysis and
abstract algebra recommended, but not required.

**Enrollment Limit:** 10

**Enrollment Preferences:** Students with complex analysis background will be given priority.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantitative/Formal Reasoning Notes:** It's math.

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**Spring 2021**

**TUT Section:** RT1  TBA  Leo Goldmakher

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**MATH 433 (S) Mathematical Modeling (QFR)**

Mathematical modeling means (1) translating a real-life problem into a mathematical object, (2) studying that object using mathematical techniques,
and (3) interpreting the results in order to learn something about the real-life problem. Mathematical modeling is used in biology, economics,
chemistry, geology, sociology, political science, art, and countless other fields. This is an advanced, seminar-style, course appropriate for students
who have strong enthusiasm for applied mathematics, data science, and collaborative teamwork.

**Class Format:** To afford students flexibility during the COVID pandemic, this course is taught online, largely asynchronously. There is no lecture
component. Students will read research literature, work on structured and open-ended projects, and participate in synchronous small-group meetings
with the instructor via videoconference. The vast majority of work in this course requires students to collaborate with each other.

**Requirements/Evaluation:** Students will complete reading assignments, writing assignments, modeling activities, research projects, and will record
several presentations to be shared with the rest of the class. To move towards a non-hierarchical, transparent, and egalitarian grading system, the
instructor follows the policy of “ungrading.” Over the course of the semester, students will develop a rubric to assess their own learning and will
evaluate themselves according to this rubric.

**Prerequisites:** MATH 250; MATH 309 or similar; and some experience with computer programming (equivalent to CSCI 134 or MATH 307).

**Enrollment Limit:** 20

**Enrollment Preferences:** Professor's discretion

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course focuses substantially on using mathematical and statistical tools and frameworks to describe, predict, and understand real-world systems.

Spring 2021

SEM Section: R1 TR 11:30 am - 12:45 pm Chad M. Topaz

**MATH 434 (F) Applied Dynamics and Optimal Control (QFR)**

We seek to understand how dynamical systems evolve, how that evolution depends on the various parameters of the system, and how we might manipulate those parameters to optimize an outcome. We will explore the language of dynamics by deepening our understanding of differential and difference equations, study parameter dependence and bifurcations, and explore optimal control through Pontryagin's maximum principle and Hamilton-Jacobi-Bellman equations. These tools have broad application in ecology, economics, finance, and engineering, and we will draw on basic models from these fields to motivate our study.

**Requirements/Evaluation:** exams and homework assignments

**Prerequisites:** MATH 209 or PHYS 210, and MATH 350 or 351, or permission of the instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** Preference will be given to senior math majors.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This is a 400 level math course.

Fall 2020

LEC Section: H1 MWF 10:40 am - 11:30 am Stewart D. Johnson

**MATH 456 (F) Representation Theory (QFR)**

Representation theory has applications in fields such as physics (via models for elementary particles), engineering (considering symmetries of structures), and even in voting theory (voting for committees in agreeable societies). This course will introduce the concepts and techniques of the representation theory of finite groups, and will focus on the representation theory of the symmetric group. We will undertake this study through a variety of perspectives, including general representation theory, combinatorial algorithms, and symmetric functions.

**Requirements/Evaluation:** evaluation will be based primarily on homework, in class presentations, and exams

**Prerequisites:** MATH 355

**Enrollment Limit:** 40

**Enrollment Preferences:** junior and senior Math majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This is a 400-level Math course.
MATH 474 (S) Tropical Geometry (QFR)
This course offers an introduction to tropical geometry, a young subject that has already established deep connections between itself and pure and applied mathematics. We will study a rich variety of objects arising from polynomials over the min-plus semiring, where addition is defined as taking a minimum, and multiplication is defined as usual addition. We will learn how these polyhedral objects connect to other areas of mathematics like algebraic geometry, and how they can be applied to solve problems in scheduling theory, phylogenetics, and other diverse fields.

Class Format: Hybrid; if possible we will have classes in person, with remote students attending via Zoom.

Requirements/Evaluation: participation, problem sets, quizzes, exams, and a final project

Prerequisites: MATH 355 or permission of instructor

Enrollment Limit: 25

Enrollment Preferences: Senior math majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: This course builds quantitative skills

Spring 2021

LEC Section: H1 TR 9:45 am - 11:00 am Ralph E. Morrison

PHYS 131 (F) Introduction to Mechanics (QFR)
We focus first on the Newtonian mechanics of point particles: the relationship between velocity, acceleration, and position; the puzzle of circular motion; forces, Newton's laws, and gravitation; energy and momentum; and the physics of vibrations. Then we turn to the basic properties of waves, such as interference and refraction, as exemplified by sound and light waves. We also study the optics of lenses, mirrors and the human eye. This course is not intended for students who have successfully completed an AP physics course in high school.

Class Format: hybrid

Requirements/Evaluation: exams, labs, and weekly problem sets, all of which have a substantial quantitative component

Prerequisites: MATH 130; students who scored 4 or 5 on an AP physics exam, or 6 or 7 on the IB Physics HL exam may not take this course and are encouraged to take PHYS 141 instead

Enrollment Limit: 30

Enrollment Preferences: seniority

Expected Class Size: 60

Grading: yes pass/fail option, yes fifth course option

Unit Notes: PHYS 131 can lead to either PHYS 132 (for students wanting a one-year survey of physics) or PHYS 142 (for students considering a Physics or Astrophysics major)

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: This class will have weekly problem sets requiring substantial quantitative reasoning

Fall 2020

LEC Section: H1 MWF 8:00 am - 8:50 am Graham K. Giovanetti

LAB Section: H2 M 1:00 pm - 3:00 pm Graham K. Giovanetti

LAB Section: H3 W 1:00 pm - 3:00 pm Graham K. Giovanetti

PHYS 132 (S) Electromagnetism and the Physics of Matter (QFR)
This course is intended as the second half of a one-year survey of physics with some emphasis on applications to medicine. In the first part of the semester we will focus on electromagnetic phenomena. We will introduce the concept of electric and magnetic fields and study in detail the way in which electrical circuits and circuit elements work. The deep connection between electric and magnetic phenomena is highlighted with a discussion of Faraday's Law of Induction. Following our introduction to electromagnetism we will discuss some of the most central topics in twentieth-century physics, including Einstein's theory of special relativity and some aspects of quantum theory. We will end with a treatment of nuclear physics, radioactivity, and uses of radiation.

Class Format: lecture three hours per week, laboratory three hours approximately every other week, and conference section 1 hour approximately every other week

Requirements/Evaluation: weekly problem sets, labs, quizzes and exams

Prerequisites: PHYS 131 or 141 or permission of instructor, and MATH 130 (formerly 103)

Enrollment Limit: 22 per lab

Enrollment Preferences: sophomores

Expected Class Size: 60

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: Significant homework, exams, quizzes requiring mathematical and physical reasoning.

Spring 2021

LAB Section: H3  W 1:00 pm - 3:00 pm Henrik Ronellenfitsch
LAB Section: H2  T 1:00 pm - 3:00 pm Henrik Ronellenfitsch
LEC Section: H1  MWF 9:20 am - 10:10 am Henrik Ronellenfitsch

PHYS 141  (F) Mechanics and Waves  (QFR)

This is the typical first course for a prospective physics major. It covers most of the same topics as PHYS 131, but with a higher level of mathematical sophistication. It is intended for students with solid backgrounds in the sciences, either from high school or college, who are comfortable with basic calculus.

Class Format: This will be a hybrid course with both recorded and in-person lecture/demonstration material, both "at home" and in-person hands-on/laboratory exercises, problem-solving group sessions and office hours (available both in person and remote), as well as several short tests/quizzes and a final exam.

Requirements/Evaluation: weekly problem sets, labs, three or more short quizzes/tests, and a final exam, all of which have a substantial quantitative component

Prerequisites: high school physics and MATH 130 or equivalent placement, or permission of the instructor

Enrollment Limit: 30

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Unit Notes: PHYS 141 can lead to either PHYS 132 (for students wanting a one-year survey of physics) or PHYS 142 (for students considering a Physics or Astrophysics major)

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course consists of lectures, problem-solving conferences, lab exercises, problem sets and exams, all of which have a substantial quantitative component.

Fall 2020

LAB Section: H3  T 1:00 pm - 3:00 pm  Kevin M. Jones
LAB Section: H4  W 1:00 pm - 3:00 pm  Kevin M. Jones
LAB Section: H5  M 3:30 pm - 5:30 pm  Kevin M. Jones
LEC Section: H1  TR 9:45 am - 11:00 am  Protik K. Majumder
Newtonian Mechanics, spectacular as it is in describing planetary motion and a wide range of other phenomena, only hints at the richness of behaviors seen in the universe. Special relativity, which extends physics into the realm of high speeds and high energies, requires us to rethink our basic notions of space and time. Quantum mechanics successfully describes atoms, molecules, and solids while at the same time calling into question our expectation of what can be predicted by a physical theory. Statistical physics reveals new behaviors that emerge when many particles are present in a system. This course will survey ideas from each of these three arenas, and can serve either as a terminal course for those seeking to complete a year of physics or as the basis for future advanced study of these topics.

**Class Format:** lecture, two hours weekly; problem-solving conference session, one hour weekly; laboratory, 2-3 hours most weeks, alternating between 'hands-on' and computational sessions (limit 10 per lab, 14 per conference section)

**Requirements/Evaluation:** weekly homework, labs, two hour tests, and a final exam, all of which have a substantial quantitative component

**Prerequisites:** PHYS 141 and MATH 130, or equivalent; PHYS 131 may substitute for PHYS 141 with the permission of instructor; students may not take both PHYS 142 and PHYS 151

**Enrollment Limit:** 14/C, 10/L

**Enrollment Preferences:** first-year students

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantitative/Formal Reasoning Notes:** Heavily problem-solving focused, involving algebraic manipulations, single-variable calculus, generating and reading graphs, etc.

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Newtonian Mechanics, spectacular as it is in describing planetary motion and a wide range of other phenomena, only hints at the richness of behaviors seen in the universe. Special relativity has extended physics into the realm of high speeds and high energies and requires us to rethink our basic notions of space and time. Quantum mechanics successfully describes atoms, molecules, and solids while at the same time calling into question our notions of what can be predicted by a physical theory. Statistical physics reveals new behaviors that emerge when many particles are present in a system. This course covers the same basic material as PHYS 142 but in a small seminar format for students with strong prior preparation in physics.

**Class Format:** This will be a hybrid course format, with some online and some in-person components. All in-person components will have a remote option. Lecture 3 hours per week (synchronous interactive video or in-person), Laboratory/Conference section 2.5 hours per week (synchronous interactive video or in-person). Compared to previous years, some of the laboratory activities in the course will be replaced by assignments that can be completed remotely.

**Requirements/Evaluation:** class participation, weekly lab/conference assignments, weekly problem sets, final paper, two hour-exams and a final exam;

**Prerequisites:** placement by the department (see "advanced placement" section in the description about the department). Students may take either PHYS 142 or PHYS 151 but not both

**Enrollment Limit:** 18

**Enrollment Preferences:** first-years

**Expected Class Size:** 18

**Grading:** yes pass/fail option, yes fifth course option

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Newtonian Mechanics, spectacular as it is in describing planetary motion and a wide range of other phenomena, only hints at the richness of behaviors seen in the universe. Special relativity has extended physics into the realm of high speeds and high energies and requires us to rethink our basic notions of space and time. Quantum mechanics successfully describes atoms, molecules, and solids while at the same time calling into question our notions of what can be predicted by a physical theory. Statistical physics reveals new behaviors that emerge when many particles are present in a system. This course covers the same basic material as PHYS 142 but in a small seminar format for students with strong prior preparation in physics.

**Class Format:** This will be a hybrid course format, with some online and some in-person components. All in-person components will have a remote option. Lecture 3 hours per week (synchronous interactive video or in-person), Laboratory/Conference section 2.5 hours per week (synchronous interactive video or in-person). Compared to previous years, some of the laboratory activities in the course will be replaced by assignments that can be completed remotely.

**Requirements/Evaluation:** class participation, weekly lab/conference assignments, weekly problem sets, final paper, two hour-exams and a final exam;

**Prerequisites:** placement by the department (see "advanced placement" section in the description about the department). Students may take either PHYS 142 or PHYS 151 but not both

**Enrollment Limit:** 18

**Enrollment Preferences:** first-years

**Expected Class Size:** 18

**Grading:** yes pass/fail option, yes fifth course option
Unit Notes: this is a small seminar designed for first-year students who have placed out of PHYS 141

Distributions:  (D3)  (QFR)

Quantitative/Formal Reasoning Notes: besides the final paper, all assignments in the course have a substantial quantitative component

Fall 2020

LEC Section: H1  MWF 12:00 pm - 12:50 pm  Catherine Kealhofer
LAB Section: H2  MR 1:30 pm - 2:45 pm  Catherine Kealhofer
LAB Section: H3  MR 3:15 pm - 4:30 pm  Catherine Kealhofer

PHYS 201  (F)  Electricity and Magnetism  (QFR)
The classical theory of electricity and magnetism is very rich yet it can be written in a remarkably succinct form using Maxwell's equations. This course is an introduction to electricity and magnetism and their mathematical description, connecting electric and magnetic phenomena via the special theory of relativity. Topics include electrostatics, magnetic fields, electromagnetic induction, DC and AC circuits, and the electromagnetic properties of matter. The laboratory component of the course is an introduction to electronics where students will develop skills in building and debugging electrical circuits.

Class Format: Hybrid: online with some in-person components. All in-person components will have a remote option. Lecture: three hours per week. Laboratory/conference section: two hours per week.

Requirements/Evaluation: problem sets, labs/conference section assignments, two take-home midterms, and a final exam, all of which have a substantial quantitative component

Prerequisites: PHYS 142 OR 151; MATH 150 or 151; with a preference for MATH 151

Enrollment Limit: 10 per lab

Enrollment Preferences: prospective physics majors, then by seniority

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions:  (D3)  (QFR)

Fall 2020

LEC Section: H2  MWF 10:40 am - 11:30 am  David R. Tucker-Smith
LAB Section: H2  T 1:00 pm - 3:00 pm  David R. Tucker-Smith
LAB Section: H3  W 1:00 pm - 3:00 pm  David R. Tucker-Smith
LAB Section: H4  T 3:30 pm - 5:30 pm  David R. Tucker-Smith

PHYS 202  (S)  Vibrations, Waves and Optics  (QFR)
Waves and oscillations characterize many different physical systems, including vibrating strings, springs, water waves, sound waves, electromagnetic waves, and gravitational waves. Quantum mechanics even describes particles with wave functions. Despite these diverse settings waves exhibit several common characteristics, so that the understanding of a few simple systems can provide insight into a wide array of phenomena. In this course we begin with the study of oscillations of simple systems with only a few degrees of freedom. We then move on to study transverse and longitudinal waves in continuous media in order to gain a general description of wave behavior. The rest of the course focuses on electromagnetic waves and in particular on optical examples of wave phenomena. In addition to well known optical effects such as interference and diffraction, we will study a number of modern applications of optics such as short pulse lasers and optical communications. Throughout the course mathematical methods useful for higher-level physics will be introduced.

Class Format: hybrid. Lectures will be offered synchronously for in-person and remote students and recordings of lectures will be made available for those unable to attend synchronously. Labs will be in-person but with accommodations made for remote students.

Requirements/Evaluation: problem sets, labs, in-class tests, and a final exam, all of which have a substantial quantitative component

Prerequisites: PHYS 201; co-requisite: PHYS/MATH 210 or MATH 209 or permission of instructor

Enrollment Limit: 30
Enrollment Preferences:  sophomores
Expected Class Size:  20
Grading:  yes pass/fail option,  yes fifth course option
Distributions:  (D3)  (QFR)
Quantative/Formal Reasoning Notes:  This course has substantial problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Spring 2021
LAB Section: H3  W 1:00 pm - 3:00 pm  Graham K. Giovanetti
LEC Section: H1  MWF 10:40 am - 11:30 am  Graham K. Giovanetti
LAB Section: H2  T 1:00 pm - 3:00 pm  Graham K. Giovanetti

PHYS 210  (S) Mathematical Methods for Scientists  (QFR)
Cross-listings:  PHYS 210  MATH 210
Primary Cross-listing
This course covers a variety of mathematical methods used in the sciences, focusing particularly on the solution of ordinary and partial differential equations. In addition to calling attention to certain special equations that arise frequently in the study of waves and diffusion, we develop general techniques such as looking for series solutions and, in the case of nonlinear equations, using phase portraits and linearizing around fixed points. We study some simple numerical techniques for solving differential equations. A series of optional sessions in Mathematica will be offered for students who are not already familiar with this computational tool.

Class Format:  three hours per week; hybrid course format
Requirements/Evaluation:  several exams and on weekly problem sets, all of which have a substantial quantitative component
Prerequisites:  MATH 150 or 151 and familiarity with Newtonian mechanics at the level of PHYS 131
Enrollment Limit:  50
Enrollment Preferences:  sophomores and juniors
Expected Class Size:  30
Grading:  yes pass/fail option,  yes fifth course option
Distributions:  (D3)  (QFR)
This course is cross-listed and the prefixes carry the following divisional credit:
PHYS 210  (D3) MATH 210  (D3)
Quantative/Formal Reasoning Notes:  This course will have weekly problem sets using advanced calculus methods and some computer programming at the end of the course.

Spring 2021
LEC Section: H1  TR 11:30 am - 12:45 pm  Frederick W. Strauch

PHYS 301  (F) Quantum Physics  (QFR)
This course serves as a one-semester introduction to the formalism, and phenomenology of quantum mechanics. After a brief discussion of historical origins of the quantum theory, we introduce the Schrodinger wave equation, the concept of matter waves, and wave-packets. With this introduction as background, we will continue our discussion with a variety of one-dimensional problems such as the particle-in-a-box and the harmonic oscillator. We then extend this work to systems in two and three dimensions, including a detailed discussion of the structure of the hydrogen atom. Along the way we will develop connections between mathematical formalism and physical predictions of the theory. Finally, we conclude the course with a discussion of angular momentum and spins, with applications to atomic physics, entanglement, and quantum information.

Class Format:  Phys 301 will be taught in a hybrid format, with in-person and remote elements. Remote options will be available for in-person components. Lecture will meet for 3 hours weekly, with synchronous elements wherever feasible (either in-person or via videoconference). Laboratories will meet for 2 hours weekly, with some additional individual preparation required, with laboratory groups being mixed between in-person
and remote students.

**Requirements/Evaluation:** weekly problem sets, laboratory reports / write-ups, a midterm exam, and final exam, all of which have a substantial quantitative component

**Prerequisites:** PHYS 202 and PHYS/MATH 210 or MATH 309

**Enrollment Limit:** 20

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantitative/Formal Reasoning Notes:** Phys 301 relies heavily upon mathematics and quantitative reasoning in all elements, including problem sets, examinations, and laboratories.

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**Fall 2020**

LAB Section: H3  W 1:00 pm - 3:00 pm  Charlie  Doret

LEC Section: H1  MWF 9:20 am - 10:10 am  Charlie  Doret

LAB Section: H2  T 1:00 pm - 3:00 pm  Charlie  Doret

**PHYS 302  (S) Statistical Mechanics & Thermodynamics  (QFR)**

Macroscopic objects are made up of huge numbers of fundamental particles interacting in simple ways--obeying the Schrödinger equation, Newton’s and Coulomb’s Laws--and these objects can be described by macroscopic properties like temperature, pressure, magnetization, heat capacity, conductivity, etc. In this course we will develop the tools of statistical physics, which will allow us to predict the cooperative phenomena that emerge in large ensembles of interacting particles. We will apply those tools to a wide variety of physical questions, including the behavior of gases, polymers, heat engines, biological and astrophysical systems, magnets, and electrons in solids.

**Class Format:** lecture/discussion three hours per week and weekly laboratory work

**Requirements/Evaluation:** weekly problem sets, exams, and labs, all of which have a substantial quantitative component

**Prerequisites:** required: PHYS 201, PHYS/MATH 210 or MATH 309; recommended: PHYS 202, PHYS 301

**Enrollment Limit:** 10 per lab

**Enrollment Preferences:** the in crowd

**Expected Class Size:** 10 per lab

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantitative/Formal Reasoning Notes:** weekly problem sets, exams, and labs, all of which have a substantial quantitative component

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**Spring 2021**

LAB Section: H2  W 1:30 pm - 2:45 pm  Daniel P. Aalberts

LAB Section: H3  W 3:15 pm - 4:30 pm  Daniel P. Aalberts

LEC Section: H1  MWF 9:20 am - 10:10 am  Daniel P. Aalberts

**PHYS 319  (S) Integrative Bioinformatics, Genomics, and Proteomics Lab  (QFR)**

**Cross-listings:** MATH 319  CHEM 319  BIOL 319  PHYS 319  CSCI 319

**Secondary Cross-listing**

What can computational biology teach us about cancer? In this lab-intensive experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet-lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever-growing gene and protein data-sets can provide key insights into human disease. In this course, we will take advantage of one well-studied system, the highly conserved Ras-related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, and phylogenetics to reconstruct the evolution of gene families by focusing on the gene duplication
events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high through-put approaches to investigate genes involved in the inflammatory and MAPK signal transduction pathways in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation-state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data-mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry may also be used to study networks of interacting proteins in colon tumor cells.

**Class Format:** two afternoons of lab, with one hour of lecture, per week. In most weeks, we will meet one day for lecture discussions.

**Requirements/Evaluation:** lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal

**Prerequisites:** BIOL 202; students who have not taken BIOL 202 but have taken BIOL 101 and a CSCI course, or CSCI/PHYS 315, may enroll with permission of instructor. No prior computer programming experience is required.

**Enrollment Limit:** 12

**Enrollment Preferences:** seniors, then juniors, then sophomores

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** does not satisfy the distribution requirement for the Biology major

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MATH 319 (D3) CHEM 319 (D3) BIOL 319 (D3) PHYS 319 (D3) CSCI 319 (D3)

**Quantitative/Formal Reasoning Notes:** Through lab work, homework sets and a major project, students will learn or further develop their skills in programming in Python, and about the basis of Bayesian approaches to phylogenetic tree estimation.

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**Spring 2021**

**SEM Section: 01** TR 9:45 am - 11:00 am Lois M. Banta

**SEM Section: R2** MW 6:45 pm - 8:00 pm Lois M. Banta

**LAB Section: H3** MW 1:00 pm - 3:00 pm Lois M. Banta

**LAB Section: H4** TR 1:00 pm - 3:00 pm Lois M. Banta

**PHYS 321 (S) Introduction to Particle Physics** (QFR)

The Standard Model of particle physics incorporates special relativity, quantum mechanics, and almost all that we know about elementary particles and their interactions. This course introduces some of the main ideas and phenomena associated with the Standard Model. After a review of relativistic kinematics, we will learn about symmetries in particle physics, relativistic wave equations, Feynman diagrams, and selected applications of quantum electrodynamics, the weak interactions, and quantum chromodynamics. We will conclude with a discussion of spontaneous symmetry breaking and the Higgs mechanism.

**Class Format:** Hybrid

**Requirements/Evaluation:** weekly problem sets, a midterm exam, and a final exam

**Prerequisites:** PHYS 301

**Enrollment Limit:** 15

**Enrollment Preferences:** By seniority

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantitative/Formal Reasoning Notes:** Exams and problem sets all have a significant quantitative component.

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**Spring 2021**

**LEC Section: H1** TR 9:45 am - 11:00 am David R. Tucker-Smith
PHYS 402  (S)  Applications of Quantum Mechanics  (QFR)
This course will explore a number of important topics in the application of quantum mechanics to physical systems, including perturbation theory, the variational principle and the semiclassical interaction of atoms and radiation. The course will finish up with three weeks on quantum optics including an experimental project on non-classical interference phenomena. Applications and examples will be taken mostly from atomic physics with some discussion of solid state systems.
Class Format: hybrid
Requirements/Evaluation: weekly problem sets, tutorial participation, presentations, and a final exam, all of which have a substantial quantitative component
Prerequisites: PHYS 301
Enrollment Limit: 10 per sec
Enrollment Preferences: Physics and Astrophysics Majors
Expected Class Size: 16
Grading: no pass/fail option, no fifth course option
Distributions: (D3) (QFR)
Quantative/Formal Reasoning Notes: This course has weekly problem sets, all of which have a substantial quantitative component.

Spring 2021
TUT Section: HT1  F 1:30 pm - 2:45 pm     Catherine Kealhofer
TUT Section: HT2  TBA     Catherine Kealhofer

PHYS 411  (F)  Classical Mechanics  (QFR)
This course will explore advanced topics in classical mechanics including the calculus of variations, the Lagrangian and Hamiltonian formulations of mechanics, phase space, non-linear dynamics and chaos, central-force motion, non-inertial reference frames (including implications for physics on a rotating Earth), and rigid-body rotations. Numerical and perturbative techniques will be developed and used extensively. We will also examine the ways in which classical mechanics informs other fields of physics. In addition to weekly tutorial meetings the class with meet once a week as a whole to discuss new material.
Class Format: hybrid
Requirements/Evaluation: weekly problem sets, tutorial participation, presentations, a final project, and a final exam, all of which have a substantial quantitative component
Prerequisites: PHYS 202 and PHYS/MATH 210 or MATH 209
Enrollment Limit: 10/section
Enrollment Preferences: majors
Expected Class Size: 20
Grading: no pass/fail option, no fifth course option
Distributions: (D3) (QFR)
Quantative/Formal Reasoning Notes: weekly problem sets requiring substantial quantitative reasoning using analytical and numerical methods.

Fall 2020
TUT Section: HT3  F 1:30 pm - 2:45 pm     Henrik Ronellenfitsch, Kevin M. Jones
TUT Section: HT1  F 1:30 pm - 2:45 pm     Henrik Ronellenfitsch, Kevin M. Jones
TUT Section: HT2  F 1:30 pm - 2:45 pm     Henrik Ronellenfitsch, Kevin M. Jones

POEC 253  (F)  Empirical Methods in Political Economy  (QFR)
This course introduces students to common empirical tools used in policy analysis and implementation. The broad aim is to train students to be discriminating consumers of public policy-relevant research. The emphasis in the course is on intuitive understanding of the central concepts. Through hands-on work with data and critical assessment of existing empirical social scientific research, students will develop the ability to choose and employ
the appropriate tool for a particular research problem, and to understand the limitations of the techniques. Topics to be covered include basic principles of probability; random variables and distributions; statistical estimation, inference and hypothesis testing; and modeling using multiple regression, with a particular focus on understanding whether and how relationships between variables can be determined to be causal—an essential requirement for effective policy formation. Throughout the course, the focus will be on public policy applications relevant to the fields of political science, sociology, and public health, as well as to economics.

**Class Format:** The class will be remote. I will present the material using a mix of synchronous and asynchronous methods. We will use the synchronous time for discussion and Q and A as well.

**Requirements/Evaluation:** Problem sets, group project, midterm exam, final exam

**Prerequisites:** MATH 130 or its equivalent; one course in ECON; not open to students who have taken ECON 255

**Enrollment Limit:** 20

**Enrollment Preferences:** Political Economy majors, Environmental Policy majors and sophomores

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** does not satisfy the econometrics requirement for the Economics major; POEC 253 cannot be substituted for ECON 255, or count as an elective towards the Economics major

**Distributions:** (D2) (QFR)

**Quantitative/Formal Reasoning Notes:** The course teaches econometrics, i.e. statistics as economists use it, with applications in economics and political science.

Fall 2020

**LEC Section: R1** TR 11:30 am - 12:45 pm Anand V. Swamy

**PSYC 201 (F)(S) Experimentation and Statistics** (QFR)

An introduction to the basic principles of research in psychology. We focus on how to design and execute experiments, analyze and interpret results, and write research reports. Students conduct a series of research studies in different areas of psychology that illustrate basic designs and methods of analysis. You must register for lab and lecture with the same instructor.

**Class Format:** Prof. Stroud's course meetings will be remote and meet synchronously; attendance in lectures and labs is required and participation will be evaluated. Prof. Sandstrom will teach his section in synchronous hybrid format; however, some discussions will be held remotely and synchronously. Prof. Simon's section will be held in hybrid format with some meetings held remotely; most class meetings will be synchronous, though there will be some asynchronous content replacing class time.

**Requirements/Evaluation:** research reports, exams, and weekly problem sets

**Prerequisites:** PSYC 101; not open to first-year students except with permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Psychology majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (QFR)

**Quantitative/Formal Reasoning Notes:** This course has weekly problem sets focused on experimental design and quantitative data analysis. Students will design and conduct several experiments, analyze the data, and report their findings.

Fall 2020

**LAB Section: H2** T 1:00 pm - 3:00 pm Jeremy D. Cone

**LAB Section: R4** W 1:00 pm - 3:00 pm Kenneth K. Savitsky

**LEC Section: H1** MW 10:00 am - 11:15 am Jeremy D. Cone

**LEC Section: R3** MW 10:00 am - 11:15 am Kenneth K. Savitsky

Spring 2021
STAT 101 (F)(S) Elementary Statistics and Data Analysis (QFR)

It is impossible to be an informed citizen in the world today without an understanding of data and information. Whether opinion polls, unemployment rates, salary differences between men and women, the efficacy of vaccines or consumer webdata, we need to be able to separate the signal from the noise. We will learn the statistical methods used to analyze and interpret data from a wide variety of sources. The goal of the course is to help reach conclusions and make informed decisions based on data.

Class Format: Hybrid format with both synchronous and asynchronous elements.

Requirements/Evaluation: quizzes and exams and course project

Prerequisites: MATH 102 (or demonstrated proficiency on a diagnostic test)

Enrollment Limit: 25

Enrollment Preferences: sophomores, juniors, and seniors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Unit Notes: students with MATH130 but no statistics should enroll in STAT161; students with MATH150 but no statistics should enroll in STAT201. Students with AP Stat 4/5 or STAT 101/161/201 should enroll in STAT 202 (if no calc background) or 302 (MATH140 prereq).

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: It is a quantitative course.

Fall 2020

LEC Section: H2  MWF 9:20 am - 10:10 am  Shaoyang Ning

LEC Section: H1  MWF 7:00 am - 7:50 am  Shaoyang Ning

Spring 2021

LEC Section: R2  TR 9:45 am - 11:00 am  Daniel B. Turek

LEC Section: H1  MWF 12:00 pm - 12:50 pm  Shaoyang Ning

STAT 161 (F)(S) Introductory Statistics for Social Science (QFR)

This course will cover the basics of modern statistical analysis with a view toward applications in the social sciences and sciences. Topics include exploratory data analysis, elements of probability theory, basic statistical inference, and introduction to statistical modeling. The course focuses on the application of statistics tools to solve problems, to make decisions, and the use of statistical thinking to understand the world.

Class Format: For the Spring 2021 semester, synchronous zoom lectures are planned

Requirements/Evaluation: students complete homework, online multiple choice quizzes and exams (including remote oral exams). Students can expect to spend time getting familiar with the statistical software STATA.

Prerequisites: MATH 130 (or equivalent); not open to students who have completed STAT 101 or equivalent

Enrollment Limit: 25

Enrollment Preferences: Economics majors, sophomores

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Unit Notes: Students with calculus background should consider STAT 201, 202 or 302 instead. Students without any calculus background should consider STAT 101. Please refer to the placement chart on the Math&Stat department website for more information.
Distributions:  (D3)  (QFR)

Quantative/Formal Reasoning Notes: Course analyzes data

Fall 2020
LEC Section: R2  TR 9:45 am - 11:00 am  Daniel B. Turek
LEC Section: R1  MWF 8:15 am - 9:30 am  Bernhard Klingenberg

Spring 2021
LEC Section: R1  TR 8:00 am - 9:15 am  Bernhard Klingenberg
LEC Section: R2  TR 11:30 am - 12:45 pm  Daniel B. Turek

STAT 201  (F)(S)  Statistics and Data Analysis  (QFR)
Statistics can be viewed as the art and science of turning data into information. Real world decision-making, whether in business or science is often based on data and the perceived information it contains. Sherlock Holmes, when prematurely asked the merits of a case by Dr. Watson, snapped back, “Data, data, data! I can't make bricks without clay.” In this course, we will study the basic methods by which statisticians attempt to extract information from data. These will include many of the standard tools of statistical inference such as hypothesis testing, confidence intervals, and linear regression as well as exploratory and graphical data analysis techniques. This is an accelerated introductory statistics course that involves computational programming and incorporates modern statistical techniques.

Class Format: Hybrid format
Requirements/Evaluation: weekly homework; quizzes and exams
Prerequisites: MATH 150 or equivalent; not open to students who have completed STAT 101 or STAT 161 or equivalent
Enrollment Limit: 25
Enrollment Preferences: Prospective Statistics majors, students for whom the course is a major prerequisite, and seniors
Expected Class Size: 25
Grading: yes pass/fail option, yes fifth course option
Unit Notes: Students with AP Stat 4/5 or STAT 101/161 should enroll in STAT 202 (if no calc background) or 302 (MATH 140 prereq). Students with no calc or stats background should enroll in STAT 101. Students with MATH 140 but no statistics should enroll in STAT 161.
Distributions:  (D3)  (QFR)
Quantative/Formal Reasoning Notes: Students will learn to interpret, choose, carry out, and communicate analyses of data.

Fall 2020
LEC Section: R2  WF 1:30 pm - 2:45 pm  Elizabeth M. Upton
LEC Section: R1  MR 3:15 pm - 4:30 pm  Anna M. Plantinga

Spring 2021
LEC Section: R1  MWF 11:45 am - 1:00 pm  Richard D. De Veaux
LEC Section: H2  MWF 8:00 am - 8:50 am  Anna M. Plantinga

STAT 202  (F)(S)  Introduction to Statistical Modeling  (QFR)
Data come from a variety of sources: sometimes from planned experiments or designed surveys, sometimes by less organized means. In this course we’ll explore the kinds of models and predictions that we can make from both kinds of data, as well as design aspects of collecting data. We’ll focus on model building, especially multiple regression, and talk about its potential to answer questions about the world -- and about its limitations. We’ll emphasize applications over theory and analyze real data sets throughout the course.

Class Format: Introductory lectures will be available asynchronously as text and video; synchronous sessions will discuss questions from lecture, dive further into the material, and work on examples. You’ll use chat and discussion boards to build community, study with classmates, and ask questions outside of class time. The professor and TAs will also offer optional synchronous office hours/review sessions.
Requirements/Evaluation: Homework problems; quizzes; a final project (on a topic that interests you!). You’ll be given the opportunity to assess your own work and resubmit/reattempt assignments as you gain mastery of a topic. Participation matters! Engagement with your peers is an important part
of learning, of being a statistician in the Real World...and of your evaluation in this course. While your assignments will be submitted (and graded) individually, you'll be responsible for giving and receiving peer feedback, contributing to live and online discussions, and working together with classmates on practice problems.

**Prerequisites:** AP Statistics 4 or 5, or STAT 101, or STAT 161, or STAT 201, or permission of instructor

**Enrollment Limit:** 25

**Enrollment Preferences:** Prospective Statistics majors and more senior students

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** students with a 4 on the AP Stats exam should contact the department for proper placement

**Distributions:** (D3)  (QFR)

**Quantitative/Formal Reasoning Notes:** This course uses mathematical tools and computing programs to create models, make predictions, assess uncertainty, and describe data. We'll also emphasize choosing appropriate mathematical tools and interpreting their results in a real-world context.

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**Fall 2020**

LEC Section: R1  MWF 12:00 pm - 12:50 pm  Laurie L. Tupper

**Spring 2021**

LEC Section: R1  MWF 12:00 pm - 12:50 pm  Laurie L. Tupper

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**STAT 302  (F)(S)  Applied Statistical Modeling  (QFR)**

Data may come from various sources and studies with different purpose of analysis. Statistical modeling provides a unified framework to embrace different data types, and focuses on the goals of understanding relationships, assessing differences and making predictions. We will explore different types of statistical models (linear regression, ANOVA, logistic regression etc), and focus on their conditions, the interactive modeling process, as well as the statistical inference tools for drawing conclusions from them. Throughout the course, real datasets will be modeled for interesting questions about the world, and the limitations will be addressed as well.

**Class Format:** Hybrid format

**Requirements/Evaluation:** weekly homework assignments, quizzes, exams and a course project.

**Prerequisites:** One of the following: i) STAT 201; ii) MATH 140 and STAT 101/161/AP Statistics 4/5; iii) Permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** Students interested in statistics who have background in calculus and intro stat. Students cannot take STAT 302 either simultaneously or after STAT 346.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3)  (QFR)

**Quantitative/Formal Reasoning Notes:** It is an intermediate statistics class with prerequisites that are QFR courses

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**Fall 2020**

LEC Section: H1  MWF 11:45 am - 1:00 pm  Xizhen Cai

**Spring 2021**

LEC Section: H1  MWF 12:00 pm - 12:50 pm  Xizhen Cai

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**STAT 310  (F) Data Visualization  (QFR)**

This course is about preparing, visualizing, reporting and presenting different types of data. We will start with creating common plots (e.g., barcharts, histograms, density plots, boxplots, time series and lattice plots), but also discuss visualizing results of statistical models, such as linear or logistic regression models. We will use the ggplot library in R but then switch to the plotly library for interactive graphs with mouse-over and click events. Using R's shiny and DT libraries, we will learn how to create and publish web-apps and dashboards that explore datasets and support online filtering. We will end the class with creating web apps that contain multiple graphs or maps which react to user inputs (such as selecting which variables to plot) or
provide real time monitoring of streaming data. Throughout, we will use version control software (Github) to organize and keep track of our code. This course will be taught in a semi-flipped style. While the instructor will introduce certain topics, students will often be responsible for reading material ahead of time and then work individually or in pairs to reproduce material or implement it on their own data.

**Requirements/Evaluation:** Grading will almost entirely be based on class participation, individual and team-work, project presentations and the student's portfolio.

**Prerequisites:** Stat 201/202/302; Good knowledge of R

**Enrollment Limit:** 15

**Enrollment Preferences:** Preference may be given to stats majors who need the course in order to graduate, but then random selection.

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantitative/Formal Reasoning Notes:** This course teaches how to organize and present data graphically, but also how to critique existing data visualizations.

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**STAT 315 (S) Applied Machine Learning** (QFR)

How does Netflix recommend films based on your viewing history? How does Facebook group its users and send out targeted ads? How did Google select from thousands of search terms to predict flu? Machine learning (ML) is a rapidly growing field that is concerned with algorithms and models to find patterns in data and solve these practical problems at the intersection between statistics, data science and computer science. This course provides a broad introduction to ideas and methods in machine learning, with emphasis on statistical intuitions and practical data analysis. Topics including regularized regression, SVM, supervised/unsupervised learning, text analysis, neural networks will be covered. Students will use R extensively throughout the course while getting introduced to some ML tools in Python.

**Class Format:** Hybrid format. Students cannot take both STAT 315 and STAT 442. Only one of the two can be taken for credit.

**Requirements/Evaluation:** weekly homework, one class project, and two or three exams

**Prerequisites:** MATH 140, and STAT 201/202, or equivalent; or permission of instructor. Students cannot take both STAT 315 and STAT 442. Only one of the two can be taken for credit.

**Enrollment Limit:** 15

**Enrollment Preferences:** Seniors.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantitative/Formal Reasoning Notes:** This is a statistics class with a focus on mathematical, computational, and data analysis skills as well as appropriate practical application of analysis methods

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**STAT 335 (S) Biostatistics and Epidemiology** (QFR)

Epidemiology is the study of disease and disability in human populations, while biostatistics focuses on the development and application of statistical methods to address questions that arise in medicine, public health, or biology. This course will begin with epidemiological study designs and core concepts in epidemiology, followed by key statistical methods in public health research. Topics will include multiple regression, analysis of categorical data (two sample methods, sets of 2x2 tables, RxC tables, and logistic regression), survival analysis (Cox proportional hazards model), and a brief introduction to regression with correlated data.

**Class Format:** Hybrid format

**Requirements/Evaluation:** evaluation will be primarily based on weekly homework, two midterm exams, a final exam, and a data analysis project
Prerequisites: STAT 201, STAT 202 and MATH 140, or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Junior and senior statistics majors; public health concentrators

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This is a statistics course with a focus on quantitative methods relevant to public health studies.

Spring 2021
LEC Section: H1   MWF 9:20 am - 10:10 am   Anna M. Plantinga

STAT 341  (F)(S)  Probability  (QFR)

Cross-listings: STAT 341 MATH 341

Secondary Cross-listing

The historical roots of probability lie in the study of games of chance. Modern probability, however, is a mathematical discipline that has wide applications in a myriad of other mathematical and physical sciences. Drawing on classical gaming examples for motivation, this course will present axiomatic and mathematical aspects of probability. Included will be discussions of random variables (both discrete and continuous), distribution and expectation, independence, laws of large numbers, and the well-known Central Limit Theorem. Many interesting and important applications will also be presented, including some from classical Poisson processes, random walks and Markov Chains.

Requirements/Evaluation: homework, classwork, and exams

Prerequisites: MATH 250 or permission of the instructor

Enrollment Limit: 30

Enrollment Preferences: Priority will be given to Mathematics majors and to Statistics Majors.

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:
STAT 341 (D3) MATH 341 (D3)

Quantitative/Formal Reasoning Notes: This is a 300-level Math/Stat course.

Fall 2020
LEC Section: H1   MWF 9:20 am - 10:10 am   Stewart D. Johnson

Spring 2021
LEC Section: H1   TF 3:15 pm - 4:30 pm   Mihai Stoiciu

STAT 344  (F)  Statistical Design of Experiments  (QFR)

How do you get informative research results? By doing the right experiment in the first place. We'll explore the techniques used to plan experiments that are both efficient and statistically sound, the analysis of the resulting data, and the conclusions we can draw from that analysis. We'll look at classical tools like one- and two-way ANOVA and fractional factorial designs, but we'll also look at optimal design, and see how these two frameworks differ in their philosophy and in what they can do. Throughout the course, we'll make extensive use of R to work with real-world data.

Class Format: Introductory lectures will be available asynchronously as text and video; synchronous sessions will discuss questions from lecture, dive further into the material, and work on examples. You'll use chat and discussion boards to build community, study with classmates, and ask questions outside of class time. There will also be optional synchronous office hours/review sessions.

Requirements/Evaluation: Homework problems; quizzes; a final project (on a topic that interests you!). You'll be given the opportunity to assess your own work and resubmit/reattempt assignments as you gain mastery of a topic. Participation matters! Engagement with your peers is an important part of learning, of being a statistician in the Real World...and of your evaluation in this course. While most assignments will be submitted (and graded)
individually, you'll be responsible for giving and receiving peer feedback, contributing to live and online discussions, and working together with classmates on practice problems.

**Prerequisites:** STAT 201, 202, or equivalent, or permission of instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** Statistics majors, seniors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantitative/Formal Reasoning Notes:** This course uses mathematical tools and computing programs to design experiments, analyze their results, and assess their effectiveness. We'll also emphasize choosing appropriate mathematical tools and interpreting their results in a real-world context.

Fall 2020

LEC Section: R1  MR 3:15 pm - 4:30 pm  Laurie L. Tupper

**STAT 346  (F)(S)  Regression Theory and Applications  (QFR)**

This course focuses on the building of empirical models through data in order to predict, explain, and interpret scientific phenomena. Regression modeling is the most widely used method for analyzing and predicting a response data and for understand the relationship with explanatory variables. This course provides both theoretical and practical training in statistical modeling with particular emphasis on simple linear, logistic and multiple regression, using R to develop and diagnose models. The course covers the theory of multiple regression and diagnostics from a linear algebra perspective with emphasis on the practical application of the methods to real data sets. The data sets will be taken from a wide variety of disciplines.

**Requirements/Evaluation:** exams, homework, and a project

**Prerequisites:** MATH 250 and at least one of STAT 201, 202 or 302. Or permission of instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** Statistics Majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantitative/Formal Reasoning Notes:** This course prepares students in the use of quantitative methods for the modeling, prediction and understanding of scientific phenomena.

Fall 2020

LEC Section: H1  MWF 11:45 am - 1:00 pm  Richard D. De Veaux

Spring 2021

LEC Section: R1  MWF 8:15 am - 9:30 am  Richard D. De Veaux

**STAT 355  (F)  Multivariate Statistical Analysis  (QFR)**

To better understand complex processes, we study how variables are related to one another, and how they work in combination. Therefore, we want to make inferences about more than one variable at time? Elementary statistical methods might not apply. In this course, we study the tools and the intuition that are necessary to analyze and describe such data sets. Topics covered will include data visualization techniques for high dimensional data sets, parametric and non-parametric techniques to estimate joint distributions, techniques for combining variables, as well as classification and clustering algorithms.

**Class Format:** This will be a hybrid course for students who are both remote and in-person, with a mix of synchronous and asynchronous elements

**Requirements/Evaluation:** homework, project/presentations, possibly one or two exams.

**Prerequisites:** MATH 250, and STAT 346 or permission of instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** students interested in statistics which have solid background in math and stat
Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: It is an advanced statistics class with prerequisites that are QFR courses

Fall 2020

LEC Section: H1  WF 1:30 pm - 2:45 pm  Xizhen Cai

STAT 356 (S) Time Series Analysis (QFR)

Time series -- data collected over time -- crop up in applications from economics to engineering to transit. But because the observations are generally not independent, we need special methods to investigate them. This course will include exploratory methods and modeling for time series, including descriptive methods and checking for significance, and a foray into the frequency domain. We will emphasize applications to a variety of real data, explored using R.

Class Format: Introductory lectures will be available asynchronously as text and video; synchronous sessions will discuss questions from lecture, dive further into the material, and work on examples. You'll use chat and discussion boards to build community, study with classmates, and ask questions outside of class time. There will also be optional synchronous office hours/review sessions.

Requirements/Evaluation: Evaluation is primarily based on quizzes and projects (on topics that interest you!). You'll be given the opportunity to assess your own work and resubmit/reattempt assignments as you gain mastery of a topic. Participation matters! Engagement with your peers is an important part of learning, of being a statistician in the Real World...and of your evaluation in this course. While most assignments will be submitted (and graded) individually, you'll be responsible for giving and receiving peer feedback, contributing to live and online discussions, and working together with classmates on practice problems.

Prerequisites: STAT 346 (may be taken concurrently) or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Statistics majors, seniors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course uses mathematical tools and computing programs to create models, make predictions, assess uncertainty, and describe data. We'll also emphasize choosing appropriate mathematical tools and interpreting their results in a real-world context.

Spring 2021

LEC Section: R1  WF 1:30 pm - 2:45 pm  Laurie L. Tupper

STAT 360 (S) Statistical Inference (QFR)

How do we estimate unknown parameters and express the uncertainty we have in our estimate? Is there an estimator that works best? Many topics from introductory statistics such as random variables, the central limit theorem, point and interval estimation and hypotheses testing will be revisited and put on a more rigorous mathematical footing. The focus is on maximum likelihood estimators and their properties. Bayesian and computer intensive resampling techniques (e.g., the bootstrap) will also be considered.

Class Format: For the Spring 2021 semester, synchronous zoom lectures are planned, where the instructor uses Google's jamboard to interact with students

Requirements/Evaluation: Homework, Quizzes, Exams

Prerequisites: MATH 250, STAT 201 or 202, STAT 341

Enrollment Limit: 15

Enrollment Preferences: Statistics majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option
Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: A rigourous mathematical course laying the foundation for reasoning with data

Spring 2021
LEC Section: R1  TR 11:30 am - 12:45 pm  Bernhard Klingenberg

STAT 372  (F)  Longitudinal Data Analysis: Modeling Change over Time  (QFR)
This course explores modern statistical methods for drawing scientific inferences from longitudinal data, i.e., data collected repeatedly on experimental units over time. The independence assumption made for most classical statistical methods does not hold with this data structure because we have multiple measurements on each individual. Topics will include linear and generalized linear models for correlated data, including marginal and random effect models, as well as computational issues and methods for fitting these models. We will consider many applications in the social and biological sciences.

Class Format: Hybrid format. Approximately 2/3 of class time will be lecture (in person for students who are on campus, recorded for remote students). All synchronous students (whether in person or online) will attend a remote lab/discussion section each week. Asynchronous options will be provided for students unable to participate synchronously.

Requirements/Evaluation: performance on exams, homework, and a project
Prerequisites: STAT 201 and STAT 346
Enrollment Limit: 15
Enrollment Preferences: junior and senior Statistics majors
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3) (QFR)
Quantative/Formal Reasoning Notes: The course will cover a variety of statistical analysis methods for longitudinal data.

Fall 2020
LEC Section: H1  MWF 10:40 am - 11:30 am  Anna M. Plantinga

STAT 442  (S)  Statistical Learning and Data Mining  (QFR)
In both science and industry today, the ability to collect and store data can outpace our ability to analyze it. Traditional techniques in statistics are often unable to cope with the size and complexity of today's data bases and data warehouses. New methodologies in Statistics have recently been developed, designed to address these inadequacies, emphasizing visualization, exploration and empirical model building at the expense of traditional hypothesis testing. In this course we will examine these new techniques and apply them to a variety of real data sets.

Class Format: Hybrid format. Students cannot take both STAT 315 and STAT 442. Only one of the two can be taken for credit.

Requirements/Evaluation: homework, exams and projects
Prerequisites: STAT 346 or permission of instructor
Enrollment Limit: 15
Enrollment Preferences: Statistics majors, juniors and seniors. Students cannot take both STAT 315 and STAT 442. Only one of the two can be taken for credit.
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D3) (QFR)
Quantative/Formal Reasoning Notes: This is an advanced statistics class involving theory and application of statistical methods to data.

Spring 2021
LEC Section: H1  MWF 10:40 am - 11:30 am  Xizhen Cai
Interest and application of Bayesian methods have exploded in recent decades, being facilitated by recent advances in computational power. Indeed, the Bayesian approach is now recognized across scientific disciplines as a modern and powerful tool. We begin with an introduction to Bayes’ Theorem, the theoretical underpinning of Bayesian statistics which dates back to the 1700’s, and the concepts of prior and posterior distributions, conjugacy, and closed-form Bayesian inference. Building on this, we introduce modern computational approaches to performing Bayesian inference, including Markov chain Monte Carlo (MCMC), Metropolis-Hastings sampling, and the theory underlying these simple and powerful methods, before moving on to multivariate sampling methods and methodology. Students will become comfortable with modern software tools for MCMC using a variety of applied hierarchical modeling examples, and will use R for all statistical computing. The course will culminate in an independent Bayesian research project.

Requirements/Evaluation: Homework, exams, and project

Prerequisites: STAT 346, or permission of instructor

Enrollment Limit: 30

Enrollment Preferences: Juniors and Seniors, and Statistics majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course mandates significant mathematical and statistical prowess.

Fall 2020

LEC Section: R1  TR 8:00 am - 9:15 am  Daniel B. Turek

STS 375 (F)(S) Human Work in Computational Systems (QFR)

Cross-listings: CSCI 377  STS 375

Secondary Cross-listing

As far as we know, the technological singularity has not yet arrived. Therefore, humans remain a part of our current computation pipeline. However, the role humans play varies greatly: self-driving cars aim to have human involvement only in development and emergencies, whereas educational tools are built for constant human involvement. In this course, we broadly explore human work within computational systems through topics such as crowdsourcing, educational technology, citizen science, human computation, open-source software, micro-labor markets, and online gaming. Students should expect broad exposure to a wide variety of human computing topics and group projects on building and evaluating computational systems that use human work.

Class Format: Lectures will be held on Wednesday and Friday each week. Conference sections will each meet once per week. Students should sign up for the lecture section and one conference.

Requirements/Evaluation: Course projects, in-class group work/participation, weekly written homework assignments/readings.

Prerequisites: CSCI 136

Enrollment Limit: 20

Enrollment Preferences: Preference for current CS majors

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Materials/Lab Fee: $75 for purchase of software and work on crowdsourcing platforms.

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

CSCI 377 (D3) STS 375 (D2)

Quantitative/Formal Reasoning Notes: This course includes regular homework and projects in which quantitative/formal reasoning skills are practiced and evaluated.

Fall 2020

CON Section: R2  W 1:30 pm - 2:20 pm  Molly Q Feldman
THEA 310  (F) Playwriting: Facing the Blank Page  (WS) (QFR)

I believe that after food and shelter, humans need stories to survive. This class will focus on each writer’s dreams, fears and desires and how to turn them into plays. Students will explore the fundamentals of playwriting. This will include writing exercises, weekly pages, hearing your scenes out loud and at the end of the semester the first draft of a new play.

Class Format: Hybrid

Requirements/Evaluation: Upon completion of the semester, you will be able to demonstrate and ability to: draft, rewrite, discuss and continue to rewrite; engage verbal discussion of your work and your colleagues work; place the work in context of other artists and artistic pursuits; place work in context of culture and society; complete a full draft of your play.

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Theater majors first, then Concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS) (QFR)

Writing Skills Notes: You are expected to attend class, to keep up with required writing, readings drafts pages to class and participate in all discussions.

Quantitative/Formal Reasoning Notes: You are also expected to think critically and articulate your thoughts.
The major in Religion is designed to perform two related functions: to expose the student to the methods and issues involved in the study of religion as a phenomenon of psychological, sociological, and cultural/historical dimensions; and to confront students with the beliefs, practices, and values of specific religions through a study of particular religious traditions. It is a program that affords each student an opportunity to fashion their own sequence of study within a prescribed basic pattern constructed to ensure both coherence and variety. Beginning with the class of 2016, the major in Religion will consist of at least nine semester courses as follows:

**Required Sequence Courses**

REL 200 Theories and Methods in the Study of Religion

One 300-level seminar or tutorial

REL 401 Senior seminar

**Elective Courses**

Six electives at the 100-, 200-, or 300-level (with a maximum of one 100-level class to count towards major).

In addition, each major will select a specialization route in the major in conversation with and with the approval of the department. The specialization will consist of at least four courses. There are two ways to meet this requirement. A major could fulfill the requirement by concentration in one of the College’s coordinate programs or by designating four specialization courses that can be supported by the resources of the Religion department faculty and the College. In other words, these four courses might be from among the six electives and one 300-level seminar or tutorial or
might include additional coursework from other programs and departments (whether cross-listed or not).

The major will culminate in a year-long senior project. The first semester will remain a seminar (REL 401) on a topic in the study of religion set by the faculty member in consultation with incoming seniors. The spring semester will consist of participation in a research colloquium (not a course taken for credit). In this colloquium, each senior major will present their individual research projects, begun in the senior seminar, drawing on their specializations and advised by members of the faculty.

For those who wish to go beyond the formally-listed courses into a more intensive study of a particular religious tradition, methodological trend, or religious phenomenon (e.g., ritual, symbol-formation, mysticism, theology, etc.), there is the opportunity to undertake independent study or, with the approval of the department, to pursue a thesis project.

The value of the major in Religion derives from its fostering of a critical appreciation of the complex role religion plays in every society, even those that consider themselves non-religious. The major makes one sensitive to the role religion plays in shaping the terms of cultural discourse, of social attitudes and behavior, and of moral reflection. But it also discloses the ways in which religion and its social effects represent the experience of individual persons and communities. In doing these things, the major further provides one with interdisciplinary analytical tools and cross-cultural experience and opens up new avenues for dealing with both the history of a society and culture and the relationships between different societies and cultures. What one learns as a Religion major is therefore remarkably applicable to a wide range of other fields of study or professions.

Students declaring Religion as a major will identify an area of specialization and link it to their senior seminar final paper and be expected to present it in a spring colloquium during their senior year.

THE DEGREE WITH HONORS IN RELIGION

The degree with honors in Religion requires the above-mentioned nine courses and the preparation of a thesis of 75+ pages with a grade of B+ or better. A thesis may combine revised work done in other courses with new material prepared while enrolled either in Religion 493-W31 or Religion W31-494. Up to two-thirds of the work in the thesis may be such revised work, but at least one-third must represent new work. The thesis must constitute a coherent whole either by its organizing theme or by a focus on a particular religious tradition. Candidates will also be expected to present the results of their thesis orally in a public presentation. Students who wish to be candidates for honors in Religion will submit proposals and at least one paper that may be included in the thesis to the department in the spring of their junior year. Students must normally have at least a 3.5 GPA in Religion to be considered for the honors program.

The chair will serve as advisor to non-majors.

STUDY ABROAD

The Williams College Religion Department encourages potential majors to study abroad in order to enhance their education and gain international perspectives on religious studies. There are many excellent study abroad opportunities offering students a variety of possible experiences: among them cultural immersion, field work, intensive language learning, independent study, participation in another educational system. Many of our majors study in the Williams College Oxford Program, but our majors also regularly pursue a semester or year-long study in other programs.

FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

**Can your department or program typically pre-approve courses for major/concentration credit?**

Yes, in many cases, though students should be sure to contact the department.

**What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?**

Course title and description. Sometimes a course title is sufficient, but for many courses we also need to see a description of some sort because the title is unclear.

**Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?**

No.

**Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?**

No.

**Are there specific major requirements that cannot be fulfilled while on study away?**

Yes. 3 courses: Religion 200, one 300-level Religion seminar or tutorial, and Religion 401 Senior Seminar.

**Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)**

Yes. Make sure that they have or will be able to take REL 200, because it is offered only once a year.
Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:

None to date.

**REL 104 (S) Religious Conflict and Cooperation**

Violent conflicts throughout the world are animated by religious rhetoric, driven by religious actors, and sanctioned by religious authorities. At the same time, religious and “interfaith” organizations are often prominent participants in peace advocacy and conflict resolution. What are the varieties of religious involvement in war and peace? What can we learn about “religion” from the conflicts and cooperative initiatives that are labeled “religious”? Does the modern nation-state increase the likelihood of religious conflict? Will 21st century globalization support more or less conflict and/or cooperation? We will investigate these and other questions through contemporary case studies. In some cases we will focus on conflicts over territory: the Temple Mount/Noble Sanctuary in Jerusalem, the Babri Mosque/Birthplace of Rama in Ayodhya, India, the Black Hills in South Dakota. But we will also study the rhetoric of Usama Bin Laden and the role of spirit possession in the formation of the Lord’s Resistance Army in Uganda. Finally, we will consider efforts to end such conflicts peacefully and delegitimize militant groups. In each case, we will see how competition for control over what counts as “Judaism,” “Hinduism,” “religion,” “religious,” and so forth is central to these conflicts and to the goals of those who seek to resolve them.

Along with primary and secondary sources related to each case study, we will also read theoretical works by authors that may include Mark Juergensmeyer, Samuel Huntington, Scott Appleby, Bruce Lincoln, Saba Mahmood, Olivier Roy, Ananda Abeysekara, Talal Asad, Tomoko Masuzawa, Elizabeth Shakman Hurd, and others.

**Requirements/Evaluation:** two short papers, an in-class mid-term exam, and a final paper or project

**Prerequisites:** none

**Enrollment Limit:** none

**Enrollment Preferences:** first-year students and potential Religion majors

**Expected Class Size:** 30

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

Not offered current academic year

**REL 105 (F) Introduction to European Art Before 1700**

**Cross-listings:** ARTH 101 REL 105

**Secondary Cross-listing**

A team-taught introduction to the art and architecture of Europe from the ancient Mediterranean to Baroque Italy. This course celebrates the glory of works of art as physical objects, to be viewed and contemplated, to be sure, but also often to be worshiped, worn, touched (even licked), held, exhibited, bought and sold, passed through or around, and lived in. To help students begin to appreciate how these works of art might have been understood by those who originally made and used them, the course sets its objects of study within a number of revealing historical contexts, from the social and the political to the philosophical and the art historical. To give students time with works of art, our discussion-centered conferences use the wealth of art resources in Williamstown: the Clark Art Institute, the buildings and sculpture of the Williams College Campus, and the Williams College Museum of Art.

**Class Format:** This course has 2 components: lectures and conferences. The lectures will be twice weekly, asynchronous, and recorded. Conferences are once per week and synchronous (these small discussions of 5 students each will be taught in person for students in residence, and via Zoom for students enrolled remotely).

**Requirements/Evaluation:** Three shorter essays, quizzes, engaged participation in conference sections

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** none

**Expected Class Size:** 30

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)
REL 108 (F) Technologies of Religious Experience

In 1962, ten Harvard Divinity School students received a capsule of white powder before Good Friday services. The powder was psilocybin, a psychedelic. One of them soon ran out of chapel to announce that the Messiah had arrived. Seven others reported profound mystical experiences, which they reported even years later as exerting continued influence on their life and work. Is psilocybin a technology for producing religious experience? Should religions find and employ technologies that engender religious feeling? Are such experiences any less true or authentic than ones that aren’t technologically mediated? More humbly, how is a religious service experienced differently when it’s viewed online or through a TV? How can an amulet, icon, or statue be used as a technology of religion? Drawing from a broad range of sources, this course will introduce students to the critical study of religion through its consideration of religious experience as both central to religious life and as (almost always) technologically mediated. The course thus aims to expose students to a wide variety of religions and technologies of religion, while simultaneously offering a them a chance to explore Technology Studies as one critical lens for studying religion and religious experience.

Requirements/Evaluation: short response papers, one longer non-research paper
Prerequisites: none
Enrollment Limit: none
Enrollment Preferences: Religion majors
Expected Class Size: 25
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
Not offered current academic year

REL 109 Apocalypse (WS)

An end of days. A utopia to come. A great cosmic reversal of fortune. A revelation of truth that leads to radical transformation. Each of these themes and many more fall under the genre of imagination that we associate with the apocalypse. In order to understand the persistence and prevalence of apocalyptic imaginations, we will move back and forth through time. On the one hand, we will read the Book of Revelation in relationship to a selection of ancient Zoroastrian, Jewish, Greek, Christian, and Muslim texts identified with apocalyptic traditions. On the other hand, we will read these texts in relationship to and alongside select literature and movements of apocalypse in the U.S.A. We will pay particular attention to how apocalyptic imaginations reflect upon and interact with social structures of class, colonization, ethnicity, gender, race, and sexuality.

Requirements/Evaluation: grading will be based on participation, short P/F papers, a graded 3-page essay that will be revised, a 5-page second essay, and a final 7- to 10-page paper
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: first-years and sophomores preferred or Religion majors
Expected Class Size: 15
Grading:
Distributions: (D2) (WS)
Writing Skills Notes: As a WS course, grading will be based on short, weekly P/F papers, a graded 3-page essay that will be revised for credit, a 5-page second essay, and a final 7- to 10-page paper for which a draft will be peer reviewed. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Not offered current academic year

REL 110  (F)  Living Religion: The Study of Religion in Everyday Life

When studying religions, people generally turn to studying scriptures, the life and teachings of the religion’s founder, and the fundamental doctrines of the religion. This approach does not allow us to understand, however, is the way that such religious traditions actually manifest themselves in the world. This course introduces students to an alternative approach to studying religion, by exploring the way these religions are lived and experienced by individuals and communities in a variety of contexts. We will see how religion intersects with people’s lived experiences of gender, race, class, sexuality, and broader socio-cultural and political contexts. We will explore this approach to religion through an engagement with ethnography (the qualitative research method in the social-sciences generally described as “participant-observation”). Students will not only learn about the theory and practice of this methodology, but will also conduct their own ethnographic research project over the course of the semester. This will involve: designing a feasible project and research question, selecting local research sites and subjects, taking field-notes and conducting interviews, and finally analyzing data and writing an ethnographic essay.

Requirements/Evaluation: regular reading responses, semester-long research project with frequent small assignments building up to the final product (class presentation and approximately 10-page paper)

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first-year students and sophomores

Expected Class Size: 12-12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Not offered current academic year

REL 126  Religion, Politics, and Society: A Global Perspective  (DPE)

In spite of predictions that religion would wither away with in the face of modernization, even casual observation indicates that it remains a powerful force in contemporary political life. Our goal is to obtain an enhanced understanding and appreciation of the salience of religion in public life. The course will be divided into three parts. The first part focuses on different theoretical approaches to make sense of the relation between religion, politics, and society, discussing especially the concept of the “secular.” The second part discusses religion in the US society. Here, we will discuss if the American society can be called secular, the role of religion in American political culture, the relation of religion to the state, the relevance of religious interests and their mobilization, religious minorities in the United States and many other aspects of religion in the US society. The third part will take a global perspective on the relation between religion and politics. We will discuss cases of Buddhism, Christianity (Catholicism and Protestantism), Confucianism, Hinduism, Islam (Sunni and Shi’a) and Judaism. Although the study of religion and politics raises a host of deep philosophical questions, the principal aim of the course is to understand how religion affects politics (and vice versa), rather than to explore the moral questions raised by the interaction of these two forces.

Requirements/Evaluation: Class participation and three papers, in these proportions: 20% participation; 25% first paper (7 pages); 30% second paper (8-10 pages); and 25% third paper (7 pages). No final exam.

Prerequisites: none

Enrollment Limit: 35

Enrollment Preferences: Global Studies concentrators and intended concentrators; Religion majors and intended majors

Expected Class Size: 25

Grading:

Unit Notes: Core course for GBST

Distributions: (D2)  (DPE)

Difference, Power, and Equity Notes: An engagement with religious difference in the world, with a spotlight on how religion and politics—that is, power—interact globally and in the USA.
Not offered current academic year

REL 133 (S) Buddhist Literature

Cross-listings: REL 133 ASST 133 ENGL 147

Primary Cross-listing

This course introduces students to the diverse literary culture of Buddhist Asia. Through close readings of particular influential Buddhist texts, we will analyze not only what the texts say and mean, but also learn about the "social life" of these texts--i.e., what is the socio-historical context of these texts, who are the intended audience, what is the relationship of these texts with their particular communities, how do these communities engage with their texts, including how texts have been translated, taught, worshipped and ritualized. We will also explore the materiality of these texts, which is as diverse as the languages in which these texts are written. Alongside an exploration of materiality requires that we reflect on what counts as "text". Moreover, by sampling different genres of Buddhist texts (e.g., philosophical, historical, narrative, grammatical, cosmological, astrological, magical), we will discuss what makes them Buddhist and what makes them literary. The Lotus Sutra, the Heart Sutra, the Dhammapada, and Vessantara Jataka are just some of the texts we will study in this course. No prior knowledge about Buddhism is required.

Requirements/Evaluation: Attendance and active participation 20%; Short writing assignments 25% (i.e., a one-page, single-space, critical response based on the class reading x 5 total); Mid-term exam (in-class: identification terms and short essay) 25%; Final project and presentation 30% (the final grade includes initial consultation with the instructor regarding topic selection, annotated bibliography, project outline, final presentation, and final written report).

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: REL, ASST, and ENG majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 133 (D2) ASST 133 (D2) ENGL 147 (D1)

Spring 2021

SEM Section: R1 TR 11:30 am - 12:45 pm Susanne Ryuyin Kerekes

REL 134 (S) Leaving the World Behind: The Literature of Reclusion (DPE) (WS)

Cross-listings: ANTH 134 CHIN 134 COMP 134 REL 134

Secondary Cross-listing

Living in a time of political and social turmoil, Confucius told his followers: “When the realm has the Way, show yourself; when it lacks the way, hide.” Reclusion here is a moral choice, justified by the ethical decline of the state. But it could also be a mortal necessity in a period in which government service was a distinctly hazardous pursuit. In other contexts becoming a hermit could instead be figured as aesthetic stance meant to preserve one’s artistic integrity against the dominant claims of society. This course looks at the literature of reclusion-living a life of seclusion from society-in a range of different cultures and periods, from ancient China to contemporary America. With sources that include poems, essays, novels, and films, we will investigate a set of issues surrounding radical seclusion. What different forms does reclusion take? Can one be a hermit without being completely separated from society? What is the relationship between hermits and the state-to what extent does one depend on the other? What are the philosophical and moral implications of eremitism? Is separating oneself from human society an inherently immoral act? What is the relationship between reclusion and technology in the contemporary world? What is the nature of solitude and can it be experienced in a group (for example, in contemporary "intentional communities")? While most of our work will focus on textual analysis, there will be an experiential component to the course as well. Each student will design and implement their own experiment in (short-term) eremitism.

Class Format: experiential component

Requirements/Evaluation: tutorial papers, responses, and an individual project

Prerequisites: none

Enrollment Limit: 10
Enrollment Preferences: first-year students, Chinese majors, Religion majors, Anthropology majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 134 (D1) CHIN 134 (D1) COMP 134 (D1) REL 134 (D2)

Writing Skills Notes: Students will write a 5- to 7-page paper every other week for a total of five papers. On weeks in which they are not writing, they will critique their partner's paper. Papers will receive substantial writing-based feedback from both the instructor and partner.

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze the shaping of social differences and dynamics of unequal power. Acts of reclusion are often ways that individuals can challenge the dominance of the state and other structures of authority indirectly. Modes of reclusion can differ substantially depending on the social standing of the recluse. These are issues that we will examine in the course.

Not offered current academic year

REL 149 (S) The Sacred in South Asia

Cross-listings: ANTH 249 ASST 242 REL 149

Secondary Cross-listing

Is religious identity necessarily singular and unambiguous? The jinn - Islamic spirits born of fire - are sought out for their healing and other powers not only by Muslims in India, but by Hindus, Christians and Sikhs, as well. In parts of Bengal statues of the Hindu goddess Durga are traditionally sculpted by Muslim artisans. Buddhist pilgrimage sites in Sri Lanka contain tombs of Muslim Sufi saints and shrines of Hindu deities. South Asia - where a fifth of humanity lives - provides some of the most striking examples of pluralism and religiously composite culture in our contemporary world. Yet at the same time, strident religious majoritarianism has been a defining feature of the politics of India, Pakistan and Sri Lanka for decades, and haunts Nepal and Bangladesh as well. Are these two modes of religious being - pluralistic and composite on the one hand, singular and majoritarian on the other - reflective of two different conceptions of selfhood? What if we turn from questions of community and identity to questions of unseen power and the sacred? This course is an exploration of lived religion in South Asia. It is simultaneously a study of popular Hinduism, Buddhism and Islam and an introduction to the anthropology of religion. Centered on in-depth studies of popular sites of 'syncretic' ritual practice (shared across religious difference) as well as studies of mass mobilizations that seek to align the religious community with the nation, we approach from multiple angles what the sacred might mean in modernity.

Requirements/Evaluation: weekly (1 page) posts on readings, two short (5 page) papers, and one (12-14 page) final research paper.

Prerequisites: Interest in the topic!

Enrollment Limit: 13

Enrollment Preferences: Students in all fields of study are most welcome; if overenrolled, priority will be given to majors in Anthropology, Sociology, Religion and Asian Studies.

Expected Class Size: 13

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 249 (D2) ASST 242 (D2) REL 149 (D2)

Spring 2021

LEC Section: H1   MW 10:00 am - 11:15 am    Joel Lee

REL 168 (F) Making God Real

Is God real? Are Spirits? Divine messengers? What would it mean to say "yes" to any of these questions if we don't "believe" in supernatural beings at all? This course will explore how God(s), spirits, ancestors, and other super-human beings have been seen, heard, and felt by humans. Instead of rehearsing now tired debates between believers and skeptics, this class will combine cognitive sciences approaches to the study of religion with new perspectives on the nature of ontology--the nature of being--to examine how God and other super-human beings exist in and through their effects
upon humans. From this perspective, we’ll see how, even if God(s) and other supernatural beings don’t exist in the heavens, they nevertheless act in this world through the ways that humans experience them. The puzzle for us will be, how do God(s), spirits, and/or divine messengers act? How do we feel, see, or hear beings that might not be there? What kind of reality do God(s) and spirits have in such scenarios? What is the nature of their being?

Class Format: Remote; synchronous learning

Requirements/Evaluation: Students will be required to take notes on course readings, write weekly or biweekly response papers, and submit a final essay at the end of the course.

Prerequisites: No prerequisites

Enrollment Limit: 15

Enrollment Preferences: Religion Majors, Seniors

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

REL 171 (S) Music and Spirituality: Cross-Cultural Perspectives

Cross-listings: REL 171 MUS 171

Secondary Cross-listing

How does the sacred sound? Across cultures and across millennia, music has served to enable, inspire, and express the spiritual life experiences of communities and individuals. Why is this so? In what contexts and through what means can making and hearing music reflect and produce spiritual experience? This team-taught course will take a comparative approach to exploring music’s spiritual power, considering such areas as the function of music in ritual practices from various cultures and times, the use of music to tell sacred stories, music and dance in spiritual practice, and the role of music created in the face of death and its aftermath. Working from both musicological and ethnomusicological perspectives, we will explore the possibilities of sensory ethnography for better understanding the role of perception and the body in spiritual experiences with music. Our comparisons will draw from Western and world Christian traditions from medieval to modern times, and on conversations with musicians immersed in the music of other faith traditions (including Jewish, Hindu, and Muslim). We will explore connections between music and spirituality through a wide variety of repertoires, including plainchant and Renaissance sacred choral music; the music and dance of traditional West African religions like vodun and orisa; music from the Western classical tradition by such composers as Bach, Beethoven, and Messiaen; American hymnody and spirituals; gospel music in the U.S. and Africa; and selected artists from the world of jazz and popular music, such as John Coltrane and Leonard Cohen.

Requirements/Evaluation: class participation; class journal; presentation with annotated bibliography; ethnographic field study; final project with presentation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students with a demonstrated interest in music, religion, and/or anthropology/sociology

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 171 (D1) MUS 171 (D1)

Not offered current academic year

REL 200 (S) What is Religion? Theories and Methods in the Study of Religion

As recently as the 1960s, the most influential theorists of modernity were predicting that religion would eventually vanish, while theologians lamented what they called the "Death of God." But one has only to glance at today’s headlines to see that accounts of religion's demise were premature. Indeed a basic knowledge of religion is indispensable to understanding the current global moment as well as a range of fields from political science to English
literature and history. To explore the meaning of religion, this course will introduce the debates around which the discipline of religious studies has been constituted. It will familiarize students with the discipline's most significant theorists (both foundational and contemporary) and trace their multidisciplinary—philosophical, sociological, anthropological, and psychological—modes of inquiry. At stake are questions such as: How does one go about studying religion? Is "religion" a cultural universal? What is religion's relationship to the "European Enlightenment"? to God? to science? to society? to secularism? to colonialism? to ethics? to politics? to violence? to sex? to freedom? Has religion changed fundamentally in modernity? And if so, what is its future?

Requirements/Evaluation: class participation, weekly short (max 2 page) writing assignments, a 5-page midterm paper, and a 10-page final paper
Prerequisites: none, although a previous course on religion is recommended
Enrollment Limit: 15
Enrollment Preferences: Religion majors
Expected Class Size: 15
Grading: yes pass/fail option, no fifth course option
Distributions: (D2)

Spring 2021
SEM Section: H1 TF 1:30 pm - 2:45 pm Denise K. Buell

REL 201  (F)  The Hebrew Bible

Cross-listings: JWST 201  COMP 201  REL 201
Primary Cross-listing

The Hebrew Bible is perhaps the single most influential work in the history of Western philosophy, literature, and art. But the overwhelming presence of the text in nearly every aspect of modern culture often obscures the sheer brilliance of its narrative technique as well as the complex interplay between law, history, prophecy, and poetry. This course offers a comprehensive introduction to the literary, historical, and theological aspects of the Hebrew Bible with an eye towards developing a sophisticated understanding of the text in its ancient context. Through the close reading of substantial portions of the Hebrew Scripture in translation and the application of various modern critical approaches to culture and literature, students will explore fundamental questions about the social, ritual, and philosophical history of ancient Israel, as well as the fundamental power of storytelling that has resonated across two millennia.

Class Format: discussion
Requirements/Evaluation: class participation, short written assignments, and two to three longer papers
Prerequisites: none
Enrollment Limit: 40
Enrollment Preferences: Jewish Studies concentrators, Religion and Comparative Literature majors
Expected Class Size: 40
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
JWST 201 (D2) COMP 201 (D2) REL 201 (D2)
Not offered current academic year

REL 202  (S)  Moses: Stranger in a Strange Land

Cross-listings: COMP 214  REL 202  JWST 202
Primary Cross-listing

As chieftain, priest, prophet, and lawgiver all in one, Moses occupies the central place in the history of Israelite and Jewish leaders. However, he is a somewhat unlikely candidate for such an important role. He is God's chosen leader among the enslaved Israelites, but he is raised as an Egyptian prince. He is a spokesman for his people, but he is slow of speech. He is the lawgiver and first judge of his nation, yet he is quick-tempered and impatient. The story of the most revered figure in the Jewish tradition, who nevertheless remains an outsider to the very end, has fascinated commentators and inspired countless artistic and literary interpretations. This course will engage in a close study of the figure of Moses by examining
the biblical narrative of his life and career from Exodus through Deuteronomy with an eye towards understanding the complex and often contradictory portrait of this self-described "stranger in a strange land." We will also examine some of the ancient legendary and folkloric accounts about Moses, as well as philosophical and allegorical treatments in Hellenistic Jewish, early Christian, and Muslim biographies. We will then proceed to investigate key modern reconfigurations and critiques of Moses in several genres, which may include renaissance visual depictions, literary works by Sigmund Freud, George Eliot, Thomas Mann, and Zora Neale Hurston, and even musical and cinematic renditions. All readings are in translation.

Requirements/Evaluation: class participation, short written assignments, and two or three longer papers

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students who have already taken a course in biblical literature

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 214 (D2) REL 202 (D2) JWST 202 (D2)

Not offered current academic year

REL 203 (F) Judaism: Before The Law

Cross-listings: REL 203 JWST 101

Primary Cross-listing

This course introduces the academic study of Judaism through a humanistic exploration of "the Law" as a concept in Jewish thought and practice. Coverage will include the Law of Moses in the Hebrew Bible, the rabbinic distinction between "Oral Law" and "Written Law," medieval philosophical justifications for the Law, modern interpretations of the Law as Moral Law, Hasidic challenges to the centrality of the Law, and twentieth-century Jewish fiction that is haunted by a felt absence of the Law. Topics may also include the nature of rabbinic authority, methods of Jewish legal interpretation and innovation, and Jewish law as it pertains specifically to women, gentiles, idolaters, food consumption, and the Land of Israel. Course materials will include classical sources such as the Talmud and Midrash, modern philosophical texts by Franz Rosenzweig, Leo Strauss and Joseph Soloveitchik, Kafka's The Trial with his parable "Before The Law," Woody Allen's film Crimes and Misdemeanors, and ethnographic accounts of contemporary Jewish observance. All readings will be in translation.

Requirements/Evaluation: class participation, three short papers, and a final longer paper

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Jewish Studies concentrators, Religion majors and students who are considering these options

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 203 (D2) JWST 101 (D2)

Not offered current academic year

REL 204 (F) Jesus and Judaism

Cross-listings: JWST 204 REL 204

Primary Cross-listing

Was Jesus a Christian? Was he Jewish? And if Christianity's ostensible founder was Jewish, what does that mean for his Christianess? This course will explore Christian, Jewish, and secular depictions of Jesus' Jewishness to see what they reveal about the nature and history of the relationship between Christianity and Judaism. Broad in its historical scope, the course will include examinations of ancient Jewish messianic expectations, New Testament depictions of Jesus' Jewishness, covert references to Jesus in the Talmud, medieval debates between Jews and Christians, and modern scholarly "quests" for the historical Jesus. Was Jesus Jewish? How so and for whom?

Requirements/Evaluation: active preparation and participation, papers
**Prerequisites:** none

**Enrollment Limit:** 21

**Enrollment Preferences:** Religion Majors and Jewish Studies concentrators get preference

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

JWST 204 (D2) REL 204 (D2)

Not offered current academic year

**REL 205 (S) Ancient Wisdom Literature**

**Cross-listings:** JWST 205 CLAS 205 COMP 217 REL 205

**Primary Cross-listing**

The Biblical books of Proverbs, Ecclesiastes, and Job are often grouped together under the Hebrew category of *hokhmah*, 'wisdom.' Although these books are very different in content, they can all be interpreted as meditations on ethical and practical philosophy. In this way, they represent the Hebrew Bible's canonical embrace of a widespread Near Eastern literary phenomenon. From the instructional literature of Egypt and Mesopotamia to Greek didactic poetry and fables, ancient Mediterranean cultures offer a wide range of texts that engage the issues of personal behavior, leadership, and justice. Starting with the central wisdom books of the Hebrew Bible and moving through relevant material from the Apocrypha, New Testament, and the Egyptian and Babylonian traditions, this course will examine the literature of wisdom throughout the ancient world with an eye toward understanding its various social, political, and philosophical contexts. We will then consider the Greek wisdom tradition in such texts as Hesiod's *Works and Days*, Aesop's fables, and fragments from the pre-Socratic philosophers. Finally, we will explore the influence of these ancient sources on later expressions of wisdom in medieval European literature, as well as more recent examples such as Benjamin Franklin's *Poor Richard's Almanack*.

All readings are in translation.

**Requirements/Evaluation:** class participation, short written assignments, and two longer papers

**Prerequisites:** none

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

JWST 205 (D2) CLAS 205 (D2) COMP 217 (D1) REL 205 (D2)

Not offered current academic year

**REL 206 (S) The Book of Job and Joban Literature**

**Cross-listings:** REL 206 JWST 206 COMP 206

**Primary Cross-listing**

The Book of Job has often been described as the most philosophical book of the Hebrew Bible. The story of one man's struggle to understand the cause of his suffering and his relationship to God represents the finest flowering of the Near Eastern wisdom literature tradition. Through its exploration of fundamental issues concerning human suffering, fate and divinity, and the nature of philosophical self-examination, Job has served as a touchstone for the entire history of existential literature. At the same time, the sheer poetic force of the story has inspired some of the greatest artistic and literary meditations in the Western tradition. This course will engage in a close reading of the Book of Job in its full cultural, religious, and historical context with special attention to its literary, philosophical, and psychological dimensions. We will then proceed to investigate key modern works in several genres that involve Joban motifs, themes, and text both explicitly and implicitly. These texts will include Franz Kafka's *The Trial*, Archibald MacLeish's J.B., Robert Frost's "Masque of Reason," Carl Jung's *Answer to Job*, and William Blake's *Illustrations to the Book of Job*. All readings are in translation.

**Class Format:** For the spring of 2021, this course will be taught online. The seminar will meet at the regularly scheduled time twice a week.

**Requirements/Evaluation:** Evaluation will be based on class participation, weekly short written assignments, and two longer papers.
**Prerequisites:** none  

**Enrollment Limit:** 12  

**Enrollment Preferences:** If the course is overenrolled, preference will be given to students who have already taken a course in biblical literature.  

**Expected Class Size:** 12  

**Grading:** yes pass/fail option, yes fifth course option  

**Distributions:** (D2)  

This course is cross-listed and the prefixes carry the following divisional credit:  

REL 206 (D2) JWST 206 (D2) COMP 206 (D1)

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**REL 207**  
**From Adam to Noah: Literary Imagination and the Primeval History in Genesis**  
**Cross-listings:** COMP 250  REL 207  JWST 207  CLAS 207  

**Primary Cross-listing**  
How long did Adam and Eve live in the Garden of Eden? What was the mark of Cain? Why did Enoch not die? Who was Noah's wife? How did Giants survive the Flood? These are only a few of the fascinating questions that ancient readers and interpreters of the Book of Genesis asked and attempted to answer. The first ten chapters of Genesis present a tantalizingly brief narrative account of the earliest history of humankind. The text moves swiftly from the Creation to the Flood and its immediate aftermath, but this masterful economy of style leaves many details unexplained. This course will explore the rich and varied literary traditions associated with the primeval history in the Genesis. Through a close reading of ancient noncanonical sources such as the Book of Enoch, Jubilees, and the Life of Adam and Eve, as well as Jewish traditions represented in Josephus, Philo, and Rabbinic literature and other accounts presented in early Christian and Gnostic texts, we will investigate the ways in which the elliptical style of Genesis generated a massive body of ancient folklore, creative exegesis, and explicit literary re-imagining of the early history of humankind. We will then turn to some continuations of these variant traditions in medieval literature, with particular attention to the material on the figures of Cain and Noah. All readings are in translation.

**Class Format:** For the fall of 2020, this course will taught online. The seminar will meet at the regularly scheduled time twice a week.

**Requirements/Evaluation:** Class participation and several writing assignments.

**Enrollment Limit:** 12  

**Enrollment Preferences:** If the class is overenrolled, preference will be given to students who have already taken a course in Biblical literature.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 250 (D1) REL 207 (D2) JWST 207 (D2) CLAS 207 (D1)

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**REL 208 (S)**  
**Genesis: The Family Saga**  
**Cross-listings:** COMP 207  REL 208  JWST 208  

**Primary Cross-listing**  
The Book of Genesis has rightly been described as the masterpiece of Hebrew biblical narrative. In particular, the continuous tale that begins with Abraham and Sarah and extends four generations to the children of Jacob, Leah, and Rachel is one of the most extraordinary examples of literary artistry in any time or tradition. As one family wrestles with the promise of becoming a chosen people, the narrative explores themes of marriage, parenthood, sibling rivalry, land, violence, wandering, and, above all, the complex relationship between humanity and God. This course will examine
those themes through a close reading of Genesis in translation, from Abraham and Sarah's first appearance on the scene to the death of Jacob. We will consider the text from multiple perspectives with an eye toward understanding the literary, philosophical, and psychological dimensions that continue to amaze and perplex readers to this day.

Requirements/Evaluation: class participation, a series of short writing assignments, and two longer papers

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students who have already taken a course in Biblical literature

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 207 (D2) REL 208 (D2) JWST 208 (D2)

Not offered current academic year

REL 209 (S) Jewish America

Cross-listings: REL 209 JWST 209

Primary Cross-listing

Who and what counts as "Jewish" in America? Does stand-up comedy have a distinctly Jewish pedigree? What about neoconservatism? How is it possible to answer such questions without falling into what David Hollinger has called the "booster-bigot trap"? How is it possible, that is, to avoid answers that uncritically celebrate "Jewish contributions" or perniciously suggest "Jewish influence"? This course will explore the various meanings of Jewishness in American culture as expressed by artists, rabbis, activists, intellectuals, boosters, bigots and others. We will seek to avoid the booster-bigot trap by focusing vigilantly on what is at stake wherever Jewishness is invoked, defined or ascribed. We will draw methodological support from scholars like Hollinger, Jonathan Freedman, Laura Levitt, Yuri Slezkine, Shaul Magid, Andrea Most and others. Particular attention will be given to the appearance of Jewish themes and involvement in popular culture and political action, as well as to Jewish American communal institutions, the everyday lives of Jewish Americans, and Jewish variations on American religion. Coursework will involve some historical, sociological and ethnographic readings, but will focus primarily on close analysis of films, literary fiction, stand-up comedy, political magazines, theological texts, and television shows. We may, for instance, watch films like The Jazz Singer (1927 and 1980), Exodus and Annie Hall; read John Updike's Bech: A Book, Philip Roth's Operation Shylock or Cynthia Ozick's The Puttermesser Papers; listen to the comedy of Mort Sahl, Lenny Bruce and Sarah Silverman; read from Henry Ford's Dearborn Independent, the Menorah Journal or Commentary; study works by Rabbis Stephen Wise, Abraham Joshua Heschel and Meir Kahane; and watch episodes of Bridget Loves Bernie, Northern Exposure and Curb Your Enthusiasm. We will also study arguments about the role and meaning of Jewishness in American secularization, "therapeutic culture," the civil rights movement, the sexual revolution, and feminism.

Requirements/Evaluation: class participation, two short papers, a midterm take-home exam, and a final paper interpreting an example of Jewishness in America chosen by the student

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Religion majors, Jewish Studies concentrators, and students who are interested in either of these options

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 209 (D2) JWST 209 (D2)

Spring 2021

SEM Section: R1 MR 3:15 pm - 4:30 pm Jeffrey I. Israel

REL 210 (S) Distant Encounters: East Meets West in the Art of the European Middle Ages (WS)

Cross-listings: ARTH 212 REL 210 ARAB 212
In this tutorial, students will investigate the rich artistic consequences -- in architecture, manuscript illumination, mosaic, sculpture, panel painting, fresco, metalwork, and other minor arts -- of European contact with the Eastern Mediterranean between approximately 300 and 1450 CE. From the beginnings of Christianity, pilgrims from Europe made the long journey to sacred sites in the Holy Land (extending across parts of present-day Egypt, Israel, Syria, and Turkey). When these sites became less accessible with the spread of Islam in the seventh century, Europeans sought to recreate the sites at home. Later, from 1095 onward, Christian Europeans attempted to reclaim and hold the Holy Land from non-Christians by force, through an ill-fated series of five major and several lesser “crusades.” Over the centuries, before, during, and after the Crusades, exposure to the peoples, ideas, and cultures of the Eastern Mediterranean also came through trade and through the travel and settlement of non-Europeans in Europe itself, particularly in Spain, Sicily, and Venice. Together, through open discussion, we will explore artistic production within each of these different cross-cultural contexts of East-West encounter. In the process, we will reflect on how art could function as a conduit for the exchange of ideas in the Middle Ages, and how it could be used both to negotiate and to intensify cultural difference.

Requirements/Evaluation: participation in discussion; five 5-7-page tutorial papers (one of which will be revised as a final writing assignment); five 1-2-page response papers

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: First- and second-year students, but open to all

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ARTH 212 (D1) REL 210 (D1) ARAB 212 (D1)

Writing Skills Notes: In this tutorial, students will develop skills of critical reading and focus on how to craft clear and persuasive arguments of their own. To help them achieve these goals, they will receive timely comments on their written work, especially the five 5-7-page papers they will submit, with suggestions for improvement.

Not offered current academic year

REL 211 Christians versus Pagans: Ancient Egypt

This course explores the religious terrain of ancient Egypt in the Greek and Roman periods. Focused mostly on the rise of Christianity, this course asks big questions about what changes and what stays the same when major religious movements emerge in a place. What parts of Christianity were new to Egypt and were premised upon a rejection and displacement of Egyptian religious practices and beliefs? What parts of Egyptian religious life, rather than being replaced or transformed by Christianity, were adopted into Christianity? And what parts of Egyptian religious practice resisted Christianity? And how and where did it resist?

Requirements/Evaluation: 1-2 page weekly papers, final paper, participation

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: Religion Majors

Expected Class Size: 12

Grading:

Distributions: (D2)

Not offered current academic year

REL 213 (S) Patrons, Rituals, and Living Images in Japanese Buddhism

Cross-listings: ASST 205 REL 213 ARTH 205

Secondary Cross-listing

This course introduces students to Buddhist art and architecture in Japan from its introduction in the sixth century through the present. We focus on the ways different communities--the imperial court, immigrant artists, monks, women, and commoners--employed and venerated Buddhist images for
political legitimacy, personal salvation, and worldly benefit. This course also examines how Japanese Buddhist imagery became aestheticized in the early twentieth century and appropriated later in modern and contemporary visual cultures. Some of the topics to be discussed include the reception of continental styles of Buddhist bronze sculpture, the relationship between mandalas and rituals, the role of women in developing Buddhist embroideries, and the Western reappraisal of Zen arts. Students will develop familiarity with the concepts and ideas underlying the production of Buddhist images and will gain foundational skills in analyzing the visual, material, and iconographic qualities of Japanese Buddhist art. For the final project, students will design a digital exhibition focused around one of the topics of the course.

Requirements/Evaluation: Class participation, 4 reading and object response papers (2-3 pages), and digital exhibition project (8-10-page proposal written in stages over the semester including a 10-minute presentation)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: First- and second-year students, but open to all

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 205 (D1) REL 213 (D2) ARTH 205 (D1)

Spring 2021

LEC Section: H1 WF 1:30 pm - 2:45 pm Carolyn J. Wargula

REL 214 (F) Religion and the State

Cross listings: REL 214 PSCI 271

Primary Cross-listing

The First Amendment of the U.S. Constitution begins: “Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof.” What does “religion” mean in this formulation? Should “religion” be singled-out for exclusion from government? Are “religious” reasons ever legitimate reasons for laws, policies or popular political action? Should “religious” organizations be exempt from otherwise generally applicable laws? Is “religion” good or necessary for democratic societies? In this course we will respond to these and related questions through an investigation of “religion” as a concept in political theory. Particular attention will be given to the modern liberal tradition and its critics. Coverage will range from modern classics to innovative contemporary arguments. Classics may include John Locke’s A Letter Concerning Toleration, selections from Jean-Jacques Rousseau’s The Social Contract, James Madison’s Memorial and Remonstrance Against Religious Assessments, Immanuel Kant’s Religion Within the Boundaries of Mere Reason, John Stewart Mill’s Three Essays On Religion, and John Dewey’s A Common Faith. More recent arguments may come from John Rawls, Alasdair MacIntyre, Nicholas Wolterstorff, Martha Nussbaum, Jeffrey Stout, Winnifred Sullivan, Brian Leiter and Andrew Koppelman.

Requirements/Evaluation: class participation, two short papers, a midterm take-home exam, and a final take-home exam

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Religion majors, those interested in being Religion majors, and Political Science majors concentrating on Political Theory

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 214 (D2) PSCI 271 (D2)

Not offered current academic year


Cross listings: CLAS 215 REL 215

Primary Cross-listing
In this course, students will be introduced to the New Testament through an exploration of how the New Testament became--and continues to be--produced as a book. We will start by examining the letters of Paul--its earliest texts--in terms of the habits and traditions of ancient letter-writing. We will similarly place the other texts of the New Testament in the context of Greek, Roman, and Jewish literary traditions and conventions. As the semester moves forward, we will examine how the New Testament itself became a material object--a book--and how its changing material status shaped its meaning and functioning. We will see the New Testament transform from a library of separate scrolls and/or codices (a library which was occasionally bound together into a single codex), to a luxury object in the Middle Ages, to a cheap printed object in the wake of the printing revolution of the 19th century, to its modern life as both a highly marketed object and a searchable digital thing in online spaces and mobile apps.

Requirements/Evaluation: active participation and preparation, papers
Prerequisites: none
Enrollment Limit: none
Enrollment Preferences: Religion Majors, Then Classics Majors
Expected Class Size: 25
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
CLAS 215 (D2) REL 215 (D2)
Not offered current academic year

REL 216 (S) Greek Art and the Gods

Cross-listings: ARTH 238 REL 216 CLAS 248

Secondary Cross-listing

In the Iliad, when the god Apollo is visualized, it is as a man, angry in his heart, coming down from the peaks of Olympos, bow and quiver on his shoulders, the arrows clanging as the god moves, “like the coming of night,” to bring dogs, horses, and men to their deaths. By the end of the Classical period, one statue of the archer god depicted him as a boy teasing a lizard. In this course, we will examine the development of the images the Greek gods and goddesses, from their superhuman engagement in the heroic world of epic, to their sometimes sublime artistic presence, complex religious function, and transformation into metaphors in aesthetic and philosophical thought. The course will cover the basic stylistic, iconographical, narrative, and ritual aspects of the gods and goddesses in ancient Greek culture. The course will address in detail influential artistic monuments, literary forms, and social phenomena, including the sculptures of Olympia and the Parthenon; divine corporeality in poetry; the theology of mortal-immortal relations; the cultural functions of visual representations of gods, and the continued interest in the gods long after the end of antiquity. Readings assignments will include selections from Homer, Hesiod, Sappho, Aischylos, Euripides, Plato, Walter Burkert, Jean-Pierre Vernant, Nikolaus Himmelmann, Erika Simon, and Friedrich Nietzsche.

Class Format: discussion
Requirements/Evaluation: short writing assignments, midterm exam, final exam, final paper
Prerequisites: none
Enrollment Limit: 40
Enrollment Preferences: preference will be given to pre-registered Art-History majors needing to fulfill the pre-1800 requirement; otherwise, the course is open to any interested student
Expected Class Size: 30
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
ARTH 238 (D1) REL 216 (D1) CLAS 248 (D1)
Not offered current academic year

REL 217 (F) Religion and American Politics

Cross-listings: REL 217 HIST 257
This course examines the intersection of religion and American politics, from the colonial era to the present. It focuses especially on electoral politics and social movements, exploring the role of religion in conflicts over racial equality, capitalism, gender and sexuality, and church-state relations.

Students will tackle questions with both historical and present-day relevance, such as: Was America founded as a Christian nation? Has religion been a source of revolutionary change, or a mere 'opiate of the masses'? How have religious ethics shaped the politics of race, gender, and class? How has growing religious diversity affected civic unity? What role should religion play in American political life? The course will cover such topics as the religious views of the 'Founders;' debates over slavery; spiritualism & women's rights; state treatment of religious minorities; the Scopes Trial and scientific modernity; the Social Gospel and modern capitalism; the New Left and the Moral Majority; and late 20th-century religious battles over war, civil rights, feminism, and democracy itself.

Requirements/Evaluation: class participation; six informal response papers (300-400 words); two unit papers (4-6 pages); final paper (8-10 pages)

Prerequisites: none

Enrollment Limit: 20

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 217 (D2) HIST 257 (D2)

Not offered current academic year

REL 218 (F) Foundations of China

Cross-listings: HIST 214 CHIN 214 ANTH 212 GBST 212 REL 218

Secondary Cross-listing

This course examines the foundational period of Chinese civilization, from the earliest evidence of human activity in the geographical region we now call China, through the end of the Han dynasty in the early third-century CE. This is the period that saw the creation and spread of the Chinese script (a writing system that would be the dominant one in East Asia for thousands of years), the teachings of Confucius (whose ideas continue to play a role in the lives of billions of people today), the construction of the Great Wall (which is not, as it turns out, visible from space), and the creation of the imperial bureaucratic system (that was, in essence, the progenitor of the modern bureaucratic state). We will proceed chronologically but focus on a set of thematic topics, including language and writing, religion and philosophy, art and architecture, politics and economics, and science and technology. While this course is entitled "Foundations of China," we will take a critical perspective on narratives, both Chinese and Western, that see Chinese history as an unbroken history of a single "civilization."

Requirements/Evaluation: short writing assignments (approximately 750 words each), quizzes, a mid-term, and a final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: Chinese majors, History majors, Religion majors, and Anthropology majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 214 (D1) CHIN 214 (D1) ANTH 212 (D2) GBST 212 (D1) REL 218 (D1)

Not offered current academic year

REL 219 (S) Judaism Under Ancient Greek and Roman Imperialisms

Cross-listings: CLAS 219 REL 219 JWST 219

Primary Cross-listing

How did ancient Greek and Roman empires shape the beginnings of Judaism? In this course, we will examine how Greek and Roman imperial systems of identity, ethnicity, law, religion, and knowledge affected Judaism as a religious and cultural system. We will pay particular attention to the ways that Jews/Judaeans responded to these imperial pressures, especially as those responses articulated "hybrid" versions of Judaism that were
informed both by resistance to imperial centers as well as the sheer hegemony of those cultural systems. The course thus uses (and introduces students to) postcolonial theory to study the history of Judaism under Greek and Roman empires. Readings for this course will include a wide array of ancient Jewish works, such as the books of Maccabees, Flavius Josephus, Philo of Alexandria, the Dead Sea Scrolls, and the Mishnah. The course will also include select readings from early Christian texts and postcolonial theory.

Requirements/Evaluation: active participation and preparation, papers
Prerequisites: none
Enrollment Limit: 21
Enrollment Preferences: Religion majors, Jewish Studies concentrators, Classics majors
Expected Class Size: 14
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
CLAS 219 (D2) REL 219 (D2) JWST 219 (D2)
Not offered current academic year

REL 221 (F) Technologies of Religion in the Early Christian World
Cross-listings: CLAS 221 REL 221

Primary Cross-listing
What is the relationship between religion and technology? How do various technologies affect the production and distribution of religious knowledge? Facilitate communication and interaction with the divine? Transform the religious self? In this course, we will look specifically at the uses and effects of technology on religion in the early Christian world. While focused most directly on the influence of technology on the development of early Christianity, the course will also explore the place of technology in coterminous movements: in "pagan" sacrifice, Neoplatonic divination, and Stoic practices of the self. By examining technologies of text production, sacrifice, memory, and the self, the course will shed light on early Christianity and its competing religious and philosophical movements, as well as on the nature of technology's relationship to religion.

Requirements/Evaluation: active preparation and participation, short reading response papers (1 page), and a final exam
Prerequisites: none
Enrollment Limit: none
Enrollment Preferences: none
Expected Class Size: 10-12
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
CLAS 221 (D1) REL 221 (D2)
Not offered current academic year

REL 222 (F) The Jewish Art of Interpretation
Cross-listings: JWST 222 REL 222 COMP 211

Primary Cross-listing
"Turn it and turn it, for everything is in it." This famous rabbinic dictum offers an enigmatic yet comprehensive account of the principles that have defined the Jewish practice of interpretation for over two millennia. The imperative to keep a text, word, image, or concept in constant motion, in order to generate as many meanings and cross-meanings as possible, challenges us to transform the act of interpretation itself into a virtuosic craft or art that can engage the human imagination as diversely and powerfully as the creation of the works being interpreted. At the same time, emphasis on the dynamism between text and interpreter should dispel the notion that only expansive works have expansive meanings. If interpretation itself is an art, then even the shortest text can contain "everything" within it when it participates in that art. This course will engage students in a radical experiment in the art of interpretation. Through a deep encounter with a selection of miniature texts, ranging from ancient rabbinic proverbs and medieval fables to the modern parables and fragments of Franz Kafka, as well as folklore and jokelore from every period in Jewish history up to the present, we will develop an interpretive practice that combines analytic, critical, and creative principles in both written and oral contexts. The goal throughout is to
explore interactively how the making of meaning is an integral part of the human experience.

**Requirements/Evaluation:** class participation, regular short written and oral assignments, and a final project

**Prerequisites:** none

**Enrollment Limit:** 18

**Expected Class Size:** 18

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

JWST 222 (D2) REL 222 (D2) COMP 211 (D2)

Not offered current academic year

**REL 223 (F) Revolt and Revelation in 20th-Century Americas**

**Cross-listings:** AFR 228 AMST 228 REL 223 LATS 228

**Secondary Cross-listing**

Writing in 1971, Dominican priest and Peruvian theologian Gustavo Gutierrez asked “Is the Church fulfilling a purely religious role when by its silence or friendly relationships it lends legitimacy to dictatorial and oppressive government?” Such a question encapsulates the sometimes agonistic and other times deeply intertwined relationships between religious institutions, religious thought, and movements for political transformation in the 20th century Americas. This course examines those forms of “God-talk” broadly termed “liberation theologies” that responded to and challenged social relationships of class, colonization, race, culture, gender, sexuality, (dis)ability, and ecology. These theologies were borne out of and in turn deeply shaped struggles against oppressive regimes and structures in the Americas, and as such we will focus on some specific theological writings--such as those of Gutierrez--and their relationship to distinct social movements and struggles over land, economy, and political power, especially in Brazil, El Salvador, Perú, and the United States of America between 1960-2000.

**Requirements/Evaluation:** participation, short writing exercises, a 5- to 6-page take-home midterm essay, and an 8- to 12-page final review essay

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** majors and concentrators

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 228 (D2) AMST 228 (D2) REL 223 (D2) LATS 228 (D2)

Not offered current academic year

**REL 224 (S) U.S. Latinx Religions**

**Cross-listings:** REL 224 AMST 224 LATS 224

**Secondary Cross-listing**

In this course, we will engage aspects of Latinx religious experiences, practices, and expressions in the United States of America. Given the plurality of Latinx communities and religious lives in the U.S.A., we can only consider select contexts that help us understand the challenges of studying and defining the "religious" and "hybridity" in Latinx contexts. We will survey certain selected religious traditions and practices --such as popular Catholic devotions to Guadalupe, crypto-Judaism, curanderismo, Latinx Muslims, and Santería--by focusing on particular moments of religious expression as elucidated in specific historiographies, ethnographies, art, literature, and film.

**Class Format:** discussion

**Requirements/Evaluation:** class participation, short writing exercises, a 3-page essay, a 5-page essay, and an 8-12-page final review essay/project

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** LATS concentrators and AMST and REL majors
REL 226 (F) Spiritual But Not Religious

Cross-listings: REL 226 ANTH 226

Primary Cross-listing

Today, more than one in five people in the United States identify as "none" when asked about their religious affiliation. Yet that does not mean that religious sentiment or spirituality is on the decline. On the contrary, talk of "spirituality" is more pervasive than ever in popular discourse. Increasingly Americans claim that they are "spiritual but not religious" or that they prefer "individual religion" over "organized religion." This course seeks to understand and investigate this phenomenon. What is the lived experience of being "spiritual but not religious"? What counts as spirituality? Is there a meaningful distinction between spirituality and religion? What does this distinction assume about the nature of organized religion? What is the history that led us to this ideology of individualized spirituality? And what are the social and political implications of this trend? We will explore these questions and study this phenomenon through an engagement with ethnography (the qualitative research method generally described as "participant-observation"). Over the course of the semester, students will be expected to conduct an ethnographic research project within local communities in Williams College and Williamstown. Alongside our central readings on spirituality, we will also be studying some background in the theory and practice of this methodology. Throughout the semester, students will work together on developing the practical skills necessary to conduct an ethnographic project, and will be gradually executing their own individual projects. This will include: designing a feasible project and research question, selecting research sites and interlocutors, taking field-notes and conducting interviews, and finally analyzing data and writing an ethnographic essay.

Requirements/Evaluation: regular reading responses; semester-long research project with frequent small assignments building up to the final product (15- to 20-page paper)

Prerequisites: none

Enrollment Limit: 15

Expected Class Size: 10-15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 226 (D2) ANTH 226 (D2)

Not offered current academic year

REL 228 (F) Zen and the Art of American Literature

Cross-listings: ENGL 239 REL 228 AMST 238

Secondary Cross-listing

Just one hundred years ago, few Americans knew the first thing about Buddhism. But in 2020, who hasn't heard of (or even tried) mindfulness or meditation? Buddhist ideas and practices now seem ubiquitous, available even in the form of smartphone apps like Headspace and Ten Percent Happier. In this class, we'll explore how Buddhism came to be the profoundly important cultural force in American life that it is today. We'll read a variety of Buddhist-influenced literary texts, from the Beat poetry of the 1950s to contemporary novels like Ruth Ozeki's *A Tale for the Time Being*. And we'll range far beyond the world of literature into other cultural domains in which Buddhism has had a deep impact, like environmentalism, psychotherapy, and Western attitudes towards death and dying. We'll also give special attention to the role that Buddhism is playing in the struggle for racial justice (from bell hooks to Black Lives Matter). And we'll engage in an experiential investigation of the benefits of incorporating contemplative practices like mindfulness into higher education: students will learn a variety of meditation techniques, and we'll spend time each week practicing and reflecting upon those practices. Students will be expected to maintain a daily meditation practice outside of class (10-15 minutes a day), with the help of one of those newfangled meditation apps no less! No prior experience with meditation is necessary. Just an open mind. (For detailed information about the format of this hybrid course, please visit: www.tinyurl.com/Engl239info)
**Class Format:** This is a hybrid course. The class will be divided into small discussion groups of 6-7 students (two of the groups will be in-person; one of them remote). In a typical week, the whole class will meet together once on Zoom for 45-60 minutes and each discussion group will meet once for 60 minutes (either in-person or remote). For more info about the class format, please visit: www.tinyurl.com/Engl239info (students who are interested in this course should visit this URL).

**Requirements/Evaluation:** Regular attendance will be strictly required; weekly Glow posts; and a final critical or creative project (like an 8-10 page essay, podcast episode, or zine).

**Prerequisites:** none

**Enrollment Limit:** 21

**Enrollment Preferences:** preference will go to juniors and seniors; students who pre-register should email brhie@williams.edu an explanation of why they want to take this course, which will be used to decide enrollment. The class For more info: www.tinyurl.com/Engl239info

**Expected Class Size:** 21

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 239 (D1) REL 228 (D2) AMST 238 (D2)

Fall 2020

SEM Section: H1 MWF 8:15 am - 9:30 am WF 1:30 pm - 2:45 pm  Bernard J. Rhie

**REL 232 (S) Buddhist Economics**

**Cross-listings:** REL 232 ASST 232

**Primary Cross-listing**

Or, "From 'Shark Tank' to 'Monk Cave': Business and Socially Engaged Buddhism". Television shows like Shark Tank, featuring a panel of potential investors who consider propositions from aspiring entrepreneurs, evinces that popular culture values only the making of profit. In such a capitalistic world, who are the "winners" and "losers"? What impact does a business/product have beyond its intended consumer benefits? What is the Buddhist response to business and commerce and its overall effects on individuals, society, and ecology? This course will challenge students to research, analyze, and devise resolutions for real world issues, by having students employ Buddhist solutions informed by concepts such as compassion, interconnectedness, and Socially Engaged Buddhism. Students will scrutinize the related concept of "structural violence". We will look at examples from Bhutan's "Gross Domestic Happiness", Thailand's "Sufficiency Economy", China's state-led religious charities under the name of "Humanistic Buddhism", as well as the ordination of trees. This course hopes to prepare students to be critical, rather than merely passive, world citizens, especially in the realm of business, and to be more conscious and aware of their everyday life choices and its impact on every aspect of society.

**Requirements/Evaluation:** attendance and active participation 20%; experiential exercises 25% (i.e., critical reflection that incorporates class readings with personal experience of the various experiential exercises conducted throughout the term: mainly, a 30-day social-media cleanse, and meditation sessions); Mid-term exam (in-class: identification terms and short essay) 25%; Final project and presentation 30% (the final grade includes initial consultation with the instructor regarding topic selection, annotated bibliography, project outline, final presentation, and final written report)

**Prerequisites:** none

**Enrollment Limit:** 8

**Enrollment Preferences:** Religious Studies majors and Asian Studies majors

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 232 (D2) ASST 232 (D2)

Spring 2021

SEM Section: R1 TR 9:45 am - 11:00 am  Susanne Ryuyin Kerekes
REL 233  (S)  Islam and the West: A Clash of Civilizations?

"This idea that all religions share the same values is bulls**t and we need to call it bulls**t," the popular political commentator and critic Bill Maher has said on multiple occasions. "If you are in this religion [Islam], you probably do have values that are at odds [with American values]. This is what liberals don't want to recognize." Maher has acquired a reputation for making strong statements like this about the need for Americans (and liberals in particular) to stand up for their secular liberal values, which are in conflict with and superior to the values of Islam. Maher's comments are only one recent manifestation of a long line of pundits making such claims. This is best exemplified by Samuel Huntington's "Clash of Civilizations" thesis, which famously predicted that there would inevitably be a violent clash between the Islamic and Western Civilizations. This course investigates such ideas about the inherent conflict between Islam and the West. How should we understand the nature of Islamic and Western civilizations and the relation between them? What is the history of this relationship? What has given rise to these standard representations of Islam and Muslims? What are the political stakes and consequences of these representations? How should we understand the phenomenon of "Islamophobia"? We will explore these questions through an in-depth and critical investigation into the history of Euro-American nationalism and colonialism, the concepts of "civilizations" and "religions", the history of modern Islam, and the nature of Orientalism and secularism.

Requirements/Evaluation:  regular reading responses, 5- to 6-page midterm essay, group social-media project (research-based, creating a video essay), final 7- to 8-page essay

Prerequisites: none

Enrollment Limit: 25

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Not offered current academic year

REL 234  (F)  What is Islam?  (DPE)

Cross-listings:  ARAB 234  REL 234  GBST 234  HIST 208

Primary Cross-listing

This course introduces students to Islam as a varied and contested historical tradition. The course will trace the historical development of Islam, focusing on religious and intellectual thought, political developments, and the practices and lived lives of Muslims. We will begin with situating the rise of Islam within the context of late antiquity, followed by an examination of the life of Muhammad, and the rise of Muslim empires. These developments will form the framework through which we investigate the theological, philosophical, legal, mystical, and literary writings of Muslims from the classical to the early modern periods of Islamic history. The main aim of the course is to develop a framework for understanding the historical developments through which Muslims have constructed ideas about normativity, authority, and orthodoxy in debates around Islam. Sources will include pre-modern historical and religious texts (in translation).

Requirements/Evaluation:  reading responses, two essays, final exam

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences:  Religion majors (or those considering Religion as a major), then Arabic Studies and History majors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 234 (D2) REL 234 (D2) GBST 234 (D2) HIST 208 (D2)

Difference, Power, and Equity Notes: This course looks role of power, in particular imperial and colonial power in the construction of religion. To that end, the course will explore how the rise of Muslim empires shaped the construction of pre-modern Islam and subsequently the role of European colonialism in shaping the emergence of modern Islam. This course will teach students critical tools in postcolonial theory about the relationship between power and the production of knowledge and the agency of the colonized.

Not offered current academic year

REL 235  (S)  The Garden in the Ancient World
Cross-listings: COMP 235  REL 235  ENVI 232  CLAS 235

Secondary Cross-listing

Drawing on the literature, art, and archaeology of ancient gardens and on real gardens of the present day, this course examines the very nature and experience of the garden and the act of gardening. Using a multi-disciplinary approach, we will explore the garden as a paradise; as a locus for philosophical discussion and religious encounter; as a site of labor, conquest, and resistance; and as a place for solace, inspiration, and desire. This course will be grounded in crucial readings from antiquity, such as the Hebrew Bible, Homer, Sappho, Cicero, Lucretius, Vergil, Horace, Columella, and Augustine, and in the perspectives of more modern writers, from Jane Austen and Tom Stoppard to contemporary cultural historian George McKay. Ultimately, our goal is to analyze conceptions and expressions of beauty, power, and love—in the garden. All readings are in translation.

Requirements/Evaluation: class participation, short written assignments, and a final project
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: Classics majors
Expected Class Size: 15
Grading: no pass/fail option, yes fifth course option
Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
COMP 235 (D1) REL 235 (D2) ENVI 232 (D1) CLAS 235 (D1)

Not offered current academic year

REL 236 (S) Reading the Qur'an

Cross-listings: ARAB 236  REL 236  COMP 213  GBST 236

Primary Cross-listing

In the nearly 1500 years of Islamic history, the Qur'an has been a central source of spiritual insight, ethical and legal guidance, sacred stories, and theological principles. Considered the divine word of God, the Qur'an is central to devotional life. This course will explore the Qur'an as a text that is always in a state of production. We will focus significantly on close readings of the text of the Qur'an, in addition to pre-modern and modern Qur'anic exegesis. The course will begin with a historical account of the revelation and collection of the Qur'an, placing the form and content of the text in the context of 7th century Arab society and the life of the Prophet. We will then study Qur'anic commentaries to discuss how Muslims have drawn theological, legal, philosophical, and mystical meaning from the Qur'an. We will pose some of the following questions: What do the different exegetical methods tell us about the intertextual nature of the Qur'an? How have these shifting notions affected the meaning made from Qur'anic verses and passages? What role do interpretive communities play in determining what the Qur'an says? Lastly, through an exploration of the art of Qur'an recitation, calligraphy, and Qur'an manuscripts, we will explore the ways in which the Qur'an is also an object of devotion in Muslim life.

Requirements/Evaluation: class participation, weekly reading responses, 3- to 4-page midterm paper, and a final project with a media component and a 4- to 6-page analytical essay
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Religion and Arabic Studies majors
Expected Class Size: 19
Grading: no pass/fail option, yes fifth course option
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
ARAB 236 (D2) REL 236 (D2) COMP 213 (D1) GBST 236 (D2)

Spring 2021
SEM Section: R1  MW 10:00 am - 11:15 am  Saadia Yacoob

REL 237 (S) Islam in the United States: From Black Muslims to the War on Terror
Malcolm X is likely the most prominent and influential Muslim figure in the history of the United States. His story represents two fundamental themes in the history of Islam in America: conflict between Muslims over what is "authentic" or "orthodox" Islam; and the ways that American history, politics, and culture determine the contours of "American Islam". This course will explore these two themes through an array of topics in the history of American Islam. In so doing, we will examine the complex relation between religion, politics, and culture in the United States. Beginning with the story of Malcolm X, the Nation of Islam, and other African-American Muslim movements, we will try to understand: What made Islam so appealing to millions of African-Americans throughout the 20th century? And were these genuinely "religious" and "Islamic" movements, or just racial/political "black nationalist" movements in the guise of religion? What counts as legitimately "Islamic", and who gets to decide? We will then move into the latter half of the 20th century and the post-9/11 debates over authentic Islam. What happened to American Muslim communities and organizations after the waves of post-1965 immigration from Muslim countries? How have debates about Muslim identity shifted over time, from being configured in terms of black separatism, to transnational/diasporic identity, to the attempts at articulating an indigenous "American-Muslim" identity? How have national narratives around 9/11 and the "War on Terror" impacted these debates over identity and "true Islam"? And how have these debates intersected with gender, racial, and ethnic politics? Throughout the course, we will be studying historical and anthropological material, autobiographies, novels, documentaries, films, and social media. The course fosters critical thinking about diversity by challenging assumptions of who Muslims are, what being American means, and what Islam is. It also focuses on the complex interaction of different dimensions of diversity, from religion to race, ethnicity, nationality, culture, gender, language, and age.

Requirements/Evaluation: in-class participation and presentations; 3 short essays; final project

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 237 (D2) AMST 237 (D2) AFR 237 (D2)

Spring 2021

SEM Section: R1 MW 11:45 am - 1:00 pm Zaid Adhami

REL 238 (S) Faith and Rationality in Islam: Skepticism and the Quest for Certainty

Religious faith is generally perceived as being diametrically opposed to reason and rationality. Islam in particular is often assumed to be even more dogmatic in its demand for blind unquestioning faith. This course will explore the lively debates among Muslim theologians regarding the complex relationship between faith, rationality, and skepticism. Is faith compatible with reason and rationality? Can the foundations of Islamic belief be proven to be true? Are there limits to what can be known rationally? Are people justified in holding religious beliefs? Does faith require absolute certainty? What room is there for doubt and skepticism in Islam? We will explore these questions through an array of primary and secondary readings in Islamic theology, philosophy, and mysticism from the medieval period.

Requirements/Evaluation: essays and exams

Prerequisites: none

Enrollment Limit: 10

Expected Class Size: 5-10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2021

SEM Section: R1 TR 11:30 am - 12:45 pm Zaid Adhami
REL 239  (F)  The Modern Middle East  (DPE)

Cross-listings:  HIST 207  JWST 217  REL 239  GBST 101  LEAD 207  ARAB 207

Secondary Cross-listing

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

Requirements/Evaluation:  participation, two short papers, quizzes, midterm, and final exam
Prerequisites:  none
Enrollment Limit:  40
Enrollment Preferences:  History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled
Expected Class Size:  30-40
Grading:  yes pass/fail option,  yes fifth course option
Distributions:  (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 207 (D2) JWST 217 (D2) REL 239 (D2) GBST 101 (D2) LEAD 207 (D2) ARAB 207 (D2)

Difference, Power, and Equity Notes:  This course introduces students to the incredible diversity of the Middle East. It will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

Not offered current academic year

REL 241  (S)  History of Sexuality

Cross-listings:  GBST 241  WGSS 239  REL 241  HIST 292

Primary Cross-listing

Is sexuality an immutable aspect of who we are or is it socially constructed? How have people understood sex and sexuality throughout history? Why does religion have any say in the sexual lives of individuals and society? What are sexual transgressions and why are they punished? Is sex a commodity that can be exchanged for money? Is sex political? This course will explore these questions through a historical approach, focusing in particular on the shifting understanding of sex and sexuality across historical time and different geographical regions. In investigating the category of sexuality, this course will push us to consider three key questions: 1) Is sexuality a useful category for historical analysis, 2) how have our assumptions regarding sexuality and sexual ethics taken shape and changed over time and 3) how do social, cultural, political, and economic conditions affect changing meanings of sexuality. Historical studies will be read in conjunction with different theoretical frameworks about sexuality. Reading historical accounts of sexuality alongside theoretical pieces will allow us to consider how historians construct an argument and the influence of theoretical frameworks in shaping scholarship. Some of the theorists we will read in the course include: Michel Foucault, David Halperin, Afsaneh Najmabadi, Valerie Traub, and Carla Freccero.

Requirements/Evaluation:  reading responses, two essays, and final research paper
Prerequisites:  none
Enrollment Limit:  15
Enrollment Preferences:  Religion, History, and Women's, Gender and Sexuality Studies majors
Expected Class Size:  15
Grading:  no pass/fail option,  yes fifth course option
Distributions:  (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
GBST 241 (D2) WGSS 239 (D2) REL 241 (D2) HIST 292 (D2)

Not offered current academic year
REL 242 (S) Women, Gender, and Sexuality in Islam (DPE)

Cross-listings: REL 242 WGSS 242 ARAB 242

Primary Cross-listing

The figure of the Muslim woman is an object of intense scrutiny in Western society. Claims that Muslim women are oppressed and the incompatibility of Islam and feminism abound. This course will consider women and gender roles in the Islamic tradition and how Muslim women have interpreted and negotiated these discourses. We will explore questions of masculinity, femininity, and sexuality across various historical periods as well as through contemporary Muslim feminist scholarship and literature (including film and novels). We will begin with insights into the politics of representing Muslim women, exploring how Muslim women are depicted in popular culture and media and ask the crucial question: do Muslim women need saving? We will then explore: how Muslim women have claimed religious authority through scriptural interpretation; how they have negotiated their position in Islamic law both historically and in contemporary Muslim societies; and the lives of pious women in Sufism—the mystical tradition of Islam. We will conclude with Muslim feminist scholarship and recent works on Islamic masculinities. Throughout the course, emphasis will be placed on the diversity of interpretations in Islam around women, gender, and sexuality and on Muslim women's own articulations about their religious identity and experiences.

Some of the topics covered in this course include: marriage and divorce, slavery, modesty and veiling, and homosexuality.

Requirements/Evaluation: weekly discussion post, midterm essay, and final paper (6-8 pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Religion, Women's, Gender and Sexuality Studies and Arabic majors

Expected Class Size: 14

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 242 (D2) WGSS 242 (D2) ARAB 242 (D2)

Difference, Power, and Equity Notes: This course explores the relationship between gender, authority, and civilizational discourse. To that end, the course will explore: 1) how assumptions about gender shaped the legal and Quranic exegetical tradition and Muslim feminist critiques. 2) The construction of the oppressed Muslim woman in justifying military invasion and nationalistic rhetoric. This course will introduce students to critical tools in decolonial feminism and the relationship between gender and power.

Spring 2021

SEM Section: R1 TR 9:45 am - 11:00 am Saadia Yacoob

REL 243 (F) Islamic Law: Past and Present

Cross-listings: ARAB 243 WGSS 243 REL 243 HIST 302

Primary Cross-listing

From fear of the Shari'a to its implementation in so called "Islamic countries," Islamic law is perhaps best associated with draconian punishments and the oppression of women. Islamic law is ever present in our public discourse today and yet little is known about it. This course is designed to give students a foundation in the substantive teachings of Islamic law. Islamic law stretches back over 1400 years and is grounded in the Quran, the life example of the Prophet Muhammad, and juridical discourse. Teetering between legal and ethical discourse, the Shari'a moves between what we normally consider law as well as ethics and etiquette. The course will explore four key aspects of the law: its historical development, its ethical and legal content, the law in practice, and the transformation of Islamic law through colonialism and into the contemporary. Specific areas we will cover include: ritual piety, family and personal status law, criminal law, and dietary rules.

Requirements/Evaluation: weekly responses, four 2- to 3-page essays

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)
REL 244  (S)  Mind and Persons in Indian Thought

Cross-listings: REL 244  ASST 244

Primary Cross-listing

In this course, we follow the Indian philosophical conversation concerning the self and the nature of consciousness, particularly as they are found in its various Yogic traditions. We start with some of the Hindu views about the self and the mind and consider their ethical implications. We then consider a range of Buddhist critiques of these views, focusing more particularly on the Madhyamaka, which radicalizes the critique of the self into a global anti-realist and skeptical stance. We also examine the Yogacara school, which offers a process view of reality focusing on the analysis of experience. We conclude by considering some of the later Hindu holistic views of the self as responses to the Buddhist critique. In this way we come to realize that far from being the irrational foil of "the West," Indian tradition is a rich resource for thinking through some of the central questions that have challenged philosophers in both traditions.

Class Format: discussion

Requirements/Evaluation: full attendance and participation, three short essays (6 pages each)

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: selection based on the basis of relevant background

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 244 (D2) ASST 244 (D2)

Not offered current academic year

REL 246  (S)  India's Identities: Nation,Community, & Individual  (DPE) (WS)

Cross-listings: ASST 246  REL 246  ANTH 246  WGSS 246

Primary Cross-listing

This tutorial considers India's legacy as a booming Asian democracy that is built upon deep and enduring divisions. Why is India's growing population so often described in terms of multiple identities or fragmenting oppositions—including religion, gender, caste, and class? What are the historic roots and recollections of key moments of structural violence in modern Indian history that produce ongoing social conflict as well as social fluidity? We pay particular attention to key historic moments such as Partition, and key communal riots in Gujarat, Hyderabad, and Delhi as well as regions of India such as Jammu & Kashmir in order to understand the struggle for individual subjectivity and identity within a landscape of stark social hierarchies. We will cover climate emergencies, resource scarcities, and ongoing struggles for power and status across very different parts of India. Our readings include ethnographic, sociological, historical analyses as well as fiction, oral history, and popular media sources that attempt to portray India's diverse and fragmented society.

Class Format: meetings weekly, weekly writing, and discussion

Requirements/Evaluation: weekly writing assignments and tutorial attendance every week

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: majors in Anthropology and Sociology, Religion, Asian Studies, or Women's, Gender & Sexuality Studies

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
**Writing Skills Notes**: Weekly writing, writing chats, intensive feedback on writing grammar, style, argument every week.

**Difference, Power, and Equity Notes**: This course fulfills the Difference, Power, and Equity by theorizing the ways that social power and equity have been and continue to be a source of struggle and division within Indian society. It analyzes the ways that communities have used religion, gender, ethnicity, and caste to struggle for power and status within Indian society.

**Not offered current academic year**

**REL 247  Anti-Muslim Racism: A Global Perspective  (DPE)**

The racialization of Islam and Muslims has been constitutive to how they have been imagined in Europe and elsewhere. This course looks at how difference works and has worked, how identities and power relationships have been grounded in lived experience, and how one might both critically and productively approach questions of difference, power, and equity. It goes back to the founding moments of an imagined white (at the beginning Christian) Europe and how the racialization of Muslim and Jewish bodies was central to this project, and how anti-Muslim racism continues to be relevant in our world today. The course will not only show how Muslims were constructed as subjects in history, politics and society from the very beginning of the making of Europe and the Americas to the end of the Cold War to the post-9/11 era. Rather, it also looks at how Muslims live through Islamophobia. It looks at processes of racialization of Muslims within the Muslim community and between Muslim communities, while also considering which agencies Muslims take to determine their own future. The course draws from anthropology, gender studies, history, political science, religious studies, postcolonial studies, decolonial studies, and sociology.

**Requirements/Evaluation**: Active class participation, two response papers, and a comprehensive, open-book and open-note final exam.

**Prerequisites**: none

**Enrollment Limit**: 25

**Enrollment Preferences**: Global Studies concentrators and Religion majors

**Expected Class Size**: 20

**Grading**:

**Unit Notes**: Also qualifies for the GBST Urbanizing World track

**Distributions**: (D2) (DPE)

**Difference, Power, and Equity Notes**: The course critically examines difference, power, and equity. Thematically, it looks at the racialization of Islam and the intersection of race, religion, class and gender in the construction of the 'Muslim problem' from a historical as well as a global contemporary perspective. It aims to promote a self-conscious and critical engagement with the practice and experience of difference, especially as it relates to the dynamics of power in structuring that experience.

**Not offered current academic year**

**REL 249  (F)  Anti-Semitism  (DPE)**

**Cross-listings**: JWST 249  REL 249

**Primary Cross-listing**

This course will investigate intellectual traditions, political movements, and cultural objects that portray Jews, Jewishness, or Judaism as essentially pernicious. We will analyze materials from a variety of times and places, including the ancient world, the medieval period, and the present day. We will assess the impact of anti-Semitism on the lives of Jews and non-Jews. But we will also read theoretical approaches to the study of anti-Semitism that raise key questions for our investigation. Where does the term "anti-Semitism" come from and how exactly should it be defined? Is anti-Semitism a continuous phenomenon that connects every claim of Jewish perniciousness, wherever it is alleged, for over two thousand years of human history? Or should every context be treated as fundamentally distinct, so that the claim of Jewish perniciousness is presumed to have a distinct meaning, origin, and purpose in each case? What motivates charges of Jewish perniciousness? What are the particular threats typically alleged to be posed by Jews, Jewishness, and Judaism? How do constructions of Jewish perniciousness fit with constructions of race, gender, ethnicity, religion, class, sexuality, and nationality in different times and places?

**Requirements/Evaluation**: three short papers (4-5 pages), one longer final paper (6-8 pages)

**Prerequisites**: none

**Enrollment Limit**: 30

**Enrollment Preferences**: Jewish Studies concentrators, Religion majors, and students who have taken JWST 203

**Expected Class Size**: 18
Difference, Power, and Equity Notes: This course will introduce students to discursive, institutional, and social structures that have organized the stigmatization, domination, and persecution of Jews in various geographic locations for over two thousand years. An understanding of these structures is crucial to understanding contemporary dynamics of difference and power. Students will also learn how anti-Semitism intersects with constructions of race, gender, class, religion, ethnicity, and nation.

Not offered current academic year

REL 250  (F)  Scholars, Saints and Immortals: Virtue Ethics in East Asia

Cross-listings:  REL 250  ASST 250

Primary Cross-listing

In East Asian cultures, as in the United States, popular conceptions of morality typically take their shape, not from explicit rules, but from moral paragons—stylized figures that are said to embody a distinctive cluster of virtues. For example, American Christians invoke not only Jesus, but also a pantheon of "secular saints" as diverse as Martin Luther King Jr. and General Patton, George Washington and Cesar Chavez. This course will explore the cultural functions of moral paragons and philosophies of virtue in East Asia by introducing students to examples from Chinese and Japanese history, ranging from Confucian articulations of the ideal scholar-bureaucrat to Buddhist conceptions of the Bodhisattva to Taoist immortals. It will also address the history of ethical thought in East Asia, focusing particular attention on conceptions of "Virtue Ethics." This approach has come to be seen by some contemporary analytic philosophers as a way out of the impasse produced by ethical relativism and the loss of theological rationales for moral action. Readings will include Euro-American philosophers such as Nietzsche and MacIntyre as well as primary texts in translation by Chuang-tzu, Confucius, Shantideva and others.

Class Format: discussion

Requirements/Evaluation: active participation, short writing assignments, midterm, and a self-scheduled final exam

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Religious Studies and Asian Studies majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 250 (D2) ASST 250 (D2)

Not offered current academic year

REL 253  (S)  Spiritual Crossroads: Religious Life in Southeast Asia

Cross-listings:  ANTH 233  ASST 233  REL 253

Secondary Cross-listing

No region of the world presents a richer tapestry of religious beliefs, practices, and institutions than Southeast Asia. Buddhism, Hinduism, Christianity and Islam are all to be found and all of them interpenetrate and contend with each other and with a deep undergirding of animism, shamanism, and mystical folk belief systems. This course will survey these religious traditions through time and space, looking in particular at the growing tension between religion and the state as fundamentalism and religious militancy have spread into the region in recent times. All of Southeast Asia will be covered, but particular attention will be devoted to Indonesia, where religious blending and the growth of new fundamentalism are both especially marked.

Requirements/Evaluation: midterm, short essays, term paper

Prerequisites: none; open to non-majors

Enrollment Limit: 19

Expected Class Size: 15
REL 254 (S) The Theory and Practice of Meditation in the Modern World
This course invites students to examine theoretically and experientially meditation. Throughout the course, we examine meditations belonging to various Buddhist traditions through our own practice. We study some of the manuals where these meditations are taught and connect these practices to some of the more important ideas of the tradition. In studying and practicing meditation, we follow a gradual approach, starting from the most basic practices to more advanced ones. We also connect the practices and ideas we consider with modern scientific approaches, examining practices such as mindfulness therapy and the practice of positive emotions from a psychological perspective. In the process, we re-contextualize Buddhist ideas by connecting them with modern approaches, particularly those inspired by biology, psychology and ecology. Throughout the course, students will keep a daily practice of meditation and record their experiences in a journal so as to be able to come to an informed understanding combining a theoretical grasp of the issues raised by meditation and their own personal appreciation.

Class Format: mixture of lecture, discussion, and practice of meditation
Requirements/Evaluation: full attendance and participation, regular practice of meditation, two middle-length essays, and a meditation journal
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: Religion majors, students who have taken REL 288
Expected Class Size: 18
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

Spring 2021
LEC Section: R1 MWF 8:15 am - 9:30 am Georges B. Dreyfus

REL 255 (S) Buddhism: Ideas and Practices
Cross-listings: ANTH 255 REL 255 ASST 255
Primary Cross-listing
This course introduces students to Buddhism by examining its ideas and practices as they have taken place in actual social contexts rather than as disembodied textual objects. After examining the main ideas and narratives of the tradition, we turn our attention to Thailand where we examine how these ideas and narratives have shaped a whole range of practices, from meditation to shamanistic rituals. We then consider the transformations that Buddhism is undergoing in contemporary society, examining the rise of meditation movement, the changing role of monks and laity, the resurgence of the nun order, the rise of Buddhist social activism and the development of new Buddhist social philosophies. We ask questions such as: How can Buddhism adapt to a modern global consumerist society? What are the transformations involved in this process and the role that Buddhism can play in such a global society? Should Buddhists take advantage of the opportunities of this new global culture or should they adopt a critical stance toward its consumerist values?
Class Format: discussion
Requirements/Evaluation: full attendance and active participation; two essays
Prerequisites: none
Enrollment Limit: 25
Expected Class Size: 25
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
REL 256  (F)  Buddhism, Sex, & Gender: #MeToo Then and Now  (DPE)

Cross-listings:  ANTH 256  WGSS 256  REL 256  ASST 256

Primary Cross-listing

This course considers the feminist voices that have been part and parcel of Buddhist practices, texts, and institutions for most of its 2500-year history. We will conduct a historical genealogy of Buddhist voices that illustrate the fluid and disruptive role of sex, gender, caste, and class in relation to individual behavior and social relations. How did the Buddha's inner revolution produce a set of practices that both reject and reinforce existing binaries and social hierarchies of sex and gender, and with what effects? We will trace a feminist voice that decries harassment, assault, and systemic sexism within Buddhist communities from the first female disciples (Therī) of the Buddha to the current #MeToo era of embattled toxic masculinity. Along the way, we explore a literary canon that contains misogyny and 'she devils' alongside a rich tapestry of female divinities, transgender fluidity, and female liberation. We pursue and intersectional analysis of Buddhist traditions and texts by considering the multiple forms of social hierarchy--gender, sexuality, race, and class--that Buddhism has attempted to transcend. We begin by considering three women in the Buddha's life—his mother (Māya), his stepmother/aunt (Gotami), and his wife (Yashodhara)—as well as the tales of the first enlightened Buddhist women whose topics include prostitution, patriarchy, sexism, and pathetic husbands, as well as their own decaying bodies and beauty. Our next theme is the myriad ways that gender is both produced and deconstructed in Buddhist discourses on enlightenment and the human body. Our final theme considers a range of monastic memoirs, including a Buddhist black nun who left Harvard to take ordination in Thailand, and a Dutchman who studied Zen Japan. We close by examining the current debates in the U.S. and Asia that seek to combat systemic racism, sexism, and casteism in Buddhist traditions.

Requirements/Evaluation:  class discussion, reading responses (3-4 pages), writing chat, final research paper (12 pages)

Prerequisites:  none

Enrollment Limit:  19

Enrollment Preferences:  Anthropology, Religion, Asian Studies, Women's, Gender and Sexuality majors

Expected Class Size:  15

Grading:  no pass/fail option,  yes fifth course option

Distributions:  (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ANTH 256 (D2) WGSS 256 (D2) REL 256 (D2) ASST 256 (D2)

Difference, Power, and Equity Notes:  The course fulfills DPE because it seeks to theorize the role of difference (gender, sex, class, and race) and intersectionality within Buddhist texts, practices, and institutions. It considers how Buddhist practices and institutions both deconstruct and reproduce social inequality.

Not offered current academic year

REL 257  (S)  Tibetan Buddhism: Embodying Wisdom and Compassion

We begin by considering the basic ideas and practices of Tibetan Buddhist traditions and the ways in which the ideals of wisdom and compassion have shaped Tibetan culture. We then proceed to examine particular aspects of the tradition such as the role of the teacher or lama and their various manifestations, from the exotic figure of the tantric guru to that of the Dalai Lama, a charismatic world teacher engaged in both religious and political affairs. We also examine a wide range of lay and monastic practices, from the life of large monasteries and their unique culture to the practices of nuns and lay people. Throughout this course, we consider not just the variety of exotic practice forms but also the esoteric tantric tradition that pervades Tibetan life. We examine the various meditative practices that revolve around this profound and often misunderstood tradition. In doing so, we do not consider tantra as just a set of strange practices sometimes revolving around sex and violence. Rather we examine how it manifests a philosophy of embodiment that has profound implications for thinking about who we are as human beings.

Class Format:  discussion

Requirements/Evaluation:  full attendance and participation, two essays

Prerequisites:  none

Enrollment Limit:  25

Expected Class Size:  25

Grading:  yes pass/fail option,  yes fifth course option
REL 258 (F) American Conservatism

Cross-listings: HIST 378 REL 258

Secondary Cross-listing

This course traces the history of modern conservatism in the United States, from the early 20th century to the present. Students will examine the key ideas, leaders, and social movements that fueled and defined the rise of the modern right, broadly construed. In the process, they will go beyond electoral politics, exploring the relationship between conservatism and American life more broadly - especially in the realms of race relations, gender and sexuality, religion, and capitalism. Students will be asked to think historically, considering how the right rose from obscurity to political ascendance over the course of the 20th century. And they will be asked to engage theoretically, considering what (if anything) has defined conservatism in principle and in practice. In the process, they will examine such topics as Christian fundamentalism; anti-New Deal organizing; Cold War nationalism; the GOP’s ‘Southern Strategy’; law and order politics; anti-feminism and the culture wars; neoliberal economics; and neoconservative foreign policy.

Class Format: This course will be hybrid -- accessible to both on-campus and fully remote students. It is designed as a seminar, in which course meetings will revolve around synchronous discussion. Remote learners will be expected to digitally attend and participate in those meetings through Zoom (or a similar program).

Requirements/Evaluation: Participation in group discussion; five response papers (300-400 words); two essays (4-6 pp); final research paper (8-10 pp).

Prerequisites: None, open to all students.

Enrollment Limit: 15

Enrollment Preferences: History and Religion majors.

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 378 (D2) REL 258 (D2)

Fall 2020

SEM Section: H1 MR 3:15 pm - 4:30 pm Casey D. Bohlen

REL 259 (S) Ethics of Jewish American Fiction

Cross-listings: ENGL 259 JWST 259 REL 259

Primary Cross-listing

After the Second World War, Jewish American writers who wrote about Jewish characters and Jewish themes were increasingly celebrated as central figures in American fiction. Isaac Bashevis Singer, Bernard Malamud, Saul Bellow, Cynthia Ozick and Philip Roth are among those who gained prominence in this period. These writers were literary innovators and often addressed broad humanistic themes. But they also struggled with profound questions that arose in the postwar period about Jewishness, the legacy of the Holocaust, and what it means to be an American. In this course we will read the above authors and others. We will focus, in particular, on the distinctive ethical and political ideas, emotions, and aspirations that animate their work. The course will begin with a study of theoretical approaches that will provide the basis for our ethical criticism: we will read, for instance, Lionel Trilling, Wayne Booth, Martha Nussbaum, and Noël Carroll. Then we will delve into the fiction, following a trail that begins in the postwar period and continues in fictions by Erica Jong, Rebecca Goldstein, Michael Chabon, Gary Shteyngart, and others. Can we find a distinctive Jewish American ethics in Jewish American fiction?

Requirements/Evaluation: class participation, one take-home exam on theoretical approaches to ethical criticism; four short essays

Prerequisites: none

Enrollment Limit: 19
Enrollment Preferences: Religion majors, Jewish Studies concentrators, and English majors

Expected Class Size: 18

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 259 (D1) JWST 259 (D2) REL 259 (D2)

Not offered current academic year

REL 261 (F) Rastafari: Dread, Politics, Agency

Cross-listings: REL 261 AFR 299 PSCI 233

Secondary Cross-listing

The emergence of Rastafari in the twentieth century marked a distinct phase in the theory and practice of political agency. From its heretical roots in Jamaica, Garveyism, Ethiopianism, and Pan-Africanism, Rastafari has evolved from a Caribbean theological movement to an international political actor. This course investigates the political theory of Rastafari in order to develop intellectual resources for theorizing the concept of agency in contemporary Africana thought and political theory. We will analyze texts and audio-visual works on the political economy of late colonial Jamaica, core Rastafari thinking, political theology, the role of reggae music, the notion of agency, and the influence of Rastafari on global politics.

Requirements/Evaluation: attendance and participation, weekly reading e-response papers, two short essays, and a 12- to 15- page final paper

Prerequisites: none; open to all

Enrollment Limit: 15

Enrollment Preferences: Africana Studies concentrators and majors in Political Science and Religion

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 261 (D2) AFR 299 (D2) PSCI 233 (D2)

Not offered current academic year

REL 262 (F) Time and Blackness

Cross-listings: AFR 208 REL 262 AMST 208

Secondary Cross-listing

The concept of time is one of the most examined, yet least theorized, concepts in Africana Studies. While the field is saturated with historical studies and literary analyses that take up issues of cultural memory, both of which involve thinking about time, time itself is rarely the subject of sustained inquiry. This may be due to its abstractness as an idea and the level of analysis its conceptualization demands, or because time in the African American experience cannot be understood outside of the meaning of race, which itself is far from tangible. In this tutorial, "Time and Blackness," we will explore how African American writers across a number of genres understand time. We will read select texts of fiction as well as spiritual autobiographies, historical narratives, and sociological studies to understand how writers draw from—and create—paradigms of time to organize their work. The following questions will structure our investigation: What are the constituent elements of time in African American writing? How does race shape the ways a writer conceives of the experience of time? In examining writings across genres, is there something that we can call an identifiable African-American "timescape"?

Requirements/Evaluation: assignments will include six 2-page response papers; two 5-page writing assignments; and a final, 10-page review essay on how time is understood in a genre of writing

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: concentrators in Africana Studies, majors in Religious Studies, and majors in American Studies

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option
REL 264 (F) Bodies, Genders, and Sexualities in the Early Christian World (DPE)

Cross-listings: REL 264 WGSS 264

Primary Cross-listing

What does it mean to be a woman or a man? To have body? A gender? A sexuality? In this course we will explore the ways in which bodies, genders, and sexualities were experienced and described in Mediterranean antiquity. Ancient experiences of and ideas about bodies, genders, and sexualities were often very different than those of the contemporary world. Nevertheless, because Greek and Roman antiquity and Christian beginnings often function as the imagined origins of "Western" (or European and American) "civilization," these ancient ideas about bodies, genders, and sexualities maintain an outsized presence in current debates about the "normal" body, gender practices, and the contour of sexuality. With a focus on early Christianity, the course seeks, on the one hand, to introduce students to the early history of Christianity through an inspection of its pluriform discourses on the meaning and regulation of bodies, genders, and sexuality, even as it keeps an eye toward the modern legacy of these ideas. On the other hand, the course gives students the opportunity to be introduced to key questions and theories in Women's, Gender, and Sexuality Studies through the study of early Christianity and its environs.

Requirements/Evaluation: weekly response papers, 5- to 6-page paper, 8- to 10-page paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: majors, student seniority by class

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 264 (D2) WGSS 264 (D2)

Difference, Power, and Equity Notes: The course's focus on the production and use of difference in terms of bodies, genders, and sexualities, and how those putative differences were used to authorize the social distribution of power, qualify this course as meeting the DPE distribution requirement.

Not offered current academic year

REL 266 (S) Being American, Being Muslim: American Muslim Literature in the 21st century (DPE)

Cross-listings: COMP 228 AMST 266 ENGL 268 REL 266

Primary Cross-listing

Islam and Muslims in the United States are the subject of extensive public scrutiny and media coverage in broader public discourses. It is less common, however, to hear Muslims' own voices speak about their lives, experiences, beliefs, and commitments. This course will take a literary approach to exploring American Muslims' own narratives about themselves. We will address questions such as: How have American Muslims understood their identity in the wake of 9/11? What are the pressures and demands of American national belonging and cultural citizenship that Muslims must navigate? How are race, gender, ethic heritage, and immigration definitive of Muslim experiences and self-understandings? What are the competing claims and contestations about authentic expressions of Islam? How are Muslims approaching the tensions between communal belonging and individuality? We will be engaging such questions primarily through an analysis of popular memoirs, autobiographies, novels, and short stories, but will also explore some plays, films, poetry, and comedy.

Requirements/Evaluation: regular reading responses, two short essays (3-4 pages), final presentation, and final paper (7-8 pages)

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option
This course is cross-listed and the prefixes carry the following divisional credit:

COMP 228 (D1) AMST 266 (D2) ENGL 268 (D1) REL 266 (D2)

Difference, Power, and Equity Notes: This course will explore the intersections of power in American Muslim life, such as: Muslims as a religious minority in the context of the War on Terror; racial and ethnic differences in Muslim communities; immigration and national belonging; competing claims to religious authenticity and authority; and conflicting gendered norms. Students will learn to identify these multiple layers and configurations in the texts, and how to analyze their workings in nuanced multidimensional ways.

Not offered current academic year

REL 267 (F) The Art of Friendship

Cross-listings: COMP 267 CLAS 212 REL 267 COMP 288

Secondary Cross-listing

The idea of friendship has captivated poets, philosophers, and their audiences for over three millennia. The subtle dynamics of this fundamental relationship between humans have been a source of inspiration, consolation, and consternation for countless writers and readers. What are the different types of friendship? How does one make a friend, and what makes a good friend? How does a friend differ from an acquaintance, an ally, an accomplice, an enemy? Can the beloved also be a friend? Ancient Greek and Latin writers took up these and other questions about friendship in philosophical dialogues and treatises, epic and lyric poems, tragic and comic plays, oratory, and correspondence. This course will explore ancient theories and representations of friendship through readings from many of the most important texts and authors of antiquity, including Gilgamesh, the Hebrew Bible, Homer, Sappho, Euripides, Plato, Aristotle, Cicero, Virgil, Seneca, and the Epistles of Paul. We will also consider the wide-ranging responses to these meditations and depictions in later traditions from the Middle Ages to modernity, in such writers as Heloise and Abelard, Aelred of Rievaulx, Aquinas, Montaigne, Ralph Waldo Emerson, Emily Dickinson, Elizabeth Bishop, Jack Kerouac, and Susan Sontag. All readings are in translation.

Requirements/Evaluation: class participation, short written assignments, and a final paper/project

Prerequisites: none

Enrollment Limit: 25

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 267 (D1) CLAS 212 (D1) REL 267 (D2) COMP 288 (D1)

Not offered current academic year

REL 268 (F) Where are all the Jews? (DPE) (WS)

Cross-listings: REL 268 ARAB 363 COMP 363 JWST 268

Secondary Cross-listing

Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israélite Universelle's schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews' departure from their ancestral lands left a socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, ethnographies, historiographical works, and anthropological texts alongside documentaries films, the students will understand how literature and film have become a locus in which amnesia about Arab/Berber Jews is actively contested by recreating a bygone world. Resisting both conflict and nostalgia as the primary determinants of Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

Class Format: The course will be offered both in-person and remotely. Students enrolled remotely are required to watch the recorded videos of the
in-person sessions in order to stay abreast of the discussions that take place in the classroom and enrich their engagement with the materials assigned in the course.

Requirements/Evaluation: 400-word weekly, focused responses on Glow; a book review (600 words); two five-page papers as mid-terms; one ten-page final paper; one presentation.

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students interested in critical and comparative literary, religious or historical studies.

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 268 (D2) ARAB 363 (D1) COMP 363 (D1) JWST 268 (D2)

Writing Skills Notes: Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on each written work to improve students' writing skills. Students are required to incorporate the feedback to improve their drafts before they become final. Students will receive detailed and consistent feedback about their writing in Arabic language. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Students in this course will understand the historical process that led to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.

Fall 2020

SEM Section: H1 MW 10:00 am - 11:15 am Brahim El Guabli

REL 269 (F) Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience (DPE) (WS)

Cross-listings: REL 269 STS 269 ASST 269 ANTH 269

Secondary Cross-listing

This course offers a social analysis and condensed genealogy of mindfulness from its roots as a Buddhist meditation practice through its modern application as a tool to improve our awareness of the related processes of mind, behavior, and emotions. We consider how mindfulness relates to Buddhist discourses and practices, and to the rapid rise of fields like contemplative neuroscience, affective neuroscience, and integrative neurobiology. How and why has the research on mindfulness and other applied meditative practices exploded since 2000? How has this research helped us understand and explain the intersection of mind, emotion, behavior, and human development? We critically examine the models of the mind developed by clinical and evolutionary psychologists and researchers in fields such as affective neuroscience to better understand the applications of mindfulness in the US today. Specifically, we consider how mindfulness and other forms of meditation are being used to improve the training of health care providers and educators, while augmenting and deepening the quality of their engagement with patients, students, and others they serve. We examine and train in a variety of meditation practices including mindfulness and forest bathing, while unpacking the subjective experience of our minds and emotions first-hand. Students will be asked to engage in mindfulness practices the entire semester.

Class Format: Offered in a hybrid format, but students are encouraged to attend in person if they can. Studies will be grouped in pairs or threesomes, that will meet in-person or remotely. Please email me (Kgutscho@williams.edu) to indicate whether you intend to take this class in-person or remotely.

Requirements/Evaluation: weekly tutorial papers and discussion

Prerequisites: A prior class or some experience with meditation is recommended

Enrollment Limit: 10

Enrollment Preferences: ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 269 (D2) STS 269 (D2) ASST 269 (D2) ANTH 269 (D2)
Writing Skills Notes: This class will involve weekly tutorial essays of 1200 or 600 words, written feedback on every essay, and a mid-semester 'writing chat' with the instructor.

Difference, Power, and Equity Notes: This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can alleviate pervasive and population-wide health issues in the US including rising rates of anxiety, depression, and other mental health issues that are exacerbated by stress related to social inequality and structural violence. It also explores the ways that mindfulness has been marketed as an elite and non-inclusive practice within the US.

Fall 2020
TUT Section: HT1  TBA  Kim Gutschow

REL 272  (F)  Art of the Noble Path: Buddhist Material Culture Across Asia
Cross-listings:  REL 272  ARTH 272  ASST 272
Secondary Cross-listing
Buddhism has spread throughout Asia and beyond since its emergence in India in the 5th century BCE, providing a shared philosophical and cosmological framework for diverse cultures. Artistic expression, regional politics and cultural landscapes have been shaped by its remarkable influence. With patrons ranging from powerful monarchs and monks to merchants and tradespeople, Buddhist art has historically reflected the religion's social inclusivity. This course will survey the architecture, painting and material culture of Buddhism in Asia, tracing its influence in diverse media, from rock-cut architecture to Zen painting. A close reading of primary texts, such as architectural inscriptions in India, manuscripts from Tibet, and travelogues of Chinese pilgrims, will provide greater context for the artworks.

Requirements/Evaluation:  3 ten-minute quizzes, weekly Glow responses, a midterm, and a final exam
Prerequisites:  none
Enrollment Limit:  15
Enrollment Preferences:  Art History majors, Asian Studies majors, Religious Studies majors, Art Studio majors
Expected Class Size:  10
Grading:  yes pass/fail option,  yes fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
REL 272 (D2) ARTH 272 (D1) ASST 272 (D1)

Fall 2020
LEC Section: R1  MW 10:00 am - 11:15 am  Murad K. Mumtaz

REL 273  (F)  Heroes, Saints and Celebrity
Cross-listings:  REL 273  ANTH 222
Secondary Cross-listing
This course examines the ways in which cultures select, ritually celebrate, institutionally harness, and ultimately devour people designated as 'extraordinary'. We will begin by considering cultural archetypes and theories of the hero and how heroism has been understood in different eras and cultural contexts. Using Weber's theory of charisma as a foundation, we will look at a number of specific case studies to evaluate the relationship between individual creativity and action and the demands of social conformity and control. Finally, we will examine how charisma is commoditized in the form of the celebrity in contemporary American culture.

Requirements/Evaluation:  class participation, two short response papers, research paper, final exam
Prerequisites:  none
Enrollment Limit:  19
Enrollment Preferences:  Anthropology and Sociology majors
Expected Class Size:  19
Grading:  yes pass/fail option,  yes fifth course option
REL 274 (F) Ritual, Power and Transgression

Cross-listings: REL 274 ANTH 299

Secondary Cross-listing

The focus of this course is on the role of ritual in harnessing political power. In the first part of the semester, we examine some of the ways in which different cultures manufacture social order and political power through categories of inclusion and exclusion, clean and dirty, proper and improper, and licit and illicit. We will be particularly attuned to the ways in which these categories are performed through and maintained by rituals and how bodies are deployed in ritual spaces as instruments of persuasion and control. We will also look in depth at a variety of ritual forms, including scapegoating and sacrifice, and how they serve as engines of political control and protest, and we will examine the uses of dead bodies and memorials as vehicles for gaining and maintaining political power and the destruction and desecration of bodies and memorials as a form of political protest and dissent. Throughout the semester, we will be relating theoretical texts and historical cases to current political struggles in this country and abroad.

Class Format: The class will be taught remotely.

Requirements/Evaluation: class participation, biweekly responses to instructor prompts, three short (500 words) response papers, and one 10- to 12-page (2000-2400 words) research paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: ANSO and REL majors, open to first-years

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 274 (D2) ANTH 299 (D2)

Fall 2020

SEM Section: R1 MWF 12:00 pm - 12:50 pm David B. Edwards

REL 275 (S) Paul the Apostle: Then and Now

The Apostle Paul is the most important thinker in the history of Christianity. He wrote much of the New Testament and was one of the first to formulate and articulate the basic message of Christianity. In this course, we'll start by exploring Paul's writings in their original context, probing what his message would have meant for the inhabitants of the Roman Empire. Special attention will be paid to Paul's contribution to ancient debates about Judaism, conversion, and ethnic difference. In addition to examining the first contexts and meanings of his writings, we'll be especially interested in the legacy of Paul's writings on modern political thought in Europe and America in the 20th and 21st centuries. In this portion of the course, we'll see how Paul's influence has shaped current theories of citizenship, with or without the knowledge or consent of modern thinkers and societies. The course thus explores the original significance of Paul's thought as well as its hidden influence upon the political structures of secular modernity.

Requirements/Evaluation: four five-page papers, final paper, participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Religion Majors

Expected Class Size: 14

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)
The first English translation of a Buddhist text was published in the United States in 1844. At the time, few Americans knew the first thing about what Buddhism was, but now, a little over a century and a half later, Buddhist ideas and practices (meditation, in particular) can be found everywhere. In this class, we'll explore how Buddhism came to be the profoundly important cultural force in American life that it is today, looking particularly at the increasingly mainstream role of meditation in modern American life. We'll study how traditional Buddhist meditation practices were transmitted to the West, and then track the way those practices changed over time, as they were adapted to the radically new context of American culture. And we'll study the way meditation is impacting a wide array of cultural domains, including: literature, psychology, education, environmentalism, Western attitudes towards death and dying, and the fight against racism. A key part of the course will be an introduction to the theory and practice of meditation: we'll learn a variety of meditation techniques, and we'll spend a significant amount of time each class practicing and reflecting upon those practices.

This course is a part of a joint program between Williams' Center for Learning in Action and the Berkshire County Jail, in Pittsfield, MA. The class will be composed equally of nine Williams students and nine inmates. An important goal of the course is to encourage students from different backgrounds to think together about issues of common human concern. Classes will be held at the jail, with transportation provided by the college. *Please note the atypical class hours, Thursdays, 4:45-8:30 pm.*

Requirements/Evaluation: full attendance and participation; meditation 2-3 times a week outside of class; a meditation journal; and a final 10-page essay

Enrollment Limit: 18

Enrollment Preferences: final selection will be made on the basis of (a) statements of interest sent via email to brhie@williams.edu by June 26 and (b) brief interviews with the instructor.

Expected Class Size: 18

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 277 (D1) ENGL 277 (D1)

Not offered current academic year

REL 278 (F) Buddhist Material Culture: Objects of Practice and Merit

Cross-listings: REL 278 ASST 278

Primary Cross-listing

You've heard of the "material girl" (or boy), but what about the material Buddhist? This course encourages students to look beyond modernist ideals of Buddhism as a rational tradition of monks, monasteries and manuscripts, merely advocating mindfulness. In this course, we take Buddhist "stuff" (material culture) seriously. We explore what exactly is material culture, and what makes it Buddhist? If Buddhism is supposed to be a tradition that encourages non-attachment, then what is meant by "Buddhist material culture"? Shouldn't Buddhists be free of material things? Or, rather, who says they have to be? This course offers: (1) an introduction to the core concepts of Buddhism; (2) a brief overview of Material Religion, or the "material turn" in the study of religion; and (3) a preliminary exploration into the vast material- and spiritual worlds of Buddhist Asia, particularly China, Japan, Myanmar, Tibet, and Thailand. We begin by decolonializing Buddhism (think mandala, not only meditation; or ghosts and spirits, not just sutra). Next, we trace religious studies trends that privilege material investigations that acknowledge the agency of not only humans but also the agency of objects/things/stuff, and that emphasizes the dynamics among people, things, and spirits. We learn about these dynamics by looking closely at Buddhist stuff. Things act upon us, and we (re)act upon them. They shape identity, create meaning, and maintain relationships. We will learn that things are never just things. They help us better understand what people do in Buddhism, not just what people believe. This course includes brief experiential components on Buddhist meditation and ritual. No prior experience in meditation or Buddhism is required. This course does not assume any previous background in Buddhism, Religion, Asian Studies, or Art History.

Class Format: This class is remote with a mix of synchronous and asynchronous requirements. Synchronous meetings are limited to once a week for roughly one hour (between 60-75 minutes). Many of our synchronous requirements will feature breakout sessions into small groups for intimate, peer exchanges, followed by discussions with the entire class. A few asynchronous sessions will require community-building with your peers through some
form of work exchange or reflection related to the weekly topic.

**Requirements/Evaluation:** Attendance and active participation 25%; Short writing assignments 25% (one-page, single-space, critical response based on class reading x 4 total); Mid-term exam 25% (identification terms, short essay); Final project and presentation 25% (initial consultation with the instructor regarding topic selection, annotated bibliography and project outline, formal written report (4-5 single-space pages), presentation, and final reflection)

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** Religion and Asian Studies majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 278 (D2) ASST 278 (D2)

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**REL 279 (S) What is the Shari'a? Law, Power, and Ethics in Islam (DPE)**

Discussions of the Shari'a or Islamic law in American public discourse conjure images of veiled women, girls barred from attending school, and public spectacles of flogging and stoning to death. Such a caricature of Islamic law as a medieval but draconian penal code elicits public fear and state suspicion. In the West, legislative measures are taken to curb the Shari'a's perceived threat to security, democracy, and human rights. On the other hand, Islamists seek to harness the Shari'a as an instrument of political legitimacy and authoritarian rule. Both instances reify the Shari'a in ways that erode its regional diversity, intellectual versatility, and socially embedded practices and modes of interpretation. This course offers an in-depth introduction to the Shari'a through an examination of major themes in its substantive content and historical evolution. While students will gain an integrated view of the Shari'a from its origins in 7th century Arabia to the modern era, our primary emphasis will be on the Shari'a's tumultuous relationship with liberal democracy and the secular nation-state. Students will probe the history of the Shari'a's present by pursuing a genealogical inquiry in two parts: (a) precolonial, and (b) postcolonial. Module (a) comprises Islamic legal theory, its scriptural sources, and the formation of schools of jurisprudence; Shari'a governance in the imperial age; and the institution of slavery. Module (b) covers colonial transformations and reforms; state-sponsored projects of restoration and codification; blasphemy and religious minorities; and gender and sexuality. Apart from learning substantive content through the course of our genealogical inquiry, students will also develop a theoretical foundation in anthropological approaches to the study of Islam as law (discursive tradition, symbolism, custom), power (sovereignty, discipline, biopolitics), and as ethics (subjectivity, self-cultivation, ordinary ethics).

**Class Format:** students will submit weekly responses to the readings; for each session two students will be assigned as leaders of the discussion who will be assisted by the instructor

**Requirements/Evaluation:** weekly reading responses (300 words): 20%; class participation: 15%; leading class discussion: 15%; 2 short essays (750 words each): 20%; research paper (3000 words): 30%

**Prerequisites:** none

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course exposes students to the diversity of Islamic legal interpretations on questions of gender, sexuality, and religious freedom across a variety of regions and cultures. Students gain a critical appreciation of how present-day authoritative readings of Islamic law, its punitive practices and legalized forms of gender discrimination are sanctioned by patriarchal norms, the colonial construction of Islam as a scriptural religion, and regulatory powers of the modern state.

Not offered current academic year

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**REL 280 (S) The Seeds of Divinity: Exploring Precolumbian Art & Civilization in a Museum Exhibit**
Cross-listings: ARTH 281 ANTH 281 REL 280

Secondary Cross-listing

For all ancient civilizations, the gods were a powerful force, affecting all aspects of human lives and dominating ancient art. This course will explore concepts of divinity in five civilizations in Precolumbian Central America: Aztec, Maya, Zapotec, Teotihuacan, and Nayarit. The course examines how the broad concept of divinity is materialized in everyday life. We will query how the human body is used as the prism through which concepts about humanity, the human soul and the supernatural are perceived and depicted in the art of these civilizations. This is a project based course, and each student will study one or more art objects from these five civilizations, and consider how these objects could be presented in a museum exhibit.

Requirements/Evaluation: active class participation; three short papers; 15-page research paper and presentation

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: ANTH, SOC and ARTH majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 281 (D2) ANTH 281 (D2) REL 280 (D2)

Not offered current academic year

REL 281 (S) Religion and Science

Cross-listings: REL 281 STS 281

Primary Cross-listing

In the last few years the deniers of religion such as Dennett and Dawkins have forcefully argued that recent scientific developments show the degree to which religion is irrelevant to a modern understanding of what it means to be human. Atran and Boyer have made a similar case, arguing that recent progresses in our understanding of human cognition demonstrate that religion is a purely natural phenomenon that has little if any value for human development. Theologians such as Haught and Polkinghorne have rejected these views, arguing that a proper understanding of scientific developments such as evolution and quantum mechanics suggests religiously relevant views of the universe and our place therein. This course considers these competing perspectives while offering critical reflections on the views and categories involved in these controversies. We also examine the works of reflective naturalists such as Bellah and Herrstein, who argue that far from showing the irrelevance of religious ideas and practices, the new mind and life sciences suggest a much more nuanced view according to which religion is both grounded in the natural world and central to the development of human culture. Hence, it cannot be easily discounted as irrelevant to a scientifically informed understanding of what it means to be human.

Requirements/Evaluation: tutorial format. one paper every two weeks

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: preference for religion majors or future religion majors

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 281 (D2) STS 281 (D2)

Spring 2021

TUT Section: RT1 TBA Georges B. Dreyfus

REL 283 (F) Religion and American Capitalism

Cross-listings: REL 283 HIST 383
Primary Cross-listing

Was Jesus a revolutionary socialist or a savvy salesman? Does capitalism bring prosperity to the virtuous or breed selfishness and sin? Shall the meek inherit the earth or should the hand of the diligent rule? Is it holier to renounce worldly wealth or crusade against poverty? These questions have long preoccupied religious believers, and their changing answers have transformed the history of American capitalism. This course invites students to study that history, from the early 19th century to the present. It will cover such topics as: utopian communes; the political economy of slavery; working-class religion and labor organizing; Christian and Jewish socialism; big business and the Prosperity Gospel; ‘New Age’ spirituality and the counterculture; and conservative Christianity in the age of Wal-Mart and Chick-Fil-A.

Class Format: This course will be hybrid -- accessible to both on-campus and fully remote students. It is designed as a seminar, in which course meetings will revolve around synchronous discussion. Remote learners will be expected to digitally attend and participate in those meetings through Zoom (or a similar program).

Requirements/Evaluation: Participation in group discussion; five response papers (300-400 words); two essays (4-6 pp); final research paper (8-10 pp).

Prerequisites: None; open to all students.

Enrollment Limit: 15

Enrollment Preferences: Religion and History majors.

Expected Class Size: 15

Grading: Yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 283 (D2) HIST 383 (D2)

Fall 2020

SEM Section: H1  MW 10:00 am - 11:15 am  Casey D. Bohlen

REL 284  (S)  From the Battlefield to the Hermit's Cell: Art and Experience in Norman Europe  (WS)

Cross-listings: REL 284  WGSS 284  ARTH 218

Secondary Cross-listing

This tutorial provides students with the chance to investigate in-depth three of the most astonishing works of art created during the entire Middle Ages: the Bayeux Tapestry (c.1077-1082), the Cappella Palatina (c.1130s-1166), and the Psalter of Christina of Markyate (1120s-1160s). Created within a hundred years of each other all within territories controlled by the Normans--a warrior dynasty that settled in northern France in the 10th century and then expanded north into England and south into Italy in the 11th and 12th centuries--each of these works is unprecedentedly ambitious in scale, dazzling in its material properties, and survives in its original wholeness, a rarity in the medieval world. Despite these similarities, however, each work is very different from the other two and so sheds light on very different aspects of Norman experience, across Europe. The Bayeux Tapestry, likely made by female embroiderers for a baronial hall, is a giant textile (over 70 meters long) that in gruesome and fascinating detail tells the story of the Norman invasion of England by William the Conqueror in 1066. The Cappella Palatina in Palermo, in turn, commissioned by King Roger II, is a royal chapel covered in sumptuous mosaics that reveals through its decoration and ritual the dynamic interaction of Islamic, Byzantine, and Latin Christian traditions in the multicultural Norman kingdom of Sicily in the 12th century. And the Psalter of Christina of Markyate, a large prayerbook made for the use of a female recluse in southern England, contains 40 full-page paintings and 215 decorated initials, a vast and inventive program of imagery that through its creative profundity helped reshape private devotional art and culture for centuries to come. Through their variety, then, these three objects--an embroidery, a building, and a book--give students insight into the rich array of concerns and aspirations, from the political to the spiritual and from the public to the private, that gave substance and meaning to 11th- and 12th-century European life, for women as well as men. What is more, these three remarkable works of art have been the focus of much interesting scholarship in recent years, so an exploration of some of that literature provides a compelling introduction to the discipline of art history itself, past and present.

Requirements/Evaluation: Participation in discussion; five 5-7-page tutorial papers; five 1-2-page response papers.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: First years and sophomores, but open to all.
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 284 (D2) WGSS 284 (D2) ARTH 218 (D1)

Writing Skills Notes: In this tutorial, students will develop skills of critical reading and focus on how to craft clear and persuasive arguments of their own. To help them achieve these goals, they will receive timely comments on their written work, especially the five 5-7-page papers they will submit, with suggestions for improvement.

Spring 2021
TUT Section: RT1    TBA     Peter D. Low

REL 285  (S)  Haunted: Ghosts in the Study of Religion
Haunting offers a powerful way to speak about forces that affect us profoundly while remaining invisible or elusive. "What is it that holds sway over us like an unconditional prescription? The distance between us and that which commands our moves-or their opposite, our immobility-approaches us: it is a distance that closes in on you at times, it announces a proximity closer than any intimacy or familiarity you have ever known" (Avital Ronell, Dictations: On Haunted Writing [1986] xvi-xvii). The figure of the ghost has been developed by those seeking to grapple with the ongoing effects of modern slavery, colonialism, state-sponsored terrorism, the holocaust, and personal trauma and loss. Building upon the insights about memory, history, and identity that haunting has been used to address, this course will challenge you to explore the study of religion by way of its "seething absences." We shall ask how the study of religion has endeavored to address loss, trauma, and its persistent effects, what "holds sway" over various approaches to the study of religion, as well as how "religion" constitutes its own ghostly presence, haunting other domains.

Class Format: tutorial; meeting in pairs, each student will either write and present a paper or respond to their partner's paper
Requirements/Evaluation: two 1-page papers (written and presented), five 5-page papers, and five oral critiques (based on written notes) of their partner's paper; students will revise two papers
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: Religion majors
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2)

Spring 2021
TUT Section: HT1    TBA     Denise K. Buell

REL 288  (F)  Embodiment and Consciousness: A Cross-Cultural Exploration
Cross-listings: REL 288  PHIL 288

Primary Cross-listing
This course examines some of the central questions raised by the study of the consciousness: the place of intentionality, the role of emotions, the relation with the body, the nature of subjectivity, the scope of reflexivity, the nature of perceptual presence, etc. In confronting these difficult questions, we do not proceed purely theoretically but consider the contributions of various observation-based traditions, from Buddhist psychology and meditative practices to phenomenology to neurosciences. We begin by examining some of the central concepts of Buddhist psychology, its treatment of the mind as a selfless stream of consciousness, its examination of the variety of mental factors and its accounts of the relation between cognition and affects. We also introduce the practice of meditation as a way to observe the mind and raise questions concerning the place of its study in the mind-sciences. We pursue this reflection by examining the views of James, Husserl, Sartre and Merleau-Ponty, particularly as they concern the methods for the study of the mind and the relation between consciousness, reflexivity and the body. In this way, we develop a rich array of analytical tools and observational practices to further our understanding of the mind. But we also question the value of these tools based on first person approaches by relating them to the third person studies of the mind. In this way, we come to appreciate the importance of considering the biology on which mental processes are
based and the light that this approach throws on the nature of consciousness. We conclude by considering the relation between first and third person studies of the mind, focusing on the concept of the embodied mind as a fruitful bridge between these different traditions.

Requirements/Evaluation: regular practice of meditation, a class presentation, a short essay (6-pages); a long final research paper (15 pages)

Prerequisites: any introduction to philosophy and at least two upper level courses in PHIL, at least one of which meets the Contemporary Metaphysics or Epistemology distribution requirement for the major, no exceptions;

Enrollment Limit: 18

Enrollment Preferences: Religion and Philosophy majors

Expected Class Size: 18

Grading: yes pass/fail option, no fifth course option

Unit Notes: there is no need to email the professor in advance to indicate interest in the course

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 288 (D2) PHIL 288 (D2)

Not offered current academic year

REL 289 (S) The Talmud on What it Means to be Human

Cross-listings: REL 289 JWST 289

Primary Cross-listing

The Talmud, a central text in Judaism, is one of the richest and most sophisticated works of literature and thought ever produced. In this course, students will be introduced to the challenges and thrills of reading the Talmud as they consider how the Talmud asks and answers the question of what it means to be human. We will be particularly interested in exploring how the Talmud theorizes and prescribes a certain type of bodily self in its rereading of the Biblical laws of purity and impurity. In addition to learning how to read the Talmud, therefore, students will also be introduced to burgeoning interdisciplinary questions regarding the self and its making.

Requirements/Evaluation: 1-2 page weekly papers, final essay, participation

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: Religion majors, Jewish Studies students

Expected Class Size: 8

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 289 (D2) JWST 289 (D2)

Spring 2021

SEM Section: H1 WF 1:30 pm - 2:45 pm Phillip J. Webster

REL 291 (S) Religion and the American Environmental Imagination

Cross-listings: SOC 291 REL 291 ENVI 291

Secondary Cross-listing

This course examines the relationship between religious and environmental thought in modern America. Exploring a broad range of practices and beliefs, we will examine the religious (and anti-religious) roots of contemporary environmental discourse. Rather than survey the environmental teachings of organized religious groups, our focus throughout will be on ambiguous, eclectic, and fascinating traditions of "eco-spirituality" and popular "nature religion." Where do these traditions come from? What is their relationship to science, to secularism, to politics, and to the search for environmental justice? Starting with the Transcendentalist movement of the 19th century, we will trace a roughly chronological line to the present, taking long detours into several modern religious trends and movements, including the revitalization and contestation of Native American religions, Wicca and neo-pagan ecofeminism, and evangelical Creation Care. Focusing on the writings of activists and radicals from a variety of religious
backgrounds, our overarching question throughout the semester is one of the most critical we face in modern environmental thought: what is the relationship between spirituality and the just, sustainable society?

Requirements/Evaluation: a 15- to 18-page research paper and several shorter writing assignments

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
SOC 291 (D2) REL 291 (D2) ENVI 291 (D2)

Not offered current academic year

REL 293 (S) Religion, Play, and Fantasy

Religion is sometimes described as separate from everyday life, a source of transcendence, offering practices that allow you to lose yourself and be absorbed into another level of consciousness, or a realm of supernatural forces. These could also be descriptions of "play." In this course we will explore the play element in culture and how it relates to what we usually describe as "religious." We will investigate video games, fantasy novels and films, Live Action Role-Playing, war reenactment, pop culture fandom, BDSM, festivals like Mardi Gras, and places that are "set apart" for play like Las Vegas. How do the ways that we play involve religious ideas like sin, redemption, supernatural forces of good and evil, canonization, countercultural community, tradition, submission, and purgation? Is play at the core of what we usually deem religious? What, for instance, is the play element in ritual, myth, and the devotional interpretation of texts? How important is play? Should we accept the conventional assumption that religion is more important than play? Is playing, perhaps, what we most want to do? Is playing what we would do if all of our practical needs were already met and we didn't have to do anything at all? In addition to exploring particular kinds of play, we will read theorists of play from a variety of disciplines, including: Johan Huizinga, Roger Caillois, Brian Sutton-Smith, Victor Turner, Donald Winnicott, Bernard Suits, Sam Gill, Robert Bellah, and Wendy Doniger. In a final paper, each student will have an opportunity to investigate in depth and interpret a particular form or instance of play that they choose.

Requirements/Evaluation: three short papers (3-5 pages) and one final research paper or project

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Religion majors

Expected Class Size: 30

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Not offered current academic year

REL 296 (F) The History of the Holocaust

Cross-listings: JWST 338 HIST 338 REL 296

Secondary Cross-listing

In twenty-first century United States, the murder of approximately six million European Jews by Nazi Germany remains a central event in our political, moral, and cultural universe. Nevertheless, the Holocaust still confounds historians' efforts to understand both the motivations of the perpetrators and the suffering of the victims. In this course, we will study the origins and unfolding of Nazi Germany's genocidal policies, taking into consideration the perspectives of those who carried out mass murder as well as the experiences and responses of Jews and other victim groups to persecution. We will also examine the Holocaust within the larger context of the history of World War II in Europe and historians' debates about Germany's exterminatory war aims. Course materials will include diaries, speeches, bureaucratic documents, memoirs, films, and historical scholarship.

Class Format: mostly discussion

Requirements/Evaluation: class participation, weekly reading responses, a map quiz, two papers (5-7 pages) on class readings, a final research paper (10-12 pages)

Prerequisites: none; open to first-year students with instructors permission
Enrollment Limit: 25
Enrollment Preferences: History majors and Jewish Studies concentrators
Expected Class Size: 20-25
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
JWST 338 (D2) HIST 338 (D2) REL 296 (D2)
Not offered current academic year

REL 297 (F) Theorizing Magic
Cross-listings: REL 297 COMP 289 ANTH 297

Primary Cross-listing
This is a course about magic. It is not about stage magic, sleight of hand, or the art of pulling rabbits out of hats. You will learn no card tricks. But instead we will learn about those people who believed in the reality of certain powers; from the ability to summon good or evil spirits, transform base metals into gold, predict the future, or manipulate matter by thought alone. The problem of how to theorize magic has long been a cause of concern for the natural and social sciences. Many a sociologist and anthropologist has imagined that belief in magic should have vanished with modernity (despite much evidence to the contrary). Meanwhile, philosophers of science have been long fascinated with the demarcation problem-figuring out grounds by which to distinguish legitimate sciences (like astronomy) from their magical or pseudoscientific cousins (like astrology). We will trace these discussions and problematize them by looking at the beliefs of self-defined witches and magicians. This should put us in a position to interrogate the construction of concepts of magic, science, and religion and show how the boundaries between these categories emerged historically. Topics to be discussed will include: the rationality of magic, the fine lines separating magic, science and religion, the persecution of witches, and the role notions of magic and superstition played in European modernization and colonization projects. The tutorial sessions will be customized to student interests, but texts will likely include selections from primary works in translation, such as Cornelius Agrippa's *Occult Philosophy*, Giordano Bruno's *On Magic*, Aleister Crowley's *Magick Liber ABA*, as well as selections from secondary literature, perhaps including Marcel Mauss, *A General Theory of Magic*, Max Weber, "Science as Vocation," Tanya Luhrmann, *Persuasions of the Witches' Craft*, Thomas Kuhn, *The Structure of Scientific Revolutions*, Larry Laudan, "The Demise of the Demarcation Problem," E.E. Evans-Pritchard, *Witchcraft and Oracles, and Magic among the Azande*, and/or Kelly Hayes, *Holy Harlots: Femininity, Sexuality and Black Magic in Brazil*.

Requirements/Evaluation: weekly writing assignments and tutorial attendance every week
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: potential Religion or Comparative Literature majors
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
REL 297 (D2) COMP 289 (D1) ANTH 297 (D2)
Not offered current academic year

REL 301 (F) Social Construction (DPE)
Cross-listings: COMP 315 WGSS 302 REL 301 SOC 301 STS 301 SCST 301

Primary Cross-listing
"Social construction" can often seem like the great collegial insight. By now, you've all heard that categories such as race, gender, and sexuality are in some sense not part of nature, but instead are created and maintained socially or culturally. The idea of social construction has been vital to critical race theory and queer theory, and, in this course, we will push ourselves into philosophy of science to see whether or not these same insights apply to everything. If we know that "Whiteness," "heterosexuality," and "masculinity," for instance, are all socially constructed, we will ask if the same is true of "electrons," "money," "the solar system," and "climate change." Can it be that all of our reality is socially constructed? Or does social construction have limits? If so, what are they? We will also ask more fundamental questions, such as: What does it mean to say something is socially constructed? How
does social construction relate to claims that an aspect of the world is "real" or "not real?" Is social construction a theory about language, power, culture, societies, human perceptions, or the limits of science? What kind of political, ethical, ontological, or epistemological work do theories of social construction do? We will begin with different accounts of the social construction of race, gender, and sexuality. In the second part of the course, we will dig deeper into philosophical debates about social construction as such. Then we will explore constructionism about natural science. In the last part of the course, we will change gears and explore look at cutting-edge work in the theory of social science aimed at explaining the construction and ontology of social worlds. The class will culminate in a project in which students will put their social construction theories into practice.

Requirements/Evaluation: regular attendance and participation, short weekly reflection papers, a 10-page research paper, and final project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Religion majors, then majors from cross-listed departments

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 315 (D2) WCSS 302 (D2) REL 301 (D2) SOC 301 (D2) STS 301 (D2) SCST 301 (D2)

Difference, Power, and Equity Notes: Central to REL 301 will be an analysis of the social construction of race, gender, and sexuality. It will show how power and difference are tied up in their construction and maintenance of these categories. Students will be taught how to critically analyze race, gender, and sexuality as well as social construction as such. Students will also learn sophisticated tools for studying systems of social power and difference.

Not offered current academic year

REL 302 (S) Philosophy of Religion (WS)

Cross-listings: PHIL 281 REL 302

Secondary Cross-listing

Our goal will be to determine how far reason can justify belief in God. We will examine well-known philosophical arguments for and against the existence of God (including the ontological argument, the cosmological argument, the teleological argument, the argument from religious experience, and the argument from evil). For each argument, we will first look at historically important formulations and then turn to contemporary reformulations. Our aim will be to identify and evaluate the strongest version of each argument. After working through these arguments, we will reflect more generally on the proper roles of reason and faith in justifying religious belief. Near the end of the semester, we'll also examine some evolutionary explanations of religious belief. Our tools in this course will be logic and reason, even when we are trying to determine what the limits of reason might be. Authors will include Plato, Anselm, Aquinas, Pascal, Paley, Hume, Kant, Kierkegaard, and several contemporary philosophers.

Class Format: students meet with instructor in pairs for an hour each week; emphasis will be placed on developing skills in reading, interpretation and oral argument as well as critical reasoning and writing

Requirements/Evaluation: five 5-page papers and five 2-page papers

Prerequisites: one PHIL course

Enrollment Limit: 10

Enrollment Preferences: existing and prospective Philosophy majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 281 (D2) REL 302 (D2)

Writing Skills Notes: Five 5-page papers and five 2-page papers, evenly spaced throughout the semester. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Not offered current academic year

REL 303 (F) Augustine's Confessions
Secondary Cross-listing

No thinker has done more to shape the Western intellectual tradition than Augustine (354-430 CE), and no book displays Augustine's dynamic vision of reality more compellingly than the *Confessions*. Its probing and intimate reflections on the meaning of human life, the nature of God and mind, time and eternity, will and world, good and evil, love and sexuality have challenged every generation since Augustine's own. The seminar will be structured around a close, critically engaged reading of the *Confessions* (in English translation) and will give attention to its historical context and significance as well as to its philosophical and theological ideas. (There will be optional, supplementary opportunity to engage with the Latin text for interested students with some facility with Latin.)

Class Format: The course will be taught in a hybrid (partly in-person, partly remote) or wholly remote format--a final decision about format will be made in early September, prior to the first class. Class meetings (in whatever format) will consist primarily in student presentations and open, directed discussion of assigned readings.

Requirements/Evaluation: Regular reading assignments from the Confessions and related secondary literature. Weekly participation in online discussion on Glow (15% of final grade); 3 class presentations (of various lengths and kinds) (20%); a short paper (maximum 1500 words) due around the middle of the semester (20%); a term paper in two drafts (maximum 3000 words) due near and the end of the semester (40%); preparation for and participation in class that shows thoughtful engagement with the assigned readings (5%).

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Advanced students in Philosophy, Religion and/or Classics

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 307 (D1) PHIL 307 (D2) REL 303 (D2)

Fall 2020

SEM Section: H1 TR 6:45 pm - 8:00 pm Scott C. MacDonald

REL 308  (S)  What is Power?

Cross-listings: REL 308 STS 308 SOC 308 PSCI 306

Primary Cross-listing

What is power? Despite the importance of notions of power across the social sciences, there is a broad lack of consensus. Is power essentially domination or resistance? Is it freedom, empowerment, privilege, or oppression? Are there forms of unequal social power which are morally neutral or even good? Is power the kind of thing held by individuals, races, genders, classes, discourses, causal mechanisms, institutions, or social structures? What is the connection between social and physical power? Does power obey laws? How does power relate to technology? Or knowledge? Or agency? Or ideology? This course begins with the observation that power is often described as a causal relation--an individual's power is supposed to equal their capacity to produce a change in someone else's behavior. This suggests that the better we can understand the nature of cause and effect, the better we can understand power. Fortunately, in recent decades philosophers have made significant progress in theorizing causation. Hence, this seminar will put two very different bodies of theory in conversation: critical theory about power and philosophy of science about cause and effect . We will trace classic philosophical accounts of power and causation (in European and Chinese philosophy), as well as more recent developments in philosophy of science, political theory, and other fields. The insights we gain in this course from analyzing the nature of power should empower us to more effectively transform society. It will help students in the social sciences to understand the nature of causation in the social world, and it will help students interested in political action to better understand the nature of power. Thinkers to be considered may include: Aristotle, Amy Allen, Hannah Arendt, Bourdieu, Judith Butler, Nancy Cartwright, Foucault,Gramsci, Byung-Chul Han, Han Feizi, Giddens, Hobbes, Hume, Locke, Steven Lukes, Machiavelli, J.L. Mackie, Marx, Nietzsche, Sunzi, and Max Weber.

Class Format: Remote

Requirements/Evaluation: critical annotations for every class, midterm review essay (4-6 pages), final essay (10-12 pages)

Prerequisites: None.
Enrollment Limit: 10
Enrollment Preferences: Religion majors, STS concentrators,
Expected Class Size: 10
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
REL 308 (D2) STS 308 (D2) SOC 308 (D2) PSCI 306 (D2)

Spring 2021
SEM Section: R1 MR 3:15 pm - 4:30 pm Jason Josephson Storm

REL 309 (S) Scriptures and Race
Cross-listings: REL 309 AFR 309 LATS 309
Primary Cross-listing
This course focuses on the relationships between constructions of race in the post-1492 American world and “Christian scriptures.” The big questions of the course examine the ways that contestations of power are intertwined with the making of, interpretation, and transformation of sacred texts. Both scriptures and race are conceptual constellations of human social imagination, and yet their conceptualization has often been embroiled in the hopes and traumas of everyday life in the Americas. How and why did these two terms come to have any relationship to each other? How and why do peoples engage “scriptures”? In what ways have “scriptures” informed how people imagine themselves, their communities, and their relationship to religious and racial “others”? How did “scriptures” and “race” inform each other in modern colonialisms and imperialisms? In this course, we will examine the ways that scriptures have been employed in order to understand and develop notions of race, and we will examine how ideas about and lived experiences of race have informed the concept of scriptures as well as practices of scriptural interpretation.
Requirements/Evaluation: participation, short writing exercises, a 5- to 8-page take-home midterm essay, and a 10- to 15-page final essay
Prerequisites: none
Enrollment Limit: 10
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
REL 309 (D2) AFR 309 (D2) LATS 309 (D2)
Not offered current academic year

REL 310 (F) Womanist/Black Feminist Thought
Cross-listings: WGSS 310 AFR 310 AMST 309 REL 310
Secondary Cross-listing
This course explores the genealogy and development of black feminist and womanist thought. We will investigate the expansion of womanist thought from a theologically dominated discourse to a broader category of critical reflection associated more commonly with black feminism, analyze the relationship between womanism and black feminism, and review the historical interventions of black feminism. As critical reflections upon western norms of patriarchy, heterosexism, and racism, womanism and black feminism begin with the assumption that the experiences of women of color--particularly black women--are significant standpoints in modern western society. Through the examination of interdisciplinary and methodological diversity within these fields, students will be introduced to key figures including Alice Walker, Zora Neale Hurston, and Katie Cannon, and will engage materials that draw from multiple fields, including, but not limited to, literature, history, anthropology, and religious studies.
Class Format: discussion
Requirements/Evaluation: class participation, three short response papers, and the completion of an original research paper or project
Prerequisites: none
Enrollment Limit: 25
REL 311 (S) Islam and the Critical Study of Secularism (DPE)

Cross-listings: ANTH 311 REL 311

Primary Cross-listing

Since the Iranian Revolution of 1979, successive Islamist movements have sought to transform Muslim states along religious lines. In Euro-American discourses on political Islam, such blatant disregard for the separation of religion and state is often seen as a tragic failure of secularization. Islam, in other words, is understood as a religion out of place in the modern world. While the global resurgence of religion in the face of much scientific and material progress has tempered scholarly enthusiasm for the secularization thesis, contemporary Islamic religiosity is increasingly viewed as an aberration from the regular course of history. Moreover, as scholars rewrite the script of secularization by unearthing modern secularism’s European-Christian heritage, they unwittingly bolster a narrative of civilizational difference between Islam and the secular West. Our understanding of Islam is thus inextricably tied to its oppositional framing as the other of secularism. In this course, we will critically assess Euro-centric representations of Islam created through canonical and critical discourses on secularism. Rather than assuming a natural opposition between Islam and secularism, we will examine the various modalities of power, institutional formations, habits of thinking, normative presuppositions, and cultural and visceral sensibilities that configure their agonistic relationship. This examination amounts to deconstructing the very category of the secular in its cognitive and sensory dimensions. To accomplish this task, we will rely on the work of Talal Asad and his interlocutors in Religious Studies, Anthropology, Continental Philosophy, Postcolonial Studies, and Comparative Literature. The course content is divided into 2 modules. Module A: "Theorizations" will examine Euro-centric theories of secularism and problematize their portrayals of Islam as an intrinsically asecular religion. In Module B: "Secularism Beyond Europe," we will read postcolonial critiques of secularization and examine its alternative trajectories in non-European contexts. Crucially, we will shift from a conventional emphasis on the state by comparing Islamic and secular disciplines of subject formation. By the end of the course, students will be able to appreciate how secular legal, political, and cultural institutions have re-defined religion in the modern world. Further, they will be able to discern the ways in which contemporary Islamic movements are both responses to and manifestations of a global secular condition.

Class Format: This course will be conducted online in its entirety and will rely on a combination of synchronous and asynchronous modes of learning. The synchronous component will consist of weekly class meetings via Zoom. A discussion leader will be assigned once a week to present on the week's readings and lead class discussion. The asynchronous component will consist of weekly reading responses (500 words each), 2 essays (1,000 words each), and a final paper (2,500 words).

Requirements/Evaluation: Weekly Reading Responses (500 words each): 30%; 2 Essays (1,000 words each): 20%; Attendance and Class Participation: 10%; Term Paper (10 double-spaced pages/2,500 words): 40%. Note: Out of the 13 weekly reading responses, you can choose to skip a maximum of 3.

Prerequisites: None.

Enrollment Limit: 19

Enrollment Preferences: Juniors and seniors.

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 311 (D2) REL 311 (D2)

Difference, Power, and Equity Notes: This course will sensitize students to the intractable difficulties of securing religious freedom, diversity, and tolerance under secular law. Students will gain a nuanced historical understanding of the role of Islam as a political force in postcolonial Muslim societies and its implications for religious minorities. Notably, they will understand how religiously motivated forms of violence and oppression are often deeply imbricated with secular power and institutions.
Established in the early 1500s, the Mughal Empire was one of the grandest and the longest to rule the Indian subcontinent for over three hundred years. Commanding unprecedented resources and administering a population of 100 to 150 million at its zenith—much larger than any European empire in the early modern world—the Mughals established a centralized administration, with a vast complex of personnel, money, and information networks. Mughal emperors were also political and cultural innovators of global repute. Moreover, while the Mughal dynasty was brought to an end with British colonial rule over India in 1857, the Mughal administrative structures and cultural influences continued to have a lasting impact on the British and later Indian states that followed. Centered around the intersection of the themes of power, patronage of art and architecture and religion, this course will ask: What factors contributed to the durability of the Mughal Empire for three centuries? How did global trade and innovations in taxation contribute to its wealth and stability? How did this dynasty of Muslim monarchs rule over diverse, and largely non-Muslim populations? How did they combine Persian cultural elements with regional ones to establish an empire that was truly Indian in nature? How were the Mughals viewed in their contemporary world of gunpowder empires like the Safavids of Persia and the Ottomans of Turkey? Readings will include the best of the recent scholarship on this vastly influential empire and a rich collection of primary sources, including emperor's memoirs, accounts of European travelers, and racy biographies, which will allow students make their own analysis. They will also have the opportunity to interpret paintings (some of which are held in the WCMA collections) and architecture. They will also discuss how the Mughals are remembered in South Asian film and music.

Requirements/Evaluation: participation, response papers/short essays, one final paper
Prerequisites: none, open to first-year students with instructor permission
Enrollment Limit: 25
Enrollment Preferences: History majors and potential History majors
Expected Class Size: 20
Grading: no pass/fail option, no fifth course option
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
GBST 312 (D2) REL 312 (D2) ASST 312 (D2) HIST 312 (D2)

Not offered current academic year

REL 313 (F) Humans and Bodies: Theories of Embodiment
Cross-listings: WGSS 303  REL 313
Primary Cross-listing
What is the body? Does the body precede culture, or is the body a product of society? How does the self relate to the body? How are sexual, racial, and gendered identities formed in and through the body? And how does the self sense its "own" body, or how does the body sense and make the self? In this course, we'll query and theorize embodiment through examining classical approaches (e.g., Freud, Lacan, Merleau-Ponty) as well as more recent queer (e.g., Butler), trans (e.g., Salamon), and posthuman (Haraway) theories of embodiment.
Class Format: Remote synchronous learning
Requirements/Evaluation: Students will be required to take notes on course readings, write 1-2 page weekly response papers, and submit a final paper at the end of the course.
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: Religion Majors, WGSS Majors
Expected Class Size: 10
Grading: yes pass/fail option, no fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
REL 314 (S) Racial and Religious Mixture (DPE)

Cross-listings: REL 314 AFR 357 LATS 327 AMST 327

Secondary Cross-listing

The very term "mixture" implies that two or more distinct substances have been brought together. Distinctions of race and religion are social fictions; yet, the lived ramifications of these social fictions involve tense struggles over the boundaries of racial and religious communities. These boundaries are not just ideas but also practices. In the history of the Americas, mixed racial and religious identities and experiences have more often been the result of violent clashes than romantic encounters. Still, the romanticization of the New World as a geography that makes such mixtures possible reaches back to the earliest days of Spanish conquest in the Americas. This course critically reconsiders varying ways that racial and religious mixtures have been imagined, defined, challenged, negotiated, and survived under imaginative and legal rubrics of mestizaje, creolization, transculturation, passing, syncretism, religious hybridity, and mixed race studies.

Class Format: mostly discussion

Requirements/Evaluation: participation, short writing exercises, a 3-page first essay, a 5- to 8-page second essay, and a 10- to 14-page final paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: seniors, concentrators, majors, those with prior relevant coursework

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 314 (D2) AFR 357 (D2) LATS 327 (D2) AMST 327 (D2)

Difference, Power, and Equity Notes: Focusing on how different peoples have critically theorized and made meaning about and out of racial and religious differences and interconnections, this Difference, Power, and Equity course investigates the ways that knowledge about mixture and difference--and their roles in hierarchical distributions of social and political power--have been critically constructed and transformed.

Not offered current academic year

REL 315 (F) Gender and Sexuality in Buddhism

This course introduces students to the core concepts of Buddhism, as well as historical Buddhist perspectives on gender equality, homosexuality and queerness, the body (masculine, feminine, androgynous), birth (literally and figuratively), sex, contraception, abortion, and clerical marriages throughout Buddhist Asia. We will investigate these issues through close readings of specific sections of the Buddhist canon, alongside secondary sources. Is Buddhism equitable regarding these issues? Does it depend on how one interprets texts? In addition to scriptural interpretations of these issues, we will explore socio-cultural developments beyond the text, including recent challenges to traditional interpretations. In this course, students will sample case studies that include an exploration of: pre-modern South Asian ideals of masculinity; the gender transformation of the bodhisattva Avalokitesvaraoor Guanyin in China; love and grief; birth and fertility; abortion and ritual aftermath in contemporary Japan; the struggle for official recognition of Buddhist nuns in contemporary Thailand; as well as mindfulness practices for racial equality. Finally, this course includes brief experiential components on Buddhist meditation and ritual. No prior knowledge about Buddhism is required.

Class Format: This class is remote with a mix of synchronous and asynchronous requirements. Synchronous meetings are limited to once a week for roughly one hour (between 60-75 minutes). Many of our synchronous requirements will feature breakout sessions into small groups for intimate, peer exchanges, followed by discussions with the entire class. A few asynchronous sessions will require community-building with your peers through some form of work exchange or reflection related to the weekly topic.

Requirements/Evaluation: Attendance and active participation 25%; Short writing assignments 25% (one-page, single-space, critical response based on class reading x 4 total); Mid-term exam 25% (identification terms, short essay); Final project and presentation 25% (initial consultation with the instructor regarding topic selection, annotated bibliography and project outline, formal written report (4-5 single-space pages) , presentation, and
REL 319 (F) Milton’s Paradise Lost

Cross-listings: REL 319 ENGL 315

Secondary Cross-listing

The course will consist primarily of a close reading of Milton’s Paradise Lost, generally considered the greatest non-dramatic poem in English. Written by a blind regicide in hiding shortly after the English Revolution, the epic presents the first and greatest of all failed rebellions: Satan’s rebellion against God and its tragic consequence, the fall of Adam and Eve in Eden. We will give attention to the poem’s densely organized language and structure, but our primary concern will be the ethical and philosophical dilemmas that confront Satan and all of the fallen.

Class Format: The course will be taught remotely

Requirements/Evaluation: one 6- to 8-page paper, one 10- to 12-page paper, weekly writing assignments, and active seminar participation

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam.

Enrollment Limit: 15

Enrollment Preferences: juniors, seniors, English majors

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 319 (D2) ENGL 315 (D1)

Fall 2020

SEM Section: R1 MWF 11:45 am - 1:00 pm Alan W. De Gooyer

REL 321 (F) Happy Holidays! A Comparative History of Commemorations and Festivals

Cross-listings: REL 321 HIST 411 ARAB 411

Secondary Cross-listing

What do our holidays tell us about ourselves and our societies? This seminar in religious, political and cultural history is in two parts. In the first half, we will explore the major holidays and festivals that emerged in the Middle East among the three monotheistic religions (Judaism, Christianity, and Islam). It will examine how certain events became ritualized and then spread to different parts of the globe and were adapted to specific cultural situations. We will consider the role of myth and commemoration and how various religious holidays are celebrated in different ways around the world. The second part of the seminar focuses on secular holidays with particular attention to the Modern Middle East. Which events are commemorated and how and what are the political implications of these celebrations?

Requirements/Evaluation: several short response papers and a 20- to 25-page final paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: seniors, especially History and Arabic Studies majors
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
REL 321 (D2) HIST 411 (D2) ARAB 411 (D2)
Not offered current academic year

REL 330 (S) Modern Jewish Political Theory
Cross-listings: JWST 492 PSCI 375 REL 330

Primary Cross-listing
By the late 19th century, Jews across Europe were faced with an urgent political problem. Amidst burgeoning national self-consciousness throughout the continent, despite the liberatory promises of the Enlightenment, Jews remained a vulnerable, segregated, and stigmatized minority population. Jews had to decide where to pin their hopes. Should they ally themselves with the liberals or the communists? Should they embrace nationalism or cosmopolitanism? Should they, perhaps, abandon Europe altogether and re-constitute themselves elsewhere? If so, should they focus their efforts on relocation to the historical land of Israel? Or could they go anywhere? Wherever they might go, should they aspire to build a modern Jewish nation-state, a semi-autonomous Jewish community, or some other arrangement? Should this coincide with the cultivation of a distinctively Jewish modern language? If so, should it be Hebrew or Yiddish? In this course we will assess various answers to these questions proffered by Jewish political thinkers in the modern period. We will pay particular attention to the construction of "Jews" and "Judaism" in these arguments. And we will ask persistently: what constitutes a "Jewish justification" for a political claim in modern Jewish political theory? Coverage will include: Jewish liberalism, political Zionism, Yiddishist autonomism, messianic quietism, and other views. We will read mostly primary sources, including texts by: Hermann Cohen, Theodore Herzl, Chaim Zhitlowsky, Franz Rosenzweig, Leo Strauss, Hannah Arendt, and many others.

Requirements/Evaluation: six short (1-2 pages) response papers; two 6- to 8-page papers, each analyzing a different view in depth; a final 18- to 20-page paper that incorporates the two previously submitted 6-8 page papers, but also compares the two views and adjudicates between them
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Religion majors, Jewish Studies concentrators, and Political Science students on the "Theory" track

REL 332 (F) Islam and Feminism
Cross-listings: WGSS 334 REL 332 ARAB 332

Primary Cross-listing
This course examines the relationship between feminism and Islam, focusing particularly on Islamic feminist scholarship. We will take a genealogical approach to our study of Islamic feminism tracing the different discourses that have informed and shaped the field. The first part of the course will begin with a critical examination of orientalist and colonial representations of Muslim women as oppressed and in need of liberation. We will then explore Muslim responses so such critiques that were entwined with nationalist and independence movements. This historical backdrop is critical to understanding why the question of women and their rights and roles become crucial to Muslim self-understanding and Islamic reform. The second part of the course will focus on major intellectuals and thinkers who have influenced Islamic feminism. Finally, the last part of our course will explore the breadth of Islamic feminist literature, covering the following themes: 1) feminist readings of scripture; 2) feminist critiques of Islamic law; and 3) feminist theology.

Requirements/Evaluation: weekly responses, four 2- to 3-page essays
Prerequisites: none
Enrollment Limit: 15
**Enrollment Preferences:** Religion, Arabic Studies, Women's, Gender and Sexuality Studies, History majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 334 (D2) REL 332 (D2) ARAB 332 (D2)

Not offered current academic year

**REL 333** (S) The Politics of Myth

Myths animate ethical and political life. Shared stories that function as sources of justification and motivation are reflected in our anxieties and aspirations, in how we talk, and in how we perform our identities. These are stories about the origins of our world, the founding of the political order, the forging of groups, the menace of enemies, the triumph of heroes, the ultimate destiny of humankind. In this course, we will explore the meaning of "myth" in our ethical and political lives. We will read and discuss a wide range of approaches to myth. For instance, readings may include works by Plato, medieval Jewish and Islamic philosophers, Friedrich Nietzsche, Georges Sorel, Ernst Cassirer, and Walter Benjamin. Particular attention will be given to a set of mid-twentieth century theorists of myth who have had an especially strong impact on the meaning of myth in American popular culture: Carl Jung, Mircea Eliade, and Joseph Campbell. We will assess the enduring resonance of their ideas and explore new opportunities to think critically and imaginatively about myth in this tradition, reading works by Wendy Doniger, Jeffrey Kripal, and other contemporary scholars in religious studies. These theoretical explorations will serve to enrich our efforts, throughout the course, to uncover the myths that animate our own lives. We will explore our myths through sustained introspection, interpretations of popular culture, and opportunities for myth-criticism and myth-making. Thus, in addition to the critical analysis of myths and myth theories, students will have the opportunity to play creatively with the possibilities of myth. The course will culminate in a final creative project engaging with the idea of myth.

**Requirements/Evaluation:** Two 5-7 page papers and either a final annotated creative project or a final 7-10 page paper.

**Prerequisites:** None

**Enrollment Limit:** 18

**Enrollment Preferences:** Religion majors and students who have taken a course in the Religion department.

**Expected Class Size:** 18

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Spring 2021

SEM Section: R1  TF 3:15 pm - 4:30 pm  Jeffrey I. Israel

**REL 334** (S) Imagining Joseph

**Cross-listings:** REL 334  JWST 334  COMP 334  ANTH 334

**Secondary Cross-listing**

Beloved son, rival brother, faithful servant, dreamer, seer, object of desire, lover, husband, bureaucrat, Joseph is one of the most fully-limned and compelling figures in the Jewish, Christian, and Muslim scriptural traditions. The story of Joseph unfolds over fourteen chapters in the Hebrew Bible, and is the subject of the fourth longest sura in the Qur'an. Through millennia, the story of Joseph has inspired a wealth of interpretations, commentary, apocrypha, re-tellings, and back-story, including an apocryphal book of scripture about Joseph and his wife, Asenath, Sufi poetry about Joseph and Zuleikha (Potiphar's wife), a trilogy by the 20th century German novelist Thomas Mann, a musical by Andrew Lloyd Weber, and many expressions in Western visual art. The course will explore these various expressions, looking to them for the ways in which Joseph has captured the imaginations of peoples and cultures across time and space. The course will be organized as a collaborative seminar in which the class will read the foundational scriptures together, followed by thematic discussions to which students will contribute insights from their own readings of particular peripheral texts. Students will learn the pleasures of close and intense exegetical reading in approaching the Hebrew Bible and Qur'an, as well as the more expansive pleasures of linking post-scriptural expressions together.

**Requirements/Evaluation:** 3- to 5-page weekly response papers; 15-page final paper; class participation

**Prerequisites:** none
Enrollment Limit: 12

Enrollment Preferences: based on responses to a questionnaire

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 334 (D2) JWST 334 (D2) COMP 334 (D1) ANTH 334 (D2)

Not offered current academic year

REL 335 (S) The Meaning of Diaspora and the Jews of Europe (WS)

Cross-listings: REL 335 HIST 434 JWST 434

Secondary Cross-listing

Dispersion, exile, migration, statelessness are all aspects of diaspora. In the study of diasporic peoples and cultures, the Jews have long figured as the archetype. As a result, Jewish political figures, intellectuals, social activists and scholars have played a central role in discussions of the meaning of diaspora, including debates about its political and social implications, economic value, and cultural significance. In the first half of the semester, in discussions of common readings, we will examine various historical interpretations of Jews' diasporic existence from the nineteenth century to the present and its implications for humanitarianism. Beginning in the first half of the semester and with greater intensity in the second half of the semester, you will conduct independent archival research on some aspect of the history of the Jewish diaspora using the digitized archives of the American Jewish Joint Distribution Committee that will culminate in a twenty-plus-page paper. In the second half, the seminar will continue to meet weekly as a research colloquium, to provide a forum for you to present your research and drafts in progress and to give feedback on fellow students' work. In this seminar, we are not merely studying history; you are actually doing history. That is to say, you will be more than students of history in this course: you will become historians in your own right. Over the semester, you will learn how to pose historical questions; to engage critically with readings beyond summarizing them; to synthesize an enormous amount of source material; and to learn how to write more clearly. By the end of the semester, the goal is for each student to produce a polished research paper based on substantial engagement with archival sources and relevant secondary literature that will serve as a capstone to your coursework at Williams or as a potential jumping-off point for future research projects, including a senior thesis in History or Jewish Studies.

Requirements/Evaluation: class participation, several short papers, oral presentations, and a 20-page research paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: History majors and Jewish Studies concentrators

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 335 (D2) HIST 434 (D2) JWST 434 (D2)

Writing Skills Notes: Students will write two drafts of their research paper before submitting the final paper for a grade. They will receive timely comments on drafts from professor and peers, to be incorporated into their final paper.

Not offered current academic year

REL 338 (F) Transhumanism: Religion, Technoscience, Obsolescence

Cross-listings: HSCI 338 SOC 338 STS 338 REL 338

Secondary Cross-listing

This interdisciplinary seminar invites students to pursue sociohistorical analysis and sustained critical discussion of the transhumanist movement and its overriding aims: the augmentation, transformation, and eventual transcendence of human biological constitution; the realization, through speculative technoscientific means, of an enhanced or even "postbiological existence"--a "posthuman condition." "Humanity 2.0." Through close readings of primary historical documents, transhumanist texts, scholarship on transhumanism, works of science-fiction film, literature, and popular culture, we will position the movement as an empirical conduit through which to explore the sociohistorical conditions under which transhumanist ideas
and practices have emerged, circulated, and taken up residence. To that end, we will consider the ties of transhumanism to eugenics and massive investments in pharmaceuticals, anti-aging medicine, and so-called "GNR" technologies (i.e. genetics, nanotechnology, and artificial intelligence and robotics); the movement’s affinities with neoliberalism and what some have pointed to as transhumanism’s racialized subtext of whiteness. We will furthermore devote considerable attention to the technological singularity, the figure of the cyborg, mind-uploading, space colonization, and cryonic suspension, all of which, like transhumanism broadly, suggest that science and technology have in some sense come to operate as powerful channeling agents for the very sorts of beliefs, practices, and forms of association that theorists of secularization expected modernity to displace. Lastly, throughout the course of the seminar we will take transhumanism as a provocation to think broadly and seriously about religion, technology, embodiment, and ways of being human.

Class Format: Remote
Requirements/Evaluation: informal weekly writing, two short review essays, and one 15-page seminar paper
Prerequisites: Prior coursework in sociology-anthropology, history, religion, or science and technology studies.
Enrollment Limit: 14
Enrollment Preferences: Anthropology and Sociology majors and Science and Technology Studies concentrators
Expected Class Size: 14
Grading: yes pass/fail option, no fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
HSCI 338 (D2) SOC 338 (D2) STS 338 (D2) REL 338 (D2)

Fall 2020
SEM Section: R1 TR 9:45 am - 11:00 am Grant Shoffstall

REL 340 Science, Religion, and the (post)colony: Critical approaches to the global history of knowledge (DPE)
Histories of science and religion have been deeply intertwined with colonial and postcolonial history. Colonial claims to legitimacy were often rooted in perceptions of scientific and technological superiority, and colonial expansion often marched in lockstep with missionary activity and forced conversions. In the process, race and human difference emerged as concepts at the intersection of scientific and religious discourses and was forged within the colonial framework. This colonial history of science and religion impacted how scientific and religious thought, practices and institutions developed through the period of decolonization and into today. Similarly, the attendant history of race and human difference continues to influence postcolonial and contemporary discourses around race, ethnicity, identity and migration. In this course, we will trace key moments in the history of science and religion and their relation to coloniality. We will start in the sixteenth century with the rise of modern European empires, move into the height of modern colonialism, indigenous genocides and chattel slavery, and trace decolonization from the middle of the nineteenth into today. Throughout, we will investigate how science and religion emerged as concepts, practices and institutions, and how these narratives impacted, and were impacted by colonial expansion and history. We will pay particular attention to questions of race, gender, sexuality and human difference as key concepts and practices that emerged at the intersections of science, religion and (post)colonialism
Requirements/Evaluation: 2 response papers (3-5 pages each) + final project (could be a 10-15p paper or creative project of any kind)
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Concentrators, followed by seniors and juniors
Expected Class Size: 15
Grading:
Distributions: (D2) (DPE)
Difference, Power, and Equity Notes: The course addresses questions of race, gender, sexuality and human difference as seen through the history of science, technology and medicine. Students will creatively engage with critical race theory, postcolonial theory and queer theory. They will also investigate human suffering as a category that provides a deeper understanding of difference, diversity and equality.
Not offered current academic year

REL 348 (S) Religion and Reason
In his most famous and provocative book, *The End of Faith*, the "New Atheist" author Sam Harris very forcefully brings our attention to the dangerous clash between faith and reason, lamenting humanity's willingness to suspend reason in favor of religious beliefs. This represents a pervasive trend of thought in the modern world that sees religion as being diametrically opposed to reason and rationality. This course is an in-depth investigation of this notion through the lenses of philosophy, theology, anthropology, and history, asking questions such as: What is reason, and what counts as a rational belief? Are there other grounds that might make one justified in holding a belief? What is the nature of religious belief or faith? Is religious belief uniquely irrational? What gave rise to this discourse on religion? We will be reading primary and secondary materials representing a variety academic disciplines, intellectual traditions, and geographic contexts.

**Requirements/Evaluation:** regular reading responses, 6- to 8-page midterm essay, final 10- to 12-page essay

**Prerequisites:** none

**Enrollment Limit:** 15

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Not offered current academic year

**REL 352 (S) Mystic Spirituality in Black Women's Social Justice Activism: Brazil-USA**

**Cross-listings:** REL 352 AFR 352 WGSS 352

**Secondary Cross-listing**

This course examines the meanings and manifestations of mystic spirituality in the lives and work of selected Black women artists/activists in the USA and Brazil. The writings of Lucille Clifton (poet), Rosemarie Freeney Harding (activist and counselor) and Makota Valdina Pinto (activist and Candomblé ritual elder) are key texts for our exploration of the uses of mystic sensibilities and Afro-Atlantic ritual traditions—such as dreams and visions, prayer, divination, sacred dance, healing rites and other forms of unmediated intimate encounter with the sacred—as resources for creativity, community organizing, self-care and as aspects of political and social critique in African American and Afro-Brazilian contexts. The methodology of the course blends historical, literary and womanist approaches in an investigation of the conjunctions of spiritual practice and activism in the experience of women in the Afro-Atlantic diaspora.

**Requirements/Evaluation:** class participation, 2-3 short papers (5-7 pages) and a final project

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** AFR, REL, and WGSS concentrators

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 352 (D2) AFR 352 (D2) WGSS 352 (D2)

Not offered current academic year

**REL 354 (S) Friedrich Nietzsche: Philosophizing with a Hammer**

**Cross-listings:** REL 354 COMP 351

**Primary Cross-listing**

In one of his last major writings, *Twilight of the Idols* (*Götzen-Dämmerung*, 1889), Friedrich Nietzsche described his project as an attempt to sound out various established philosophical truths or intellectual "idols," saying, "they will be touched here with a hammer as with a tuning fork, these are the oldest, most convinced, puffed-up, and fat-headed idols you will ever find...And also the most hollow." To be sure, Nietzsche directed his often combative prose against everything from traditional religion to philosophy itself. Nietzsche is one of the most frequently cited and most frequently misunderstood philosophers of our current era. By reading Nietzsche's writings in context, this course will attempt to liberate Nietzsche from his later reputation. We will think with and sometimes against Nietzsche, focusing on his notions of religion, mythology, power, morality, and enlightenment, and we will pay special attention to his reflections on the limits of reason/knowledge. Along the way, students will get a new sense of Nietzsche's most famous theoretical formulations including "the death of God," the *Übermensch*, and the split between Dionysian/Apollonian modes of thought.
REL 354 (D2) COMP 351 (D1)

Not offered current academic year

REL 358 (S) Religion and Law (DPE)

Cross-listings: GBST 358 REL 358

Primary Cross-listing

This course explores the concept of "law" through an investigation of the complex relationship between law, ethics, and religion. In doing so, we will look at legal theoretical texts as well as legal anthropological studies to pose critical questions about the nature of law, the functioning logic of law, the relationship between law and lived experience, and the legal construction of categories and facts. In the course, we will consider two intersections of religion and law: the particularities of religious legal traditions and the relationship between religion and secular law. Topics will include the secular legal construction of religion, the relationship between law and ethics, the nature of legal hermeneutics, and the racial, gender, and sexual politics of legal interpretation.

Requirements/Evaluation: reading response, two essays, final research paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Religion majors

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 358 (D2) REL 358 (D2)

Difference, Power, and Equity Notes: Law is seen as both a repressive and liberatory force. In taking a critical approach to the nature of law and legal interpretation, this course prepares students to think about the language of "rule of law," "order," and "justice" as a complex relationship between law and power.

Not offered current academic year

REL 374 (S) Mysticism: Vision, Writing, History (WS)

Cross-listings: REL 374 COMP 352 ENGL 374

Secondary Cross-listing

The promise of God's real presence in the world lies at the heart of Christianity as a messianic and scriptural faith. But mystics, who seek out and bear witness to their own experiences of the divine, have often been viewed with suspicion by church and state authorities. At stake in these confrontations between orthodoxy and the individual witness are questions of knowledge and power. To whom does God speak, who speaks for God, and how can anyone, whether mystic or priest, be certain? We will learn how these questions have inflected certain passages in the history of Christian belief and practice: the flourishing culture of mystical writing by medieval women, the efforts of some Protestant sects to distribute authority more horizontally, and early modern philosophers' criticisms of prophecy and fanaticism. But our deepest concerns will be literary and aesthetic. What modes of writing did mystics use to express what was, in fact, inexpressible? What role did visual art play in visionary experience? And how has mysticism influenced the work two of the twentieth century's most significant theorists of language, Ludwig Wittgenstein and Jacques Derrida?

Requirements/Evaluation: biweekly 5-page papers, biweekly 2-page response papers, thoughtful participation in class discussions
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 10

Enrollment Preferences: English majors and those intending to major in English

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 374 (D2) COMP 352 (D1) ENGL 374 (D1)

Writing Skills Notes: This course will develop students' writing skills through biweekly 5-page analytical papers and biweekly 2-page response papers. Written feedback will be provided by the instructor and by the tutorial partner. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Not offered current academic year

REL 376 (F) Islam and Capitalism (DPE)

Islam and Capitalism are two widely debated and yet increasingly elusive phenomena of our contemporary age. This course offers a chronological and thematic study of the conceptual and material entanglements between Islam and Capitalism. The mere juxtaposition of Islam and Capitalism is beset with conceptual difficulty and anachronism: can Islam be conceived as a religion proper given the Shari'a's extensive regulation of commercial life? Is faith in the providence of free markets akin to religious belief? Are Islam and Capitalism universal goods, or are they isomorphic to distinct cultures? Does the simultaneous rise of Islamic banking and "halal" consumerism signal a revolt against capitalist modernity, or does it mark the domestication of religion by forces of the market? How do Islamic conceptions of socioeconomic justice and ecological preservation respond to the environmental crises of Capitalism and the Anthropocene? We will explore these questions and address their underlying assumptions from within the disciplinary frameworks of History, Anthropology, and Religious Studies. In terms of theory, students will comprehend key debates and methodological approaches to the broader study of religion and capitalism, including formal resemblances between theological concepts and theorizations of the market; the analytical purchase of binary oppositions between religion (enchantment) and economics (rationality); the cultural embeddedness of markets versus their formalistic autonomy; postcolonial critiques of corporate sovereignty and neoliberalism; and, finally, economic/ecological assemblages and "religious economies." In addition to harnessing theoretical tools of analysis, students will also acquire substantial knowledge of the Shari'a, its commercial laws, institutions, and contracts by studying the history of commerce in Muslim societies from 7th-century agrarianism to contemporary Islamic finance. The diverse topics, regions, and periods covered in the course are organized into 5 modules: (1) theoretical concepts in religion and economics; (2) the Shari'a and Islamic commercial law; (3) commerce in medieval Islam; (4) modernity, colonialism, and industrial capitalism; and, finally, (5) globalization, modern Islamic finance, and environmentalism.

Class Format: This course will be conducted online in its entirety and will rely on a combination of synchronous and asynchronous modes of learning. The synchronous component will consist of weekly class meetings via Zoom. A discussion leader will be assigned for each session and, depending on enrollment, students will be separated into break-out sessions to facilitate group discussion. The asynchronous component will consist of weekly reading responses, the mid-term, and final paper.

Requirements/Evaluation: Weekly Reading Responses (approx. 300 words): 20%; Class Participation (based on a weekly assignment of in-class discussion leaders): 20%; Take-home Midterm Exam (5 double-spaced pages/1250 words max.): 20%; Term Paper (10 double-spaced pages/2500 words max.): 40%

Prerequisites: There are no prerequisites for enrollment. However, an elementary exposure to the history of economic thought will be useful.

Enrollment Limit: 19

Enrollment Preferences: Seniors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course examines trajectories of capitalism—beyond its isomorphic relationship with Western culture—in the Muslim world. It offers a critical perspective on economic inequality and underdevelopment in postcolonial Muslim states and their historical linkages with extractive/settler colonialism. Students explore connections between petrodollar capitalism, climate change, exploitation of migrant labor in the Arabian Gulf, and the fight for regional domination through proxy religious wars.
REL 397 (F) Independent Study: Religion
Religion independent study.
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

REL 398 (S) Independent Study: Religion
Religion independent study.
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

REL 401 (F) Issues in the Study of Religion
To be conducted as a working seminar or colloquium. Major issues in the study of religious thought and behavior will be taken up in a cross-cultural context enabling the student to consolidate and expand perspectives gained in the course of the major sequence. Topics will vary from year to year. In keeping with the seminar framework, opportunity will be afforded the student to pursue independent reading and research.

Class Format: Remote
Requirements/Evaluation: class reports, papers, and substantial research projects
Prerequisites: senior Religion major or permission of instructor
Enrollment Limit: 15
Enrollment Preferences: senior Religion majors
Expected Class Size: 15
Grading: no pass/fail option, no fifth course option
Distributions: (D2)

REL 412 (F) Gandhi: History, Ideas and Legacy (WS)
Cross-listings: REL 412 LEAD 412 GBST 412 ASST 412 HIST 496
Secondary Cross-listing
This course studies the life, work, and ideas of M.K. Gandhi (1869-1948), one of the most influential thinkers of the non-western world. Gandhi is well known today for his philosophy of non-violent resistance and its application in India's freedom struggle as well as his influence on the work of leaders like Martin Luther King and Nelson Mandela. Hailed as the 'father of the Indian nation', however, Gandhi is not only known for his political ideas but also for his deep engagement with everyday human behavior and morality: truth, vegetarianism, sex and celibacy, to name just a few of his obsessions which contributed to making his broader philosophy. It is this commitment to a morally pure life that earned him the title of 'Mahatma' or Great Soul in India. This tutorial will focus on three key aspects of Gandhi: his ideas of peaceful protest as means of social and political change, his contemplations on moral philosophy, and on his legacy in modern India and the world. Students will read a combination of Gandhi's own writings as well as journal articles, monographs and films. The course will probe questions such as: What was the context and nature of Gandhian nationalism?
Did it help to integrate the Indian nation? Was Gandhi truly a Great Soul, a saint or a shrewd politician? In what ways is Gandhi received and remembered by the Indian nation today? How does understanding a figure like Gandhi facilitate our understanding of modern nationalism, citizenship and political action?

**Class Format:** REMOTE. This tutorial will be taught remotely but will otherwise follow the usual tutorial format of weekly hour-long meetings, pairing students who will alternatively write papers and critiques each week.

**Requirements/Evaluation:** 5-7-page essays or 2-page critique due each week and a final report (3-4 pages) at the end of the semester.

**Prerequisites:** None, except students who have taken HIST488T will not be permitted to take this class.

**Enrollment Limit:** 10

**Enrollment Preferences:** Senior history majors and students who have previously taken HIST221. Students who have previously taken HIST488T will not be permitted to take this class.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 412 (D2) LEAD 412 (D2) GBST 412 (D2) ASST 412 (D2) HIST 496 (D2)

**Writing Skills Notes:** As a tutorial, this course is Writing Intensive as students not only write weekly papers but they also develop critical tools to engage in close reading of texts and interpret them and the facts therein. Each week, they will develop their writing by providing constructive criticism of their partner's paper, and in turn, learn to receive and build on critiques of their own work. Students will be given the opportunity to substantively revise their work on a regular basis.

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**REL 421 (S) Picturing God in the Middle Ages**

**Cross-listings:** REL 421 ARTH 421

**Secondary Cross-listing**

How did medieval Europeans imagine their God and how did they give what they imagined pictorial form? How were these pictures used, both in public and in private life, and why? Paying particular attention to the function and experience of medieval works of art, this seminar will examine the evolution of images of God, in both the Eastern and Western halves of Europe, and the problems these images often generated. Through readings and class discussion, the course will investigate, among other specific topics: the varied attitudes toward the representability of God in Judaism, Islam, and Christianity; the impact of the Roman cult of the emperor and of images of the dead on the earliest portraits of Christ; the cult of the icon, concerns over idolatry, and the destruction of images; ideas about spiritual versus physical vision and their influence on the making and viewing of pictures; the relationship of sacred images to relics, the Eucharist, and other aspects of Christian ritual; and the pictorial exploration of both the torture and sexuality of Christ. Students will also pursue an individual research project, in which they will examine in greater depth a specific depiction of divinity of their choosing, in light of what we have considered together in the seminar.

**Class Format:** Class will meet online at first but may shift to in-person if circumstances allow

**Requirements/Evaluation:** class participation, oral presentation, one short paper (2-3 pages), final research paper (15-20 pages)

**Prerequisites:** none

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 421 (D2) ARTH 421 (D1)

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Spring 2021
REL 422  (S)  Art, Architecture, and Poetry: Islamic Devotional Culture in South Asia

Cross-listings:  COMP 422  ARTH 422  REL 422

Secondary Cross-listing
How have scholars interpreted and classified terms such as "Islamic art" and "Muslim culture," and how have these classifications affected the interpretation of the arts in South Asia? There are different points of view regarding what constitutes as "Islamic" art and culture. Is an imperial wine cup with "God is Great" inscribed on it an "Islamic" object? How is an erotic epic narrating the romance of a Hindu prince understood as embodying the principles of Muslim devotion? This interdisciplinary seminar, focusing on South Asian Muslim devotional culture as articulated through the material culture, the arts of the book, architecture, and poetry, will navigate these questions from two perspectives. The first is to understand how Muslim devotional cultural expression in South Asia circumscribes and interprets itself. The second viewpoint is that of scholarship and the various interpretive voices that have framed the field over the last century.

Requirements/Evaluation:  class participation, 2-page response papers on class readings, leading class discussion, final 15-20-page research paper

Prerequisites:  none

Enrollment Limit:  14

Enrollment Preferences:  Art Majors, and then to students of any major interested in art and culture of Islam

Expected Class Size:  12

Grading:  no pass/fail option,  no fifth course option

Distributions:  (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
COMP 422 (D1) ARTH 422 (D1) REL 422 (D2)

Not offered current academic year

REL 493  (F)  Senior Thesis: Religion

Religion senior thesis; this is part of a full-year thesis (493-494).

Grading:  yes pass/fail option,  yes fifth course option

Distributions:  (D2)

Fall 2020
HON Section:  H1  TBA  Jason Josephson Storm

REL 494  (S)  Senior Thesis: Religion

Religion senior thesis; this is part of a full-year thesis (493-494).

Grading:  yes pass/fail option,  yes fifth course option

Distributions:  (D2)

Spring 2021
HON Section:  H1  TBA  Jason Josephson Storm

REL 497  (F)  Independent Study: Religion

Religion independent study.

Grading:  yes pass/fail option,  yes fifth course option

Distributions:  (D2)
REL 498 (S) Independent Study: Religion
Religion independent study.

Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

Winter Study

REL 30 (W) Senior Project: Religion
An advanced course for senior Religion majors (who are not writing theses) to further develop their senior seminar paper into a polished 25 page research paper (which will also be the focus of a brown-bag presentation during the spring semester). The course will help the students with general research methods, workshopping, paper writing, and presentation practice.

Class Format: senior project
Grading: pass/fail only
Not offered current academic year

REL 31 (W) Senior Thesis: Religion
Religion senior thesis.

Class Format: thesis
Grading: pass/fail only
Not offered current academic year

REL 99 (W) Independent Study: Religion
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study
Grading: pass/fail only
Not offered current academic year
ROMANCE LANGUAGES (Div I)
FRENCH
Chair: Professor Brian Martin


On leave fall/spring: K. Pieprzak, S. Saint-Just

MAJOR—French Language and Literature
The French major seeks to provide training in literary and cultural analysis and linguistic expression through the study of selected texts from the French-speaking world. Emphasis is placed on the changes in form and subject matter from the early modern period to the contemporary era.

The major consists of nine courses. One of these courses must be the 400-level senior seminar during the student’s final year at the College.

Students entering the major program at the 200-level may, with the permission of the Department, choose as part of their major program, one course in Art History, History, Philosophy, Comparative Literature or other subjects that relate to and broaden their study of French. Students entering the major program at a very advanced level may, in some cases and with the permission of the Department, include two such courses in their major program.

Working with the major advisor, the student will formulate a curricular plan that will ensure balance and coherence in courses taken. Such balance and coherence will be based on the above areas of literary and cultural investigation. Prospective majors should discuss their program with the major advisor by the end of their sophomore year. This is especially imperative for students who are planning to spend a part or all of their junior year in France.

Inasmuch as all courses in French assume the active participation of each student in discussions conducted in the foreign language, regular attendance at class meetings is expected.

MAJOR—French Studies
The major in French Studies is an interdisciplinary program that provides students with the opportunity to acquire skills and knowledge embracing the cultural, historical, social, and political heritage of France and the Francophone world. The program allows for an individualized course of study involving work in several departments and the opportunity to study abroad.

Students electing the French Studies major should register with the French Studies faculty advisor during their sophomore year. At that time, they should submit a feasibility plan that articulates their projected program.

The French Studies major consists of ten courses satisfying the following requirements:
- at least five RLFR courses in French language, literature, film, or culture;
- the RLFR senior seminar during the student’s final year at the College;
- Electives: The remaining courses needed to complete the major must be drawn from at least three different departments and relate primarily to an aspect of the cultures, histories, societies, and politics of France and the Francophone world. These courses will be selected in consultation with members of the Department of Romance Languages. Appropriate electives might include:
  - AFR 360 Political Thought Frantz Fanon
  - ARTH 254 Manet to Matisse
  - HIST 390 Haitian and French Revolutions
  - RLFR 101-450 All courses in French and Francophone language, literature, film, and culture

THE DEGREE WITH HONORS IN FRENCH
Students majoring in French may apply to be admitted to the Honors Program in French upon demonstrating the following: (1) fluency of spoken and written language; (2) potential for successful independent research, as demonstrated by strong performance in advanced-level coursework; (3) interest and motivation; and (4) overall quality and feasibility of the proposal.

By May 15th of their junior year, candidates will have found a thesis advisor, and given the Department a three- to five-page proposal and a preliminary bibliography. (In some cases, and upon consultation with the Department, candidates will have the option to choose a second reader in addition to their primary advisor; for example, when the thesis is interdisciplinary enough in nature that it requires the expertise of an additional reader). This proposal will be discussed by the Department; by June 1st, the candidate will be informed whether they can proceed with the thesis, and if so, what changes need to be made to the focus and scope of the project. The summer before the senior year will be spent reading, researching (in relevant archives or with field work), and compiling a more detailed bibliography.
Upon their return to Williams, candidates will devote to their theses two semesters of independent study (beyond the nine courses required for the major) and the winter study period of their senior year (493-W31-494). The thesis will be written in French and will usually not be shorter than fifty pages. By the end of the Fall semester, students will normally have a clear outline of the project, have done substantial research, and produced the draft of at least the first half of the project. During January this draft will be suitably rewritten and edited with a view to a final version, while the candidates will also begin work on remaining chapters.

Candidates will submit what they have written to the department on the last day of Winter Study.

On the Tuesday of the first week of the spring semester candidates will make a presentation of the project at a departmental colloquium in French. The thesis will be promptly discussed and evaluated to determine whether or not the student should continue in the honors program. The second semester of independent thesis work will be spent writing more chapters, as well as revising, rewriting, and polishing the project where necessary. The completed thesis in its final form will be due on April 25th. At the end of the Spring term, the student will present and defend the final project before members of the Department and others by invitation. The grade will be awarded once members of the Department have consulted after the defense.

THE CERTIFICATE IN FRENCH

The Certificate in French Language and Cultures consists of a sequence of seven courses for which the student must earn a cumulative grade average of B or higher.

For students with no prior study of French, the course sequence will consist of RLFR 101-102, RLFR 103, RLFR 104, and three additional courses, with at least one of these at the 200-level or higher taken at Williams. For students starting the sequence at RLFR 103 or higher, six additional courses must be taken, including at least three French courses at the 200-level or higher. For these students starting at French 103 or higher, two electives may be taken in other departments: one elective should be in French or Francophone culture (art, literature, theatre, music) and the other in French or Francophone civilization (history, political science, philosophy).

PLACEMENT

A placement test in French is administered at Williams at the opening of the fall semester. Incoming first-year students who register for any French course above the 101 level must take this test, regardless of their previous preparation.

STUDY ABROAD

We encourage all students of French to complement their courses at Williams with the life-changing experience of studying abroad in a Francophone country. In particular, French majors and certificate students are strongly advised to complete part of the requirements for the major or certificate by studying abroad, for either a semester or a year. Most study abroad programs require applicants to have completed a fifth-semester French course in college (French 105) or higher before they go abroad. Credit for up to a total of 4 courses towards the major or certificate can be granted for either a semester or a full year abroad, at the discretion of the Romance Languages Department. Students who are planning to get credit for their study abroad courses should meet with a French faculty member in advance, to review the courses they intend to take abroad. Normally, only courses that focus on French language or Francophone literature, history, politics, art, and culture may be counted towards the major or certificate.

The final assignment of course credit will be authorized in consultation with the student's French advisor, once the student has returned to Williams. Such credits can only be determined by review of course format, course materials, and evidence of satisfactory academic performance; students should thus provide not only their study abroad transcript, but retain course materials (including syllabi, papers, exams, and other projects) for potential review back at Williams. While students can gain credit for 100-, 200-, and 300-level courses during their time abroad, the 400-level senior seminar must be taken during the senior year at Williams. Early planning is essential: Students interested in studying abroad are strongly urged to attend the yearly Francophone Study Away Information Session (held each October) during their first year or sophomore year. Students will receive credit for only those study abroad programs recommended and approved by the Dean of Study Away and the Romance Languages Department. Williams has long-term affiliations with the following programs: Hamilton College (Paris), Sweet Briar College (Paris), CUPA (Paris), Middlebury College (Paris), Wellesley College (Aix-en-Provence), Boston University (Grenoble), and both SIT and CIEE (in Morocco, Senegal, and Madagascar). For more on all approved study-abroad programs, see the webpages for the French program (french.williams.edu) and Study Away (study-away.williams.edu/programs). Finally, the Department does not administer proficiency exams (for study abroad, fellowships, or job applications) to students who have not completed a French course at Williams; and most study abroad programs will not accept students who have not taken any college courses in French (at Williams) prior to their application. Students should thus plan well ahead (as early as their first year and sophomore year) to take appropriate courses at Williams, before applying for and taking part in study abroad programs in the Francophone world.

RLFR 101 (F) Introduction to French Language and Francophone Cultures

This year-long course offers a complete introduction to the French language and is designed to help you become fully conversant in French by focusing on four fundamental language skills: listening, speaking, reading, and writing. Through daily practice, class activities, interactive discussion,
listening exercises, written work, reading assignments, and active engagement with music, video, and film, you will quickly gain confidence and increasing facility with your abilities to speak and understand both spoken and written French. In addition, our study of grammar, vocabulary, and communication skills will be organized around an engaging and dynamic introduction to a variety of French-speaking cultures around the world, from France and Belgium, to Québec and Martinique, to Sénégal and Morocco. Conducted in French.

Class Format: Remote. This will be a remote course for all students, whether they are on campus or not. We will convene synchronously via web-conferencing multiple times per week, with an emphasis on speaking practice in small groups. There will also be opportunities for students to engage with online activities both during and between our synchronous sessions. Remote office hours will provide even more opportunities for follow-up, questions, and practice.

Requirements/Evaluation: active class participation, workbook exercises and compositions, chapter tests, midterms, and final exams

Prerequisites: none; for students who have never formally studied French; students who have previously studied French (in any formal course, at any level) must take the French Placement Test in late August or early September

Enrollment Limit: 12

Enrollment Preferences: all are welcome, but if over-enrolled, preference will be given to first-year and second-year students and those with compelling justification for admission

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Unit Notes: RLFR 101-102 is a year-long course; credit granted only if both semesters (RLFR 101 and 102) are taken. Also: RLFR 101-102 students must normally take the French Winter Study Course, which may have a remote or independent study format in 2021.

Distributions: (D1)

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RLFR 102 (S) Introduction to French Language and Francophone Cultures

This year-long course offers a complete introduction to the French language and is designed to help you become fully conversant in French by focusing on four fundamental language skills: listening, speaking, reading, and writing. Through daily practice, class activities, interactive discussion, listening exercises, written work, reading assignments, video-observations, and film-viewing, you will quickly gain confidence and increasing facility with your abilities to speak and understand both spoken and written French. In addition, our study of grammar, vocabulary, and communication skills will be organized around an engaging and dynamic introduction to a variety of French-speaking cultures around the world, from France and Belgium, to Québec and Martinique, to Sénégal and Morocco. Conducted in French.

Class Format: Remote. This will be a remote course available to all students, whether they are on campus or completing coursework 100% remotely. We will convene synchronously via web-conferencing multiple times per week, with an emphasis on speaking practice in small groups. There will be many opportunities for all course members to interact via a series of varied online activities both during and in-between our synchronous sessions.

Requirements/Evaluation: participation, online homework, mid-semester and final projects, short writing assignments

Prerequisites: RLFR 101, or by Placement Test, or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Preference will go to first- and second-year students and those with compelling justification for admission. Statement of interest solicited if overenrolled.

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

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RLFR 103 (F) Intermediate Studies in French Language and Francophone Cultures

As a continuation of French 101-102, this dynamic first-semester intermediate course is designed to help you improve your French, while at the same
time learning more about French and Francophone cultures, politics, literature, and film. Through the active study and daily practice of listening, speaking, reading, and writing in French, you will: continue developing your communication skills and learn to express your opinions and ideas; improve your command of spoken and written French through a revision of important grammatical structures; strengthen your reading and writing skills in order to prepare you for further study of literary texts; and develop an increased vocabulary and cultural appreciation of French-speaking cultures around the world.

Class Format: Remote. This will be a remote course available to all students, whether they are on campus or completing coursework 100% remotely. We will convene synchronously via web-conferencing multiple times per week, with an emphasis on speaking practice in small groups. There will be many opportunities for all course members to interact via a series of varied online activities both during and in-between our synchronous sessions.

Requirements/Evaluation: participation, online homework, mid-semester and final projects, short writing assignments

Prerequisites: RLFR 101-102, or by Placement Test, or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Preference will go to first and second year students. Statement of interest solicited if overenrolled.

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Unit Notes: students should seriously consider taking RLFR 103 AND 105 if they intend to enroll in more advanced French literature courses at the 200-level and above, or if they anticipate studying in France or a Francophone country during their junior year

Distributions: (D1)

Fall 2020
LEC Section: R1  MWF 11:45 am - 1:00 pm  Cécile Tresfels
LEC Section: R2  MWF 8:15 am - 9:30 am  Theresa Brock

RLFR 104  (S)  Intermediate French II: Advanced Intermediate Studies in French

As a continuation of French 103, this course will help students gain greater fluency in French, through an exploration of French and Francophone literature, film, media, politics, and culture. With a focus on listening, speaking, reading, and writing, students will review advanced grammar expand their vocabulary, gain greater confidence, and both discuss and debate central questions in the social, political, and cultural landscape of French-speaking communities in Europe, Africa, and the Caribbean.

Class Format: Remote. Both sections of 104 will convene synchronously via web-conferencing three times per week (two sessions with the instructor, one session with the TA), with an emphasis on speaking practice in small groups, and a series of varied online activities in-between our synchronous sessions. Prof. Tresfel's R1 course's TA meetings will be scheduled at agreed-upon times once enrollment is established. Prof Cornell's R2 course's TA meetings will take place during scheduled class hours.

Requirements/Evaluation: short weekly readings, participation, online homework, three quizzes, three writing assignments and one final project.

Prerequisites: RLFR 103, or by placement test, or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Preference will go to students who have taken 103 in Fall 2020. Statement of interest solicited if overenrolled.

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Unit Notes: after successfully completing RLFR 104, students may register for RLFR 201

Distributions: (D1)

Spring 2021
LEC Section: R1  TR 9:45 am - 11:00 am  Cécile Tresfels
LEC Section: R2  MWF 8:15 am - 9:30 am  Carl B. Cornell

RLFR 105  (F)  Advanced French: Advanced Studies in French Language and Francophone Culture

In this course, we will concentrate on polishing your oral and written expression and on expanding your vocabulary, while focusing on the analysis and
Discussion of French and Francophone cultures and the concepts that define them. In addition to helping you improve your speaking, listening comprehension, reading, and writing, as well as reviewing advanced grammar, we will explore key myths and practices linked to municipal, regional, and national identities in France and the Francophone world, and seek to understand the history of contemporary debates surrounding these identities. Topics of discussion will include: Which cultural practices represent what it means to be French? How do certain regions and cities derive a sense of identity distinct from that of the nation? How do overseas departments and territories inflect Frenchness by means of their own histories and geographies? Short literary, theoretical, and historical texts, along with films, music, artwork, press articles, and websites, will inform our discussions. Conducted in French.

Class Format: Remote. This will be a remote course available to all students, whether they are on campus or completing coursework 100% remotely. We will convene synchronously via web-conferencing multiple times per week, with an emphasis on discussion in small groups. There will be many opportunities for all course members to interact via a series of varied online activities both during and in-between our synchronous sessions.

Requirements/Evaluation: participation, grammar exercises, 3 reaction papers, 1 presentation, final project

Prerequisites: RLFR 104, placement exam, or by permission of instructor

Enrollment Limit: 12

Enrollment Preferences: All are welcome, but if overenrolled, preference will be given to first- and second-year students and French major and certificate students. If necessary, a statement of interest will be solicited.

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2020

LEC Section: R1 MWF 8:15 am - 9:30 am Carl B. Cornell
LEC Section: R2 MWF 11:45 am - 1:00 pm Carl B. Cornell

RLFR 106  (S) Advanced French: Danger and Desire in French Film and Fiction  (DPE)

Cross-listings: RLFR 106  COMP 107

Primary Cross-listing

This is an advanced course in French language designed to help you improve your speaking, comprehension, reading, and writing, through the dynamic study of short literary texts and films focusing on danger and desire in nineteenth-, twentieth-, and twenty-first-century France. Through active discussion and debate, textual and cinematic analysis, grammatical review, and careful writing and revision, you will improve your command of spoken and written French, strengthen your ability to express complex ideas, expand your vocabulary, and deepen your understanding of French fiction, film, and culture. This is an ideal course to prepare for study abroad or for more advanced coursework in French literature and cinema. As a focus for improving your French, we will examine a broad range of texts and films on danger and desire in France from 1820 to 2020, with an emphasis on passion and ambition, infatuation and seduction, betrayal and vengeance, courage and cruelty, warfare and resistance. Works to include nineteenth-century texts by Chateaubriand, Duras, Balzac, Mérimée, Flaubert, Maupassant, Zola; twentieth-century texts by Colette, Camus, Sartre, Beauvoir, Duras, Ernaux, Guibert, Quint, Lindon, Vilrouge; and twenty-first-century films by Caron, Ozon, Ducastel, Martineau, Dercourt, and Becker. Conducted in French.

Class Format: This will be a remote course for all students, whether they are on campus or not. We will convene synchronously via web-conferencing, with an emphasis on speaking practice in small groups. There will also be opportunities for students to engage with online activities both during and between our synchronous sessions. Remote office hours will provide even more opportunities for follow-up, questions, and practice.

Requirements/Evaluation: active class participation, grammar exercises, two short papers, midterm, and final paper

Prerequisites: Exceptional performance in RLFR 104; successful performance in RLFR 105; or by placement test; or permission of the instructor.

Enrollment Limit: 12

Enrollment Preferences: All are welcome, but if over-enrolled, preference will be given to French majors and certificate students; and those with compelling justification for admission.

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
RLFR 106 (D1) COMP 107 (D1)

**Difference, Power, and Equity Notes:** This course centers on a critical examination of difference, power, and equity in French film & fiction. The content examines the effects of class, ethnicity, gender, and sexuality on social inequalities among rich & poor, soldiers & civilians, nations & colonies, men & women. The course employs critical tools to teach students how to articulate and interrogate social injustice, through reading, viewing, discussion, writing, and revision.

Spring 2021

SEM Section: R1    TR 9:45 am - 11:00 am     Brian Martin

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**RLFR 108 (S) Voyages Francophones: Alienation and Self-Discovery in Contemporary Literature and Film**

This is an advanced course in French language designed to help you improve your speaking, listening comprehension, reading, and writing, through the dynamic study of literary texts and films focusing on the themes of alienation and self-discovery in the late twentieth- and early twenty-first-century Francophone world. Through active discussion and debate, textual and cinematic analysis, grammatical review, and careful writing and revision, you will improve your command of spoken and written French, strengthen your ability to express complex ideas, expand your vocabulary, and deepen your understanding of French-language fiction, film, and culture. This is an ideal course to prepare for study abroad or for more advanced coursework in French language and cinema. As a focus for improving your French, we will examine a broad range of texts and films on the themes of alienation and self-discovery—especially in the context of immigration and coming of age—as they are represented in texts from France, Québec, and the Caribbean.

**Requirements/Evaluation:** class participation, grammar exercises, group discussion leading, two short papers, and final project

**Prerequisites:** exceptional performance in RLFR 104; successful performance in RLFR 105; or by placement test; or permission of the instructor

**Enrollment Limit:** 20

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

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**RLFR 202 (F) War and Resistance: Two Centuries of War Literature in France (1804-2016)**

**Cross-listings:** RLFR 202 WGSS 201

**Primary Cross-listing**

In 1883, Maupassant called on his fellow war veterans and writers to join him in speaking out against warfare and violence, crying "Let us dishonor war!" From the Gallic Wars against Caesar (during the first century BC) to the recent terrorist attacks in France (at the opening of the twenty-first century), the French literary tradition is rich in texts that bear witness to war and speak out against its monstrous inhumanity. While war literature in France can be traced back to ancient and medieval texts on Vercingétorix, Charlemagne, William the Conqueror, and Joan of Arc, this course will focus specifically on literary representations of war during the nineteenth- and twentieth-centuries, from the Napoleonic Wars, to the First and Second World Wars, to the Algerian and Cold Wars, and the "War on Terror." Discussions will examine the impact of war on soldiers and civilians, patriotism and pacifism, history and memory; the implications of war as invasion and conquest, occupation and resistance, victory and defeat; the relationship of war to gender, sexuality, and ethnicity; and the role of war in colonialism and genocide. Readings to include novels, short stories, and poems by Balzac, Stendhal, Hugo, Rimbaud, Daudet, Maupassant, Zola, Cocteau, Wiesel, Duras, Camus, and Fanon. Films to include works by Resnais, Renoir, Carion, Jeunet, Malle, Angelo, Pontecorvo, and Duras. Conducted in French.

**Requirements/Evaluation:** active class participation, midterm exam, and two to three papers

**Prerequisites:** exceptional performance in RLFR 105; successful performance in RLFR 106 or 107; or by French placement exam; or by permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** French majors and certificate students; Comparative Literature majors; Women's, Gender and Sexuality Studies majors; and those with compelling justification for admission

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option
RLFR 205  (S)  On Strike: Workers and Revolutions in the French Republic
The recent "yellow vests" (gilets jaunes) protests in France have attracted international attention to the experiences of French workers. Yet these protests are only the latest example in a series of workers' movements that have shaped French identity. From the revolutions of 1830 and 1848, to the Popular Front of the 1930s, to the general strike that fueled the events of May 1968, workers have played a significant role in determining France's sociocultural values and political orientation. In this course, we will study representations of workers in literary and filmic texts dating from the late nineteenth century to the present. We will consider how depictions of the worker have evolved amid changing sociocultural conditions in France: for instance, the arrival of immigrants from such countries as Spain, Italy, and Portugal, and later from the Maghreb; the entry of women into the workforce; the disappearance of the rural farm worker, or paysan; the creation of a nuclear power grid; and deindustrialization. Finally, we will examine how the memory of workers is preserved in twenty-first-century France.  

Requirements/Evaluation:  class participation, reaction papers, group discussion leading, and a final project

Prerequisites:  strong performance in RLFR 105; RLFR 106; another RLFR 200-level course; placement exam; or permission of instructor

Enrollment Limit:  20

Enrollment Preferences:  French Majors and certificate students

Expected Class Size:  20

Grading:  yes pass/fail option,  yes fifth course option

Distributions: (D1)

Not offered current academic year

RLFR 206  (F)  The Outsider in French & Francophone Film Adaptations of Literary Texts  (DPE)
In this course students will examine the figure of the outsider (queer, black, woman, intruder, loner) in several French and Francophone literary texts and their film adaptations and will explore questions such as: how are such outsiders translated onto the screen? To what extent does outsider status help maintain, challenge, or reveal hegemonic discourse? In what ways do non-Western and Western filmmakers (re)cast power and privilege through the figure of the outsider in their film adaptations (of Western canonical texts)? Students will read original French and Francophone literary texts and apply theories of film adaptation to their analyses.

Requirements/Evaluation:  three response papers, one short essay on film adaptation, one video essay with a student partner

Prerequisites:  students should have taken RLFR 105 or above, or placement test, or by permission of instructor

Enrollment Limit:  16

Enrollment Preferences:  Comparative Literature majors, Africana Studies concentrators, French majors and certificates

Expected Class Size:  12

Grading:  yes pass/fail option,  no fifth course option

Distributions: (D1)  (DPE)

Difference, Power, and Equity Notes:  This course fulfills the DPE requirement because it focuses via the figure of the outsider on power dynamics (based on sexual identity race, class, gender) between cultural producers, in literary texts and their film adaptations.

Not offered current academic year

RLFR 207  (F)  Urban Ecologies of the French-Speaking World: Sustainability and the City in the 21st Century
In the twenty-first century, urban populations around the world have continued to grow, all while the climate crisis has become ever more urgent. The fact that more than 55% of Earth's inhabitants live in urban settings today means that cities will be important actors in the fight against climate change moving forward. In this course, we will examine how cities from the French-speaking world (including in North America, Europe, and Africa, as well as along the Pacific Rim) are enacting solutions for sustainable living in their midst. Taking a cultural studies approach, we will examine a variety of sources--including literature, videos and films, press articles, government documents, academic analyses, websites, and artistic productions, among
others—to understand the challenges each of these cities faces and the solutions each has introduced. In so doing, we will study how site-specific realities, such as (eco)tourism, the legacy of colonialism and imperialism, relations with indigenous populations, and inequalities (such as those of race, sex, gender expression, class, age, and ability), are interwoven with questions of sustainable development and ecological living. Conducted in French.

Class Format: Remote. This will be a remote course available to all students, whether they are on campus or completing coursework 100% remotely. We will convene synchronously via web-conferencing multiple times per week, with an emphasis on discussion in small groups. There will be many opportunities for all course members to interact via a series of varied online activities both during and in-between our synchronous sessions.

Requirements/Evaluation: participation, 3 reactions papers, 1 group presentation, final project

Prerequisites: successful performance in RLFR 106 or another RLFR 200-level course; or by placement test; or permission of the instructor

Enrollment Limit: 12

Enrollment Preferences: All are welcome, but if overenrolled, preference will be given to French majors and certificate students; and those with compelling justification for admission.

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2020

SEM Section: R1 WF 1:30 pm - 2:45 pm Carl B. Cornell

RLFR 208 (F) Queens, Crusaders and Cannibals: Gender, Race and Religion in Medieval and Renaissance France

The intersection of gender, race, and religion is at the heart of contemporary political and social debates. How to build a nation and how to live together were also key questions for Medieval and Renaissance writers. In this introductory course in Early Modern Literature, we will study how literary works from the 11th to the 16th centuries represented conflicting debates on gender, race, and religion, from the Crusades opposing Christians and Muslims, to the Wars of Religion opposing Catholics and Protestants. We will explore how these concepts were intertwined in courtly love poems and chivalric novels in Europe, and how they were redefined in humanist writings and travel narratives to the Americas. Through an investigation of epic poems, allegories, tales, sonnets, novels, travel narratives, and essays by Marie de France, Christine de Pisan, Pierre de Ronsard, Louise Labé, François Rabelais, Michel de Montaigne and Marguerite de Valois, students will compare cultural, political, and ideological debates in Early Modern France with 21st-century questions on racism, sexism and discrimination.

Requirements/Evaluation: active participation, weekly written responses, midterm exam, and final project

Prerequisites: exceptional performance in RLFR 105, strong performance in RLFR 106, or by Placement Test, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and French certificate students, and those with compelling justification for admission

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

RLFR 210 (F) Scientific Selves: Medicine, Technology, and Identity in Early Modern France

Cross-listings: STS 211 RLFR 210

Primary Cross-listing

The early modern period has long been associated with scientific discovery and shifting ideology in France. From Copernicus on, thinkers such as René Descartes, Blaise Pascal, and Antoine Lavoisier helped advance the Scientific Revolution, which led to medical and technological breakthroughs, as well as important advances in our understanding of the world and our solar system. This course examines the role that France played in pursuing such discoveries, as well as the ways newfound knowledge impacted notions of belonging and alterity. How did the Scientific Revolution and French colonization lead to the creation of social, cultural, and medical "others"? How did scientific discourse permeate verbal and visual expression and depict those who did not fit into normative paradigms of gender, sexuality, ability, ethnicity, belief, and culture? What avenues for self-expression and definition were available to those whom society excluded? What parallels can we see with twenty-first-century questions of
political activism, social justice, sciences, and technology? To explore these questions, we will analyze literary texts, visual representations, and historical documents, such as medical treatises, scientific diagrams, and texts on new technologies. Conducted in French.

Requirements/Evaluation: active class participation, written reflections, quizzes, mid-semester presentation, and final paper

Prerequisites: strong performance in RLFR 105; RLFR 106; another RLFR 200-level course; placement exam; or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French Majors and certificate students

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 211 (D1) RLFR 210 (D1)

Not offered current academic year

RLFR 211 (F) Explorers, Missionaries, Colonizers: French Travel Narratives in the Age of Discovery (DPE)

Often referred to in European history as the "Age of Discovery" or the "Age of Exploration," the 15th and 16th centuries saw the rise of overseas exploration from Europe to the Americas, Asia and Africa. These travels both contributed to the expansion of the known world for Europeans and also laid the foundations for commercial routes and colonisation. French travelers played a key role in this process and documented their journeys in detailed narratives. After reading short excerpts of earlier works that built the travel narrative genre, such as Ibn Battuta’s Travels and Marco Polo’s Book of Marvels, we will read longer excerpts from Jacques Cartier’s Brief narration of the Navigation to the Islands of Canada, Jean de Léry’s History of a Voyage to the Land of Brazil, Pierre Belon’s Voyage to the Levant, and study the maps that were created during this time period. We will analyze the representation of the journey itself, the descriptions of the lands traveled to and their inhabitants, and also the enunciation of the goals of such travels. We will see how a rhetoric of fascination, wonder and curiosity is intertwined with economical, political and religious agendas. There is no "official" travel narrative written by a woman in this time period: we will wonder why and study the representation of women in these texts. Conducted in French.

Class Format: Remote. This will be a remote course available to all students, whether they are on campus or completing coursework 100% remotely. We will convene synchronously via web-conferencing multiple times per week, with an emphasis on speaking practice in small groups. There will be many opportunities for all course members to interact via a series of varied online activities both during and in-between our synchronous sessions.

Requirements/Evaluation: Participation, weekly readings, online homework, one-page written responses or audio-recorded responses every two weeks, presentation of a visual document, final project.

Prerequisites: Exceptional performance in RLFR 105, strong performance in RLFR 106, or by Placement Test, or Permission of the Instructor.

Enrollment Limit: 12

Enrollment Preferences: If overenrolled, preference given to French Majors & French Certificate Students, and those with compelling justification for admission (statement of interest required).

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course qualifies for a DPE requirement because it addresses the early history of French colonization. The 15th and 16th century travel narratives we will focus on will allow students to critically engage with the first interactions of French people with indigenous populations and inhabitants of the Americas, Africa and India, with the religious and commercial projects undertaken by France vis-à-vis these territories, and with the racial and power dynamics that structure these narratives.

Fall 2020

SEM Section: R1 MR 3:15 pm - 4:30 pm Cécile Tresfels

RLFR 212 (S) Scandalous News: Media and Transgression in Pre-Revolutionary France

Today’s twenty-four-hour news cycle bombards us with scandalous stories. On our smartphones, tablets, and screens, personal transgressions and their political consequences loom large. In this constant state of media immersion, scandal and its communication have come to define our time. Yet
centuries ago in Pre-Revolutionary France, scandalous news played an even more crucial role, in a society centered on obedience to monarchy and monolithic institutions. In this course, we will consider how institutionalized codes of gender, social class, and religion shaped individual identity, how those who broke from these codes created individual autonomy, and how the scandals they caused were communicated to others. To pursue these questions, we will analyze literature, journalism, and legal texts that document scandalous figures and compare these early modern scandals with those of the twenty-first century.

Requirements/Evaluation: active class participation, written reflections, quizzes, mid-semester presentation, and final paper

Prerequisites: strong performance in RLFR 105; RLFR 106; another RLFR 200-level course; placement exam; or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French Majors and certificate students

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

RLFR 215 (F) The French Adventure: Word, Sound, and Image in the Digital Age

The French Adventure examines celebrated French literary texts (from the Middle Ages to Modernity) that draw on the theme of adventure, putting them into dialogue with their graphic novel and filmic adaptations (from the twentieth and twenty-first centuries). This course seeks to explore the phenomena of word (written or spoken), image (still or moving), and sound, as well as their interactions in today's environment of multimedia and digital immersion. Why have we seen an explosion of graphic novels and films depicting French literary classics in recent decades? How can these visual and audiovisual renderings enhance our appreciation for and understanding of written texts, and what aspects of the written word remain untranslatable to the world of the image? To address these questions, we will study a series of literary texts that depict historical moments from the late Middle Ages, to Absolute Monarchy, to the Belle Époque. From our visual vantage point of the twenty-first century, we will gain familiarity with the defining figures and events that these texts represent, from the fifteenth to the twentieth centuries. At the same time, we will interrogate the French-language graphic novel adaptations of each text, as well as portions of American-made filmic representations to consider questions of patrimoine, visual culture, and (trans)national identity. Conducted in French.

Requirements/Evaluation: active class participation, reading journal (with written reflections), quizzes, discussion leading, and final paper

Prerequisites: successful performance in RLFR 105, RLFR 106, or another RLFR 200-level course; or by placement test; or permission of the instructor

Enrollment Limit: 20

Enrollment Preferences: all are welcome, but if over-enrolled, preference will be given to French majors and certificate students; and those with compelling justification for admission

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

RLFR 220 (S) Fairy Tales: Love and Politics at the Sun King's Court

This course explores the literary and historical development of love and politics in 17th-century France. These two motifs dominated courtly life at Versailles during the reign of Louis XIV, the Sun King. Since cultural and artistic creations tend to dialogue with social circumstances, the literature of this time period—which critics have sometimes called the "Grand Siècle"—develops different schools of thought on the interactions between politics and love. Some authors approached these interactions from an idealistic or innocent perspective, while others had a more pessimistic or realistic outlook. Together, we will examine why and how each trajectory formed while also investigating the roles of literary genre and authorial gender. As part of our explorations, students will compose their own, original fairy tales and will also adapt a written tale into an in-class theatrical performance. Conducted in French.

Requirements/Evaluation: active class participation, quizzes, a midterm paper, an original fairy tale, an in-class performance of the fairy tale in groups

Prerequisites: successful performance in RLFR 105, RLFR 106, or another RLFR 200-level course; or by placement test; or permission of the instructor
Enrollment Limit: 20
Enrollment Preferences: all are welcome, but if over-enrolled, preference will be given to French majors and certificate students; and those with compelling justification for admission

Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)

RLFR 224 (S) Sexuality and Seduction in Nineteenth and Twentieth-Century France (DPE)

Cross-listings: RLFR 224 WGSS 224

Primary Cross-listing
In 1857, both Flaubert’s Madame Bovary and Baudelaire’s Les Fleurs du mal were put on trial for sexual indecency and "crimes against public morality." In 1868, Le Figaro attacked Zola’s novel Thérèse Raquin as "putrid literature" for its depiction of adultery, murder, and scandalous sexuality in nineteenth-century Paris. A century later, Gide, Proust, Colette, and Duras continued to shock French readers with their extraordinary novels on male and female homosexuality, intergenerational lovers, and biracial relationships. In this course, we will examine a broad range of issues on sexuality and seduction in nineteenth- and twentieth-century French literature, including eroticism and desire, love and betrayal, marriage and adultery, prostitution and fetishism, gay and lesbian identities, cross-dressing and gender representation, exoticism and colonial (s)exploitation. Readings to include novels, shorts stories, and poems by Chateaubriand, Constant, Duras, Balzac, Flaubert, Baudelaire, Zola, Maupassant, Barbey d'Aurevilly, Gide, Proust, Colette, Duras, and Guibert.

Requirements/Evaluation: active class participation, two shorter papers, a midterm, and a longer final paper
Prerequisites: exceptional performance in RLFR 105, successful performance in RLFR 106 or 107, or by French placement exam, or by permission of instructor

Enrollment Limit: 18
Enrollment Preferences: French majors and certificate students, Women’s, Gender, and Sexuality Studies majors, and those with compelling justification for admission; if the course is overenrolled, students will submit an online form

Expected Class Size: 18
Grading: yes pass/fail option, no fifth course option
Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
RLFR 224 (D1) WGSS 224 (D1)

Writing Skills Notes: As the course description explains, this course centers on a critical examination of difference, power, and equity in a broad range of debates on sexuality in France, from 1800-2000. The content examines the effects of class, race, ethnicity, gender, and sexuality on social inequality; and the course employs critical tools to teach students how to articulate and interrogate the complexities of gender and sexuality, from reading and discussion, to critical analysis and writing.

Difference, Power, and Equity Notes: As the course description explains, this course centers on a critical examination of difference, power, and equity in a broad range of debates on sexuality in France, from 1800-2000. The content examines the effects of class, race, ethnicity, gender, and sexuality on social inequality; and the course employs critical tools to teach students how to articulate and interrogate the complexities of gender and sexuality, from reading and discussion, to critical analysis and writing.

Not offered current academic year

RLFR 225 (F) Remembering the Great War: The First World War in Literature and Film (DPE)

Cross-listings: RLFR 225 COMP 224

Secondary Cross-listing
From 1914 to 1918, the First World War ravaged Europe and slaughtered millions of soldiers and civilians from across the globe. Known as the "war to end (all) war(s)," World War I set the stage for an entire century of military conflict and carnage. New technologies led to unprecedented violence in the trenches, killing and wounding as many as 41 million soldiers and civilians. Beyond the slaughter at the front, the Great War also led to the global influenza pandemic that claimed up to 50 million lives, and the Armenian genocide that presaged the later atrocities of the Holocaust. The war also led
to massive political transformation, from the Irish Rebellion and Russian Revolution, to the collapse of the German, Russian, Austro-Hungarian, and Ottoman Empires, and the redrawing of national borders across Europe and the Middle East. Even the end of the war with Treaty of Versailles lay the groundwork for new animosities that would lead to the Second World War just two decades later. However, the First World War also inspired great social change, from the emergence of the United States as a global leader and the founding of the League of Nations, to growing discontent with colonial rule in Asia and Africa, and greater power for women whose wartime labor influenced the post-war passage of their right to vote in countries across Europe and North America. To honor the centenary of the Great War in 2018, we will examine texts and films that bear witness to the suffering and courage of soldiers and civilians, and consider the legacy of the war in the twentieth- and twenty-first centuries. Readings to include memoirs and novels by Barbusse, Barker, Brittain, Cocteau, Graves, Hemingway, Jünger, Remarque, Wharton, Woolf; poetry by Apollinaire, Brooke, Mackintosh, McCrae, Owen, Sassoon; films by Attenborough, Boyd, Carion, Chaplin, Jeunet, Ozon, Renoir, Trumbo, Walsh, Weir; and archival materials on the roles of Williams students and faculty during the First World War. Readings and Discussions in English.

Requirements/Evaluation: active class participation, two shorter papers (4-5 pages), a midterm, and a longer final paper (6-8 pages)

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: all are welcome, but if the course is overenrolled, preference will be given to Comparative Literature majors and French majors and certificate students; if the course is over-enrolled, students will submit a form online

Expected Class Size: 18

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 225 (D1) COMP 224 (D1)

Difference, Power, and Equity Notes: As the course description explains, this course centers on a critical examination of difference, power, and equity during WWI. The content examines the effects of class, race, ethnicity, gender, and sexuality on social inequalities among soldiers & civilians, nations & colonies, men & women. The course also employs critical tools to teach students how to articulate and interrogate the social injustices of the Great War, from reading & discussion, to analytical essays & archival investigation.

Not offered current academic year

RLFR 226 (S) Black France/France Noire (DPE)

Cross-listings: AFR 226 RLFR 226

Primary Cross-listing

On the eve of the new millennium, the year 1998 saw the emergence in France of “Black studies à la française” (Ndiaye). Inspired, in part, by the 150th anniversary of the 1848 abolition of slavery, the French black minority “made itself more visible” (Faes and Smith). This course examines a wide range of discursive practices through which athletes, artists, authors, politicians, activists, and scholars amplified their voices in the French hexagone. It retraces the rise of these discourses and how they assert, reframe, and establish blackness as a legitimate field of knowledge and a space of affirmation and contestation. Following a study of the interwar period (1918-1939), when the work of “negritude women” (Sharpley-Whiting) such as “afro-latinité” spurred the negritude movement, we will discuss publications, documentaries, and seminal moments of protest in the early twenty-first century. Course material may include works by Suzanne Césaire, Jane and Paulette Nardal, Aimé Césaire, Frantz Fanon, Achille Mbembé, Françoise Vergès, Pascal Blanchard, Nicolas Bancel and Sandrine Lemaire, Pap Ndiaye, Gaston Kelman, Rokhaya Diallo, Alice Diop, Léonora Miano, and Fabienne and Véronique Kanor. Conducted in French.

Requirements/Evaluation: response papers, midterm paper, TV show, colloquium

Prerequisites: RLFR 201, 202, or 203, or by permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French and Africana Studies concentrators

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 226 (D2) RLFR 226 (D1)

Difference, Power, and Equity Notes: This course satisfies the DPE requirement because it focuses on “the shaping of social differences, dynamics
of unequal power, and processes of change” through the lenses of historical colonial legacies, race, gender, citizenship among other questions.

Not offered current academic year

RLFR 228 (S) Introduction to French and Francophone Film

Cross-listings: RLFR 228 COMP 298

Primary Cross-listing

In this course, we watch and examine seminal French and Francophone films. Starting with early French cinema and silent movies of the end of the nineteenth century, we continue with landmark films from the 1920s, ’30s and ’40s. World War II serves as a point of rupture to explore how the advent of Francophone film parallels postcolonial theory. Throughout the semester, we discuss film as spectacle, the emergence of narrative forms, innovative technical practice and their connection to aesthetics. We also look at the role of film in addressing larger questions that include acts of rebellion, decolonization, the radical rejection of societal values, colonialism, dislocation, alienation, French collaboration during the German occupation, and the intersection of history and biography, as well as migration, in between-ness, and transnationalism. Films from the Lumière brothers, Méliès, Guy-Blaché, Vigo, Truffaut, Sembene, Mambety, Malle, Varda, Palcy, Peck, and Sissako. Conducted in French.

Requirements/Evaluation: response papers, midterm paper, TV show, colloquium

Prerequisites: RLFR 201, 202, or 203, or by permission of instructor

Enrollment Limit: 15

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 228 (D1) COMP 298 (D1)

Not offered current academic year

RLFR 229 Black Outside the U.S.

This course explores multiple ways Black identity evolves, adapts and is experienced differently depending on location. Students analyze Black experience in the U.S., France and Senegal through a range of texts from books and social media to music and film. One key aspect of the course is a study abroad trip to Senegal, which increases cultural awareness through experiential learning. This combination of textual learning with experiential knowledge exemplifies how language, religion, gender, geography, and performance shape one’s racial identity. In the first section of the course, students investigate Black experience in the U.S., focusing on such topics as the one-drop rule, racial profiling and where mixed people fit within Black/White tensions. The second section highlights the politics of language in France. Students explore how words like “Black,” “noir” and “race” have strong political connotations in France and spur both resistance to and alliance with Black American civil rights history. In the third part of the course, students visit Dakar, Senegal, and analyze Blackness through their own observations and encounters. Their trip insights jumpstart the final focus of the course on Senegal. Students investigate the influence of French colonialism on Black identity in Senegal, which makes the two geographical experiences of Blackness very different but still forever linked.

Class Format: seminar, the course includes a required spring break trip to Dakar, Senegal, which is no additional cost to students

Requirements/Evaluation: evaluation will be based on class participation, short weekly reading responses, two 4-5 page papers, a presentation based on the spring break trip, and a final presentation including a short 2-page report

Prerequisites: none

Enrollment Limit: 8

Enrollment Preferences: students who have taken other AFR courses, Francophone speakers and students

Expected Class Size: 8

Grading:

Distributions: (D2)

Not offered current academic year

RLFR 238 (S) Le Moyen Âge en images: Decoding the Middle Ages

This seminar investigates questions of visual culture and textual analysis in the Middle Ages. Although different from today’s multimedia and digital
environment, the Middle Ages boasted its own form of visual culture that will enable us to draw meaningful connections between medieval literature and history and modern-day debates on gender and sexuality. To explore these connections, we will study literary texts from the 12th-16th centuries in modern French translation, making comparisons to bandes dessinées that seek to visualize each text from a twenty-first-century perspective. We will investigate the points of overlap and divergence between the original texts and accompanying comics to ask why and how today’s artists are returning to the literature and culture of the Middle Ages, especially in a time of globalization and technological immersion. For example: How might our findings inform our outlook on international politics, as well as gender-based forms of activism, such as the #MeToo movement, among other forms of social and political engagement? Conducted in French

**Class Format:** Remote. This will be a remote course available to all students, whether they are on campus or completing coursework 100% remotely. We will convene synchronously via web-conferencing multiple times per week, with an emphasis on discussion in small groups. There will be many opportunities for all course members to interact via a series of varied online activities both during and in-between our synchronous sessions.

**Requirements/Evaluation:** active class participation, essays, online homework assignments, mid-semester presentation: une bande dessinée, and final paper

**Prerequisites:** successful performance in RLFR 106 or another RLFR 200-level course; or by placement test; or permission of the instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** all are welcome, but if over-enrolled, preference will be given to French majors and certificate students; and those with compelling justification for admission

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2021

**SEM Section:** R1  MW 11:45 am - 1:00 pm  Theresa  Brock

**RLFR 260  (F)  Reading Comics from the French-Speaking World**

**Cross-listings:** COMP 260  RLFR 260

**Primary Cross-listing**

From political cartoons and satire of the 19th century to contemporary graphic novels, the bande dessinée has a long history in the French-speaking world. We will read classics such as Astérix and Tintin, and contemporary BD from France, Québec, Côte d’Ivoire, Morocco, Rwanda, and Guadeloupe to analyze how they tackle subjects such as nation, empire, sexuality, biography, war and human rights. We will pay attention to the visual form and critical theory of the genre. Conducted in French.

**Requirements/Evaluation:** weekly response papers, two short papers, presentation and final research project

**Prerequisites:** RLFR 201, 202, or 203, or by permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** French majors and certificate students, Comparative Literature majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 260 (D1) RLFR 260 (D1)

Not offered current academic year

**RLFR 302  (S)  Monsters of the Renaissance**

Where did monsters appear before comics and blockbusters? Before cinematic ghosts, vampires, and zombies, the French Renaissance popularized the Scythian Lamb, the Monk Fish, the Monopod, the Wind-Eaters from the Island of Ruach, and the mythic giants Gargantua and Pantagruel. The Latin word monstrum referred to a prodigy that did not fit the laws of nature. Thus, the monster not only generated wonder, curiosity, and fear, but both challenged and disrupted normative social values. In this course, students will analyze novels, travel narratives, medical treatises, essays, and epic poems from 16th-century France, when writers, doctors, and travelers developed a critical reflection on monstrosity in order to deal with otherness.
This encompassed fantastic creatures, non-human beings, and natural phenomena, as well as people whose gender, race, religion, and bodies deviated from established norms. In this course, students will think critically about race, gender, and disability, and study the complexities of fear, disgust, wonder, and fascination. Readings to include classical texts by Homer and Ovid, medieval texts like the Legend of Saint George and the Dragon, and Renaissance texts by Francois Rabelais, Jean de Léry, Marguerite de Navarre, Ambroise Paré, Michel de Montaigne, and Agrrippa d’Aubigné.

Requirements/Evaluation: active participation, weekly written responses, midterm exam and final project
Prerequisites: exceptional performance in RLFR 106, or an RLFR 200-level course, or by Placement Test, or permission of instructor
Enrollment Limit: 20
Enrollment Preferences: French majors and French certificate students, and those with compelling justification for admission
Expected Class Size: 20
Grading: yes pass/fail option, no fifth course option
Distributions: (D1)

Not offered current academic year

RLFR 305  (F)  Where We Are & Where We Go: Spaces & Places of Contemporary France
How do people in France give meaning to the spaces they inhabit or move through? What does it mean to be from "here" or "there"? Through contemporary French literature and cultural analysis, we will explore these questions in the urban landscapes of major French cities, including Lyon, Marseilles, Nantes, and Angoulême. We will focus on literary representations of the home, the street, the park, the grocery store, and the train, and discuss the ways videos, press articles, photographs, and websites depict neighborhoods, festivals, and street theater. We will also examine a variety of theories that will help us conceptualize urban space and interpret these literary and cultural texts on city life in contemporary France. Readings to include texts by Annie Ernaux, Patrick Modiano, Leïla Sebbar, Didier van Cauwelaert, Yasmina Reza, Jean Rolin, Marie Darrieussecq, and Xavier Houssin. Conducted in French.

Requirements/Evaluation: class participation, several short essays (1-2 pages), midterm essay (5 pages), digital mapping project, and final oral presentation (based on midterm)
Prerequisites: strong performance in RLFR 106 or 107; a RLFR 200-level course; another RLFR 300-level course; or permission of instructor
Enrollment Limit: 20
Enrollment Preferences: French majors & certificate students; those with compelling justification for admission; seniors returning from study abroad (Francophone countries) particularly welcome
Expected Class Size: 20
Grading: yes pass/fail option, no fifth course option
Distributions: (D1)

Not offered current academic year

RLFR 309  (F)  Contemporary Short Stories from North Africa
Cross-listings: AFR 307  RLFR 309
Primary Cross-listing
Short stories are the vibrant center of the literary landscape in North Africa today. Written in French, Arabic and sometimes Amazigh languages, short stories provide timely interventions in political and social discourse. In this course, we will read short stories that use humor and satire to address the effects of globalization on local communities, that experiment with language to portray war and revolution, and that seek to create a new space for the discussion of gender. We will also analyze films, sociological texts and Moroccan, Algerian and Tunisian online newspapers in order to explore contemporary transformations of life in North Africa. Readings by Maissa Bey, Abdelfattah Kilito, Zeina Tabi, Mohamed Zafzaf, Ahmed Bouzfour, Soumaya Zahy and Foudar Laroui among others. Conducted in French.

Class Format: discussion
Requirements/Evaluation: active class participation, weekly response papers, two short papers, an oral presentation and a final paper
Prerequisites: RLFR 201, 202 or 203 or permission of instructor
Enrollment Limit: 20
Enrollment Preferences: French majors and those with compelling justification for admission
Expected Class Size: 20
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 307 (D1) RLFR 309 (D1)

Not offered current academic year

RLFR 313 (S) Tropical Ecologies: Francophone Caribbean Literature and the Environment (DPE)
Cross-listings: RLFR 313 ENVI 311

Primary Cross-listing

The lushness of the mangroves, the flora and fauna of tropical landscapes, the intricacy of the rhizome, the flow of great rivers, the crashing waves of the Atlantic, the heights of mountainous lands, and expanse of the plateau--the natural world is an important site of Caribbean art in general and, more specifically, the francophone Caribbean novel of the 20th and 21st centuries. Applying eco-criticism to the field of francophone Caribbean literature, the goal of this class is to examine the ways that fiction explores the relationship between human activity and the environment. How does the novel inhabit Caribbean ecologies and topographies? How does it represent nature? In what ways do Caribbean texts meditate on nature and culture together or against one another? As the earthquake in Haiti demonstrated in 2010 with calamitous force, and the cycles of Caribbean hurricanes have shown over the years, natural disaster is also a political crisis. In view of this, we will also consider the legacies of slavery and colonialism in terms of class, gender and race politics. This investigation of the dynamics of natural and cultural phenomena will also have a theoretical frame rooted in critical texts of Caribbean of literary and political movements such as Indigenisme, Négritude, and Créolité. Conducted in French.

Class Format: This will be a remote course available to all students, whether they are on campus or completing coursework 100% remotely. We will convene synchronously via Zoom multiple times per week, with an emphasis on discussion and small group work. Students are also required to attend a monthly colloquium featuring renowned Caribbean scholars and participate in online activities both during and in-between our synchronous sessions.

Requirements/Evaluation: Students will be required to submit four 2-page position papers that incorporate critical readings with analysis of the books being read in their entirety; each student will also be responsible for making a twenty-five minute oral presentation on a critical/theoretical area related to class readings and discussion; the semester will conclude with a 6-8 page research paper to include footnotes and a bibliography. Attendance is mandatory and active, and informed class participation is required of all students. In addition, students are asked to come up with discussion questions three times throughout the semester.

Prerequisites: Successful performance in RLFR 105 or 106; or a previous RLFR 200-level or 300-level course; or by placement test; or permission of the instructor.

Enrollment Limit: 12

Enrollment Preferences: All are welcome, but if over-enrolled, preference will be given to French majors and certificate students; and those with compelling justification for admission.

Expected Class Size: 12
Grading: yes pass/fail option, no fifth course option
Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
RLFR 313 (D1) ENVI 311 (D1)

Difference, Power, and Equity Notes: As the course description show, this course critically examines difference, power, and equity in the Francophone Caribbean. The content focuses on race and ethnicity, slavery and colonialism, ecology and environmental disaster, and their effects on Caribbean histories, peoples, and cultures. The course teaches students how to critically investigate racial, cultural, and environmental in/justice(s), through texts, films, discussion, debate, and writing.

Spring 2021
SEM Section: R1 TF 1:30 pm - 2:45 pm Regine M Jean-Charles

RLFR 315 (F) Nature in Crisis: The Classification Craze and The Rise of Museums
Cross-listings: RLFR 315 ENVI 314
Primary Cross-listing

This course examines how understandings of nature evolved dramatically (and at times unsettlingly) from the 17th through the early 20th centuries and how this instability prompted a desire to classify and control natural phenomena. To analyze these issues, we will likewise consider the rise of modern museums, as well as the accompanying acts of classification and curation. We will consider how literary and philosophical texts from the aforementioned time periods depict nature, how real-world interactions with nature led to the creation of (illustrated) taxonomies, how colonization inflected notions of the natural world and also museum exhibits, and finally, how the cabinet of curiosities and later, the museum, provided a space in which to display and analyze nature's more unusual treasures. As part of our explorations, we will build a virtual exhibit of our own to reflect our understanding of nature today and our engagement with concepts of nature from previous eras. Conducted in French. Counts as an Envi Humanities Elective for the Envi Concentration.

Class Format: Remote. This will be a remote course available to all students, whether they are on campus or completing coursework 100% remotely. We will convene synchronously via web-conferencing multiple times per week, with an emphasis on discussion in small groups. There will be many opportunities for all course members to interact via a series of varied online activities both during and in-between our synchronous sessions.

Requirements/Evaluation: participation, online homework, essays, mid-semester presentation, final class project (virtual exhibit)

Prerequisites: exceptional performance in RLFR 106, or an RLFR 200-level course; or by placement test; or permission of the instructor

Enrollment Limit: 12

Enrollment Preferences: All are welcome, but if over-enrolled, preference will be given to French majors and certificate students; and those with compelling justification for admission.

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 315 (D1) ENVI 314 (D1)

Fall 2020

SEM Section: R1  MW 11:45 am - 1:00 pm  Theresa Brock

RLFR 316 (S) Paris on Fire: Incendiary Voices from the City of Light (1830-2015)

Cross-listings: WGSS 315  RLFR 316

Primary Cross-listing

During the 1830s, Balzac described Paris as a "surprising assemblage of movements, machines, and ideas, a city of one hundred thousand novels, the head of the world," but also characterized the French capital as a "land of contrasts," a "monstrous wonder," a "moral sewer." Similarly, writers from Hugo to Zola have simultaneously celebrated Parisian elegance and condemned the appalling misery of Paris's urban poor. Since 1889, Paris has been feted as the "City of Light" for its Enlightenment legacy, its Eiffel Tower modernity, and its luminous urban energy, captured in countless paintings, photographs, and film. However, Paris is also the historical site of revolution, resistance, and riots. From revolutionary revolt (1830, 1848, 1871), to wartime resistance (1870, 1914-18, 1940-44), to reformist and race riots (1968 and 2005), Paris has repetitively sparked with incendiary passion and political protest. As fires raged during the riots in 2005, many heard the echo of Hitler's ominous 1944 question, "Is Paris burning?" and asked: why was Paris burning again at the dawn of the twenty-first century? And following the recent terrorist attacks in Paris in 2015, many wonder what lies ahead for the City of Light. To answer these questions, we will examine the social, political, and literary landscape of Paris during the nineteenth and twentieth centuries, from urbanization and modernization, to occupation and liberation, to immigration and globalization. Readings to include poetry, short stories, and novels by Hugo, Balzac, Baudelaire, Maupassant, Verne, Zola, Apollinaire, Colette, Duras, Perec, Rochefort, and Charef. Films to include works by Clair, Truffaut, Godard, Minnelli, Clément, Leouch, Luhrmann, Kassovitz, Besson, and Jeunet. Conducted in French.

Requirements/Evaluation: active class participation, midterm exam, and two to three papers

Prerequisites: strong performance in RLFR 106 or 107; a RLFR 200-level course; another RLFR 300-level course; or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and certificate students; Women's, Gender, and Sexuality Studies majors; and those with compelling justification for admission

Expected Class Size: 20
RLFR 412  (F)  Senior Seminar: Nineteenth-Century French Novel: Desperate Housewives and Extreme Makeovers

Cross-listings:  WGSS 408  RLFR 412

Primary Cross-listing

In 1834, Balzac wrote that "Paris is a veritable ocean. Sound it: you will never know its depth." The same can be said of the French nineteenth-century novel and its boundless ability to echo the past and illuminate the present. From the Romanticism of Stendhal and Hugo, and the Realism of Balzac and Flaubert, to the Naturalism of Zola and Maupassant, the novel became a forum for examining illicit sexuality, institutional misogyny, social injustice, criminal passions, revolutionary struggles, and Parisian pleasures in nineteenth-century France. Characters such as the imprisoned housewife Emma Bovary, the reluctant revolutionary Jean Valjean, the social-climbing lover Julien Sorel, the ambitious undergraduate Rastignac, and the domestically-abused Gervaise became synonymous with France's turbulent social and political landscape from the 1830s to the 1880s. And as recent film adaptations make clear, these desperate housewives and extreme makeovers continue to haunt our twenty-first century present.

Reinterpreted by such actors as Gérard Depardieu, Isabelle Huppert, Uma Thurman, Claire Danes, and Jennifer Aniston, the nineteenth-century novel continues to sound out the scandalous and sensational depths of our own century. Readings to include novels by Balzac, Stendhal, Hugo, Flaubert, Maupassant, Zola. Films to include adaptations by Clément, Berri, August, Arreta, Lelouch, Chabrol. Conducted in French.

Requirements/Evaluation:  active class participation, midterm exam, and two to three papers

Prerequisites:  a 200-level or 300-level RLFR literature course at Williams; advanced coursework during study abroad; or by permission of the instructor

Enrollment Limit:  16

Enrollment Preferences:  French majors and certificate students; Women's, Gender, and Sexuality Studies majors; Comparative Literature majors; and those with compelling justification for admission

Expected Class Size:  16

Grading:  no pass/fail option,  no fifth course option

Distributions:  (D1)

Not offered current academic year

RLFR 414  (S)  Senior Seminar: Coming of Age: French and Francophone Childhood and Adolescent Film  (DPE)

Cross-listings:  RLFR 414  COMP 414

Primary Cross-listing

Like the bildungsroman in literature, the coming of age story is a genre in itself in cinema. In this senior seminar, we will watch, discuss, and analyze French and Francophone childhood and adolescent narrative films whose protagonists bring into focus larger issues such as racial discrimination, class, gender, sexual identity, social mobility, repression from the state, regime change, delinquency, justice, bereavement, and human trafficking. We will watch seminal films by Euzhan Palcy, the Dardennes brothers, Céline Sciamma, Férid Boughédir, François Truffaut, Michel Ocelot, Claude Pinoteau, Abdellatif Kéchiche, Laurent Cantet, and Raoul Peck.

Requirements/Evaluation:  three, three-page response papers; thesis statement, methodology, and works cited list on one page; one script of a video essay

Prerequisites:  200-level RLFR courses

Enrollment Limit:  19

Enrollment Preferences:  French and Comparative Literature majors and certificate students

Expected Class Size:  10

Grading:  yes pass/fail option,  no fifth course option
This course is cross-listed and the prefixes carry the following divisional credit:
RLFR 414 (D1) COMP 414 (D1)

Difference, Power, and Equity Notes: This course qualifies for a Difference, Power, and Equity requirement because the films we focus on racial inequality, class, gender, sexual identity, post slavery society in the Caribbean, lack of social mobility, repression from the state, regime change, delinquency, justice, bereavement, and human trafficking.

Not offered current academic year

RLFR 416  (S)  Liberté, Égalité, Fraternité? Questioning Inclusion in French Literature and Culture  (DPE)

"Liberté, Égalité, Fraternité" is the national motto of France and of the Republic of Haïti. It finds its origin in the French Revolution but was institutionalized as the official symbol of the Republic in 1880. In this course, we will study literary texts and historical documents to explore these three terms, their cultural and philosophical meaning, their institutional definitions and their application in French society. Who gets to be free throughout French history? If equality is a Republican principle, what about equity? Could fraternity be replaced by a more inclusive term referring to more than one gender? Readings will include texts of multiple genres from the 16th to the 21st century addressing class, race and gender (Michel de Montaigne, Marie de Gournay, Voltaire, Montesquieu, Victor Hugo, Aimé Césaire, Léonora Miano, Paul B. Preciado), one short film, as well as other historical documents such as the "Code Noir," the "Déclaration des droits de la Femme et de la Citoyenne," the "Décret d'Abolition de l'Esclavage" and the "Constitution" of the Fifth Republic.

Class Format: Remote. This will be a remote course available to all students, whether they are on campus or completing coursework 100% remotely. We will convene synchronously via web-conferencing multiple times per week, with an emphasis on discussion in small groups. There will be many opportunities for all course members to interact via a series of varied online activities both during and in-between our synchronous sessions.

Requirements/Evaluation: Active participation, weekly readings, weekly posts on GLOW, weekly audio recordings, one presentation of a visual document (narrated PowerPoint), multiple steps towards final project: recording a podcast in French [this project, as well as the rest of the course, will take into account accessibility needs and can be modified accordingly].

Prerequisites: Any 200-level or 300-level RLFR literature course at Williams; advanced coursework during study abroad; or by permission of the instructor

Enrollment Limit: 14

Enrollment Preferences: French majors and certificate students in their senior year; if overenrolled: statement of interest required.

Expected Class Size: 14

Grading: yes pass/fail option, no fifth course option

Distributions:  (D1)  (DPE)

Difference, Power, and Equity Notes: This course addresses the discrepancy between the values promoted by the national French motto and their actual application in French society throughout history. Students will investigate how inclusion within the French nation varies according to race, class, gender, sexuality and ability. They will explore the history of French Republican concepts of inclusion such as universalism and "laïcité" as well as their divisive and excluding potential.

Spring 2021

SEM Section: R1  TF 3:15 pm - 4:30 pm  Cécile  Tresfels

RLFR 493  (F)  Senior Thesis: French

French senior thesis; this is part of a full-year thesis (493-494).

Grading: yes pass/fail option, yes fifth course option

Distributions:  (D1)

Fall 2020

HON Section: H1  TBA  Brian  Martin
RLFR 494  (S) Senior Thesis: French
French senior thesis; this is part of a full-year thesis (493-494).

**Grading:**  yes pass/fail option,  yes fifth course option

**Distributions:**  (D1)

Spring 2021
HON Section: H1  TBA  Brian Martin

RLFR 497  (F) Independent Study: French
French independent study.

**Grading:**  yes pass/fail option,  yes fifth course option

**Distributions:**  (D1)

Fall 2020
IND Section: H1  TBA  Brian Martin

RLFR 498  (S) Independent Study: French
French independent study.

**Grading:**  yes pass/fail option,  yes fifth course option

**Distributions:**  (D1)

Spring 2021
IND Section: H1  TBA  Brian Martin

RLFR 511  (F) Intensive French Grammar and Translation
This course is designed to offer students a thorough and systematic review of sentence structures and grammar to develop a reading knowledge of French. Through this intensive study, students will learn to decipher the subtleties of the written language, and as they become more confident they will start translating a variety of short excerpts. Students are also expected to learn and develop a wide lexical range centered on art history and criticism, but not limited to it.

**Class Format:**  classes meet twice weekly and are conducted in English

**Requirements/Evaluation:**  class participation, papers, a midterm, and a final examination

**Prerequisites:**  a strong interest and need to learn French

**Enrollment Preferences:**  although this course is to serve the needs of students enrolled in the Graduate Program in the History of Art, undergraduates may enroll by permission of the instructor

**Grading:**  pass/fail option only

**Distributions:**  (D1)

Fall 2020
LEC Section: R1  TR 8:30 am - 9:45 am  Pramila Kolekar

RLFR 512  (S) Readings in French Art History and Criticism
This course is designed to provide Graduate Program students and interested others with knowledge of French acquired through translation and interpretation. The core of this course is based on the reading and translating of a variety of critical works covering different periods and genres in the field of art history. The material read will be analyzed in form and content, translated or summarized, in order to develop the skills and understand the techniques necessary for reading French accurately. Grammar will be reviewed in context.
**Requirements/Evaluation:** evaluation is based on class participation, papers, a midterm, and a final examination

**Prerequisites:** RLFR 511 or permission of instructor; undergraduates are welcome with permission of instructor

**Grading:** pass/fail option only

**Distributions:** (D1)

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**Spring 2021**

LEC Section: H1  TBA  Pramila Kolekar

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**Winter Study**

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**RLFR 30 (W) Honors Essay: French**

To be taken by candidates for honors other than by thesis route.

**Class Format:** honors essay

**Grading:** pass/fail only

Not offered current academic year

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**RLFR 31 (W) Senior Thesis: French**

To be taken by students registered for French 493-494.

**Class Format:** thesis

**Grading:** pass/fail only

Not offered current academic year

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**RLFR 88 (W) French Sustaining Program**

Students registered for RLFR 101-102 are required to attend and pass the French Sustaining Program. However, students are also required to register for a regular Winter Study course. Once the regular Winter Study registration process is complete, the Registrar's Office will automatically enroll you in the Sustaining Program—check your class schedule to confirm enrollment.

**Grading:** pass/fail option only

Not offered current academic year

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**RLFR 99 (W) Independent Study: French**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Not offered current academic year
Visiting Assistant Professor: M. Monserrati

The study of Italian in the target language encourages students to gain a deep appreciation of the language, culture and literature through active participation and meaningful experience with the culture on its own terms. Italian courses at Williams are therefore conducted exclusively in Italian in order to enhance and reinforce the emotive and cognitive involvement of the students as they are introduced to the Italian world-view in a lively and natural manner. Students desirous of more contact with Italian are encouraged to attend the weekly Italian Table in the designated college dining hall. More information can be found at cfllc.williams.edu/italian.

**RLIT 101  (F)  Elementary Italian**

This course is designed for beginners. Its goal is to give students the opportunity to develop a basic oral/aural and reading/writing proficiency in Italian. During the semester you will be given training in grammar, pronunciation, aural-oral skills, reading and writing in Italian through the study of a wide range of communication patterns and real-life situations. At the end of the semester you will be able to use Italian to talk about yourself, to describe your family, your town, your friends and to discuss about your interests. You will also be able to talk in Italian about present and past events and to converse with your peers about your daily activities. Your listening skills will allow you to understand short dialogues and conversations, to watch clips from mainstream Italian films, and to write short compositions. *Conducted entirely in Italian.* This will be an online course, with a mix of synchronous and asynchronous elements. Students will meet twice a week with me and once a week with the TA in small groups of 4-6 students.

**Class Format:** five hours a week with the professor

**Requirements/Evaluation:** participation, homework, compositions, quizzes, an oral exam, oral presentation, midterm and final exams

**Prerequisites:** none; not open to those who have had one year or more of high school Italian

**Enrollment Limit:** 12

**Enrollment Preferences:** instructor will prioritize on the basis of study abroad plans and year at Williams

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** students registered for RLIT 101-102 are required to attend and pass the sustaining program during Winter Study; credit granted only if both semesters (RLIT 101 and 102) are taken

**Distributions:** (D1)

**Fall 2020**

SEM Section: R1    M-F 1:30 pm - 2:20 pm    Michele Monserrati

**RLIT 102  (S)  Elementary Italian**

This course is designed for beginners who have already some basic knowledge of Italian. Its goal is to give students the opportunity to review and expand their oral/aural and reading/writing proficiency in Italian. During the semester you will continue to learn grammar, vocabulary, pronunciation, while improving your aural-oral skills, reading and writing in Italian. To achieve these goals, you will be presented with a wide range of communication patterns and real-life situations. At the end of the semester you will be able to use Italian to talk about yourself, your life, to describe your town and its history, your dreams and interests, and to express your opinion on complex topics. You will also be able to talk in Italian about present, past, and future events and to express doubts and hopes. You will be able to understand more complex conversations and clips from mainstream Italian films, and to write longer compositions. *Conducted entirely in Italian.*

**Class Format:** This will be an hybrid course. Students will meet four times a week with me and once a week with the TA in small groups of 2-3 students.

**Requirements/Evaluation:** participation, homework, compositions, quizzes, an oral exam, oral presentation, midterm and final exams

**Prerequisites:** RLIT 101; not open to those who have had one year or more of high school Italian
Enrollment Limit: 20
Enrollment Preferences: instructor will prioritize on the basis of study abroad plans and year at Williams
Expected Class Size: 20
Grading: no pass/fail option, no fifth course option
Unit Notes: students registered for RLIT 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (RLIT 101 and 102) are taken
Distributions: (D1)

Spring 2021
SEM Section: H1 M-F 10:00 am - 10:50 am Michele Monserrati

RLIT 105 (F) Pathway to Proficiency

The course taught in Italian aims primarily at fine-tuning the student's speaking, reading and writing ability, while providing an introduction to the formal study of Italian culture and society through the analysis of short literary texts, articles, films, and plays. This course will also offer an exploration of Italy's lesser-known cultural and natural sites in an attempt to highlight what Italy has to offer in terms of eco-friendly and sustainable tourism and cultural diversity. In the wake of the Black Lives Matter's quest for social justice, a part of this course will be dedicated to Italian black writers and artists to explore how the Italian colonial past is affecting Italy's racial discourse and the construction of its national identity. Students will review and expand the grammar structures learned in the previous semesters to achieve a higher level of fluency and sophistication in language production.

Italian 105 is intended for study-abroad returnees and other advanced speakers; students who have been particularly successful in Italian 101-102 are also encouraged to enroll. This will be an online course, with a mix of synchronous and asynchronous elements. Students will meet twice a week in small groups of 4-6 students. Students will have the option to practice oral communication through 30-minute weekly conversations with native speakers available on the online platform Talkabroad.

Requirements/Evaluation: oral presentations, midterm and final exams, tests, compositions, participation
Prerequisites: RLIT 101/102 or by permission of the instructor
Enrollment Limit: 12
Enrollment Preferences: Students from 101/102 classes, as well as study-abroad returnees.
Expected Class Size: 12
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)

Fall 2020
SEM Section: R1 MWF 12:00 pm - 12:50 pm Michele Monserrati

Winter Study -----------------------------------------------

RLIT 88 (W) Italian Sustaining Program

Students registered for RLIT 101-102 are required to attend and pass the Italian Sustaining Program. However, students are also required to register for a regular Winter Study course. Once the regular Winter Study registration process is complete, the Registrar's Office will automatically enroll you in the Sustaining Program. Check your class schedule to confirm enrollment.

Grading: pass/fail option only
Not offered current academic year

RLIT 99 (W) Independent Study: Italian

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.
Class Format: independent study
Grading: pass/fail only
Not offered current academic year
THE MAJOR IN SPANISH

Students who major in Spanish can expect to acquire linguistic fluency along with in-depth knowledge of the cultures of Spain and Latin America. Through the study of the major writers and historical events of the Spanish-speaking world, our program offers training in literary analysis and linguistic expression, as well as a deep appreciation of Hispanic civilizations.

The major consists of nine courses above the 102 level. In exceptional circumstances, the Department may decide to accept RLSP 101-102 for the Spanish major. One of the nine courses must be the 400-level senior seminar taken during the student’s final year at the College; another must be a course that substantially focuses on literature or cultural texts produced before 1800. Students entering at the 200-level may, with the permission of the Department, choose as part of their major program one course not conducted in Spanish but offered by faculty in Romance Languages or another Department or Program, such as Latino/a Studies, Comparative Literature, History, etc., provided that the subject matter relate to and broaden their study of Spanish. Students entering at a very advanced level may, in some cases and with the permission of the Department, include two such courses in their major program. Working with a member of the Spanish faculty, the student will formulate a curricular plan that will ensure balance and coherence in courses taken prior to declaring a major in Spanish. This is especially imperative for students who are planning to spend a part or all of their junior year in Latin America or Spain.

THE DEGREE WITH HONORS IN SPANISH

Students majoring in Spanish may apply to be admitted to the Honors Program in Spanish upon demonstrating the following: (1) fluency of spoken and written language; (2) potential for successful independent research, as demonstrated by strong performance in advanced-level coursework; (3) interest and motivation; and (4) overall quality and feasibility of the proposal. Two routes are available to those who wish to apply for the degree with honors.

The first of these involves the writing of a senior thesis.

By May 15th of their junior year, candidates will have found a thesis advisor, and given the Department a three- to five-page proposal and a preliminary bibliography. (In some cases, and upon consultation with the Department, candidates will have the option to choose a second reader in addition to their primary advisor; for example, when the thesis is interdisciplinary enough in nature that it requires the expertise of an additional reader.

This proposal will be discussed by the Department; by June 1st, the candidate will be informed whether they can proceed with the thesis, and if so, what changes need to be made to the focus and scope of the project. The summer before the senior year will be spent compiling a more detailed bibliography and reading.

Upon their return to Williams, candidates will devote to their theses two semesters of independent study (beyond the nine courses required for the major) and the winter study period of their senior year (493-W3-494). The thesis will be written in Spanish and will usually not be shorter than fifty pages. By the end of the Fall semester, students will normally have a clear outline of the project, have done substantial research, and produced the draft of at least the first half of the project. During January this draft will be suitably rewritten and edited with a view to a final version, while the candidates will also begin work on remaining chapters.

Candidates will submit what they have written to the department on the last day of Winter Study.

On the Tuesday of the first week of the spring semester candidates will make a presentation of the project at a departmental colloquium in Spanish. The thesis will be promptly discussed and evaluated to determine whether or not the student should continue in the honors program. The second semester of independent thesis work will be spent writing more chapters, as well as revising, rewriting, and polishing the project where necessary. The completed thesis in its final form will be due on April 25th. At the end of the Spring term, the student will present and defend the final project before members of the Department and others by invitation. The grade will be awarded once members of the Department have consulted after the defense.

The second route is a group of three clearly related courses (offered by the Department of Romance Languages or by other departments, such as History, Art, Philosophy, English, etc.), only one of which may be counted in the nine courses comprising the major. One of the courses will be an Independent Study (plus senior year WSP 30) in the spring of the senior year, at the end of which the student will write an essay that synthesizes the content of the three related courses. Students may apply for this route by November 2 of the senior year.
In the case of both routes to the degree with honors, the department’s recommendation for graduation with honors will be based on the originality and thoroughness of the finished project.

THE CERTIFICATE IN SPANISH

The Certificate in Spanish Language and Culture consists of a sequence of seven courses for which the student must earn a cumulative grade average of B or higher. Those so interested should express their intent to the chair of the department by March 1 or earlier.

For students with no prior Spanish background, the course sequence will consist of Spanish 101-102, Spanish 103 and 104, and three courses in Spanish above the 104 level, with at least one of these courses at the 200-level or higher taken at Williams. If the student starts out the sequence at Spanish 103, in addition to the three courses in Spanish beyond the 104 level (including a 200-level course or higher), two electives may be taken in other departments. One elective should be in Spanish or Latin-American cultural history (art, literature, drama, music) and the other in Spanish or Latin-American intellectual, political, or social history. Spanish 200, 201, or 208 can be counted for the elective requirement.

Electives may be considered from a variety of departments and programs. However, students should consult with the chair of Romance Languages before making any enrollment decisions.

PLACEMENT

Students come to study Spanish at Williams with a wide range of backgrounds and prior experiences. Some will have studied Spanish for many years in high school and earlier. Others will have grown up speaking Spanish with family and friends but had little opportunity to study the language at school. Others have lived in Spanish-speaking countries or otherwise studied in immersive contexts. And for others, Spanish is a brand-new language that they are eager to begin learning.

Whatever your previous experience with Spanish, ¡Bienvenida! ¡Bienvenido! We are glad to have you with us. In order to figure out the most appropriate point of entry, we ask that all students who wish to begin their study of Spanish in the new academic year take the department’s placement exam when it is offered during First Days. The only students who don’t need to take the placement exam are those who qualify as “true beginners,” those with no previous experience of Spanish and for whom 101-102 is obviously the right choice. Everyone else should take the placement test. After you do, the Registrar’s Office will notify you of the level and/or course the Spanish faculty have recommended for you. You should free to reach out to the department chair, your recommended instructor, or any other faculty member if you have questions or concerns about your placement.

STUDY ABROAD

Spanish majors, as well as non-majors interested in further exposure to the language and the culture, are strongly encouraged to study in Spain or Latin America for either a semester or a full year. We recommend that you start planning for study abroad as early as possible, and that you speak to our faculty early on to go over the many possible destinations and programs available to you. In recent years, Williams students have studied in such varied and far-flung locations as Buenos Aires, Havana, Lima, Barcelona, and Madrid. Those who are interested in Madrid may wish to consider the Hamilton College program, with which we maintain consortial ties. Credit for up to four courses can be granted at the discretion of the Department for study overseas. Those four courses count towards the certificate or the major in Spanish. Students interested in study abroad should consult with a member of the department at their earliest convenience.

FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, provisional approval can be granted (students should be sure to contact the department for details).

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, and complete syllabus, including readings/assignments. If it is a program we are familiar with, the course title and description are enough. If it is a new program/new type of course we need all the available materials (syllabus, assignments, etc.).

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

Yes. Four maximum.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

Yes. They have to be courses that focus on language, culture, history, or politics of the target language/culture.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. Our Senior Seminars are required for the major.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)
No.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:

This hardly ever happens but could happen if a student doesn’t seek out pre-approval from a faculty member.

RLSP 101 (F) Elementary Spanish
This course focuses on grammar, elementary composition, practice in conversation, and reading of easy modern prose. It is taught by the intensive oral method.

Class Format: Remote, and synchronous. Special attention will be given to creating an interactive space for all students.

Requirements/Evaluation: participation, regular homework exercises, quizzes, a midterm, and a final exam.

Prerequisites: This course is for students who have no previous background in Spanish.

Enrollment Limit: 15

Enrollment Preferences: None. However students will two or more years of High School Spanish are normally not eligible.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: Textbook.

Distributions: (D1)

Fall 2020

SEM Section: R1 Cancelled
SEM Section: R2 M-F 10:00 am - 10:50 am Leyla Rouhi

RLSP 102 (S) Elementary Spanish
This course focuses on grammar, elementary composition, practice in conversation, and reading of easy modern prose. It is taught by the intensive oral method.

Class Format: The class meets five hours a week; students will complete workbook and lab exercises weekly.

Requirements/Evaluation: Daily preparation and participation, regular homework assignments, and frequent tests

Prerequisites: RLSP 101; this course is for students who have studied less than two years of Spanish in secondary school

Enrollment Limit: 14

Enrollment Preferences: Students who have completed RLSP 101 in the Fall of 2020.

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Unit Notes: Students in RLSP 101-102 are normally required to attend and pass the sustaining program during the winter study period only if both semesters (RLSP 101 and 102) are taken. In 2020-21 WS activities are highly encouraged and announced via GLOW.

Distributions: (D1)

Spring 2021

LEC Section: R1 M-F 10:00 am - 10:50 am Soledad Fox

RLSP 103 (F) Intensive Intermediate Spanish
This course is a continuation of Spanish 101-102. It is designed to help students improve their proficiency in each of the major skill-groups (listening, speaking, reading and writing) while providing an introduction to the vibrant cultures of the Spanish-speaking world. For fall 2020, RLSP 103 will be a fully-online experience. Students can expect to meet with their professor, teaching assistant and classmates in varying combinations for four hours
each week. You’ll take in feature films, documentaries and shorts, read the news in online periodicals, and tap into your own creativity and critical reasoning skills. Use of a textbook and workbook will support your learning. All assignments are designed to increase vocabulary and improve your ability to handle daily life in a Spanish-speaking country, to express your views on complex subjects such as art and politics, and to increase your knowledge of the cultural traditions of Latin America and Spain. This course provides linguistic training with an emphasis on the variety of Spanish as spoken in Latin America, Spain and the US; it will help to prepare students for further literary and cultural studies as well as provide skills that are increasingly essential in fields such as medicine, law, and education. Conducted in Spanish.

Class Format: Students can expect to spend approximately four hours per week in active on-line engagement with their instructor, TA and classmates. Some of these meetings will take place during the scheduled class hours; others will be added at agreed-upon times once the enrollment is fully established.

Requirements/Evaluation: Regular attendance and active participation in a variety of on-line meetings and activities, as well as workbook exercises and weekly compositions, quizzes, midterm and final exams (oral and written).

Prerequisites: RLSP 101-102 or by Spanish placement exam

Enrollment Limit: 12

Enrollment Preferences: If the course is over-subscribed, priority will be given to first-year students and others with a demonstrable commitment to study of Spanish.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2020

SEM Section: R1 MWF 9:20 am - 10:10 am Jennifer L. French
SEM Section: R2 MWF 10:40 am - 11:30 am Jennifer L. French

RLSP 104 (S) Upper Intermediate Spanish

This course is a continuation of Spanish 103. It focuses on the review of grammar as well as on refining writing and speaking skills. A variety of written and audiovisual journalistic media will enable students to deepen their understanding of Hispanic cultures. The course is taught remotely. There will be two different sections of this course: one will be taught by Professor Carlos Macías Prieto, and the second one by Professor Carolina Melgarejo-Torres. Each section will have a maximum number of 12 students.

Class Format: Students will spend 4 hours per week in class, in active on-line engagement with their Professor, Teaching Associate (TA), and classmates. In addition to the regular MWF classes with their Professor, students will meet for one additional hour per week with the TA. As will be explained in the course syllabus and at the first class meeting, this additional hour with the TA will take place at a time (to be decided during the first weeks of class) that is mutually beneficial for the TA and students.

Requirements/Evaluation: weekly 1- to 2-page compositions, regularity of class participation, oral reports, frequent quizzes, a midterm and a final exam

Prerequisites: RLSP 103 or by Spanish placement exam

Enrollment Limit: 24

Enrollment Preferences: If the course is over-subscribed, priority will be given to first-year students and others with a demonstrable commitment to study of Spanish.

Expected Class Size: 24

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Spring 2021

LEC Section: R1 MWF 8:15 am - 9:30 am Carolina Melgarejo-Torres
LEC Section: R2 MWF 12:00 pm - 12:50 pm Carlos Macias Prieto

RLSP 105 (F) Advanced Grammar, Composition, Conversation
In this course students will refine their knowledge of Spanish grammar and vocabulary towards further fluency in speaking and writing. The focus of the class is grammar through active engagement with relevant cultural, literary, and political materials centered for the most part on Spain. Students will produce regular grammar and composition exercises as well as oral reports.

**Class Format:** students may participate in TA sessions once a week.

**Requirements/Evaluation:** regular grammar and composition assignments, a mid-term, a final exam, occasional quizzes, oral reports; active participation and regular attendance required.

**Prerequisites:** RLSP 104, or results of the Williams College Placement Test, or permission of instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** first-year students, potential majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

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**Fall 2020**

**SEM Section: R1**  
MW 6:45 pm - 8:00 pm  
Leyla Rouhi

**RLSP 107 (F) Advanced Grammar and Conversation**

How is Spanish language relevant to my academic field? What linguistic and cultural resources should I acquire to effectively communicate my academic interests in this language? How do I prepare for a professional presentation in Spanish? What are the limitations of the academic language at the moment of interacting with people in the community? The Advanced Grammar course 107 will provide cultural and linguistic resources to address the questions above and other common concerns that students have around their proficiency and skills to communicate effectively. This course focuses on helping students to advance their cultural and communicative skills in Spanish, as they share their professional interests with other students. The class will discuss four general topics -medicine, history and human rights, art, and environmental issues-, which will create the context for students to conduct oral presentations and activities around their own academic fields. Another important emphasis of the course will be to connect students’ professional interests to current issues of social justice in USA, Latino America and other world countries. To expand their cultural and linguistic knowledge, participants will prepare two different types of oral activities for the class: formal-academic presentations and non-formal activities that use colloquial registers. The RLSP 107 course will require a constant and committed collaboration between participants.

**Class Format:** This course will use Remote Teaching with synchronous and asynchronous classes.

**Requirements/Evaluation:** Regular attendance to our online sessions will be strictly required. Because this course will not have any exams, the evaluation will be based on participation, presentations, weekly activities, written reports and a glossary that students will develop along the semester.

**Prerequisites:** RLSP 104, placement exam results, permission of instructor or Department Chair

**Enrollment Limit:** 12

**Enrollment Preferences:** Spanish majors and certificate students, current and potential.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1)

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**Fall 2020**

**LEC Section: R1**  
MWF 8:15 am - 9:30 am  
Carolina Melgarejo-Torres

**LEC Section: R2**  
MWF 10:00 am - 11:15 am  
Carolina Melgarejo-Torres

**RLSP 200 (S) Advanced Grammar and Composition through Literature**

This course is designed for advanced students who wish to further polish and refine their grammatical, lexical, and writing skills in Spanish. The course may be taken immediately after 105, by placement exam results, or even after students have begun to sample the Department's literature and culture offerings at the 200- and 300-level. Classic works of short fiction by celebrated Latin American authors such as Gabriel García Márquez and Julio Cortázar will be discussed; selected Latin American films will be viewed as well. For written and oral assignments: weekly essays, in-class presentations, and language-laboratory activities. **Conducted in Spanish.**
Class Format: In-person. Discussion.

Requirements/Evaluation: a weekly essay based on the stories read in class, written lab exercises, participation in the grammatical and literary discussions, quizzes, a mid-term and a final

Prerequisites: RLSP 105, any course 201+, placement exam or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Sophomore

Expected Class Size: 10-19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2021

LEC Section: H1  M-F 10:00 am - 10:50 am  Gene H. Bell-Villada

RLSP 201  (F)  The Spanish Labyrinth

How can you learn to separate the stereotypical images of Spain from reality? How can we talk about one "Spain", when the country a complex composite of ancient and diverse cultural remnants mixed with recent influxes of immigrants and separatist movements? How has the vulnerable peninsula survived centuries of violent upheavals and divisiveness; dramatic economic rises and collapses? How has the Covid-19 pandemic affected Spain's health system, demographics, and international economy? This course aims to offer students a strong foundation in Spanish issues, whether they have already spent time abroad, or hope to do so in the future. In this course we will approach Spain by studying examples of its literary and artistic production, from periods of brilliant cultural exchange, and times of censorship, repression, and crisis. Some topics of focus will be the Inquisition, the Civil War, contemporary Spain's obsession with its own recent past, and its uncertain future as it begins to recover from the effects of Covid. Secondary texts will also be provided for historical and socio-political background and reference. Conducted in Spanish.

Class Format: Instruction will be remote.

Requirements/Evaluation: Conducted entirely in Spanish, Active regular participation in class discussions. Each student will give one presentation and, on a separate occasion, also be a discussion leader. Two short writing assignments (2-3 pp) and one final essay (10-12 pp). Remote office hours will be scheduled with individual students at different points in the semester to help each one with questions, approaches to homework and class participation, and to go provide additional feedback and practice for writing and oral expression.

Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Spanish majors and certificate candidates

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2020

SEM Section: R1  MW 10:00 am - 11:15 am  Soledad Fox

RLSP 202  (S)  Introduction to the Analysis of Literature in Spanish  (WS)

This course is intended for students who are considering a major in Spanish, including those who have recently completed RLSP 105, 107, or 200. Using a textbook, Aproximaciones al estudio de la literatura hispánica, we will study the fundamentals of genre analysis while reading selected works of prose, poetry and drama from Latin America and Spain. Conducted in Spanish. This course is writing intensive because the techniques of planning, writing, and revising essays will all be extensively discussed and put into practice.

Class Format: This class will be fully remote. Students are expected to be active participants at all scheduled class meetings, which will be used for discussion, collaborative analysis of literature texts, and writing workshops. There will be some additional asynchronous components.

Requirements/Evaluation: assignments will include three 5-page essays, a number of shorter papers, and occasional discussion-leading as well as consistent preparation and class participation

Prerequisites: RLSP 105, 107, 200, 209, or placement exam results indicating readiness for a 200-level course
Enrollment Limit: 12

Enrollment Preferences: first- and second-year students who are considering the major in Spanish

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Our commitment to the formal analysis of literature in Spanish lends itself to a sustained and focused attention to student writing. As we learn to analyze works of literature, we will bring our attention to questions of rhetoric, style and structure to bear on our own writing also. Papers will be "work-shopped" throughout the semester; students will also practice peer-editing in pairs. Students will also receive extensive feedback from the professor with the goal of strategic revision.

Spring 2021

SEM Section: R1  MWF 10:40 am - 11:30 am  Jennifer L. French

RLSP 203  (F) From Modernismo to El Boom de la Novela

A survey of some of the leading imaginative writers of Ibero America. Readings will begin with the modernista poets and go on to include fiction of Mexico by Rulfo, a wide sampling of verse by Pablo Neruda, and narratives of the "Boom" period by authors such as Borges, Cortázar, Lispector, and García Márquez. Conducted in Spanish.

Class Format: In-person.

Requirements/Evaluation: Response journals, three 6- to 8-page papers, a mid-term and final exam, and class participation.

Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Seniors, juniors, and then sophomores

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2020

LEC Section: H1  MR 3:15 pm - 4:30 pm  Gene H. Bell-Villada

RLSP 204  (S) Hispanic/Bilingual Communities in USA: language and identity

"Hispanic/Bilingual Communities in USA: language and identity" is a course for Heritage Learners with two different profiles: those who have acquired Spanish at home and those who have been learning the language at school. Students’ own sense of affective connection with the language through their families will guide our reflection on Spanish as a social component that unifies multiple Hispanic communities in the USA. We will also discuss the dialectal, sociolectal and generational differences between the members of those speaking communities, and the implications of considering these groups as homogenous. The course will address the role that media, institutions and cultural products play in preserving and (re)defining Spanish in the USA. We will review the language and its variation through TV programs, music, magazines, and literature. Heritage Learners already have an important foundation of linguistic knowledge that prepares them for interaction in Spanish. In this course they will be asked to further extend their resources through constant grammar and vocabulary practice. The course requires writing reports and larger texts, and the reading of an important amount of specialized texts in Spanish. Many of the daily activities will require teamwork. The course will meet 2 times per week: M, W, 1 hour 15 minutes per session. Students who have taken Spanish 209 can also register for this course.

Requirements/Evaluation: Evaluation will be based on class participation, daily assignments, essays, projects and one parcial exam.

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: sophomores, juniors, majors, or concentrators.

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option
Distributions: (D1)

Spring 2021

LEC Section: R1   MWF 11:45 am - 1:00 pm   Carolina Melgarejo-Torres

RLSP 205 (F) The Latin-American Novel in Translation (DPE)

Cross-listings: RLSP 205 COMP 205

Primary Cross-listing

A course specifically designed to enable students who have no knowledge of Spanish to read and discover those Latin-American authors who, in the twentieth century, have attracted world-wide attention. Among the texts to be discussed: Borges, Labyrinths; Cortázar, Blow-up and Hopscotch; Lispector, the Hour of the Star lesser works by Fuentes and Puig; and by Nobel Prize-winner Gabriel García Márquez, One Hundred Years of Solitude. Conducted in English

Requirements/Evaluation: class participation, two brief papers, a midterm, and a final exam

Prerequisites: none

Enrollment Limit: 22

Enrollment Preferences: Spanish majors, Latina/o Studies concentrators

Expected Class Size: 22

Grading: yes pass/fail option, yes fifth course option

Unit Notes: does not carry credit for the Spanish major or the certificate

This course is cross-listed and the prefixes carry the following divisional credit:

RLSP 205 (D1) COMP 205 (D1)

Difference, Power, and Equity Notes: This course offers students an opportunity to read some major works of fiction that have challenged the "canon" of European and American literature. Through the readings, class members will understand that great literature comes not only from London or Paris, from the U.S. or Russia. Several of these novels, moreover, directly challenge European and Western cultural hegemony and make an implicit claim for the legitimacy of Latin American cultural concerns.

Not offered current academic year

RLSP 206 (S) Latin-American Civilizations

An introduction to the multiple elements constituting Latin-American culture. Class assignments include readings from selected Latin-American essayists and screenings of classic films. Particular focus on the conflict between local and foreign cultural traditions. Areas to be considered: Spanish Catholicism, the influence of European liberalism and U.S. expansion, the Indian and African contribution, and the cultural impact of social revolution in Mexico and Cuba. Conducted in Spanish.

Class Format: In-person

Requirements/Evaluation: two essays on assigned topics, response journals, one oral presentation, active discussion of the ideas and the facts presented in class, a midterm, and a final

Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Juniors, sophomores, first-years.

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2021

SEM Section: H1 MR 3:15 pm - 4:30 pm   Gene H. Bell-Villada
RLSP 209 (F) Spanish for Heritage Speakers
This course is intended for students of Latino/a heritage. It will address the unique needs of students whose knowledge of Spanish comes primarily from informal and family situations rather than a conventional classroom experience. The goal of the course is to build on and expand students’ existing knowledge of Spanish while developing skills for using the language in more formal/academic contexts. This course will be taught remotely.

Requirements/Evaluation: homework, class participation, and a series of communicative projects
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: potential Spanish majors/certificate students and LATS concentrators
Expected Class Size: 19
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)

Fall 2020
SEM Section: R1 MWF 12:00 pm - 12:50 pm Carlos Macias Prieto

RLSP 211 (S) A Survey of Spanish Literature from the 11th to the 17th Centuries
This course will introduce the student to some of the major works of Spanish literature from its beginnings through the Golden Age. We will study the historical context in which the works were written as well as the literary history of the periods in question. Students will learn methods of textual analysis through readings of relevant literary criticism. Readings will include selected canonical prose, poetry, and drama of the periods; special emphasis will be given to the myth of the coexistence of three religions in Iberia and the often misguided idea of dividing this literature into the categories of ‘medieval’ and ‘Renaissance’. Conducted in Spanish. This course fulfills the pre-1800 requirement for the Spanish major.

Requirements/Evaluation: evaluation will be based on class participation, short paper assignments, and a final paper
Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)
Not offered current academic year

RLSP 214 (S) "Ecologismo": Literature, Culture and the Environment in Latin America (DPE)
Cross-listings: RLSP 214 ENVI 218

Primary Cross-listing
How have Latin American authors and artists responded to environmental concerns, from the logging and rubber booms that threatened the Amazon in the early 20th century to contemporary global warming? How do the realities of Latin American societies—including massive disparities of wealth and poverty; the cultural and political impacts of the region's indigenous populations; and the complex histories of colonialism, dependency and neoliberalism—inform Latin American responses to environmental issues? How does Latin America's environmental imaginary differ from those of the U.S. and Europe? In this course we will explore these issues and more through literature and other cultural texts from Latin America. We will consider short stories and novellas by authors including Horacio Quiroga (Uruguay), Luis Sepúlveda (Chile), Mempo Giardinelli (Argentina), and Ana Cristina Rossi (Costa Rica); poetry by Esthela Calderón (Nicaragua), Juan Carlos Galeano (Colombia), Homero Aridjis (Mexico); the paintings of Tomás Sánchez (Cuba); and feature films as well as shorter documentaries. In Spanish.

Requirements/Evaluation: brief response papers, as well as three 5- to 7-page essays based on close-readings of literary and cultural texts
Prerequisites: RLSP 105, placement exam results, or permission of the instructor
Enrollment Limit: 19
Enrollment Preferences: Spanish and Environmental Studies majors
Expected Class Size: 12
Grading: no pass/fail option, yes fifth course option
Distributions: (D1) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
RLSP 214 (D1) ENVI 218 (D1)

**Difference, Power, and Equity Notes:** This course is inspired by and organized around Arturo Escobar's notion of "the political ecology of difference:" our work throughout the semester aims to understand the myriad ways in which "difference"—economic, ecological, and cultural— informs Latin American responses to environmental degradation.

*Not offered current academic year*

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**RLSP 216 (S) Latin American Environmental Literature and Cultural Production** (DPE)

**Cross-listings:** RLSP 216 ENVI 233

**Primary Cross-listing**

This foundational course explores a wide array of ecocultural texts from Latin America, ranging from accounts of Europeans' first arrival to the crisis of mass extinction and anthropogenic climate change today. In between we consider an eclectic mix of styles and genres, including poetry, essays, prose fiction and speeches produced by a varied group of cultural agents. We read classic texts by canonical figures (José Martí's "Our América," the *Popol Vuh*), which take on new meaning in the current context, as well as some little-known gems of ecological consciousness. Readings and discussion trace connections between environmental thought and the region's long and multi-layered history of colonialism, and students are encouraged to develop their own positions by responding to some of the leading theoretical discourses that animate the field of Latin American ecocriticism: decolonial and creole ecologies, ecofeminism, transcultural materialism, and postdevelopment. Conducted in English.

**Class Format:** This class will be fully remote. Students are expected to be active participants at all scheduled class meetings; there may be some additional asynchronous activities.

**Requirements/Evaluation:** Students will write and revise three formal essays over the course of the semester. There will also be shorter written assignments and intermittent discussion-leading.

**Prerequisites:** None.

**Enrollment Limit:** 15

**Enrollment Preferences:** Preference given to students majoring in Spanish or Environmental Studies.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLSP 216 (D1) ENVI 233 (D1)

**Difference, Power, and Equity Notes:** This course meets the goals of the DPE requirement in that it focalizes the current environmental crisis through the long history of political, economic and cultural struggles in Latin America. We examine the genealogies of environmental culture, tracing the emergence of ecofeminism, for example, through generations of writers. We also examine the phenomenon of creolization and its relationship to the environmental cultures of Latin America's originary peoples.

Spring 2021

SEM Section: R1 TR 11:30 am - 12:45 pm Jennifer L. French

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**RLSP 217 (S) Love in Early Modern Spain**

The principal focus of this course is the Spanish "comedia" of the seventeenth century (with supplemental readings from prose and poetry) to provide us with a dynamic and critical understanding of the theme of love as constructed by the greatest dramatists and authors of the period. Works by Lope de Vega, Tirso de Molina, Calderón, San Juan de la Cruz, Santa Teresa, María de Zayas, and others will show us how the theme was treated from diverse perspectives, and how it related to the social and political context of the time. *Conducted in Spanish.*

**Class Format:** This class will be taught remotely but synchronously.

**Requirements/Evaluation:** Active and meaningful participation, short assignments, one final project.

**Prerequisites:** RLSP 105 or 200, or results of Williams College Placement Exam, or permission of instructor

**Enrollment Limit:** 22

**Enrollment Preferences:** Spanish and Comparative Literature majors

**Expected Class Size:** 20
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)

Spring 2021
SEM Section: R1 MWF 9:20 am - 10:10 am Leyla Rouhi

RLSP 220 (S) Women on the Verge
Cross-listings: RLSP 220 WGSS 222

Primary Cross-listing
From the early twentieth century to the present day, the radical changes in the lives of Spanish women have clearly reflected the tug of war between progress and tradition in recent Spanish history. The dramatic upheavals in Spanish politics have marked and transformed the lives of women to such a great extent that one can often gauge the political and social climate of any given historical moment by considering how the role of women was defined by the law, the Catholic church, education, and other social and political institutions. Using literary and historical texts as well as films and graphic materials, this course will look at the transformations in the public and private lives of Spanish women during the following periods: the turn of the century, the Second Republic, the Spanish Civil War, the Franco years, and the transition to democracy.

Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: Spanish and Comparative Literature majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
RLSP 220 (D1) WGSS 222 (D2)

Not offered current academic year

RLSP 228 (S) Velázquez, Goya, and Picasso
Cross-listings: ARTH 228 RLSP 228

Primary Cross-listing
This course will provide an introduction to three major Spanish painters--Velázquez, Goya, and Picasso--who lived and worked, respectively, in the 17th, 18th, 19th and 20th centuries. Though these painters are world famous, they are rarely studied comparatively, and in the context of their Spanish artistic roots. The syllabus will cover the historical and social contexts in which they started working, and how they followed, and departed from, artistic conventions of the time. Through specific paintings, we will consider the historical evolution of the artists' relationship to their patrons and subjects, from the elite status of Velázquez within the royal court, to Goya's dramatic rise with the reigns of Charles III, and Charles IV, and his subsequent exile to France. Picasso was free of royal patronage and also lived in France, yet despite this freedom he remained deeply connected to the themes and concerns of his Spanish artistic predecessors. In addition to key paintings including Velázquez's "Las Meninas" and other royal portraits, Goya's "Maja Desnuda" and his series "The Disasters of War," Picasso's "Guernica," and his own 20th century reinterpretation of "Las Meninas," we will focus on the artists' shared subjects of portraits and war, and consider the following issues: How does the role of the Spanish artist change over the periods covered? How did the artist exercise his freedom whilst under the scrutiny of the court and the Catholic Church? How were these painters' lives and work shaped by key historical events such as the Inquisition, Napoleon's invasion of Spain, or the Spanish Civil War? How does the work of art evolve in its role from private royal commission to public display in museums open to all? We will read short literary pieces from each period, primary materials such as letters and other documents, and historical and critical works. All readings will be in English. Knowledge of Spanish is encouraged, but not required.

Requirements/Evaluation: 3- to 5-page weekly assignment

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students and sophomores

Expected Class Size: 10
Grading:  no pass/fail option,  no fifth course option

Distributions:  (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
ARTH 228 (D1) RLSP 228 (D1)

Spring 2021

TUT Section: HT1  TBA  Soledad Fox

**RLSP 230  (F) Mexican Literature and Cultural Production  (DPE) (WS)**

This course will offer a survey of the rich and varied cultural production of Mexico, from the pre-Hispanic past to the present. Students will explore a variety of literary genres (pre-Hispanic poetry, creation stories and songs; chronicles of conquest; short works of prose fiction and novels; and modern poetry and essays) as well as other kinds of cultural production within a framework of historical contextualization and formal analysis. The course meets twice per week and it is taught remotely. *Conducted in Spanish.*

Requirements/Evaluation: Each student will write three 4- to 5-page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version. Excellent preparation, active and engaged participation in class discussions.

Prerequisites: RLSP 105, placement exam results, permission of instructor.

Enrollment Limit: 19

Enrollment Preferences: Spanish majors and certificate students, current and potential; LATS concentrators

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions:  (D1)  (DPE) (WS)

Writing Skills Notes: Each student will write three 4- to 5-page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version.

Difference, Power, and Equity Notes: This course will introduce students to the rich and varied cultural production of Mexico across time and space. It will highlight the often marginalized and neglected intellectual histories of indigenous peoples and other minoritized sectors of Mexican society. As such, students will acquire critical tools to examine and understand the rich and varied cultural production of Mexico.

Fall 2020

SEM Section: R1  TF 1:30 pm - 2:45 pm  Carlos Macias Prieto

**RLSP 251  (F) Somos Sur: US-Mexico-Central American Borderlines  (WS)**

What are borderlands? How have they been created? How do they affect the life of those who cross or are being crossed by these borders? This course focuses on the cultural production that explores US-Mexico-Central American borderlands and the diverse policies and practices that (re)create and (re)image these borders. In consideration of some of the dictatorships in Central America, the NAFTA agreement and post 9/11 policies, as well as war zones and the drug war; we will explore the concepts of citizenship, migration, nationalism, and (in)visibility in its intersection with gender, racial positioning, and social class. Drawing upon cultural studies, feminist theory, history, and ethnography we will examine materials such as photography, installation art, journalism, literature, film, and music. This interdisciplinary approach aims to shed light on the causes and consequences of the political, cultural, and economic narratives involved in our current understanding of these fronteras. This class is conducted in Spanish; readings will be in both English and Spanish.

Requirements/Evaluation: essays, oral presentation, participation

Prerequisites: RLSP 105, placement exam results, permission of the instructor or the Department Chair

Enrollment Limit: 19

Enrollment Preferences: Spanish majors

Expected Class Size: 18
**RLSP 259  Violent States, Violent Subjects: Nation-Building and War in 19th Century Latin America**  (DPE) (WS)

Although the massive, mechanized wars of the 20th century often overshadow earlier conflicts, the 19th century was also a period of widespread bloodshed in Latin America. First, of course, came the carnage of the Independence Wars, which was followed by decades of civil war (Mexico, Argentina, Peru, Uruguay, Colombia, Venezuela) and two bitter international wars—the Paraguayan War (1864-1870) and the Pacific War (1879-1883)—each of which would have a lasting impact on the countries involved. The restoration of peace brought economic development and new opportunities for dominant groups, but also the return of some of the most violent practices of the colonial period: indigenous peoples were conquered, their lands settled by whites or used for grazing cattle, and blacks (often despite the official abolition of slavery) met with new forms of exclusion, exploitation, and physical violence. In this tutorial we will explore the literary links between some of the violent conflicts listed above and the foundation of national identities in Latin America, reading texts that probe the social and ethical implications of State-sponsored violence. Issues to be explored include militarism and the development of nationalism; genocide and the national community; torture, truth and testimony; and the notion of ‘civilization.’ We will read one or two key precursors and a variety of 19th century texts that may include works by Juan Francisco Manzano, Esteban Echeverría, Ricardo Palma, Rosa Guerra, Dorotea Duprat de Lassere and Juan Crisóstomo Centurión, and Lucio V. Mansilla. In addition, we will read a few contemporary texts, written in the aftermath of the late-20th century dictatorships in the Southern Cone, that actively reflect on the long history of State-sponsored violence in Latin America (Ricardo Piglia, Diamela Eltit, Augusto Roa Bastos). Students will work in trios throughout the semester, each group meeting with the instructor once a week. Each week one of the students will present a 5-page paper on the assigned reading and one will be designated the official respondent, whose job is to lead a discussion of the paper. The third member of the group will turn in a revision of the previous week's paper. Prerequisites: one 200-level RLSP course or permission of instructor. Heritage learners, international students and second-language learners are all heartily welcome. Conducted in Spanish.

**Class Format:** Conducted in Spanish.

**Requirements/Evaluation:** Each student will write and revise a minimum of three five-page papers during the course of the semester. Students will be evaluated on the basis of their preparation for each tutorial meeting as evidenced by the quality and frequency of their engagement with the material, including their classmates' written work. Essays will be graded after they have been revised and submitted to the professor.

**Prerequisites:** Any 200-level Spanish course.

**Enrollment Limit:** 12

**Enrollment Preferences:** Priority given to Spanish majors.

**Expected Class Size:** 12

**Grading:**

**Distributions:** (D1)  (DPE)  (WS)

**Writing Skills Notes:** Students will practice writing throughout the semester, and will receive abundant feedback on their written work from their tutorial partners and the instructor. We are altering the tutorial format from the standard duos to trios of students, so that students will have ample opportunity to revise their written work.

**Difference, Power, and Equity Notes:** This course focuses on issues of diversity, power and privilege within the internal and regional constitution of Latin American countries. We will read with an awareness of some of the ways that differences of race, class, nationality and gender may be mobilized in times of conflict, and consider how the collective narratives that are constructed and imposed in the aftermath tend deal with those conflicts.

**Not offered current academic year**
when it comes to addressing women as cultural producers. Keeping this in mind, in this course we will explore the concept of "Woman" as a representation and women as cultural producers in contemporary Latin America. We will address intersections of race/ethnic positioning, sexual identity, and social class to explore their role in the reception and understanding of the work of these female artists. Through the analysis of varied cultural production, the syllabus will present an interdisciplinary approach to the contributions of female artists to the cultural representation of race/ethnicity, masculinity, femininity, violence, sexuality, gender identity, nationalism, citizenship, and social movements. We will explore the work of artists such as Sara Castrejón, Nahui Ollin, Citlali Fabián, Amparo Dávila, Alejandra Pizarnik, Rosario Castellanos, Reina Roffé, Ana Tijoux, Lucrecia Martel, Chavela Vargas, Graciela Iturbide, Celia Cruz, Lucía Puenzo, Cecilia Barriga, Cristina Rivera Garza, María Novaro, Cristina Peri Rossi, Maruch Sántiz Gómez, Leonora Carrington, and Maris Bustamante, among others. In addition, we will read theoretical texts on diverse subjects corresponding to each specific cultural product.

Requirements/Evaluation: essays (7-8 pages), weekly written reports, oral presentation, active and engaged class participation

Prerequisites: RLSP 105, placement exam results, permission of instructor or Department Chair

Enrollment Limit: 19

Enrollment Preferences: Spanish majors and certificate students, current and potential; LATS concentrators

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLSP 274 (D1) COMP 286 (D1) WGSS 275 (D1)

Difference, Power, and Equity Notes: We will address issues of racial/ethnic positioning, sexuality, gender identity, and social class in light of diverse human experiences in contemporary cultural production in Latin America.

Not offered current academic year

RLSP 280  (S)  From Roma to Yalhalhj: Race and Identity Politics Through Contemporary Mexican Cultural Production  (WS)

In 2017, the National Institute of Statistics in Mexico (INEGI) used for the first time a color palette to measure individuals' skin tone. The study showed that "Mexicans who were classified by the interviewers as having darker skin tones tend to have lower levels of education and are worse off economically than their lighter-skinned counterparts" (Zizumbo and Flores, 2017). Raising controversy among those who would like to think of Mexico as a post-racial nation and those who recognize social inequality and discrimination on the basis of skin tone, the debate resonates in the way Mexican citizenship and cultural identity are both represented in mainstream media, even with the intention of showing diversity. The prevalent whitewashing dominating mass media in Mexico extends from advertisements to films, promoting an image of wealth and education intrinsically related to not only skin tone but also with race/ethnic positionality and gender. This course will explore the representation of these variables and their intersections through the analysis of photography, films, novels, paintings, reality shows, telenovelas, advertising campaigns, and music videos. In addition, we will take into account questions of representation, agency, and visibility addressed by cultural producers from pueblos originarios who do not consider themselves Mexican citizens. This class will be conducted in Spanish.

Requirements/Evaluation: essays, oral presentation, participation

Prerequisites: RLSP 105, placement exam results, permission from the instructor or the Department Chair

Enrollment Limit: 19

Enrollment Preferences: Spanish major

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Weekly short (less than 1000 words) papers, alternatively letter-graded and graded P/F; at least three letter-graded papers will be revisions of a P/F paper; and final 5 pages long paper, which is a revision and expansion of the last weekly paper.

Not offered current academic year

RLSP 303  (S)  Cervantes’ "Don Quijote"

A close study, in Spanish, of one of the most influential and early European novels. Don Quijote by Miguel de Cervantes (1547-1616 C.E) was a hit in its day in the seventeenth century, and has not ceased to influence artists and thinkers since. Moving between humorous and serious tones, Cervantes takes on several issues in the Quijote: the point of fiction in real life, the complications of relationships between men and women, the
meaning of madness, the experience of religious co-existence, the shapes of friendship, and the task of literary criticism, just to name a few. We will read the book in a fine unabridged edition, and set it in several relevant contexts to better understand its original intellectual horizon as well as the reasons for its continuing relevance.

**Class Format:** discussion conducted in Spanish

**Requirements/Evaluation:** active participation, two short papers, and a final project in close consultation with the instructor

**Prerequisites:** any RLSP 200-level literature class taken at Williams, or permission of the instructor

**Enrollment Limit:** none

**Enrollment Preferences:** Spanish and Comparative Literature majors

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** this course fulfills one of the requirements for the Spanish major

**Distributions:** (D1)

**Not offered current academic year**

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**RLSP 308 (S) Survey of Colonial Latin American Literature from 1492 to the Early 19th Century** (DPE) (WS)

This course will focus on major works of Spanish American literature from 1492 through the first part of the 19th century. Readings will include narrative texts such as *Cartas de relación*, chronicles of conquest, religious texts, and indigenous annals, as well as poetry and drama. While many of the texts will focus on colonial Mexico, we will also study texts from Central and South America. We will focus on the historical contexts and formal aspects of these works, and study methods of textual analysis that are particularly relevant to these texts via selected critical readings. Special attention will be given to colonial encounters and the clash of cultures that produced new identities and textualities under Spanish colonial rule. The course meets twice per week and it is taught remotely. *Conducted in Spanish.*

**Requirements/Evaluation:** Each student will write three 4-6 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner’s papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version. Excellent preparation and class participation.

**Prerequisites:** One RLSP course at the 200-level or above or permission of instructor

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Each student will write three 4-6 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner’s papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version.

**Difference, Power, and Equity Notes:** This course will highlight intellectual production of indigenous peoples of the Americas under Spanish colonial rule. It will explore the new identities and textualities that emerge as a result of the encounter and subsequent conquest of the Americas. As such, students will gain critical skills to analyze and understand a diversity of Spanish-American colonial texts from the 16th century to the early 19th century.

Spring 2021

SEM Section: R1  TF 1:30 pm - 2:45 pm  Carlos Macias Prieto

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**RLSP 319 (F) Dictatorship and the Latin-American Novel** (DPE)

Military dictatorship is among the most crucial factors in Latin-American society and history, and some of the continent’s leading novelists have taken it upon themselves to depict the experience in their work. In this course we will examine both the fact of dictatorship itself and the diverse representation thereof in Spanish-American fiction. Novels by García Márquez, Vargas Llosa, Poniatowska, and Tomas Eloy Martínez will be closely studied. Students will also read Absalom! Absalom! by Faulkner, whose influence on Latin-American authors’ techniques of representation has been decisive and profound.
Class Format: In-person.

Requirements/Evaluation: three 8-page papers, response journals, an oral report, a final 3-page paper, and class participation

Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Spanish majors, Latina/o Studies concentrators

Expected Class Size: 5-10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course focuses on the ultimate sort of power—namely, military dictatorship. And it focuses on the historical fact of such a phenomenon within the U.S. political sphere of influence—Latin America. To study dictatorship and its depiction in literature is a means of understanding the nature of that power imbalance and of taking a first step toward some sense of equity.

Fall 2020

SEM Section: H1  MR 1:30 pm - 2:45 pm  Gene H. Bell-Villada

RLSP 366  (S)  The Exemplary Fiction of Miguel de Cervantes

Miguel de Cervantes (1547-1616) is considered by some to be the father of the modern novel, and known worldwide for authorship of *Don Quijote*. This course will offer students the opportunity to read another body of work by Cervantes: his collection of short prose works collectively titled *Las novelas ejemplares*. Attention will be given to the structure and design of the tales, the socio-political and literary context that shaped them, and the often unsettling implications of Cervantes’ approach to themes such as honor, social and moral presuppositions, marriage, friendship, and the place of representation in art and life.

Requirements/Evaluation: active and meaningful participation; short assignments; presentations.

Prerequisites: any RLSP 200 taken at Williams, results of the Williams College Placement Test, or permission of the instructor

Enrollment Limit: 25

Enrollment Preferences: Spanish and Comparative Literature majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Unit Notes: Fulfills the pre-1700 major requirement

Distributions: (D1)

Not offered current academic year

RLSP 388  (S)  La Regenta: Masculinity in Crisis in Nineteenth-Century Spain

This seminar is an in-depth study of arguably the most remarkable Spanish novel of the nineteenth century: *La Regenta* (1885) by Leopoldo Alas (alias Clarín, 1852-1901). We will spend the semester living with the most eccentric, repressed, confused, sometimes arrogant, and sometimes humble inhabitants of the fictional city of Vetusta (based on the real city of Oviedo) and immerse ourselves in Spanish history and culture through a story of adultery. In the grand tradition of nineteenth-century novels about fallen women, *La Regenta* in fact reveals the seamy underside of society, the profound anxieties of masculinity and identity formation, as well as where our biases and assumptions about both successful and failed relationships come from today.

Class Format: This class will be taught remotely but synchronously.

Requirements/Evaluation: Active and meaningful participation, short assignments, one final project.

Prerequisites: Any Spanish 200-level class taken at Williams, or results of the Williams Placement Test, or permission of Instructor.

Enrollment Limit: 20

Enrollment Preferences: Spanish and Comparative Literature Majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)
In her 2007 book, *In Catastrophic Times: Resisting the Coming Barbarism*, philosopher Isabelle Stengers offers a chilling observation: "we are more badly equipped than ever for putting to work the solutions defined as necessary" to avoid the most devastating effects of global warming—the extinction of 25 to 75% of existing species; an increase in sea levels that will drown island nations and coastal cities; the breakdown of agricultural systems, leading to widespread famine; and the recurrence of powerful hurricanes and other so-called "natural" disasters. All of this, as Stengers and others point out, will create human upheaval, conflict and suffering on an unprecedented scale. This senior seminar examines works of literature, art and film that Latin Americans have produced in response to the catastrophic times in which we live. We will discuss the political, economic, and cultural histories that have led to our present moment, including neoliberalism, dictatorship, and the rise and fall of the leftwing Pink Tide. Through works of new and experimental fiction, poetry, film, performance and visual art, we will consider the lives and work of environmental activists, including Berta Cáceres and others who were murdered because of their outspoken opposition to extractive capitalism, examine the struggle for the decolonization of environmental knowledge, an epistemological battle increasingly waged on behalf of all living things, and experience the politics of mourning for the hundreds of thousands of life-forms disappearing from the planet. Cultural texts to be explored throughout the semester may include: *La vorágine* (José Eustasio Rivera, Colombia, 1924); *Distancia de rescate* (Samanta Schweblin, Argentina, 2014); *Lo que soño Sebastián* (Rodrigo Rey Rosa, Guatemala, 1995); *Serras da desordem* (Andrea Tonacci, Brazil, 2006); *Boi Neón* (Gabriel Mascaro, Brazil, 2015); *American Fork* (George Handley, USA, 2018).

**Requirements/Evaluation:** rigorous preparation and participation in class discussions, oral presentations and discussion-leading, response papers, one 5- to 7-page paper and one 15- to 20-page paper

**Prerequisites:** one 300-level course in the department, evidence of a successful direct-enroll experience at a local university in Latin America or Spain, or permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** senior Spanish majors; after that, priority will be given to ENVI majors with a strong command of Spanish

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** this is the senior seminar required for all Spanish majors

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RLSP 401 (D1) ENVI 301 (D1)

**Not offered current academic year**

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**RLSP 403 (F) Senior Seminar: Early Modern Love and Marriage**

We might think that love is a natural human feeling and marriage its happiest consequence, but in fact these two conditions are among the most carefully constructed phenomena in any society, highly dependent on time period and place. In this senior seminar we will focus on pre-modern Iberia to study the many manifestations and constructions of love (and marriage), several of which continue to influence definitions of both to this day. We will look at sacred, profane, family, and married love through treatises, medical writings, plays, short stories, poems. Our theoretical underpinnings will come from reflections on love from the time period under consideration as well as contemporary critiques of love and marriage. Primary sources will include early lyrical traditions, the poetry of King Alfonso X, the works of Santa Teresa, Lope de Vega, Calderón de la Barca, Cervantes, among others. Conducted in Spanish.

**Requirements/Evaluation:** regular presentations, two to three short papers, one research paper preceded by class presentation, active participation and regular attendance required

**Prerequisites:** any 300-level RLSP course or permission of instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** senior Spanish majors and Comparative Literature seniors with Spanish focus

**Expected Class Size:** 15
RLSP 404 (F) Spain's Tale of Two Cities: Madrid and Barcelona (DPE)
The ancient rivalries between Madrid and Barcelona may be best known because of their internationally watched soccer teams, but there's much more to the story than meets the eye in a stadium. Barcelona, immortalized for world audiences in George Orwell's classic *Homage to Catalonia* (1938), has a complicated political and cultural history. Catalans have a fascinating and unique culture and language. Their identity has often been cause for political unrest in their relationship with the rest of Spain, and even amongst Catalans themselves. In recent years, tensions with Spain's capital, Madrid, home to the central government and the Royal family, have filled headlines and divided politicians and even families. In this senior seminar we will focus on these two cities in their own right, and explore the counterpoints between them. We will consider the historical roots of lesser known aspects of Catalan culture and identity in order to tease out some of the myriad perspectives that are at play in Spain today. Materials will come from many different media: historical pieces, music, art and architecture, classic novels and films, recent fiction and essays by second generation authors who have been raised by immigrant parents in both cities, and media pieces. We will also invite cultural observers and players to be guest speakers and help us stay up to date as we follow this ever evolving relationship that keeps journalists and politicians on tenterhooks.

**Class Format:** Remote Instruction.

**Requirements/Evaluation:** This course will be conducted entirely in Spanish. Students will be expected to participate actively in weekly online classes. There will be two short writing assignments of 3-5 pp. Each student will prepare a presentation for one of our class meetings, and be a discussion leader for part of another meeting. Students will be expected to schedule remote office hours with me individually, and to work on an independent research project towards the end of the semester which will culminate in a final paper of 10-15 pp.

**Prerequisites:** Students should be seniors on the road to fulfilling their degree requirements for the Spanish major.

**Enrollment Limit:** 11

**Enrollment Preferences:** Senior Spanish Majors. This is the 20-21 Senior Seminar for the Spanish Major.

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1)  (DPE)

**Difference, Power, and Equity Notes:** This course fulfills the DPE requirement because it compares two rival cities and the struggles for power between a majority (Spanish) and minority (Catalan) culture and language. We will also read texts by first generation authors for whom Spanish and Catalan are dominant but secondary languages and cultures. The syllabus seeks to offer a multiplicity of perspectives in order to help students critically engage with centuries-old patterns of difference and exclusion.

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**RLSP 493 (F) Senior Thesis: Spanish**

Spanish senior thesis; this is part of a full-year thesis (493-494).

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)  

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**RLSP 494 (S) Senior Thesis: Spanish**

Spanish senior thesis; this is part of a full-year thesis (493-494).

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)
RLSP 497 (F) Independent Study: Spanish
Spanish independent study.
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)

Fall 2020
IND Section: H1 TBA Brian Martin

RLSP 498 (S) Independent Study: Spanish
Spanish independent study.
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)

Spring 2021
IND Section: H1 TBA Brian Martin

Winter Study ---------------------------------------------------------------

RLSP 30 (W) Honors Essay: Spanish
To be taken by candidates for honors other than by thesis route.
Class Format: honors essay
Grading: pass/fail only
Not offered current academic year

RLSP 31 (W) Senior Thesis: Spanish
To be taken by students registered for Spanish 493-494.
Class Format: thesis
Grading: pass/fail only
Not offered current academic year

RLSP 88 (W) Spanish Sustaining Program
Students registered for RLSP 101-102 are required to attend and pass the Spanish Sustaining Program. However, students are also required to register for a regular Winter Study course. Once the regular Winter Study registration process is complete, the Registrar's Office will automatically enroll you in the Sustaining Program; check your class schedule to confirm enrollment.
Grading: pass/fail option only
Not offered current academic year

RLSP 99 (W) Independent Study: Spanish
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.
Class Format: independent study
Grading: pass/fail only

Not offered current academic year
RUSSIAN (Div I)
Chair: Professor Janneke van de Stadt

Professors: J. van de Stadt. Assistant Professor: O. Kim. Visiting Professor: Liya Zalaltdinova (Fall). Teaching Associate: Ira Levental.

On leave: J. Cassiday (Fall)

LANGUAGE STUDY
The department provides language instruction to enable students to acquire all five linguistic skills: understanding, speaking, reading, writing, and culture. Russian 101-W88-102 covers the basics of Russian grammar. Russian 151 through 252 offer additional instruction in grammar and vocabulary acquisition, and provide extensive practice in reading and conversation.

STUDY ABROAD
The department strongly encourages students who want fluency in Russian to spend a semester or year studying in Russia or one of the former Soviet republics. Students generally apply to one of several approved foreign study programs. Russian 152 or the equivalent and junior standing are normally prerequisite for study abroad.

FAQ
Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?
No, generally not until after a student returns and can provide course material for review (e.g. completed work such as exams, portfolios, lab reports and the like).

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?
In addition to course title and description, we always have a conversation with our students about the actual work they completed since sometimes syllabi are vague, or not followed with complete thoroughness.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?
Yes, four courses.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?
No.

Are there specific major requirements that cannot be fulfilled while on study away?
No, the only candidate for this would be the Senior Seminar, and it has never been an issue.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)
No.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:
None to date.

LITERATURE AND CULTURE IN TRANSLATION
The department regularly offers courses on Russian literature, culture, and politics in English for those students who have little or no knowledge of Russian, but who wish to become acquainted with Russian literary, cultural, and social history.

THE CERTIFICATE IN RUSSIAN
To enhance a student’s educational and professional profiles, the Certificate in Russian offers a useful tool for using the language in a wide variety of disciplines. The sequence of language and culture courses is designed to supplement a student’s major at Williams by enabling the student to expand their knowledge in a related field.

Students who enter Williams with previous training in Russian may substitute more advanced courses for all the 100-level courses; they can also be exempted from up to two of the required courses. Thus, in order to earn a certificate a student must take no fewer than five courses (including three courses in Russian) after enrolling at Williams. The student must achieve proficiency at the level of a B in RUSS 251 or the equivalent.

Required Courses
101
102
103 or 151
104 or 152
one additional course conducted in Russian

Elective Courses
- at least one course on Russian cultural history
- at least one course on Russian intellectual, political, or social history, or post-Soviet economics

THE MAJOR

The Russian major offers students an interdisciplinary approach to the intellectual and cultural history of Russia and the former Soviet republics. Students complete the major by combining courses in Russian language and literature with courses in history, political science, music, economics, and art. The major requires a minimum of ten courses of which at least six must be conducted in Russian, at least two must be at the 300-level, and one at the 400-level. In addition, students may take up to four related courses offered by other departments and taught in English.

Examples of appropriate courses in other departments are:
- HIST 241 Imperial Russia
- SOC 248 Post-Soviet Paradoxes
- HIST 337 After Stalin: Soviet History
- PSCI 286 Russian Politics and Foreign Policy under Vladimir Putin

Students selecting the major must typically complete Russian 104 or 152 (or the equivalent) by the end of the junior year. Majors will normally be expected to take the 400-level seminar offered in their senior year, even if they have previously taken another version of it. Russian majors may receive major credit for summer language study (in consultation with the department) and for as many as four courses taken during study abroad.

THE DEGREE WITH HONORS IN RUSSIAN

At the beginning of the second semester of the senior year, students may nominate themselves to candidacy for the degree with honors. By the end of the junior year at the latest, however, they will have established in consultation with the department their qualifications for embarking on the project, the pattern of study to be followed, and the standards of performance.

Students earn a degree with honors by submitting a senior thesis (493-W31-494) of honors quality.

RUSS 101  (F)  Elementary Russian I

An introduction to contemporary standard Russian, this course provides opportunities to acquire basic proficiency in all five language skills—listening comprehension, speaking, reading, writing, and culture—through immersion, intensive use of authentic materials, and a strong emphasis on the spoken word in all class activities. Greater emphasis is placed on writing in the second semester. For students who already know some Russian, consultation with the department is required before registering for any Russian language course in the sequence 101 through 252. In 2020-2021, RUSS 101 will be a hybrid course. Most of the instruction will be online in both big and small-group format, but there will be some in-person components as well. The final course format will be developed together with students, taking into account health and safety considerations, pedagogical needs, and learning preferences.

Class Format: class meets five times a week and will rely on various modes of instruction
Requirements/Evaluation: active class participation, completion of all assignments, oral and written assessments, and summative exercises.
Prerequisites: none
Enrollment Limit: 14
Enrollment Preferences: first- and second-year students; students expressing an interest in the Russian major or certificate
Expected Class Size: 10
RUSS 102 (S) Elementary Russian II
An introduction to contemporary standard Russian, this course provides opportunities to acquire basic proficiency in all five language skills-listening comprehension, speaking, reading, writing, and culture-through immersion, intensive use of authentic materials, and a strong emphasis on the spoken word in all class activities. Greater emphasis is placed on writing in the second semester. For students who already know some Russian, consultation with the department is required before registering for any Russian language course in the sequence 101 through 252.

Class Format: Class meets remotely five days a week.

Requirements/Evaluation: active class participation, completion of all assignments, quizzes, tests, and a final exam

Prerequisites: RUSS 101 or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: students expressing an interest in the Russian major or certificate

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Unit Notes: credit granted only if both semesters (RUSS 101 and 102) are taken

Distributions: (D1)

Spring 2021
SEM Section: R1  M-F 10:00 am - 10:50 am  Julie A. Cassiday

RUSS 140 (S) Crime and Punishment in Russian History  (WS)

Cross-listings: RUSS 140 HIST 140

Secondary Cross-listing
For centuries, people have used crime in Russia and the Russian state's response to crime as lenses through which to examine Russian history and the Russian experience. This tutorial will follow in this tradition, but will adopt a more critical approach to question how or if crime and deviance can speak to the nature of the Russian state and its relationship to Russian society writ large. To answer this question, we will read a combination of original historical sources and recent scholarship that cover the entirety of Russian history: from the creation of the first legal code in Medieval Muscovy to the publication of Alexander Solzhenitsyn's Gulag Archipelago in 1962 and beyond. By semester's end, students will have developed an understanding of both the major historical actors and events in Russian criminal and legal history, and the intellectual debates that they sparked among contemporaries and present day scholars alike.

Requirements/Evaluation: a student either will write and present orally a 3- to 5-page essay on the assigned readings or will be responsible for offering an oral critique of their partner's work

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
RUSS 140 (D2) HIST 140 (D2)
Writing Skills Notes: Each student will write five 5-to-7-page papers on which the instructor will provide written feedback regarding grammar, style, and argument. Each student will write five 3-page critiques of their partners' papers. As the final assignment, each student will revise one of their five papers. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Not offered current academic year

RUSS 151  (F)  Continuing Russian I
This course develops all five skills--listening comprehension, speaking, reading, writing, and culture--for students who have completed at least one year of college-level Russian. Coursework includes a systematic review of Russian grammar, as well as an examination of a variety of authentic materials from Russian and Soviet culture, current events, and daily life. Intermediate students will concentrate on expanding their vocabulary, while more advanced students will focus on reading and writing about unabridged texts in Russian. Students who complete the yearlong sequence of RUSS 151 and RUSS 152 should be well prepared to undertake study abroad in Russia and are encouraged to do so. Each year this course is custom-designed to meet the needs of those students who enroll, so that both intermediate and advanced students can benefit from taking RUSS 151 and/or RUSS 152 more than once, which may be done with the permission of the instructor.

Class Format: The format for this course is hybrid and will combine online and in-person components.

Requirements/Evaluation: active class participation, completion of all assignments and summative exercises

Prerequisites: completion of at least one year of college-level Russian (RUSS 101-102) or the equivalent, or permission of instructor

Enrollment Limit: 14

Enrollment Preferences: Russian majors and certificate seekers

Expected Class Size: 4-6

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2020
SEM Section: H1  MWF 12:00 pm - 12:50 pm  Janneke van de Stadt

RUSS 152  (S)  Continuing Russian II
This course develops all five skills--listening comprehension, speaking, reading, writing, and culture--for students who have completed at least one year of college-level Russian. Coursework includes a systematic review of Russian grammar, as well as an examination of a variety of authentic materials from Russian and Soviet culture, current events, and daily life. Intermediate students will concentrate on expanding their vocabulary, while more advanced students will focus on reading and writing about unabridged texts in Russian. Students who complete the yearlong sequence of RUSS 151 and RUSS 152 should be well prepared to undertake study abroad in Russia and are encouraged to do so. Each year this course is custom-designed to meet the needs of those students who enroll, so that both intermediate and advanced students can benefit from taking RUSS 151 and/or RUSS 152 more than once, which may be done with the permission of the instructor.

Class Format: the class meets four hours a week, three with the professor and the fourth with the Russian Teaching Associate (time to be arranged)

Requirements/Evaluation: active class participation, completion of all assignments, quizzes, and a final exam

Prerequisites: RUSS 151 or permission of instructor

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 4-6

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2021
SEM Section: H1  MWF 12:00 pm - 12:50 pm  Olia Kim

RUSS 203  (F)  Nineteenth-Century Russian Literature: Rebels and Rebellion
"God save us from seeing a Russian revolt, senseless and merciless," famously proclaimed Alexander Pushkin. But is revolt always senseless? And if it's not, what is the meaning behind it? Throughout the nineteenth century, Russian literature gave different answers to these questions. In this course, students will familiarize themselves with the masterpieces of the Golden Age of Russian literature with a particular focus on rebellion understood in its broadest sense: philosophical, psychological, social, sexual, and aesthetic. We will examine the confrontation of the archetypal figure of Russian literature, the "superfluous man," with his milieu in Pushkin, Lermontov, Turgenev, and Goncharov. The social and psychological revolt of another key figure--the "little man"--will be addressed in the works of Pushkin and Gogol. We will then discuss woman's sexual rebellion in Nikolai Leskov and the forms of spiritual rebellion in Leo Tolstoy and Dostoevsky. Finally, we will examine the aesthetic revolution of Chekhov's plays, which challenged the principles of the old theater and marked the turn to new modernist drama. All readings are in English.

Requirements/Evaluation: participation, writing assignments, written exam

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: students majoring or considering a major in Russian or Comparative literature

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 203 (D1) RUSS 203 (D1)

RUSS 204 (S) To See the Past: Russian and Soviet Cinema on History

Cross-listings: RUSS 204 GBST 204 COMP 204

Primary Cross-listing

This course surveys Soviet and Russian cultural history of the 20th- and 21st-centuries through the history of the cinematic medium. We will watch and analyze key films of this period--films by Eisenstein, Vertov, Tarkovsky, Muratova, Balabanov, Živičintsev, and Fedorchenko among others--from a double perspective. On the one hand, we will study the cultural and historical contexts of the Soviet Union and Russia; on the other hand, we will learn the formal and stylistic aspects of the cinematic medium as it developed historically (from silent, to sound, to color, to digital etc.). From this double perspective, we will try to answer a larger question that underlies this course: What kind of historical thinking can we learn through cinema as a medium? In other words, we will take cinema neither simply as a direct reflection of state ideology nor as pure aesthetic form or entertainment for the masses. Rather, we will approach the films of this period as audio-visual texts that are rich in historical content and require our informed and attentive interpretation.

Class Format: The class meets synchronously on campus twice a week. Remote students will be able to join each synchronous session via zoom. Synchronous sessions will consist of discussion and visual analysis of short clips. All films and reading materials will be available online.

Requirements/Evaluation: For each class you'll watch 1 or 2 film(s) and read typically 1 article under 20 pages. You will submit short viewing response before each class. Additionally, there will be short viewing or creative assignments to familiarize students with formal aspects of film. Evaluation will be based on participation, one presentation, short sequence analysis, and final paper or video essay

Prerequisites: none, open to all students

Enrollment Limit: 15

Enrollment Preferences: declared or prospective Russian or Comparative Literature majors, Russian Certificate seekers, Global Studies concentrators

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

RUSS 204 (D1) GBST 204 (D2) COMP 204 (D1)
RUSS 213 (F) Why do Pussies Riot and What is "Homosexual" Propaganda? Gender and Sexuality in Putin's Russia (DPE)

Cross-listings: COMP 257 GBST 213 WGSS 214 RUSS 213

Primary Cross-listing
Since Vladimir Putin's rise to power, the media has highlighted events in Russia that at first glance resemble oddly sexualized jokes. At the same time that the Kremlin has reinstated authoritarian policy reminiscent of the Soviet Union, the Western press has chronicled Putin's topless vacations in Siberia, protests by the feminist collectives Pussy Riot and Femen, a 2011 ban on women's lacy underwear, federal legislation from 2013 prohibiting "homosexual" propaganda, and a 2017 court decision that outlawed a meme of Putin as a "gay clown." This course examines the Putin regime's ongoing attempts to police gender expression and private sexual behavior, as well as how Russian citizens' performance of gender and sexuality has changed in the past twenty years. We will consider gender and sexuality as distinctive features of Putinism, which have contributed to a biopolitical turn in official policy and inspired resistance and protest among Russian feminists and queers. All readings will be in English, and all films with have English subtitles.

Requirements/Evaluation: active participation in class discussions, several response papers, two short papers (3-5 pages each), and a final project

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Those majoring in Russian and/or WGSS, as well as Global Studies concentrators.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
COMP 257 (D1) GBST 213 (D1) WGSS 214 (D2) RUSS 213 (D1)

Difference, Power, and Equity Notes: The course engages in cultural comparison, explores how power and privilege are allocated differently in post-Soviet Russia than in the West, and critically theorizes contemporary Russian culture and discourse.

Not offered current academic year

RUSS 218 (S) Extreme Persuasions: The Far Right in the United States and Russia (DPE) (WS)

Cross-listings: AMST 219 RUSS 218 WGSS 217

Secondary Cross-listing
The purpose of this course is to explore the unexpected recent confluence of the American and Russian far-right movements, among advocates for authoritarianism in both countries who have traditionally understood the 'other' superpower to be an implacable enemy. How have nationalist movements in the United States come to see the Russian Federation as a vanguard for 'whiteness' and traditional masculinity in European identity, overturning the perception of Russia as a racial Other that was prevalent among American conservatives during the Cold War? What are the affinities between the imperial and openly patriarchal aspirations of Putinism and the goals of American religious Reconstructionism, with its interpretation of the Confederacy as a God-given model for racial separatism and gender complementarianism? We will discuss repressive historical legacies and homophobia in both countries, devoting particular attention to debates about protest art and the removal of monuments, and to movements that situate themselves in opposition to neoliberal forms of ethno-nationalism.

Requirements/Evaluation: On average, there will be 100 pages of reading per week. Over the course of the semester, students will be required to view three films, which will be discussed in class. Class participation counts for 25% of the course grade; each of the first three response papers, 15%; the term paper, 25%; the in-class presentation of the term paper, 5%.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: Majors and concentrators in AMST, Russian, and Women's and Gender Studies.

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:

AMST 219 (D2) RUSS 218 (D1) WGSS 217 (D2)

Writing Skills Notes: The written work is comprised of three response papers (5-7 pages each), a rough draft of the term paper (8-10 pages) that will be ungraded but extensively commented upon, and the term paper itself (10-15 pages). Each student to discuss their writing strategies prior to the deadlines for the essay assignments. For the essays, students may choose from among a range of prompts, or design a topic of their own.

Difference, Power, and Equity Notes: Students will use the assigned readings as points of departure for analyzing and responding to traditionalist configurations of gender and ethno-nationalism in the United States and the Russian Federation. Particular attention will be devoted to the proliferation of different conceptions of power and privilege in both countries, and to ways in which a parsing of them may facilitate an engagement with the arguments of far right movements while retaining the concept of social justice.

Spring 2021
SEM Section: H1 TR 11:30 am - 12:45 pm Alexandar Mihailovic

RUSS 219 (S) Cults of Personality (WS)
Cross-listings: COMP 215 RUSS 219

Primary Cross-listing

First uttered by Soviet leader Nikita Khrushchev in 1956, the phrase "cult of personality" was formulated to discredit the hero-worship that accompanied Joseph Stalin's iron-fisted rule of the Soviet Union. Since then, the phrase has gained currency as a condemnation of a variety of seemingly all-powerful leaders in oppressive political regimes, including China's Mao Zedong, Iran's Ayatollah Khomeini, and the ruling Kim family in North Korea. In this course, we will examine the phenomenon of the cult of personality from a variety of perspectives, beginning with the cult surrounding Stalin and ending with that of Vladimir Putin. Our course material will encompass scholarship from multiple disciplines, including history, sociology, political science, cultural and media studies, as well as artistic expression typically labeled propaganda in literature, the visual arts, and film. Although our course will begin in the Soviet Union and end in contemporary Russia, we will explore how the cult of personality has been adapted and updated for different cultural and political purposes in fascist Germany and Spain, China, Iran, North Korea, and Cuba. All readings will be in English, and all films will have English subtitles.

Class Format: remote
Requirements/Evaluation: completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: first-year students
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 215 (D1) RUSS 219 (D1)

Writing Skills Notes: Students will be writing papers (5-6 pages) every other week and receiving detailed feedback on their writing with the expectation that they will identify areas in need of improvement and work on these throughout the semester. The course will also require that students write one paper together with their tutorial partner and that they rewrite two different papers, one at midterm and the other at the end of the term.

Spring 2021
TUT Section: RT1 TBA Julie A. Cassiday

RUSS 232 (S) Phantasmagoria, Madness, and the Absurd in Russian Literature and Film
Cross-listings: RUSS 232 COMP 271

Primary Cross-listing

In one of Nikolai Gogol's most famous stories, a man wakes up one day to find that his own nose has left his face and taken on a life of its own. This situation, which we might label bizarre or absurd, just as easily shows how reality often fails to meet our expectations and even suggests that the
story's leading character might have gone mad. But what then is insanity? Likewise, one of Dostoevsky's socially marginal characters contemplates
the fact that only sick people see ghosts, which, in his opinion, "only proves that ghosts cannot appear to anyone but sick people, not that they
themselves do not exist." This course aims to analyze the rich tradition, typified by Gogol and Dostoevsky, of the absurd, the fantastic, and madness in
Russian literature and film of the 19th-21st centuries. Addressing the aesthetic, historical, and political circumstances that nurtured this tradition in
Russian literature and cinema, our course material will explore new dimensions of reality, point out the many paradoxes and absurdities of human
existence, and question our perceptions, as well as the assumption that we are sane. Close analysis of literary and cinematic texts will lead us to a
broader discussion of the relationship between reality and representation, as well as the notions of the absurd and madness. Authors/directors will
include Alexander Pushkin, Nikolai Gogol, Fyodor Dostoevsky, Anton Chekhov, Mikhail Bulgakov, Lyudmila Petruschevskaya, Andrey Tarkovsky, and
Kira Muratova, among others. All readings will be in English, and all films will have English subtitles.

Requirements/Evaluation: class attendance and participation; two analytical papers (3-5 pages); leading class discussion; a creative assignment; an
oral presentation; a final paper (6 pages)

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

RUSS 232 (D1) COMP 271 (D1)

Not offered current academic year

RUSS 240 (S) The Soviet Experiment

Cross-listings: RUSS 240 HIST 240

Secondary Cross-listing

In 1917, the former Russian Empire became the site of the world's first socialist revolutionary government and the twentieth century's largest
multiethnic state. Over the next quarter century, the Soviet Union witnessed the rise of one of history's most violent dictatorships, an apocalyptic war
that claimed upwards of 26 million lives, and communist expansion into Eastern Europe and the decolonizing world. It also became the site of vibrant
and optimistic utopian cultural projects, flights into space, bitter and hilarious political satire, and a society that was, for the most part, economically
equal. Then in 1991, everything fell apart. This course will survey the origins, life, and collapse of the Soviet Union, paying particular attention to the
ideas that shaped its development, the mark its architects' and leaders' policies left both at home and abroad, and the impact it had on the people who
lived and didn't live to tell the tale.

Class Format: Format: seminar; Each week, students will watch a pre-recorded asynchronous lecture that will provide context for the readings due
that week. Students will be assigned to a small group of no more than 8 students which will "meet" with the instructor for a weekly, tutorial-style
discussion on Zoom.

Requirements/Evaluation: active class participation, two short essays (3-5 pages), one in-class midterm, and one take-home final exam

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: History Majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

RUSS 240 (D1) HIST 240 (D2)

Spring 2021

LEC Section: R1 TR 6:45 pm - 8:00 pm Yana Skorobogatov
RUSS 241 (F) Imperial Russia: State and Society between Europe and Asia

Cross-listings: HIST 241 RUSS 241

Secondary Cross-listing

Russia. The name alone evokes wonder, fear, romance, and history itself. Over the past ten centuries, the territory that we now call the Russian Federation has witnessed dramatic transformations that underwrote its transition from feudal backwater to global superpower. Its journey from tribalism to imperialism, feudalism to autocracy, agrarianism to industrialization, monasticism to parliamentarianism, Orthodox Christianity to revolutionary atheism, left a mark not just on the collective Russian conscious, but on a world that has grown accustomed to viewing Russia as a site for ideas, projects, and processes both exemplary and tragic. How did Russian state power borrow and depart from west European norms? How did foreign and domestic norms contribute to the creation of a "Russian" identity? How did Russian elites and ordinary people resist, collaborate with, or develop an apathy towards the Russian state, and to what success? This course will seek to answer these questions through a survey of Russian Imperial history from its founding in Kievan Rus’ in the 10th century to the October Revolution of 1917.

Class Format: Each week, students will watch a pre-recorded asynchronous lecture that will provide context for the readings due that week. Students will be assigned to a small group of no more than 5 students which will "meet" with the instructor for a weekly, tutorial-style discussion on Zoom.

Requirements/Evaluation: class attendance and participation, two short papers (3-5 pages), ~80 pages of reading a week, one take-home midterm exam essay and one take-home final exam essay

Prerequisites: none, open to all students

Enrollment Limit: 15

Enrollment Preferences: History majors.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 241 (D2) RUSS 241 (D1)

Fall 2020

SEM Section: R1 MWF 10:40 am - 11:30 am Yana Skorobogatov

RUSS 248 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WS)

Cross-listings: SOC 248 GBST 247 RUSS 248

Secondary Cross-listing

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the Russia-Ukraine conflict or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Bulgaria, Poland, Latvia and Ukraine. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

Class Format: The course will meet remotely for the most part, although in-person meetings with the appropriate precautions may be arranged at the tutorial partners' and instructor's discretion.

Requirements/Evaluation: 5-page paper every other week, written comments on the partner's paper in alternate weeks

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Anthropology, Sociology, and Russian majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option
Distributions: (D1)  (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
SOC 248 (D2) GBST 247 (D2) RUSS 248 (D1)

Writing Skills Notes: This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written feedback from both the instructor and the tutorial partner, and are workshopped during the tutorial meetings.

Difference, Power, and Equity Notes: Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. We will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

Fall 2020
TUT Section: RT1    TBA     Olga Shevchenko

RUSS 251 (F) Continuing Russian I
The same course as RUSS 151 but for students at the advanced level. See RUSS 151/152 for full course description.

Class Format: The class will be taught remotely. Class meets four hours a week, three with the professor and the fourth with the Russian Teaching Associate (time to be arranged).

Requirements/Evaluation: active class participation, completion of all assignments, quizzes, and a final exam

Prerequisites: RUSS 152 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Russian majors and certificate seekers

Expected Class Size: 4-6

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2020
SEM Section: R1    TBA     Liya Zalaltdinova

RUSS 252 (S) Continuing Russian II
The same course as RUSS 152 but for students at the advanced level. See RUSS 151/152 for full course description.

Class Format: the class meets four hours a week, three with the professor and the fourth with the Russian Teaching Associate (time to be arranged)

Requirements/Evaluation: active class participation, completion of all assignments, quizzes, and a final exam

Prerequisites: RUSS 251 or permission of instructor

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 4-6

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2021
SEM Section: H1    MWF 12:00 pm - 12:50 pm     Olia Kim

RUSS 275 (S) Russian and Soviet Cinema

Cross-listings: COMP 287  RUSS 275

Primary Cross-listing

In this course, we will survey over a hundred years of Russian and Soviet film to explore how cinema has reflected and, at times, created the country's
most important historical events and cultural myths. We will pay close attention to Russian filmmakers' varied reactions to Hollywood cinema, as well as to the lively body of cinema theory that these reactions generated. Our survey will begin in the pre-Revolutionary era and include representative films from the time of the Bolshevik Revolution, Stalinism and World War II, the Thaw and Stagnation, Glasnost, and the Putin era. In addition to studying films by auteur filmmakers, such as Sergei Eisenstein, Andrei Tarkovsky, and Aleksandr Sokurov, we will watch movies made for the masses, which have helped to form Russians' understanding of their country and themselves. All readings will be in English and all films will be viewed with English subtitles.

**Requirements/Evaluation:** completion of all viewing and reading assignments, active participation in class discussions, two short papers, and a final research project.

**Prerequisites:** none

**Enrollment Limit:** none

**Enrollment Preferences:** none

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 287 (D1) RUSS 275 (D1)

Not offered current academic year

**RUSS 305 (F) Dostoevsky: The Riddle of the Self and the Other**

**Cross-listings:** RUSS 305 COMP 305

**Primary Cross-listing**

This course offers a comprehensive survey of Fyodor Dostoevsky's literary and intellectual legacy. We will read his major works including *Notes from Underground, Crime and Punishment, Demons, The Brothers Karamazov* and a selection of celebrated short works. Close textual analysis will be accompanied by a discussion of aesthetic, philosophical, and psychological aspects of Dostoevsky's oeuvre. The problem of the self-other relationship in the artistic, philosophical and religious contexts of Russia and Western Europe is one of the key themes that we will trace in this course. More broadly we will look into the problems of the modern individual and modernity in the times of Dostoevsky as well as in our times. All readings are in English translation.

**Class Format:** This will be a hybrid course for in-person and remote students. We will meet in small groups (4-5 students) once a week synchronously (in-person with students who are on campus, and via zoom with students who are enrolled remotely) and will have variety of asynchronous activities (viewing short lectures, writing reading responses, participating in written and video discussion forums)

**Requirements/Evaluation:** Participation, reading responses in the form of blog posts, three short papers, final project

**Prerequisites:** none, open to all students

**Enrollment Limit:** 15

**Enrollment Preferences:** RUSS and COMP majors, and Russian Certificate-seekers

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

RUSS 305 (D1) COMP 305 (D1)

Fall 2020

SEM Section: H1  WF 1:30 pm - 2:45 pm  Olia Kim

**RUSS 306 (S) Tolstoy and the Meaning of Life**

**Cross-listings:** RUSS 306 COMP 306

**Primary Cross-listing**
This course examines the works of the great Russian writer Lev Tolstoy, whose stories and novels represent a life-long quest to uncover the meaning of life. Readings include Tolstoy's two major novels, *War and Peace* and *Anna Karenina*, as well as several shorter works, such as *The Death of Ivan Ilych* and *Hadji Murad*. We will also examine Tolstoy's aesthetic and didactic writing so that we understand precisely how Tolstoy answers life's most troubling questions, as well as what role artistic representation plays in these answers. *All readings will be in English.*

**Class Format:** some lecturing

**Requirements/Evaluation:** timely completion of all reading assignments, active class participation, three short papers, and a final research project

**Prerequisites:** none

**Enrollment Limit:** none

**Enrollment Preferences:** none

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
RUSS 306 (D1) COMP 306 (D1)

*Not offered current academic year*

**RUSS 331 (S) The Brothers Karamazov**

**Cross-listings:** COMP 331 ENGL 371 RUSS 331

**Primary Cross-listing**

Widely hailed as one of the greatest novels ever written, Dostoevsky's *The Brothers Karamazov* contains a series of enigmas, not the least of which is precisely who murdered the Karamazov father. In addition to exploring the shared guilt of all four of the brothers Karamazov in the crime of patricide, Dostoevsky poses the most probing questions of his day: Are families tied together merely by blood or by deeper spiritual bonds? Is religious faith possible in an age of reason, science, and technology? Can man's earthly laws ever carry out divine justice? Is humanity prepared to bear the burden of responsibility that comes with freedom? This tutorial will spend an entire semester exploring Dostoevsky's masterwork, and we will read a variety of secondary sources alongside *The Brothers Karamazov*, including history, philosophy, and literary theory. Our goal will be to understand Dostoevsky's answers to these so-called "accursed questions" through the unique artistic form of *The Brothers Karamazov*.

**Requirements/Evaluation:** completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions

**Prerequisites:** at least one 200-level literature class

**Enrollment Limit:** 10

**Enrollment Preferences:** students majoring or considering a major in Russian, Comparative Literature, or English

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
COMP 331 (D1) ENGL 371 (D1) RUSS 331 (D1)

*Not offered current academic year*

**RUSS 337 (F) After Stalin: Soviet History from "Thaw" to Collapse**

**Cross-listings:** HIST 337 RUSS 337

**Secondary Cross-listing**

When Joseph Stalin died in 1953, the crowd of people that gathered to view his embalmed body on Moscow's Red Square grew so large, it provoked a stampede that killed nearly 500 people. This moment embodies the uncertainty and challenges that ordinary citizens and state officials faced when they imagined what a post-Stalin future might bring to the Soviet Union. For all the suffering that his rule inflicted on the Soviet people, Stalin remained for many a reliable constant in a life dominated by revolution and war. Stalin's successors faced a classic dilemma: how to reform and breathe new life into a system without disturbing the foundation it needs to stand intact? Despite superpower status and some stunning achievements at home and abroad, the fault lines in Soviet society ran deep. This course will consider the experiences that grew out of the uncertainty that emerged after Stalin's death. We will examine how the "Soviet experiment" evolved - politically, legally, socially, culturally - once the last of the original Bolshevik
revolutionaries left the Kremlin. What opportunities did the post-Stalin moment open up for political elites, members of the professional class, the intelligentsia, and citizens from Soviet republics and satellite states? What obstacles did they face, and how successful were they at overcoming them? In what ways did the spirit of the October and Stalinist Revolutions persist or erode from 1953 until 1991? Most importantly, how did the "children of the revolution" participate in, check out of, or contest the socialist system whose birth their parents witnessed first hand? After all, more generations experienced the Soviet Union without Stalin as their leader than generations who only knew a life with the "Vozhd" in power. Through secondary and primary source readings, we will attempt to recover the voices of those whose lives both shaped and were shaped by the nearly four decades after Joseph Stalin's death.

Requirements/Evaluation: active class participation, two short essays (2-3 pages), and three long essay (5-7 pages)
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: History Majors
Expected Class Size: 10-19
Grading: no pass/fail option, no fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
HIST 337 (D2) RUSS 337 (D2)

RUSS 341  (F) Collapse: The Fall and Afterlife of the Soviet Union
Cross-listings: HiST 341  RUSS 341
Secondary Cross-listing

On Christmas Day 1991, Mikhail Gorbachev ended two things: his tenure as President of the Soviet Union, and the Soviet Union itself. In the years that followed, the Soviet Union's fifteen national republics splintered overnight into more than a dozen nation states along uneven and highly contest ethnic lines. In Russia, Boris Yeltsin assumed office as the first president of the Russian Federation, and without delay, began to institute radical economic and social reforms. Under his watch, the country privatized national industry, cut the state budget, and courted foreign multinational businesses. The world most commonly used to describe Russia in the early 1990s is "disappear": money, jobs, food, and people. The very things that Soviet-style socialism had committed itself to providing for started to vanish as a result of invisible and market forces. Russian nationalism replaced Soviet internationalism as a guiding national idea. This course will explore what emerged in the spaces left empty after Soviet-style socialism's demise in three parts. The first part of the semester will examine the origins of the Soviet Union's collapse and its breakup into fifteen successor states. The second part of the semester will survey the political, economic, and social processes that followed the collapse. Finally, the third part of the course will focus on Putin's ascendancy to the presidency and its consequences for Russian citizens at home and Russia's image abroad. Three themes will occupy a prominent place in the course: political-economy, nationalism, and identity. By semester's end, students will have acquired the content and analytical literacy to place the former Soviet Union in its specific historical context and identify multiple sources of causation that may help explain Russia's transition from socialism to capitalism to Putinism during the past quarter century.

Class Format: Each week, students will watch a pre-recorded asynchronous lecture that will provide context for the readings due that week. Students will be assigned to a small group of no more than 5 students which will "meet" with the instructor for a weekly, tutorial-style discussion on Zoom.

Requirements/Evaluation: active class participation, three short essays (3-5 pages), and one long essay (10-12 pages)
Prerequisites: None
Enrollment Limit: 15
Enrollment Preferences: History majors
Expected Class Size: 15
Grading: no pass/fail option, no fifth course option
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
HIST 341 (D2) RUSS 341 (D1)

Fall 2020
RUSS 345  (S) Bagging the Monsters: Tolstoy’s Other Prose

War and Peace and Anna Karenina, which Henry James famously described as “baggy monsters,” are works that are immediately identified with Leo Tolstoy, a giant of nineteenth-century Russian literature. But Tolstoy wrote so much more! From short works of adult fiction, to stories for children, pedagogical essays, political tracts, aesthetic treatises, and philosophical musings. He produced variously and prodigiously throughout his life and that’s not even counting his fascinating diaries and personal correspondence. Our course readings will probe this exceptional variety with the goal of understanding the scope of Tolstoy’s thinking in greater depth. All readings and discussion will be in Russian.

Class Format: This is a hybrid upper-level seminar that can be taken in-person or online.

Requirements/Evaluation: Active and substantive class participation, leading discussion, weekly short writing assignments, and 1-2 longer writing pieces of 4-5 pages.

Prerequisites: Three years of college Russian or the equivalent. Students who have not taken Russian language at Williams must consult the instructor.

Enrollment Limit: 10

Enrollment Preferences: Russian majors and certificate seekers, then comparative literature majors.

Expected Class Size: 5

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2021

SEM Section: H1  MW 11:45 am - 1:00 pm  Janneke van de Stadt

RUSS 401  (F) Senior Seminar: A History of the Russian Internet

Cross-listings: RUSS 401  COMP 402

Primary Cross-listing

How did the Russophone Internet (RuNet) start and develop? What were its predecessors? What are the possible trajectories for its future development? How is the cultural history of post-Soviet Russia inscribed in the history of the RuNet? In this course we will trace the history of the Internet in the Russian-speaking world by reading, watching and analyzing materials on such topics as the rise of the Soviet cybernetics, the fate of Russian search engines and social media platforms, RuNet language and counterculture, Russian "troll-factories" and internet censorship, RuNet as a battleground for civil society, and the idea of a "sovereign Internet." The course will be conducted in Russian.

Class Format: This will be a hybrid course for both in-person and remote students. We will meet twice a week on campus. Students who are remote will participate in class meetings via zoom. The rest of the course components will be delivered online.

Requirements/Evaluation: Participation, weekly viewing and reading responses, vocabulary quizzes, one presentation, final project.

Prerequisites: RUSS 252, or equivalent, or permission of the instructor

Enrollment Limit: 10

Enrollment Preferences: graduating seniors

Expected Class Size: 5

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

RUSS 401 (D1) COMP 402 (D1)

Fall 2020

SEM Section: H1  MR 1:30 pm - 2:45 pm  Olia Kim

RUSS 493  (F) Senior Thesis: Russian
Russian senior thesis; this is part of a full-year thesis (493-494).

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

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**Fall 2020**

HON Section: H1  TBA  Janneke van de Stadt

**RUSS 494 (S) Senior Thesis: Russian**

Russian senior thesis; this is part of a full-year thesis (493-494).

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

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**Spring 2021**

HON Section: H1  TBA  Janneke van de Stadt

**RUSS 497 (F) Independent Study: Russian**

Russian independent study.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

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**Fall 2020**

IND Section: H1  TBA  Janneke van de Stadt

**RUSS 498 (S) Independent Study: Russian**

Russian independent study.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

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**Spring 2021**

IND Section: H1  TBA  Janneke van de Stadt

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**Winter Study**

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**RUSS 30 (W) Honors Project: Russian**

May be taken by candidates for honors other than by thesis route.

**Class Format:** independent study

**Grading:** pass/fail only

*Not offered current academic year*

**RUSS 31 (W) Senior Thesis: Russian**

To be taken by students registered for Russian 493-494.

**Class Format:** thesis

**Grading:** pass/fail only

**Distributions:** (D1)
RUSS 88  (W) Russian Sustaining Program
Students registered for RUSS 101-102 are required to attend and pass the Russian Sustaining Program. However, students are also required to register for a regular Winter Study course. Once the regular Winter Study registration process is complete, the Registrar's Office will automatically enroll you in the Sustaining Program. Check your class schedule to confirm enrollment.

Requirements/Evaluation: regular attendance and active participation required to earn a "Pass"
Grading: pass/fail option only

Not offered current academic year

RUSS 99  (W) Independent Study: Russian
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study
Grading: pass/fail only

Not offered current academic year
Advisory Committee

- Georges B. Dreyfus, Jackson Professor of Religion; on leave Fall 2020
- Laura D. Ephraim, Associate Professor of Political Science
- Ezra D. Feldman, Visiting Assistant Professor of English; affiliated with: Science & Technology Studies, Graduate Program-Art History
- Laura J. Martin, Assistant Professor of Environmental Studies and Faculty Affiliate in History; affiliated with: History Department; on leave 2020-2021
- Bojana Mladenovic, Professor of Philosophy; on leave Fall 2020
- Eli Nelson, Assistant Professor of American Studies
- Jason Josephson Storm, Chair and Professor of Religion, Chair of Science and Technology Studies; affiliated with: Science & Technology Studies

Science and Technology Studies (STS) is an interdisciplinary program concerned with science and technology and their relationship to society. The community of scholars in the Williams STS program apply methods from diverse disciplines. They seek to illuminate the historical, social, cultural, ethical, and political dimensions of science and technology. By bridging humanities, social sciences, science, and technology, our program seeks to build relationships across campus.

The STS program at Williams takes a broad umbrella approach to the discipline. Topics include: sociology of knowledge production; philosophy of science; history of science and technology; the economics of research and development; science and public policy; technology and the environment; scientometrics; interactions between humans and technology; science fiction and other artistic depictions of science and technology; boundaries between pseudo-science, religion, and science; and the broader ethical issues evoked by science and technology.

Science and Technology Studies concentrators must complete a total of six courses. Five of these must have the STS prefix. Students must take: Introduction to STS; Senior Seminar; and three electives, of which at most two can originate in the same department. In addition, Science and Technology Studies concentrators must complete one course with a laboratory or field work component in natural, social, or computer science; this course may also satisfy one of the divisional distribution requirements.

Students may petition the Chair for recognition of a course as an STS course even if it is not cross-listed in STS. The petitions will be approved or denied on a case-by-case basis.

The program is administered by a chair and an advisory committee of faculty who teach in the program. Students who wish to enroll normally register with the chair by the fall of their junior year.

STUDY ABROAD

FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Complete syllabus and course description, including readings/assignments.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

No.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study
away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. Be sure to check record of enrollment in classes with laboratory of fieldwork components to satisfy program.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

None to date.

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**STS 101** (F)(S) Science, Technology and colonialism: A Critical global introduction to Science and Technology Studies

**Cross-listings:** HSCI 101 STS 101

**Primary Cross-listing**

The protests that followed the murder of George Floyd have brought to the fore the realities of racism and violence that Black, Indigenous and People of Color experience daily. They also motivated a long overdue reckoning in various fields and institutions with the legacy of structural racism, and of colonial history. The history of modern science and technology is intractably connected to colonial expansion, decolonization and neo-colonialism. From genocide of Indigenous peoples and the enslavement of Africans, to colonial medicine, eugenics and the atomic bomb, to the out-sourcing of expensive and environmentally hazardous technologies to the Global South, modern science and technology cannot be fully understood without serious reckoning with the history of colonialism, race, gender and sexuality. In this course, we will investigate the history of modern science and technology at a global level from the sixteenth century to today. We will look at how scientific knowledge and institutions influenced and were influenced by colonial expansion and decolonization, by racism and antiracist struggles, by questions of gender and sexuality and by feminist and LGBTQ+ activism. The course will move through different episodes using objects and case studies to understand the history of science and technology, and discuss the methods of science and technology studies. This course is an introduction to Science and Technology Studies. It will be accompanied by an advanced seminar (201) for more advanced students interested in these questions.

**Class Format:** Remote

**Requirements/Evaluation:** two or three short exercises, two papers (3-5 pages and 5-7 pages), and two hour exams

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** first-years and sophomores

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HSCI 101 (D2) STS 101 (D2)

**Difference, Power, and Equity Notes:** The course addresses how epidemics, and the way medical and political institutions dealt with them, were shaped by issues of race, gender, sexuality and human difference, and how epidemics in turn impacted perception of race, gender and sexuality.

Fall 2020

SEM Section: R1 TR 8:00 am - 9:15 am Grant Shoffstall

Spring 2021

SEM Section: H1 MW 11:45 am - 1:00 pm Ahmed Ragab

**STS 106** (F) Being Human in STEM (DPE)

**Cross-listings:** PHYS 106 GEOS 106 STS 106

**Secondary Cross-listing**

This course combines academic inquiry and community engagement to investigate the themes of diversity and social climate within STEM (science, technology, engineering and mathematics) disciplines. Students will examine how diverse identities including but not limited to gender, race, disability, sexuality, national origin, socioeconomic status, religion, and ethnicity shape the STEM experience both at Williams and nationally. We will ground our understanding through critical reading of primary scholarly research on topics such as implicit bias, identity threat, and effects of team diversity on
excellence. From there, we will execute small group projects. Students will design, execute, and evaluate interventions that relate to the course goals
and that have direct relevance to Williams students, faculty, and staff. For example, a student group could implement a survey of minoritized STEM
students, or create a qualitative interview-based assessment of how socioeconomic status impacts students’ abilities to participate in STEM fields.
Course work includes weekly readings, reflective/opinion writing, in class discussion, and the development and presentation of a group project.

Class Format: class discussions, group project work (out of class time required)
Requirements/Evaluation: short response papers, class discussion participation, leading class discussions, group work, and final project

Enrollment Limit: 15
Enrollment Preferences: DIV III majors; statement of interest may be requested
Expected Class Size: 15
Grading: no pass/fail option, yes fifth course option
Unit Notes: does not count towards GEOS or PHYS major credit

Distributions: (D3) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 106 (D3) GEOS 106 (D3) STS 106 (D2)

Difference, Power, and Equity Notes: This course explicitly addresses the intersection of marginalized identities and the STEM experience. Students
will learn how to critically address how issues such as gender, race, ethnicity, and disability impact participation in and the experience of STEM fields.
For example, students will read and critique literature documenting bias in STEM fields, and will also learn about and create interventions that can
address these biases.

Not offered current academic year

STS 115 AIDS: The Disease and Search for a Cure

Since the discovery of the human immunodeficiency virus (HIV-1) in 1983, modern techniques of molecular biology have revealed much about its
structure and life cycle. The intensity of the scientific investigation directed at HIV-1 is unprecedented in history. We now know more about this virus
than any other known pathogen. However, the early optimism concerning the prospects for an effective AIDS vaccine has now waned and HIV strains
that are resistant to drug therapies are common. We are now three decades into the AIDS pandemic and the World Health Organization estimates that
there are more than 34 million HIV-infected persons worldwide. After an introduction to chemical structure, we examine the molecular biology of the
HIV virus, the molecular targets of anti-HIV drugs, and the prospects for a cure. We look at how HIV-1 interacts with the human immune system and
discuss prospects for developing an effective HIV vaccine.

Class Format: three hours per week
Requirements/Evaluation: problem sets, a midterm, quizzes, a final exam, and a presentation/discussion
Prerequisites: none; designed for the non-science major who does not intend to pursue a career in the natural sciences

Enrollment Limit: 45
Expected Class Size: 45
Grading:
Distributions: (D3)

Not offered current academic year

STS 135 (F) Politics after the Apocalypse

Cross-listings: STS 135 PSCI 135

Secondary Cross-listing

What shape will politics take after the apocalypse? Even before the coronavirus pandemic gave us reason to wonder if we are, in fact, living through
an apocalypse, speculation about the end of the world and its aftermath pervaded recent television, movies, literature, philosophy, and critical theory.
In this class we draw these works into conversation with political theories of the "state of nature" and "state of exception" to better understand what
political possibilities are opened and foreclosed in times of crisis. What aspects of politics will endure the ravages of fire or pestilence? What new
political realities might emerge on ground cleared by disaster? What does it say about pre-pandemic politics that we were so eager to consume stories
of states falling and bands of survivors scraping together a nasty, brutish and short existence? And how will the unfolding pandemic change how we
respond to these stories? Class will be driven primarily by discussion, typically introduced by a brief lecture.
Class Format: Class meetings will be conducted remotely using zoom.

Requirements/Evaluation: two 3-5 page papers, one short story (7-15 pages and including an explanatory cover letter), contributions to a class project documenting and analyzing the pandemic, and class participation

Prerequisites: first- or second-year students, or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: first-year students

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 135 (D2) PSCI 135 (D2)

Fall 2020

SEM Section: R1 WF 1:30 pm - 2:45 pm Laura D. Ephraim

STS 142 (F) AlterNatives: Indigenous Futurism and Science Fiction (DPE)

Cross-listings: AMST 142 STS 142

Secondary Cross-listing

Indigenous people occupy a paradoxical position in time. On one hand, as survivors of genocide and occupation, they are already post-apocalyptic, occupying what many Indigenous thinkers argue is "our ancestor’s dystopia." On the other hand, Indigenous people are relegated to the past in settler and colonial discourses, which, in relying heavily on notions of contact, authenticity, and vanishing, preclude Indigenous peoples from not only futurity, but from modernity and associated visions of science and technology too. This tutorial explores how Native science fiction imagines and enacts futurity from this paradoxical Indigenous temporality. Looking across numerous national and transnational Indigenous contexts, in addition to different kinds of media, including short stories, novels, visual art, video games, films, and online platforms like second life, this tutorial foregrounds the ways in which science fiction functions as a mode of Indigenous theory, knowledge production, and claiming of not only the future but of the past and present, as well. Pairing media readings with works in science fiction and Indigenous studies, we will explore the role of indigeneity in the founding and tropes of European and settler science fiction, Native "slipstream" and eco SF, post-post-apocalyptic thinking, space travel and frontiers, Native pessimism, and Indigenous technologies and epistemologies cast into the future. We will pay careful attention to the political stakes of these narratives and expression for Indigenous sovereignty and self-determination.

Requirements/Evaluation: attendance and participation, weekly 2- to 4-page written responses to class readings, short fiction prompts, and your partner’s writing

Prerequisites: permission of instructor

Enrollment Limit: 10

Enrollment Preferences: American Studies majors and Science and Technology Studies concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 142 (D2) STS 142 (D2)

Difference, Power, and Equity Notes: This course will underscore the ways in which structures like race, gender, sexuality, and colonialism are deeply imbedded in every form of cultural production, and will highlight how imagining the future otherwise has real impact and import in the lives and political existence colonized people.

Not offered current academic year

STS 153 (S) Androids, Cyborgs, Selves (WS)

Cross-listings: STS 153 ENGL 153
In this expository writing course, we will analyze and argue about how near-human and partly human bodies appear in fiction and film. When do these bodies improve the spaces in which they appear? When do they threaten them? How are they gendered, how are they raced, and why? What do they desire? Authors in different cultural and technological contexts have imagined not-quite-human selves for different ends and in different ways. Together we will develop our ideas on these topics in clear, strong prose. We will also ask how artists have cast human identities into foreign materials and media, and study the distortions and revelations that result. During museum visits at WCMA, students will use examples of self-portraiture, electrified bodies, and aspirational bodies to explore the representation, imitation, and abstraction of selves. Because this is an expository writing seminar, we will spend half or more of our class time discussing and practicing writing skills.

**Requirements/Evaluation:** five response papers (500 words); four essays (1200-1500 words, each in two drafts); class participation

**Prerequisites:** none

**Enrollment Limit:** 12

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 153 (D2) ENGL 153 (D1)

**Writing Skills Notes:** This expository writing course is dedicated to facilitating real improvement in students' written work. Students write five response papers and four five-page essays (in two drafts) over the course of the semester, receiving substantial instructor feedback on all. Students will practice: drafting, revising, and responding to critique; writing appropriately for given occasions and audiences; grounding their writing in close, analytical reading; and acknowledging sources.

Not offered current academic year

**STS 209 (S) Philosophy of Science**

**Cross-listings:** STS 209 PHIL 209 SCST 209

**Secondary Cross-listing**

It is a generally held belief, in our time and culture, that science is the best source of our knowledge of the world, and of ourselves. The aim of this course is to examine the origins, grounds, and nature of this belief. We will analyze and discuss various accounts of scientific method, structure and justification of scientific theories, scientific choice, change, and the idea that scientific knowledge is progressive. The course will begin with the "received view" of science, advanced by logical empiricists, which assumes the objectivity and the rationality of science. We will then discuss philosophies of science which emerged out of various criticisms of this view - especially those of Popper, Lakatos, Kuhn and Feyerabend - and the challenges to the assumptions of scientific objectivity and rationality their works provoked. This discussion will naturally lead us to the relativist and social-constructivist views developed within contemporary science studies. Finally, we will analyze the current debate about cognitive credentials of science and proper approach to the study of science, which came to be known as "the science wars."

**Class Format:** short lecture component in each class

**Requirements/Evaluation:** class attendance, preparedness and participation; three short assignments; three 5 pages long papers, the last of which will be the final paper, due a week after the end of classes

**Prerequisites:** one PHIL course, or declared major in a natural science, or permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** Philosophy majors and prospective majors

**Expected Class Size:** 10-15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 209 (D2) PHIL 209 (D2) SCST 209 (D2)

Not offered current academic year

**STS 210 (S) Networks of Power: Technology in Human Affairs**
Do we control our technologies, or do our technologies control us? This course will explore different philosophies of technological progress, particularly the constructivist and determinist theories, by examining major technological systems that shaped modern society, such as the telegraph system, the electric grid, radio and television broadcasting, and the internet. Each of these innovations entailed the construction of a complex network designed to serve a mix of public and business interests, and each resulted in wide-ranging and often unforeseen changes to people's lives. Guided by pertinent readings in the history and philosophy of technology, we will look critically at the forms and consequences of technological change, seeking answers to a series of complex and important questions: Is the course of technological progress an inevitable byproduct of scientific and engineering advances, or is it contingent on social and political circumstances and choices? Does technological change reinforce the social and political status quo or challenge it? Are technological and social progress synonymous, or is there a tension between the two? One of the goals of the course will be to provide students with a more informed and critical perspective on the technological upheavals that continue to shape society today.

Class Format: hybrid
Requirements/Evaluation: attendance and participation, team assignments, two in-class exams, one 15-page seminar paper
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: Anthropology and Sociology majors
Expected Class Size: 15
Grading: no pass/fail option, yes fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
STS 210 (D2) SOC 210 (D2)

Spring 2021
SEM Section: H1 WF 10:00 am - 11:15 am Nicholas Carr

STS 211 (F) Scientific Selves: Medicine, Technology, and Identity in Early Modern France

The early modern period has long been associated with scientific discovery and shifting ideology in France. From Copernicus on, thinkers such as René Descartes, Blaise Pascal, and Antoine Lavoisier helped advance the Scientific Revolution, which led to medical and technological breakthroughs, as well as important advances in our understanding of the world and our solar system. This course examines the role that France played in pursuing such discoveries, as well as the ways newfound knowledge impacted notions of belonging and alterity. How did the Scientific Revolution and French colonization lead to the creation of social, cultural, and medical "others"? How did scientific discourse permeate verbal and visual expression and depict those who did not fit into normative paradigms of gender, sexuality, ability, ethnicity, belief, and culture? What avenues for self-expression and definition were available to those whom society excluded? What parallels can we see with twenty-first-century questions of political activism, social justice, sciences, and technology? To explore these questions, we will analyze literary texts, visual representations, and historical documents, such as medical treatises, scientific diagrams, and texts on new technologies. Conducted in French.

Requirements/Evaluation: active class participation, written reflections, quizzes, mid-semester presentation, and final paper
Prerequisites: strong performance in RLFR 105; RLFR 106; another RLFR 200-level course; placement exam; or permission of instructor
Enrollment Limit: 20
Enrollment Preferences: French Majors and certificate students
Expected Class Size: 20
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
STS 211 (D1) RLFR 210 (D1)

Not offered current academic year
STS 212 (S) Ethics and Reproductive Technologies

Cross-listings: WGSS 212 PHIL 212 STS 212 SCST 212

Secondary Cross-listing

In her groundbreaking book, The Tentative Pregnancy, Barbara Katz Rothman writes that "[t]he technological revolution in reproduction is forcing us to confront the very meaning of motherhood, to examine the nature and origins of the mother-child bond, and to replace--or to let us think we can replace--chance with choice." Taking this as our starting point, in this course we will examine a number of conceptual and ethical issues in the use and development of technologies related to human reproduction, drawing out their implications for such core concepts as "motherhood" and "parenthood,", family and genetic relatedness, exploitation and commodification, and reproductive rights and society's interests in reproductive activities. Topics will range from consideration of "mundane" technologies such as in vitro fertilization (IVF), prenatal genetic screening and testing, and surrogacy, to the more extraordinary, possibly including pre-implantation genetic diagnosis (PGD), post-menopausal reproduction, and post-mortem gamete procurement. Background readings include sources rooted in traditional modes of bioethical analysis as well as those incorporating feminist approaches.

Class Format: discussion

Requirements/Evaluation: active participation in class discussions, three or four short reflection papers, and two longer papers (5-7 and 7-10 pages)

Prerequisites: none, but introductory-level course in PHIL and/or WGSS recommended

Enrollment Limit: 19

Enrollment Preferences: WGSS and PHIL majors or prospective majors

Expected Class Size: 19

Grading: pass/fail option, yes fifth course option

Unit Notes: meets Contemporary Value Theory requirement only if registration is under PHIL

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 212 (D2) PHIL 212 (D2) STS 212 (D2) SCST 212 (D2)

Not offered current academic year

STS 213 (S) Race, Gender, and the Alien Body: Octavia Butler's Science Fiction

Cross-listings: STS 213 WGSS 213 AFR 213 SCST 213

Secondary Cross-listing

Science fiction is a genre well known for its ability to envision new realities, and Octavia E. Butler (1947-2006) is among the most highly regarded science fiction writers. Butler's uncanny ability to imagine the future anew and to merge those ruminations with her experiences as an African American woman provide powerful commentary on--and often disrupt--modern understandings of race, gender, and human embodiment. We will explore questions such as: What role does 'gender' play in Butler's fiction? How does Butler's treatment of the 'alien' cause us to reconsider what it means to be human? How does Butler incorporate 'race' and the concept of 'other' into her fiction, and how do these techniques help us situate contemporary discussions of a post-race society? We will examine the relationship between Butler's visions for the future and what her narratives of future worlds invariably suggest about the present. We will read key texts including the best-selling text Kindred (1979), the haunting dystopian novel Parable of the Sower (1994), the popular vampire text Fledgling (2005), and the collection Bloodchild and Other Stories (1996). We will also explore contemporary engagement with Butler's work including the relationship between the main character from her book Dawn (1987), and Henrietta Lacks, the African American woman from whom the immortal cell line (HeLa) used for medical research derives. This tutorial will engage Octavia Butler's work broadly, and with particular attention to how the concepts 'race,' 'gender,' 'alien' and 'body' are interrogated in her writings.

Requirements/Evaluation: attendance, paired weekly reflection/response papers, a 5- to 7-page creative writing assignment, and a final essay of 10 pages

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: students with interests and/or prior coursework in Africana Studies and Women's, Gender, and Sexuality Studies

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
STS 213 (D2) WGSS 213 (D2) AFR 213 (D2) SCST 213 (D2)

Not offered current academic year

STS 214  (S)  Understanding Social Media
Cross-listings:  STS 214  SOC 212
Secondary Cross-listing

Over just the last twenty years--beginning with Friendster and MySpace and continuing through Facebook and Twitter, Snapchat and Instagram--the rise of social media has had a profound influence on the way we live. It has given a new rhythm to our daily routines, shaped the way we inform ourselves and converse with others, and transformed media and entertainment, politics and public discourse, and many other aspects of culture. This seminar course will undertake a broad and critical examination of social media, looking at it from historical, economic, legal, social, and phenomenological perspectives. The topics addressed will include social media's effects on self-image and self-formation, its influence on protest movements and political campaigns, its use as a conduit for news and propaganda, and the way commercial interests and technical characteristics have shaped its design and use. Through pertinent readings and lively discussions, and drawing on students' own experiences with social media, the course will illuminate social media's benefits and drawbacks while providing a foundation for thinking about possible legal, regulatory, and personal responses to this far-reaching and still unfolding social phenomenon.

Class Format: hybrid
Requirements/Evaluation: attendance and participation, team assignments, two 5-page writing assignments, final exam
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: Anthropology and Sociology majors
Expected Class Size: 15
Grading: no pass/fail option, yes fifth course option

This course is cross-listed and the prefixes carry the following divisional credit:
STS 214 (D2) SOC 212

Spring 2021
SEM Section: H1    MW 11:45 am - 1:00 pm     Nicholas  Carr

STS 215  (F)  Viral Inequality: Power and Difference in Pandemics  (DPE)
Cross-listings:  GBST 217  STS 215
Primary Cross-listing

From contested data to controversial containment strategies, the shape and course of pandemics are influenced at every level by the question: Who matters? Whose lives are prioritized and protected? Whose expertise is made actionable, and why? Focusing on the uneven distribution of risk and care during pandemics, this course explores how global health emergencies are not states of exception, but rather events that lay bare the priorities and interests of their host societies. Our investigation into pandemics--including Black Death, cholera, "Spanish" flu, HIV/AIDS, Ebola and novel coronaviruses--will provide a critical entry point into understanding the social, political, and economic processes that shape health interventions and outcomes, and their divergences along lines of social difference. We will ground our discussion and analysis using key concepts in Science & Technology Studies, while drawing from critical medical anthropology, disability studies, theories of capitalism and disaster studies to enrich our conversation.

Class Format: Online seminar
Requirements/Evaluation: Several short essays and reflection papers
Prerequisites: None, open to all students
Enrollment Limit: 12
Enrollment Preferences: If overenrolled, preference will be given to first-years and sophomores
Expected Class Size: 12
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
GBST 217 (D2) STS 215 (D2)

Difference, Power, and Equity Notes: This course takes an intersectional approach to understanding how global pandemics unfold. It will emphasize how power dynamics and social differences shape responses to, and outcomes of, health emergencies. Readings in social and critical race theory are designed to give students a deeper appreciation of these issues.

Fall 2020
SEM Section: R1  TR 11:30 am - 12:45 pm     Shoan Yin Cheung

STS 221 (F) History of Photography
Cross-listings: ARTH 221 STS 221
Secondary Cross-listing
This lecture course will examine the history of photography from its beginnings in the 1830s to the present, from the first grainy black and white images to the work of contemporary artists using cutting-edge photographic technologies. We will examine photographs used for documentary, scientific, and aesthetic purposes, and we will trace the medium’s emergence and acceptance as a fine art. We will also explore photography’s physical and conceptual characteristics as a medium, paying particular attention to its uniquely intimate and frequently contested relationship to “the real.” By the end of the course, students will have a broad understanding of photography as a unique medium within the history of art and knowledge of the theoretical frameworks that developed alongside that history.

Requirements/Evaluation: three to four short papers, quizzes, online presentations.
Prerequisites: none
Enrollment Limit: 14
Enrollment Preferences: art history majors
Expected Class Size: 14
Grading: yes pass/fail option, no fifth course option
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
ARTH 221 (D1) STS 221 (D2)

Fall 2020
LEC Section: R1  MWF 11:45 am - 1:00 pm     Catherine N. Howe

STS 227 Death and Dying (WS)
In this course we will examine traditional philosophical approaches to understanding death and related concepts, with a special focus on the ethical concerns surrounding death and care for the dying. We will begin with questions about how to define death, as well as reflections on its meaning and function in human life. We will move on to examine ethical issues of truth-telling with terminally ill patients and their families, decisions to withhold or withdraw life-sustaining treatments, the care of seriously ill newborns, physician-assisted suicide, euthanasia, and posthumous interests. In addition to key concepts of death, dying, and terminal illness, we will develop and refine notions of medical futility, paternalism and autonomy, particularly within the context of advance directives and surrogate decision making.

Class Format: discussion
Requirements/Evaluation: class attendance and participation, periodic short essays (3 or 4 total, 2-3 pages each), two mid-length papers (5-7 pages and 7-10 pages, respectively); possible experiential learning component
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: PHIL majors, PHLH and STS concentrators, and students with curricular need for the course.

Expected Class Size: 15-19

Grading:

Distributions: (D2) (WS)

Writing Skills Notes: Students will write periodic short papers (2-3 pages each), a midterm paper (5-7 pages) and a final paper (7-10 pages). Short papers focus on concepts, arguments, and writing skills needed in the midterm and final papers, in which students are expected to describe and evaluate arguments from assigned readings, and to present clear and effective arguments in support of their own ethical positions. Students receive feedback on all papers and have the opportunity to revise midterm and final papers.

Not offered current academic year

STS 228 (F) Feminist Bioethics (WS)

Cross-listings: PHIL 228 STS 228 WGSS 228

Secondary Cross-listing

In this course we will explore the ways in which feminist approaches to moral thinking have influenced both the methodology and the content of contemporary bioethics. The first portion of the course will address the emergence of the "Ethics of Care," critically assessing its origins in feminist theory, its development within the context of the caring professions, and its potential as a general approach to bioethical reasoning. The second portion of the course will use feminist philosophy to inform our understanding of the ways in which gender structures the individual's interactions with the health care system. To do this we will explore topics that might traditionally be considered "women's issues" in healthcare, such as medicine and body image (e.g., cosmetic surgery, eating disorders), reproductive and genetic technologies, and research on women and their health care needs. In addition we'll also look at feminist analyses of topics that traditionally have not been regarded as "gendered," such as resource allocation and end of life issues.

Class Format: discussion

Requirements/Evaluation: active participation in class discussions; periodic short papers (2-3 pages); midterm and final paper (5-7 and 7-10 pages, respectively); and one oral presentation

Prerequisites: none, although previous coursework in WGSS is desirable

Enrollment Limit: 19

Enrollment Preferences: prospective and declared majors or concentrators in PHIL, WGSS, STS, and PHLH, especially those who need the course to satisfy major or concentration requirements

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Unit Notes: meets Contemporary Value Theory requirement only if registration is under PHIL

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 228 (D2) STS 228 (D2) WGSS 228 (D2)

Writing Skills Notes: Students will write periodic short papers (2-3 pages each), a midterm paper (5-7 pages) and a final paper (7-10 pages). Short papers focus on concepts, arguments, and writing skills needed in the midterm and final papers, in which students are expected to describe and evaluate arguments from assigned readings, and to present clear and effective arguments in support of their own ethical positions. Students receive feedback on all papers and have the opportunity to revise midterm and final papers.

Not offered current academic year

STS 229 (F) The Panopticon: Surveillance, Power, and Inequality (DPE)

Cross-listings: STS 229 SOC 228

Secondary Cross-listing

Surveillance is built into the very fabric of modern life. From CCTV cameras, to supermarket loyalty cards, to the massive gathering of personal data on social media sites, people participate in today's "surveillance societies" just by doing everyday activities. This course uses the metaphor of the "Panopticon" as a doorway to engagement with traditional and new forms of surveillance. First described by philosopher and social theorist Jeremy Bentham, the Panopticon is a physical structure that enables one observer to see all inhabitants without those inhabitants knowing when they are
being observed. In *Discipline and Punish*, Michel Foucault famously expanded thinking on the Panopticon as a metaphor for the "disciplinary" power that lies at the heart of inequality in modern society. Since Bentham and Foucault's time, however, surveillance technologies have changed significantly. To what extent does the concept of the Panopticon give us purchase on today's surveillance societies? How does watching people with new digital and algorithmic surveillance technologies shape the exercise of power and, in turn, (re)produce forms of inequality? Can privacy, convenience, and safety ever be truly balanced? Topics include: the historical origins and expansion of surveillance in modern societies, the emerging total surveillance state in Baltimore City, and whether social media is turning us all into self-surveillance addicts.

Class Format: This class will be taught online only with both synchronous and asynchronous components. Students will be asked to attend one synchronous video meeting per week. The asynchronous portion will involve discussion of readings and video lectures.

Requirements/Evaluation: participation, reading responses, midterm essay, final paper

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 229 (D2) SOC 228 (D2)

Difference, Power, and Equity Notes: This course explores how power is distributed unequally through the mechanism of surveillance technologies, particularly in regard to racial and class differences. Among other topics, it will consider the concrete case of surveillance in Baltimore City and the question of if and when surveillance is appropriate there, given the city's ongoing crisis of citizen and police violence. Students will discuss police surveillance in a context shaped by racial segregation and class inequality.

Fall 2020

SEM Section: R1 MW 10:00 am - 11:15 am Ben Snyder

STS 231 (F) The African Anthropocene (DPE)

Cross-listings: ENVI 231 AFR 231 STS 231

Secondary Cross-listing

Despite its low contributions to global carbon emissions, the continent of Africa is predicted to experience some of the worst effects of climate change. This interdisciplinary course investigates the causes and consequences of this troubling contradiction. It positions the African continent as an important site for understanding how legacies of empire, racial and gendered inequality, resource extraction, and capital accumulation impact contemporary global environmental politics. Students will engage theoretical texts, reports from international organizations, films, poetry, novels, and web-based content. Topics include: humanism/post-humanism; migration and displacement; representations of conflict; and sustainable development.

Class Format: non-traditional technologies, web-streams, social media (Tumblr/Twitter)

Requirements/Evaluation: assignments include: short written commentaries, current event analysis, presentations, and a final analytical essay

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators; juniors and seniors

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 231 (D2) AFR 231 (D2) STS 231 (D2)

Difference, Power, and Equity Notes: The African Anthropocene" considers inequity in environmental politics from the vantage of the African continent. Through selected readings and classroom discussions students will tackle questions of power, racial and gendered difference, empire, and economic stratification. The course contributes to the DPE requirement by helping students to develop skills to better analyze abiding challenges in global society.
STS 233 (F) Chemical Intimacies (DPE)

Cross-listings: ARTH 243 ENGL 243 SCST 233 WGSS 233 STS 233

Secondary Cross-listing

This is a research seminar that understands human-chemical entanglement in relationship to environment, sexuality, geography, ecology, and capacity. It doubles as a research class in which students choose a project of chemical intimacy to investigate as their own through the course of the semester. In the first half, we will together read and discuss forms of human-chemical entanglement, whether a matter of industrial pollution, pharmaceutical use, habitual intoxication, gendered self-care or enhancement, or built environment; the goal is to achieve a broad sensibility for the concept as well as a familiarity with thinking biochemically and biopolitically about living bodies, while consistently registering questions of race, gender, class, sexuality, disability, and more. In the second half, each participant will choose and research a historically and geopolitically specific scenario of chemical entanglement, while 1) considering the political, legal, cultural, and labor contexts of the case; 2) exploring relationships between “actual” and “represented” (protest slogans or visual productions in the case of environmental justice activism, for example); 3) examining other research questions germane to their site of interest and their chosen discipline of study. We will take one field trip to a local site.

Requirements/Evaluation: individual research project
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: Women's, Gender and Sexuality Studies majors, Art History majors, English majors, Environmental Studies majors
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ARTH 243 (D2) ENGL 243 (D1) SCST 233 (D2) WGSS 233 (D2) STS 233 (D2)

Difference, Power, and Equity Notes: The course gives special attention to forms of human-chemical entanglement that are related to environmental justice (pollution), and gender, racial, sexual, indigenous, and disability politics.

Not offered current academic year

STS 235 (F) Innovation, Gender, and Sustainable Development (DPE)

Cross-listings: WGSS 235 STS 235 SCST 235

Secondary Cross-listing

Technological innovation is vital for communities, businesses and nations seeking to adapt to a globalized, competitive world. But any innovation also has impacts on all three dimensions of sustainability: the ecological, the economic, and the social. For example, such impacts may either exacerbate or mitigate gender inequalities. This course uses a gender studies lens to study innovation in the development of sustainable practices in the present and for the future. We will look at the impact of gender stereotypes on innovation, including the co-construction of gender and technology. Since the course is taught by a visiting scholar from Sweden, a particular focus will be the EU's policy of "Gender Mainstreaming" which requires all proposed policies to be assessed for their impact on gender inequality. The course looks at technical development as necessary and valuable, while investigating power relations and taken-for-granted views embedded in the particular forms it takes. The course will rely largely on analysis of case studies, and students will be encouraged to apply the analytic tools of the course to develop US-based case studies of their own.

Class Format: combination of lecture and discussion
Requirements/Evaluation: reading journal, mid-term exam, and a final research project
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: Women's, Gender and Sexuality Studies majors, Environmental Studies majors, students who have taken WGSS 101
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 235 (D2) STS 235 (D2) SCST 235 (D2)

Difference, Power, and Equity Notes: The course focuses specifically on tools for analyzing the potential differential impacts of sustainable development projects along gender lines.

Not offered current academic year

STS 236 (F) Automatic Culture: From the Mechanical Turk to A.I.

Cross-listings: HSCI 236 SCST 236 STS 236

Primary Cross-listing

Using literary writing and visual representation as our primary points of entry, we will study the history of automation, exploring its effects as idea and as material implementation upon public and private spheres, craftsmen and courts, wage-laborers, artists, and inventors. Readings from such authors as E.T.A. Hoffman, Kurt Vonnegut, Roald Dahl, and Sydney Padua will be supplemented with studies in the history and historiography of technology. The objects we examine will be as different from one another as the dulcimer-playing android presented as a gift to Marie Antoinette, IBM's Deep Blue, and contemporary devices like Amazon's Echo.

Requirements/Evaluation: mid-term and final essays, discussion participation, and brief in-class writing exercises.
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: STS concentrators
Expected Class Size: 25
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
HSCI 236 (D2) SCST 236 (D2) STS 236 (D2)

Not offered current academic year

STS 239 (S) The Ethics of Artificial Intelligence

Cross-listings: STS 239 PHIL 239

Secondary Cross-listing

We will someday live alongside artificially intelligent beings who equal or exceed us. Commentators ranging from technology magnates to physics geniuses—not to mention decades of apocalyptic science fiction—have urged that the future is nothing short of an existential threat to human beings. Whether this is hyperbole or wise prognostication, it cannot be denied that the rise of AI will be a tectonic shift for culture, technology, and our fundamental sense of ourselves. When AI is fully realized, it is likely to be amongst the most important things to happen to our species. Some challenges we face are broad and about the future, though perhaps not the far future. How can we ensure that AI's will act morally? Is a world with AI's overall better or worse for us? How do we create legal and policy frameworks that cover a new kind of thinking being? If they are conscious, will AI's have dignity and rights? Other questions are pressing and immediate: Artificial intelligence techniques are used today to help decide whether someone gets a bank loan, is eligible to be released on bail, or in need of particular medical treatment. And right now there are autonomous vehicles deciding how to behave in traffic, and autonomous weapons capable of delivering lethal force. Is it moral for us to pass along these sorts of decisions to AI's? What if they are biased, unbeknownst to us? What if they are more fair? In this course we will engage ethical questions surrounding the seeming inevitability of AI.

Class Format: mixture of lectures and discussion
Requirements/Evaluation: four short (3- to 4-page) writing assignments and a final essay (8-10 pages)
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: CSCI or PHIL majors or STS or COGS concentrators
Expected Class Size: 25
Grading: no pass/fail option, yes fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:

STS 239 (D2) PHIL 239 (D2)

Not offered current academic year

STS 240 (F) Great Astronomers and Their Original Publications (WS)

Cross-listings: ASTR 240 STS 240 HSCI 240 LEAD 240

Secondary Cross-listing

In this course we will study some of the greatest figures in astronomy and consider their leadership in advancing progress in the field. We will consider their lives and works, especially as represented by original copies of their books and other publications. These great astronomers include: 16th century, Nicolaus Copernicus (heliocentric universe); Tycho Brahe (best pre-telescopic observations); 17th century, Galileo (discoveries with his first astronomical telescope, 1610; sunspots, 1613; Dialogo, 1632); Johannes Kepler (laws of planetary motion, 1609, 1619); Johannes Hevelius and Elisabeth Hevelius (atlases of the Moon and of stars, 1647, and 1687); Isaac Newton (laws of universal gravitation and of motion, 1687); 18th century, Edmond Halley (Miscellanea curiosa, eclipse maps, 1715, 1724); John Flamsteed and Margaret Flamsteed (Atlas Coelestis, 1729); and William Herschel and Caroline Herschel (1781, 1798). Also, from more recent times in which original works are often articles rather than books: 20th century, Albert Einstein (special relativity, 1905; general relativity, 1916); Marie Curie (radioactivity); Cecilia Payne-Gaposchkin (hydrogen dominating stars, 1929), Edwin Hubble (Hubble's law, 1929); Vera Rubin (dark matter, 1970s); Jocelyn Bell Burnell (pulsar discovery, 1968); and 21st century: Wendy Freedman (Universe's expansion rate, 2000s). First editions will be available in Williams's Chapin Library of rare books, and facsimiles or digital copies will be provided for remote learning. We will also consider how such original materials are collected and preserved, and look at examples from the wider world of rarities, such as a leaf from the Gutenberg Bible (c. 1450) and a Shakespeare First Folio (1623, with a discussion of astronomical references in Shakespeare's plays). We evaluate a trove of books and papers about historic transits of Venus. We discuss matters of fraud and authenticity, especially the case of a purported Sidereus Nuncius, shown to be a modern construction. The course will be taught in collaboration between an astronomer and a rare books librarian, with remote lectures by experts from around the world.

Class Format: Meeting on campus in the Chapin Library classroom (Sawyer 452) or remotely; students who are not on campus can visit the original books at a later time/year.

Requirements/Evaluation: class participation, two 5-page intermediate papers, and a final 15-page paper; student choice of additional readings from a provided reading list

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: if overenrolled, preference by written paragraph of explanation of why student wants to take the course

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ASTR 240 (D3) STS 240 (D2) HSCI 240 (D3) LEAD 240 (D3)

Writing Skills Notes: Comments on submitted papers will aid in writing skills

Fall 2020

SEM Section: H1 W 1:30 pm - 2:20 pm Jay M. Pasachoff, Wayne G. Hammond

CON Section: H2 W 3:00 pm - 5:00 pm Jay M. Pasachoff, Wayne G. Hammond

CON Section: H3 Cancelled

STS 243 (F) Epidemic! A Critical History of Medicine, Science and Power (DPE)

The world after COVID won't look the same. It has disrupted our lives and laid bare the racial, gendered and economic inequalities in our health system, and the deficiencies of political and public health institutions, as it continues to claim more victims. For centuries, communicable diseases ravaged different communities and led to massive mortality and morbidity. The death toll disrupted social organizations, destroyed families and communities, and challenged medical institutions and State authority. Medical thought and practice struggled to make sense of contagion, disease factors and treatment; State authorities were faced with demands to intervene, protect and support the sick, all while its own institutions were ravaged...
by diseases; race, gender, sexuality and other human differences were deployed to justify why some died more, and to show that, for the State, some lives mattered more than others. In this course, we trace how epidemics influenced the history of medicine, science and technology, and how they impacted social structures around the world. We ask about the meaning of contagion, how medical and scientific thought understood diseases. We investigate the history of quarantines and isolations. We ask about race, gender and sexuality and their place in the making of epidemics, and we investigate the history of colonialism and its connection to changing disease landscape. Tracing epidemics from the nineteenth century plagues to COVID, the course investigates the place of epidemics and contagion in medical and scientific thought, how they relate to race, gender, sexuality and colonialism, and how they changed and shaped the world we live in.

Class Format: The class will be hybrid with once a month F2F meeting outside. All other meetings will be conducted remotely

Requirements/Evaluation: 2 response papers (3-5 pages each) + final project (could be a 10-15p paper or creative project of any kind)

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Concentrators, followed by seniors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: The course addresses how epidemics, and the way medical and political institutions dealt with them, were shaped by issues of race, gender, sexuality and human difference, and how epidemics in turn impacted perception of race, gender and sexuality. Students will engage with a number of theories and methods related to difference, such as critical race theory, postcolonial theory and queer theory.

Fall 2020

SEM Section: H1  MW 11:45 am - 1:00 pm  Ahmed Ragab

STS 250 (S) Environmental Justice (DPE)

Cross-listings: ENVI 250  STS 250

Secondary Cross-listing

How are local and global environmental problems distributed unevenly according to race, gender, and class? What are the historical, social and economic structures that create unequal exposures to environmental risks and benefits? And how does inequity shape the construction and distribution of environmental knowledge? These are some of the questions we will take up in this course, which will be reading and discussion intensive. Through readings, discussions, and case studies, we will explore EJ in both senses. Potential topics include: toxics exposure, food justice, urban planning, e-waste, unnatural hazards, nuclearism in the U.S. West, natural resources and war, and climate refugees. Occasionally, community leaders, organizers, academics, and government officials will join the class to discuss current issues.

Requirements/Evaluation: several short essays, final essay

Prerequisites: ENVI 101 or permission of the instructor

Enrollment Limit: 12

Enrollment Preferences: Environmental Studies concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 250 (D2) STS 250 (D2)

Difference, Power, and Equity Notes: This course will explore how unequal power leads to environmental injustice. Specifically, we will analyze how local and global environmental problems are distributed unevenly according to race, gender, and class. This is a service-based learning course, and students will hone skills to address environmental injustices.

Not offered current academic year

STS 251 Science and Militarism in the Modern World

In 1961, United States President Dwight D. Eisenhower warned of the global dangers of what he called the “military-industrial complex.” In this course,
we will interrogate the military-scientific complex, or the imbrication of militarism and scientific knowledge. Surveying conflicts from the colonial wars of the late 19th century through to the present-day War on Terror, this course will consider how empire, networks of expert knowledge, resource extraction, environmental contamination, and land degradation have shaped the modern world. Students will engage a range of textual materials including books, films, photographs, and news reports.

**Requirements/Evaluation:** Course requirements include weekly short response papers (4-6 pages) and tutorial discussions.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** ENVI and STS majors and concentrators

**Expected Class Size:** 10

**Grading:**

**Distributions:** (D2)

*Not offered current academic year*

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**STS 252 (F) Autopoietic Systems (WS)**

**Cross-listings:** PHIL 252 STS 252

**Secondary Cross-listing**

In ancient Greece, Democritus took his ontological bearings by atoms he took not to come to be, change, or pass away, but to move and interconnect in space so as to compose everything else. Plato also took his ontological bearings by entities that do not change, but ones that are not in space or time: mathematical structures and, at least aspirationally, the forms or ideas of the good, the beautiful, etc. Aristotle, finally, took his ontological bearings by temporal entities, i.e., organisms. In these terms, modern science combines central teachings of Democritus and Plato: the universe is understood as a mechanism whose components--ultimately, atoms--interact in ways governed by mathematical laws, and--for Descartes and his followers--animals, too, are machines rather than organisms. Hence, Laplace's (1814) thesis that "An intellect which at a certain moment would know all forces that set nature in motion, and all positions of all items of which nature is composed, if this intellect were also vast enough to submit these data to analysis, it would embrace in a single formula the movements of the greatest bodies of the universe and those of the tiniest atom; for such an intellect nothing would be uncertain and the future just like the past would be present before its eyes." This deterministic, mechanistic, and reductionist way of thinking has, for the past several hundred years, powerfully influenced such diverse fields as philosophy, biology, and economics. Over the past few decades, however, it has been challenged by new discoveries, particularly in physics and biology, and by theoreticians in a variety of disciplines. These theoreticians focus on complex, dynamic systems as, in one terminology, wholes that are more than the sums of their constituents. In this tutorial, we examine some of the most promising and intriguing trends in this potentially revolutionary movement. Our central focus will be on autopoietic systems, i.e., entities that subsist over time despite changing their material constituents. The smallest such entities are cells, but the tissues, organs, and organisms of which many cells are constituents are also autopoietic systems, as are yet more complex entities such as universities, economies, ecosystems, and states. The process ontology required by autopoietic systems is a radical alternative to the ontology that has been dominant for the past several centuries. It has many exciting implications for various subdisciplines in philosophy and for various academic disciplines beyond philosophy.

**Class Format:** Virtual

**Requirements/Evaluation:** Presentations, responses to presentations, essays, response papers, participation in discussions.

**Prerequisites:** None.

**Enrollment Limit:** 10

**Enrollment Preferences:** Philosophy majors and potential majors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

*This course is cross-listed and the prefixes carry the following divisional credit:*

PHIL 252 (D2) STS 252 (D2)

**Writing Skills Notes:** Students will write 6 6-8 page essays and 6 2-3 page response papers. I will comment on all the essays, and my comments will aim to help students improve their writing skills. Among the issues to be addressed will be the challenge of writing essays to be presented rather than simply to be read.
**STS 261 (S) Science and Militarism in the Modern World**

**Cross-listings:** STS 261 ENVI 261  

**Secondary Cross-listing**

In 1961, United States President Dwight D. Eisenhower warned about the global dangers of what he called the "military-industrial complex." In this course, we will interrogate the military-scientific complex, or the imbrication of militarism and scientific knowledge. Surveying conflicts from World War II through to the present-day War on Terror, this course will consider how empire, networks of expert knowledge, resource extraction, environmental contamination, and land degradation have shaped the modern world. Students will engage a range of textual materials including books, films, photographs, and news reports. Course requirements include weekly writing assignments and participation in small group discussions.

**Class Format:** This course adopts a tutorial model. Students will be divided into 5 groups of 2. Each week the groups will meet with me. Each pair will include one "presenter," who shares a 4-6 page paper responding to the week’s theme, and one "respondent," who will offer a 2-3 page response to the presenter’s paper. The roles of presenter and respondent will alternate each week. Each student will produce 5 papers as "presenter" and 5 papers as "respondent."

**Requirements/Evaluation:** Each student will produce five (4-6 page) papers as "presenter" and five (2-3 page) papers as "respondent." Grades will be issued based on the portfolio of papers and active participation in discussions.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** ENVI and STS majors and concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 261 (D2) ENVI 261 (D2)

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**STS 265 (F) Digital Performance Lab**

**Cross-listings:** SCST 265 THEA 265 STS 265  

**Secondary Cross-listing**

A collaborative laboratory investigating the intersection of live art and new media, this studio course explores the opportunities for (and problems of) performing through various media. Using audio, video, web-based, interactive, algorithmic, and analog platforms, students will perform research and create performances that examine liveness, broadcasting, digital stages, networking, and what it means to be both a spectator and a maker in the digital age. Students will develop technical and collaborative skills in artistic and new media production, gain fluency in contemporary theories of liveness, performance, and visual culture, and will research historical and current trends in mediatized performance practices.

Platforms/technologies/media forms that may be considered include Twitter, live radio, in-ear monitors, algorithmic composition, bots, video games, live streaming, VJ software, interactive audio, sensors, soundwalks, Snapchat, VR, and surveillance.

**Requirements/Evaluation:** bi-weekly projects and presentations, bi-weekly 2-page critical writing assignments, class participation, work ethic, and collaborative skills

**Prerequisites:** none

**Enrollment Limit:** 20

**Expected Class Size:** 6

**Grading:** no pass/fail option, yes fifth course option

**Materials/Lab Fee:** $100

**Distributions:** (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
SCST 265 (D2) THEA 265 (D1) STS 265 (D1)

Not offered current academic year

STS 269 (F) Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience (DPE) (WS)

Cross-listings: REL 269 STS 269 ASST 269 ANTH 269

Secondary Cross-listing
This course offers a social analysis and condensed genealogy of mindfulness from its roots as a Buddhist meditation practice through its modern application as a tool to improve our awareness of the related processes of mind, behavior, and emotions. We consider how mindfulness relates to Buddhist discourses and practices, and to the rapid rise of fields like contemplative neuroscience, affective neuroscience, and integrative neurobiology. How and why has the research on mindfulness and other applied meditative practices exploded since 2000? How has this research helped us understand and explain the intersection of mind, emotion, behavior, and human development? We critically examine the models of the mind developed by clinical and evolutionary psychologists and researchers in fields such as affective neuroscience to better understand the applications of mindfulness in the US today. Specifically, we consider how mindfulness and other forms of meditation are being used to improve the training of health care providers and educators, while augmenting and deepening the quality of their engagement with patients, students, and others they serve. We examine and train in a variety of meditation practices including mindfulness and forest bathing, while unpacking the subjective experience of our minds and emotions first-hand. Students will be asked to engage in mindfulness practices the entire semester.

Class Format: Offered in a hybrid format, but students are encouraged to attend in person if they can. Studies will be grouped in pairs or threesomes, that will meet in-person or remotely. Please email me (Kgutsch@williams.edu) to indicate whether you intend to take this class in-person or remotely.

Requirements/Evaluation: weekly tutorial papers and discussion

Prerequisites: A prior class or some experience with meditation is recommended

Enrollment Limit: 10

Enrollment Preferences: ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 269 (D2) STS 269 (D2) ASST 269 (D2) ANTH 269 (D2)

Writing Skills Notes: This class will involve weekly tutorial essays of 1200 or 600 words, written feedback on every essay, and a mid-semester 'writing chat' with the instructor.

Difference, Power, and Equity Notes: This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can alleviate pervasive and population-wide health issues in the US including rising rates of anxiety, depression, and other mental health issues that are exacerbated by stress related to social inequality and structural violence. It also explores the ways that mindfulness has been marketed as an elite and non-inclusive practice within the US.

Fall 2020
TUT Section: HT1 TBA Kim Gutschow

STS 272 (S) The History and Mythology of Chinese Scripts

Cross-listings: STS 272 CHIN 272 COMP 272

Secondary Cross-listing
Written scripts using what are most often called "Chinese characters" have an attested history of over 3000 years and have been used all over the world to represent a range of different languages. In this course we will examine the history and development of Chinese characters from their earliest extant examples on sacrificial animal bones to their often amusingly misguided use for contemporary tattoos. We will look at historical evidence and mythology, carefully constructed grammatological studies and wild orientalist imaginings. Some topics will include: comparisons between the development of Chinese characters and other written scripts, the relationship between Chinese characters and the languages of China, the use of Chinese characters to write non-Chinese languages, Chinese characters in art and calligraphy, theories of connections between Chinese characters

Class Format: discussion

Requirements/Evaluation: quizzes, short writing assignments, a midterm, and a final exam

Prerequisites: none

Enrollment Limit: none

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 272 (D2) CHIN 272 (D1) COMP 272 (D1)

Not offered current academic year

STS 273 (F) Politics without Humans?

Cross-listings: ENVI 273 STS 273 PSCI 273

Secondary Cross-listing

Are human beings the only beings who belong in politics? And is political involvement a unique or defining aspect of what it means to be human? Such questions are increasingly complex as the boundaries of "the human" become blurred by the rise of artificial intelligence, robotics, and brain implants: shifting attitudes towards both animal and human bodies; and the automation of economic and military decisions (buy! sell! attack! retreat?) that used to be the prerogative of human actors. How do visions of politics without humans and humans without politics impact our thinking about longstanding questions of freedom, power, and right? Can and should the link between humans and politics survive in an age in which "posthuman" or "transhuman" entities become central characters in the drama of politics? This class will consider these questions through readings, films and artifacts that bring political theory into conversation with science fiction, popular literature on the so-called "singularity" (the merger of humans with computers), science and technology studies, evolutionary anthropology, "new materialist" philosophy, and feminist theory.

Requirements/Evaluation: three 5- to 7-page papers, regular Glow posts, class participation

Prerequisites: please note that this is an introductory-level course with no prerequisites; first-year students and those with no background in political theory are welcome, as are more experienced students

Enrollment Limit: 25

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 273 (D2) STS 273 (D2) PSCI 273 (D2)

Not offered current academic year

STS 276 Music and the Internet

Since the release of Napster in 1999, the Internet's relationship with music has been sometimes elevating and sometimes adversarial. While it has granted listeners access to broad music libraries and musicians access to large audiences, the Internet has also exposed listeners to legal action, taxed artists with dwindling royalties, and disrupted and reshaped the recording and publishing industries. This course examines how the Internet has affected music at every level, from its creation to its distribution and consumption. Topics will include music written for online spaces, musical performances that take place online, music and online gaming, live music that refers to the Internet, the financial and philosophical background of music file formats, changing notions of musical ownership, censorship of music online, music's place in memes, and the user experience in (and attitudes toward music projected by) services like iTunes, YouTube, Spotify, and musically.

Class Format: discussion

Requirements/Evaluation: 4-page midterm paper, 8-page final paper, one presentation, two mid-semester creative projects

Prerequisites: none
STS 280  (F)  Silicon Valley: Digital Transformation and Democracy

Cross-listings: POEC 280  PSCI 280  STS 280

Secondary Cross-listing
Nearly every country in the world seeks to drive economic growth by promoting digital technologies. In the twenty-first century, the universal model is Silicon Valley. But as much as tech may drive economic growth, it may also threaten democratic politics. This tutorial explores this tension. We do so in four steps by examining (1) the origins of the Silicon Valley model, (2) other countries’ attempts to emulate it, (3) what it’s like to work in tech, and (4) possibilities for regulating the tech sector. Each step will deepen students’ understanding of tech. By engaging multiple analytical lenses, students will develop the tools to articulate the possibilities and imperatives of democratic politics in the twenty-first century.

Requirements/Evaluation:  Five 5-page papers; five 2-page responses; participation
Prerequisites:  One introductory course in political science and/or permission of the instructor.

STS 281  (S)  Religion and Science

Cross-listings: REL 281  STS 281

Secondary Cross-listing
In the last few years the deniers of religion such as Dennett and Dawkins have forcefully argued that recent scientific developments show the degree to which religion is irrelevant to a modern understanding of what it means to be human. Atran and Boyer have made a similar case, arguing that recent progresses in our understanding of human cognition demonstrate that religion is a purely natural phenomenon that has little if any value for human development. Theologians such as Haught and Polkinghorne have rejected these views, arguing that a proper understanding of scientific developments such as evolution and quantum mechanics suggests religiously relevant views of the universe and our place therein. This course considers these competing perspectives while offering critical reflections on the views and categories involved in these controversies. We also examine the works of reflective naturalists such as Bellah and Herrstein, who argue that far from showing the irrelevance of religious ideas and practices, the new mind and life sciences suggest a much more nuanced view according to which religion is both grounded in the natural world and central to the development of human culture. Hence, it cannot be easily discounted as irrelevant to a scientifically informed understanding of what it means to be human.

Requirements/Evaluation:  tutorial format. one paper every two weeks
Prerequisites:  none

Enrollment Limit:  19
Expected Class Size:  14
Grading:          
Distributions:  (D1)        
Not offered current academic year

Enrollment Preferences:  Preference will be given to sophomores or juniors majoring in a Division II field
Expected Class Size:  10
Grading:  no pass/fail option,  no fifth course option
Distributions:  (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
POEC 280 (D2)  PSCI 280 (D2)  STS 280 (D2)

Fall 2020
TUT Section: RT1  TBA  Sidney A. Rothstein
STS 301  (F) Social Construction  (DPE)

Cross-listings:  COMP 315  WGSS 302  REL 301  SOC 301  STS 301  SCST 301

Secondary Cross-listing

"Social construction" can often seem like the great collegial insight. By now, you've all heard that categories such as race, gender, and sexuality are in some sense not part of nature, but instead are created and maintained socially or culturally. The idea of social construction has been vital to critical race theory and queer theory, and, in this course, we will push ourselves into philosophy of science to see whether or not these same insights apply to everything. If we know that "Whiteness," "heterosexuality," and "masculinity," for instance, are all socially constructed, we will ask if the same is true of "electrons," "money," "the solar system," and "climate change." Can it be that all of our reality is socially constructed? Or does social construction have limits? If so, what are they? We will also ask more fundamental questions, such as: What does it mean to say something is socially constructed? How does social construction relate to claims that an aspect of the world is "real" or "not real?" Is social construction a theory about language, power, culture, societies, human perceptions, or the limits of science? What kind of political, ethical, ontological, or epistemological work do theories of social construction do? We will begin with different accounts of the social construction of race, gender, and sexuality. In the second part of the course, we will dig deeper into philosophical debates about social construction as such. Then we will explore constitutionism about natural science. In the last part of the course, we will change gears and explore look at cutting-edge work in the theory of social science aimed at explaining the construction and ontology of social worlds. The class will culminate in a project in which students will put their social construction theories into practice.

Requirements/Evaluation:  regular attendance and participation, short weekly reflection papers, a 10-page research paper, and final project

Prerequisites:  none

Enrollment Limit:  15

Enrollment Preferences:  Religion majors, then majors from cross-listed departments

Expected Class Size:  15

Grading:  no pass/fail option,  yes fifth course option

Distributions:  (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 315 (D2) WGSS 302 (D2) REL 301 (D2) SOC 301 (D2) STS 301 (D2) SCST 301 (D2)

Difference, Power, and Equity Notes:  Central to REL 301 will be an analysis of the social construction of race, gender, and sexuality. It will show how power and difference are tied up in their construction and maintenance of these categories. Students will be taught how to critically analyze race, gender, and sexuality as well as social construction as such. Students will also learn sophisticated tools for studying systems of social power and difference.

Not offered current academic year

STS 302  (S) Race, gender and science: A Black, Brown, and Queer inquiry into Science and Technology Studies  (DPE)

Cross-listings:  HIST 390  STS 302

Primary Cross-listing

The protests that followed the murder of George Floyd have brought to the fore the realities of racism and violence that Black, Indigenous and People of Color experience daily. They also motivated a long overdue reckoning in various fields and institutions with the legacy of structural racism, and of colonial history. The history of modern science, technology and medicine is intractably connected to questions of race, gender, sexuality and colonialism. Scientific knowledge has been influenced by debates related to human difference and to colonialism, and has also contributed to the production of ideas around difference and distinction as well as around equality and equity. In this course, we will take a deeper look into different episodes in the history of modern science, technology and medicine, and will engage in a Black, Brown and Queer reading and investigation of science and technology. The course will offer a deep historical and methodological introduction to STS, as well as to a number of critical disciplines, such as Critical Race Theory, Postcolonial and decolonial theory, queer theory, in relation to science, technology and medicine. This course can serve
as an alternative to STS 101.

Class Format: The course will be held remotely

Requirements/Evaluation: 2 response papers (3-5 pages each) + final project (could be a 10-15 page paper or creative project of any kind)

Prerequisites: Previous courses in STS, history, CRT, WGS, or similar disciplines is preferred but not necessary.

Enrollment Limit: 10

Enrollment Preferences: Juniors and Seniors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 390 (D2) STS 302 (D2)

Difference, Power, and Equity Notes: The course addresses how the history of science, technology and medicine is impacted by issues related to race, gender, sexuality and colonialism

Spring 2021

SEM Section: R1    MW 10:00 am - 11:15 am     Ahmed Ragab

STS 308 (S) What is Power?

Cross-listings: REL 308  STS 308  SOC 308  PSCI 306

Secondary Cross-listing

What is power? Despite the importance of notions of power across the social sciences, there is a broad lack of consensus. Is power essentially domination or resistance? Is it freedom, empowerment, privilege, or oppression? Are there forms of unequal social power which are morally neutral or even good? Is power the kind of thing held by individuals, races, genders, classes, discourses, causal mechanisms, institutions, or social structures? What is the connection between social and physical power? Does power obey laws? How does power relate to technology? Or knowledge? Or agency? Or ideology? This course begins with the observation that power is often described as a causal relation—an individual's power is supposed to equal their capacity to produce a change in someone else's behavior. This suggests that the better we can understand the nature of cause and effect, the better we can understand power. Fortunately, in recent decades philosophers have made significant progress in theorizing causation. Hence, this seminar will put two very different bodies of theory in conversation: critical theory about power and philosophy of science about cause and effect. We will trace classic philosophical accounts of power and causation (in European and Chinese philosophy), as well as more recent developments in philosophy of science, political theory, and other fields. The insights we gain in this course from analyzing the nature of power should empower us to more effectively transform society. It will help students in the social sciences to understand the nature of causation in the social world, and it will help students interested in political action to better understand the nature of power. Thinkers to be considered may include: Aristotle, Amy Allen, Hannah Arendt, Bourdieu, Judith Butler, Nancy Cartwright, Foucault, Gramsci, Byung-Chul Han, Han Feizi, Giddens, Hobbes, Hume, Locke, Steven Lukes, Machiavelli, J.L. Mackie, Marx, Nietzsche, Sunzi, and Max Weber.

Class Format: Remote

Requirements/Evaluation: critical annotations for every class, midterm review essay (4-6 pages), final essay (10-12 pages)

Prerequisites: None.

Enrollment Limit: 10

Enrollment Preferences: Religion majors, STS concentrators,

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 308 (D2) STS 308 (D2) SOC 308 (D2) PSCI 306 (D2)

Spring 2021
STS 312  (S)  Philosophical Implications of Modern Physics  (QFR)

Cross-listings:  SCST 312  PHYS 312  STS 312  PHIL 312

Secondary Cross-listing

Some of the discoveries made by physicists over the last century seem to show that our common sense views are deeply at odds with our most sophisticated and best confirmed scientific theories. The course will present the essential ideas of relativity theory and quantum theory and explore their implications for philosophy. We will ask, for example, what these theories tell us about the nature of space, time, probability and causality.

Requirements/Evaluation:  attendance, participation, problem sets, exams, six 1- to 2-page papers and a 12- to 15-page term paper

Prerequisites:  MATH 140, high-school physics, and either a 200-level course in PHIL or a 100-level course in PHYS

Enrollment Limit:  20

Enrollment Preferences:  Philosophy majors and Physics majors

Expected Class Size:  20

Grading:  yes pass/fail option, yes fifth course option

Distributions:  (D3)  (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

SCST 312 (D2) PHYS 312 (D3) STS 312 (D3) PHIL 312 (D2)

Not offered current academic year

STS 315  (S)  Blackness 2.0: Race, Film and New Technologies

Cross-listings:  AFR 315  STS 315  SCST 315  AMST 315

Secondary Cross-listing

Are distinctions of race truly eliminated with digital technologies? Through an engagement with scholarship in media studies, cultural studies, gender studies, and Africana studies (to name a few), this course will investigate the nuanced ways blackness is (re)constructed and (re)presented in digital technologies. Although we will largely focus on representations of blackness in modern film, we will examine the impact of ‘new’ technologies upon the broader categories of race, gender, and sexuality. Additional topics may include: avatar-based entertainment; race in the ‘real’ vs ‘virtual’ world; emoji wars; blogosphere politics; internet and hashtag activism; social networking and a post-race future; and fandom in the twitter era.

Requirements/Evaluation:  participation and attendance, creation and maintenance of a personal blog, structural analyses for film, and design of an original multimedia project

Prerequisites:  none

Enrollment Limit:  19

Enrollment Preferences:  Africana Studies concentrators

Expected Class Size:  15

Grading:  no pass/fail option, no fifth course option

Distributions:  (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 315 (D2) STS 315 (D2) SCST 315 (D2) AMST 315 (D2)

Not offered current academic year

STS 319  (S)  Neuroethics  (WS)

Cross-listings:  NSCI 319  PSYC 319  STS 319

Secondary Cross-listing

Neuroscience studies the brain and mind, and thereby some of the most profound aspects of human existence. In the last decade, advances in our understanding of brain function and in our ability to manipulate brain function have raised significant ethical challenges. This tutorial will explore a variety of important neuroethical questions. Potential topics will include pharmacological manipulation of "abnormal" personality; the use of "cosmetic pharmacology" to enhance cognition; the use of brain imaging to detect deception or to understand the ability, personality or vulnerability of an
individual; the relationship between brain activity and consciousness; manipulation of memories; the neuroscience of morality and decision making. In addition to exploring these and other ethical issues, we will explore the basic science underlying them.

Requirements/Evaluation: six 5-page position papers and five 2-page response papers as well as participation in discussions

Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201); or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Psychology majors and Neuroscience concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

NSCI 319 (D3) PSYC 319 (D3) STS 319 (D2)

Writing Skills Notes: In alternating weeks, each student in a tutorial pair will write a 5-page essay based on the assigned readings. Essays will be discussed during tutorial meetings and written feedback from the professor will be provided for each essay. At the end of the semester, students will choose one of their prior essays to revise as their final submission. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Not offered current academic year

STS 338 (F) Transhumanism: Religion, Technoscience, Obsolescence

Cross-listings: HSCI 338 SOC 338 STS 338 REL 338

Secondary Cross-listing

This interdisciplinary seminar invites students to pursue sociohistorical analysis and sustained critical discussion of the transhumanist movement and its overriding aims: the augmentation, transformation, and eventual transcendence of human biological constitution; the realization, through speculative technoscientific means, of an enhanced or even "postbiological existence"--a "posthuman condition." "Humanity 2.0." Through close readings of primary historical documents, transhumanist texts, scholarship on transhumanism, works of science-fiction film, literature, and popular culture, we will position the movement as an empirical conduit through which to explore the sociohistorical conditions under which transhumanist ideas and practices have emerged, circulated, and taken up residence. To that end, we will consider the ties of transhumanism to eugenics and massive investments in pharmaceuticals, anti-aging medicine, and so-called "GNR" technologies (i.e. genetics, nanotechnology, and artificial intelligence and robotics); the movement's affinities with neoliberalism and what some have pointed to as transhumanism's racialized subtext of whiteness. We will furthermore devote considerable attention to the technological singularity, the figure of the cyborg, mind-uploading, space colonization, and cryonic suspension, all of which, like transhumanism broadly, suggest that science and technology have in some sense come to operate as powerful channeling agents for the very sorts of beliefs, practices, and forms of association that theorists of secularization expected modernity to displace. Lastly, throughout the course of the seminar we will take transhumanism as a provocation to think broadly and seriously about religion, technology, embodiment, and ways of being human.

Class Format: Remote

Requirements/Evaluation: informal weekly writing, two short review essays, and one 15-page seminar paper

Prerequisites: Prior coursework in sociology-anthropology, history, religion, or science and technology studies.

Enrollment Limit: 14

Enrollment Preferences: Anthropology and Sociology majors and Science and Technology Studies concentrators

Expected Class Size: 14

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HSCI 338 (D2) SOC 338 (D2) STS 338 (D2) REL 338 (D2)

Fall 2020

SEM Section: R1   TR 9:45 am - 11:00 am   Grant Shoffstall
Histories of science and religion have been deeply intertwined with colonial and postcolonial history. Colonial claims to legitimacy were often rooted in perceptions of scientific and technological superiority, and colonial expansion often marched in lockstep with missionary activity and forced conversions. In the process, race and human difference emerged as concepts at the intersection of scientific and religious discourses and was forged within the colonial framework. This colonial history of science and religion impacted how scientific and religious thought, practices and institutions developed through the period of decolonization and into today. Similarly, the attendant history of race and human difference continues to influence postcolonial and contemporary discourses around race, ethnicity, identity and migration. In this course, we will trace key moments in the history of science and religion and their relation to coloniality. We will start in the sixteenth century with the rise of modern European empires, move into the height of modern colonialism, indigenous genocides and chattel slavery, and trace decolonization from the middle of the nineteenth into today. Throughout, we will investigate how science and religion emerged as concepts, practices and institutions, and how these narratives impacted, and were impacted by colonial expansion and history. We will pay particular attention to questions of race, gender, sexuality and human difference as key concepts and practices that emerged at the intersections of science, religion and (post)colonialism.

Requirements/Evaluation: 2 response papers (3-5 pages each) + final project (could be a 10-15 page paper or creative project of any kind)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Concentrators, followed by seniors and juniors

Expected Class Size: 15

Grading:

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: The course addresses questions of race, gender, sexuality and human difference as seen through the history of science, technology and medicine. Students will creatively engage with critical race theory, postcolonial theory and queer theory. They will also investigate human suffering as a category that provides a deeper understanding of difference, diversity and equality.

Not offered current academic year

STS 348 (S) Women, Men and Other Animals (DPE)

Cross-listings: ARTH 348 STS 348 SCST 348 WGSS 348 ENGL 348

Secondary Cross-listing

In this seminar, we will together learn to be "animal critics." We will explore ways in which human groups and interests, particularly in the United States, have both attached and divorced themselves from other animals, considering such axes as gender, race, ability, and sexuality as key definitional foils for human engagements with animality. What are the "uses" of "animals" for "us," and precisely who is this "us"? How and when are some willing to see themselves as animal--indeed, under what political conditions do they embrace it? What is the history of unique, often asymmetric, interdependencies between human animals and nonhuman animals? How do actual lives of humans and non-human animals merge and clash with the rhetorics and visualities of human animality? We will examine both "everyday" animality and the forms of animality that stand out only today in retrospect, in their exceptionality, or upon reflecting on structures of privilege. We will build a critical animal studies vocabulary from a range of readings in science, philosophy, art, feminism, indigenous studies, critical race, geography, fiction, film, rhetoric, history, activist movements, disability studies, postcolonial studies, and examine both visual and narrative cultural production.

Requirements/Evaluation: individual research project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Women's, Gender and Sexuality Studies majors, Art History majors, English majors, Environmental Studies majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 348 (D1) STS 348 (D2) SCST 348 (D2) WGSS 348 (D2) ENGL 348 (D1)

Difference, Power, and Equity Notes: Human/animal intersections are analysed with special attention to axes of gender, race, ability and sexuality.

Not offered current academic year
Philosophy is often described as thinking about thinking: variously conceived inquiries into the nature, scope and limits of human reasoning have always been at its heart. Without challenging the centrality of such projects for philosophy, this tutorial will focus on a less emphasized, but equally essential aspect of our lives: emotions. What are emotions, and how should we think about them? What is the proper ‘geography’—classification and analysis—of our emotions, and what is their relation to our somatic states, feelings, beliefs, judgments, evaluations and actions? Do we have any control over our emotions? Could we (individually and socially) educate and cultivate them? How are conscious and unconscious emotions related to a person’s action, character, and her social world? In addressing these substantive questions, we will also consider which methodological approach—if a single one can be privileged—we should adopt for examining emotions. We will try to determine what is the scope and nature of an adequate theory of emotions, what are the desiderata for such a theory, and what should count as evidence in its favor. We will examine a variety of philosophical and scientific theories of emotion, as well as some issues concerning normative aspects of emotions: the role of emotions in a good life, and the concept of emotional maturity.

Class Format: The class will meet remotely only.

Requirements/Evaluation: Class attendance, preparedness and participation; weekly meetings with the tutorial partner outside of the class; five lead papers (5-7 pages) and five short response papers (2-3 pages).

Prerequisites: two philosophy courses.

Enrollment Limit: 10

Enrollment Preferences: philosophy majors and prospective majors, then psychology majors.

Expected Class Size: 10

Grading: Distributions: (D2)

Not offered current academic year

STS 353 (S) Is Science Native to Turtle Island? The History of Native Science in North America (DPE)

Cross-listings: STS 353 AMST 353

Secondary Cross-listing

Settler sciences and technologies deployed by Europeans colonizing Turtle Island (what settlers called North America) were introduced as weapons of Indigenous termination. From medical violation, to anthropological theft, and industrial pollution, settler technoscience objectified and appropriated Indigenous people and lands, and attempted to displace Indigenous knowledge in the pursuit of settler supremacy. Indigenous bodies were cast as victims, objects and sometimes the tools of this project. And yet, as tools and objects, Indigenous peoples took up settler technoscience in a multitude of ways that failed (both purposefully and not) to adhere to the colonizing mission, incorporating Indigenous knowledges and orientations, subverting settler science as a source of authority, and positioning science as a site of Indigenous sovereignty. The practice of taking up science as a tool of decolonization has become explicit in recent decades as expressly Native sciences now shape tribal funding, college education, and negotiations with international governing bodies. This course will trace the history of Native science across different nations and disciplines from the antebellum period when settler sciences were taking shape in civilian institutions to the present when Native science is professionalizing and being codified. We will read primary sources and scientific treatises by Indigenous leaders, activists, and scientists alongside secondary sources in Indigenous science and technology studies (STS), history, and postcolonial and queer theory.

Requirements/Evaluation: attendance and class participation, two 4-page research papers, and a final creative project (TBD with instructor) or 8- to 10-page paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: American Studies majors and Science and Technology Studies concentrators

Expected Class Size: 13

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 353 (D2) AMST 353 (D2)

Difference, Power, and Equity Notes: This course will explore how settler sciences have been used as a technology of difference making, dispossession, and genocide in United States history. It will also provide students a theoretical toolkit and historical perspective by which they can
grapple with the fact that power structures like settler technoscience can be a source of both colonization and liberation.

Not offered current academic year

**STS 364 (S) Mental Health and Illness: Philosophical Considerations**

**Cross-listings:** STS 364  PHIL 364

**Secondary Cross-listing**

This course will raise and discuss a number of philosophical questions concerning our current understanding of mental health and mental illness. We will begin by examining the general concepts of health and disease, and then apply them to human psychology. Throughout the course, our focus will be on the best theoretical and practical knowledge we now have to diagnose, explain, and alleviate mental illness. Some of the questions that we will discuss are: What is psychopathology and what are its causes? Is it possible to have systematic knowledge of subjective experience? If so, is that knowledge importantly different in kind or in rigor from the knowledge we gain through physics, chemistry or geology? Are there metaphysical and ideological assumptions in contemporary psychiatry, and if so, could and should they be avoided? What is the basis on which current psychiatric diagnostic manuals are organized? Is that principle of organization justifiable or not? Do particular case histories offer good explanations of psychopathology? In framing and answering these questions, we will discuss subjective experience (or phenomenology) of mental illness; holism vs. reductionism; functional, historical and structural explanations of psychopathology; theory formation, evidence, and the role of values in psychology and psychiatry; the diversity and disunity of psychotherapeutic approaches; relationship between knowers and the known; and relationship between theoretical knowledge in psychiatry and the practices of healing.

**Requirements/Evaluation:** several writing assignments, evenly spaced throughout the semester

**Prerequisites:** two philosophy courses; or one philosophy and one STS course; or consent of the instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** students who took Philosophy of Science or Philosophy of Mind; Philosophy and Psychology majors

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 364 (D2) PHIL 364 (D2)

Not offered current academic year

**STS 370 (F) Medicine and Campus Health in Disruptive Times**

**Cross-listings:** STS 370  WGSS 371  ANTH 371

**Secondary Cross-listing**

This class uses the methods and theories of critical medical anthropology and medical sociology to help students design and pursue innovative ethnographic projects that explore campus health or community health. Students will use an array of ethnographic techniques such as observant participation, interviewing, focus groups, and qualitative surveys to explore our campus community comprised of students, faculty, and/or staff, that build on weekly discussions, feedback, and design exercises. We situate our campus health projects within the wider context of how power and intersectionality inflect and structure health and well-being locally and globally. Our case studies explore how structural racism shapes medical education, pediatric care, and maternity care in the US, how the spread of US psychiatry inflects the landscape of global mental health, and how queer activism responded to the HIV/AIDS crisis. We consider how disruptive moments like COVID-19 or HIV/AIDS can serve as focal moments in social history that reveal underlying inequalities of health outcomes and access. We attend to the parallel roles of narrative in medicine and ethnography, as we contrast the discourse of providers & patients as well as researchers & interlocutors. Throughout our goal is to better understand the strengths and limits of ethnographic inquiry while exploring the challenges of collaborative and participatory research within communities always already structured by power, privilege, and engaged practices.

**Class Format:** Offered in hybrid format, yet students are encouraged to attend in person if they can. Students will be grouped into in-person or remote sections and can be reassigned during the semester if they request or require it for health reasons. Students should complete all assignments, weekly exercises, and attendance in class discussion. Please email me (Kgutsch@williams.edu) to indicate whether you plan to attend in person or remotely.

**Requirements/Evaluation:** Three written fieldnotes, weekly attendance and other writing exercises, midterm and final presentations on fieldwork projects

**Prerequisites:** none, but a class in Anthropology, Sociology, Science & Technology Studies, or other social science is recommended
Enrollment Limit: 20

Enrollment Preferences: Majors in Anthropology, Sociology, Women's, Gender and Sexuality Studies; Concentrators in Public Health, Science and Technology Studies

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
STS 370 (D2) WGSS 371 (D2) ANTH 371 (D2)

Difference, Power, and Equity Notes: This class examines the intersection of race, gender, class, and sexuality in structuring health outcomes, well-being, and access to health resources. It theorizes the ways that intersectionality shapes health of individuals and societies, including patient/provider encounters and efforts to 'improve' community health within contexts of social inequality and social suffering.

Fall 2020

SEM Section: H1    WF 1:30 pm - 2:45 pm     Kim  Gutschow

STS 372  Time and Temporality
Duration, rhythm, speed, pace, trajectory, sequence, articulation, busyness, boredom, flow--time is one of the most fundamental categories of our experience of reality. Since the founding of the discipline, sociologists have been interested in how time, while seemingly given and natural, is deeply influenced by history and society. This two-part course will introduce students to the sociological analysis of time and temporality. In part one, students will explore the emergence of the so-called "modern western temporal order"--the sense of time that many people take for granted as the way things are. We will excavate the historical roots of schedules, clocks, calendars, and time zones; examine how capitalism and colonial conquest disseminated particular notions of time around the globe; and discuss leading theories of how constructions of time change through history and vary among communities. In part two, we will focus on one of the most frequently lamented and celebrated qualities of modern temporality: acceleration. Is the world speeding up? Why do so many people feel always pressed for time? What are the promises and limits of speed, acceleration, and ceaseless change for building a robust democratic society?

Requirements/Evaluation: participation, time diary analysis (3-5 pages), final paper (10-12 pages)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

Grading:

Distributions: (D2)

Not offered current academic year

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STS 375  (F)(S)  Human Work in Computational Systems  (QFR)

Cross-listings:  CSCI 377  STS 375

Secondary Cross-listing

As far as we know, the technological singularity has not yet arrived. Therefore, humans remain a part of our current computation pipeline. However, the role humans play varies greatly: self-driving cars aim to have human involvement only in development and emergencies, whereas educational tools are built for constant human involvement. In this course, we broadly explore human work within computational systems through topics such as crowdsourcing, educational technology, citizen science, human computation, open-source software, micro-labor markets, and online gaming. Students should expect broad exposure to a wide variety of human computing topics and group projects on building and evaluating computational systems that use human work.

Class Format: Lectures will be held on Wednesday and Friday each week. Conference sections will each meet once per week. Students should sign up for the lecture section and one conference.

Requirements/Evaluation: Course projects, in-class group work/participation, weekly written homework assignments/readings.

Prerequisites: CSCI 136
Enrollment Limit: 20
Enrollment Preferences: Preference for current CS majors
Expected Class Size: 20
Grading: yes pass/fail option, no fifth course option
Materials/Lab Fee: $75 for purchase of software and work on crowdsourcing platforms.
Distributions: (D2) (QFR)
This course is cross-listed and the prefixes carry the following divisional credit:
CSCI 377 (D3) STS 375 (D2)
Quantitative/Formal Reasoning Notes: This course includes regular homework and projects in which quantitative/formal reasoning skills are practiced and evaluated.

Fall 2020
CON Section: 04    TR 9:45 am - 11:00 am     Molly Q Feldman
CON Section: 05    TR 11:30 am - 12:45 pm    Molly Q Feldman
LEC Section: H1    MWF 11:45 am - 1:00 pm    Molly Q Feldman
CON Section: R2    W 1:30 pm - 2:20 pm       Molly Q Feldman
CON Section: R3    W 2:50 pm - 3:40 pm       Molly Q Feldman

CON Section: R2    R 9:45 am - 11:00 am       Molly Q Feldman
CON Section: R3    R 11:30 am - 12:45 pm      Molly Q Feldman
CON Section: R4    R 1:30 pm - 2:45 pm        Molly Q Feldman
CON Section: R5    R 3:15 pm - 4:30 pm        Molly Q Feldman

Spring 2021
LEC Section: R1    MWF 11:45 am - 1:00 pm     Molly Q Feldman
CON Section: R2    R 9:45 am - 11:00 am       Molly Q Feldman
CON Section: R3    R 11:30 am - 12:45 pm      Molly Q Feldman
CON Section: R4    R 1:30 pm - 2:45 pm        Molly Q Feldman
CON Section: R5    R 3:15 pm - 4:30 pm        Molly Q Feldman

STS 376 (F) Human-Computer Interaction
Cross-listings: STS 376  CSCI 376
Secondary Cross-listing
Human-Computer Interaction (HCI) principles are practiced in the design and evaluation of most software, greatly impacting the lives of anyone who uses interactive technology and other products. There are many ways to design and build applications for people, so what methods can increase the likelihood that our design is the most useful, intuitive, and enjoyable? This course provides an introduction to the field of human-computer interaction, through a user-centered approach to designing and evaluating interactive systems. HCI draws on methods from computer science, the social and cognitive sciences, and interaction design. In this course we will use these methods to: ideate and propose design problems, study existing systems and challenges, explore design opportunities and tradeoffs, evaluate and improve designs, and communicate design problems and solutions to varying audiences.

Requirements/Evaluation: course projects, in-class group work/participation, and exams
Prerequisites: CSCI 136
Enrollment Limit: 24
Enrollment Preferences: current or expected Computer Science majors
Expected Class Size: 24
Grading: no pass/fail option, no fifth course option
Distributions: (D3)
This course is cross-listed and the prefixes carry the following divisional credit:
STS 376 (D2) CSCI 376 (D3)
Not offered current academic year
Secondary Cross-listing

This course examines representations of American landscapes in selected texts from the British colonial era to the present. Critical approaches will include narrative theory, formalism, eco-criticism, and science and technology studies. The central questions are: (1) How do authors adapt narrative and poetic forms to the representation of particular landscapes? (2) How do literary landscape representations change when new technologies arise for traversing and transforming them? (3) What effects can literary landscapes have on the landscapes we live in? Landscapes include settlements, cities, wildernesses, "frontiers," suburbia, and infrastructural scenes. Relevant technologies include the postal service, the railroad, the telegraph and telephone, the automobile, commercial aviation, and Skype. Texts may include: letters of Columbus, American Indian creation stories, early American religious texts, captivity narratives, slave narratives, and poems, short stories, and novels from the 17th to the 21st centuries, as different from one another as Dickinson's "Nature-sometimes sears a Sapling-" and Annie Proulx's *Brokeback Mountain*.

Requirements/Evaluation: discussion participation; five brief response papers (~2 pages); a mid-semester essay (~5 pages); a final essay (12- to 15-pages)

Prerequisites: none

Enrollment Limit: 15

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 376 (D1) STS 377 (D2) AMST 376 (D1)

Not offered current academic year

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Secondary Cross-listing

Artificial intelligence (AI) is already transforming society and every industry today. In order to ensure that AI serves the collective needs of humanity, we as computer scientists must guide AI so that it has a positive impact on the human experience. This course is an introduction to harnessing the power of AI so that it benefits people and communities. We will cover a number of general topics such as: agency and initiative, AI and ethics, bias and transparency, confidence and errors, human augmentation and amplification, trust and explainability, and mixed-initiative systems. We explore these topics via readings and projects across the AI spectrum, including: dialog and speech-controlled systems, computer vision, data science, recommender systems, text summarization, and UI personalization, among others.

Class Format: There is no scheduled time for lectures. They will be available for asynchronous viewing. Each conference section will meet once per week, on either Tuesday or Wednesday. Students should sign up for lecture and one conference.

Requirements/Evaluation: homework, programming assignments, group work, participation, and quizzes

Prerequisites: CSCI 136, and at least one of CSCI 237, 256, or 334

Enrollment Limit: 20(8/conf)

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 378 (D2) CSCI 378 (D3)

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Fall 2020

LEC Section: R1 TBA Iris Howley

CON Section: R2 TF 1:30 pm - 2:45 pm Iris Howley
STS 380  (F)  Freedom Dreams, Afro-Futures & Visionary Fictions

Cross-listings:  AFR 380  SCST 380  WGSS 380  AMST 380  ENGL 381  STS 380

Secondary Cross-listing

In this course we will examine the various ways Black scholars, artists, & writers use science fiction and visionary fiction to imagine freedom and new world orders. We will focus on the role of history, particularly slavery, in the Black radical imagination. "Freedom" is the keyword throughout the course. We will grapple with the various and sometimes conflicting meanings and uses of freedom as it relates to blackness, gender, sexuality, class and ability. We will explore multiple forms of scholarship and cultural productions, including film, music, novels, short-stories, art, poetry, and other academic texts. All students will be asked to discover and develop their writerly voices through various critical, creative, experimental and performative assignments.

Requirements/Evaluation:  active participation, completion of various short assignments, one 5-page paper and one 7- to 10-page final paper

Prerequisites:  none

Enrollment Limit:  20

Enrollment Preferences:  Women's, Gender and Sexuality Studies majors, then Africana Studies concentrators

Expected Class Size:  20

Grading:  no pass/fail option,  yes fifth course option

Distributions:  (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 380 (D2) SCST 380 (D2) WGSS 380 (D2) AMST 380 (D2) ENGL 381 (D1) STS 380 (D2)

Not offered current academic year

STS 397  (F)  Independent Study: Science and Technology Studies

Independent Study: Science and Technology Studies

Grading:  yes pass/fail option,  yes fifth course option

Distributions:  (D2)

Fall 2020

IND Section: H1  TBA  Jason Josephson Storm

STS 398  (S)  Independent Study: Science and Technology Studies

Independent Study: Science and Technology Studies

Grading:  yes pass/fail option,  yes fifth course option

Distributions:  (D2)

Spring 2021

IND Section: H1  TBA  Jason Josephson Storm
STS 401 (F) Critical Perspectives on Science and Technology
A research-oriented course designed to give students direct experience in evaluating and assessing scientific and technological issues. Students initially study particular techniques and methodologies by employing a case study approach. They then apply these methods to a major research project. Students may choose topics from fields such as biotechnology, computers, biomedical engineering, energy, and other resource development. Students will apply their background of historical, philosophical, and technological perspectives in carrying out their study.

Requirements/Evaluation: research paper or project
Prerequisites: none
Enrollment Limit: 5
Expected Class Size: 5
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
Not offered current academic year

STS 402 (F) Cold War Technocultures
Cross-listings: SCST 401 STS 402 SOC 363
Secondary Cross-listing
In this seminar students will pursue sociohistorical analyses of Cold War American culture(s) by attending to key points of intersection between politics, aesthetics, and major technoscientific developments during this period. Part I will focus principally on the emergence of the computer and its role in shaping American infrastructure and styles of thought aimed at Soviet "containment." We will trace the historical threads connecting MIT's "Whirlwind" computer project and the SAGE continental air defense system; nuclear wargaming at the RAND Corporation and the aesthetics of "thinking the unthinkable"; the science of cybernetics and the prospect of automation; and ultimately the role of computation, intermedia, and systems logic in perpetrating the atrocities of the Vietnam War. Part II will take up the Cold War space race--from Luna 2, Sputnik I, and Yuri Gagarin to Projects Mercury, Gemini, and the Apollo moon landing. Within this context we will also consider the Club of Rome's Limits to Growth report; plans backed by NASA for the industrialization and colonization of outer space; and the place of science-fiction as a Cold War aesthetic (print, televisual, cinematic). Part III, finally, will explore key moments of conflict, resistance, appropriation, and unintended consequences of Cold War technoscientific developments, among them antipsychiatry and environmentalism; Project Cybersyn, an infrastructural casualty of the U.S./CIA-backed Chilean coup of 1973; the New Left, the American counterculture, new social movements, and the countercultural roots of new media and neoliberalism.

Requirements/Evaluation: two 5-page book review essays, weekly 1-page papers, midterm essay exam, final essay exam
Prerequisites: STS 101 or instructor consent; prior coursework in Anthropology and Sociology and/or History
Enrollment Limit: 15
Enrollment Preferences: Anthropology and Sociology majors, Science and Technology Studies concentrators
Expected Class Size: 15
Grading: no pass/fail option, no fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
SCST 401 (D2) STS 402 (D2) SOC 363 (D2)
Not offered current academic year

STS 413 (S) Feminist Technoscience (DPE)
Cross-listings: WGSS 413 STS 413
Primary Cross-listing
Are Feminism and Science compatible commitments? What do these nouns mean when paired with one another, when capitalized (or not), when pluralized (or not), and when deployed by a range of authors in different disciplines? What features do they share as ethical, political, and epistemological practices? What have scientific feminism and feminist science looked like in print and in practice since the middle of the 20th century, and how have they shaped our present, 21st-century technoscientific culture? To address these questions, we will read a set of essays and academic articles that are connected by a trail of citations. These will include works of theory -- like Donna Haraway's "Situated Knowledges" and "A Cyborg
Manifesto” -- research write-ups like Pat Treusch’s “The Art of Failure in Robotics,” and ethnographic work like Sophia Roosth’s “Evolutionary Yarns in Seahorse Valley.” We will also examine the editorial introduction to “Science Out of Feminist Theory,” a 2017 special issue of Catalyst, and we will circle outward and backward to make sense of the terms and arguments we encounter there. While some of the readings will be set in advance, students will help shape the syllabus as we travel toward a better understanding of feminist technoscience’s potentials and limitations at a time when technical change often outpaces careful consideration of its consequences.

**Class Format:** This course will meet remotely in Spring 2021.

**Requirements/Evaluation:** discussion participation; five response papers (~2 pages); mid-semester essay (8 pages); final essay (12-15 pages + in-class presentation)

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Science and Technology Studies concentrators

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 413 (D2) STS 413 (D2)

**Difference, Power, and Equity Notes:** Central to “Feminist Technoscience” is a recognition of and engagement with the historical under-privileging of women, women’s work, and women's bodies in capital-S “Science” and in a wide range of other technoscientific practices. We will examine and elucidate several branches of feminist theory. We will also develop feminist accounts of contemporary technoscientific work, even as we critique a number of such accounts from the past several decades.

Spring 2021

SEM Section: R1 TR 9:45 am - 11:00 am Ezra D. Feldman

**Winter Study**

**STS 99 (W) Independent Study: Science and Technology Studies**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Not offered current academic year
ANTHROPOLOGY AND SOCIOLOGY (Div II)
SOCIOLOGY
Chair: Professor James Nolan

- Zaid Adhami, Assistant Professor of Religion and Faculty Affiliate in Anthropology & Sociology; affiliated with: Anthropology and Sociology; on leave Fall 2020
- Nicholas Carr, Visiting Professor of Sociology
- David B. Edwards, James N. Lambert ’39 Professor of Anthropology
- Antonia E. Foias, Professor of Anthropology
- Kim Gutschow, Lecturer in Religion and Anthropology/Sociology; affiliated with: Anthropology and Sociology
- Nicolas C. Howe, Director of CES and the Environmental Studies Program, Associate Professor of Environmental Studies and Faculty Affiliate in Anthropology and Sociology; affiliated with: Anthropology and Sociology
- Peter Just, Professor of Anthropology; on leave Fall 2020
- Lisa A. Koryushkina, Visiting Assistant Professor of Sociology
- Joel Lee, Assistant Professor of Anthropology
- James A. Manigault-Bryant, Professor of Africana Studies and Faculty Affiliate in Anthropology and Sociology and Religion; affiliated with: Religion Department, Anthropology and Sociology; on leave 2020-2021
- Gregory C. Mitchell, Chair and Associate Professor of Women's, Gender and Sexuality Studies and Faculty Affiliate in Anthropology/Sociology, Chair of Women's, Gender, and Sexuality Studies; affiliated with: Anthropology and Sociology
- James L. Nolan, Chair and Washington Gladden 1859 Professor of Sociology
- Olga Shevchenko, Professor of Sociology; on leave Spring 2021
- Christina E. Simko, Assistant Professor of Sociology
- Ben Snyder, Assistant Professor of Sociology

The disciplines of anthropology and sociology aim to teach students how to enter into the social/cultural worlds of others, how to grasp those worlds from the viewpoints of their inhabitants, and how to articulate those denizens’ habits of mind, worldviews, and values to broader audiences. **Anthropology** critically analyzes social forms and practices in all their local and global diversity, illuminating the cultural grounding of the ideologies, narratives, and structures in which we are all implicated. **Archaeology** extends this analysis to social formations of the historical and prehistorical past. **Sociology** studies the nature and trajectories of modernity, examining the intricacies of industrial and post-industrial societies and the dilemmas that confront individuals in modern social systems. These disciplines introduce students to classical and contemporary theories that illuminate the contours and contradictions of social experience. The Anthropology & Sociology program promotes a critical engagement with these theories while at the same time bringing evidence and case studies into conversation with theory.

The Department emphasizes qualitative fieldwork in its many forms. We teach students how to formulate, frame, and address intellectual problems. We also teach students the empirical methods widely used in anthropology, sociology, and other related disciplines, including, but not limited to ethnography, participant observation, interviewing, discourse and visual analysis, archival research, oral history, and archaeological methods.

Because the program emphasizes critical thinking skills to assess social claims made by others, and the application of anthropological and sociological skills to present day concerns, undergraduate training in Anthropology or Sociology has proven invaluable to majors pursuing a range of careers, including public policy, diplomacy, international development, marketing, social media development, K-12 education, journalism, medicine, and law.

**MAJORS**

The department offers separate majors in both Anthropology and Sociology, with a broad and diverse array of courses in both disciplines. The department is committed, however, to the unity of the social sciences. To this end, Anthropology and Sociology offer joint core courses in methodology and theory, as well as several elective courses in common. All joint courses are designated “ANSO.”

**Requirements**
For the degree in Anthropology or Sociology, students must complete a minimum of nine courses as outlined below:

**Core Courses**
Majors in both disciplines must take a sequence of four core courses. Three of these are joint (ANSO) courses. The sequences are:

**Anthropology**
- ANTH 101 How to Be Human

**Sociology**
- SOC 101 Invitation to Sociology

**Joint Courses**
- ANSO 205 Ways of Knowing
- ANSO 305 Social Theory
- ANSO 402 Senior Seminar

**Elective Courses**
Majors in Anthropology or Sociology must take five elective courses from the course listings of their respective disciplines or from the joint ANSO listings. Two of the courses chosen are normally at the 300 level or above. In close consultation with their departmental advisors, students may take some selected courses from other disciplines to fulfill major requirements in either Anthropology or Sociology.

Majors in each wing of the department are allowed to count up to two courses in the other wing towards fulfillment of their major requirements.

**STATISTICS AND DATA ANALYSIS**
In addition to the nine total courses required for the major, it is recommended that Anthropology and Sociology majors take Statistics 101 or a comparable course in statistics and data analysis.

**AREA STUDIES CONCENTRATION**
Students who wish to combine a major in Anthropology or Sociology with an Area Studies concentration are encouraged to do so. Courses taken to satisfy an Area Studies requirement may be counted toward the major with prior approval of a student’s departmental advisor. The only exception to this rule is the Area Studies senior seminar, which cannot ordinarily be counted toward the Anthropology or Sociology degree.

**LANGUAGE STUDY, STUDY ABROAD, AND WINTER STUDY**
Departmental advisors will help interested students integrate a major with study abroad, foreign language study, or field research during the winter study period. The department encourages Williams students to take advantage of established foreign study programs in Egypt, Japan, India, Hong Kong, and other countries. Because some foreign study programs do not offer courses that can be counted toward the Anthropology or Sociology degrees, however, sophomores planning to study abroad in junior year must consult with the departmental advisor before declaring a major.

**FAQ**
Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

**Can your department or program typically pre-approve courses for major/concentration credit?**
Yes. In some cases, provisional approval can be granted (students should be sure to contact the department for details). We welcome discussions of curricular plans for those major who travel abroad in their junior year. However, typically, students don’t have access to all the salient information until AFTER they have taken the course.

**What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?**
Course title and description, and complete syllabus including readings/assignments. The syllabus and readings/assignment information is required in cases when the course title and description are not sufficient to ascertain whether a course should count towards the major. We also request information on course hours.

**Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?**
Yes. We credit two, and in special cases three courses.

**Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?**
Yes. The expectation is for an intellectually rigorous semester-long course with a paper/exam component.

**Are there specific major requirements that cannot be fulfilled while on study away?**
Yes. ANSO 205, ANSO 305 and ANSO 402 are almost always taken in the department.
Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. ANSO 305 is offered in the fall and ANSO 205 and ANSO 402 only in the spring. We advise our majors to be aware if they plan to spend all or part of their junior year abroad.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:

In one case, a student had assumed that he could take the equivalent of ANSO 205 abroad, and was disappointed to discover that was not the case. He ended up taking ANSO 205 his senior year.

THE DEGREE WITH HONORS IN ANTHROPOLOGY OR SOCIOLOGY

Honors and highest honors are normally awarded for the completion of a year-long research project that has resulted in an original thesis of high quality. Students wishing to write an honors thesis should engage a member of the department faculty as a Thesis Advisor as soon as possible and must submit a proposal for the thesis for department approval no later than the end of spring reading period of the junior year. If the proposal is approved, they will be permitted to register for Anthropology and Sociology 493-W31-494, during which they will write and defend a thesis. If their overall work in the major continues to be of high quality and the thesis is deemed of a similar quality, they may be awarded honors or highest honors in Anthropology or Sociology.

SOC 101  (F)(S)  Invitation to Sociology

This course provides students with an introduction to sociological analysis and an overview of sociology as a discipline. We will focus on the relationship of individuals to the social world and become acquainted with systematic institutional analysis. Students will explore the intersection of biography, history, culture, and social structure as seen in the work of classical and contemporary social thinkers, including Marx, Durkheim, Weber, Simmel, and Goffman. Special consideration will be given to the social and cultural problems of capitalism, rationality and irrationality in modern institutions and organizations, the psychological dilemmas facing the individual in modern society, and the problem of social order and conflict. Please note that the class will be taught in two sections: one meeting on campus, the other meeting remotely via Zoom. Make sure to register for the correct one!

Class Format: This class is a combination of lecture and discussion, and it is offered in two sections. The section listed as 01, with Prof. Simko, will adhere to the traditional format as far as possible, meeting predominantly on campus. The section listed as R2, with Prof. Koryushkina, will meet remotely. It will feature a combination of synchronous lectures and discussions via Zoom, and some measure of asynchronous work. Both sections will engage the same key questions, albeit through different means.

Requirements/Evaluation: several short papers, a group presentation, and a final

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: first-year students and sophomores

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Fall 2020

LEC Section: 01  TR 9:45 am - 11:00 am  Olga Shevchenko
LEC Section: R2  TR 11:30 am - 12:45 pm  Olga Shevchenko

Spring 2021

LEC Section: 01  TR 9:45 am - 11:00 am  Christina E. Simko
LEC Section: R2  TR 11:30 am - 12:45 pm  Lisa A. Koryushkina

SOC 210  (S)  Networks of Power: Technology in Human Affairs

Cross-listings: STS 210  SOC 210
Do we control our technologies, or do our technologies control us? This course will explore different philosophies of technological progress, particularly the constructivist and determinist theories, by examining major technological systems that shaped modern society, such as the telegraph system, the electric grid, radio and television broadcasting, and the internet. Each of these innovations entailed the construction of a complex network designed to serve a mix of public and business interests, and each resulted in wide-ranging and often unforeseen changes to people's lives. Guided by pertinent readings in the history and philosophy of technology, we will look critically at the forms and consequences of technological change, seeking answers to a series of complex and important questions: Is the course of technological progress an inevitable byproduct of scientific and engineering advances, or is it contingent on social and political circumstances and choices? Does technological change reinforce the social and political status quo or challenge it? Are technological and social progress synonymous, or is there a tension between the two? One of the goals of the course will be to provide students with a more informed and critical perspective on the technological upheavals that continue to shape society today.

Class Format: hybrid
Requirements/Evaluation: attendance and participation, team assignments, two in-class exams, one 15-page seminar paper
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: Anthropology and Sociology majors
Expected Class Size: 15
Grading: no pass/fail option, yes fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
STS 210 (D2) SOC 210 (D2)

Spring 2021
SEM Section: H1   WF 10:00 am - 11:15 am   Nicholas Carr

SOC 211 (F) Race and the Environment
Cross-listings: AMST 211 ENVI 211 AFR 211 SOC 211

Secondary Cross-listing
In contemporary societies, race remains an enduring impediment to the achievement of equality. Generally understood as a socially meaningful way of classifying human bodies hierarchically, race manifests itself in a number of arenas, including personal experience, economic production and distribution, and political organization. In this course, we will explore how race emerges in local and global environmental issues, like pollution and climate change. We will begin with a review of some of the landmark texts in Environmental Studies that address "environmental racism," like Robert Bullard's Dumping in Dixie and David Pellow's Garbage Wars. We will examine how and to what extent polluting facilities like landfills, oil refineries, and sewage treatment plants are disproportionately located in communities of color; we will also pay attention to how specific corporations create the underlying rationale for plotting industrial sites. After outlining some of the core issues raised in this scholarship, we will turn to cultural productions--like literature, film, and music--to understand how people of color respond to environmental injustice and imagine the natural world.

Class Format: discussion
Requirements/Evaluation: class participation, 2-3 short papers (5-7 pages), and a self-scheduled final
Prerequisites: none
Enrollment Limit: 20
Expected Class Size: 20
Grading: no pass/fail option, no fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
AMST 211 (D2) ENVI 211 (D2) AFR 211 (D2) SOC 211 (D2)
Not offered current academic year

SOC 212 (S) Understanding Social Media
Cross-listings: STS 214 SOC 212

Primary Cross-listing

Over just the last twenty years--beginning with Friendster and MySpace and continuing through Facebook and Twitter, Snapchat and Instagram--the rise of social media has had a profound influence on the way we live. It has given a new rhythm to our daily routines, shaped the way we inform ourselves and converse with others, and transformed media and entertainment, politics and public discourse, and many other aspects of culture. This seminar course will undertake a broad and critical examination of social media, looking at it from historical, economic, legal, social, and phenomenological perspectives. The topics addressed will include social media's effects on self-image and self-formation, its influence on protest movements and political campaigns, its use as a conduit for news and propaganda, and the way commercial interests and technical characteristics have shaped its design and use. Through pertinent readings and lively discussions, and drawing on students' own experiences with social media, the course will illuminate social media's benefits and drawbacks while providing a foundation for thinking about possible legal, regulatory, and personal responses to this far-reaching and still unfolding social phenomenon.

Class Format: hybrid

Requirements/Evaluation: attendance and participation, team assignments, two 5-page writing assignments, final exam

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 214 (D2) SOC 212 (D2)

Spring 2021

SEM Section: H1 MW 11:45 am - 1:00 pm Nicholas Carr

SOC 216 (F) The City

Modern humans have moved to the city, a site with concentrated powers of various kinds, this move has effected irreversible change in human life. We will examine these forces through readings in urban theories as well as ethnographic studies. We will address themes such as the organization of urban life, the political economy of cities, housing and homelessness, and urban planning. The city is also the chief site of cultural production and meaning, and our scope of interest will range from studying subcultures, to reading graffiti, to analyzing monuments. Bearing in mind the inexorable social change of past decades, we will reconsider some classical thought on urban life in the context of postmodern discourse, conceptualize the post-industrial and global city, and conclude with an examination of the problems faced by cities in developing countries. This course is designed to provide students with a comprehensive introduction to urban studies. Students will become familiarized with both classical and modern urban theories, and in reading ethnographies they will have an opportunity to understand some fundamental methodological approaches to the study of the city.

Requirements/Evaluation: response papers, mid term exam and final research paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Not offered current academic year

SOC 218 (S) Law and Modern Society

This class is designed to introduce students to the field of law and society. The course begins with an overview of the various theoretical perspectives on the subject, including Durkheimian, Marxist, Foucauldian, and Weberian analyses of law and society; as well as the work of those following in the
different theoretical schools established by these scholars. Informed by the theoretical overview, the next part of the course considers empirical research in selected areas of law, including tort law, criminal trial procedures, abortion and divorce law, "community justice," and the adjudication of drug offenses. Recognizing that understandings of our own legal practices are enlightened through comparisons to other legal systems, the second half of the course is primarily historical/comparative in focus. In this section, through an exploration of several case studies, American legal processes and habits are compared with related legal practices in such places as England, Scotland, Ireland, Australia, Germany, Norway, and Canada.

Class Format: discussion

Requirements/Evaluation: a short paper and midterm and final exams

Prerequisites: none

Enrollment Limit: 35

Expected Class Size: 35

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

SOC 221 (F) Money and Intimacy

Can money buy love and care? The course will consider this taboo question from a sociological perspective. We will look into how relevant this question has been over the course of history, what forces have contributed to the shift in thinking about it, and, most importantly, how sociological research helps us understand its current ramifications. We will discuss a wide range of aspects of family life: the relationship between arranged marriage and romantic relationship, the role of inheritance in family and social life, the distribution of resources in the context of modern family forms (most notably remarriages), and the outsourcing of care for dependents. Intimacy bears different value and content in these changing contexts. The course will further look into the changing character of new economy where "people's skills" are ever more required from employees (emotional labor) and where intimacy, care, and/or sex constitute purchasable commodities. A reflection on the growth of new technologies will complicate some of the discussed concepts and notions, but throughout a common denominator of our discussion will be the role of social inequality.

Class Format: This lecture/seminar course will be taught remotely.

Requirements/Evaluation: classroom participation and a final research paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2020

SEM Section: R1 TF 1:30 pm - 2:45 pm  Marketa Rulikova

SOC 228 (F) The Panopticon: Surveillance, Power, and Inequality (DPE)

Cross-listings: STS 229 SOC 228

Primary Cross-listing

Surveillance is built into the very fabric of modern life. From CCTV cameras, to supermarket loyalty cards, to the massive gathering of personal data on social media sites, people participate in today's "surveillance societies" just by doing everyday activities. This course uses the metaphor of the "Panopticon" as a doorway to engagement with traditional and new forms of surveillance. First described by philosopher and social theorist Jeremy Bentham, the Panopticon is a physical structure that enables one observer to see all inhabitants without those inhabitants knowing when they are being observed. In Discipline and Punish, Michel Foucault famously expanded thinking on the Panopticon as a metaphor for the "disciplinary" power that lies at the heart of inequality in modern society. Since Bentham and Foucault's time, however, surveillance technologies have changed significantly. To what extent does the concept of the Panopticon give us purchase on today's surveillance societies? How does watching people with new digital and algorithmic surveillance technologies shape the exercise of power and, in turn, (re)produce forms of inequality? Can privacy, convenience, and safety ever be truly balanced? Topics include: the historical origins and expansion of surveillance in modern societies, the emerging
total surveillance state in Baltimore City, and whether social media is turning us all into self-surveillance addicts.

Class Format: This class will be taught online only with both synchronous and asynchronous components. Students will be asked to attend one synchronous video meeting per week. The asynchronous portion will involve discussion of readings and video lectures.

Requirements/Evaluation: participation, reading responses, midterm essay, final paper

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 229 (D2) SOC 228 (D2)

Difference, Power, and Equity Notes: This course explores how power is distributed unequally through the mechanism of surveillance technologies, particularly in regard to racial and class differences. Among other topics, it will consider the concrete case of surveillance in Baltimore City and the question of if and when surveillance is appropriate there, given the city's ongoing crisis of citizen and police violence. Students will discuss police surveillance in a context shaped by racial segregation and class inequality.

Fall 2020

SEM Section: R1 MW 10:00 am - 11:15 am Ben Snyder

SOC 230 (S) Memory and Forgetting (DPE)

On the surface, remembering generally confronts us as a deeply personal act. What is more private than nostalgic reverie or the secrets of a dark and painful past? Yet even "individual" memories take shape through social frameworks, and we also remember "collectively" through shared myths, narratives, traditions, and the like. This course will explore the social dimensions of memory and remembering as well as their inevitable counterpart--forgetting. How do social frameworks inform our individual understandings of the past and shape our sense of selfhood? How and why are figures from the past cast as heroes or villains? How do collectivities celebrate past glories, and how do they deal with shameful or embarrassing episodes? How do economic and political power relations shape struggles over the past? In an increasingly global society, can we speak of "cosmopolitan" or "transcultural" forms of memory? Topics will include autobiographical memory and self-identity; memorials, museums, and monuments; reputations, commemorations, and collective trauma; silence, denial, and forgetting; and transitional justice, official apologies, and reparations.

Class Format: For spring 2021, we will adopt a hybrid approach. Students studying on campus will adhere to the traditional format as far as possible, meeting for in-person seminars during the class block. Students studying remotely will cover the same material in a slightly different format, meeting for one synchronous discussion per week and maintaining asynchronous discussion threads using Slack.

Requirements/Evaluation: thoughtful and consistent class participation; an autobiographical essay (4-5 pages); a position paper (4-5 pages); and a research paper (8-10 pages) with class presentation

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: if overenrolled, students will be asked to submit a short statement of interest

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course pays particular attention to how power and inequality shape narratives about the past. We will examine and compare several efforts to transform national memories, such as the Equal Justice Initiative memorial in the United States and the Truth and Reconciliation Commission in South Africa. In doing so, we will also consider the role of memory and memorialization in broader processes of social change.

Spring 2021
SOC 234 (S) How Emotions Work

What could be more personal and unique than one's own emotions? Over the last century, sociologists, anthropologists, historians, and social psychologists have challenged this taken for granted view of emotion, revealing just how much context, institutional structures, and history shape feeling. Emotion does not just emerge from an individual's brain and body; it is also a product of intersubjective dynamics outside the individual. In this deeply interdisciplinary course, students explore how societies shape emotion. Beginning with psychological research on the brain/body connection, we build a capacious model for how social context, norms, and institutions interact with individual psychology to produce both conscious and unconscious forms of feeling. As the course progresses, we zoom further out from the individual level and unpack emotional dynamics at the national, cross-cultural, and civilizational levels. Along the way, we take a deeper look at specific emotions, including love, shame, sympathy, sadness, and happiness. The course concludes by focusing on a pressing social problem—the seemingly global crisis of mental illness on college and university campuses. What is causing this crisis? What can we do to address this issue right here in our community?

Requirements/Evaluation: participation, two short essays, midterm essay, emotion map activity, open space meeting, final paper
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: Anthropology and Sociology majors
Expected Class Size: 20
Grading: no pass/fail option, no fifth course option
Distributions: (D2)
Not offered current academic year

SOC 236 (S) Making Things Visible: Adventures in Documentary Work

Cross-listings: SOC 236 AMST 236 ARTH 237 ENGL 237

Primary Cross-listing
Photography, like ethnography, is an art of looking carefully and taking notice. This course will explore the overlaps between documentary photography and field methods of social science, concentrating particularly on the genre in which the two intersect: the photo essay. The students will learn methods of visual narrative and storytelling, using techniques of interviewing, still photography, and video. Concurrently, we will explore a number of examples of investigative work that blend word and image. We will ask questions about the changing practices and expectations associated with the documentarian's role, and the evolving media in which such work can be presented. Lastly, we will discuss ethical questions that haunt documentary work, including issues of responsibility and politics of representation, as well as the perennial question of whether "objective representation" is even possible or desirable. Experience in photography and/or video is not required, but students will be expected to master basic technical skills in image acquisition and audio editing taught in a separate lab section. Students should also be prepared to interact extensively with people in the community and spend a significant time off campus doing fieldwork.

Requirements/Evaluation: full participation in discussions, weekly photographic assignments, a research journal, field materials, and an independent final project; in addition to substantial readings, students should be prepared to spend a significant time out of the classroom doing field work
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: Anthropology and Sociology majors
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
SOC 236 (D2) AMST 236 (D2) ARTH 237 (D1) ENGL 237 (D2)

Not offered current academic year

SOC 240 (S) Performing Masculinity in Global Popular Culture (DPE)

Cross-listings: WGSS 240 THEA 241 SOC 240 AMST 241 LATS 241
Secondary Cross-listing
This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

Requirements/Evaluation: masculinity journal, mid-term essay exam, visual rhetorical analyses of pop culture images

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: a short statement of interest will be solicited

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 240 (D2) THEA 241 (D1) SOC 240 (D2) AMST 241 (D2) LATS 241 (D2)

Difference, Power, and Equity Notes: This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

Spring 2021

SEM Section: R1    MW 6:45 pm - 8:00 pm     Gregory C. Mitchell

SOC 241 (S) Meritocracy

Cross-listings: PSCI 241 SOC 241

Secondary Cross-listing

Although fewer than 1% of Americans have a degree from the country’s top 30 colleges and universities, 39% of Fortune 500 CEOs, 41% of federal judges, 44% of the writing and editorial staff at the New York Times, 64% of Davos attendees, and 100% of Supreme Court justices do. Is this a positive sign that the United States is governed by its most talented and capable members who have risen through hard work and equal opportunity? Or a negative one pointing to the power of a corrupt and self-selecting elite? This course explores the theme of meritocracy--rule by the intelligent--in comparative perspective. We will look at both old and new arguments regarding the proper role and definition of merit in political society as well as take the measure of meritocracy in present-day Singapore, France, and the United States. The course concludes with a focus on the current debate over American meritocracy and inequality.

Class Format: Remote

Requirements/Evaluation: two short papers, one long paper, take-home final exam, discussion questions, class participation

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: Political Science and Sociology majors, first-years and sophomores intending a Political Science or Sociology major

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
PSCI 241 (D2) SOC 241 (D2)

Spring 2021
SOC 244  What They Saw in America

Cross-listings: SOC 244  HIST 366  AMST 244

Primary Cross-listing
This course traces the travels and writings of four important observers of the United States: Alexis de Tocqueville, Max Weber, G.K. Chesterton, and Sayyid Qutb. The course will consider their respective journeys: Where did they go? With whom did they talk? What did they see? The historical scope and varying national origins of the observers provide a unique and useful outsider’s view of America--one that sheds light on persisting qualities of American national character and gives insight into the nature and substance of international attitudes toward the United States over time. The course will analyze the common themes found in the visitors’ respective writings about America and will pay particular attention to their insights on religion, democracy, agrarianism, capitalism, and race.

Requirements/Evaluation:  A midterm examination, two short essays, and a final paper.
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: Priority given to Sociology, History, Anthropology, and American Studies majors.
Expected Class Size: 15
Grading: no pass/fail option, no fifth course option
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
SOC 244 (D2) HIST 366 (D2) AMST 244 (D2)

Spring 2021

SEM Section: H1  TR 11:30 am - 12:45 pm  James L. Nolan

SOC 248  Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WS)

Cross-listings: SOC 248  GBST 247  RUSS 248

Primary Cross-listing
Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the Russia-Ukraine conflict or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Bulgaria, Poland, Latvia and Ukraine. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

Class Format: The course will meet remotely for the most part, although in-person meetings with the appropriate precautions may be arranged at the tutorial partners’ and instructor’s discretion.

Requirements/Evaluation:  5-page paper every other week, written comments on the partner’s paper in alternate weeks
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: Anthropology, Sociology, and Russian majors
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
Writing Skills Notes: This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written feedback from both the instructor and the tutorial partner, and are workshopped during the tutorial meetings.

Difference, Power, and Equity Notes: Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. We will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

Fall 2020
TUT Section: RT1    TBA     Olga Shevchenko

SOC 264 (S) Transnational Activism: Practice, Problems, Ethics (DPE)
Cross-listings: SOC 264  WGSS 263
Secondary Cross-listing
The world’s got problems. These problems don’t respect national boundaries. This class looks at how activists have engaged across borders and with transnational institutions in order to address transnational problems like class inequality, sexism, homophobia, climate change, and more. It asks: what are the different forms that transnational activism takes and how have transnational activists advanced their goals? Why and how have transnational activists' efforts failed? What are the practical and ethical difficulties associated with transnational activism? What does ethical transnational activism look like, and can it also be effective? While focusing especially on the role of transnational activism in combating sex and gender-based inequities, we will also engage with activism that targets the other axes of oppression with which sex and gender-based oppressions are inextricably entwined.
Requirements/Evaluation: class attendance/participation; critical profile of transnational activist; essay or project proposal, final essay or project
Prerequisites: none
Enrollment Limit: none
Enrollment Preferences: Women's, Gender, and Sexuality Studies majors and Sociology majors
Expected Class Size: 15
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
SOC 264 (D2) WGSS 263 (D2)
Difference, Power, and Equity Notes: This course centers activism organized around various axes of difference, enabling students to learn about how various groups are defining and pursuing equity. It requires students to explicitly engage the question of ethical intervention in political movements, stressing attentiveness to the dynamics of privilege and marginalization internal to movements.
Not offered current academic year

SOC 291 (S) Religion and the American Environmental Imagination
Cross-listings: SOC 291  REL 291  ENVI 291
Secondary Cross-listing
This course examines the relationship between religious and environmental thought in modern America. Exploring a broad range of practices and beliefs, we will examine the religious (and anti-religious) roots of contemporary environmental discourse. Rather than survey the environmental teachings of organized religious groups, our focus throughout will be on ambiguous, eclectic, and fascinating traditions of "eco-spirituality" and popular "nature religion." Where do these traditions come from? What is their relationship to science, to secularism, to politics, and to the search for environmental justice? Starting with the Transcendentalist movement of the 19th century, we will trace a roughly chronological line to the present, taking long detours into several modern religious trends and movements, including the revitalization and contestation of Native American religions, Wicca and neo-pagan ecofeminism, and evangelical Creation Care. Focusing on the writings of activists and radicals from a variety of religious backgrounds, our overarching question throughout the semester is one of the most critical we face in modern environmental thought: what is the relationship between spirituality and the just, sustainable society?
Requirements/Evaluation: a 15- to 18-page research paper and several shorter writing assignments
Prerequisites: ENVI 101 or permission of instructor
Enrollment Limit: 19
Enrollment Preferences: Environmental Studies majors and concentrators
Expected Class Size: 12
Grading: no pass/fail option, yes fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
SOC 291 (D2) REL 291 (D2) ENVI 291 (D2)
Not offered current academic year

SOC 301 (F) Social Construction (DPE)
Cross-listings: COMP 315 WGSS 302 REL 301 SOC 301 STS 301 SCST 301

Secondary Cross-listing
"Social construction" can often seem like the great collegial insight. By now, you've all heard that categories such as race, gender, and sexuality are in some sense not part of nature, but instead are created and maintained socially or culturally. The idea of social construction has been vital to critical race theory and queer theory, and, in this course, we will push ourselves into philosophy of science to see whether or not these same insights apply to everything. If we know that "Whiteness," "heterosexuality," and "masculinity," for instance, are all socially constructed, we will ask if the same is true of "electrons," "money," "the solar system," and "climate change." Can it be that all of our reality is socially constructed? Or does social construction have limits? If so, what are they? We will also ask more fundamental questions, such as: What does it mean to say something is socially constructed? How does social construction relate to claims that an aspect of the world is "real" or "not real?" Is social construction a theory about language, power, culture, societies, human perceptions, or the limits of science? What kind of political, ethical, ontological, or epistemological work do theories of social construction do? We will begin with different accounts of the social construction of race, gender, and sexuality. In the second part of the course, we will dig deeper into philosophical debates about social construction as such. Then we will explore constructionism about natural science. In the last part of the course, we will change gears and explore look at cutting-edge work in the theory of social science aimed at explaining the construction and ontology of social worlds. The class will culminate in a project in which students will put their social construction theories into practice.

Requirements/Evaluation: regular attendance and participation, short weekly reflection papers, a 10-page research paper, and final project

Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: Religion majors, then majors from cross-listed departments
Expected Class Size: 15
Grading: no pass/fail option, yes fifth course option
Distributions: (D2) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
COMP 315 (D2) WGSS 302 (D2) REL 301 (D2) SOC 301 (D2) STS 301 (D2) SCST 301 (D2)

Difference, Power, and Equity Notes: Central to REL 301 will be an analysis of the social construction of race, gender, and sexuality. It will show how power and difference are tied up in their construction and maintenance of these categories. Students will be taught how to critically analyze race, gender, and sexuality as well as social construction as such. Students will also learn sophisticated tools for studying systems of social power and difference.

Not offered current academic year

SOC 303 (S) Cultures of Climate Change
Cross-listings: SOC 303 ENVI 303

Secondary Cross-listing
This course asks why people think and talk about climate change in such very different ways. Climate change is a physical phenomenon that can be observed, quantified, and measured. But it is also an idea, and as such it is subject to the vagaries of cultural interpretation. Despite scientific agreement about its existence and its causes, many people do not see climate change as a serious problem, or as a problem at all. Many others see it as the most serious problem our species has ever faced. What are the sources of this disparity? Why can't we agree about climate change? How does
something as complex and confusing as climate change become a "problem" in the first place? This course will explore a broad array of factors, from religion to race, class to colonialism. It will focus especially closely on the communication of scientific knowledge, risk perception, and environmental ethics, and it will apply a range of theories from the social sciences and humanities to a set of concrete case studies.

Requirements/Evaluation: a 15- to 18-page research paper and several shorter writing assignments

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators first; Anthropology and Sociology majors second

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 303 (D2) ENVI 303 (D2)

Not offered current academic year

SOC 308  (S)  What is Power?

Cross-listings: REL 308 STS 308 SOC 308 PSCI 306

Secondary Cross-listing

What is power? Despite the importance of notions of power across the social sciences, there is a broad lack of consensus. Is power essentially domination or resistance? Is it freedom, empowerment, privilege, or oppression? Are there forms of unequal social power which are morally neutral or even good? Is power the kind of thing held by individuals, races, genders, classes, discourses, causal mechanisms, institutions, or social structures? What is the connection between social and physical power? Does power obey laws? How does power relate to technology? Or knowledge? Or agency? Or ideology? This course begins with the observation that power is often described as a causal relation--an individual's power is supposed to equal their capacity to produce a change in someone else's behavior. This suggests that the better we can understand the nature of cause and effect, the better we can understand power. Fortunately, in recent decades philosophers have made significant progress in theorizing causation. Hence, this seminar will put two very different bodies of theory in conversation: critical theory about power and philosophy of science about cause and effect.

We will trace classic philosophical accounts of power and causation (in European and Chinese philosophy), as well as more recent developments in philosophy of science, political theory, and other fields. The insights we gain in this course from analyzing the nature of power should empower us to more effectively transform society. It will help students in the social sciences to understand the nature of causation in the social world, and it will help students interested in political action to better understand the nature of power. Thinkers to be considered may include: Aristotle, Amy Allen, Hannah Arendt, Bourdieu, Judith Butler, Nancy Cartwright, Foucault, Gramsci, Byung-Chul Han, Han Feizi, Giddens, Hobbes, Hume, Locke, Steven Lukes, Machiavelli, J.L. Mackie, Marx, Nietzsche, Sunzi, and Max Weber.

Class Format: Remote

Requirements/Evaluation: critical annotations for every class, midterm review essay (4-6 pages), final essay (10-12 pages)

Prerequisites: None.

Enrollment Limit: 10

Enrollment Preferences: Religion majors, STS concentrators,

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 308 (D2) STS 308 (D2) SOC 308 (D2) PSCI 306 (D2)

Spring 2021

SEM Section: R1 MR 3:15 pm - 4:30 pm Jason Josephson Storm

SOC 314  (F)  The Social Ecology of Racial and Gender Inequity  (DPE)

Cross-listings: SOC 314 WGSS 314
Why the political furor over monuments? What would a feminist city look like? Does racial justice require integration? This course trains your focus on space and place, asking you to take a socioecological perspective on race, gender, and other axes of privilege and marginalization. In it, we examine how ideas about race, gender and more shape space as well as how the design of space reinforces social constructs and power relations. After examining specific regions (the city, the suburb, the country) and their relation to one another, we examine specific sites (public transport, public toilets, libraries, houses). The course enables students to better understand the tenacity of inequity by drawing attention to its spatial dimension while at the same time introducing students to -- and providing students tools to engage in -- spatial interventions designed to disrupt vicious social-spatial cycles.

Requirements/Evaluation: attendance, class facilitation, problem identification report, two presentations, reflection

Prerequisites: WGSS/SOC Majors

Enrollment Limit: none

Enrollment Preferences: Women’s, Gender, and Sexuality Studies majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 314 (D2)  WGSS 314 (D2)

Difference, Power, and Equity Notes: This course introduces students to a socioecological approach, giving them a lens which can help them understand how important axes of difference--race and gender--are socially constructed as well as the stubborn persistence of racial and gender power differentials. Students in this course will be required to apply this lens to their own experience, as well as to discuss difficult questions about different obstacles and potential paths to greater equity in social relations.

Not offered current academic year

SOC 315  (F)  Culture, Consumption and Modernity

How do lifestyles, fashions and trends appear and evolve? Are we authors of our own taste? What structures our choices of goods and activities? What is it that gives meaning to objects and makes them desirable? Are there non-consumer societies in the modern world? How has globalization changed the ways people consume in different parts of the globe? This course will explore consumption and consumer practices as products of modernity and will analyze the political, cultural and social agendas that have transformed consumption over time. Politics of consumption (the way in which seemingly free and independent consumption choices aggregate into the existing system of global capitalism) will be treated alongside its symbolic element: the role of consumer practices in creating and articulating identities, building relationships and creating solidarities. We will look at fashion, advertising, arts and shopping in places as varied as nineteenth-century France, socialist Russia, and in contemporary United States, tracing both the mechanisms that structure patterns of consumption, and the consequences that these patterns have for the larger social order.

Requirements/Evaluation: full participation, ten journal entries and a 15-page term paper that will go through a draft and revision stage

Prerequisites: none; open to first year students

Enrollment Limit: 19

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

Not offered current academic year

SOC 324  (S)  Memory and Identity  (DPE)

Our sense of self is inextricably tied to our understanding of our past, both as individuals and as members of society. This sense of origins, however, is far from natural; it itself has its origins in the debates and politics of the time, and evolves under an array of influences. This course analyzes discourses of collective and individual identity and the mechanisms involved in the formulation of the individuals’ sense of their place in the world. Topics include: media of memory, politics of commemoration, nostalgia and selective forgetting, narratives of trauma and of a "golden age," the invention of tradition, and battles over remembrance and heritage, such as the struggles over the proper way to face the difficult past around the world,
with a particular emphasis on the United States and on the memory wars in the post-Soviet space.

**Requirements/Evaluation:** extensive class participation, several short papers, and a final research project with class presentation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Anthropology and Sociology majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course fulfills the DPE requirement because it explores the diversity of the ways in which communities imagine and engage with their past, and puts struggles over memory in the context of groups’ struggles for power and visibility.

*Not offered current academic year*

**SOC 326 (S) Being Mortal**

One of the defining features of the human condition is our awareness of our own mortality. How do we cope with this awareness? How does it influence our social institutions? We will begin by exploring how social theorists such as Emile Durkheim, Max Weber, Ernest Becker, and Peter Berger grappled with mortality and its significance for human social life. We will then turn to the social institutions that structure our confrontation with mortality today. How, why, and with what consequences has death been "sequestered" in modern Western societies and set aside from the social world of the living? What rites and rituals remain for coping with death and dying, and how do our cultural assumptions influence the experiences of grief, loss, and mourning? How does modern medicine--which is oriented toward cure but must ultimately confront the inescapable realities of aging and death--deal with mortality? How have hospice, palliative care, and debates over physician-assisted suicide changed the landscape in recent years? How do societies cope with collective losses in the aftermath of wars, disasters, and atrocities? Our focus will be on the United States, but we will also consider cross-cultural comparisons.

**Requirements/Evaluation:** three 6- to 7-page papers; an in-class presentation; thoughtful and consistent participation in class discussion

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Sociology and Anthropology majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

*Not offered current academic year*

**SOC 329 (F) Work and Future of Capitalism**

What does it mean to work? How does capitalism shape the way we work? What might work look like in the future? In this three-part course, students engage with global capitalism’s past, present, and future, asking analytic and normative questions about work and the trajectory of capitalism. The first part of the course examines the historical origins of capitalism and leading theories about what capitalism is and how it stratifies the world into racialized social classes. A central theme in part one will be how capitalist labor relations shape meaning and subjectivity, particularly the experience of dignity. In part two, we examine recent and emerging trends in capitalist labor, such as the death of the career, the rise of the "gig" economy, platform capitalism, and even the seemingly inevitable end of work itself as entire occupations become automated by machine learning. A key question will be how these transformations exacerbate and/or alleviate longstanding inequalities from capitalism’s 19th century past. The course concludes by asking students to imagine what work might look like in the next century. Should we continue to work at all? What kinds of social activity should we value, and how would we go about taming, eroding, or even smashing capitalism to allow them to flourish?

**Class Format:** This class will be taught online only with both synchronous and asynchronous components. Students will be asked to attend one synchronous video meeting per week. The asynchronous portion will involve discussion of readings and video lectures.

**Requirements/Evaluation:** participation, reading responses, midterm paper, final paper

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** Anthropology and Sociology majors
SOC 338 (F) Transhumanism: Religion, Technoscience, Obsolescence

Cross-listings: HSCI 338  SOC 338  STS 338  REL 338

Primary Cross-listing

This interdisciplinary seminar invites students to pursue sociohistorical analysis and sustained critical discussion of the transhumanist movement and its overriding aims: the augmentation, transformation, and eventual transcendence of human biological constitution; the realization, through speculative technoscientific means, of an enhanced or even "postbiological existence"—a "posthuman condition." "Humanity 2.0." Through close readings of primary historical documents, transhumanist texts, scholarship on transhumanism, works of science-fiction film, literature, and popular culture, we will position the movement as an empirical conduit through which to explore the sociohistorical conditions under which transhumanist ideas and practices have emerged, circulated, and taken up residence. To that end, we will consider the ties of transhumanism to eugenics and massive investments in pharmaceuticals, anti-aging medicine, and so-called "GNR" technologies (i.e. genetics, nanotechnology, and artificial intelligence and robotics); the movement's affinities with neoliberalism and what some have pointed to as transhumanism's racialized subtext of whiteness. We will furthermore devote considerable attention to the technological singularity, the figure of the cyborg, mind-uploading, space colonization, and cryonic suspension, all of which, like transhumanism broadly, suggest that science and technology have in some sense come to operate as powerful channeling agents for the very sorts of beliefs, practices, and forms of association that theorists of secularization expected modernity to displace. Lastly, throughout the course of the seminar we will take transhumanism as a provocation to think broadly and seriously about religion, technology, embodiment, and ways of being human.

Class Format: Remote

Requirements/Evaluation: informal weekly writing, two short review essays, and one 15-page seminar paper

Prerequisites: Prior coursework in sociology-anthropology, history, religion, or science and technology studies.

Enrollment Limit: 14

Enrollment Preferences: Anthropology and Sociology majors and Science and Technology Studies concentrators

Expected Class Size: 14

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HSCI 338 (D2) SOC 338 (D2) STS 338 (D2) REL 338 (D2)
documentarians, and memoirists to convey stories from their own research.

Class Format: This course will be taught in a hybrid format. We will meet primarily in person, with a synchronous remote option during the scheduled class period. Some sessions may be held fully online to facilitate small group work.

Requirements/Evaluation: two 4- to 5-page papers; weekly contributions to annotating course readings; thoughtful and consistent participation in class discussion; and a major final project (either a 10- to 12-page analytical paper or an equivalent writing project presented as a podcast)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: if overenrolled, students will be asked to submit a short statement of interest

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 362 (D1) SOC 362 (D2)

Fall 2020

SEM Section: H1  TR 9:45 am - 11:00 am  Christina E. Simko

SOC 363  (F)  Cold War Technocultures

Cross-listings: SCST 401  STS 402  SOC 363

Primary Cross-listing

In this seminar students will pursue sociohistorical analyses of Cold War American culture(s) by attending to key points of intersection between politics, aesthetics, and major technoscientific developments during this period. Part I will focus principally on the emergence of the computer and its role in shaping American infrastructure and styles of thought aimed at Soviet "containment." We will trace the historical threads connecting MIT's "Whirlwind" computer project and the SAGE continental air defense system; nuclear wargaming at the RAND Corporation and the aesthetics of "thinking the unthinkable"; the science of cybernetics and the prospect of automation; and ultimately the role of computation, intermedia, and systems logic in perpetrating the atrocities of the Vietnam War. Part II will take up the Cold War space race--from Luna 2, Sputnik I, and Yuri Gagarin to Projects Mercury, Gemini, and the Apollo moon landing. Within this context we will also consider the Club of Rome's Limits to Growth report; plans backed by NASA for the industrialization and colonization of outer space; and the place of science-fiction as a Cold War aesthetic (print, televisual, cinematic). Part III, finally, will explore key moments of conflict, resistance, appropriation, and unintended consequences of Cold War technoscientific developments, among them antipsychiatry and environmentalism; Project Cybersyn, an infrastructural casualty of the U.S./CIA-backed Chilean coup of 1973; the New Left, the American counterculture, new social movements, and the countercultural roots of new media and neoliberalism.

Requirements/Evaluation: two 5-page book review essays, weekly 1-page papers, midterm essay exam, final essay exam

Prerequisites: STS 101 or instructor consent; prior coursework in Anthropology and Sociology and/or History

Enrollment Limit: 15

Enrollment Preferences: Anthropology and Sociology majors, Science and Technology Studies concentrators

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

SCST 401 (D2) STS 402 (D2) SOC 363 (D2)

Not offered current academic year

SOC 368  (F)  Technology and Modern Society

Cross-listings: ENVI 368  SOC 368

Primary Cross-listing

With widespread use of new social media, controversial developments in such bio-technical practices as the cloning of mammals, rapid advances in
various forms of telecommunication, and the increasing sophistication of technological weaponry in the military, the triumph of technology remains a defining feature of modern life. For the most part, modern humans remain unflinchingly confident in the possibilities technology holds for continuing to improve the human condition. Indisputably, technology has benefited human life in innumerable ways. However, as with other features of modernity, technology has also had significant, albeit largely unanticipated, social consequences. Working within a sociological paradigm, this course will focus on the less often examined latent functions of technology in modern society. It will consider, for example, the social effects of technology on community life, on privacy, and on how people learn, think, understand the world, communicate, and organize themselves. The course will also examine the effects of technology on medicine, education, criminal law, and agriculture and will consider such counter-cultural reactions to technology as the Luddite movement in early nineteenth century England, Amish agrarian practices, and the CSA (community supported agriculture) movement.

Requirements/Evaluation: two short papers, a midterm exam, and a final exam
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: Anthropology and Sociology majors
Expected Class Size: 20
Grading: no pass/fail option, yes fifth course option
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 368 (D2) SOC 368 (D2)
Not offered current academic year

SOC 372 (S) Time and Temporality
Duration, rhythm, speed, pace, trajectory, sequence, articulation, busyness, boredom, flow–time is one of the most fundamental categories of our experience of reality. Since the founding of the discipline, sociologists have been interested in how time, while seemingly given and natural, is deeply influenced by history and society. This two-part course will introduce students to the sociological analysis of time and temporality. In part one, students will explore the emergence of the so-called "modern western temporal order"--the sense of time that many people take for granted as the way things are. We will excavate the historical roots of schedules, clocks, calendars, and time zones; examine how capitalism and colonial conquest disseminated particular notions of time around the globe; and discuss leading theories of how constructions of time change through history and vary among communities. In part two, we will focus on one of the most frequently lamented and celebrated qualities of modern temporality: acceleration. Is the world speeding up? Why do so many people feel always pressed for time? What are the promises and limits of speed, acceleration, and ceaseless change for building a robust democratic society?

Requirements/Evaluation: participation, time diary analysis (3-5 pages), final paper (10-12 pages)
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: Anthropology and Sociology majors
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
Not offered current academic year

SOC 386 (F) Going Nuclear: American Culture in the Atomic Age
Cross-listings: HIST 387 SOC 386
Primary Cross-listing
This course will examine the historical development and use of the nuclear bomb. Among other features of the early atomic age, the course will look at the Manhattan Project, the delivery of the bombs for combat, and the destructive effects of the bomb's initial use in Hiroshima and Nagasaki and ongoing testing in the Marshall Islands. The class will investigate the role of the nuclear arms race in the Cold War, the consequences of nuclear production on specific communities, and the implications of the atomic age on our critical understanding of technological innovation more generally. We will also consider the saliency of competing narratives interpreting America's decision (and continuing policies) to build, use, and stockpile nuclear weapons. Employing both sociological and historical perspectives, we will explore the interactions between science, politics, and culture in the nuclear age.
Class Format: This will be a hybrid class. The class will meet in person with a synchronous remote option during the scheduled class period.

Requirements/Evaluation: a midterm, a final exam, and a 10- to 12-page research paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Preference given to sociology and history majors.

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 387 (D2) SOC 386 (D2)

Fall 2020

LEC Section: H1  MW 10:00 am - 11:15 am  James L. Nolan

SOC 397 (F) Independent Study: Sociology

Sociology independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2020

IND Section: H1  TBA  James L. Nolan

SOC 398 (S) Independent Study: Sociology

Sociology independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2021

IND Section: H1  TBA  James L. Nolan

SOC 493 (F) Senior Thesis: Sociology

Sociology senior thesis; this is part of a full-year thesis (493-494).

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2020

HON Section: H1  TBA  James L. Nolan

SOC 494 (S) Senior Thesis: Sociology

Sociology senior thesis; this is part of a full-year thesis (493-494).

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)
Winter Study -----------------------------------------------------------------------------

SOC 31 (W) Senior Thesis: Sociology 
To be taken by students registered for Sociology 493-494.
Class Format: independent study
Grading: pass/fail only
Not offered current academic year

SOC 99 (W) Independent Study: Sociology 
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.
Class Format: independent study
Grading: pass/fail only
Not offered current academic year
MAJOR IN STATISTICS

The major in Statistics is designed to meet three goals: to introduce some of the central ideas of information and data science, to develop problem-solving ability by teaching students to combine creative thinking with rigorous reasoning, and to develop interdisciplinary skills by applying statistics to an application area of interest.

REQUIREMENTS (10 courses plus colloquium)

The major in Statistics consists of ten courses plus a colloquium requirement. The major includes courses in mathematics, computer science and statistics. Students interested in continuing their study of statistics in graduate school should strongly consider taking Math 350/351 in addition to the other requirements.
Mathematics (2 courses)
  MATH 150 or 151 Multivariable Calculus or equivalent high school course
  MATH 250 Linear Algebra

Except in unusual circumstances, students planning to major in statistics should complete the calculus sequence (MATH 130, 140, 150/151) before the spring of the sophomore year, at the latest. MATH 150 is a prerequisite for STAT 201 and MATH 250 is a prerequisite for STAT 346.

Computer Science (1 course)
  CSCI 134 Intro to Computer Science or CSCI 135 Diving into the Deluge of Data or CSCI 136 Data Structures and Advanced Programming or some other course in the Computer Science Department with prior approval of the Math/Stat department.

Core Courses (4 courses)
  STAT 201 Statistics and Data Analysis, STAT 202 Introduction to Statistical Modeling or STAT 302 Applied Statistical Modeling
  STAT 346 Regression and Forecasting
  STAT 341 Probability
  STAT 360 Inferential Statistics

Continuation (2 courses)
  Any two courses among the 300 or 400 level courses in the department with a STAT prefix.

Capstone Course (1 course)
  The capstone course is a 400-level STAT course taken in the senior year. Although the specific methodological emphasis of the course may vary from year to year, an in-depth project with both a written report and an oral presentation is typically part of the capstone course.

Pass/Fail policies during the Academic Year 2020-2021
  Information about the Department of Mathematics and Statistics Pass/Fail policies during the Academic Year 2020-2021 can be found here.

Colloquium Requirement
  Participation in the Department Colloquium, in which each senior major presents a talk on a mathematical or statistical topic of their choice. Each major must also attend at least 20 colloquia (15 during the Academic Year 2020-2021), and up to 5 attendances may be counted in their junior year. Up to 5 colloquia in mathematics or computer science may also be counted. Students engaged in study away may petition the department in advance to count up to 5 suitable colloquia attendances from their study away program.

PLACEMENT
  Students with an AP Stat score of 5 or 4 are placed in the advanced introductory course Stat 202.

NOTES
  Substitutions, Study Abroad, and Transfer Credit: In some cases, and with prior permission of the Mathematics and Statistics Department, appropriate courses from other institutions may be substituted for the application and continuation requirements, but at least eight courses must be taken from the Department of Mathematics and Statistics at Williams.

  These can, with prior permission, include courses taken away. Students with transfer credit should contact the department about special arrangements.

  Double Counting: No course may count towards two different majors.

  Early Senior Capstone Course: In exceptional circumstances, with the prior permission of the department, a student may be allowed to satisfy the Senior Capstone Course requirement in the junior year, provided that the student has completed at least three 300-level statistics courses before enrolling in the capstone course.

  Planning Courses: Core courses are normally offered every year. Other 300 and 400 level statistics courses are offered on an irregular basis. Students should check with the department before planning far into the future.

  Course Admission: Courses are normally open to all students meeting the prerequisites, subject to any course caps. Students with questions about the level at which courses are conducted are invited to consult department faculty.

FAQ
  Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

  Can your department or program typically pre-approve courses for major/concentration credit?
Yes, in many cases, though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, and complete syllabus including readings/assignments.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

Yes. They have to be approved MATH/STAT courses.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. Colloquium requirement, Senior Seminar requirement.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. The highly cumulative structure of the major.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:

None to date.

THE DEGREE WITH HONORS IN STATISTICS

The degree with honors in Statistics is awarded to the student who has demonstrated outstanding intellectual achievement in a program of study which extends beyond the requirements of the major. The principal considerations for recommending a student for the degree with honors will be:

Mastery of core material and skills, breadth and, particularly, depth of knowledge beyond the core material, ability to pursue independent study of statistics, originality in methods of investigation, and, where appropriate, creativity in research.

An honors program normally consists of two semesters (STAT 493 and 494) and a winter study (WSP 031) of independent research, culminating in a thesis and a presentation. During the Academic Year 2020-2021 the winter study requirement for the honors program in Statistics is waved. One of STAT 493 or STAT 494 can count as a continuation course, but not both. Neither counts as the 400-level senior capstone course.

An honors program in actuarial studies requires significant achievement on four appropriate examinations of the Society of Actuaries.

Highest honors will be reserved for the rare student who has displayed exceptional ability, achievement or originality. Such a student usually will have written a thesis or pursued actuarial honors. In all cases, the award of honors and highest honors is the decision of the Department.

STAT 101  (F)(S)  Elementary Statistics and Data Analysis  (QFR)

It is impossible to be an informed citizen in the world today without an understanding of data and information. Whether opinion polls, unemployment rates, salary differences between men and women, the efficacy of vaccines or consumer webdata, we need to be able to separate the signal from the noise. We will learn the statistical methods used to analyze and interpret data from a wide variety of sources. The goal of the course is to help reach conclusions and make informed decisions based on data.

Class Format: Hybrid format with both synchronous and asynchronous elements.

Requirements/Evaluation: quizzes and exams and course project

Prerequisites: MATH 102 (or demonstrated proficiency on a diagnostic test)

Enrollment Limit: 25

Enrollment Preferences: sophomores, juniors, and seniors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Unit Notes: students with MATH130 but no statistics should enroll in STAT161; students with MATH150 but no statistics should enroll in STAT201. Students with AP Stat 4/5 or STAT 101/161/201 should enroll in STAT 202 (if no calc background) or 302 (MATH140 prereq).

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: It is a quantitative course.
**STAT 161 (F)(S) Introductory Statistics for Social Science** (QFR)

This course will cover the basics of modern statistical analysis with a view toward applications in the social sciences and sciences. Topics include exploratory data analysis, elements of probability theory, basic statistical inference, and introduction to statistical modeling. The course focuses on the application of statistics tools to solve problems, to make decisions, and the use of statistical thinking to understand the world.

**Class Format:** For the Spring 2021 semester, synchronous zoom lectures are planned.

**Requirements/Evaluation:** students complete homework, online multiple choice quizzes and exams (including remote oral exams). Students can expect to spend time getting familiar with the statistical software STATA.

**Prerequisites:** MATH 130 (or equivalent); not open to students who have completed STAT 101 or equivalent

**Enrollment Limit:** 25

**Enrollment Preferences:** Economics majors, sophomores

**Expected Class Size:** 25

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Students with calculus background should consider STAT 201, 202 or 302 instead. Students without any calculus background should consider STAT 101. Please refer to the placement chart on the Math&Stat department website for more information.

**Distributions:** (D3) (QFR)

**Quantitative/Formal Reasoning Notes:** Course analyzes data

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**STAT 201 (F)(S) Statistics and Data Analysis** (QFR)

Statistics can be viewed as the art and science of turning data into information. Real world decision-making, whether in business or science is often based on data and the perceived information it contains. Sherlock Holmes, when prematurely asked the merits of a case by Dr. Watson, snapped back, "Data, data, data! I can't make bricks without clay." In this course, we will study the basic methods by which statisticians attempt to extract information from data. These will include many of the standard tools of statistical inference such as hypothesis testing, confidence intervals, and linear regression as well as exploratory and graphical data analysis techniques. This is an accelerated introductory statistics course that involves computational programming and incorporates modern statistical techniques.

**Class Format:** Hybrid format

**Requirements/Evaluation:** weekly homework; quizzes and exams

**Prerequisites:** MATH 150 or equivalent; not open to students who have completed STAT 101 or STAT 161 or equivalent

**Enrollment Limit:** 25

**Enrollment Preferences:** Prospective Statistics majors, students for whom the course is a major prerequisite, and seniors

**Expected Class Size:** 25
Grading: yes pass/fail option, yes fifth course option

Unit Notes: Students with AP Stat 4/5 or STAT 101/161 should enroll in STAT 202 (if no calc background) or 302 (MATH 140 prereq). Students with no calc or stats background should enroll in STAT 101. Students with MATH 140 but no statistics should enroll in STAT 161.

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: Students will learn to interpret, choose, carry out, and communicate analyses of data.

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Fall 2020
LEC Section: R1  MR 3:15 pm - 4:30 pm  Anna M. Plantinga
LEC Section: R2  WF 1:30 pm - 2:45 pm  Elizabeth M. Upton

Spring 2021
LEC Section: R2  MWF 8:00 am - 8:50 am  Anna M. Plantinga
LEC Section: R1  MWF 11:45 am - 1:00 pm  Richard D. De Veaux

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STAT 202 (F)(S) Introduction to Statistical Modeling (QFR)
Data come from a variety of sources: sometimes from planned experiments or designed surveys, sometimes by less organized means. In this course we'll explore the kinds of models and predictions that we can make from both kinds of data, as well as design aspects of collecting data. We'll focus on model building, especially multiple regression, and talk about its potential to answer questions about the world -- and about its limitations. We'll emphasize applications over theory and analyze real data sets throughout the course.

Class Format: Introductory lectures will be available asynchronously as text and video; synchronous sessions will discuss questions from lecture, dive further into the material, and work on examples. You'll use chat and discussion boards to build community, study with classmates, and ask questions outside of class time. The professor and TAs will also offer optional synchronous office hours/review sessions.

Requirements/Evaluation: Homework problems; quizzes; a final project (on a topic that interests you!). You'll be given the opportunity to assess your own work and resubmit/reattempt assignments as you gain mastery of a topic. Participation matters! Engagement with your peers is an important part of learning, of being a statistician in the Real World...and of your evaluation in this course. While your assignments will be submitted (and graded) individually, you'll be responsible for giving and receiving peer feedback, contributing to live and online discussions, and working together with classmates on practice problems.

Prerequisites: AP Statistics 4 or 5, or STAT 101, or STAT 161, or STAT 201, or permission of instructor

Enrollment Limit: 25

Enrollment Preferences: Prospective Statistics majors and more senior students

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Unit Notes: students with a 4 on the AP Stats exam should contact the department for proper placement

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course uses mathematical tools and computing programs to create models, make predictions, assess uncertainty, and describe data. We'll also emphasize choosing appropriate mathematical tools and interpreting their results in a real-world context.

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Fall 2020
LEC Section: R1  MWF 12:00 pm - 12:50 pm  Laurie L. Tupper

Spring 2021
LEC Section: R1  MWF 12:00 pm - 12:50 pm  Laurie L. Tupper

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STAT 302 (F)(S) Applied Statistical Modeling (QFR)
Data may come from various sources and studies with different purpose of analysis. Statistical modeling provides a unified framework to embrace different data types, and focuses on the goals of understanding relationships, assessing differences and making predictions. We will explore different types of statistical models (linear regression, ANOVA, logistic regression etc), and focus on their conditions, the interactive modeling process, as well as the statistical inference tools for drawing conclusions from them. Throughout the course, real datasets will be modeled for interesting questions about the world, and the limitations will be addressed as well.
Class Format: Hybrid format

Requirements/Evaluation: weekly homework assignments, quizzes, exams and a course project.

Prerequisites: One of the following: i) STAT 201; ii) MATH 140 and STAT 101/161/AP Statistics 4/5; iii) Permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Students interested in statistics who have background in calculus and intro stat. Students cannot take STAT 302 either simultaneously or after STAT 346.

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: It is an intermediate statistics class with prerequisites that are QFR courses

Fall 2020
LEC Section: H1  MWF 11:45 am - 1:00 pm  Xizhen Cai

Spring 2021
LEC Section: H1  MWF 12:00 pm - 12:50 pm  Xizhen Cai

STAT 310  (F)  Data Visualization  (QFR)
This course is about preparing, visualizing, reporting and presenting different types of data. We will start with creating common plots (e.g., barcharts, histograms, density plots, boxplots, time series and lattice plots), but also discuss visualizing results of statistical models, such as linear or logistic regression models. We will use the ggplot library in R but then switch to the plotly library for interactive graphs with mouse-over and click events. Using R's shiny and DT libraries, we will learn how to create and publish web-apps and dashboards that explore datasets and support online filtering. We will end the class with creating web apps that contain multiple graphs or maps which react to user inputs (such as selecting which variables to plot) or provide real time monitoring of streaming data. Throughout, we will use version control software (Github) to organize and keep track of our code. This course will be taught in a semi-flipped style. While the instructor will introduce certain topics, students will often be responsible for reading material ahead of time and then work individually or in pairs to reproduce material or implement it on their own data.

Requirements/Evaluation: Grading will almost entirely be based on class participation, individual and team-work, project presentations and the student's portfolio.

Prerequisites: Stat 201/202/302; Good knowledge of R

Enrollment Limit: 15

Enrollment Preferences: Preference may be given to stats majors who need the course in order to graduate, but then random selection.

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: This course teaches how to organize and present data graphically, but also how to critique existing data visualizations.

Fall 2020
LEC Section: R1  MW 10:00 am - 11:15 am  Bernhard Klingenberg

STAT 315  (S)  Applied Machine Learning  (QFR)
How does Netflix recommend films based on your viewing history? How does Facebook group its users and send out targeted ads? How did Google select from thousands of search terms to predict flu? Machine learning (ML) is a rapidly growing field that is concerned with algorithms and models to find patterns in data and solve these practical problems at the intersection between statistics, data science and computer science. This course provides a broad introduction to ideas and methods in machine learning, with emphasis on statistical intuitions and practical data analysis. Topics including regularized regression, SVM, supervised/unsupervised learning, text analysis, neural networks will be covered. Students will use R extensively throughout the course while getting introduced to some ML tools in Python.
Class Format: Hybrid format. Students cannot take both STAT 315 and STAT 442. Only one of the two can be taken for credit.

Requirements/Evaluation: weekly homework, one class project, and two or three exams

Prerequisites: MATH 140, and STAT 201/202, or equivalent; or permission of instructor. Students cannot take both STAT 315 and STAT 442. Only one of the two can be taken for credit.

Enrollment Limit: 15

Enrollment Preferences: Seniors.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: This is a statistics class with a focus on mathematical, computational, and data analysis skills as well as appropriate practical application of analysis methods

Spring 2021

LEC Section: H1    MW 10:00 am - 11:15 am     Shaoyang Ning

STAT 335 (S) Biostatistics and Epidemiology (QFR)

Epidemiology is the study of disease and disability in human populations, while biostatistics focuses on the development and application of statistical methods to address questions that arise in medicine, public health, or biology. This course will begin with epidemiological study designs and core concepts in epidemiology, followed by key statistical methods in public health research. Topics will include multiple regression, analysis of categorical data (two sample methods, sets of 2x2 tables, RxC tables, and logistic regression), survival analysis (Cox proportional hazards model), and a brief introduction to regression with correlated data.

Class Format: Hybrid format

Requirements/Evaluation: evaluation will be primarily based on weekly homework, two midterm exams, a final exam, and a data analysis project

Prerequisites: STAT 201, STAT 202 and MATH 140, or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Junior and senior statistics majors; public health concentrators

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: This is a statistics course with a focus on quantitative methods relevant to public health studies.

Spring 2021

LEC Section: H1    MWF 9:20 am - 10:10 am     Anna M. Plantinga

STAT 341 (F)(S) Probability (QFR)

Cross-listings: STAT 341 MATH 341

Secondary Cross-listing

The historical roots of probability lie in the study of games of chance. Modern probability, however, is a mathematical discipline that has wide applications in a myriad of other mathematical and physical sciences. Drawing on classical gaming examples for motivation, this course will present axiomatic and mathematical aspects of probability. Included will be discussions of random variables (both discrete and continuous), distribution and expectation, independence, laws of large numbers, and the well-known Central Limit Theorem. Many interesting and important applications will also be presented, including some from classical Poisson processes, random walks and Markov Chains.

Requirements/Evaluation: homework, classwork, and exams

Prerequisites: MATH 250 or permission of the instructor

Enrollment Limit: 30

Enrollment Preferences: Priority will be given to Mathematics majors and to Statistics Majors.
Expected Class Size: 20
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:
STAT 341 (D3) MATH 341 (D3)

Quantative/Formal Reasoning Notes: This is a 300-level Math/Stat course.

Fall 2020
LEC Section: H1    MWF 9:20 am - 10:10 am     Stewart D. Johnson

Spring 2021
LEC Section: H1    TF 3:15 pm - 4:30 pm     Mihai Stoiciu

STAT 342 (F) Introduction to Stochastic Processes (QFR)

Stochastic processes are mathematical models for random phenomena evolving in time or space. Examples include the number of people in a queue at time t or the accumulated claims paid by an insurance company in an interval of time t. This course introduces the basic concepts and techniques of stochastic processes used to construct models for a variety of problems of practical interest. The theory of Markov chains will guide our discussion as we cover topics such as martingales, random walks, Poisson process, birth and death processes, and Brownian motion.

Requirements/Evaluation: weekly homework, classwork, and exams
Prerequisites: STAT 341
Enrollment Limit: 30
Enrollment Preferences: senior Statistics majors
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: This is a statistics class with a focus on mathematical skills and translating real world phenomena into mathematical descriptions.

Not offered current academic year

STAT 344 (F) Statistical Design of Experiments (QFR)

How do you get informative research results? By doing the right experiment in the first place. We'll explore the techniques used to plan experiments that are both efficient and statistically sound, the analysis of the resulting data, and the conclusions we can draw from that analysis. We'll look at classical tools like one- and two-way ANOVA and fractional factorial designs, but we'll also look at optimal design, and see how these two frameworks differ in their philosophy and in what they can do. Throughout the course, we'll make extensive use of R to work with real-world data.

Class Format: Introductory lectures will be available asynchronously as text and video; synchronous sessions will discuss questions from lecture, dive further into the material, and work on examples. You'll use chat and discussion boards to build community, study with classmates, and ask questions outside of class time. There will also be optional synchronous office hours/review sessions.

Requirements/Evaluation: Homework problems; quizzes; a final project (on a topic that interests you!). You'll be given the opportunity to assess your own work and resubmit/reattempt assignments as you gain mastery of a topic. Participation matters! Engagement with your peers is an important part of learning, of being a statistician in the Real World...and of your evaluation in this course. While most assignments will be submitted (and graded) individually, you'll be responsible for giving and receiving peer feedback, contributing to live and online discussions, and working together with classmates on practice problems.
Prerequisites: STAT 201, 202, or equivalent, or permission of instructor
Enrollment Limit: 15
Enrollment Preferences: Statistics majors, seniors
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Quantitative/Formal Reasoning Notes: This course uses mathematical tools and computing programs to design experiments, analyze their results, and assess their effectiveness. We'll also emphasize choosing appropriate mathematical tools and interpreting their results in a real-world context.

Fall 2020
LEC Section: R1 MR 3:15 pm - 4:30 pm Laurie L. Tupper

STAT 346 (F)(S) Regression Theory and Applications (QFR)
This course focuses on the building of empirical models through data in order to predict, explain, and interpret scientific phenomena. Regression modeling is the most widely used method for analyzing and predicting a response data and for understand the relationship with explanatory variables. This course provides both theoretical and practical training in statistical modeling with particular emphasis on simple linear, logistic and multiple regression, using R to develop and diagnose models. The course covers the theory of multiple regression and diagnostics from a linear algebra perspective with emphasis on the practical application of the methods to real data sets. The data sets will be taken from a wide variety of disciplines.

Requirements/Evaluation: exams, homework, and a project
Prerequisites: MATH 250 and at least one of STAT 201, 202 or 302. Or permission of instructor
Enrollment Limit: 15
Enrollment Preferences: Statistics Majors
Expected Class Size: 15
Grading: no pass/fail option, no fifth course option
Distributions: (D3) (QFR)
Quantitative/Formal Reasoning Notes: This course prepares students in the use of quantitative methods for the modeling, prediction and understanding of scientific phenomena.

Fall 2020
LEC Section: H1 MWF 11:45 am - 1:00 pm Richard D. De Veaux

Spring 2021
LEC Section: R1 MWF 8:15 am - 9:30 am Richard D. De Veaux

STAT 355 (F) Multivariate Statistical Analysis (QFR)
To better understand complex processes, we study how variables are related to one another, and how they work in combination. Therefore, we want to make inferences about more than one variable at time? Elementary statistical methods might not apply. In this course, we study the tools and the intuition that are necessary to analyze and describe such data sets. Topics covered will include data visualization techniques for high dimensional data sets, parametric and non-parametric techniques to estimate joint distributions, techniques for combining variables, as well as classification and clustering algorithms.

Class Format: This will be a hybrid course for students who are both remote and in-person, with a mix of synchronous and asynchronous elements
Requirements/Evaluation: homework, project/presentations, possibly one or two exams.
Prerequisites: MATH 250, and STAT 346 or permission of instructor
Enrollment Limit: 15
Enrollment Preferences: students interested in statistics which have solid background in math and stat
Expected Class Size: 10
Grading: yes pass/fail option, no fifth course option
Distributions: (D3) (QFR)
Quantitative/Formal Reasoning Notes: It is an advanced statistics class with prerequisites that are QFR courses

Fall 2020
LEC Section: H1 WF 1:30 pm - 2:45 pm Xizhen Cai
STAT 356 (S) Time Series Analysis (QFR)

Time series -- data collected over time -- crop up in applications from economics to engineering to transit. But because the observations are generally not independent, we need special methods to investigate them. This course will include exploratory methods and modeling for time series, including descriptive methods and checking for significance, and a foray into the frequency domain. We will emphasize applications to a variety of real data, explored using R.

Class Format: Introductory lectures will be available asynchronously as text and video; synchronous sessions will discuss questions from lecture, dive further into the material, and work on examples. You'll use chat and discussion boards to build community, study with classmates, and ask questions outside of class time. There will also be optional synchronous office hours/review sessions.

Requirements/Evaluation: Evaluation is primarily based on quizzes and projects (on topics that interest you!). You'll be given the opportunity to assess your own work and resubmit/reattempt assignments as you gain mastery of a topic. Participation matters! Engagement with your peers is an important part of learning, of being a statistician in the Real World...and of your evaluation in this course. While most assignments will be submitted (and graded) individually, you'll be responsible for giving and receiving peer feedback, contributing to live and online discussions, and working together with classmates on practice problems.

Prerequisites: STAT 346 (may be taken concurrently) or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Statistics majors, seniors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: This course uses mathematical tools and computing programs to create models, make predictions, assess uncertainty, and describe data. We'll also emphasize choosing appropriate mathematical tools and interpreting their results in a real-world context.

Spring 2021
LEC Section: R1 WF 1:30 pm - 2:45 pm Laurie L. Tupper

STAT 359 (S) Statistical Computing (QFR)

This course introduces a variety of computational and data-centric topics of applied statistics, which are broadly useful for acquiring, manipulating, visualizing, and analyzing data. We begin with the R language, which will be used extensively throughout the course. Then we'll introduce a variety of other useful tools, including the UNIX environment, scripting analyses using bash, databases and the SQL language, alternative data formats, techniques for visualizing high-dimensional data, and text manipulation using regular expressions. We'll also cover some modern statistical techniques along the way, which are made possible thanks to advances in computational power. This course is strongly computer oriented, and assignments will be project-based.

Requirements/Evaluation: based primarily on projects, homework, and exams

Prerequisites: STAT 201 or 202 and CSCI 134, 135, or 136

Enrollment Limit: 30

Enrollment Preferences: juniors and seniors, Statistics majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Not offered current academic year

STAT 360 (S) Statistical Inference (QFR)

How do we estimate unknown parameters and express the uncertainty we have in our estimate? Is there an estimator that works best? Many topics from introductory statistics such as random variables, the central limit theorem, point and interval estimation and hypotheses testing will be revisited and put on a more rigorous mathematical footing. The focus is on maximum likelihood estimators and their properties. Bayesian and computer intensive resampling techniques (e.g., the bootstrap) will also be considered.
Class Format: For the Spring 2021 semester, synchronous zoom lectures are planned, where the instructor uses Google's jamboard to interact with students

Requirements/Evaluation: Homework, Quizzes, Exams

Prerequisites: MATH 250, STAT 201 or 202, STAT 341

Enrollment Limit: 15

Enrollment Preferences: Statistics majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: A rigorous mathematical course laying the foundation for reasoning with data

Spring 2021

LEC Section: R1  TR 11:30 am - 12:45 pm  Bernhard Klingenberg

STAT 362  (F)  Design of Experiments  (QFR)
How do you get informative research results? By doing the right experiment in the first place. We'll look at the techniques used to plan experiments that are both efficient and statistically sound, the analysis of the resulting data, and the conclusions we can draw from that analysis. Using a framework of optimal design, we'll examine the theory both of classical designs and of alternatives when those designs aren't appropriate. On the applied side, we'll make extensive use of R to work with real-world data.

Requirements/Evaluation: based primarily on projects, homework, and exams

Prerequisites: STAT 346

Enrollment Limit: 30

Enrollment Preferences: seniors/juniors and Statistics majors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Not offered current academic year

STAT 365  (F)  Bayesian Statistics  (QFR)
The Bayesian approach to statistical inference represents a reversal of traditional (or frequentist) inference, in which data are viewed as being fixed and model parameters as unknown quantities. Interest and application of Bayesian methods have exploded in recent decades, being facilitated by recent advances in computational power. We begin with an introduction to Bayes’ Theorem, the theoretical underpinning of Bayesian statistics which dates back to the 1700’s, and the concepts of prior and posterior distributions, conjugacy, and closed-form Bayesian inference. Building on this, we introduce modern computational approaches to Bayesian inference, including Markov chain Monte Carlo (MCMC), Metropolis-Hastings sampling, and the theory underlying these simple and powerful methods. Students will become comfortable with modern software tools for MCMC using a variety of applied hierarchical modeling examples, and will use R for all statistical computing.

Requirements/Evaluation: homework and exams

Prerequisites: STAT 201 and MATH 150 and 250, or permission of instructor

Enrollment Limit: 30

Enrollment Preferences: juniors and seniors, Statistics majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Not offered current academic year

STAT 368  (S)  Modern Nonparametric Statistics  (QFR)
Many statistical procedures and tools are based on a set of assumptions, such as normality or other parametric models. But, what if some or all of these assumptions are not valid and the adopted models are miss-specified? This question leads to an active and fascinating field in modern statistics called nonparametric statistics, where few assumptions are made on data's distribution or the model structure to ensure great model flexibility and robustness. In this course, we start with a brief overview of classic rank-based tests (Wilcoxon, K-S test), and focus primarily on modern nonparametric inferential techniques, such as nonparametric density estimation, nonparametric regression, selection of smoothing parameter (cross-validation), bootstrap, randomization-based inference, clustering, and nonparametric Bayes. Throughout the semester we will examine these new methodologies and apply them on simulated and real datasets using R.

Requirements/Evaluation: performance on exams, homework, and a project
Prerequisites: STAT 201 and STAT 346, or permission of instructor.
Enrollment Limit: 30
Enrollment Preferences: senior Statistics majors
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3) (QFR)
Quantitative/Formal Reasoning Notes: This is a statistics class with a focus on mathematical, computational, and data analysis skills as well as appropriate practical application of analysis methods.

Not offered current academic year

STAT 372 (F) Longitudinal Data Analysis: Modeling Change over Time (QFR)
This course explores modern statistical methods for drawing scientific inferences from longitudinal data, i.e., data collected repeatedly on experimental units over time. The independence assumption made for most classical statistical methods does not hold with this data structure because we have multiple measurements on each individual. Topics will include linear and generalized linear models for correlated data, including marginal and random effect models, as well as computational issues and methods for fitting these models. We will consider many applications in the social and biological sciences.

Class Format: Hybrid format. Approximately 2/3 of class time will be lecture (in person for students who are on campus, recorded for remote students). All synchronous students (whether in person or online) will attend a remote lab/discussion section each week. Asynchronous options will be provided for students unable to participate synchronously.

Requirements/Evaluation: performance on exams, homework, and a project
Prerequisites: STAT 201 and STAT 346
Enrollment Limit: 15
Enrollment Preferences: junior and senior Statistics majors
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3) (QFR)
Quantitative/Formal Reasoning Notes: The course will cover a variety of statistical analysis methods for longitudinal data.

Fall 2020
LEC Section: H1 MWF 10:40 am - 11:30 am Anna M. Plantinga

STAT 397 (F) Independent Study: Statistics
Directed independent study in Statistics.
Prerequisites: permission of department
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3)

Fall 2020
STAT 398 (S) Independent Study: Statistics
Directed independent study in Statistics.
Prerequisites: permission of department
Grading: yes pass/fail option, yes fifth course option
Distributions: D3

Spring 2021

STAT 410 (F) Statistical Genetics (QFR)
Genetic studies explore patterns of genetic variation in populations and the effect of genes on diseases or traits. This course provides an introduction to statistical and computational methods for genetic studies. Topics will include Mendelian traits (such as single nucleotide polymorphisms), genome-wide association studies, pathway-based analysis, and methods for population genetics. Students will be introduced to some of the major computational tools for genetic analysis, including PLINK and R/Bioconductor. The necessary background in genetics and biology will be provided alongside the statistical and computational methods.
Requirements/Evaluation: project work, homework, exams, and contribution to discussion
Prerequisites: STAT 346 and STAT 360, or permission of instructor
Enrollment Limit: 14
Enrollment Preferences: Statistics majors, juniors and seniors
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: D3 (QFR)
Quantitative/Formal Reasoning Notes: This is a statistics class with a focus on mathematical, computational, and data analysis skills as well as appropriate practical application of analysis methods.
Not offered current academic year

STAT 440 (F) Categorical Data Analysis (QFR)
This course focuses on methods for analyzing categorical response data. In contrast to continuous data, categorical data consist of observations classified into two or more categories. Traditional tools of statistical data analysis are not designed to handle such data and pose inappropriate assumptions. We will develop methods specifically designed to address the discrete nature of the observations and consider many applications in the social and biological sciences as well as in medicine, engineering and economics. All methods can be viewed as extensions of traditional regression models and ANOVA.
Requirements/Evaluation: performance on exams, homework, and a project
Prerequisites: STAT 346 and STAT 360
Enrollment Limit: 14
Enrollment Preferences: seniors and Statistics Majors
Expected Class Size: 12
Grading: yes pass/fail option, yes fifth course option
Distributions: D3 (QFR)
Not offered current academic year

STAT 442 (S) Statistical Learning and Data Mining (QFR)
In both science and industry today, the ability to collect and store data can outpace our ability to analyze it. Traditional techniques in statistics are often
unable to cope with the size and complexity of today's data bases and data warehouses. New methodologies in Statistics have recently been
developed, designed to address these inadequacies, emphasizing visualization, exploration and empirical model building at the expense of traditional hypothesis testing. In this course we will examine these new techniques and apply them to a variety of real data sets.

Class Format: Hybrid format. Students cannot take both STAT 315 and STAT 442. Only one of the two can be taken for credit.

Requirements/Evaluation: homework, exams and projects

Prerequisites: STAT 346 or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Statistics majors, juniors and seniors. Students cannot take both STAT 315 and STAT 442. Only one of the two can be taken for credit.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This is an advanced statistics class involving theory and application of statistical methods to data.

Spring 2021
LEC Section: H1    MWF 10:40 am - 11:30 am    Xizhen Cai

STAT 458 (F) Spatio-Temporal Data (QFR)

Everything happens somewhere and sometime. But the study of data collected over multiple times and locations requires special methods, due to the dependence structure that relates different observations. In this course, we'll look at exploring, analyzing, and modeling this kind of information—introducing standard methods for purely time-series and purely spatial data, and moving on to methods that incorporate space and time together. Topics will include autocovariance structures, empirical orthogonal functions, and an introduction to Bayesian hierarchical modeling. We'll use R to apply these techniques to real-world datasets.

Requirements/Evaluation: project work, homework, exams, and contribution to discussion

Prerequisites: STAT 346, or permission of instructor

Enrollment Limit: 14

Enrollment Preferences: Seniors and Statistics majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This is an intensive statistics course, involving theoretical and mathematical reasoning as well as the application of mathematical ideas to data using software.

Not offered current academic year

STAT 465 (F) Bayesian Statistics (QFR)

Interest and application of Bayesian methods have exploded in recent decades, being facilitated by recent advances in computational power. Indeed, the Bayesian approach is now recognized across scientific disciplines as a modern and powerful tool. We begin with an introduction to Bayes’ Theorem, the theoretical underpinning of Bayesian statistics which dates back to the 1700's, and the concepts of prior and posterior distributions, conjugacy, and closed-form Bayesian inference. Building on this, we introduce modern computational approaches to performing Bayesian inference, including Markov chain Monte Carlo (MCMC), Metropolis-Hastings sampling, and the theory underlying these simple and powerful methods, before moving on to multivariate sampling methods and methodology. Students will become comfortable with modern software tools for MCMC using a variety of applied hierarchical modeling examples, and will use R for all statistical computing. The course will culminate in an independent Bayesian research project.

Requirements/Evaluation: Homework, exams, and project

Prerequisites: STAT 346, or permission of instructor

Enrollment Limit: 30

Enrollment Preferences: Juniors and Seniors, and Statistics majors
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3) (QFR)
Quantitative/Formal Reasoning Notes: This course mandates significant mathematical and statistical prowess.

Fall 2020
LEC Section: R1  TR 8:00 am - 9:15 am  Daniel B. Turek

STAT 493 (F) Senior Thesis: Statistics
Each student carries out an individual research project under the direction of a faculty member that culminates in a thesis. See description under The Degree with Honors in Statistics.
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3)

Fall 2020
HON Section: H1  TBA  Richard D. De Veaux
HON Section: H3  TBA  Anna M. Plantinga

STAT 494 (S) Senior Thesis: Statistics
Each student carries out an individual research project under the direction of a faculty member that culminates in a thesis. See description under The Degree with Honors in Statistics.
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3)

Spring 2021
HON Section: R1  TBA  Richard D. De Veaux

STAT 497 (F) Independent Study: Statistics
Directed independent study in Statistics.
Prerequisites: permission of department
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3)

Fall 2020
IND Section: H1  TBA  Richard D. De Veaux

STAT 498 (S) Independent Study: Statistics
Directed independent study in Statistics.
Prerequisites: permission of department
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3)

Spring 2021
IND Section: R1  TBA  Richard D. De Veaux
STAT 499  (F)(S)  Statistics Colloquium
Statistics senior colloquium. Meets every week for an hour both fall and spring. Senior statistics majors must participate. This colloquium is in addition to the regular four semester-courses taken by all students.

Requirements/Evaluation: delivering a passing talk and participation throughout the year
Prerequisites: Statistics majors must take the colloquium in their senior year
Enrollment Limit: none
Enrollment Preferences: none
Expected Class Size: 25
Grading: non-graded
Distributions: (D3)

Fall 2020
SEM Section: H1  MR 1:30 pm - 2:45 pm  Richard D. De Veaux

Spring 2021
SEM Section: R1  M 1:30 pm - 2:45 pm  Richard D. De Veaux

Winter Study  -------------------------------------------------------------

STAT 30  (W)  Senior Project: Statistics
To be taken by candidates for honors in Statistics other than by thesis route.
Class Format: senior project
Grading: pass/fail only
Not offered current academic year

STAT 31  (W)  Senior Honors Thesis
Statistics senior honors thesis.
Class Format: thesis
Grading: pass/fail only
Not offered current academic year

STAT 99  (W)  Indep Study: Statistics
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.
Class Format: independent study
Grading: pass/fail only
Not offered current academic year
THE MAJOR IN SPANISH

Students who major in Spanish can expect to acquire linguistic fluency along with in-depth knowledge of the cultures of Spain and Latin America. Through the study of the major writers and historical events of the Spanish-speaking world, our program offers training in literary analysis and linguistic expression, as well as a deep appreciation of Hispanic civilizations.

The major consists of nine courses above the 102 level. In exceptional circumstances, the Department may decide to accept RLSP 101-102 for the Spanish major. One of the nine courses must be the 400-level senior seminar taken during the student's final year at the College; another must be a course that substantially focuses on literature or cultural texts produced before 1800. Students entering at the 200-level may, with the permission of the Department, choose as part of their major program one course not conducted in Spanish but offered by faculty in Romance Languages or another Department or Program, such as Latino/a Studies, Comparative Literature, History, etc., provided that the subject matter relate to and broaden their study of Spanish. Students entering at a very advanced level may, in some cases and with the permission of the Department, include two such courses in their major program. Working with a member of the Spanish faculty, the student will formulate a curricular plan that will ensure balance and coherence in courses taken prior to declaring a major in Spanish. This is especially imperative for students who are planning to spend a part or all of their junior year in Latin America or Spain.

THE DEGREE WITH HONORS IN SPANISH

Students majoring in Spanish may apply to be admitted to the Honors Program in Spanish upon demonstrating the following: (1) fluency of spoken and written language; (2) potential for successful independent research, as demonstrated by strong performance in advanced-level coursework; (3) interest and motivation; and (4) overall quality and feasibility of the proposal. Two routes are available to those who wish to apply for the degree with honors.

The first of these involves the writing of a senior thesis.

By May 15th of their junior year, candidates will have found a thesis advisor, and given the Department a three- to five-page proposal and a preliminary bibliography. (In some cases, and upon consultation with the Department, candidates will have the option to choose a second reader in addition to their primary advisor; for example, when the thesis is interdisciplinary enough in nature that it requires the expertise of an additional reader).

This proposal will be discussed by the Department; by June 1st, the candidate will be informed whether they can proceed with the thesis, and if so, what changes need to be made to the focus and scope of the project. The summer before the senior year will be spent compiling a more detailed bibliography and reading.

Upon their return to Williams, candidates will devote to their theses two semesters of independent study (beyond the nine courses required for the major) and the winter study period of their senior year (493-W31-494). The thesis will be written in Spanish and will usually not be shorter than fifty pages. By the end of the Fall semester, students will normally have a clear outline of the project, have done substantial research, and produced the draft of at least the first half of the project. During January this draft will be suitably rewritten and edited with a view to a final version, while the candidates will also begin work on remaining chapters.

Candidates will submit what they have written to the department on the last day of Winter Study.

On the Tuesday of the first week of the spring semester candidates will make a presentation of the project at a departmental colloquium in Spanish. The thesis will be promptly discussed and evaluated to determine whether or not the student should continue in the honors program. The second semester of independent thesis work will be spent writing more chapters, as well as revising, rewriting, and polishing the project where necessary. The completed thesis in its final form will be due on April 25th. At the end of the Spring term, the student will present and defend the final project before members of the Department and others by invitation. The grade will be awarded once members of the Department have consulted after the defense.

The second route is a group of three clearly related courses (offered by the Department of Romance Languages or by other departments, such as History, Art, Philosophy, English, etc.), only one of which may be counted in the nine courses comprising the major. One of the courses will be an Independent Study (plus senior year WSP 30) in the spring of the senior year, at the end of which the student will write an essay that synthesizes the content of the three related courses. Students may apply for this route by November 2 of the senior year.
In the case of both routes to the degree with honors, the department’s recommendation for graduation with honors will be based on the originality and thoroughness of the finished project.

THE CERTIFICATE IN SPANISH

The Certificate in Spanish Language and Culture consists of a sequence of seven courses for which the student must earn a cumulative grade average of B or higher. Those so interested should express their intent to the chair of the department by March 1 or earlier.

For students with no prior Spanish background, the course sequence will consist of Spanish 101-102, Spanish 103 and 104, and three courses in Spanish above the 104 level, with at least one of these courses at the 200-level or higher taken at Williams. If the student starts out the sequence at Spanish 103, in addition to the three courses in Spanish beyond the 104 level (including a 200-level course or higher), two electives may be taken in other departments. One elective should be in Spanish or Latin-American cultural history (art, literature, drama, music) and the other in Spanish or Latin-American intellectual, political, or social history. Spanish 200, 201, or 208 can be counted for the elective requirement.

Electives may be considered from a variety of departments and programs. However, students should consult with the chair of Romance Languages before making any enrollment decisions.

PLACEMENT

Students come to study Spanish at Williams with a wide range of backgrounds and prior experiences. Some will have studied Spanish for many years in high school and earlier. Others will have grown up speaking Spanish with family and friends but had little opportunity to study the language at school. Others have lived in Spanish-speaking countries or otherwise studied in immersive contexts. And for others, Spanish is a brand-new language that they are eager to begin learning.

Whatever your previous experience with Spanish, ¡Bienvenida! ¡Bienvenido! We are glad to have you with us. In order to figure out the most appropriate point of entry, we ask that all students who wish to begin their study of Spanish in the new academic year take the department's placement exam when it is offered during First Days. The only students who don't need to take the placement exam are those who qualify as “true beginners,” those with no previous experience of Spanish and for whom 101-102 is obviously the right choice. Everyone else should take the placement test. After you do, the Registrar's Office will notify you of the level and/or course the Spanish faculty have recommended for you. You should free to reach out to the department chair, your recommended instructor, or any other faculty member if you have questions or concerns about your placement.

STUDY ABROAD

Spanish majors, as well as non-majors interested in further exposure to the language and the culture, are strongly encouraged to study in Spain or Latin America for either a semester or a full year. We recommend that you start planning for study abroad as early as possible, and that you speak to our faculty early on to go over the many possible destinations and programs available to you. In recent years, Williams students have studied in such varied and far-flung locations as Buenos Aires, Havana, Lima, Barcelona, and Madrid. Those who are interested in Madrid may wish to consider the Hamilton College program, with which we maintain consortial ties. Credit for up to four courses can be granted at the discretion of the Department for study overseas. Those four courses count towards the certificate or the major in Spanish. Students interested in study abroad should consult with a member of the department at their earliest convenience.

FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, provisional approval can be granted (students should be sure to contact the department for details).

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, and complete syllabus, including readings/assignments. If it is a program we are familiar with, the course title and description are enough. If it is a new program/new type of course we need all the available materials (syllabus, assignments, etc.).

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

Yes. Four maximum.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

Yes. They have to be courses that focus on language, culture, history, or politics of the target language/culture.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. Our Senior Seminars are required for the major.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)
Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:

This hardly ever happens but could happen if a student doesn’t seek out pre-approval from a faculty member.

**RLSP 101  (F) Elementary Spanish**
This course focuses on grammar, elementary composition, practice in conversation, and reading of easy modern prose. It is taught by the intensive oral method.

**Class Format:** Remote, and synchronous. Special attention will be given to creating an interactive space for all students.

**Requirements/Evaluation:** participation, regular homework exercises, quizzes, a midterm, and a final exam.

**Prerequisites:** This course is for students who have no previous background in Spanish.

**Enrollment Limit:** 15

**Enrollment Preferences:** None. However students will two or more years of High School Spanish are normally not eligible.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Materials/Lab Fee:** Textbook.

**Distributions:** (D1)

Fall 2020

SEM Section: R1    Cancelled
SEM Section: R2    M-F 10:00 am - 10:50 am     Leyla  Rouhi

**RLSP 102  (S) Elementary Spanish**
This course focuses on grammar, elementary composition, practice in conversation, and reading of easy modern prose. It is taught by the intensive oral method.

**Class Format:** The class meets five hours a week; students will complete workbook and lab exercises weekly.

**Requirements/Evaluation:** Daily preparation and participation, regular homework assignments, and frequent tests

**Prerequisites:** RLSP 101; this course is for students who have studied less than two years of Spanish in secondary school

**Enrollment Limit:** 14

**Enrollment Preferences:** Students who have completed RLSP 101 in the Fall of 2020.

**Expected Class Size:** 14

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Students in RLSP 101-102 are normally required to attend and pass the sustaining program during the winter study period only if both semesters (RLSP 101 and 102) are taken. In 2020-21 WS activities are highly encouraged and announced via GLOW.

**Distributions:** (D1)

Spring 2021

LEC Section: R1    M-F 10:00 am - 10:50 am     Soledad  Fox

**RLSP 103  (F) Intensive Intermediate Spanish**
This course is a continuation of Spanish 101-102. It is designed to help students improve their proficiency in each of the major skill-groups (listening, speaking, reading and writing) while providing an introduction to the vibrant cultures of the Spanish-speaking world. For fall 2020, RLSP 103 will be a fully-online experience. Students can expect to meet with their professor, teaching assistant and classmates in varying combinations for four hours
each week. You'll take in feature films, documentaries and shorts, read the news in online periodicals, and tap into your own creativity and critical reasoning skills. Use of a textbook and workbook will support your learning. All assignments are designed to increase vocabulary and improve your ability to handle daily life in a Spanish-speaking country, to express your views on complex subjects such as art and politics, and to increase your knowledge of the cultural traditions of Latin America and Spain. This course provides linguistic training with an emphasis on the variety of Spanish as spoken in Latin America, Spain and the US; it will help to prepare students for further literary and cultural studies as well as provide skills that are increasingly essential in fields such as medicine, law, and education. Conducted in Spanish.

Class Format: Students can expect to spend approximately four hours per week in active on-line engagement with their instructor, TA and classmates. Some of these meetings will take place during the scheduled class hours; others will be added at agreed-upon times once the enrollment is fully established.

Requirements/Evaluation: Regular attendance and active participation in a variety of on-line meetings and activities, as well as workbook exercises and weekly compositions, quizzes, midterm and final exams (oral and written).

Prerequisites: RLSP 101-102 or by Spanish placement exam

Enrollment Limit: 12

Enrollment Preferences: If the course is over-subscribed, priority will be given to first-year students and others with a demonstrable commitment to study of Spanish.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

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Fall 2020

SEM Section: R1  MWF 9:20 am - 10:10 am  Jennifer L. French
SEM Section: R2  MWF 10:40 am - 11:30 am  Jennifer L. French

RLSP 104  (S)  Upper Intermediate Spanish

This course is a continuation of Spanish 103. It focuses on the review of grammar as well as on refining writing and speaking skills. A variety of written and audiovisual journalistic media will enable students to deepen their understanding of Hispanic cultures. The course is taught remotely. There will be two different sections of this course: one will be taught by Professor Carlos Macías Prieto, and the second one by Professor Carolina Melgarejo-Torres. Each section will have a maximum number of 12 students.

Class Format: Students will spend 4 hours per week in class, in active on-line engagement with their Professor, Teaching Associate (TA), and classmates. In addition to the regular MWF classes with their Professor, students will meet for one additional hour per week with the TA. As will be explained in the course syllabus and at the first class meeting, this additional hour with the TA will take place at a time (to be decided during the first weeks of class) that is mutually beneficial for the TA and students.

Requirements/Evaluation: weekly 1- to 2-page compositions, regularity of class participation, oral reports, frequent quizzes, a midterm and a final exam

Prerequisites: RLSP 103 or by Spanish placement exam

Enrollment Limit: 24

Enrollment Preferences: If the course is over-subscribed, priority will be given to first-year students and others with a demonstrable commitment to study of Spanish.

Expected Class Size: 24

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

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Spring 2021

LEC Section: R1  MWF 8:15 am - 9:30 am  Carolina Melgarejo-Torres
LEC Section: R2  MWF 12:00 pm - 12:50 pm  Carlos Macias Prieto

RLSP 105  (F)  Advanced Grammar, Composition, Conversation
In this course students will refine their knowledge of Spanish grammar and vocabulary towards further fluency in speaking and writing. The focus of the class is grammar through active engagement with relevant cultural, literary, and political materials centered for the most part on Spain. Students will produce regular grammar and composition exercises as well as oral reports.

**Class Format:** students may participate in TA sessions once a week.

**Requirements/Evaluation:** regular grammar and composition assignments, a mid-term, a final exam, occasional quizzes, oral reports; active participation and regular attendance required.

**Prerequisites:** RLSP 104, or results of the Williams College Placement Test, or permission of instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** first-year students, potential majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**Fall 2020**

**SEM Section: R1**  
MW 6:45 pm - 8:00 pm  
Leyla Rouhi

**RLSP 107 (F)  Advanced Grammar and Conversation**

How is Spanish language relevant to my academic field? What linguistic and cultural resources should I acquire to effectively communicate my academic interests in this language? How do I prepare for a professional presentation in Spanish? What are the limitations of the academic language at the moment of interacting with people in the community? The Advanced Grammar course 107 will provide cultural and linguistic resources to address the questions above and other common concerns that students have around their proficiency and skills to communicate effectively. This course focuses on helping students to advance their cultural and communicative skills in Spanish, as they share their professional interests with other students. The class will discuss four general topics - medicine, history and human rights, art, and environmental issues -, which will create the context for students to conduct oral presentations and activities around their own academic fields. Another important emphasis of the course will be to connect students' professional interests to current issues of social justice in USA, Latino America and other world countries. To expand their cultural and linguistic knowledge, participants will prepare two different types of oral activities for the class: formal-academic presentations and non-formal activities that use colloquial registers. The RLSP 107 course will require a constant and committed collaboration between participants.

**Class Format:** This course will use Remote Teaching with synchronous and asynchronous classes.

**Requirements/Evaluation:** Regular attendance to our online sessions will be strictly required. Because this course will not have any exams, the evaluation will be based on participation, presentations, weekly activities, written reports and a glossary that students will develop along the semester.

**Prerequisites:** RLSP 104, placement exam results, permission of instructor or Department Chair

**Enrollment Limit:** 12

**Enrollment Preferences:** Spanish majors and certificate students, current and potential.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1)

**Fall 2020**

**LEC Section: R1**  
MWF 8:15 am - 9:30 am  
Carolina Melgarejo-Torres

**LEC Section: R2**  
MWF 10:00 am - 11:15 am  
Carolina Melgarejo-Torres

**RLSP 200 (S)  Advanced Grammar and Composition through Literature**

This course is designed for advanced students who wish to further polish and refine their grammatical, lexical, and writing skills in Spanish. The course may be taken immediately after 105, by placement exam results, or even after students have begun to sample the Department's literature and culture offerings at the 200- and 300-level. Classic works of short fiction by celebrated Latin American authors such as Gabriel García Márquez and Julio Cortázar will be discussed; selected Latin American films will be viewed as well. For written and oral assignments: weekly essays, in-class presentations, and language-laboratory activities. Conducted in Spanish.
Class Format: In-person. Discussion.
Requirements/Evaluation: a weekly essay based on the stories read in class, written lab exercises, participation in the grammatical and literary discussions, quizzes, a mid-term and a final
Prerequisites: RLSP 105, any course 201+, placement exam or permission of instructor
Enrollment Limit: 12
Enrollment Preferences: Sophomore
Expected Class Size: 10-19
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)

Spring 2021
LEC Section: H1 M-F 10:00 am - 10:50 am Gene H. Bell-Villada
RLSP 201  (F)  The Spanish Labyrinth
How can you learn to separate the stereotypical images of Spain from reality? How can we talk about one "Spain", when the country a complex composite of ancient and diverse cultural remnants mixed with recent influxes of immigrants and separatist movements? How has the vulnerable peninsula survived centuries of violent upheavals and divisiveness; dramatic economic rises and collapses? How has the Covid-19 pandemic affected Spain's health system, demographics, and international economy? This course aims to offer students a strong foundation in Spanish issues, whether they have already spent time abroad, or hope to do so in the future. In this course we will approach Spain by studying examples of its literary and artistic production, from periods of brilliant cultural exchange, and times of censorship, repression, and crisis. Some topics of focus will be the Inquisition, the Civil War, contemporary Spain's obsession with its own recent past, and its uncertain future as it begins to recover from the effects of Covid. Secondary texts will also be provided for historical and socio-political background and reference. Conducted in Spanish.
Class Format: Instruction will be remote.
Requirements/Evaluation: Conducted entirely in Spanish, Active regular participation in class discussions. Each student will give one presentation and, on a separate occasion, also be a discussion leader. Two short writing assignments (2-3 pp) and one final essay (10-12 pp). Remote office hours will be scheduled with individual students at different points in the semester to help each one with questions, approaches to homework and class participation, and to go provide additional feedback and practice for writing and oral expression.
Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor
Enrollment Limit: 10
Enrollment Preferences: Spanish majors and certificate candidates
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D1)

Fall 2020
SEM Section: R1 MW 10:00 am - 11:15 am Soledad Fox
RLSP 202  (S)  Introduction to the Analysis of Literature in Spanish  (WS)
This course is intended for students who are considering a major in Spanish, including those who have recently completed RLSP 105, 107, or 200. Using a textbook, Aproximaciones al estudio de la literatura hispánica, we will study the fundamentals of genre analysis while reading selected works of prose, poetry and drama from Latin America and Spain. Conducted in Spanish. This course is writing intensive because the techniques of planning, writing, and revising essays will all be extensively discussed and put into practice.
Class Format: This class will be fully remote. Students are expected to be active participants at all scheduled class meetings, which will be used for discussion, collaborative analysis of literature texts, and writing workshops. There will be some additional asynchronous components.
Requirements/Evaluation: assignments will include three 5-page essays, a number of shorter papers, and occasional discussion-leading as well as consistent preparation and class participation
Prerequisites: RLSP 105, 107, 200, 209, or placement exam results indicating readiness for a 200-level course
Enrollment Limit: 12
Enrollment Preferences: first- and second-year students who are considering the major in Spanish
Expected Class Size: 12
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1) (WS)

Writing Skills Notes: Our commitment to the formal analysis of literature in Spanish lends itself to a sustained and focused attention to student writing. As we learn to analyze works of literature, we will bring our attention to questions of rhetoric, style and structure to bear on our own writing also. Papers will be "work-shopped" throughout the semester; students will also practice peer-editing in pairs. Students will also receive extensive feedback from the professor with the goal of strategic revision.

Spring 2021
SEM Section: R1  MWF 10:40 am - 11:30 am  Jennifer L. French

RLSP 203  (F)  From Modernismo to El Boom de la Novela
A survey of some of the leading imaginative writers of Ibero America. Readings will begin with the modernista poets and go on to include fiction of Mexico by Rulfo, a wide sampling of verse by Pablo Neruda, and narratives of the "Boom" period by authors such as Borges, Cortázar, Lispector, and García Márquez. Conducted in Spanish.
Class Format: In-person.
Requirements/Evaluation: Response journals, three 6- to 8-page papers, a mid-term and final exam, and class participation.
Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor
Enrollment Limit: 12
Enrollment Preferences: Seniors, juniors, and then sophomores
Expected Class Size: 12
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)

Fall 2020
LEC Section: H1  MR 3:15 pm - 4:30 pm  Gene H. Bell-Villada

RLSP 204  (S)  Hispanic/Bilingual Communities in USA: language and identity
"Hispanic/Bilingual Communities in USA: language and identity" is a course for Heritage Learners with two different profiles: those who have acquired Spanish at home and those who have been learning the language at school. Students’ own sense of affective connection with the language through their families will guide our reflection on Spanish as a social component that unifies multiple Hispanic communities in the USA. We will also discuss the dialectical, sociolectal and generational differences between the members of those speaking communities, and the implications of considering these groups as homogenous. The course will address the role that media, institutions and cultural products play in preserving and (re)defining Spanish in the USA. We will review the language and its variation through TV programs, music, magazines, and literature. Heritage Learners already have an important foundation of linguistic knowledge that prepares them for interaction in Spanish. In this course they will be asked to further extend their resources through constant grammar and vocabulary practice. The course requires writing reports and larger texts, and the reading of an important amount of specialized texts in Spanish. Many of the daily activities will require teamwork. The course will meet 2 times per week: M, W, 1 hour 15 minutes per session. Students who have taken Spanish 209 can also register for this course.
Requirements/Evaluation: Evaluation will be based on class participation, daily assignments, essays, projects and one parcial exam.
Prerequisites: None
Enrollment Limit: 12
Enrollment Preferences: sophomores, juniors, majors, or concentrators.
Expected Class Size: 12
Grading: yes pass/fail option, no fifth course option
Distributions: (D1)

Spring 2021

LEC Section: R1    MWF 11:45 am - 1:00 pm     Carolina Melgarejo-Torres

RLSP 205 (F) The Latin-American Novel in Translation (DPE)

Cross-listings: RLSP 205 COMP 205

Primary Cross-listing

A course specifically designed to enable students who have no knowledge of Spanish to read and discover those Latin-American authors who, in the twentieth century, have attracted world-wide attention. Among the texts to be discussed: Borges, Labyrinths; Cortázar, Blow-up and Hopscotch; Lispector, the Hour of the Star lesser works by Fuentes and Puig; and by Nobel Prize-winner Gabriel García Márquez, One Hundred Years of Solitude. Conducted in English

Requirements/Evaluation: class participation, two brief papers, a midterm, and a final exam

Prerequisites: none

Enrollment Limit: 22

Enrollment Preferences: Spanish majors, Latina/o Studies concentrators

Expected Class Size: 22

Grading: yes pass/fail option, yes fifth course option

Unit Notes: does not carry credit for the Spanish major or the certificate

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLSP 205 (D1) COMP 205 (D1)

Difference, Power, and Equity Notes: This course offers students an opportunity to read some major works of fiction that have challenged the ¿canon¿ of European and American literature. Through the readings, class members will understand that great literature comes not only from London or Paris, from the U.S. or Russia. Several of these novels, moreover, directly challenge European and Western cultural hegemony and make an implicit claim for the legitimacy of Latin American cultural concerns.

Not offered current academic year

RLSP 206 (S) Latin-American Civilizations

An introduction to the multiple elements constituting Latin-American culture. Class assignments include readings from selected Latin-American essayists and screenings of classic films. Particular focus on the conflict between local and foreign cultural traditions. Areas to be considered: Spanish Catholicism, the influence of European liberalism and U.S. expansion, the Indian and African contribution, and the cultural impact of social revolution in Mexico and Cuba. Conducted in Spanish.

Class Format: In-person

Requirements/Evaluation: two essays on assigned topics, response journals, one oral presentation, active discussion of the ideas and the facts presented in class, a midterm, and a final

Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Juniors, sophomores, first-years.

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2021

SEM Section: H1    MR 3:15 pm - 4:30 pm     Gene H. Bell-Villada
**RLSP 209 (F) Spanish for Heritage Speakers**

This course is intended for students of Latino/a heritage. It will address the unique needs of students whose knowledge of Spanish comes primarily from informal and family situations rather than a conventional classroom experience. The goal of the course is to build on and expand students’ existing knowledge of Spanish while developing skills for using the language in more formal/academic contexts. This course will be taught remotely.

**Requirements/Evaluation:** homework, class participation, and a series of communicative projects

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** potential Spanish majors/certificate students and LATS concentrators

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2020

SEM Section: R1 MWF 12:00 pm - 12:50 pm Carlos Macias Prieto

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**RLSP 211 (S) A Survey of Spanish Literature from the 11th to the 17th Centuries**

This course will introduce the student to some of the major works of Spanish literature from its beginnings through the Golden Age. We will study the historical context in which the works were written as well as the literary history of the periods in question. Students will learn methods of textual analysis through readings of relevant literary criticism. Readings will include selected canonical prose, poetry, and drama of the periods; special emphasis will be given to the myth of the coexistence of three religions in Iberia and the often misguided idea of dividing this literature into the categories of ‘medieval’ and ‘Renaissance’. Conducted in Spanish. This course fulfills the pre-1800 requirement for the Spanish major

**Requirements/Evaluation:** evaluation will be based on class participation, short paper assignments, and a final paper

**Prerequisites:** RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

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**RLSP 214 (S) “Ecologismo”: Literature, Culture and the Environment in Latin America** (DPE)

**Cross-listings:** RLSP 214 ENVI 218

**Primary Cross-listing**

How have Latin American authors and artists responded to environmental concerns, from the logging and rubber booms that threatened the Amazon in the early 20th century to contemporary global warming? How do the realities of Latin American societies—including massive disparities of wealth and poverty; the cultural and political impacts of the region's indigenous populations; and the complex histories of colonialism, dependency and neoliberalism—inform Latin American responses to environmental issues? How does Latin America’s environmental imaginary differ from those of the U.S. and Europe? In this course we will explore these issues and more through literary and other cultural texts from Latin America. We will consider short stories and novellas by authors including Horacio Quiroga (Uruguay), Luis Sepúlveda (Chile), Mempo Giardinelli (Argentina), and Ana Cristina Rossi (Costa Rica); poetry by Esthela Calderón (Nicaragua), Juan Carlos Galeano (Colombia), Homero Aridjis (Mexico); the paintings of Tomás Sánchez (Cuba); and feature films as well as shorter documentaries. In Spanish.

**Requirements/Evaluation:** brief response papers, as well as three 5- to 7-page essays based on close-readings of literary and cultural texts

**Prerequisites:** RLSP 105, placement exam results, or permission of the instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** Spanish and Environmental Studies majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
Difference, Power, and Equity Notes: This course is inspired by and organized around Arturo Escobar's notion of "the political ecology of difference;" our work throughout the semester aims to understand the myriad ways in which "difference"—economic, ecological, and cultural— informs Latin American responses to environmental degradation.

Not offered current academic year

RLSP 216 (S) Latin American Environmental Literature and Cultural Production (DPE)

Cross-listings: RLSP 216 ENVI 233

Primary Cross-listing

This foundational course explores a wide array of ecocultural texts from Latin America, ranging from accounts of Europeans’ first arrival to the crisis of mass extinction and anthropogenic climate change today. In between we consider an eclectic mix of styles and genres, including poetry, essays, prose fiction and speeches produced by a varied group of cultural agents. We read classic texts by canonical figures (José Martí's "Our América," the Popol Vuh), which take on new meaning in the current context, as well as some little-known gems of ecological consciousness. Readings and discussion trace connections between environmental thought and the region's long and multi-layered history of colonialism, and students are encouraged to develop their own positions by responding to some of the leading theoretical discourses that animate the field of Latin American ecocriticism: decolonial and creole ecologies, ecofeminism, transcultural materialism, and postdevelopment. Conducted in English.

Class Format: This class will be fully remote. Students are expected to be active participants at all scheduled class meetings; there may be some additional asynchronous activities.

Requirements/Evaluation: Students will write and revise three formal essays over the course of the semester. There will also be shorter written assignments and intermittent discussion-leading.

Prerequisites: None.

Enrollment Limit: 15

Enrollment Preferences: Preference given to students majoring in Spanish or Environmental Studies.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLSP 216 (D1) ENVI 233 (D1)

Difference, Power, and Equity Notes: This course meets the goals of the DPE requirement in that it focalizes the current environmental crisis through the long history of political, economic and cultural struggles in Latin America. We examine the genealogies of environmental culture, tracing the emergence of ecofeminism, for example, through generations of writers. We also examine the phenomenon of creolization and its relationship to the environmental cultures of Latin America's originary peoples.

Spring 2021

SEM Section: R1 TR 11:30 am - 12:45 pm Jennifer L. French

RLSP 217 (S) Love in Early Modern Spain

The principal focus of this course is the Spanish "comedia" of the seventeenth century (with supplemental readings from prose and poetry) to provide us with a dynamic and critical understanding of the theme of love as constructed by the greatest dramatists and authors of the period. Works by Lope de Vega, Tirso de Molina, Calderón, San Juan de la Cruz, Santa Teresa, María de Zayas, and others will show us how the theme was treated from diverse perspectives, and how it related to the social and political context of the time. Conducted in Spanish.

Class Format: This class will be taught remotely but synchronously.

Requirements/Evaluation: Active and meaningful participation, short assignments, one final project.

Prerequisites: RLSP 105 or 200, or results of Williams College Placement Exam, or permission of instructor

Enrollment Limit: 22

Enrollment Preferences: Spanish and Comparative Literature majors

Expected Class Size: 20
Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2021
SEM Section: R1  MWF 9:20 am - 10:10 am  Leyla Rouhi

RLSP 220  (S) Women on the Verge
Cross-listings: RLSP 220 WGSS 222

Primary Cross-listing
From the early twentieth century to the present day, the radical changes in the lives of Spanish women have clearly reflected the tug of war between progress and tradition in recent Spanish history. The dramatic upheavals in Spanish politics have marked and transformed the lives of women to such a great extent that one can often gauge the political and social climate of any given historical moment by considering how the role of women was defined by the law, the Catholic church, education, and other social and political institutions. Using literary and historical texts as well as films and graphic materials, this course will look at the transformations in the public and private lives of Spanish women during the following periods: the turn of the century, the Second Republic, the Spanish Civil War, the Franco years, and the transition to democracy.

Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: Spanish and Comparative Literature majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
RLSP 220 (D1) WGSS 222 (D2)

Not offered current academic year

RLSP 228  (S) Velázquez, Goya, and Picasso
Cross-listings: ARTH 228 RLSP 228

Primary Cross-listing
This course will provide an introduction to three major Spanish painters--Velázquez, Goya, and Picasso--who lived and worked, respectively, in the 17th, 18th, 19th and 20th centuries. Though these painters are world famous, they are rarely studied comparatively, and in the context of their Spanish artistic roots. The syllabus will cover the historical and social contexts in which they started working, and how they followed, and departed from, artistic conventions of the time. Through specific paintings, we will consider the historical evolution of the artists' relationship to their patrons and subjects, from the elite status of Velázquez within the royal court, to Goya's dramatic rise with the reigns of Charles III, and Charles IV, and his subsequent exile to France. Picasso was free of royal patronage and also lived in France, yet despite this freedom he remained deeply connected to the themes and concerns of his Spanish artistic predecessors. In addition to key paintings including Velázquez's "Las Meninas" and other royal portraits, Goya's "Maja Desnuda" and his series "The Disasters of War," Picasso's "Guernica," and his own 20th century reinterpretation of "Las Meninas," we will focus on the artists' shared subjects of portraits and war, and consider the following issues: How does the role of the Spanish artist change over the periods covered? How did the artist exercise his freedom whilst under the scrutiny of the court and the Catholic Church? How were these painters' lives and work shaped by key historical events such as the Inquisition, Napoleon's invasion of Spain, or the Spanish Civil War? How does the work of art evolve in its role from private royal commission to public display in museums open to all? We will read short literary pieces from each period, primary materials such as letters and other documents, and historical and critical works. All readings will be in English. Knowledge of Spanish is encouraged, but not required.

Requirements/Evaluation: 3- to 5-page weekly assignment

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students and sophomores

Expected Class Size: 10
**RLSP 230 (F) Mexican Literature and Cultural Production** (DPE) (WS)

This course will offer a survey of the rich and varied cultural production of Mexico, from the pre-Hispanic past to the present. Students will explore a variety of literary genres (pre-Hispanic poetry, creation stories and songs; chronicles of conquest; short works of prose fiction and novels; and modern poetry and essays) as well as other kinds of cultural production within a framework of historical contextualization and formal analysis. The course meets twice per week and it is taught remotely. *Conducted in Spanish.*

**Requirements/Evaluation:** Each student will write three 4- to 5-page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version. Excellent preparation, active and engaged participation in class discussions.

**Prerequisites:** RLSP 105, placement exam results, permission of instructor.

**Enrollment Limit:** 19

**Enrollment Preferences:** Spanish majors and certificate students, current and potential; LATS concentrators

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Each student will write three 4- to 5-page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version.

**Difference, Power, and Equity Notes:** This course will introduce students to the rich and varied cultural production of Mexico across time and space. It will highlight the often marginalized and neglected intellectual histories of indigenous peoples and other minoritized sectors of Mexican society. As such, students will acquire critical tools to examine and understand the rich and varied cultural production of Mexico.
RLSP 259 Violent States, Violent Subjects: Nation-Building and War in 19th Century Latin America (DPE) (WS)

Although the massive, mechanized wars of the 20th century often overshadow earlier conflicts, the 19th century was also a period of widespread bloodshed in Latin America. First, of course, came the carnage of the Independence Wars, which was followed by decades of civil war (Mexico, Argentina, Peru, Uruguay, Colombia, Venezuela) and two bitter international wars—the Paraguayan War (1864-1870) and the Pacific War (1879-1883)—each of which would have a lasting impact on the countries involved. The restoration of peace brought economic development and new opportunities for dominant groups, but also the return of some of the most violent practices of the colonial period: indigenous peoples were conquered, their lands settled by whites or used for grazing cattle, and blacks (often despite the official abolition of slavery) met with new forms of exclusion, exploitation, and physical violence. In this tutorial we will explore the literary links between some of the violent conflicts listed above and the foundation of national identities in Latin America, reading texts that probe the social and ethical implications of State-sponsored violence. Issues to be explored include militarism and the development of nationalism; genocide and the national community; torture, truth and testimony; and the notion of ‘civilization.’ We will read one or two key precursors and a variety of 19th century texts that may include works by Juan Francisco Manzano, Esteban Echeverría, Ricardo Palma, Rosa Guerra, Dorotea Duprat de Lassere and Juan Crisóstomo Centurión, and Lucio V. Mansilla. In addition, we will read a few contemporary texts, written in the aftermath of the late-20th century dictatorships in the Southern Cone, that actively reflect on the long history of State-sponsored violence in Latin America (Ricardo Piglia, Diamela Eltit, Augusto Roa Bastos). Students will work in trios throughout the semester, each group meeting with the instructor once a week. Each week one of the students will present a 5-page paper on the assigned reading and one will be designated the official respondent, whose job is to lead a discussion of the paper. The third member of the group will turn in a revision of the previous week's paper. Prerequisites: one 200-level RLSP course or permission of instructor. Heritage learners, international students and second-language learners are all heartily welcome. Conducted in Spanish.

Class Format: Conducted in Spanish.

Requirements/Evaluation: Each student will write and revise a minimum of three five-page papers during the course of the semester. Students will be evaluated on the basis of their preparation for each tutorial meeting as evidenced by the quality and frequency of their engagement with the material, including their classmates’ written work. Essays will be graded after they have been revised and submitted to the professor.

Prerequisites: Any 200-level Spanish course.

Enrollment Limit: 12

Enrollment Preferences: Priority given to Spanish majors.

Expected Class Size: 12

Grading:

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will practice writing throughout the semester, and will receive abundant feedback on their written work from their tutorial partners and the instructor. We are altering the tutorial format from the standard duos to trios of students, so that students will have ample opportunity to revise their written work.

Difference, Power, and Equity Notes: This course focuses on issues of diversity, power and privilege within the internal and regional constitution of Latin American countries. We will read with an awareness of some of the ways that differences of race, class, nationality and gender may be mobilized in times of conflict, and consider how the collective narratives that are constructed and imposed in the aftermath tend deal with those conflicts.

Not offered current academic year

RLSP 274 (S) Women's Contemporary Cultural Production in Latin America (DPE)

Cross-listings: RLSP 274 COMP 286 WGSS 275

Primary Cross-listing

In Latin America, women have been largely displaced as historical subjects and reduced, in many ways, to symbolic figures or icons whose trajectories have been depicted as essential to the construction of diverse social projects within the context of patriarchal nation-states. Each country has formed a specific idea of what a woman is, and can be, through its cultural production, and this constant erasure/objectification has led to a complex problematic
when it comes to addressing women as cultural producers. Keeping this in mind, in this course we will explore the concept of "Woman" as a representation and women as cultural producers in contemporary Latin America. We will address intersections of race/ethnic positioning, sexual identity, and social class to explore their role in the reception and understanding of the work of these female artists. Through the analysis of varied cultural production, the syllabus will present an interdisciplinary approach to the contributions of female artists to the cultural representation of race/ethnicity, masculinity, femininity, violence, sexuality, gender identity, nationalism, citizenship, and social movements. We will explore the work of artists such as Sara Castrejón, Nahui Ollin, Citlali Fabián, Amparo Dávila, Alejandra Pizarnik, Rosario Castellanos, Reina Roffé, Ana Tijoux, Lucrecia Martel, Chavela Vargas, Graciela Iturbide, Celia Cruz, Cruz, Lucrecia Puenzo, Cecilia Barriga, Cristina Rivera Garza, María Novaro, Cristina Peri Rossi, Maruch Sántiz Gómez, Leonora Carrington, and Maris Bustamante, among others. In addition, we will read theoretical texts on diverse subjects corresponding to each specific cultural product.

Requirements/Evaluation: essays (7-8 pages), weekly written reports, oral presentation, active and engaged class participation

Prerequisites: RLSP 105, placement exam results, permission of instructor or Department Chair

Enrollment Limit: 19

Enrollment Preferences: Spanish majors and certificate students, current and potential; LATS concentrators

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLSP 274 (D1) COMP 286 (D1) WGSS 275 (D1)

Difference, Power, and Equity Notes: We will address issues of racial/ethnic positioning, sexuality, gender identity, and social class in light of diverse human experiences in contemporary cultural production in Latin America.

Not offered current academic year

RLSP 280  (S)  From Roma to Yalhalhj: Race and Identity Politics Through Contemporary Mexican Cultural Production  (WS)

In 2017, the National Institute of Statistics in Mexico (INEGI) used for the first time a color palette to measure individuals' skin tone. The study showed that "Mexicans who were classified by the interviewers as having darker skin tones tend to have lower levels of education and are worse off economically than their lighter-skinned counterparts" (Zizumbo and Flores, 2017). Raising controversy among those who would like to think of Mexico as a post-racial nation and those who recognize social inequality and discrimination on the basis of skin tone, the debate resonates in the way Mexican citizenship and cultural identity are both represented in mainstream media, even with the intention of showing diversity. The prevalent whitewashing dominating mass media in Mexico extends from advertisements to films, promoting an image of wealth and education intrinsically related to not only skin tone but also with race/ethnic positionality and gender. This course will explore the representation of these variables and their intersections through the analysis of photography, films, novels, paintings, reality shows, telenovelas, advertising campaigns, and music videos. In addition, we will take into account questions of representation, agency, and visibility addressed by cultural producers from pueblos originarios who do not consider themselves Mexican citizens. This class will be conducted in Spanish.

Requirements/Evaluation: essays, oral presentation, participation

Prerequisites: RLSP 105, placement exam results, permission from the instructor or the Department Chair

Enrollment Limit: 19

Enrollment Preferences: Spanish major

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Weekly short (less than 1000 words) papers, alternatively letter-graded and graded P/F; at least three letter-graded papers will be revisions of a P/F paper; and final 5 pages long paper, which is a revision and expansion of the last weekly paper.

Not offered current academic year

RLSP 303  (S)  Cervantes' "Don Quijote"

A close study, in Spanish, of one of the most influential and early European novels. Don Quijote by Miguel de Cervantes (1547-1616 C.E) was a hit in its day in the seventeenth century, and has not ceased to influence artists and thinkers since. Moving between humorous and serious tones, Cervantes takes on several issues in the Quijote: the point of fiction in real life, the complications of relationships between men and women, the
meaning of madness, the experience of religious co-existence, the shapes of friendship, and the task of literary criticism, just to name a few. We will read the book in a fine unabridged edition, and set it in several relevant contexts to better understand its original intellectual horizon as well as the reasons for its continuing relevance.

Class Format: discussion conducted in Spanish

Requirements/Evaluation: active participation, two short papers, and a final project in close consultation with the instructor

Prerequisites: any RLSP 200-level literature class taken at Williams, or permission of the instructor

Enrollment Limit: none

Enrollment Preferences: Spanish and Comparative Literature majors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Unit Notes: this course fulfills one of the requirements for the Spanish major

Distributions: (D1)

Not offered current academic year

RLSP 308  (S)  Survey of Colonial Latin American Literature from 1492 to the Early 19th Century  (DPE)  (WS)

This course will focus on major works of Spanish American literature from 1492 through the first part of the 19th century. Readings will include narrative texts such as Cartas de relación, chronicles of conquest, religious texts, and indigenous annals, as well as poetry and drama. While many of the texts will focus on colonial Mexico, we will also study texts from Central and South America. We will focus on the historical contexts and formal aspects of these works, and study methods of textual analysis that are particularly relevant to these texts via selected critical readings. Special attention will be given to colonial encounters and the clash of cultures that produced new identities and textualities under Spanish colonial rule. The course meets twice per week and it is taught remotely. Conducted in Spanish.

Requirements/Evaluation: Each student will write three 4-6 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner’s papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version. Excellent preparation and class participation.

Prerequisites: One RLSP course at the 200-level or above or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Spanish majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)  (DPE)  (WS)

Writing Skills Notes: Each student will write three 4-6 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner’s papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version.

Difference, Power, and Equity Notes: This course will highlight intellectual production of indigenous peoples of the Americas under Spanish colonial rule. It will explore the new identities and textualities that emerge as a result of the encounter and subsequent conquest of the Americas. As such, students will gain critical skills to analyze and understand a diversity of Spanish-American colonial texts from the 16th century to the early 19th century.

Spring 2021

SEM Section: R1    TF 1:30 pm - 2:45 pm    Carlos Macias Prieto

RLSP 319  (F)  Dictatorship and the Latin-American Novel  (DPE)

Military dictatorship is among the most crucial factors in Latin-American society and history, and some of the continent’s leading novelists have taken it upon themselves to depict the experience in their work. In this course we will examine both the fact of dictatorship itself and the diverse representation thereof in Spanish-American fiction. Novels by García Márquez, Vargas Llosa, Poniatowska, and Tomas Eloy Martinez will be closely studied. Students will also read Absalom! Absalom! by Faulkner, whose influence on Latin-American authors’ techniques of representation has been decisive and profound.
Difference, Power, and Equity Notes: This course focuses on the ultimate sort of power—namely, military dictatorship. And it focuses on the historical fact of such a phenomenon within the U.S. political sphere of influence—Latin America. To study dictatorship and its depiction in literature is a means of understanding the nature of that power imbalance and of taking a first step toward some sense of equity.

Fall 2020
SEM Section: H1 MR 1:30 pm - 2:45 pm Gene H. Bell-Villada

RLSP 366 (S) The Exemplary Fiction of Miguel de Cervantes
Miguel de Cervantes (1547-1616) is considered by some to be the father of the modern novel, and known worldwide for authorship of Don Quijote. This course will offer students the opportunity to read another body of work by Cervantes: his collection of short prose works collectively titled Las novelas ejemplares. Attention will be given to the structure and design of the tales, the socio-political and literary context that shaped them, and the often unsettling implications of Cervantes' approach to themes such as honor, social and moral presuppositions, marriage, friendship, and the place of representation in art and life.

Requirements/Evaluation: active and meaningful participation; short assignments; presentations.
Prerequisites: any RLSP 200 taken at Williams, results of the Williams College Placement Test, or permission of the instructor
Enrollment Limit: 25
Enrollment Preferences: Spanish and Comparative Literature majors
Expected Class Size: 15
Grading: no pass/fail option, no fifth course option
Unit Notes: Fulfills the pre-1700 major requirement
Distributions: (D1)
Not offered current academic year

RLSP 388 (S) La Regenta: Masculinity in Crisis in Nineteenth-Century Spain
This seminar is an in-depth study of arguably the most remarkable Spanish novel of the nineteenth century: La Regenta (1885) by Leopoldo Alas (alias Clarín, 1852-1901). We will spend the semester living with the most eccentric, repressed, confused, sometimes arrogant, and sometimes humble inhabitants of the fictional city of Vetusta (based on the real city of Oviedo) and immerse ourselves in Spanish history and culture through a story of adultery. In the grand tradition of nineteenth-century novels about fallen women, La Regenta in fact reveals the seamy underside of society, the profound anxieties of masculinity and identity formation, as well as where our biases and assumptions about both successful and failed relationships come from today.
Class Format: This class will be taught remotely but synchronously.
Requirements/Evaluation: Active and meaningful participation, short assignments, one final project.
Prerequisites: Any Spanish 200-level class taken at Williams, or results of the Williams Placement Test, or permission of Instructor.
Enrollment Limit: 20
Enrollment Preferences: Spanish and Comparative Literature Majors
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)
In her 2007 book, *In Catastrophic Times: Resisting the Coming Barbarism*, philosopher Isabelle Stengers offers a chilling observation: "we are more badly equipped than ever for putting to work the solutions defined as necessary" to avoid the most devastating effects of global warming--the extinction of 25 to 75% of existing species; an increase in sea levels that will drown island nations and coastal cities; the breakdown of agricultural systems, leading to widespread famine; and the recurrence of powerful hurricanes and other so-called "natural" disasters. All of this, as Stengers and others point out, will create human upheaval, conflict and suffering on an unprecedented scale. This senior seminar examines works of literature, art and film that Latin Americans have produced in response to the catastrophic times in which we live. We will discuss the political, economic, and cultural histories that have led to our present moment, including neoliberalism, dictatorship, and the rise and fall of the leftwing Pink Tide. Through works of new and experimental fiction, poetry, film, performance and visual art, we will consider the lives and work of environmental activists, including Berta Cáceres and others who were murdered because of their outspoken opposition to extractive capitalism, examine the struggle for the decolonization of environmental knowledge, an epistemological battle increasingly waged on behalf of all living things, and experience the politics of mourning for the hundreds of thousands of life-forms disappearing from the planet. Cultural texts to be explored throughout the semester may include: *La vorágine* (José Eustasio Rivera, Colombia, 1924); *Distancia de rescate* (Samanta Schweblin, Argentina, 2014); *Lo que soño Sebastián* (Rodrigo Rey Rosa, Guatemala, 1995); *Serras da desordem* (Andrea Tonacci, Brazil, 2006); *Boi Neón* (Gabriel Mascaro, Brazil, 2015); *American Fork* (George Handley, USA, 2018).

**Requirements/Evaluation:** rigorous preparation and participation in class discussions, oral presentations and discussion-leading, response papers, one 5- to 7-page paper and one 15- to 20-page paper

**Prerequisites:** one 300-level course in the department, evidence of a successful direct-enroll experience at a local university in Latin America or Spain, or permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** senior Spanish majors; after that, priority will be given to ENVI majors with a strong command of Spanish

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** this is the senior seminar required for all Spanish majors
RLSP 404  (F)  Spain’s Tale of Two Cities: Madrid and Barcelona  (DPE)

The ancient rivalries between Madrid and Barcelona may be best known because of their internationally watched soccer teams, but there's much more to the story than meets the eye in a stadium. Barcelona, immortalized for world audiences in George Orwell's classic *Homage to Catalonia* (1938), has a complicated political and cultural history. Catalans have a fascinating and unique culture and language. Their identity has often been cause for political unrest in their relationship with the rest of Spain, and even amongst Catalans themselves. In recent years, tensions with Spain's capital, Madrid, home to the central government and the Royal family, have filled headlines and divided politicians and even families. In this senior seminar we will focus on these two cities in their own right, and explore the counterpoints between them. We will consider the historical roots of lesser known aspects of Catalan culture and identity in order to tease out some of the myriad perspectives that are at play in Spain today. Materials will come from many different media: historical pieces, music, art and architecture, classic novels and films, recent fiction and essays by second generation authors who have been raised by immigrant parents in both cities, and media pieces. We will also invite cultural observers and players to be guest speakers and help us stay up to date as we follow this ever evolving relationship that keeps journalists and politicians on tenterhooks.

**Class Format:** Remote Instruction.

**Requirements/Evaluation:** This course will be conducted entirely in Spanish. Students will be expected to participate actively in weekly online classes. There will be two short writing assignments of 3-5 pp. Each student will prepare a presentation for one of our class meetings, and be a discussion leader for part of another meeting. Students will be expected to schedule remote office hours with me individually, and to work on an independent research project towards the end of the semester which will culminate in a final paper of 10-15 pp.

**Prerequisites:** Students should be seniors on the road to fulfilling their degree requirements for the Spanish major.

**Enrollment Limit:** 11

**Enrollment Preferences:** Senior Spanish Majors. This is the 20-21 Senior Seminar for the Spanish Major.

**Expected Class Size:** 10

**Grading:** yes pass/fail option,  no fifth course option

**Distributions:** (D1)  (DPE)

**Difference, Power, and Equity Notes:** This course fulfills the DPE requirement because it compares two rival cities and the struggles for power between a majority (Spanish) and minority (Catalan) culture and language. We will also read texts by first generation authors for whom Spanish and Catalan are dominant but secondary languages and cultures. The syllabus seeks to offer a multiplicity of perspectives in order to help students critically engage with centuries-old patterns of difference and exclusion.

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**Fall 2020**

SEM Section: R1  TR 9:45 am - 11:00 am  Soledad  Fox

RLSP 493  (F)  Senior Thesis: Spanish

Spanish senior thesis; this is part of a full-year thesis (493-494).

**Grading:** yes pass/fail option,  yes fifth course option

**Distributions:** (D1)

Fall 2020

HON Section: H1  TBA  Brian  Martin

RLSP 494  (S)  Senior Thesis: Spanish

Spanish senior thesis; this is part of a full-year thesis (493-494).

**Grading:** yes pass/fail option,  yes fifth course option

**Distributions:** (D1)
RLSP 497 (F) Independent Study: Spanish
Spanish independent study.
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)

Fall 2020
IND Section: H1 TBA Brian Martin

RLSP 498 (S) Independent Study: Spanish
Spanish independent study.
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)

Spring 2021
IND Section: H1 TBA Brian Martin

Winter Study

RLSP 30 (W) Honors Essay: Spanish
To be taken by candidates for honors other than by thesis route.
Class Format: honors essay
Grading: pass/fail only
Not offered current academic year

RLSP 31 (W) Senior Thesis: Spanish
To be taken by students registered for Spanish 493-494.
Class Format: thesis
Grading: pass/fail only
Not offered current academic year

RLSP 88 (W) Spanish Sustaining Program
Students registered for RLSP 101-102 are required to attend and pass the Spanish Sustaining Program. However, students are also required to register for a regular Winter Study course. Once the regular Winter Study registration process is complete, the Registrar's Office will automatically enroll you in the Sustaining Program, check your class schedule to confirm enrollment.
Grading: pass/fail option only
Not offered current academic year

RLSP 99 (W) Independent Study: Spanish
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.
Class Format: independent study
Grading: pass/fail only
Not offered current academic year
The Department of Theatre is committed to the merging of embodied practice and scholarship in the fields of theatre and performance studies. The curriculum is dedicated to the study, practice, appreciation, and interpretation of theatre, performance, and other time-based arts. The major in Theatre emphasizes the collaborative nature of the theatre and performance making by drawing upon courses offered by faculty of the Language, Literature, Music, and Art Departments. Although students will be equipped to proceed to graduate and professional schools in theatre, the major is primarily directed toward those interested in studying theatre and performance as artistic phenomenon and as interpretive tools. Because a deep understanding of theatre requires training and experience with the synthesis on stage, the major includes curricular study of production and performance, as well as continued participation in departmental stage production.

The production arm of the Department of Theatre operates under the supervision of the departmental faculty. Major departmental productions as well as laboratory and experimental productions of all kinds are mounted on the new stages of the ’62 Center for Theatre and Dance. Participation in acting or technical work is open to all members of the Williams College community. Students majoring in Theatre will be asked to consult regularly with departmental advisors in devising the sequence of courses and production participation that will constitute their major.

**MAJOR**

The Major in Theatre consists of nine courses, including the following:

- Theatre 101 The Art of Playing: An Introduction to Theatre and Performance
- Theatre 201 Worldbuilding: Staging and Design For The Theater
- Theatre 301 Embodied Archives: Global Theatre & Performance Histories
- Theatre 406 Practicing Theory: Senior Seminar

Five additional elective courses must be taken from the department’s other offerings (including courses cross-listed with Theatre). Two of the five electives must be taken at the 200-level or higher by the end of the student’s junior year, and an additional two of the five must be taken at the 300-level or higher by the time of graduation. Substitutions of other Williams’ courses, or of Study Abroad courses, may be made only with the consent of the department Chair. Students should consult with the department Chair regularly in planning a balance of practice and scholarship in their elective choices and in mapping a route through the major.

**Production Requirement for the Theatre Major:**

All majors in Theatre are required to participate in a minimum of four department productions. Participation in at least one of these four must be in stage management. Assignment to productions in stage management must be made in consultation with the department Chair. Students participating in a production will be enrolled in THEA 290-299: Theatre Department Production as a partial-credit, fifth course, admitted by permission of the department Chair and evaluated on a Pass/Fail basis only. Students remaining in the course beyond the sixth week of the start of a term will be graded by the instructor. Enrollment is by audition or appointment within the Theatre department. Students who do not wish to enroll for credit will be given the opportunity by the department to be removed from the course. Rehearsals for productions are scheduled TBA, based on the availability of the ensemble, and do not conflict with other academic commitments, such as evening courses or evening exams. The department normally produces three productions per academic year. Students may enroll in multiple productions in the same semester and may repeat a production course by permission of the department Chair. For each departmental production they participate in, a student will receive a partial credit of .5 on their College...
THE DEGREE WITH HONORS IN THEATRE

Candidates for Honors will apply for admission through the submission of a portfolio to the Department Chair by February of their junior year, as well as a description of their proposed project. The project description is a written essay of approximately 750-1000 words that describes in detail the nature, goals, methodology and approximate budget, if applicable, of the proposed course of study to be undertaken in the pursuit of Honors. When developing their project proposal, candidates are encouraged to familiarize themselves with successful past Honors projects from materials provided by the Department. The portfolio will be comprised of four parts:

The first part will include a list of the courses students have taken relevant to their work towards the major. This list will include courses offered by the Theatre Department, but may also include classes taken in other Departments. Students should also list and describe relevant independent studies and production credits.

The second part of the portfolio will include a selection of materials developed for these courses and productions listed in Part 1. The selection should include at least three papers or samples of other written work, and might also include design projects, director’s notebooks, studio art projects, actor’s journals or other forms of documentation of the candidate’s work. For students who have taken a semester away, it is particularly important that they provide the Department with a detailed picture of their activities while studying off-campus. Course descriptions and syllabi should be submitted in addition to a list of courses taken and activities performed.

The third part of the portfolio is an annotated bibliography of approximately twelve dramatic or critical texts the student has read, and that the student feels have had particular relevance in their Theatre education to date. Annotations should be based upon a particular angle of engagement with the text, that reflects the area or areas that the student has chosen to emphasize in their theatrical training. For instance, one might choose to write from the point of view of an actor, a designer, a director, a playwright, or a dramaturg. Generally, annotations should be one or two paragraphs long.

The portfolio should conclude with a retrospective essay that reflects on the materials that are being submitted. Students should look for connections between the various aspects of their work, state any theoretical positions that they have come to embrace, assess their strengths and weaknesses, and discuss their educational goals for their work with the Department during their Senior year.

The portfolio will be examined alongside the student’s record and their project description; a determination will then be made as to admission into the Honors program. Students intending to apply for Honors should meet with the Department Chair or designated Honors Coordinator by the end of the fall semester of their junior year. Once a student is admitted to the Honors program, the department Chair will assign an Honors Project Advisor, who will work with the student to specify a timeline and work program for the completion of the Honors Project. At a minimum, this will entail enrollment in Theatre 493 or 494, plus W32, plus one other course offered either within the department or elsewhere that the candidate and thesis advisor designate as contributing specifically to the overall goals of the honors work. This honors elective may not fulfill any other portion of the Theatre Major, or any other major the student may be pursuing. All honors candidates will present their completed projects to the Department Honors Committee for evaluation.

STUDY ABROAD

The Theatre Department attempts to work individually with majors and prospective majors who desire to study abroad. In general, with careful planning it is usually quite easy for students to complete the major in Theatre if they study abroad for one semester of their junior year. For those wishing to study abroad for more than one semester of junior year, a more complicated situation may arise, but one that can often be successfully managed through close consultation with the department chair. Students are encouraged to consult with the chair early in their Williams careers if they anticipate a combination of Theatre major and study abroad.

FAQ

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in many cases, though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, and complete syllabus, including readings/assignments.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

Yes.
Are there specific major requirements that cannot be fulfilled while on study away?

Yes.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:

None to date.

THE NATIONAL THEATRE INSTITUTE

The Department of Theatre is affiliated with the National Theatre Institute, which offers additional theatre study through its resident semester program. The Institute is fully accredited by Connecticut College and is a member of the Twelve-College Exchange. Limited numbers of Williams students can therefore be selected to take a full semester of intensive theatre study at the NTI, located at the Eugene O’Neill Memorial Theatre Centre in Waterford, Connecticut. During the semester, students from participating colleges live and work as members of a theatre company gaining experience with professional theatre artists in a workshop environment. Early application is essential.

THEA 100  (S)  ADAPTING TO THE LANGUAGE OF THE CAMERA

The course will focus on the creation of screen character and introducing different acting techniques. By means of improvisation, concentration exercises and games, the class will attempt to create a common film vocabulary and understanding through effective analysis of the recorded on-camera scenes. The course will culminate in the presentation of scenes from classical and contemporary film or television. In addition, the students will research one of the masters of the cinema movies -- for example, Charlie Chaplin, Orson Welles, Alfred Hitchcock, Ingmar Bergman, Akira Kurosawa, Federico Fellini, Kathryn Bigelow, Francis Ford Coppola, Spike Lee, Darren Aronofsky, etc. The student will give a brief oral report and write a one to three page paper.

Requirements/Evaluation: The course requires active participation by students in all physical and vocal exercises, rehearsals, concentration exercises, class discussion, oral reports and prepared showings. Therefore, attendance is mandatory in both the Research and Writing Section and the Acting Workshop.

Prerequisites: OPEN TO ALL STUDENTS

Enrollment Limit: 12

Enrollment Preferences: INTEND TO MAJOR IN THEATER

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Spring 2021

SEM Section: H1  MW 11:45 am - 1:00 pm  Marek S. Probosz

THEA 101  (F)  The Art of Playing: An Introduction to Theatre and Performance

Cross-listings: COMP 151  THEA 101  GBST 116

Primary Cross-listing

This is an introduction to the global art and practice of making theatre. Students will learn about the history, aesthetics, and approaches to the performer's labor associated with select performance forms from around the world. Emphasis will be on the analysis of embodied practices and the relationship between the stage and everyday life. Through readings, audiovisual materials, performance exercises, and discussions we will engage with theatre as a constantly evolving art form, sharpening our analytical skills through theoretical approaches from performance studies. Central to our exploration will be excavating the Eurocentric assumptions that conventionally shape the practice and study of theater in the United States. We will seek ways to decolonize our perspectives and ask critical questions about performance's potential to enact strategies of anti-racism and anti-imperialism. As a capstone project, students will create virtual performances. This course, open to all students, is a gateway to the major in
Theatre, and is a prerequisite for THEA 201, THEA 204, THEA 301, and THEA 401.

**Class Format:** Course will be taught in a hybrid format. Recorded lectures, viewing of online clips, readings, and worksheets can be done asynchronously. We will meet for group discussion and performance exercises on Zoom or, if safe to do so, outside and in the classroom.

**Requirements/Evaluation:** two 5-page critical essays, journal reflections, virtual performances, and active participation in discussions and exercises

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** prospective Theatre majors or Theatre majors or Comparative Literature majors

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Materials/Lab Fee:** none

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 151 (D1) THEA 101 (D1) GBST 116 (D2)

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Fall 2020

SEM Section: H1 TR 11:30 am - 12:45 pm Shanti Pillai

**THEA 102 (F) In the Room Together: An Introduction to Dance, Theatre, and Live Performance**

**Cross-listings:** ARTS 102 DANC 102 THEA 102

**Primary Cross-listing**

This course offers an introduction to the time-based art of performance, focusing on the embodied and social act of collaboration. Students will explore through a rotating studio and seminar-based format methods for creating and approaching art across a range of time-based media (dance, theatre, performance art, social media, spoken-word poetry), providing a foundation for the expression of ideas through performance. Over the term, students will develop, workshop and perform site-specific pieces, culminating in a final public presentation to the community. Through independent research projects, writing and class discussion, students will study makers whose work unsettles the boundaries of dance, theatre, and performance, such as: Anne Bogart, Bill T. Jones, Pina Bausch, Meredith Monk, Lin Manuel-Miranda, E. Patrick Johnson, Young Jean Lee, and Beyoncé. Evaluation will be based on an assessment of the student's work, participation, commitment, practice, curiosity, creativity, and collaboration with peers. Students will be required to attend '62 Center Series programming as may be required to attend other performance events as well. This course is open to students at all levels of experience and is a gateway and requirement to the major in Theatre.

**Requirements/Evaluation:** assignments will include writing reflections, showings of works in progress, oral presentations, a final performance, and a 5- to 7-page curatorial paper

**Prerequisites:** none

**Enrollment Limit:** 18

**Enrollment Preferences:** students considering the major or already majoring in Theatre

**Expected Class Size:** 18

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** this course serves as the gateway to the major in Theatre and is a prerequisite for several courses in the Theatre major

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 102 (D1) DANC 102 (D1) THEA 102 (D1)

Not offered current academic year

**THEA 103 (F) Acting: Fundamentals**

In this course students will examine the power of public presence through theory and practice while expanding their talents, sensitivity, and imagination, and will increase their self-awareness, confidence, creativity, and other skills that are useful in social situations, public speaking, theatre performances, and virtual interactions.
THEA 104  Greek Literature: Performance, Conflict, Desire

In the *Iliad*, Paris' desire for the famously beautiful Helen leads to the Trojan War, the devastating conflict between the Trojans and the Greeks retold and reimagined time and again in ancient Greek literature. The stories of Troy and its aftermath were performed not only as epic poems (as in the *Iliad* and the *Odyssey*), but also evoked by lyric song, dramatized on the tragic stage, and recounted in oratory. Beginning with the Homeric epics, this course explores the recurring and ever-shifting debates, longings, hostilities, and aspirations that drive Greek literature and shape its reception, paying special attention to questions of performance context and audience. We will consider, for example, how the competitive and erotically-charged environment of the Greek symposium is crucial for understanding both Sappho's songs and the philosophical dialogues of Plato and Xenophon. The nexus of performance, conflict, and desire will give us a distinct perspective on many important topics within the study of Greek culture, including the construction of personal and collective identity, the workings of Athenian democracy, and the development of literary genres. This course will include readings from the works of, e.g., Homer, Sappho, Herodotus, Aeschylus, Sophocles, Euripides, Aristophanes, Thucydides, and Plato, and assignments will incorporate interactive and experiential elements, such as recitations, staged readings, and debates. All readings are in translation.

Requirements/Evaluation: two medium-length essays, final exam, active participation, preparation for and participation in debates and staged readings (short writing assignments, in-class presentations).

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: Classics majors, first years, sophomores

Expected Class Size: 10-15

Grading:

Distributions: (D1)

Not offered current academic year
Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 125 (D1) THEA 125 (D1)

Writing Skills Notes: The seminar includes extensive discussion of writing strategies throughout, frequent writing assignments, substantive feedback on writing assignments, and revision in response to that feedback.

Not offered current academic year

THEA 129 (S) Institutional Critique (DPE)

Cross-listings: THEA 129 ARTS 129

Secondary Cross-listing

This introductory course will investigate the performance potential of the radical art making methodology known as Institutional Critique. Influenced by Situationalism, and the Fluxus movement, Institutional Critique emerged as a way for artists to respond to the art worlds elitism, monopoly on culture, and dependency on Capitalism. Through collaborative performance based projects and readings students will explore the possibility of art to critically intervene in the hegemonic order and insight change within power relationships. We will also explore related movements such as Socially Engaged Practice, a term that describes art that is participatory and focuses as people as the medium. Artists covered will include: Thomas Hirschhorn, Tim Rollins, and Andrea Fraser. You do not need any prior experience just a willingness to use the power of voice and body.

Requirements/Evaluation: three collaborative projects, final independent project, readings, active participation, museum gallery visits, quality of work

Prerequisites: none

Enrollment Limit: 18

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: $125 lab fee

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 129 (D1) ARTS 129 (D1)

Difference, Power, and Equity Notes: Through a diverse selection of essays, visual art, and contact with prominent voices operating at the intersection of theory and practice students will examine how the concentration of power in the United States and Europe has contributed to inequities within educational, legislative and artistic institutions. Students will then transfer what they've learned to a research based visual practice that prioritizes social discourse.

Not offered current academic year

THEA 141 (F) Opera

Cross-listings: THEA 141 MUS 141

Secondary Cross-listing

An introduction to the history of opera, from the genre's birth c. 1600 to the present. At various points in its 400-year development, opera has been considered the highest synthesis of the arts, a vehicle for the social elite, or a form of popular entertainment. Opera's position in European cultural history will be a primary focus of our inquiry. We will also study the intriguing relationship between text and music, aspects of performance and production, and the artistic and social conventions of the operatic world. The multidimensional nature of opera invites a variety of analytical and critical perspectives, including those of music analysis, literary studies, feminist interpretations, and political and sociological approaches. Works to be considered include operas by Monteverdi, Lully, Charpentier, Handel, Gluck, Mozart, Rossini, Donizetti, Verdi, Wagner, Bizet, Puccini, Strauss, Berg, Britten, Glass and Adams. This course may involve a trip to the Metropolitan Opera.

Class Format: discussion

Requirements/Evaluation: a midterm, a brief paper, an 8-page paper, and a final exam
THEA 150  

**The Broadway Musical**  
**DPE**

Cross-listings: MUS 150  THEA 150

Secondary Cross-listing

Named for a specific road but enjoying a global impact, the Broadway musical has intersected with multiple styles and societal concerns over the past century. In this course, we explore the American musical theater's roots and relationship to opera, operetta, vaudeville, minstrelsy, and Tin Pan Alley. Traveling through the genre's history, we will encounter a wide range of musical styles, including ragtime, jazz, rock, and hip hop, and will explore several genre transformations, such as movies made into musicals and musicals into movies. We will develop a range of analytical skills as we investigate connections between choreography, lyrics, music, staging, and production. Throughout the semester, we will consider the genre's representations and reflections of ethnicity, race, sexuality, and class. The syllabus includes representative works by Gilbert and Sullivan, Cohan, Gershwin, Kern, Weill, Rodgers and Hammerstein, Lerner and Loewe, Bernstein, Sondheim, Lloyd Webber, and Miranda, with particular focus on such works as Showboat, Oklahoma!, Guys and Dolls, West Side Story, Hair, Rent, and Hamilton.

**Class Format:** discussion

**Requirements/Evaluation:** a midterm, a brief paper, an 8-page paper, and a final exam

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THEA 201  

**Worldbuilding: Design for the Theater**

Cross-listings: ARTS 201  THEA 201

**Primary Cross-listing**

This course examines designers' creative processes as they investigate a theatrical text and then dream-into-being the fictional worlds of a hypothetical production. Class will consist of several practical projects in multiple areas of design. We will practice a two-pronged technique in response to a text: developing a personal, intuitive creative response while simultaneously supporting all logistical requirements, resulting in an inventive yet dramaturgically sound design. Emphasis will be on folding this individual work process into a larger group collaboration by refining methods of communication, presentation, and group critique.

**Requirements/Evaluation:** Coursework is group class discussion and critiques, paired with several hands-on projects throughout the term.

**Prerequisites:** THEA 101 or permission of instructor

**Enrollment Limit:** 10
Enrollment Preferences: Theatre majors

Expected Class Size: 8

Grading: yes pass/fail option, yes fifth course option

Unit Notes: this course is a prerequisite for all upper-level design and directing courses; this course does not count toward the Art major

Materials/Lab Fee: $125 for materials and copying charged to term bill

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 201 (D1) THEA 201 (D1)

Spring 2021
STU Section: H1 MR 1:30 pm - 2:45 pm Carolyn Mraz
LAB Section: H2 M 3:15 pm - 4:30 pm Carolyn Mraz

THEA 202  (F) Ways of Knowing: Music, Movement, Memory

Cross-listings: DANC 215  THEA 202  WGSS 215  AFR 215

Primary Cross-listing

This interdisciplinary seminar proceeds from the premise that the body knows. Ongoing colonial modernity is rooted in a racialized hierarchy: the “civilized” life of the mind vs. the “primitive” instincts of the flesh. According to this binary, the body is marked as irrational, sinful, outside of the archive. The body cannot know because the happenings of the body are ephemeral: unlike documents, they don't last. In this course, we will subject this logic to close scrutiny. As performance scholar Diana Taylor asks, “Whose memories, traditions, and claims to history disappear if performance practices lack the staying power to transmit vital knowledge?” In this course, we look to music, movement, and other repertoires as ways of knowing, remembering, and world-making. How does embodied knowledge travel across time and space? How have performance practices served as modes of what Ashinaabe cultural theorist Gerald Vizenor calls “survivance” (survival + resistance) for indigenous, nomadic, queer, and colored communities. Case studies include: the Middle Passage and the syncretic birth of the Blues in the Americas; nomadism, the nation-state, and the migration of Romani music; and the evolution of queer ball culture. Students will engage with a variety of texts (verbal, sonic, visual, kinesthetic) and respond to them critically not only through writing and discussion, but also through their own performance practices.

Requirements/Evaluation: in-class participation, creative/critical responses to texts, final paper

Prerequisites: none

Enrollment Limit: 14

STU Section: H1 MR 1:30 pm - 2:45 pm Carolyn Mraz
LAB Section: H2 M 3:15 pm - 4:30 pm Carolyn Mraz

THEA 203  (S) Why we put on Masks: Theory and Practice

Masks disguise, protect, and transform. Masks have also been used for spiritual and theatrical purposes throughout the world. In these times masks are part of everyday conversations and lives. This course will survey masks thematically from current events, history, theory, theatre, and geographic locations. There will also be practical assignments in creating masks in various mediums such as recyclable materials, cloth, and paper mâché.

Class Format: Also studio - Remote instruction

Requirements/Evaluation: multiple mask making assignments, some physical theatrical exercises, short papers, short presentations, a final paper and presentation, committed participation and attendance, students will also be expected to partake in discussions

Prerequisites: none

Enrollment Limit: 12
**THEA 204 (S) Acting: Scene Work**

Students will continue to develop technical skills, and the emotional and intellectual resources, required for the actor. The focus will be on the issues of characterization, textual understanding and emotional depth. The means of study and experimentation will be intense scene work requiring thorough preparation and creative collaboration. Improvisation and other exercises will be used to complement the textual work. The dramatic texts providing scenes for class will be from the early realist works onward. Students will be expected to have had previous acting or performance experience, either through completion of Theatre 101, 102, or 103 or through other relevant production experience.

**Requirements/Evaluation:** although there will be some modest written assignments, evaluation in the course will principally reflect the degree of committed participation in the preparation and performance of acting exercises

**Prerequisites:** THEA 101, 102, or 103, or permission of instructor

**Enrollment Limit:** 14

**Enrollment Preferences:** Theatre majors or prospective Theatre majors

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**THEA 205 (S) Acting for the Camera**

The course will focus on the creation of screen character and introducing different acting techniques. By means of improvisation, concentration exercises and games, the class will attempt to create a common film vocabulary and understanding through effective analysis of the recorded on-camera scenes. The course will culminate in the presentation of scenes from classical and contemporary film or television. In addition, the students will research one of the masters of the cinema movies -- for example, Charlie Chaplin, Orson Welles, Alfred Hitchcock, Ingmar Bergman, Akira Kurosawa, Federico Fellini, Kathryn Bigelow, Francis Ford Coppola, Spike Lee, Darren Aronofsky, etc. The student will give a brief oral report and write a one to three page paper.

**Requirements/Evaluation:** The course requires active participation by students in all physical and vocal exercises, rehearsals, concentration exercises, class discussion, oral reports and prepared showings. Therefore, attendance is mandatory in both the Research and Writing Section and the Acting Workshop.

**Prerequisites:** OPEN TO ALL STUDENTS

**Enrollment Limit:** 12

**Enrollment Preferences:** SOPHOMORES, JUNIORS, SENIORS, MAJORS

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Spring 2021

SEM Section: R1    TR 9:45 am - 11:00 am     Deborah A. Brothers
THEA 206  (S) Directing for the Stage

An introduction to the resources available to the Stage Director for translating interpretive concepts into stageworthy physical realization. Kinetic and visual directorial controls, as well as textual implications and elements of dramatic structure, and strategies of working with actors and other collaborators will be studied in detail. Most assignments will involve hands-on directing projects presented in class for collective critique.

Requirements/Evaluation: committed participation in the preparation and performance of production exercises; there will be some written assignments

Prerequisites: Theatre 101 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Theatre majors and prospective Theatre majors

Expected Class Size: 8

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

THEA 207  (S) Acting: Physical Theatre and Body Language

This semester Theatre 207 will focus on processes of Physical Theatre. The class is open to students interested in developing their ability in communication through the art of body language. Assigned research, analysis, discussions, and improvised exercises on stage will give us the opportunity to expand our understanding of physical vocabulary and will help us to express our intentions by evocative behavior. Based on various theatre techniques, this course will hone artistic skills for performance and improve students' confidence in their interactions with other people.

Requirements/Evaluation: committed participation in class, and preparation and performance of assigned material

Prerequisites: none

Enrollment Limit: 10

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

THEA 208  (F) Voice, Speech & Song for the Actor

Continuing the vocal technique work in THEA 205, this course provides an intense practice that further deepens the body-voice connection, builds and troubleshoots speech technique, and expands vocal strength, range and endurance through song. Through incorporating the resonator techniques of Roy Hart and Meredith Monk, the speech drills of Edith Skinner and the fundamentals of musical training for the voice, students finish the course able to complete an hour long full voice/speech/song work out. In addition to building a repertoire of voice, speech and singing drills; students will explore how to “act” a song, combining speaking and singing, using songs from the plays of Bertolt Brecht.

Requirements/Evaluation: attendance, participation, drills, and tests on technique

Prerequisites: Intro to Acting (100-level course) or permission of the instructor

Enrollment Limit: 14

Enrollment Preferences: Theatre majors, then Music majors

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

THEA 209  Real Worlds: Performing Everyday Reality Across Global Visual Media

How do we perform our everyday lives for others, and why? What is the most mundane thing one can do and still be considered interesting? What are the racialized, classist, gendered, and political implications of “performing the everyday”--whether on stage, screen, or Twitch? Looking at the ways “everyday reality” is performed across various time-based, visual media (including theatre, video, film, tv, and digital forms) from a global perspective,
this course will interrogate the production, marketing, and, in some cases, fetishization of the banal, everyday, routine, task-based, domestic, and interior elements of life. Contesting the definition of realism as the objective imitation of reality, we will instead seek to understand the aesthetics and conventions used to codify the illusion of "everyday reality" in performance, compiling data from sources that may include: realist films, such as Taiwanese director Tsai Ming-liang's *Goodbye, Dragon Inn* and U.S. director Kelly Reichardt's *Wendy and Lucy*; participatory theatre works, such as the German company Rimini Protokol's theatre of "real people" and French director Mohamed El Khatib's performances of sports fans; reality-based YouTube videos of people performing the art of "Swedish death cleaning" or celebrities living like "normal people"; reality-based tv shows, like Japan's *Terrace House*, or the U.S.'s *Black Ink Crew* or *Love is Blind*; as well as reality-driven content live-streamed on digital and social media, such as *Love or Host* on Twitch. While pre-selected readings and theory will initially guide us in our exploration of the topic, our focus will be on discussing and analyzing materials found and chosen by members of the class. As a major creative component of the course, students will be required to create and develop a short video or other time-based piece in which they (as well as others, if they choose) "perform everyday reality" through a visual medium of their choice.

**Class Format:** For Spring of 2021, the format of this course has not yet been determined. It will likely be conducted in a hybrid fashion, held in both remote and in-person environments, with both synchronous and asynchronous components.

**Requirements/Evaluation:** weekly writing, group work, and participation in remote or in-person discussions; leading a class discussion; a midterm project expressed via a short paper, blog, or other format; a final, larger creative project involving the development of a performance, short video or other time-based work.

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** THEA, ART, COMP, and ENGL majors. All students from the College are, however, welcome into this class and are encouraged to reach out to Prof. Holzapfel with any questions and to express interest: ash2@williams.edu

**Expected Class Size:** 10

**Grading:**

**Distributions:** (D1)

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**THEA 211  (S)  Performing Greece**

**Cross-listings:** CLAS 211  COMP 248  THEA 211

**Secondary Cross-listing**

Modern readers often encounter Homer, Sappho, Sophocles, and the Greek orators through written texts, yet their first ancient audiences experienced the words of these authors not in silence and solitude, but in live performance contexts. This course, therefore, will take up performance as a critical lens for interpreting ancient Greek literature, situating these works within a rich culture of song, dance, speech, and debate. We will survey the evidence for the musical, visual, and embodied aspects of Greek literature, and also reflect on the rewards and limits of enlivening the ancient world through the reconstruction and re-imagination of its performative dimensions. Our attention to performance will give us a distinct perspective on many important topics within the study of Greek culture, including the construction of personal and collective identities, the workings of Athenian democracy, and the development of literary genres, and it will also enable us to consider the reception and reperformance of Greek myth and literature from new angles. All readings are in translation.

**Class Format:** This is a hybrid course that will likely involve both Zoom and in-person sections; precise format (including potential alternate meeting times) TBD in consultation with enrolled students.

**Requirements/Evaluation:** active participation in class, short essays/projects (2-5 pages each, 5 total, including a longer final essay/project)

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** first-year students and sophomores and majors in Classics, Comparative Literature, and Theatre

**Expected Class Size:** 10-12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 211 (D1) COMP 248 (D1) THEA 211 (D1)
THEA 214 (S) Writing for Stage and Screen

Cross-listings: THEA 214 ENGL 214

Primary Cross-listing

This studio/workshop course is designed for students interested in a semester-long immersion in the practice of dramatic writing for theater, film, television and audio. Students should expect to write most days. Our focus will be on the fundamentals of story, and the cultivation of each writer's individual voice. In addition to reading existing dramatic texts of various genres and forms, and completing weekly prompts and exercises exploring character, dialogue, structure, theme, conflict and world building, students will work toward a longer final project. Students will present their own work regularly, and respond to each other's work. The course will culminate in a staged reading of excerpts for the campus community.

Requirements/Evaluation: a daily journal; weekly writing exercises; peer responses; a ten-minute piece; a final 20-30 minute piece; attendance and class participation

Prerequisites: students are asked to submit a brief statement describing their interest and any past experience (if applicable) in writing for the stage and/or screen

Enrollment Limit: 18

Enrollment Preferences: Theatre and English majors; Comparative Literature majors

Expected Class Size: 14

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
THEA 214 (D1) ENGL 214 (D1)

Not offered current academic year

THEA 215 (F) Performance Ethnography (DPE)

Cross-listings: GBST 215 DANC 214 ANTH 215 AMST 214 THEA 215

Secondary Cross-listing

The course aims to explore the theory, practice, and ethics of ethnographic research with a focus on dance, movement, and performance. Traditionally considered to be a method of research in anthropology, ethnography is the descriptive and analytical study of a particular community through fieldwork, where the researcher immerses herself in the culture of the people that she researches. In this course students will be introduced to (i) critical theory that grounds ethnography as a research methodology, (ii) readings in ethnographic studies of dance and performance practices from different parts of the world, and (iii) field research in the local community for their own ethnographic projects. This is primarily a discussion-based seminar course and may include fieldwork, attendance at live performances, film screenings, workshop with guest artists etc. No previous dance or performance experience is assumed or required.

Class Format: community-based field work

Requirements/Evaluation: class participation, reading responses, fieldwork and field notes, short papers, and final essay

Prerequisites: none

Enrollment Limit: 15

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
GBST 215 (D2) DANC 214 (D1) ANTH 215 (D2) AMST 214 (D1) THEA 215 (D1)

Difference, Power, and Equity Notes: This course focuses on ethnographic research with an emphasis on the ethics of doing ethnography in field sites and making performances based on that research. In fieldwork and performance work, there is a difference in social, cultural, and political (broadly conceived) power between researcher and interlocutors. In the course, students' critical analytical skills are developed for them to be self-reflective about these power differentials and to address issues of social inequality.
Not offered current academic year

THEA 216  (S)  Asian/American Identities in Motion  (DPE)

Cross-listings: GBST 214  ASST 214  THEA 216  AMST 213  DANC 216

Secondary Cross-listing
The course aims to explore dance and movement-based performances as mediums through which identities in Asian and Asian-American (including South-Asian) communities are cultivated, expressed, and contested. It will orient students towards “reading” and analyzing live and mediated performances within historical, social, and political frameworks. Students will explore how socio-historical contexts influence the processes through which dance performances are invested with particular sets of meanings, and how artists use performance to reinforce or resist stereotypical representations. Core readings will be drawn from Dance, Performance, Asian, and Asian American Studies, and will engage with issues such as nation formation, race and ethnicity, appropriation, tradition and innovation among other topics. This is primarily a discussion-based seminar course, and might also include film screenings, discussion with guest artists and scholars, and opportunities for creative projects. No previous dance experience is required.

Class Format: This course will be taught in a virtual format and will be remote.

Requirements/Evaluation: reading responses, essays, in-class writing assignments, class participation, and group presentations.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first years and sophomores

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
GBST 214 (D2) ASST 214 (D1) THEA 216 (D1) AMST 213 (D2) DANC 216 (D1)

Difference, Power, and Equity Notes: This course introduces students to the role of performance in nation formation in Asia and the history of Asian-Americans in the US through analysis of dance performances and practices. Student will explore how race was central to the formation of Asian and the American nation, and how social and legal discriminatory practices against minorities influenced popular culture. The assigned material provide examples of how artists address these inequalities and differences in social power.

Spring 2021

SEM Section: R1  MR 3:15 pm - 4:30 pm  Munjulika  Tarah

THEA 220  (F) Greek Tragedy

Cross-listings: CLAS 202  COMP 220  THEA 220

Secondary Cross-listing
Ancient Greek tragedy was a cultural phenomenon deeply embedded in its 5th-century Athenian context, yet it is also a dramatic form that resonates powerfully with 21st-century artists and audiences. This course examines tragedy on both levels. We will read such plays as Aeschylus’ [Agamemnon], Sophocles’ [Electra], and Euripides’ [Medea] in English translation, considering their literary and dramatic features as well as their relationship to civic, social, and ritual contexts. We will discuss such topics as the construction of gender and identity on the dramatic stage, the engagement between tragedy and other literary genres, and the distinctive styles of the three major Athenian playwrights. We will also survey a set of recent productions and adaptations of these plays, with a particular focus on versions by women, people of color, and non-Western playwrights and producers. We will reflect on how a dramatic form largely produced by and for Athenian citizen men became a creative resource for a remarkably diverse range of 21st-century artists, and explore how modern productions offer fresh perspectives on ancient material.

Requirements/Evaluation: class participation, several essays, brief oral presentations

Prerequisites: none

Enrollment Limit: 35

Enrollment Preferences: majors, first-years, sophomores
THEA 222  (S) Solo Performance

In this tutorial, students will study the process of the creation of one-person performance pieces and will work individually or in collaboration to create original solo works. Each student will perform their own piece at the end of the semester in a final public performance. Students will learn about developing a general production concept and scenic vision, choosing or writing a script, building a character, designing (set, lighting, costume, and sound), publicity, and combining all aspects of theatrical craft to create a successful solo piece. Course time will be divided between class discussion and individual rehearsals with the instructor. Students interested in acting, directing, writing, producing, dramaturgy, design, stage management, and criticism are all welcome.

Requirements/Evaluation: creating a script, building a character, developing various aspects of design, performing a solo piece, and writing a self-evaluation at the end of the semester

Prerequisites: permission of instructor

Enrollment Limit: 10

Enrollment Preferences: to be determined by instructor

Expected Class Size: 4

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

THEA 225  (F) Gender and Sexuality in Asian American Theater

Cross-listings: COMP 218  THEA 225  WGSS 225

Secondary Cross-listing

This class begins with the premise that intersectional and interdisciplinary studies of gender and sexuality need to be, and in significant ways already are, in conversation with Asian American studies and theater. How might contemporary Western discourses of masculinity and heterosexuality, for example, depend upon theatrical constructions of Eastern sexual alterity? How have Asian American artists managed and critiqued historically gendered and sexualized stereotypes (e.g., hypersexual Dragon Lady, virginal Lotus Blossom, asexual Charlie Chan) through theatrical intervention? This seminar will closely read dramatic literature written by Asian American artists, as well as engage scholarship in Asian American gender and sexuality studies and performance studies. We will read the work of playwrights including Ayad Akhtar, Ping Chong, Frances Ya-Chu Cowhig, Velina Hasu Houston, David Henry Hwang, Young Jean Lee, Diana Son, Lauren Yee, and Chay Yew.

Requirements/Evaluation: in-class participation, weekly reading responses, midterm reflection, in-class reading, short essay, final essay

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: declared WGSS majors

Expected Class Size: 16

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 218 (D1) THEA 225 (D1) WGSS 225 (D2)

Not offered current academic year

THEA 226  (S) Gender and the Dancing Body  (DPE)
This course posits that the dancing body is a particularly rich site for examining the history of gender and sexuality in America and beyond. The aim of the course is to explore ideas related to gender and sexuality as prescribed by dominant cultural, social, and religious institutions, and how dance has been used to challenge those normative ideologies. We will examine a wide range of dance genres, from stage performances to popular forms to dance on television, with particular attention to the intersections of race and class with gender. This is primarily a discussion-based seminar course and will also include film screenings, discussions with guest artists, and opportunities for creative projects. No previous dance experience required.

Class Format: This course will be taught in a virtual format and will be remote.

Requirements/Evaluation: class participation, reading responses, essays, in-class writing assignments, and group presentations

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first years and sophomores

Expected Class Size: 10-15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 226 (D2) THEA 226 (D1) AMST 226 (D2) DANC 226 (D1)

Difference, Power, and Equity Notes: In the course, students will explore the concept of gender as a social construction and how the body's historical associations to markers of gender and sexuality lead to differences in socio-political power. The assigned texts and viewings provide examples of how bodies and their movements make meaning in a network of power relationships, and how artists use dance to address social inequalities such as sexism, racism, and transmisogyny, to imagine a more just world.

Spring 2021

SEM Section: R1 TF 3:15 pm - 4:30 pm Munjulika Tarah
This course is cross-listed and the prefixes carry the following divisional credit:
CHIN 227 (D1) THEA 227 (D1) COMP 227 (D1)

Not offered current academic year

THEA 228 (S) Performance Practices of Global Youth Cultures

Cross-listings: GBST 228 THEA 228

Primary Cross-listing

This course investigates how young people engage in a variety of performance practices to define social identities and reflect on critical issues. We begin by examining how scholars and media have defined “youth” by way of questioning assumptions about the inherent universality of this social category. We will then explore how young people have thought about and represented themselves. Taking seriously music, dance, fashion, and ritualized uses of public space (including in the virtual realm), we will explore examples of how youth have used performance practices to engage in political activism, subvert hegemonic norms, reconfigure urban geographies, and engage in critical identity politics. Our inquiry will include attention to how youth practices travel globally and adopt new localized political meanings, as well as the ways in which the subversive potential of performances can be subsumed by the normalizing mandates of global capital. Our work in class will be based upon readings, discussions, and audiovisual materials from various parts of the world. Throughout the semester students will turn an analytical eye towards their own practices and modes of consumption. For final projects students will engage in ethnographic research about specific youth cultures in the region and on the Williams campus.

Class Format: reading and discussion

Requirements/Evaluation: includes class discussions, self-reflexive presentations and papers, journal reflections, one 10-page paper based on original research with in-class presentation

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: seniors and juniors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 228 (D2) THEA 228 (D1)

Not offered current academic year

THEA 229 (S) Modern Drama

Cross-listings: THEA 229 ENGL 202 COMP 202

Primary Cross-listing

An introduction to major plays and key movements in European and American theatre since the late nineteenth century. Our focus will be on close reading, with attention also to questions of performance and production. Plays to be discussed will likely include: Ibsen, Hedda Gabler; Wilde, The Importance of Being Earnest; Chekhov, The Cherry Orchard; Pirandello, Six Characters in Search of an Author; Brecht, Mother Courage; Miller, Death of a Salesman; Beckett, Waiting for Godot; Hansberry, A Raisin in the Sun; Pinter, Betrayal; Churchill, Cloud Nine; Stoppard, Arcadia.

Requirements/Evaluation: two 5-page papers; regular journal responses; a final exam; and active participation in class discussions

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: Theatre, English, and Comparative Literature majors

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Unit Notes: this course is strongly recommended for any students majoring in Theatre

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
THEA 230  Performance Practices of India (DPE)

This course explores ancient and contemporary performance practices in India. Our objects of study will include the text and performance of Sanskrit plays, contemporary and experimental theater productions, as well as forms of dance and ritual. We will discuss dramaturgical structure, staging, acting conventions, gender representation, performer training, the experience and role of the audience, as well as mythological and political themes. Thinking historically and ethnographically, we will seek to understand the aesthetics and social purposes of these practices, in addition to the relationship that performance has with everyday life, contested concepts of the nation, and caste. Throughout the semester we will interrogate the ways in which Western categories such as "classical," "folk," "religious," "traditional," and even the distinction between "dance/theater/music/visual arts" are not indigenous or accurate concepts for organizing thinking about performance in this part of the world.

Requirements/Evaluation:  Evaluation will be based on participation in discussion, reading responses, an oral presentation, and one 10-page paper.

Prerequisites:  none

Enrollment Limit:  12

Enrollment Preferences:  preference for seniors and juniors

Expected Class Size:  12

Grading:

Distributions:  (D1)  (DPE)

Difference, Power, and Equity Notes:  We will examine British colonial edicts that prohibited performance practices as a form of social control as well as in the name of Christian morality. From here we will explore how upper-caste Independence era artists and leaders sought to reinvent the arts as vessels of "Indian" identity, at the cost of further marginalizing hereditary performance communities. We will also interrogate how the Indian state has promoted narrow visions of "femininity" and how artists contest religious nationalism

THEA 233  (S)  Theatre Masters: Become One of Them

Cross-listings:  THEA 233  ENGL 235

Primary Cross-listing

How well do you know Stanislavsky, Strasberg or Adler? This tutorial offers an exploration of the most notable theatre artists from the past and present. Students will select a specific master with a unique theatrical style, and will study that iconic artist's particular method or approach. Students will be encouraged to choose any master who had made a significant contribution to theatre -- such as Constantine Stanislavsky, Stella Adler, Sanford Meisner, Lee Strasberg, Bertolt Brecht, Michael Chekhov, Jerzy Grotowski, Tadeusz Kantor, Pina Bausch, Tadashi Suzuki, Anne Bogart, etc. Each student will conclude their exploration by writing a script and presenting the essence of their research in a brief performance (for the camera) -- portraying the legendary icon at work, in a social situation, or in solitude. You learn more about others when you become them, if only for a moment.

Requirements/Evaluation:  Research, development, creativity, final performance.

Prerequisites:  none

Enrollment Limit:  10

Enrollment Preferences:  none

Expected Class Size:  10

Grading:  no pass/fail option,  no fifth course option

Distributions:  (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 233 (D1)  ENGL 235 (D1)

Spring 2021

TUT Section: RT1     TBA     Omar A. Sangare
THEA 240 (S) Queer Drama (DPE)
Cross-listings: WGSS 237 THEA 240

Primary Cross-listing

This seminar course is a deep dive into the richly dissonant dialogue between queer lives and live performance. How have queer artists shaped and reshaped the field of theatre and performance over time? How has drama, in turn, shaped the landscape of queer life? What inventions and innovations might we attribute to the evolution of "queer"? We will look to the work of artists such as Tennessee Williams, Tarell McCraney, Taylor Mac, Reza Abdoh, Sharon Bridgforth, Virginia Grise, and many others as we seek to map the messy topography of queer performance.

Class Format: three hours per week

Requirements/Evaluation: two 5-page papers, participation in text-based seminars, and a final performance

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: if the class is overenrolled, students will submit a letter of interest in the class

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 237 (D2) THEA 240 (D1)

Difference, Power, and Equity Notes: This course takes "queer" as an analytical and methodological lens for approaching questions of power, performance, and self-making.

Not offered current academic year

THEA 241 (S) Performing Masculinity in Global Popular Culture (DPE)
Cross-listings: WGSS 240 THEA 241 SOC 240 AMST 241 LATS 241

Secondary Cross-listing

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/Pop), hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

Requirements/Evaluation: masculinity journal, mid-term essay exam, visual rhetorical analyses of pop culture images

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: a short statement of interest will be solicited

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 240 (D2) THEA 241 (D1) SOC 240 (D2) AMST 241 (D2) LATS 241 (D2)

Difference, Power, and Equity Notes: This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

Spring 2021
THEA 244  (F)  Tools for Theatre-Making: Introduction To Theatre Technology
This course will cover the fundamental technology employed in theatrical design disciplines including scenery, lighting, costumes, sound, and video/projection. Students will gain a practical working knowledge of theatre technology and organization, including overviews of performance spaces, design practices, technical production methods, management, and collaborative structures in performance-making. Students will participate in design and technical production labs, attend lectures, and may be required to participate as production crew on one or more departmental productions.

Requirements/Evaluation: weekly practical projects, participation in department productions, and committed, focused participation make up the majority of the evaluation elements for this course

Prerequisites: none
Enrollment Limit: 12
Expected Class Size: 10
Grading: yes pass/fail option, yes fifth course option
Materials/Lab Fee: $50
Distributions: (D1)

Not offered current academic year

THEA 246  (F)  Asian American Performance: Activism and Aesthetics  (DPE)
Cross-listings: GBST 246  THEA 246  AMST 249

Primary Cross-listing
This seminar will explore contemporary Asian American plays, stand-up comedy, performance art, and spoken word with an eye to how artists "do" politics through their cultural labor. We will begin with a brief survey of images from popular media to identify legacies of Orientalism. From here we will move towards examining the ways in which Asian American artists from various eras subvert stereotypes and pursue projects of social justice. In watching performances and reading scripts, essays, and interviews, we will attend to narratives, acting methods, theatrical design, spectatorship, and the political economy of cultural production that shapes how Asian American artists make and show work. In addition, we will explore how artists stake political claims in the public sphere through teaching and community organizing.

Requirements/Evaluation: two 5-page critical essays, reading responses, class presentations, and active discussion participation

Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: sophomores and juniors
Expected Class Size: 15
Grading: no pass/fail option, no fifth course option
Distributions: (D1)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
GBST 246 (D1) THEA 246 (D1) AMST 249 (D2)

Difference, Power, and Equity Notes: Course fosters critical engagement with artistic practices that seek to address the concerns of populations in the US who have historically had unequal access to resources and audiences for representing themselves and their political concerns. Students will ask questions about how Asian American artists address legacies of Orientalism, as well as how they facilitate community engagement and approach projects of social justice.

Not offered current academic year

THEA 250  (S)  Feminist Theatres: A Global Perspective  (DPE)  (WS)
Cross-listings: ENGL 253  WGSS 250  THEA 250

Primary Cross-listing
What makes a work of theatre feminist? How do plays, social practices, and performances engage with different models of feminism: liberal, radical, materialist, intersectional, reluctant? Why has feminism mattered to theatre makers of the past? Should it still matter to us now? If so, what forms
might future feminist theatres and performance practices take? In this tutorial, students will work in pairs to examine the political relation of models of feminism to plays and performances by theatre artists, companies, and collaboratives from across the globe, from the late-twentieth century to today. Interrogating feminism's own legacies of exclusionary and biased tactics, we will focus on the racialized and class-based aspects of feminist performance practices and the history of radical and intersectional feminism in theatre. Artists, companies, and movements to be considered may include: Spiderwoman Theatre, The WOW Café, Hélène Cixous, Adrienne Kennedy, Caryl Churchill, Sphinx Theatre Company, Wendy Wasserstein, Ntozake Shange, Griselda Gambaro, Manjula Padmanabhan, Cherrie Moraga, Karen Finley, Suzan-Lori Parks, Young Jean Lee, Lisa Kron, Tori Sampson, Aretha Speaks, Women's Project and Productions, Sarah DeLappe, and others. Close reading and analysis of source material will occur alongside engagement with critical essays and writings by: Audre Lorde, Judith Butler, bell hooks, Gloria Anzaldúa, Kimberlé Crenshaw, Eve K. Sedgwick, Gayatri Spivak, Jill Dolan, Sue-Ellen Case, José E. Muñoz, and Donna Haraway. This course will follow a standard tutorial format, with students alternating the presentation and reading of a series of 5-page papers.

Class Format: For Spring 2021, the format for the course is to be determined. Ideally, we will meet weekly and in-person in groups of 3 (two students and professor). Should necessary social distancing measures be in place, we will conduct our tutorial meetings remotely in either Zoom or Google Meet.

Requirements/Evaluation: students will meet with instructor in pairs for an hour each week; they will write a 5-page paper every other week (five in all), and comment on their partner's papers in alternate weeks; emphasis will be placed on developing skills in reading, interpretation, critical argumentation, and critical written and oral response

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Theatre majors; WGSS majors; ART majors; COMP majors. Students from all majors are welcome and invited to contact Prof. Holzapfel about their interest in the class: ash2@williams.edu

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 253 (D1) WGSS 250 (D2) THEA 250 (D1)

Writing Skills Notes: As a tutorial, this course will require extensive practice in writing, editing, and revising. Emphasis be directed towards building and developing a compelling argument, providing thorough evidence for one’s interpretation, and fluidly integrating theory into one's argumentation.

Difference, Power, and Equity Notes: This tutorial examines intersections between gender, race, sexuality, class, and ethnicity in relation to theatre's ongoing engagement with feminism. We will consider how articulations of difference, power, and equity arise and are, in fact, prioritized in quite different ways within the politics of feminism itself, leading to their variable expressions through art.

Spring 2021

TUT Section: HT1 TBA Amy S. Holzapfel

THEA 251 (S) Offensive Art

Cross-listings: THEA 251 PHIL 251

Secondary Cross-listing

Twenty-four centuries ago Plato argued for censorship of art. In the last century New York City mayor Rudy Giuliani attempted to shut down the Brooklyn Museum "Sensations" exhibit because he claimed it offended Christians, and the Cincinnati Contemporary Arts Center was prosecuted for exhibiting allegedly obscene photographs by Robert Mapplethorpe. Just recently, the magazine The Nation apologized for publishing Anders Carlson-Wee's poem adopting the voice of a homeless person, writing "We are sorry for the pain we have caused to the many communities affected by this poem." At Williams College a mural in The Log was temporarily boarded over, Herman Rosse's painting "Carnival of Life" was removed from the '62 Center, and the Theater department cancelled the production of Aleshea Harris' Beast Thing. What should be done about offensive art? What is offensive art? Does it matter who is offended? Does offensive art harm? Is there a difference between being offended and being harmed? Is there a difference between cultural appropriation and cultural appreciation? What are the responsibilities of museum curators and theater producers when presenting art that might offend? Who gets to decide the answer to these questions; indeed, who gets to decide what questions to ask? We will attempt answers by studying classical works (such as Plato's Republic and John Stuart Mill's On Liberty), contemporary articles, and works of art in various media. Trigger Warning: all the works of art studied in this class will be chosen partly because they have offended a significant number of people. You are very likely to be offended by some of the art we discuss. This will be the only trigger warning for the class; if you don't want to be
offended then this course is not for you. This course is part of the John Hyde Teaching Fellowship.

**Requirements/Evaluation:** several short responses (including op-eds on current controversies) and longer final projects (a 12- to 15-page paper or equivalent work in other media)

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** seniors, juniors, then sophomores in that order

**Expected Class Size:** 17

**Grading:** yes pass/fail option, yes fifth course option

**Materials/Lab Fee:** potential additional material costs if individual students opt for final projects in other media

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 251 (D1) PHIL 251 (D2)

Not offered current academic year

**THEA 255  (S)  Performing Shakespeare**

This tutorial course will challenge students to interpret and perform characters and scenes from a considerable variety of Shakespeare's work for the stage. Working in pairs, students will function as both directors and actors, bringing scene-work-in-progress first to the instructor for critique/revision, and subsequently to other members of the class for more general discussion. Written assignments, explicating and contextualizing artistic choices, will accompany presentations. Over the course of the semester, assignments will ask students to grapple with particular challenges of Shakespeare's drama (including, for instance, the technical aspects of speaking the verse, and the accompanying challenge of performing in the Elizabethan tradition of "open space"). Other assignments will ask students to consider specific interpretative traditions (feminist, phenomenological, queer studies, post-modern) in preparing their work for presentation. Plays studied will include tragedies (*Macbeth, Anthony and Cleopatra, Othello*), comedies (*The Merchant of Venice, A Midsummer Night's Dream, Twelfth Night*), and histories (*Richard II, Richard III*); theorists assigned for additional readings may include Shirley Nelson Garner, Alan Sinfield, Harry Berger Jr., Arthur Little, Jr., Janet Adelman, William Worthen, Laurence Senelick, Bert States, and Stephen Greenblatt.

**Class Format:** in addition to weekly tutorial meetings, several group "lab" sessions will bring all course members together for larger collaborative work

**Requirements/Evaluation:** weekly performance presentations, weekly 3-page analytical papers, active participation in oral critique

**Prerequisites:** one college level acting class or significant comparable experience (permission of instructor)

**Enrollment Limit:** 10

**Enrollment Preferences:** Theatre majors, or those expressing possible interest in Theatre major

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Not offered current academic year

**THEA 256  (S)  The Expressive Body**

This course aims to allow students to develop the body's capacities for expression and reflect on the experience of movement. On one hand, we will enhance our potential as performers -- both in the rehearsal process and on stage. On the other, we will explore how training our corporeal intelligence can enrich our everyday lives. Studio sessions will seek to cultivate strength, endurance, flexibility, alignment, and balance so that we can gradually expand the body's range of safe possibilities as we begin to work with images, gesture, and emotions. Exercises will be drawn from a range of movement and theatrical techniques including yoga, Bharatanatyam, contemporary dance, Grotowski, butoh, and Schechner's Rasaboxes. Integral to our work will be consideration of the relationship between words, objects, and moving. Concurrently, we will read, write, and discuss some significant ideas about the consciousness of the body to expand our understandings of ourselves from various perspectives. The spirit of the class is one of bold investigation and refined observation in the context of supportive camaraderie as we all grapple with encountering the new, the surprising, and the wonderfully unexpected.

**Class Format:** includes both studio sessions and reading and discussion

**Requirements/Evaluation:** includes participation in studio exercises, in-class performance of monologues and group movement compositions,
**THEA 262 (F) Japanese Theatre and its Contemporary Context**

**Cross-listings:** THEA 262 COMP 262 JAPN 260

**Secondary Cross-listing**

Japan's rich and varied performance traditions, old and new, born of different historical settings, coexist to this day and compete for the attention of audiences, domestically and abroad. The forms to be considered (nohgaku, kabuki, bunraku, shingeki, butoh, and Takarazuka all female revue among others) are all dynamic. Each has transformed itself in response to evolving social conditions. This course examines these performance traditions, considers how each reflects the social, cultural, and political context of its birth, and poses the question, "of what relevance is each to a contemporary audience?" Some of the other questions we will explore are: How have these performing traditions transformed themselves throughout history, including after 3.11? What do we mean by traditional? contemporary? How are traditional and contemporary performance genres interacting with each other? How have the central themes of these works evolved? All readings and discussion will be in English.

**Class Format:** discussion

**Requirements/Evaluation:** active class participation, presentations, written journals, two short papers, and one longer paper

**Prerequisites:** none; open to all

**Enrollment Limit:** 20

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 262 (D1) COMP 262 (D1) JAPN 260 (D1)

Not offered current academic year

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**THEA 265 (F) Digital Performance Lab**

**Cross-listings:** SCST 265 THEA 265 STS 265

**Primary Cross-listing**

A collaborative laboratory investigating the intersection of live art and new media, this studio course explores the opportunities for (and problems of) performing through various media. Using audio, video, web-based, interactive, algorithmic, and analog platforms, students will perform research and create performances that examine liveness, broadcasting, digital stages, networking, and what it means to be both a spectator and a maker in the digital age. Students will develop technical and collaborative skills in artistic and new media production, gain fluency in contemporary theories of liveness, performance, and visual culture, and will research historical and current trends in mediatized performance practices.

Platforms/technologies/media forms that may be considered include Twitter, live radio, in-ear monitors, algorithmic composition, bots, video games, live streaming, VJ software, interactive audio, sensors, soundwalks, Snapchat, VR, and surveillance.

**Requirements/Evaluation:** bi-weekly projects and presentations, bi-weekly 2-page critical writing assignments, class participation, work ethic, and collaborative skills

**Prerequisites:** none

**Enrollment Limit:** 20

**Expected Class Size:** 6

**Grading:** no pass/fail option, yes fifth course option
THEA 266  (S)  Playwriting and Production: Exploration of Playwright as Theater Maker

Cross-listings:  THEA 266  ENGL 271

Primary Cross-listing
This course will examine the role of the playwright as collaborator in the new play production process with discussions of collaborative practice. Through writing exercises and critical response time in class we will focus on writing 10-Minute plays that will culminate in a final presentation collaboratively produced by the class on a digital platform. Group work both during class time and outside hours will be necessary for facilitating full class critical response time and artistic process time with the plays. We will explore case studies of the production of new plays in the American Theatre, including examples of self-producing. A writing and research notebook will be a requirement for the class to encourage self-motivation skills as a theater maker outside of the classroom time. Writing and collaborative practice time will be supplemented with weekly reading or viewing assignments of new plays, critical theory, and research for discussions of structure and practice. Self-selected research readings, media, and art will be a large component of the course over the semester.

Class Format: Hybrid; Synchronous discussion time weekly; Asynchronous collaborative work with peers

Requirements/Evaluation:  weekly writing projects leading up to a longer final project, research and writing notebook complied throughout the semester, peer responses; a ten-minute piece created with peers; attendance and class participation

Prerequisites:  Students are asked to write a personal statement about their experience with collaborative practice and include questions that they would desire to pursue in the course.

Enrollment Limit:  12

Enrollment Preferences:  In instance of over-enrollment, preference will be given to Seniors, Juniors, & Sophomores in the Theatre and English Majors.

Expected Class Size:  10

Grading:  no pass/fail option,  yes fifth course option

Distributions:  (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 266 (D1) ENGL 271 (D1)

Spring 2021

STU Section: H1  MW 11:45 am - 1:00 pm  Ann Marie Dorr

THEA 267  (S)  Performance Studies: An Introduction  (DPE)

Cross-listings:  DANC 267  WGSS 267  COMP 267  THEA 267

Secondary Cross-listing
Since the 1980s, performance studies has emerged as an interdisciplinary field of inquiry, with origin tales in theater and anthropology, in communications and philosophy. What might theorizing “performance” as mode, analytic, and object of study have to offer scholarship in the interdisciplinary humanities? In this seminar, we will read texts formative of performance studies, paired with multimedia performance examples, where performance speaks to staged theatrics as well as the presentation of everyday life. We will ask, how are race, gender, sexuality, and nation produced as the effects of legal, political, historical, social, and cultural scripts? And--an important partner question--how do discourses and practices of race, gender, sexuality, and nation in fact produce legal, political, historical, social, and cultural effects? This seminar is an introduction to performance studies, an interdisciplinary field in conversation with theater studies, gender studies, anthropology, philosophy, literary theory, visual studies, dance studies, ethnic studies, queer theory, and postcolonial studies. Students will study and experiment with performance while reading theoretical texts to grapple with concepts including ritual, restored behavior, performativity, mimicry, liveness, the body, objecthood, archive, movement, matter, and affect.
THEA 270  Stop Making Sense: Absurd(ist) Theatre in Historical Context  (WS)

In most academic work the point of analysis is to make sense, to find meaning, to explain intricate or confusing phenomena, to provide clarity from complexity. What happens when we can't do this, indeed, when the objects of our analytical attention seem willfully designed to thwart the attempt? Such is the challenge of "understanding" the traditions of the absurd. In this tutorial course, we will engage this challenge within the realm of Western theatre and performance from 1900 to the present. Beginning with selected readings from writers who have engaged the absurd in theoretical fashion (Albert Camus, Soren Kierkegaard, Jean-Paul Sartre, Martin Esslin), the course will move swiftly to original artworks for contemplation and analysis. Some questions we will grapple with include: How do we, can we, should we respond to art that specifically defies meaning? Can art that seems pointless have a point? How and when have strategies of nonsense, circular reasoning, linguistic obfuscation, and intentional theatrical absence been employed to disguise, or deflect attention from, specific didactic (even political) agendas? What role specifically does theatre, theatricality, or performativity play in the presentation of art that refuses understanding? Playwrights will range from canonical (Samuel Beckett, Eugene Ionesco) to more obscure but equally engaging (as well as baffling) artists (Peter Handke, Slavomir Mrocek, Richard Foreman). We will follow standard practice in tutorial pairs, as each week one student will prepare original analysis of the assigned reading, and the other will craft a response to prompt an hour-long discussion. Whether we "make sense," or perhaps discover different ways of appreciating the varied works of art, will depend on the nature of those weekly attempts.

Requirements/Evaluation: Standard tutorial requirements; weekly paper or response paper from each member of the tutorial pair. Evaluation based on improvement in written expression and engaged contribution to weekly discussions.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Theatre, English, and Comparative Literature majors and prospective majors.

Expected Class Size: 10

Grading:

Distributions: (D1) (WS)

Writing Skills Notes: This tutorial will demand writing from each student each week (either a primary paper or a shorter response paper), and each student will receive regular, extensive feedback including a focus on strategies for successful persuasive argumentation.

Not offered current academic year

THEA 274  Performing Utopia

How is performance utopian by design? How do we perform utopias in our daily lives? This course examines the performative dimensions of utopia and the utopian aspirations of performance. According to Jill Dolan, performance can be a utopian prompt, a space and time to imagine new forms of sociality and ways of being in the world. Using a case-study model, we will consider how different modes of performance--theatre, dance, film, art, and, more recently, social media--have helped produce and sustain utopian socialities in and across shifting temporalities in the U.S. imaginary, including: the Shakers, Harmony, Oneida, Drop City, Soul City, The Farm, as well as recent "intentional communities" that envision "opting out" as a new way of inhabiting earth in the Anthropocene. Alongside such real-world examples, we will consider how performance itself has been theorized as a productively utopian (and also dystopian) realm by critics like Jill Dolan, Miranda Joseph, and Jose E. Muñoz, and artists and companies like Bread and Puppet, The Living Theatre, Rachel Rosenthal, Miguel Gutierrez, Guillermo Gómez-Peña, Faye Driscoll, Theaster Gates, Nick Cave, and Taylor...
Mac. As a way of gaining knowledge through embodied practice, students will work collaboratively each week to envision, create, and perform everyday “mini-utopias” that rise and fall ephemeraly. Students will be required to attend a weekend field trip to The Shaker Museum in Hancock, MA, and may as well, when relevant, be asked to attend various live performances or exhibitions at local arts institutions throughout the term.

Class Format: This course will contain a studio component

Requirements/Evaluation: In-class writing and participation; collaborative, weekly creations of “mini-utopias”; a 6-8 page midterm paper based on independent, archival research; leading of a 10-minute in-class discussion; and a final, 15-minute collaborative performance, or other creative presentation, developed from case-study research and inclusive of an invited audience.

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: Theatre majors

Expected Class Size: 12

Grading:

Distributions: (D1)

Not offered current academic year

THEA 275  (F)  American Drama: Hidden Knowledge

Cross-listings: THEA 275  AMST 275  ENGL 224

Primary Cross-listing

The Buddha is said to have identified three things that cannot stay hidden: the sun, the moon, and the truth. What's the secret? Who is lying? Who is breaking the rules? American drama abounds with hidden knowledge and false representations. (This is not surprising: theatre is always on some level a deceptive practice, a place where one person pretends to be another, and where what is spoken is always open to skeptical scrutiny. We might say theatre is always lying as much as lying is always theatre.) This tutorial course will examine what lies hidden in American plays from the late nineteenth century to the early twenty-first. Beginning with excerpted critical and historical writings on secrecy and lying (The Adventures of Pinocchio, Machiavelli’s The Prince, Thomas Carlson’s Lying and Deception: Theory and Practice, among others), we will proceed to a set of American plays from across a wide spectrum of playwrights, including Eugene O’Neill, Edward Albee, Sarah Ruhl, Arthur Miller, Amy Herzog, Susan Glaspell, Sophie Treadwell, Annie Baker, and others. Student papers will explore how hidden knowledge structures dramatic action, how different characters create and respond to untruths, and what can we learn in particular from American drama about a national relationship to honesty and its opposites. For Fall 2020, the tutorial will be conducted primarily online. Depending on enrollments, we may divide into groups with three students, instead of the traditional two-student tutorial format.

Requirements/Evaluation: weekly papers/response papers; weekly meeting with instructor and tutorial partner

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Theatre and English majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 275 (D1) AMST 275 (D2) ENGL 224 (D1)

Fall 2020

TUT Section: RT1  TBA  Robert E. Baker-White

THEA 280  Theatre As Social Practice

What responsibility does theatre have to its local community or to the greater public? How is theatre an inherently “social practice”? Is “socially engaged art” just a fancy term for community theatre? When do good intentions lead to good art? Tackling these questions through both a seminar and experiential-based educational format, students will consider the aesthetics and ethics of performance as a model of “social practice.” As a major component of the course, Williams students will team up and collaborate with elementary school children from our regional school districts to devise a
work of theatre that engages both the Williams College and Berkshire-wide communities. In the seminar component, students will conduct and share independent research on artists (Mierle Laderman Ukeles, Santiago Sierra, Francis Alÿs, Tino Sehgal, Theaster Gates, Paul Chan), theatre collectives and outreach initiatives (Bread and Puppet, The TEAM, Public Works, Gorilla Girls, Sojourn Theatre, The Neofuturists, 600 Highwaymen, Rimini Protokoll), as well as community-based initiatives in our local art institutions (WCMA, Mass MoCA, The Clark). Critics and theorists to be addressed in the course may include: Allan Kaprow, Theodor Adorno, Augusto Boal, Nicolas Bourriaud, Jacques Rancière, Shannon Jackson, Claire Bishop, Grant Kester, Nato Thompson, Jill Dolan, Pablo Helguera, and Guillermo Gomez-Peña. Note: this course requires that all enrolled students be able to attend one weekly class meeting that meets outside of the Division of the Day hours, so as to be able to collaborate with elementary school children.

Requirements/Evaluation: weekly writing and active, in-class participation; 20-minute oral presentation and handout based on independent research; one leading/teaching of a "rehearsal" with school-age children; creating and performing in a collaborative work of social practice; 10- to 12-page final paper.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Theatre Majors

Expected Class Size: 8-10

Grading:

Unit Notes: this is both a studio and seminar course, with both a workshop/lab and discussion

Distributions: (D1)

Not offered current academic year

THEA 282 (S) Writing for Performance

Cross-listings: ENGL 280 THEA 282

Primary Cross-listing

This studio/seminar course is designed for students with some experience in creative writing and/or performance interested in a deep dive into the art of playwriting. What is a play? What distinguishes writing for performance from writing that is meant to be read? How do we craft a blueprint for a live event? In our rapidly evolving digital world, what sorts of stories and phenomena still ask to be experienced live? How are contemporary theater and performance makers pushing the boundaries of what "writing" means and what constitutes "liveness"? We will read works by Sharon Bridgforth, Sarah Ruhl, Tarrell Alvin McCraney, Tony Kushner, Branden Jacobs-Jenkins, Sarah DeLappe, Suzan-Lori Parks, Edward Albee, August Wilson, Chuck Mee, María Irene Fornés, Young Jean Lee, Stew, and Lightning Rod Special, who have deepened and widened the possibilities of the form. We will also write, beginning with exercises in character, dialogue, action, and world-building, and working toward a longer final project. Students will be expected to present their own work and respond to each other's work regularly. At the end of the term, we will present excerpts of our one-act length works as part of an open studio experience.

Requirements/Evaluation: in-class participation, critical/creative responses to readings, various writing exercises, final one-act performance piece, participation in final presentation

Prerequisites: students with some experience in creative writing and/or performance

Enrollment Limit: 14

Enrollment Preferences: students who have taken THEA 214/ENGL 214 or another creative writing course

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 280 (D1) THEA 282 (D1)

Not offered current academic year

THEA 284 (F) Global Digital Performance (DPE)

This course explores the ways in which digital technologies are shaping performance practices. We will consider theater, dance and performance art, as well as the use of social media in political movements and everyday life. We will begin by examining the long history of mediatization in performance. From painting, puppetry and photography to video, VR and Tik Tok, performers' bodies have always been, in some sense, "mediated."
We will interrogate the affects and power relations at stake in questions of "liveness," paying particular attention to how the representation of bodies is embroiled in longstanding imperialist projects of representing the “Other,” racialized and gendered modes of viewing, and global regimes of neoliberal surveillance. On the other hand, we will examine the role digital communication platforms play in political resistance. We will apply our growing understanding of the pitfalls and potential of digital technologies to examining the aesthetic strategies and political projects of artists and their audiences from various parts of the world. Throughout our work we will acknowledge how access to new technologies, as well as the meaning given to their use, vary between national, cultural, and class contexts. This includes keeping in mind the "digital divide" so that we can chip away at our common sense assumptions that the internet and digital art making are inherently democratic.

**Class Format:** For Fall 2020, this course will be conducted in a hybrid fashion, with both synchronous and asynchronous components. For the remote learning component, students will view brief lectures and online video content, engage with required readings on their own time, and complete handouts and assignments based on prompts. Weekly synchronous discussions (either in small groups or in a larger group) will be conducted either in Zoom or, if it is safe to do so, in a classroom.

**Requirements/Evaluation:** reading responses, class presentations, short digital performance projects, and active discussion participation

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** Theatre majors; Art majors; Global Studies concentrators. This course is open and welcoming to all students. Please be in touch with Prof. Pillai or Prof. Holzapfel with questions or to express interest in the course.

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** This course interrogates the role of artistic and social practices of digital performance in producing and sustaining power structures (state, imperial, colonial, neoliberal) and inequities (racial, gendered, class-based). Focus will include the ways that interactions between makers and users in the virtual realm replicate or contest the inequitable social, racialized, and gendered dynamics that organize daily life offline.

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The artistic, intellectual, and practical roles of a designer vary widely, from the spectacle of Broadway to the do-it-yourself ingenuity of downtown theater to the conceptual frame of the art gallery space. This course explores the art and techniques of lighting and scenic design for performance. While grounded in a conceptual methodology for development of a design based in textual analysis and research, this course is equally concerned with providing instruction in the techniques and craft necessary for bringing a design to fruition, including: sketching, technical drafting, and model-making; basic physics and theories of color in both surfaces and light; the use of volume, movement, color, intensity, and texture as compositional and storytelling tools; the variety of stage lighting instruments and theatrical soft goods available, and their uses; writing cues; and the translation of concept into light plots, channel hookups, plans and elevations. We will use a variety of performance texts (plays, musicals, opera, and dance) to discover and explore the creative process from the perspective of scenic and lighting designers. The class format will be a combination of lectures, discussions and studio work.

**Requirements/Evaluation:** committed participation in class discussion and feedback; and the thoughtful, timely completion and presentation of multiple design projects of varying scales, focusing on scenic and lighting design, considered both individually and when working in tandem

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** students who have completed THEA 101, 102, 201 or 244, ARTS 100, or equivalent course or practical experience in the performing or studio arts

**Expected Class Size:** 6

**Grading:** no pass/fail option, yes fifth course option

**Materials/Lab Fee:** up to $125 for materials and copying charged to term bill
THEA 286 (S) Sound Design
What is "sound" and how does it work within a design for live performance? Starting from that fundamental question, this course will examine creative, practical, and technical aspects of sound design within a theatrical setting, from the physics of sound and the mechanics of human hearing and perception to sound aesthetics, style, and function. We will learn to effectively analyze a range of scripts and source material, apply research, and make specific choices about world building that serve both the needs of the script and the artist's imaginative impulse. We will experiment with original sound design in a theater space, compare approaches, and learn to listen critically. We will consider how to integrate sound with the other design disciplines, and collaborate effectively to help to create a robust but coherent production.

Class Format: a combination of lectures, discussions, and studio work

Requirements/Evaluation: committed class participation and thoughtful, timely completion of all assignments and projects

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: students who have completed THEA 101, 102, 201 or 244, ARTS 100, or equivalent course or practical experience in the performing or studio arts

Expected Class Size: 6

Grading: no pass/fail option, yes fifth course option

Materials/Lab Fee: $50

Distributions: (D1)

Not offered current academic year

THEA 287 Design for Film & Television
The production designer is responsible for creating, controlling, and managing 'the look' of films and narrative television from page to screen. This hands-on course explores the processes of production design, art direction, and lighting direction processes as related to design for film and television. From initial Production Design sketches and 'Feel-Boards' to accommodating desired cinematographic angles when designing a studio set, design for film requires a designer to shape an entire visual world while keeping in mind the story as a whole. The goal of this course is to provide an initial understanding of the Production Design process in practice through studio work and instruction.

Class Format: This class will be a combination of instruction and in class studio work.

Requirements/Evaluation: committed participation in class discussion and feedback; and the thoughtful, timely completion and presentation of multiple design projects of varying scales, focusing on scenic and lighting design, considered both individually and when working in tandem

Prerequisites: THEA 201, THEA 285, ARTS 100, or permission from instructor with equivalent experience

Enrollment Limit: 12

Enrollment Preferences: In instance of over-enrollment, preference will be given to Seniors, Juniors, & Sophomores in the Theatre Majors & Art Majors

Expected Class Size: 8

Grading:

Materials/Lab Fee: up to $125 for materials and copying charged to term bill

Distributions: (D1)

Not offered current academic year

THEA 288 (F) Storyboarding: Translating the Text into the Visual
In this class, we will explore using pictures to tell stories. With an emphasis on the flow of story arc over time, we will examine existing texts with episodic and sequential structures (such as picture books, comics, albums, film, theater, and opera) and interpret them into storyboards of various 2D
and/or 3D visual media. The focus here is on developing and communicating complete dramaturgically-based visual ideas with an eye towards big-picture concepts. This class is geared towards all students interested in time-based visual narratives such as directing/designing/creating/writing for film and theater. No previous artistic expertise is required, but know that the bulk of the work here will be hands-on art projects, presentations, and group critique and discussion in a studio art class format. We will discuss the particulars of the hybrid format as a class this fall, to make sure everyone is comfortable and responsive to CDC requirements.

**Requirements/Evaluation:** Coursework is comprised of text comprehension, group discussion/critique, and biweekly studio-style art projects.

**Prerequisites:** THEA 101 or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** theater majors, art majors

**Expected Class Size:** 6

**Grading:** yes pass/fail option, yes fifth course option

**Materials/Lab Fee:** materials and copying up to $125 to be added to the students' term bill

**Distributions:** (D1)

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Fall 2020

STU Section: H1    MW 11:45 am - 1:00 pm    Carolyn Mraz
LAB Section: H2    W 1:30 pm - 2:20 pm    Carolyn Mraz

**THEA 290 (F)(S) Theatre Department Production**

Participation in the production program is offered as a partial credit fifth course, is open to all students, and can only be taken on a Pass/Fail basis. Theatre Majors are required to participate in four department productions, and must serve as stage manager for one of them. Depending on their role in the production process, students will be admitted to Theatre Production courses by permission of the department Chair, following casting and the assembly of the artistic and production team. Students may participate in a production in one of three major roles: stage management, performing (actor or actress, musician, dancer, etc.), or non-performing (director, designer, dramaturge, choreographer, music director, production manager, etc.). Stage managers or performers should expect to be in rehearsals, generally scheduled during the evening hours from 6-10PM, for up to twenty hours per week during a five to ten-week long production process, as well as up to ten hours per day during tech weekend and up to six hours per day during the performance run of the show. Non-performing roles may be expected to be involved in the production process before the start of rehearsals, participating in meetings, auditions, as well as a post-mortem process for each show. Entrance into a production for actors and major artistic roles are based on competitive auditions or prior experience. There is no online registration. Repeatable course numbers are designated as follows: 291 (Stage Management Production I); 292 (Stage Management Production II); 293 (Stage Management Production III); 294 (Performing Role Production I); 295 (Performing Role Production II); 296 (Performing Role Production III); 297 (Non-Performing Role Production I); 298 (Non-Performing Role Production II); 299 (Non-Performing Role Production III). Evening courses and exams will take precedence over half credit courses. Students may still participate in department productions even if they choose not to enroll for credit.

**Class Format:** half credit, fifth course option only

**Requirements/Evaluation:** participation in the collaboration, commitment to being a team player, dedication to the artistic process, and participation in the final public performance event

**Prerequisites:** none

**Enrollment Limit:** none

**Enrollment Preferences:** none

**Expected Class Size:** 40

**Grading:** pass/fail option only

**Distributions:** No divisional credit

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Fall 2020

STU Section: H1    TBA    Omar A. Sangare

Spring 2021

STU Section: H1    TBA    Omar A. Sangare
THEA 301 (F) Global Theatre and Performance Histories (DPE)

Cross-listings: THEA 301 COMP 303

Primary Cross-listing

A survey of theatre and performance traditions from across the globe, from the classical period to roughly 1880. This course provides students with an overview of theatre's many diverse histories, emphasizing its dual role as both an artistic and social practice. While attending to theatre's formal and aesthetic aspects, we will at the same time focus on the relationship of performance practices to the legacies of state power, hegemony, imperialism, and colonialism in which they are historically embedded. Topics of inquiry may include: classical Greek and Roman theatre; dance/drama of pre-colonial Africa; Indian classical drama; pre-modern theatres of Japan; Medieval and Renaissance theatre in England; Pre-Columbian indigenous performance practices; French and Spanish court theatres; German nationalist theatre; nineteenth-century popular performance in the U.S.; and the rise of realist theatre in Scandinavia. Through close analysis and interpretation of primary sources, including encounters with archival sources housed in Chapin and WCMA and also available in digital form, students will practice and learn the skills of the theatre historian, applying them to their own creative and critical research projects. This course is required for Theatre majors and is a prerequisite for THEA 401.

Class Format: For Fall 2020, this course will be conducted in a hybrid fashion, with both synchronous and asynchronous components. For the remote component, students will view brief lectures and online video content, meet with one another in Zoom, engage with required readings on their own time, and complete brief assignments based on prompts. Synchronous class discussions (either in small groups or in a larger group) and experiences in the archives will be conducted either in Zoom or in a classroom setting.

Requirements/Evaluation: weekly writing and participation in discussions; a midterm "maker" or "critic" project; participation as a "discussion leader" for one class; and a final "maker" or "critic" project

Prerequisites: For theatre majors: THEA 101, 102, 103, or another 100-level theatre course. Students who are not Theatre majors are welcome into the class by permission of instructor. Please email Prof. Holzapfel at: ash2@williams.edu

Enrollment Limit: 16

Enrollment Preferences: Theatre majors

Expected Class Size: 8-10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
THEA 301 (D1) COMP 303 (D1)

Difference, Power, and Equity Notes: This course works to dismantle the ongoing bias in theatre studies that positions textual and literary forms of theatre in the globalized north as the principal (or in some cases only) sites of knowledge transfer, status, and value in our field. Instead, theatre and performance are approached as diverse and embodied forms of repertoire that must be analyzed in relation to the structures of social inequity and power in which they arise.

Fall 2020

SEM Section: H1    TR 11:30 am - 12:45 pm     Amy S. Holzapfel

THEA 304 The Gay Menagerie: Gay Male Subcultures (DPE)

Bears. Cubs. Otters. Pups. Twinks. Radical Fairies. Leathermen. Mollies. Drag queens. Dandies. Sisters of Perpetual Indulgence. Gay men, including gay trans men, have organized themselves into various subcultures within their community for centuries. This seminar is devoted to exploring these subcultures in (a mostly US-context) in greater detail using ethnographic texts, anthropological studies, historical accounts (including oral histories), and media. Topics include cruising and flagging, the anthropological significance of gay bars, histories of bath house culture, rural vs urban queer experiences, the ball scene, drag, diva worship, the reclamation of "fabulousness and faggotry," the leadership roles of trans women and effeminate gay men in activist movements, gay gentrification, the growth of gay consumerism/ gay tourism/homonationalism, hierarchies of masculinity in the gay community (i.e., masc for masc culture), HIV/AIDS and the politics of PrEP, chemsex, the role of racialized dating "preferences," genealogies of BDSM and leather culture, sexual health and discourses of "risk," the politics of barebacking and other sexual practices, queering consent, and the effects of hookup apps on gay culture. In addition to lectures, and discussions, there will also be some low-key performance-studies based exercises in queer praxis (e.g., drag workshops, mock debates, animal improvisation, role playing, etc.)

Class Format: There will be some minor performance elements such as workshops during class.
Requirements/Evaluation: Quizzes, journaling assignment, short diva report, 10 page research paper on a gay subcultural group
Prerequisites: None; WGSS 202 (Foundations in Sexuality Studies) will be helpful but is not required
Enrollment Limit: 12
Enrollment Preferences: WGSS majors; in the event of over-enrollment there statements of interest will be solicited
Expected Class Size: 12
Grading:
Distributions: (D2) (DPE)
Difference, Power, and Equity Notes: This course examines the how marginalized communities respond to their oppression through creative forms. It takes as central to its curriculum the role of sexual diversity and the relationship of the gay community to power through the central idiom of "difference."

Not offered current academic year

THEA 305  (F)  Project: Costume-Design, Performance, and Beyond
Cross-listings: ARTS 200  THEA 305
Primary Cross-listing
This course is an intensive study of costume design. Costume designers are always aware of the world around them. They look, listen, reflect, and record. They use inspiration, research, imagination, and innovation for their creations. They simultaneously observe the smallest detail while also picturing the larger world surrounding the pieces they develop. The course focuses on the designer's process, which entails in part: script analysis, collaboration, research, color theory, basic design principles, rendering techniques, fabric research, organizational skills, and presentation of designs.

Requirements/Evaluation: multiple design assignments including a detailed final design project, costume labs, image and research files, costume sketchbook, short papers, committed participation, and attendance; students are required to attend two to three Theatre department or approved performances during the semester; students will also be expected to partake in intelligent critiques of fellow classmates' design work
Prerequisites: successful completion of any 200-level course in any of the fine or performing arts or permission of instructor
Enrollment Limit: 10
Enrollment Preferences: Theater and Art Studio, sophomores and juniors
Expected Class Size: 8
Grading: yes pass/fail option, yes fifth course option
Unit Notes: does not satisfy any requirements for the Art major
Materials/Lab Fee: $100 lab fee charged to term bill
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
ARTS 200 (D1) THEA 305 (D1)

Not offered current academic year

THEA 308  (F)  Directing: Bodies in Space and Time
This is a laboratory in which we will investigate the holistic art of directing live performance. The director is both a creator and interpreter. Students will sharpen their visual, spatial, sonic, and kinesthetic sensibilities while developing a clear, cogent directorial voice. We will learn by doing. Assignments will involve hands-on directing projects presented in class for collective critique. Through these weekly assignments, directors will devise and discover strategies for collaboration and vocabularies of action and intention.
Class Format: 3 hours per week
Requirements/Evaluation: weekly directing projects leading up to a longer final project, reviews of live performances, a portfolio compiled over the course of the semester
Prerequisites: none
Enrollment Limit: 6
Enrollment Preferences: Theater majors; if the course is overenrolled, students will submit an application
THEA 310  (F)  Playwriting: Facing the Blank Page  (WS) (QFR)
I believe that after food and shelter, humans need stories to survive. This class will focus on each writer's dreams, fears and desires and how to turn them into plays. Students will explore the fundamentals of playwriting. This will include writing exercises, weekly pages, hearing your scenes out loud and at the end of the semester the first draft of a new play.

Class Format: Hybrid
Requirements/Evaluation: Upon completion of the semester, you will be able to demonstrate and ability to: draft, rewrite, discuss and continue to rewrite; engage verbal discussion of your work and your colleagues work; place the work in context of other artists and artistic pursuits; place work in context of culture and society; complete a full draft of your play.
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Theater majors first, then Concentrators
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D1) (WS) (QFR)

Writing Skills Notes: You are expected to attend class, to keep up with required writing, readings drafts pages to class and participate in all discussions.
Quantative/Formal Reasoning Notes: You are also expected to think critically and articulate your thoughts.

Fall 2020
SEM Section: H1  RF 3:15 pm - 4:30 pm  Lucy Thurber, Ren Dara Santiago

THEA 311  (S)  Theorizing Shakespeare
Cross-listings:  COMP 310  WGSS 311  THEA 311  ENGL 311

Secondary Cross-listing
For complex reasons, Shakespeare has always revealed as much about those who speculate on him as the speculators have revealed about him. In this course, we will engage a few plays in considerable depth: The Merchant of Venice, Hamlet and Antony and Cleopatra. But we will also use these works as a means to engage some of the most compelling trends in recent critical thought, including cultural theory and post-Marxist analysis, political theology, deconstruction and rhetorical theory, psychoanalytic thought and theories of gender and sexuality. In some instances, we will look at applied criticism, in others we will simply place a theoretical work alongside a play and see what they have to say to each other, for instance, what would a Shakespearean reading of Jacques Lacan look like?

Requirements/Evaluation: 20 pages of writing in the form of two short and one longer paper
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 25
Enrollment Preferences: English majors
Expected Class Size: 19
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
COMP 310 (D1) WGSS 311 (D2) THEA 311 (D1) ENGL 311 (D1)

Not offered current academic year
THEA 317 (F) Black Migrations: African American Performance at Home and Abroad
Cross-listings: AFR 317 COMP 319 AMST 317 DANC 317 ENGL 317 THEA 317

Secondary Cross-listing

In this course, students will investigate, critique and define the concepts migration and diaspora with primary attention to the experiences of African Americans in the United States and Europe. Drawing on a broad definition of performance, students will explore everything from writing and painting to sports and dance to inquire how performance reflects, critiques and negotiates migratory experiences in the African diaspora. For example, how did musician Sidney Bechet's migration from New Orleans to Chicago to London influence the early jazz era? How did Katherine Dunham's dance performances in Germany help her shape a new black dance aesthetic? Why did writer James Baldwin go all the way to Switzerland to write his first novel on black, religious culture in Harlem? What drew actor/singer Paul Robeson to Russia, and why did the U.S. revoke his passport in response to his speeches abroad? These questions will lead students to investigate multiple migrations in the African diasporic experience and aid our exploration of the reasons for migration throughout history and geography. In addition to critical discussions and written analysis, students will explore these topics through their own individual and group performances in class. No prior performance experience is necessary.

Class Format: discussion

Requirements/Evaluation: class participation, in-class student performances, several 2-page performance response papers, one 10- to 12-page research paper, a final performance with a 3-page report

Prerequisites: none; open to all

Enrollment Limit: 15

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 317 (D2) COMP 319 (D2) AMST 317 (D2) DANC 317 (D2) ENGL 317 (D2) THEA 317 (D1)

Not offered current academic year

THEA 320 (S) Marlowe and Shakespeare (WS)
Cross-listings: ENGL 320 THEA 320

Secondary Cross-listing

In 1586, at the age of twenty-three, Christopher Marlowe wrote Tamburlaine the Great. Over the next six years—probably while moonlighting as a government spy—he went on to produce some of the strangest and also most influential works of English drama. Then in 1593, Marlowe was murdered, stabbed through the eye in a tavern brawl. It is often said that Marlowe's early death, no less than his early success, made the work of Shakespeare possible. In this class we will read Marlowe's Edward II, the first popular history play in English, and Shakespeare's Richard II; The Jew of Malta; Doctor Faustus; and Macbeth. We will look at ways in which Marlovian preoccupations—with lurid violence, with debasement, with self-invention—resurface in Shakespeare, in new forms. In the process we will also take up more general questions of literary influence: What do writers borrow from each other? And how does the knowledge of indebtedness—shared to varying degrees with an audience—affect the meaning and impact of their work? Critical readings will include essays by Harry Levin, Julia Lupton and Stephen Greenblatt.

Requirements/Evaluation: two 5- to 7-page papers; a ten page final paper

Prerequisites: 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 20

Enrollment Preferences: English majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 320 (D1) THEA 320 (D1)

Writing Skills Notes: Two 5- to 7-page papers. A 10-page final paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Not offered current academic year
THEA 321  (S)  Arts Organizing in Africa and the Diaspora  (DPE)
Cross-listings:  THEA 321  MUS 323  DANC 323

Secondary Cross-listing

At the heart of this class is the question, how do artists and organizations use the performing arts to effect social change in their communities? Drawing from a number of case studies from throughout Africa and the African Diaspora, we will first endeavor to understand and contextualize issues related to education, social uplift, the environment, and the economy as they relate to specific communities. We will then examine how a series of organizations (from grassroots campaigns to multinational initiatives) utilize the performing arts in response to those issues. Among the issues we will discuss at length are: -How do performers and organizations navigate the interplay between showcasing the performance talents of individuals and groups and foregrounding an issue or cause? More broadly, what dilemmas emerge as social and aesthetic imperatives intermingle? -What are the dynamics between people acting on a local level within their communities and their various international partnerships and audiences? -How can government or NGO sponsorship help and/or hinder systemic change? By the end of the semester, students will be equipped with conceptual frameworks and critical vocabularies that can help them ascertain the functions of performance within larger organizations and in service to complex societal issues. Throughout the course, we will watch and listen to a variety of performances from traditional genres to hip-hop, however this class is less about learning to perform or analyze any particular genre than it is about thinking through how performance is used as a vehicle for social change. Case studies will include youth outreach and uplift in Tanzania through the United African Alliance, campaigns to promote girls' education in Benin and Zimbabwe, community-wide decolonizing initiatives through the Yole!Africa Center in the Democratic Republic of Congo, and the cultural reclamation of a mining town in Suriname through the arts organization, Stichting Kibii.

Class Format: This is a remote course.

Requirements/Evaluation: Four case study profiles, midterm essay (5-7 pages), and a final project. Regular participation in class discussion.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: If the course exceeds the maximum enrollment, selection will be made based on students explanations for why they want to take the class.

Expected Class Size: 15

Grading: yes pass/fail option,  yes fifth course option

Distributions:  (D1)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 321 (D1)  MUS 323 (D1)  DANC 323 (D1)

Difference, Power, and Equity Notes: This course interrogates on a fundamental level issues of power and equity. Using the performing arts as a critical lens, we discuss a series of social and environmental challenges that communities of African descent face. These are in direct dialogue with global systems of power and economic factors. Issues include: environment, education, local communities' interactions with multinational corporations, and representational politics in performance.

Spring 2021

SEM Section: R1  MW 11:45 am - 1:00 pm  Corinna S. Campbell,  Tendai Muparutsa

THEA 322  (F)  Feminist and Queer Performance at the Limit of Action  (DPE)
Cross-listings:  AMST 326  THEA 322  WGSS 321  AFR 328

Secondary Cross-listing

What counts as feminist and queer activism? This course challenges what we dominantly understand as activism—key to the emergence of ethnic studies and feminist and queer theory. Moving away from political actions centered in these fields, such as strikes, protests, and boycotts, this course will turn to visual and performance art works by artists of color, who consider other forms of action that are not overtly visible, resistant, oppositional, agentive, militant, loud, liberatory, and documentable. Each week, we will examine a performance at the limit of action, including silence, sexual abjection, concealment, melancholia, and waiting, alongside issues related to race, gender, sexuality, labor, and migration among others. How might we approach and reconcile with performances that once again reify notions of racialized and gendered bodies as apolitical, passive, submissive, and compliant? Drawing on scholarship within black and women of color feminist criticism, queer of color critique, critical ethnic studies, and performance studies, this course will attune students to the role of aesthetics to interrogate and expand what we typically conceive of as activism, resistance,
power, and survival from racialized, feminized, and queer positions.

**Requirements/Evaluation:** In-class discussion, short weekly reading posts, class presentation, final paper/project

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** WGSS majors and students with experience in American Studies or performance studies coursework

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 326 (D2) THEA 322 (D1) WGSS 321 (D2) AFR 328 (D2)

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of activism is valued over other forms.

Fall 2020

SEM Section: R1    MR 1:30 pm - 2:45 pm     Kelly I Chung

**THEA 323 (F) Marxist Feminisms: Race, Performance, and Labor (DPE)**

**Cross-listings:** THEA 323  WGSS 323  AFR 329  AMST 329

**Secondary Cross-listing**

Who is considered the dominant subject of labor? This course offers an overview of queer, women of color feminist, decolonial, and black and critical ethnic studies critiques of orthodox Marxism. Starting with core texts from the Marxist tradition, we will explore a range of social positions and forms of labor that complicate Marx's emphasis on the white male industrial worker. Each unit, we will study key scholarship that centers reproduction, slavery, care and domestic work, indentured servitude, sex work, and low wage flexible labor, to name a few, alongside queer and feminist modes of performance that respond to and/or provide strategies to live and survive under racial capitalism. We will discuss seminal works by theorists, including Karl Marx, Luce Irigaray, Cedric Robinson, Jennifer Morgan, Hortense Spillers, Lisa Lowe, Gayatri Chakravorty Spivak, Dorothy Roberts, Angela Davis, José Esteban Muñoz, and Leo Bersani, in tandem with performances, such as paintings, performance art, poetry, protests, photography, prints, music, and sculptures. This course will equip students with a critical understanding of the ways racial capitalism has centrally relied upon the mass capture and recruitment of racialized and gendered labor in and beyond the U.S. and how, through performance, life under these conditions have been reimagined.

**Requirements/Evaluation:** In-class discussion, short weekly reading posts, class presentation, final paper

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** WGSS majors and students with experience in American Studies or performance studies coursework

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

THEA 323 (D1) WGSS 323 (D2) AFR 329 (D2) AMST 329 (D2)

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of labor is valued over other forms.

Fall 2020

SEM Section: R1    TF 1:30 pm - 2:45 pm     Kelly I Chung
THEA 330  (S)  New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City
Cross-listings: AMST 331  THEA 330  COMP 330

Primary Cross-listing
This course will look at the representation of a city and how it has influenced artists. Students will read, listen to, and view a selection of the literature, music, film and art that represent the city from both pre-flooding and current re-building. Reading selections will include examples such as Harper's Weekly (Lafradio Hearn), The Awakening (Kate Chopin), A Streetcar Named Desire (Tennessee Williams), The Moviegoer (Walker Percy), Why New Orleans Matters (Tom Piazza), A Confederacy of Dunces (John Kennedy O'Toole), New Orleans Sketches (William Faulkner), One Dead in the Attic (Chris Rose). Film examples such as A Streetcar Named Desire, An Interview with a Vampire, The Curious Case of Benjamin Button, When the Levees Broke, Treme, Waiting for Godot (in the 9th Ward). Music selections from examples such as Louis Moreau Gottschalk, Jelly Roll Morton, Louis Armstrong, Fats Domino, The Meters, Kermit Ruffins and the Rebirth Brass Band. Art selections will come from a variety of sources such as THE OGDEN Museum of Southern Art and Prospect 1, 2, & 3.

Requirements/Evaluation: will be on active participation, weekly response essays on film viewings, 2 short essays on class topics, a final paper and a contemporary creative project/performance

Prerequisites: none

Enrollment Limit: 12

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 331 (D1) THEA 330 (D1) COMP 330 (D1)

Not offered current academic year

THEA 332  (F)  Writing in the Margins: Race, Performance, Plagiarism  (DPE)
Cross-listings: ENGL 332  COMP 358  THEA 332

Primary Cross-listing
There is no such thing as an original play. So says playwright Chuck Mee. Someone else, certainly, said it before him. What does it mean to own a story? This seminar/studio course proceeds from a historical understanding that writing and performance are, and have always been, practices of plagiarism. We begin by looking at how bodies, thoughts, and words come to be understood as ownable property in the modern era, and how that process of commodification is inextricably tied to colonialism and the production of race. How do performance and bodily practices trouble our ideas about individual ownership? We look to writers and other artists of color who have plundered "classic" texts and radically reclaimed the colonial canon. We will read intertextual works by Suzan-Lori Parks, Young Jean Lee, Salman Rushdie, Cherrie Moraga, and others. Taking these artists as inspiration, students will choose a text as source material and write in the margins of that text to create new, re-visioned work.

Requirements/Evaluation: a 5-page paper, a performance analysis, a short creative work, and a longer final creative work

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: if the class is overenrolled, students will submit a letter of interest in the class

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 332 (D1) COMP 358 (D1) THEA 332 (D1)

Difference, Power, and Equity Notes: This course approaches questions of ownership, race, and power both critically and creatively.

Not offered current academic year

THEA 335  (F)  The Culture of Carnival
Cross-listings: COMP 338  THEA 335
Primary Cross-listing

Carnival is a regenerative festival as well as a transgressive one. It is a time for upheavals and recreating for one day, a new world order. Men dress as women, women dress as men, the poor become kings; drink and sex and outrageous behavior is sanctioned. We will look at festivals in such places as New Orleans, Venice, and Rio. Central to this course are the cultural and religious lives of these societies, and how these festivals exist politically in a modern world as theatre and adult play. A variety of sources will be used, such as newspaper accounts, films, photography, personal memoirs and essays on the subject.

Requirements/Evaluation: regular active class participation, one oral presentation including a 5-page essay, one 15-page research final paper and participation in a group project/public parade

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: sophomores and first-year students

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
COMP 338 (D1) THEA 335 (D1)

Not offered current academic year

THEA 336 (F) Boucicault to McDonagh: Irish Theatre, 1870 to the present

Cross-listings: THEA 336 ENGL 364 COMP 360

Primary Cross-listing

A survey of Irish drama since 1870, to include plays by Dion Boucicault, Oscar Wilde, W.B. Yeats, J.M. Synge, Lady Gregory, George Bernard Shaw, Douglas Hyde, Sean O'Casey, Samuel Beckett, Brendan Behan, Brian Friel, Marina Carr, Frank McGuinness, Conor McPherson, and Martin McDonagh.

Requirements/Evaluation: 18+ pages of writing, class participation

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: Theatre majors, English and Comparative Literature majors

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
THEA 336 (D1) ENGL 364 (D1) COMP 360 (D1)

Not offered current academic year

THEA 339 (F) Introduction to Dramaturgy

The dramaturg is a major collaborator in theatre, playing the multi-faceted role of an in-house producer, curator, historian, literary manager, cultural critic, audience educator, community engager, and all-around supporter of the production team. Working closely with fellow theatre makers, the dramaturg helps to shape a production and facilitate the rewarding process of creating a world on stage. This course will introduce students to the fundamentals of dramaturgy, including: new play development, production research, curatorship, literary management, educational outreach, social and community engagement, and adaptation/translation. Students may also be invited to collaborate as dramaturgs on the Theatre Department’s spring production. Assignments over the term will be hands-on, practical, creative, and project-based and include writing, research, oral presentation, as well as group work. As a culminating project, students will complete a creative adaptation and dramaturgical casebook for source material of their own choosing. Students may be asked to attend some production rehearsals as well as live performances and exhibitions when relevant.

Class Format: seminar, with studio and production components

Requirements/Evaluation: Assignments will be creative and project-based and will range from making image galleries to writing program notes and educational study guides. In-class writing and participation in class discussion will occur daily. A major project over the term will include the assembly
of a final production casebook, including: research and historical summary; timeline; artist's bio; educational guide; image gallery; program note; community outreach strategy; lobby design and curatorship; critical/theoretical perspective; and creative adaptation/translation.

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** Theatre majors

**Expected Class Size:** 6

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

THEA 340 (S)  Shakespeare on Page, Stage and Screen: Text to Performance  (WS)

**Cross-listings:** THEA 340 ENGL 345 COMP 343

**Primary Cross-listing**

Four centuries on, Shakespeare still challenges us. How should we weigh the respective claims of our own era's concerns--with matters of gender, sexuality, race, class, or materiality, for instance--against historicist attention to the cultural, political and theatrical circumstances in which his plays were actually written? And when it comes to realizing the text in dramatic performance, such challenges--and opportunities--multiply further. Critical fidelity to Shakespeare's times, language and theatrical milieu prioritizes a historical authenticity that can be constraining or even sterilizing. At the other extreme, staging the plays with the primary aim of making them "speak to our times" risks revisionary absorption in our own interests. We will focus on six Shakespeare plays, from different genres and periods of his career: *Romeo and Juliet*, *Henry V*, *Twelfth Night*, *Hamlet*, *Antony and Cleopatra*, and *A Midsummer Night's Dream*. Proceeding with each from close reading of the text, we will attend to the demands and opportunities of both interpretation and performance, and assess a range of recent film and stage productions.

**Class Format:** This course will be remote, with occasional smaller tutorial-style sections. If pandemic conditions change significantly, I will move to in-person and/or hybrid meetings as warranted.

**Requirements/Evaluation:** Three papers ranging from 4 to 7 pages; several short reading responses and regular discussion board postings; class participation.

**Prerequisites:** A THEA course; a 100-level ENGL course; a score of 5 on the AP Literature exam or a 6 or 7 on the IB exam; or permission of instructor.

**Enrollment Limit:** 14

**Enrollment Preferences:** Theatre and English majors or prospective majors

**Expected Class Size:** 14

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 340 (D1) ENGL 345 (D1) COMP 343 (D1)

**Writing Skills Notes:** Three papers rising from 4 to 6+ pages; regular discussion board postings and several short response papers. Students will receive timely comments from the instructor on their writing skills, with suggestions for improvement, and there will be opportunities for revision of submitted papers.

Spring 2021

SEM Section: R1  TF 1:30 pm - 2:45 pm  James L. Pethica

THEA 345 (S)  Contemporary Theatre and Performance

**Cross-listings:** COMP 355 ENGL 349 THEA 345

**Primary Cross-listing**

As Gertrude Stein once remarked, "The hardest thing is to know one's present moment." What is going on in the world of theatre and performance today? What are the hot topics in our current artistic landscape? Who are the writers, performers, and directors of the past two decades? This seminar will consider both experimental and mainstream drama and performance from the twenty-first century, focusing on topics such as: post-dramatic
theatre, devised performance, social practice, participatory and immersive theatre, hyper-naturalism, post-identity performance, and weird theatre. Artists and collectives to be considered may include: Suzan-Lori Parks, Will Eno, Richard Maxwell and the NYC Players, Young Jean Lee, Annie Baker, Lucas Hnath, Branden Jacobs-Jenkins, Quiara Alegría Hudes, Anne Washburn, Taylor Mac, Lynn Nottage, Stephen Adly Guirgis, Miguel Gutierrez, Elevator Repair Service, The Wooster Group, and Nature Theatre of Oklahoma. As a final project, students will work individually or in small groups to create a script or short performance that addresses the question: "What is the most important story to be telling through performance right now?" Students may be required to attend theatre, dance, and other performances at the '62 Center and beyond.

Requirements/Evaluation: written and dramaturgical-based assignments, an oral presentation, a mid-term paper, in-class discussions, and a final paper or performance

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: Theatre majors; Comparative Literature or English majors

Expected Class Size: 8-10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
COMP 355 (D1) ENGL 349 (D1) THEA 345 (D1)

Not offered current academic year

THEA 350  (S)  Devised Performance: The Art of Embodied Inquiry

Cross-listings: THEA 350  ARTS 250

Primary Cross-listing

This studio course offers students hands-on experience in devising new performance work as an ensemble. Looking to the work of practitioners and collectives like Jerzy Grotowski, El Teatro Campesino, Tectonic Theater Project, Pina Bausch, Belarus Free Theatre, Nrityagram, and SITI Company, we will challenge ourselves to really probe what live performance is capable of. How might we think of performance as a research methodology? As a lifestyle? As a form of political action? This class will function as a laboratory, forming its own unique structure for developing and realizing a live performance. The course provides an opportunity to navigate the complex dynamics present in collaborative creation. Guest classes with practitioners will offer a fuller range of skills for the student ensemble to utilize during the devising process. Work-in-progress presentations spaced regularly throughout the semester will allow the ensemble to receive feedback from small, invited audiences, as well as the opportunity to apply that critique to an ongoing creative process. At the end of the semester the accumulated work will have a public presentation in a workshop format.

Requirements/Evaluation: participation, individual presentations, contribution to group work, self-evaluation; students will contribute to the creation and presentation, by the group as a whole, of a newly devised performance piece

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Theatre majors and Art majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
THEA 350 (D1) ARTS 250 (D1)

Not offered current academic year

THEA 365  (F)  Beckett, Pinter and Stoppard

Cross-listings: ENGL 306  THEA 365  COMP 365  ENGL 365

Primary Cross-listing

Samuel Beckett, Harold Pinter and Tom Stoppard have been amongst the most influential playwrights of the anglophone theatre over much of the last six decades. This course will explore their mutual concern with the capacities and dysfunctions of language, their questioning of Art's value and the scope for originality in the post-nuclear and postmodern era, and, above all, their collective focus on the extent to which selfhood may be realized in
and through performance. Besides reading major plays, we will also give some consideration to the dramatic work crafted by these writers for radio, television and film, and to the political and social commitments animating and counterpointing their literary careers. Readings may include: Endgame, The Caretaker, Rosenkranz and Guildenstern are Dead, Krapp's Last Tape, The Homecoming, No Man's Land, Betrayal, Waiting for Godot, Dogg's Hamlet, The Invention of Love, Arcadia, Rock 'n' Roll, Not I, Rockaby, A Kind of Alaska, Catastrophe, The Real Thing, Indian Ink, Artist Descending a Staircase and One for the Road. Throughout, we will give consideration to these works as both literary and theatrical texts.

Requirements/Evaluation: two long papers, four 1- to 2-page shorter responses, class participation

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: Theatre and English majors

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 306 (D1) THEA 365 (D1) COMP 365 (D1) ENGL 365 (D1)

Not offered current academic year

THEA 385 (S) The Sculptural Costume and It's Performance Potential

Cross-listings: THEA 385 ARTS 385

Secondary Cross-listing

A team-taught studio art / theatre course designed to explore the rich territory of the wearable sculpture and its generative role in art and performance. From ritual costumes, to Carnival, to Dada performance, to Bauhaus dance, to Helio Oiticica's Parangole, and Nick Cave's sound-suits, there has been a rich tradition where sculpture and costumes merge. Students will study artists who have bridged distinctions between the theatrical costume and the sculptural object as well as produce hybrid objects that explore the range of possibilities within this collaborative practice. The students will produce object-costumes involving a wide variety of media, from recycled materials to new technologies, while striving to develop their individual artistic voices.

Requirements/Evaluation: the quality of work produced, the depth and quality of the content and process, participation in critiques, and attendance

Prerequisites: successful completion of any 200-level course in art studio or performing arts, or permission of the instructor

Enrollment Limit: 14

Enrollment Preferences: Art and Theater majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: $125

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
THEA 385 (D1) ARTS 385 (D1)

Not offered current academic year

THEA 388 (F) Research: A Window into Design Dramaturgy

This class combines the targeted playreading skills of a designer with deep dives into visual research. How to gain a foundation of historical research for a specific theatrical work? How to interpret this research through an added lens of specific artistic movement or style? In this class, we will develop skills to source, curate, and present images that both deepen our understanding of a text as designers and visual thinkers, as well as free our imaginations to the aesthetic possibilities of the text. Bi-weekly research projects paired with historically-based dramatic literature provide the main structure of the work. Class time is a combination of discussions of theatrical texts, paired with student project presentations and critiques.

Requirements/Evaluation: Coursework is dramatic literature comprehension and group discussion/critique, combined with biweekly research projects

Prerequisites: THEA 201 or permission of instructor
THEA 393  (F)  Staging Identities

Cross-listings:  THEA 393  ENGL 393

Primary Cross-listing

The construction of selfhood is always to some extent a performative act—as Shakespeare’s Jacques says, “All the world’s a stage / And all the men and women merely players[,]” That performance is inherently dual, since constituted both for the audience of the wider social world, and for the self who seeks to act. Drama as a genre, with its constant negotiation of the competing claims of illusion and the operations of reality, is invariably interested in the exploration of social identity, in the tensions between public and private selfhood, and in the functions of ‘performance’. In this course we will examine theatre’s response to the challenge of self-fashioning in the modern era, and consider the wider ontological status of performance as a category within the context of twentieth century drama and theatrical staging. Readings will include Shakespeare’s *Hamlet* and plays by Chekhov, Pirandello, Churchill, Shepard, Lori-Parks, Beckett, Walcott, Pinter and others, along with selected criticism, theory, and psychoanalytical writings.

Class Format:  Our class meetings will be conducted remotely, but with the seminar group regularly broken into small discussion sections. I will consider moving to in-person teaching for the discussion sections, depending on conditions on campus as the semester progresses.

Requirements/Evaluation:  Two papers totaling about 12 pages, regular posting on discussion boards, and active participation in discussion.

Prerequisites:  A THEA course, a 100-level ENGL course, or a score of 5 on the AP English Literature exam.

Enrollment Limit:  14

Enrollment Preferences:  Theatre and English majors or prospective majors.

Expected Class Size:  14

Grading:  yes pass/fail option,  yes fifth course option

Distributions:  (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 393 (D1) ENGL 393 (D1)

Fall 2020

SEM Section: H1  MR 1:30 pm - 2:45 pm  James L. Pethica

THEA 397  (F)  Independent Study: Theatre

Theatre independent study

Grading:  yes pass/fail option,  yes fifth course option

Distributions:  (D1)

Fall 2020

IND Section: H1  TBA  Omar A. Sangare

THEA 398  (S)  Independent Study: Theatre
THEA 401  (S) Senior Seminar: Practicing Theory
This class constitutes a culminating course of study for the Theater major. It aims to delve deep into consideration of the relationship between theory and practice, between text and performance, between performer and audience, and between aesthetics and politics. We will explore a selection of influential ideas and methodologies that have shaped both making theater and thinking about theater in various historical periods and cultural contexts. Sample artists or critics addressed by the course may include: Antonin Artaud, Veenapani Chawla, Franz Fanon, Bertolt Brecht, Jerzy Grotowski, Richard Schechner, Guillermo Gomez-Peña, Augusto Boal, Anne Bogart, and Rustom Bharucha. Through discussion and experimentation, we will endeavor to understand how theater engages with cultural, social, and philosophical issues that link the stage with the realities and fantasies of everyday life. Central to our exploration will be excavating the Eurocentric assumptions that conventionally shape the practice and study of theater in the United States. We will seek ways to decolonize our perspectives and ask critical questions about performance's potential to enact strategies of anti-racism and anti-imperialism.

Requirements/Evaluation: Participation in discussion, reading responses, and creative projects.
Prerequisites: limited to senior Theatre majors
Enrollment Limit: 10

THEA 416  (S) Senior Seminar: The Art of Minor Resistance: Advanced Readings in Race, Gender, Performance
Cross-listings: COMP 404  ARTH 416  THEA 416  WGSS 416

Secondary Cross-listing
This seminar will study stagings and aesthetic theories of dissent in feminist, queer, anti-colonial, and anti-racist performance. An attunement to performance and to the minor is also a turn toward minoritarian knowledges and lifeworlds. Of interest will be modes of sensing and relating that are not often legible as political—including aesthetics of opacity, quiet, disaffection, aloofness, and inscrutability—but could be understood as critiques of political recognition. Performance is a capacious rubric in this class that will include performance art, social media, photography, music videos, poetry, street protest, and everyday life. Students will learn to describe, interpret, and theorize performance through discussion, writing, and creative form.

Requirements/Evaluation: in-class discussion, partner presentation, weekly reading responses, final project
Prerequisites: WGSS 101
Enrollment Limit: 15

This course is cross-listed and the prefixes carry the following divisional credit:
THEA 455  (S)  Advanced Practicum
This independently designed practicum offers an opportunity for students to gain practical, hands-on experience in theatre at an advanced level by receiving course credit for serving as an assistant to a faculty member on a Theatre Department production. Students interested in assisting a faculty member or guest artist on a production in any non-acting capacity--directing, design (costume, lighting, multimedia, scenic, sound), dramaturgy, or technical management--may enroll in the Advanced Practicum, pending the approval of a designated faculty advisor as well as the Department Chair. Working closely with the faculty advisor, the student will both serve as an assistant on the production and design a curriculum of readings and assignments intended to complement the experience of the assistantship. If funding allows, practitioners in the professional theatre will be invited as guest evaluators. Though the nature of each assistantship will vary according to the demands of each production, the experience of the assistantship will ideally simulate that which a student might undertake within the professional theatre.

Requirements/Evaluation: research, attendance at rehearsals, studio work, & final portfolio; research, attending weekly production meetings, rehearsals, studio work, and final portfolio, as well as other tasks determined by the faculty advisor

Prerequisites: THEA 101 or THEA 102, and THEA 201

Enrollment Limit: 4

Enrollment Preferences: Theatre majors

Expected Class Size: 2

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: $75 may be charged to term bill

Distributions: (D1)

Not offered current academic year

THEA 493  (F)  Senior Honors Thesis: Theatre
Theatre senior honors thesis; this is part of a full-year thesis (493-494).

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2020
HON Section: H1  TBA  Omar A. Sangare

THEA 494  (S)  Senior Honors Thesis: Theatre
Theatre senior honors thesis; this is part of a full-year thesis (493-494).

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2021
HON Section: H1  TBA  Omar A. Sangare

Winter Study

THEA 18  (W) Honors Devised Performance Intensive
This Winter Study course will act as an incubator for one or more Theatre Department productions led by students seeking a degree with Honors in Theatre, which are being developed as "devised" works. "Devised performance" is an umbrella term for ensemble-based approaches to making art using research, improvisation, and in-progress showings in a holistic, creative process to produce new and innovative performance work. By looking beyond the traditional roles, structures, and specializations of mainstream theater, today’s most compelling devised theater artists have sought out
creative paradigms of shared responsibility, flattened hierarchies, and communication across disciplines. The ensemble or ensembles in question will be formed during the fall semester, begin their devising process during Winter Study and continue into the Spring Semester, with performances in the weeks following spring break. Students wishing to enroll in this Winter Study course may do so as members of the ensemble (which can involve work in acting, design, or technical and support roles) with permission of the instructor. Students may also participate in any of these various functions in the production, including acting, even if they do not choose to enroll in the Winter Study course. In addition to the normal activities associated with a devising process and the development of a new performance piece, students in the Winter Study course will participate in a work-in-progress showing, or produce a written paper or portfolio, in the last week of January documenting their work to date on the project.

Requirements/Evaluation: final project or presentation
Prerequisites: permission of instructor
Enrollment Limit: POI
Enrollment Preferences: permission of instructor
Grading: pass/fail only
Materials/Lab Fee: $15 and cost of books
Not offered current academic year

THEA 30 (W) Senior Production: Theatre
Theatre senior production.
Class Format: senior project
Grading: pass/fail only
Not offered current academic year

THEA 31 (W) Senior Thesis: Theatre
Theatre senior thesis.
Class Format: thesis
Grading: pass/fail only
Not offered current academic year

THEA 32 (W) Senior Honors Thesis: Theatre

Class Format: independent study
Grading: pass/fail only
Not offered current academic year

THEA 99 (W) Independent Study: Theatre
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study
Grading: pass/fail only
Not offered current academic year
The Tutorial Program offers students a distinctive opportunity to take a heightened form of responsibility for their own intellectual development. No student is required to take a tutorial course, but any student with the appropriate qualifications and interests is invited to do so.

Tutorials place much greater weight than regular courses—or even small seminars—on student participation. They aim to teach students how to develop and present arguments; listen carefully, and then refine their positions in the context of a challenging discussion; and respond quickly and cogently to critiques of their work. Tutorials place particular emphasis on developing analytical skills, writing abilities, and the talents of engaging in rigorous conversation and oral debate.

Since the program's inception in 1988, students have ranked tutorials among the most demanding—and rewarding—courses they have taken at Williams. While not designed to be more difficult than other courses, tutorials are nonetheless challenging, with frequent writing assignments and the expectation that students will be well prepared to participate actively and effectively in weekly discussions. At the same time, students have consistently placed tutorials among the most enriching and consequential courses they have taken. They have appreciated the close attention to their writing and argumentation skills; the opportunity to be held accountable, in a detailed way, for the extended implications of their ideas; the chance to develop their oral abilities as they engage in debate; and the close intellectual bonds tutorials build between teachers and students, and students with each other. Many students have formed important advising and mentoring relationships with their tutorial teachers.

The ways in which particular tutorials are conducted vary across the disciplines, but here is a description of how most tutorials at Williams are organized:

Tutorials are usually limited to 10 students. At the start of term, the instructor divides the students into pairs. Each pair meets weekly with the instructor for roughly one hour. Many tutorial courses begin and end the term with a group seminar, and in some departments, instructors hold weekly group meetings of all tutorial members to provide background information designed to facilitate the students' independent work. But at the heart of every tutorial is the weekly meeting between the instructor and two students. At these weekly meetings, one student delivers a prepared essay or presentation (e.g., an analysis of a text or work of art, a discussion of a problem set, a report on laboratory exercises, etc.) pertaining to the assignment for that week, while the other student—and then the instructor—offer a critique. In the following week, students switch roles. Typically, students write five or six essays (usually in the range of 4-7 pages) during the term, and offer five or six critiques of their partners' work.

Registration

Students pre-register for tutorials as they would any other course. Because of limited enrollments and the special logistical arrangements involved in organizing tutorials, students may not drop a tutorial after 4:00 pm on the day before the first scheduled organizational meeting of the semester. It is important that students determine, before the start of the term, their interest in and commitment to the course, and consult with the instructor if necessary.

Tutorials may not be taken on a pass/fail basis.

AFR 205  (F)  She Speaks in Color: Examining the 'Color Complex' in Toni Morrison's Writings

Cross-listings:  AFR 205  WGSS 207

Primary Cross-listing

The practice of colorism, or skin color discrimination, is very familiar to people of color globally. Often described as intra-racial racism, colorism within the Black American context is part of the colonial legacy of institutionalized slavery where the vestiges of white supremacy have created color castes among Blacks that still, to this day, have serious consequences for those on the darkest end of the color spectrum. The impact of this practice is far-reaching, influencing everything from romantic partnering, economic and educational attainment, and perceptions of beauty, attractiveness, and criminality. Although the vast majority of colorism scholarship is empirically based, there is much that we can glean from a literary investigation of this practice by analyzing the works of renowned writer, theorist, and folklorist Toni Morrison. Her work is particularly useful in examining issues of skin color, as this topic has been persistent yet underexplored in Morrison's writings. Employing the methods of literary and rhetorical criticism, this tutorial will investigate five Morrison novels, The Bluest Eye (1970), Sula (1973), Song of Solomon (1977), Love (2003) and God Help the Child (2015), and some of her non-fiction writings. In our discussions of each text, we will examine the problem of the "color complex" at the intersections of race, gender, sexuality, class and sexual violence, and how the characters manage these overlapping issues. We will bring the novels into conversation with social science articles on the practices of colorism in daily life. Because the tutorial blends different kinds of investigations into colorism, it will equip first year students with tools to critically engage and interrogate fictional literature; help them identify the real and nuanced ways that color
discrimination affects Black communities; and consider how Morrison, one of our foremost writers, bridges literary creativity with ethnographic observation.

Class Format: Remote

Requirements/Evaluation: six 2-page papers, two 5- to 7-page papers, 10 minute vlog, annotated bibliography

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: this course is specifically for first-year students and they will receive preference in this class

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 205 (D2) WGSS 207 (D2)

Fall 2020

TUT Section: RT1 TBA VaNatta S. Ford

AFR 207 (F) "Out of Africa": Cinematic Por(Be)trayals of a Continent (DPE) (WS)

Cross-listings: ARTH 207 AFR 207

Secondary Cross-listing

This tutorial provides a focused study of the politics / poetics of visualization and identification associated with film and cinema about Africa from past to present. From colonial-era propaganda newsreels about Africa’s ‘fighting men’ to contemporary white-savior narratives that exploit current socio-political ruptures on the continent for epic effect, films about Africa produced by a primarily Western cinematic regime have proven themselves to be highly effective apparatuses for framing "Africa" as a concept to be summoned time and time again to tell different stories for different audiences, and in doing so privilege particular viewpoints and imaginaries. This tutorial will provide a space for robust discussion and debate about the various representative tropes, conceptualizations, and visualizations that have been used to shape the contours of "Africa" as understood by a primarily Western audience from past to present, and how these same tropes in many ways have come to define the nature of the relationship between film / cinema and the continent over the history of their engagement. In doing so, it will also address how strategic displays and narratives deployed by cinematic productions often support specific power dynamics that locate an idea of "Africa" within paradigms of specific cultural and political understanding. In zeroing in on how such films promote targeted realities for people and places within the continent, this tutorial will address how "Africa" in Western film and cinematic traditions is positioned within a particular framework of understanding that is more often than not irrevocably tethered to a Western imaginary.

Class Format: This tutorial will be predominantly remote, with student pairs meeting with the instructor on a weekly basis via google hangouts. There may be options for in-person events as the semester progresses, but this is to be determined.

Requirements/Evaluation: targeted bi-monthly writing assignments (5-7 pages in length) and bi-monthly peer response papers (2 pages in length)

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Art History majors and seniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 207 (D1) AFR 207 (D2)

Writing Skills Notes: This course fulfills Writing Skills requirements through its focus on the development of writing proficiency in terms of writing mechanics, syntax, and organization. It is also designed to help students craft a general approach to formulating a well-articulated, compelling argument. Students will receive extensive feedback on bi-monthly writing assignments from both the instructor and their peers as well as a comprehensive mid-semester critique from the instructor.

Difference, Power, and Equity Notes: This course fulfills DPE requirements through its exploration of issues of ‘authentic’ representation as they
have been applied to representations of "Africa" displayed within the contexts of Western film and cinema. Through discussions of cultural capital and the politics of representation, students analyze how a general African 'identity' has been dictated by Western film culture and how this hegemony is currently being disrupted by an emergent generation of African artists and filmmakers.

Fall 2020
TUT Section: RT1  TBA  Michelle M. Apotsos

**AFR 217 (F) Women and Girls in (Inter)National Politics** (DPE)

**Cross-listings:** INTR 219  PSCI 219  AFR 217  WGSS 219  LEAD 219

**Secondary Cross-listing**
This tutorial focuses on the writings and autobiographies of women who have shaped national politics through social justice movements in the 20th-21st centuries. Women and girls studied include: Fannie Lou Hamer, Shirley Chisholm, Safiya Bukhari, Erica Garner, Greta Thunberg, Malala Yousafzai, Marielle Franco, Winnie Mandela.

**Requirements/Evaluation:** Weekly 5-page primary analytical papers and 2-page response papers.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Juniors and seniors, sophomores.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
INTR 219 (D2) PSCI 219 (D2) AFR 217 (D2) WGSS 219 (D2) LEAD 219 (D2)

**Difference, Power, and Equity Notes:** This tutorial examines how girls and women confront capitalism, imperialism, climate devastation, patriarchy and poverty. The national and international movements that they participated in or led were based on shifting the balance of powers towards the impoverished, colonized, and imprisoned.

Fall 2020
TUT Section: RT1  TBA  Joy A. James

**AFR 224 (S) Cold War Intellectuals: Civil Rights, Writers and the CIA** (DPE)

**Cross-listings:** AFR 224  PSCI 221  AMST 201  LEAD 220  INTR 220

**Secondary Cross-listing**
This tutorial focuses on US-based views of the Cold War. It examines how intelligence agencies and intellectuals, as well as government officials, viewed civil rights, human rights, and US hegemony. Readings include: Williams J. Maxwell (F. B. Eyes: How J. Edgar Hoover's Ghostreaders Framed African American Literature); James Baldwin (The Fire Next Time); Ralph Ellison (The Collected Essays of Ralph Ellison); Report to the President by the Commission on CIA Activities Within the United States (1975, VP Nelson Rockefeller, chair); Hugh Wilford (The Mighty Wurlitzer: How the CIA Played America); Hannah Arendt (The Origins of Totalitarianism; On Violence; "Reflections on Little Rock"); Frances Stonor Saunders (Who Paid the Piper? The CIA and the Cultural Cold War). Students alternate weekly between 5-page primary and 2-page secondary papers on assigned readings.

**Requirements/Evaluation:** Attend all classes; submit completed papers 24 hours before seminar meets.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Juniors and Seniors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
AFR 224 (D2) PSCI 221 (D2) AMST 201 (D2) LEAD 220 (D2) INTR 220 (D2)

**Difference, Power, and Equity Notes:** This tutorial examines the Cold War between the US and the USSR and attempts to use intellectuals to shape and promote the objectives of powerful state entities. The power struggle between the two "superpowers" impacted cultural production and authors. Some of those authors influenced or enlisted into the Cold War sought equity and equality for their communities and eventually fought against the very political powers that employed them.

Spring 2021
TUT Section: RT1 TBA Joy A. James

TUT Section: RT1 TBA Joy A. James

**AMST 275 (F) American Drama: Hidden Knowledge**

**Cross-listings:** THEA 275 AMST 275 ENGL 224

**Secondary Cross-listing**

The Buddha is said to have identified three things that cannot stay hidden: the sun, the moon, and the truth. What's the secret? Who is lying? Who is breaking the rules? American drama abounds with hidden knowledge and false representations. (This is not surprising: theatre is always on some level a deceptive practice, a place where one person pretends to be another, and where what is spoken is always open to skeptical scrutiny. We might say theatre is always lying as much as lying is always theatre.) This tutorial course will examine what lies hidden in American plays from the late nineteenth century to the early twenty-first. Beginning with excerpted critical and historical writings on secrecy and lying (*The Adventures of Pinocchio*, Machiavelli’s *The Prince*, Thomas Carlson’s *Lying and Deception: Theory and Practice*, among others), we will proceed to a set of American plays from across a wide spectrum of playwrights, including Eugene O’Neill, Edward Albee, Sarah Ruhl, Arthur Miller, Amy Herzog, Susan Glaspell, Sophie Treadwell, Annie Baker, and others. Student papers will explore how hidden knowledge structures dramatic action, how different characters create and respond to untruths, and what can we learn in particular from American drama about a national relationship to honesty and its opposites. For Fall 2020, the tutorial will be conducted primarily online. Depending on enrollments, we may divide into groups with three students, instead of the traditional two-student tutorial format.

**Requirements/Evaluation:** weekly papers/response papers; weekly meeting with instructor and tutorial partner

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Theatre and English majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
THEA 275 (D1) AMST 275 (D2) ENGL 224 (D1)

Fall 2020
TUT Section: RT1 TBA Robert E. Baker-White

**AMST 488 (F) Fictions of African American History** (DPE) (WS)

**Cross-listings:** HIST 488 AMST 488

**Secondary Cross-listing**

This course examines African American fiction, largely from the late 19th and very early 20th century. These Black authors, none of them professional historians, try to bring African American History to light in an era before this history was taken seriously by the white academy. Many of the authors we examine were activists and journalists who set their novels and short stories during Slavery and Emancipation. We will consider inherently radical act of reading and writing in a society where black literacy was illegal until after the Civil War. Alongside the fiction we will read modern historiography of the era. We will also delve into some of slave narratives published after Emancipation. Readings will include works by Booker T. Washington, James Weldon Johnson, Charles Chesnutt, Paul Laurence Dunbar, and Sutton Griggs. This is a tutorial and will be taught online.
Requirements/Evaluation: Every week a student will write either an essay or a critique. For the final assignment students may either write a review of 2-3 works of historiography OR substantially revise an essay or critique they did during the semester.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: History, Africana, and American Studies Majors will have preference. As well as students who have never taken a tutorial.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 488 (D2) AMST 488 (D2)

Writing Skills Notes: Students will write every week (essays and critiques) and receive feedback from their partners and from the professors. The final assignment of the semester is major revision of a one essay or critique. Students will receive feedback on their paper's organization and argument as well as points of style. Since we will be reading both fiction and historiography, we will discuss as a group the different challenges each form poses to essay writing.

Difference, Power, and Equity Notes: African Americans writing during this time lived under the laws and customs of Jim Crow and White Supremacy. Lacking political power, they turned to the power of the written word. We will evaluate the way writing and fiction helped ameliorate (or not) the racial power structures.

Fall 2020

TUT Section: RT1 TBA Gretchen Long

AMST 490 (F) The Suburbs

Cross-listings: AMST 490 ENVI 491 HIST 491

Secondary Cross-listing

The suburbs transformed the United States. At the broadest level, they profoundly altered spatial residential geography (especially in terms of race), consumer expectations and behavior, governmental policies, cultural norms and assumptions, societal connections, and Americans’ relationship to nature. More specifically, the different waves of post-World War II suburban development have both reflected large-scale shifts in how power and money have operated in the American political economy; and set in motion deep-seated changes in electoral politics, in Americans’ understandings of how their income should be used, and in how the built landscape should be re-imagined. This tutorial will explore the rich historical literature that has emerged over the last twenty years to provide students with a history of the suburbs, to see the suburbs as more than simply collections of houses that drew individual homeowners who wanted to leave urban areas. We will focus most of our attention on the period from 1945 through the 1980s. Some of the questions we will consider will include: how did the first wave of suburban development bring together postwar racial and Cold War ideologies? Is it possible, as one historian has argued, that suburbs actually created the environmental movement of the 1960s? And how have historians understood the role that suburbs played in America’s conservative political turn, leading to the election of Ronald Reagan?

Class Format: Remote for fall 2020. As in a regular semester, I’ll work with enrolled students to set up a schedule for our tutorial meetings, which will occur online. At a couple junctures during the semester, we will also try to meet online as a whole class, as well as have a few small group discussions.

Requirements/Evaluation: typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay on the assigned readings; on alternate weeks, students will write a 2-page critique. During two of the weeks of the semester (around the middle of the semester and at the end), all students will write papers that explore a common question or theme.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: History majors and students with previous coursework in History

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
ANTH 138  (F) Spectacular Sex (DPE) (WS)

Cross-listings: WGSS 138  ANTH 138

Secondary Cross-listing

From Beyoncé’s Coachella performance to Donald Trump's social media antics, spectacles captivate us. Spectacles may be live shows, media events, or even everyday performances ranging from interactive advertisements to viral video sensations. But what are the uses of spectacle? Why are some compelling while others fall flat? How do spectacles control society or maintain social norms? And, importantly for our purposes, how does spectacle shape gender in society? Or from another angle, how does sexuality infuse spectacle? This tutorial introduces students to theories of spectacle ranging from the ancient Greeks to Marxist-inspired thinkers in the 20th century. In particular, we will examine how feminist thinkers have contributed to this literature and how theories of spectacle relate to questions of gender and sexuality. Our weekly readings focus on pairings of theoretical readings with writing on popular cultural examples and case studies. Some possible topics include sporting events, charity ad campaigns, music videos, political events, and social media.

Requirements/Evaluation: weekly response papers; students will also select past papers to develop and rewrite as more formal essays

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first- and second-year students; a statement of interest will be solicited from pre-registrants

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 138 (D2) ANTH 138 (D2)

Writing Skills Notes: This course requires significant attention to the craft of writing. Essential to this craft is the process of editing and rewriting materials with feedback from peers and professors. Students are expected to focus on improving analytical skills, critical thinking, and argumentation through attention to the writing process. They are also expected to give meaningful critical feedback on the writing of their peers. Students will select past response papers for development and rewriting.

Difference, Power, and Equity Notes: This course deals substantively with questions about privilege and power as they interact along the intersections of race, gender, sexuality, class, ability, and other axes of difference.

ANTH 243  (S) Reimagining Rivers

Cross-listings: ENVI 243  ANTH 243

Secondary Cross-listing

Rivers are the circulatory systems of civilization, yet for much of modern history they have been treated as little more than sewers, roads, and sources of power. Today they are in crisis. Rivers and the people who rely on them face a multitude of problems, including climate change, pollution, unsustainable agriculture, and ill-conceived dams. These problems will threaten human rights, public health, political stability, and ecological resilience far into the future unless we learn to manage rivers more justly and sustainably. Can we reimagine rivers before it is too late? This course will pursue this question by examining the social, cultural, and political dimensions of conflict over rivers in the twentieth and twenty-first centuries. Drawing on scholarship from a wide range of social science and humanities disciplines and focusing on case studies in Asia, Africa, Europe, and the Americas, it will explore a diverse array of sources: film, fiction, ethnography, history, journalism, and more.

Class Format: This class will be taught in a modified tutorial format, with five groups of three students, each of which will meet for one 75-minute session per week. Sessions will be held in-person and remotely.
Requirements/Evaluation: Each week, each student will either write a 4-5-page essay on assigned readings or write a 2-page critique of a partner’s paper.

Prerequisites: Environmental Studies 101

Enrollment Limit: 15

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENV 243 (D2) ANTH 243 (D2)

Spring 2021

TUT Section: HT1 TBA Nicolas C. Howe

ANTH 269 (F) Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience (DPE) (WS)

Cross-listings: REL 269 STS 269 ASST 269 ANTH 269

Primary Cross-listing

This course offers a social analysis and condensed genealogy of mindfulness from its roots as a Buddhist meditation practice through its modern application as a tool to improve our awareness of the related processes of mind, behavior, and emotions. We consider how mindfulness relates to Buddhist discourses and practices, and to the rapid rise of fields like contemplative neuroscience, affective neuroscience, and integrative neurobiology. How and why has the research on mindfulness and other applied meditative practices exploded since 2000? How has this research helped us understand and explain the intersection of mind, emotion, behavior, and human development? We critically examine the models of the mind developed by clinical and evolutionary psychologists and researchers in fields such as affective neuroscience to better understand the applications of mindfulness in the US today. Specifically, we consider how mindfulness and other forms of meditation are being used to improve the training of health care providers and educators, while augmenting and deepening the quality of their engagement with patients, students, and others they serve. We examine and train in a variety of meditation practices including mindfulness and forest bathing, while unpacking the subjective experience of our minds and emotions first-hand. Students will be asked to engage in mindfulness practices the entire semester.

Class Format: Offered in a hybrid format, but students are encouraged to attend in person if they can. Studies will be grouped in pairs or threesomes, that will meet in-person or remotely. Please email me (Kgutschow@williams.edu) to indicate whether you intend to take this class in-person or remotely.

Requirements/Evaluation: weekly tutorial papers and discussion

Prerequisites: A prior class or some experience with meditation is recommended

Enrollment Limit: 10

Enrollment Preferences: ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 269 (D2) STS 269 (D2) ASST 269 (D2) ANTH 269 (D2)

Writing Skills Notes: This class will involve weekly tutorial essays of 1200 or 600 words, written feedback on every essay, and a mid-semester ‘writing chat’ with the instructor.

Difference, Power, and Equity Notes: This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can alleviate pervasive and population-wide health issues in the US including rising rates of anxiety, depression, and other mental health issues that are exacerbated by stress related to social inequality and structural violence. It also explores the ways that mindfulness has been marketed as an elite and non-inclusive practice within the US.

Fall 2020

TUT Section: HT1 TBA Kim Gutschow
ARAB 109 (S)  The Iranian Revolution (DPE) (WS)
Cross-listings:  ARAB 109  HIST 109

Secondary Cross-listing

The Iranian Revolution was a major turning point in world history that resulted in the establishment of the Islamic Republic of Iran. This tutorial will evaluate the causes and impact of the revolution and how this seminal event continues to have widespread repercussions around the globe. The first weeks will explore the history of pre-revolutionary Iran with special attention to religious and intellectual trends such as the ideas of Ayatollah Ruhollah Khomeini, Jalal al-e Ahmad, and Ali Shariati. We will then evaluate the revolution itself including the US hostage crisis, the downfall of the Shah Muhammad Reza Pahlavi Shah, and how Khomeini’s vision of society became paramount. Finally, we will explore the aftermath of the revolution including Iran’s geopolitics, the nature of the theocratic system in Iran as well as how the revolution impacted every day lives of Iranians in Iran and abroad particularly how they reflect on the revolution in memoirs, films, and literature.

Class Format: Hybrid

Requirements/Evaluation:  Weekly meetings. Weekly papers - either a 5 page primary paper or a 2-3 page response paper.

Prerequisites:  No prerequisites.

Enrollment Limit:  10

Enrollment Preferences:  First Years and Sophomores.

Expected Class Size:  10

Grading:  no pass/fail option,  no fifth course option

Distributions:  (D2)  (DPE)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 109 (D2)  HIST 109 (D2)

Writing Skills Notes:  As a tutorial, students are expected to regularly write analytical and critical papers on the readings. They will receive regular and consistent feedback from the instructor and their partner and will be given the opportunity to re-write some of their assignments.

Difference, Power, and Equity Notes:  The Iranian Revolution, like other major social movements, offered a compelling critique of the status quo and promised a more just society that would be more equitable for all Iranians. The tutorial will consider the relationship between the rhetoric of the Revolution and the lived reality, especially how this seminal event impacted the lives ordinary Iranians. Was the Revolution simply a change in the composition of the political elite or did it yield new realities and more access for Iranians

Spring 2021

TUT Section: HT1    TBA    Magnús T. Bernhardsson

ARAB 408  (F)  Appropriating History. Who Owns the Past? (DPE) (WS)
Cross-listings:  HIST 489  ARAB 408

Secondary Cross-listing

Who owns the past? How have modern states appropriated history? The political use of history is a critical ingredient in any nationalist discourse. In such narratives, the selective utilization of archaeology and ancient history often serves important functions in articulating a conscious and deliberate national history. Thus, in nationalist renderings, archaeological sites and artifacts are not merely relics of the past; they can also be potent and conspicuous symbols of national identity for the modern nation-state. In the Middle East, with its rich archaeological heritage, the relationship among politics, nationalism, and archeology has been particularly strong and interesting. This tutorial addresses the powerful nexus between history and nationalism with a special emphasis on the Middle East. It will explore the battle over who controls history and the "stuff" of history such as antiquities, land, heritage sites, and museum exhibitions and how that control has expressed itself in several Middle Eastern countries, including Iraq, Israel, Turkey, Egypt, Lebanon, and Iran. Furthermore, it will discuss how archaeology entered the political discourse, the ethics of repatriation and appropriation, and archaeology's role in contested terrains and political disputes.

Class Format:  This tutorial can be taken entirely Remote. On campus students may request in-person tutorial sessions, pending the agreement of other students and the availability of appropriate rooms.

Requirements/Evaluation:  Format: tutorial. Requirements: 5-7 page essays or 2-3 response papers due each week

Prerequisites:  None, though a demonstrated interest in the Middle East is important.
Enrollment Limit: 10
Enrollment Preferences: Seniors and to History and Arabic Studies majors.
Expected Class Size: 8
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 489 (D2) ARAB 408 (D2)

Writing Skills Notes: As a tutorial, students will receive extensive feedback on their writing each week both from the professor and their partner. Further, students will be given the opportunity to rewrite two of their papers in light of the criticism that they receive during the semester.

Difference, Power, and Equity Notes: This is a tutorial on a particular form of power, namely how the powerful seek to control the past. The ultimate question that this tutorial seeks to answer is: who owns the past? Which history is emphasized and which histories are overlooked? How do modern nation states in different Middle Eastern states cherry-pick the past in order to maintain and develop a national narrative that is suitable to the political and economic powers often at the expense of religious or linguistic minorities.

Fall 2020
TUT Section: RT1 TBA Magnús T. Bernhardsson

ARTH 207 (F) "Out of Africa": Cinematic Por(Be)trayals of a Continent (DPE) (WS)

Cross-listings: ARTH 207 AFR 207

Primary Cross-listing

This tutorial provides a focused study of the politics / poetics of visualization and identification associated with film and cinema about Africa from past to present. From colonial-era propaganda newsreels about Africa’s "fighting men" to contemporary white-savior narratives that exploit current socio-political ruptures on the continent for epic effect, films about Africa produced by a primarily Western cinematic regime have proven themselves to be highly effective apparatuses for framing "Africa" as a concept to be summoned time and time again to tell different stories for different audiences, and in doing so privilege particular viewpoints and imaginaries. This tutorial will provide a space for robust discussion and debate about the various representative tropes, conceptualizations, and visualizations that have been used to shape the contours of "Africa" as understood by a primarily Western audience from past to present, and how these same tropes in many ways have come to define the nature of the relationship between film / cinema and the continent over the history of their engagement. In doing so, it will also address how strategic displays and narratives deployed by cinematic productions often support specific power dynamics that locate an idea of "Africa" within paradigms of specific cultural and political understanding. In zeroing in on how such films promote targeted realities for people and places within the continent, this tutorial will address how "Africa" in Western film and cinematic traditions is positioned within a particular framework of understanding that is more often than not irrevocably tethered to a Western imaginary.

Class Format: This tutorial will be predominantly remote, with student pairs meeting with the instructor on a weekly basis via google hangouts. There may be options for in-person events as the semester progresses, but this is to be determined.

Requirements/Evaluation: targeted bi-monthly writing assignments (5-7 pages in length) and bi-monthly peer response papers (2 pages in length)

Prerequisites: none

Enrollment Limit: 10
Enrollment Preferences: Art History majors and seniors
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ARTH 207 (D1) AFR 207 (D2)

Writing Skills Notes: This course fulfills Writing Skills requirements through its focus on the development of writing proficiency in terms of writing mechanics, syntax, and organization. It is also designed to help students craft a general approach to formulating a well-articulated, compelling argument. Students will receive extensive feedback on bi-monthly writing assignments from both the instructor and their peers as well as a comprehensive mid-semester critique from the instructor.
Difference, Power, and Equity Notes: This course fulfills DPE requirements through its exploration of issues of 'authentic' representation as they have been applied to representations of "Africa" displayed within the contexts of Western film and cinema. Through discussions of cultural capital and the politics of representation, students analyze how a general African 'identity' has been dictated by Western film culture and how this hegemony is currently being disrupted by an emergent generation of African artists and filmmakers.

Fall 2020
TUT Section: RT1   TBA   Michelle M. Apotsos

ARTH 218  (S) From the Battlefield to the Hermit's Cell: Art and Experience in Norman Europe  (WS)
Cross-listings: REL 284  WGSS 284  ARTH 218
Primary Cross-listing
This tutorial provides students with the chance to investigate in-depth three of the most astonishing works of art created during the entire Middle Ages: the Bayeux Tapestry (c.1077-1082), the Cappella Palatina (c.1130s-1166), and the Psalter of Christina of Markyate (1120s-1160s). Created within a hundred years of each other all within territories controlled by the Normans--a warrior dynasty that settled in northern France in the 10th century and then expanded north into England and south into Italy in the 11th and 12th centuries--each of these works is unprecedentedly ambitious in scale, dazzling in its material properties, and survives in its original wholeness, a rarity in the medieval world. Despite these similarities, however, each work is very different from the other two and so sheds light on very different aspects of Norman experience, across Europe. The Bayeux Tapestry, likely made by female embroiderers for a baronial hall, is a giant textile (over 70 meters long) that in gruesome and fascinating detail tells the story of the Norman invasion of England by William the Conqueror in 1066. The Cappella Palatina in Palermo, in turn, commissioned by King Roger II, is a royal chapel covered in sumptuous mosaics that reveals through its decoration and ritual the dynamic interaction of Islamic, Byzantine, and Latin Christian traditions in the multicultural Norman kingdom of Sicily in the 12th century. And the Psalter of Christina of Markyate, a large prayerbook made for the use of a female recluse in southern England, contains 40 full-page paintings and 215 decorated initials, a vast and inventive program of imagery that through its creative profundity helped reshape private devotional art and culture for centuries to come. Through their variety, then, these three objects—an embroidery, a building, and a book—give students insight into the rich array of concerns and aspirations, from the political to the spiritual and from the public to the private, that gave substance and meaning to 11th- and 12th-century European life, for women as well as men. What is more, these three remarkable works of art have been the focus of much interesting scholarship in recent years, so an exploration of some of that literature provides a compelling introduction to the discipline of art history itself, past and present.
Requirements/Evaluation: Participation in discussion; five 5-7-page tutorial papers; five 1-2-page response papers.
Prerequisites: None
Enrollment Limit: 10
Enrollment Preferences: First years and sophomores, but open to all.
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D1)  (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
REL 284 (D2)  WGSS 284 (D2)  ARTH 218 (D1)
Writing Skills Notes: In this tutorial, students will develop skills of critical reading and focus on how to craft clear and persuasive arguments of their own. To help them achieve these goals, they will receive timely comments on their written work, especially the five 5-7-page papers they will submit, with suggestions for improvement.

Spring 2021
TUT Section: RT1   TBA   Peter D. Low

ARTH 228  (S) Velázquez, Goya, and Picasso
Cross-listings: ARTH 228  RLSP 228
Secondary Cross-listing
This course will provide an introduction to three major Spanish painters—Velázquez, Goya, and Picasso—who lived and worked, respectively, in the 17th, 18th, 19th and 20th centuries. Though these painters are world famous, they are rarely studied comparatively, and in the context of their Spanish
artistic roots. The syllabus will cover the historical and social contexts in which they started working, and how they followed, and departed from, artistic conventions of the time. Through specific paintings, we will consider the historical evolution of the artists’ relationship to their patrons and subjects, from the elite status of Velázquez within the royal court, to Goya’s dramatic rise with the reigns of Charles III, and Charles IV, and his subsequent exile to France. Picasso was free of royal patronage and also lived in France, yet despite this freedom he remained deeply connected to the themes and concerns of his Spanish artistic predecessors. In addition to key paintings including Velázquez’s "Las Meninas" and other royal portraits, Goya’s "Maja Desnuda" and his series "The Disasters of War," Picasso’s "Guernica," and his own 20th century reinterpretation of "Las Meninas," we will focus on the artists’ shared subjects of portraits and war, and consider the following issues: How does the role of the Spanish artist change over the periods covered? How did the artist exercise his freedom whilst under the scrutiny of the court and the Catholic Church? How were these painters’ lives and work shaped by key historical events such as the Inquisition, Napoleon’s invasion of Spain, or the Spanish Civil War? How does the work of art evolve in its role from private royal commission to public display in museums open to all? We will read short literary pieces from each period, primary materials such as letters and other documents, and historical and critical works. All readings will be in English. Knowledge of Spanish is encouraged, but not required.

Requirements/Evaluation: 3- to 5-page weekly assignment

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students and sophomores

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 228 (D1) RLSP 228 (D1)

Spring 2021

TUT Section: HT1 TBA Soledad Fox

**ARTH 331 (S) Michelangelo: Self and Sexuality (WS)**

**Cross-listings:** ARTH 331 WGSS 335

**Primary Cross-listing**

Who are artists? We each have different answers to this question, but our responses would probably share some common assumptions about human individuality and the centrality of the self to artistic creation. In this tutorial, we will take a critical lens to these ideas by studying the life, work, and passions of the Italian artist, Michelangelo Buonarroti (1475-1564). Michelangelo is a towering archetype of the autonomous artistic self: the distinctive personality who telegraphs individual beliefs, feelings, and desires through the creative act. His lifelong engagement with the physicality, beauty, and sensuality of the (male) human body has encouraged the connection between the man and his work on the most intimate levels of pleasure and desire. Ironically, Michelangelo would not have understood our modern conceptions of artistic selfhood or sexuality, but his own Renaissance moment was obsessed with questions surrounding the nature of human identity and subjectivity. His artistic practice--from painting to poetry--wrestles with them in countless, fascinating ways. Students' writing and critical conversation will venture into the spaces between man and myth, selfhood and self-fashioning, artist and patron, past and present.

**Class Format:** Tutorial meetings will take place primarily on Zoom, with the hopeful possibility of some in-person meetings for students in residence on campus.

Requirements/Evaluation: Five 5-7 page essays, five 1-2 page responses to partner's essays, critical conversation

Prerequisites: Any ARTH course

Enrollment Limit: 10

Enrollment Preferences: ARTH majors and WGSS concentrators (or sophomores intending to pursue the ARTH major or WGSS concentration)

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ARTS 115 (F) Sculpture: Poetry with Objects

Sculpture employs the body and has the power to communicate via the physical world in powerful ways. ARTS 115 will offer instruction in how form and meaning can be created through the use of objects. Similar to poetry, where a particular word carries a specific history, meaning, and power, objects also contain complex associations. Through the process of alteration, transformation, and manipulation, sculpture reveals the narrative power of form and materials. This course will provide a historical framework for how sculpture—particularly contemporary works—have expressed ideas, while also providing instruction on techniques and methods used to build, dismantle, rearrange, combine and create art with objects as the inspiration. The ultimate goal will be to develop your individual voice and imagination, become familiar with processes and techniques, and to become fluent in generating meaning that is important to you. We will be integrating the study of a variety of artists whose work utilizes objects in their sculpture such as the work of: Jean Shin, Marcel Broodthaers, Dario Robletto, Doris Salcedo, Robert Gober, among others. This class is designed to be hybrid, with a combination of in-person and remote components. Approximately two thirds of the term will consist of weekly meetings between myself and a pair of students, however, periodically throughout the term, we will meet with the entire class for PowerPoint presentations, demonstrations, visiting artist talks and group critiques.

Class Format: Hybrid model with a portion of the class taught in person and a portion taught remotely. The aim is to have 50 percent of the class in person and 50 percent taught remotely, however this will depend upon how the semester and COVID evolves.

Requirements/Evaluation: Art is a visual language, which speaks to us through our sense of sight and implied touch; you will be evaluated first and foremost on your ability to speak powerfully in this language. Grading also takes into account: effort, attitude, creativity, studio responsibility and participation. Attendance and punctuality is expected for both in-person and remote portions of the course. If you miss more than one unexcused class your grade will automatically drop a letter grade. All work must be completed by the final critique.

Prerequisites: None.

Enrollment Limit: 10

Enrollment Preferences: Declared and perspective art majors have preference.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: There will be a lab fee to cover a material cost for the class. TBA

Distributions: (D1)

Fall 2020

TUT Section: HT1 W 1:30 pm - 3:40 pm Amy D. Podmore

ARTS 307 (S) The Body Reorganized

This tutorial course asks students to abstract and re-contextualize the body as a topic of conversation in order to expand our discussions about identity. We will discuss the work of artists in which the body remains conceptually central; such as Nick Cave, Saya Woolfalk, Sarah Lucas, Annette Messager. Students will look to their own lived experiences and supporting communities, research historical precedence for contemporary perspectives on identity, and find, through written and collected research, additional cultural work centered within multi-layered and non-normative experiences. Students will react to readings, Christian Enzensberger’s “Smut: An Anatomy of Dirt”, Mary Douglas’ “Purity and Danger”, etc. Students will design their own methods of making with foundational introductions to flexible plane paired with movement-based workshops including stop motion animation shot with cell phones. Students will construct a structural and/or wearable work that references the body, it's topographies, and potential for performance/pose. Research will culminate in an online exhibition documenting student projects through photographic stills and video.

Requirements/Evaluation: Students will construct a structural and/or wearable work that references the body, it's topographies, and potential for performance/pose. Research will culminate in an online exhibition documenting student projects through photographic stills and video.

Prerequisites: none

Enrollment Limit: 10
Enrollment Preferences: Open to all media but constructed around the theme of the body reorganized.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: $100.00 lab fee

Distributions: (D1)

Spring 2021

TUT Section: HT1 W 1:30 pm - 2:45 pm Stephanie J Williams

ARTS 315 (F) Humor

In this tutorial, students will explore how humor has been used by artists to communicate ideas powerfully, while working to develop their own voice, ideas, and strengths, visually. Students will explore the nuances of humor as a way to effectively communicate ideas through a visual format. Humor will be used as a way to unpack themes around intimacy and estrangement, history and memory, activism and protest, storytelling, play and silliness. Students will explore how one's vulnerability in their work can become empowering. Being funny is not a prerequisite, nor the goal for this course, though it is absolutely welcome! The class will require good communication and will start with establishing a safe and trusting group dynamic that can encourage experimentation and risk taking. Through assigned readings, screenings, and visits to the WCMA students will explore themes of humor in painting, drawing, sculpture, installation, design, film, comedy performance and literature. This course is interdisciplinary and open to all media. Assignments in this course will be conceptually driven with formal restrictions depending on the students chosen medium. Students are expected to have a working knowledge of their medium prior to taking this course.

Class Format: The class will meet twice a week with one meeting in-person and the second meeting remote. Depending on the class size we may break into smaller independent lab groups / discussion groups.

Requirements/Evaluation: Quality of work produced, depth and quality of investigative process, participation in critique and discussion, class citizenship, attendance

Prerequisites: A previous course in the medium in which you plan to work. Students are expected to have a working knowledge of their medium prior to taking this course.

Enrollment Limit: 10

Enrollment Preferences: art majors or permission of instructor

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: Students will be responsible for purchasing their own materials.

Distributions: (D1)

Fall 2020

TUT Section: HT1 MR 3:15 pm - 4:30 pm Amy D. Podmore, Kenny Rivero

ASST 127 (S) Spring Grass: A Peek into Inequality in China (DPE) (WS)

Cross-listings: WGSS 127 CHIN 427 ASST 127

Secondary Cross-listing

Spring Grass (Chuncao) is a Chinese novel written by award-winning author Qiu Shanshan (1958-). Using the literary techniques of social realism, the novel chronicles the life of a young rural woman from 1961 to 2001. Spring Grass, the protagonist of the novel, was born in a rural village to a mother who preferred sons over daughters. At a young age, Spring Grass was deprived of the opportunity to attend school. Against all odds, she managed to marry for love, venture into the city, and become an enterprising migrant worker. This novel not only reflects the struggles of women in contemporary China but also captures the economic transformation of modern China since 1978 when the Reform and Open-Door Policy (gaige kaifang) was initiated. The novel was adapted into a television drama series and became an instant hit in 2008. This course takes an interdisciplinary, cultural studies and humanistic approach to studying a literary text, using literature as a means to help students better understand social and cultural issues. Through close readings of the novel, the eponymous TV drama series, documentaries, films, and short stories depicting rural life and women's roles in China, as well as in-depth discussions of both primary and secondary sources that deal with the cultural, historical, and socioeconomic background of
the unfolding story of Spring Grass, this course aims to provide a window for students to examine the issues of inequality in the Chinese village and society at large. Why would mothers be harsh to their own daughters and bar girls’ right to education? Why would young people leave their village and migrate to the city? Why would migrant workers leave their children behind in the village? Why would economic developments in China exacerbate the problem of gender inequality in society? Why would the ideology and cultural logic behind Mao Zedong’s proclamation “women can hold up half of the sky” add more burden to women rather than truly liberate them? Why would city people discriminate against country folks? After taking this course, students will gain a deeper understanding of the issues related to gender inequality (nannü bu pingdeng) and the urban/rural-gap (chengxiang chabie) in China. Throughout the course, they are also encouraged to critically think about how to achieve equity in different societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or WGSS and language learners wishing to take the course in Chinese should register under CHIN.

Class Format: remote instruction

Requirements/Evaluation: active participation in tutorial meetings, five 4-5 page tutorial papers, five 2-page critiques, online writing portfolio as the final project.

Prerequisites: For students registering under CHIN, the prerequisite is CHIN 402 or a language proficiency interview conducted by the instructor. For students registering under ASST or WGSS, there is no prerequisite.

Enrollment Limit: 10

Enrollment Preferences: Enrollment priorities will be given to freshmen and sophomores who register under ASST or WGSS, and to Chinese language learners who register under CHIN.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: books and course packet.

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 127 (D2) CHIN 427 (D1) ASST 127 (D1)

Writing Skills Notes: Writing is taught using the writing-as-process pedagogical approach. The writing process consists of invention, composition, and revision. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. The instructor gives detailed feedback to students’ first drafts and students are required to turn in a revised version. At the end of the semester, students will compile an online writing portfolio to include their best works.

Difference, Power, and Equity Notes: The issue of “inequality,” including both gender inequality and regional inequality is the driving force behind the readings and discussions of this tutorial. Students are guided to develop an empathetic way of interpreting a literary work that features a rural woman/migrant worker. They will critically analyze the sources of inequality in the Chinese cultural context and explore ways to address such inequality.

Spring 2021

TUT Section: RT1 TBA Li Yu

ASST 269 (F) Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience (DPE) (WS)

Cross-listings: REL 269 STS 269 ASST 269 ANTH 269

Secondary Cross-listing

This course offers a social analysis and condensed genealogy of mindfulness from its roots as a Buddhist meditation practice through its modern application as a tool to improve our awareness of the related processes of mind, behavior, and emotions. We consider how mindfulness relates to Buddhist discourses and practices, and to the rapid rise of fields like contemplative neuroscience, affective neuroscience, and integrative neurobiology. How and why has the research on mindfulness and other applied meditation practices exploded since 2000? How has this research helped us understand and explain the intersection of mind, emotion, behavior, and human development? We critically examine the models of the mind developed by clinical and evolutionary psychologists and researchers in fields such as affective neuroscience to better understand the applications of mindfulness in the US today. Specifically, we consider how mindfulness and other forms of meditation are being used to improve the training of health care providers and educators, while augmenting and deepening the quality of their engagement with patients, students, and others they serve. We examine and train in a variety of meditation practices including mindfulness and forest bathing, while unpacking the subjective experience of our minds and emotions first-hand. Students will be asked to engage in mindfulness practices the entire semester.
Class Format: Offered in a hybrid format, but students are encouraged to attend in person if they can. Studies will be grouped in pairs or threesomes, that will meet in-person or remotely. Please email me (Kgutscho@williams.edu) to indicate whether you intend to take this class in-person or remotely.

Requirements/Evaluation: weekly tutorial papers and discussion

Prerequisites: A prior class or some experience with meditation is recommended

Enrollment Limit: 10

Enrollment Preferences: ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 269 (D2) STS 269 (D2) ASST 269 (D2) ANTH 269 (D2)

Writing Skills Notes: This class will involve weekly tutorial essays of 1200 or 600 words, written feedback on every essay, and a mid-semester 'writing chat' with the instructor.

Difference, Power, and Equity Notes: This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can alleviate pervasive and population-wide health issues in the US including rising rates of anxiety, depression, and other mental health issues that are exacerbated by stress related to social inequality and structural violence. It also explores the ways that mindfulness has been marketed as an elite and non-inclusive practice within the US.

Fall 2020

TUT Section: HT1  TBA  Kim Gutschow

ASST 412  (F)  Gandhi: History, Ideas and Legacy  (WS)

Cross-listings: REL 412  LEAD 412  GBST 412  ASST 412  HIST 496

Secondary Cross-listing

This course studies the life, work, and ideas of M.K. Gandhi (1869-1948), one of the most influential thinkers of the non-western world. Gandhi is well known today for his philosophy of non-violent resistance and its application in India's freedom struggle as well as his influence on the work of leaders like Martin Luther King and Nelson Mandela. Hailed as the 'father of the Indian nation', however, Gandhi is not only known for his political ideas but also for his deep engagement with aspect of everyday human behavior and morality: truth, vegetarianism, sex and celibacy, to name just a few of his obsessions which contributed to making his broader philosophy. It is this commitment to a morally pure life that earned him the title of 'Mahatma' or Great Soul in India. This tutorial will focus on three key aspects of Gandhi: his ideas of peaceful protest as means of social and political change, his contemplations on moral philosophy, and on his legacy in modern India and the world. Students will read a combination of Gandhi's own writings as well as journal articles, monographs and films. The course will probe questions such as: What was the context and nature of Gandhian nationalism? Did it help to integrate the Indian nation? Was Gandhi truly a Great Soul, a saint or a shrewd politician? In what ways is Gandhi received and remembered by the Indian nation today? How does understanding a figure like Gandhi facilitate our understanding of modern nationalism, citizenship and political action?

Class Format: REMOTE. This tutorial will be taught remotely but will otherwise follow the usual tutorial format of weekly hour-long meetings, pairing students who will alternatively write papers and critiques each week.

Requirements/Evaluation: 5-7-page essays or 2-page critique due each week and a final report (3-4 pages) at the end of the semester.

Prerequisites: None, except students who have taken HIST488T will not be permitted to take this class.

Enrollment Limit: 10

Enrollment Preferences: Senior history majors and students who have previously taken HIST221. Students who have previously taken HIST488T will not be permitted to take this class.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 412 (D2) LEAD 412 (D2) GBST 412 (D2) ASST 412 (D2) HIST 496 (D2)
Writing Skills Notes: As a tutorial, this course is Writing Intensive as students not only write weekly papers but they also develop critical tools to engage in close reading of texts and interpret them and the facts therein. Each week, they will develop their writing by providing constructive criticism of their partner’s paper, and in turn, learn to receive and build on critiques of their own work. Students will be given the opportunity to substantively revise their work on a regular basis.

Fall 2020

TUT Section: RT1   TBA   Aparna Kapadia

ASTR 402  (S) Between the Stars: The Interstellar Medium   (QFR)

The matter between the stars—the interstellar medium—tells the story of the past and future evolution of galaxies and the stars within them. Stars are accompanied by diffuse matter all through their lifetimes, from their birthplaces in dense molecular clouds, to the stellar winds they eject as they evolve, to their final fates as they shed their outer layers, whether as planetary nebulae or dazzling supernovae. As these processes go on, they enrich the interstellar medium with the products of the stars’ nuclear fusion. Interpreting the emission from this interstellar gas is one of astronomers’ most powerful tools to measure the physical conditions, motions, and composition of our own galaxy and others. In this course we will study the interstellar medium in its various forms, from cold, dense, star-forming molecular clouds to X-ray-emitting bubbles formed by supernovae. We will learn about the physical mechanisms that produce the radiation we observe, including radiative ionization and recombination, collisional excitation of “forbidden” lines, collisional ionization, and synchrotron radiation. Applying our understanding of these processes, we will analyze the physical conditions and chemical compositions of a variety of nebulae. Finally, we will discuss the evolution of interstellar material in galaxies across cosmic time. This course is observing-intensive. Throughout the semester students will work in small groups to design, carry out, analyze, and critique their own observations of the interstellar medium using remote observations and archival data.

Class Format: Tutorial meetings will be scheduled with the professor. Meetings may be held in-person, subject to classroom availability, or remotely. Students will also complete observing projects by controlling telescopes remotely and analyzing observations in astronomical databases.

Requirements/Evaluation: weekly problem sets, 10-page final paper, and observing projects

Prerequisites: ASTR 111 and PHYS 201 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: juniors and seniors

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D3)   (QFR)

Quantitative/Formal Reasoning Notes: In this course, students will derive quantitative physical formulas, use these equations to calculate and compare physical properties, and generate and analyze graphical representations of data. They will also make and analyze measurements of astronomical data through observing projects.

Spring 2021

TUT Section: HT1   TBA   Anne Jaskot

BIMO 401  (S) Topics in Biochemistry and Molecular Biology   (WS)

This tutorial course involves critical reading, analysis, and discussion of papers from the current biochemistry and molecular biology literature. Specific topics vary from year to year but are chosen to illustrate the importance of a wide range of both biological and chemical approaches to addressing important questions in the biochemical and molecular biological fields. To facilitate discussion, students will prepare written critiques analyzing the data and conclusions of the chosen literature.

Class Format: two hours per week

Requirements/Evaluation: biweekly papers, tutorial presentation and discussion, and a final paper

Prerequisites: BIOL 202 and BIMO 321

Enrollment Limit: 12

Enrollment Preferences: those completing the BIMO program; open to others with permission of instructor

Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D3) (WS)

Writing Skills Notes: The critical analysis of published papers in the biochem literature, as expressed in clear and succinct writing, is a key learning goal for the course. The students write biweekly literature critiques (typically 5-6 pages long) throughout the semester. While the specific topic each week differs, the parameters of the assignment are the same each time, allowing students to progressively improve their writing. I provide extensive written feedback on each critique, returned before the next due date.

Spring 2021
TUT Section: HT1   TBA   Amy Gehring

BIOL 219  (F) Dangerous Exposures: Environment, Immunity, and Infectious Disease  (WS)
Global reports of emerging infectious diseases and old diseases with new pathogenic properties incite fears for personal safety as well as national security. The specter of a contagious pandemic has captured the public imagination through the mass news media, movies, and even popular online and board games. In this tutorial course, we will explore the ecology and evolution of several recently emergent diseases such as Ebola hemorrhagic fever, dengue, and AIDS. Topics to be considered include transmission dynamics, epidemiological modeling of vaccination strategies, and wildlife reservoirs that contribute to human virus exposure. We will examine progress in preventing the parasitic disease malaria and why such diseases have proven so refractory. We will also discuss the science behind the recent development of the vaccine against the human papillomavirus, which causes cervical cancer, and the intriguing and highly unusual transmissible cancers in dogs and Tasmanian devils. Finally, we will think about the contributions of inadequate diagnostic capacities world-wide and broader issues of resource shortages in driving the global emergence of drug resistance in tuberculosis and other diseases. One common theme in each of these case studies will be the interplay between the host immune response and the evolution of the pathogen. Although the primary focus of the course is on biology rather than policy, each week’s readings will have implications for public health and/or conservation biology.

Requirements/Evaluation: six 4- to 5-page papers; tutorial presentations, and the student's progress towards intellectual independence and creativity as a presenter and a respondent
Prerequisites: BIOL 101 and 102
Enrollment Limit: 10
Enrollment Preferences: sophomores who have taken BIOL 202, students interested in public health
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D3) (WS)

Writing Skills Notes: We work deliberately throughout the semester on writing skills including construction of a written argument and logical flow as well as mechanics. Students write six 4-5-page papers, alternating weekly between papers and written critiques of their partner's writing. Based on substantive feedback from the instructor as well as their partner, students revise and resubmit two of their six papers.

Fall 2020
TUT Section: HT1   TBA   Lois M. Banta

BIOL 411  (F) Developmental Biology: From Patterning to Pathogenesis
A small number of developmental regulators coordinate the interplay between cell proliferation and specification of cell fates during animal development. The genetic basis of many of the cancer and degenerative diseases are, in fact, due to these same developmental regulators whose expression is misregulated in the adult. Through the reading of primary literature, this course in developmental biology will examine the mechanisms of gene expression of key regulators, the biological processes they mediate in the embryo, and how they become misregulated in proliferative and degenerative diseases.

Requirements/Evaluation: bi-weekly tutorial papers, oral commentaries, and tutorial discussion
Prerequisites: BIOL 202
Enrollment Limit: 14
Enrollment Preferences: Senior Biology majors who have not taken a 400-level course followed by seniors then juniors in the major
CHEM 338 (S) Bioinorganic Chemistry: Metals in Living Systems

Bioinorganic chemistry is an interdisciplinary field that examines the role of metals in living systems. Metals are key components of a wide range of processes, including oxygen transport and activation, catalytic reactions such as photosynthesis and nitrogen-fixation, and electron-transfer processes. Metals furthermore perform regulatory roles and stabilize the structures of proteins. In medical applications, they are central to many diagnostic and therapeutic tools, and some metals are highly toxic. The course begins with a review and survey of the principles of coordination chemistry: topics such as structure and bonding, spectroscopic methods, electrochemistry, kinetics and reaction mechanisms. Building on this fundamental understanding of the nature of metals, we will explore the current literature in fields of interest in small groups, presenting our findings to the class periodically.

Class Format: The course will begin with a series of lectures on principles of coordination chemistry, followed by tutorial meetings to discuss journal articles and book materials. This course will be offered in person, with a mix of synchronous and taped lectures and synchronous discussion meetings. Efforts will be made to arrange meetings to accommodate schedules for remote students as much as possible.

Requirements/Evaluation: Evaluation based on problem sets, two exams, class engagement, a class presentation, and a final project.

Prerequisites: CHEM 155 or CHEM 256 and 251/255

Enrollment Limit: 10

Enrollment Preferences: Chemistry majors and BIMO concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Spring 2021

TUT Section: HT1 TR 9:45 am - 11:00 am Christopher Goh

CHIN 427 (S) Spring Grass: A Peek into Inequality in China (DPE) (WS)

Cross-listings: WGSS 127 CHIN 427 ASST 127

Primary Cross-listing

Spring Grass (Chuncao) is a Chinese novel written by award-winning author Qiu Shanshan (1958-). Using the literary techniques of social realism, the novel chronicles the life of a young rural woman from 1961 to 2001. Spring Grass, the protagonist of the novel, was born in a rural village to a mother who preferred sons over daughters. At a young age, Spring Grass was deprived of the opportunity to attend school. Against all odds, she managed to marry for love, venture into the city, and become an enterprising migrant worker. This novel not only reflects the struggles of women in contemporary China but also captures the economic transformation of modern China since 1978 when the Reform and Open-Door Policy (gaige kaifang) was initiated. The novel was adapted into a television drama series and became an instant hit in 2008. This course takes an interdisciplinary, cultural studies and humanistic approach to studying a literary text, using literature as a means to help students better understand social and cultural issues. Through close readings of the novel, the eponymous TV drama series, documentaries, films, and short stories depicting rural life and women's roles in China, as well as in-depth discussions of both primary and secondary sources that deal with the cultural, historical, and socioeconomic background of the unfolding story of Spring Grass, this course aims to provide a window for students to examine the issues of inequality in the Chinese village and society at large. Why would mothers be harsh to their own daughters and bar girls’ right to education? Why would young people leave their village and migrate to the city? Why would migrant workers leave their children behind in the village? Why would economic developments in China exacerbate the problem of gender inequality in society? Why would the ideology and cultural logic behind Mao Zedong's proclamation “women can hold up half of the sky” add more burden to women rather than truly liberate them? Why would city people discriminate against country folks? After taking this course, students will gain a deeper understanding of the issues related to gender inequality (nannü bu pingdeng) and the urban/rural-gap (chengxiang chabie) in China. Throughout the course, they are also encouraged to critically think about how to achieve equity in different societies. This tutorial is
conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or WGSS and language learners wishing to take the course in Chinese should register under CHIN.

Class Format: remote instruction

Requirements/Evaluation: active participation in tutorial meetings, five 4-5 page tutorial papers, five 2-page critiques, online writing portfolio as the final project.

Prerequisites: For students registering under CHIN, the prerequisite is CHIN 402 or a language proficiency interview conducted by the instructor. For students registering under ASST or WGSS, there is no prerequisite.

Enrollment Limit: 10

Enrollment Preferences: Enrollment priorities will be given to freshmen and sophomores who register under ASST or WGSS, and to Chinese language learners who register under CHIN.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: books and course packet.

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 127 (D2) CHIN 427 (D1) ASST 127 (D1)

Writing Skills Notes: Writing is taught using the writing-as-process pedagogical approach. The writing process consists of invention, composition, and revision. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. The instructor gives detailed feedback to students' first drafts and students are required to turn in a revised version. At the end of the semester, students will compile an online writing portfolio to include their best works.

Difference, Power, and Equity Notes: The issue of "inequality," including both gender inequality and regional inequality is the driving force behind the readings and discussions of this tutorial. Students are guided to develop an empathetic way of interpreting a literary work that features a rural woman/migrant worker. They will critically analyze the sources of inequality in the Chinese cultural context and explore ways to address such inequality.

Spring 2021
TUT Section: RT1 TBA Li Yu

COGS 493 (F) Advanced Topics in Mind and Cognition
In the last decade the science of the mind has continued to draw on its 20th century history as well as expand its methodological repertoire. In this tutorial we will investigate current trends in mind and cognition by considering research in cognitive neuroscience, embodied cognition, dynamic systems theory, and empirical approaches to consciousness. Throughout, we will attend both to the specific empirical details as well as the conceptual foundations of this work. We will discuss how it elaborates, expands, and sharpens early views of the domain and methodology of philosophy of mind and cognitive science.

Class Format: This tutorial will be offered remotely at a time agreed upon by the students and instructor.

Requirements/Evaluation: Substantial essay (5-7 pages) every two weeks on assigned material and commentary on tutorial partner's work. Essays will be due in advance and presented orally in tutorial.

Prerequisites: Senior Cognitive Science concentrator

Enrollment Limit: 4

Enrollment Preferences: Open only to Senior Cognitive Science concentrators

Expected Class Size: 2

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Fall 2020
TUT Section: RT1 TBA Joseph L. Cruz
**COMP 109 (F) Spies Like Us: Espionage, Surveillance, and Protest in German Cinema and Literature (WS)**

**Cross-listings:** GERM 110  COMP 109

**Secondary Cross-listing**

This First Year tutorial, available in English, investigates the mutual mistrust between the two Germanies in the Cold War period up until the peaceful popular protests that brought down the Berlin Wall. The political tensions between communist East Germany, the German Democratic Republic (GDR) and its capitalist Western counterpart, the Federal Republic (FRG), created a fascinating culture of governmental spying, but also led to aggravated periods of state surveillance of its own citizens. How were families affected across generations by these divisive politics, including the two states’ differing treatment of the Nazi legacy? What was the involvement of the KGB and the CIA? How did East German intelligence try to destabilize the West from inside? Which locations in Berlin served as centers for spying, given that the city’s terrain is quite flat and exposed? High-profile cases of conflicting loyalties include the Guillaume spy affair that brought down Willy Brandt as Chancellor of the FRG in 1974, and the Brasch family in the GDR, where the father, a communist true believer, turned his three sons over to the Stasi for their dissident activism and engaged art. We will debate filmic treatments of the recruitment of spies as double agents (*Coded Message for the Boss*, 1979), the chilling effects of police surveillance during the Baader-Meinhof radical left terrorist attacks (*The Lost Honor of Katharina Blum*, 1974; *Knife in the Head*, 1978) the afterlives of former terrorists who were offered new identities as ‘ordinary’ East Germans (*The legend of Rita*, 2000), to the effects of the Stasi files becoming accessible to their victims after the fall of the wall (*Es ist nicht vorbei, Anderson*). We will also discuss popular film representations of spying in *Lives of Others* (2007) and *Bridge of Spies* (2015), and selected episodes from the popular TV-series *Germany 83 and 86* (2018). Literature will likely include: Thomas Brasch, *The Sons Die Before the Fathers* (1977), Christa Wolf, *What Remains* (1993), Monika Maron, *Flight of Ashes* (1981), Heinrich Böll, *The Lost Honour of Katharina Blum* (1974). All texts in English, films have English subtitles.

**Class Format:** Students in this course will be separated into small tutorial groups of 3 students, in order to promote intensive exchange of ideas. In a typical week, the students in each group will: (1) study a substantial "text" or film; (2) watch mini-lectures or power points by the instructor to supplement the assigned primary texts.

**Requirements/Evaluation:** 5 5-page tutorial papers and 2-page responses (in English)

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** First Years, in groups of 3 students.

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GERM 110 (D1) COMP 109 (D1)

**Writing Skills Notes:** This tutorial will teach students to analyze visual media and fiction in German Studies in combination with secondary sources from a variety of related disciplines (History, Political Science, journalism). The toggling between these different types of sources promotes critical thinking skills.

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** COMP 215 (S) Cults of Personality (WS)**

**Cross-listings:** COMP 215  RUSS 219

**Secondary Cross-listing**

First uttered by Soviet leader Nikita Khrushchev in 1956, the phrase “cult of personality” was formulated to discredit the hero-worship that accompanied Joseph Stalin’s iron-fisted rule of the Soviet Union. Since then, the phrase has gained currency as a condemnation of a variety of seemingly all-powerful leaders in oppressive political regimes, including China’s Mao Zedong, Iran’s Ayatollah Khomeini, and the ruling Kim family in North Korea. In this course, we will examine the phenomenon of the cult of personality from a variety of perspectives, beginning with the cult surrounding Stalin and ending with that of Vladimir Putin. Our course material will encompass scholarship from multiple disciplines, including history, sociology, political science, cultural and media studies, as well as artistic expression typically labeled propaganda in literature, the visual arts, and film. Although our course will begin in the Soviet Union and end in contemporary Russia, we will explore how the cult of personality has been adapted and updated for different cultural and political purposes in fascist Germany and Spain, China, Iran, North Korea, and Cuba. *All readings will be in English,*
and all films will have English subtitles.

Class Format: remote

Requirements/Evaluation: completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
COMP 215 (D1) RUSS 219 (D1)

Writing Skills Notes: Students will be writing papers (5-6 pages) every other week and receiving detailed feedback on their writing with the expectation that they will identify areas in need of improvement and work on these throughout the semester. The course will also require that students write one paper together with their tutorial partner and that they rewrite two different papers, one at midterm and the other at the end of the term.

Spring 2021
TUT Section: RT1 TBA Julie A. Cassiday

CSCI 374 (F)(S) Machine Learning (QFR)

This tutorial examines the design, implementation, and analysis of machine learning algorithms. Machine Learning is a field that derives from Artificial Intelligence, Statistics, and others, and aims to develop algorithms that will improve a system's performance. Improvement might involve acquiring new factual knowledge from data, learning to perform a new task, or learning to perform an old task more efficiently or effectively. This tutorial will cover examples of supervised learning algorithms (including Bayesian approaches, support vector machines, and neural networks -- both deep and traditional), unsupervised learning algorithms (including k-means and expectation maximization), and possibly reinforcement learning algorithms (such as Q learning and temporal difference learning). It will also introduce methods for the evaluation of learning algorithms, as well as topics in computational learning theory and ethics.

Class Format: Though this course will be offered remotely by the instructor, pairs of students on campus may choose to meet in person for their tutorial sessions. If so, a classroom will be scheduled for them by the instructor.

Requirements/Evaluation: presentations, problem sets, programming exercises, empirical analyses of algorithms, critical analysis of current literature; the final two weeks are focused on a project of the student's design.

Prerequisites: CSCI 136 and CSCI 256 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Computer Science majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: This course heavily relies on discrete mathematics, calculus, and elementary statistics. Students will be proving theorems, among many other mathematically oriented assignments. Additionally, they will be programming, which involves analytical and logical thinking.

Fall 2020
TUT Section: HT1 TBA Andrea Danyluk

Spring 2021
TUT Section: HT1 TBA Andrea Danyluk

ECON 214 (S) The Economics and Ethics of CO2 Offsets (WS)
Some electric utilities and other CO2 emission polluters are allowed to purchase carbon offsets to achieve a portion of their mandated emissions cuts, in effect, to pay others to reduce carbon emissions in their stead. Some individuals, college and universities, and for-profit and non-profit institutions have chosen voluntarily to purchase carbon offsets as a way of reducing their carbon footprint. But do offsets actually succeed in reducing carbon emissions? What separates a legitimate offset from one that is not? How should we measure the true impact of an offset? How do carbon offsets compare to other policies for reducing carbon emissions in terms of efficiency, equity, and justice? Is there something inherently wrong about "commodifying" the atmosphere? Is there something inherently wrong about selling or buying the right to pollute? Should colleges and universities be using the purchase of offsets to achieve "carbon neutrality?"

Class Format: This tutorial will be taught remotely via Zoom meetings. Each student will be the tutorial partner of one other student, and each pair of tutorial partners will meet with the instructor for 75 minutes each week. Individual "office hour meetings" will also occur via Zoom meetings.

Requirements/Evaluation: a 5- to 7-page paper every other week; a 3-page written critique every other week; one re-write paper

Prerequisites: ECON 110 or the equivalent, permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first-year students and sophomores intending to major in Economics and/or to major or concentrate in Environmental Studies

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

POEC 214 (D2) ENVI 212 (D2) ECON 214 (D2)

Writing Skills Notes: Each student will write five 5-7 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will write five 3-page critiques of their partner's papers. As the final assignment, each student will revise one of their five papers.

Spring 2021

TUT Section: RT1 TBA Ralph M. Bradburd

ECON 374 (F) Poverty and Public Policy (WS)

Since 1965, the annual poverty rate in the United States has hovered between 10% and 15%, though far more than 15% of Americans experience poverty at some point in their lives. In this course, we will study public policies that, explicitly or implicitly, have as a goal improving the well-being of the poor in this country. These policies include social insurance programs such as Unemployment Insurance; safety net programs such as Temporary Assistance to Needy Families, Supplemental Nutrition Assistance Program, Medicaid, and housing assistance; education programs such as Head Start and public education; and parts of the tax code including the Earned Income Tax Credit and Child Tax Credit. We will explore the design and functioning of these programs, focusing on questions economists typically ask when evaluating public policy such as: What are the goals of the policy and does the policy achieve them? Does the design of the policy lead to unintended effects (either good or bad)? What are the trade-offs inherent in the policy's design? Could the policy be redesigned to achieve its goals more effectively? Through in-depth study of these programs, students will learn how economists bring theoretical models and empirical evidence to bear on important questions of public policy.

Requirements/Evaluation: evaluation will be based on six 5- to 7-page papers and on the quality of the student's oral presentations and commentary on the work of their colleagues

Prerequisites: POEC 253 or ECON 255 or STAT 346 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Economics majors, Political Economy majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Each student will write five 5- to 7-page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will write five 2- to 3-page critiques of their partners' papers. Midway through the semester, each student will revise one of
Over the past three decades, developing countries have increasingly expanded social protection systems to tackle poverty and vulnerability while promoting inclusive social development and equitable economic growth. These systems provide pro-poor policy instruments that can balance trade and labor market reforms, fiscal adjustments (such as reduced general subsidies) and other economic policies aimed at enabling better market performance. In addition, social protection systems help vulnerable people to cope with shocks to their livelihoods, promoting resilience, human capital development and sometimes high-return risk-taking. In times of crisis, these systems are more important than ever. From March to June 2020, the World Bank identified 195 countries that have adapted and expanded their social protection systems to respond to the COVID-19 pandemic. This tutorial offers the opportunity to explore how shock-responsive social protection systems can better enable developing countries to respond to global and local shocks in a manner that minimizes the medium- to long-term costs of the resulting crises. The tutorial examines how developing countries build social protection systems to tackle poverty, vulnerability and social exclusion that result from global and local shocks. Topics include how the design and implementation of effective interventions both respond to crises and strengthen long-term developmental outcomes. The tutorial focuses on country responses to the COVID-19 pandemic as both a relevant case study and an example of the kinds of global crises to which national social protection systems must be able to respond in the future.

Requirements/Evaluation: Students will write five papers during the term, and will prepare and deliver formal comments on five papers written by other students

Prerequisites: ECON 251 or ECON 252

Enrollment Limit: 10

Enrollment Preferences: Junior and senior Economics majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 532 (D2) ECON 375 (D2)
**Prerequisites:** Economics 251 (Price and Allocation Theory), Statistics 161 or Economics 255 (Econometrics) or POEC 253 (Empirical Methods in Political Economy) or instructor permission.

**Enrollment Limit:** 10

**Enrollment Preferences:** Economics and Political Economy majors, Juniors and Seniors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** Gentrification has been identified in the survey of DPE suggestions as a worthwhile and important topic for a course satisfying the DPE requirement. Gentrification, with its consequent displacement of low-income and frequently minority households in cities is widely viewed as a problem and there have been increasing demands for local policies to limit the rate or extent of gentrification. We will address the causes, measurement of gentrification and extent to which it burdens poor households.

Spring 2021

TUT Section: RT1 TBA Stephen C. Sheppard

**ECON 458 (S) Economics of Risk**

Risk and uncertainty are pervasive features of economic decisions and outcomes. Individuals face risk about health status and future job prospects. For a firm, developing new products is risky; furthermore, once a product has been developed, the firm faces product liability risk if it turns out to be unsafe. Investment decisions--from managing a portfolio to starting a business--are also fraught with uncertainty. Some risks are environmental--both manmade problems and natural disasters; other risks include the possibility of terrorist attack and, more locally, issues of campus safety. This tutorial explores both the private market responses to risk (e.g., financial markets, insurance markets, private contracting, and precautionary investments and saving) and government policies towards risk (e.g., regulation, taxation, and the legal system). From a theoretical standpoint, the course will build on expected utility theory, diversification, options valuation, principal-agent models, contract theory, and cost-benefit analysis. We will apply these tools to a wide variety of economic issues such as the ones listed above. One goal of the course is to discover common themes across the disparate topics. Students will be expected to read and synthesize a variety of approaches to risk and uncertainty and apply them to various issues.

**Class Format:** tutorial; students will meet with the instructor in pairs in each week

**Requirements/Evaluation:** For the first ten weeks, each student will write a 5 - 7 page paper every other week, and comment (of 2 - 3 pages) on their partner's work in the other weeks; the final two weeks will be reserved for papers on a topic of each student's interest (again, 5 - 7 pages but without needing to write a comment on their partner's work); one of the papers during the term will be revised to reflect feedback from the instructor and the student's partner

**Prerequisites:** ECON 251, 252, and 255

**Enrollment Limit:** 10

**Enrollment Preferences:** senior Economics majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Spring 2021

TUT Section: HT1 TBA William M. Gentry

**ECON 532 (S) Inclusive Growth and Crisis Response: The Role of Social Protection Systems**

**Cross-listings:** ECON 532 ECON 375

**Primary Cross-listing**

Over the past three decades, developing countries have increasingly expanded social protection systems to tackle poverty and vulnerability while promoting inclusive social development and equitable economic growth. These systems provide pro-poor policy instruments that can balance trade and labor market reforms, fiscal adjustments (such as reduced general subsidies) and other economic policies aimed at enabling better market performance. In addition, social protection systems help vulnerable people to cope with shocks to their livelihoods, promoting resilience, human capital
development and sometimes high-return risk-taking. In times of crisis, these systems are more important than ever. From March to June 2020, the World Bank identified 195 countries that have adapted and expanded their social protection systems to respond to the COVID-19 pandemic. This tutorial offers the opportunity to explore how shock-responsive social protection systems can better enable developing countries to respond to global and local shocks in a manner that minimizes the medium- to long-term costs of the resulting crises. The tutorial examines how developing countries build social protection systems to tackle poverty, vulnerability and social exclusion that result from global and local shocks. Topics include how the design and implementation of effective interventions both respond to crises and strengthen long-term developmental outcomes. The tutorial focuses on country responses to the COVID-19 pandemic as both a relevant case study and an example of the kinds of global crises to which national social protection systems must be able to respond in the future.

Requirements/Evaluation: Students will write five papers during the term, and will prepare and deliver formal comments on five papers written by other students
Prerequisites: ECON 251 or ECON 252
Enrollment Limit: 10
Enrollment Preferences: Junior and senior Economics majors
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
ECON 532 (D2) ECON 375 (D2)

Spring 2021
TUT Section: RT1  TBA  Michael Samson

ENGL 224  (F)  American Drama: Hidden Knowledge
Cross-listings: THEA 275  AMST 275  ENGL 224

Secondary Cross-listing
The Buddha is said to have identified three things that cannot stay hidden: the sun, the moon, and the truth. What's the secret? Who is lying? Who is breaking the rules? American drama abounds with hidden knowledge and false representations. (This is not surprising: theatre is always on some level a deceptive practice, a place where one person pretends to be another, and where what is spoken is always open to skeptical scrutiny. We might say theatre is always lying as much as lying is always theatre.) This tutorial course will examine what lies hidden in American plays from the late nineteenth century to the early twenty-first. Beginning with excerpted critical and historical writings on secrecy and lying (The Adventures of Pinocchio, Machiavelli's The Prince, Thomas Carlson's Lying and Deception: Theory and Practice, among others), we will proceed to a set of American plays from across a wide spectrum of playwrights, including Eugene O'Neill, Edward Albee, Sarah Ruhl, Arthur Miller, Amy Herzog, Susan Glaspell, Sophie Treadwell, Annie Baker, and others. Student papers will explore how hidden knowledge structures dramatic action, how different characters create and respond to untruths, and what can we learn in particular from American drama about a national relationship to honesty and its opposites. For Fall 2020, the tutorial will be conducted primarily online. Depending on enrollments, we may divide into groups with three students, instead of the traditional two-student tutorial format.

Requirements/Evaluation: weekly papers/response papers; weekly meeting with instructor and tutorial partner
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: Theatre and English majors
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
THEA 275 (D1) AMST 275 (D2) ENGL 224 (D1)

Fall 2020
ENGL 227  (F)  Elegies  (WS)

This tutorial explores elegies as a literary genre. In their most familiar form, elegies honor and memorialize the dead. More broadly conceived, the genre includes works lamenting other kinds of loss as well: the loss of a lover, place, country, or cherished version of one’s past. We’ll consider the special challenges and opportunities of the elegiac voice: how it manages to give public expression to private grief; negotiates problems of tone and perspective; worries about and celebrates the capacity of language to generate hope and consolation; and seeks a kind of solace in the literary effort to evoke, preserve, or rewrite a lost life or an absent past. This course focuses primarily on poetry, English and American, across a broad historical range. We’ll first read poems from 1600-1900—including works by Jonson, Milton, Donne, Dryden, Gray, Shelley, Tennyson, and Whitman, and then turn to some of the twentieth-century’s great poetic elegists—Owen, Yeats, Auden, Lowell, and Heaney. Finally, we’ll consider how the elegiac voice works in fiction, especially in stories by Joyce (“The Dead”) and Nabokov (“Spring in Fialta”).

Class Format: This course will meet remotely. Tutorial pairs will meet for an hour each week with the instructor, using Zoom or Google Meet.

Requirements/Evaluation: Active participation in tutorial meetings. Students will write a 4- to 5-page paper every other week (five in all), and comment on their partners’ papers in alternate weeks

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor.

Enrollment Limit: 10

Enrollment Preferences: Sophomores, but juniors and seniors are also welcome.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: All tutorials (at least in English) are by definition Writing Skills courses. Students will write either the main paper or a response critique in alternate weeks. Students will also have the opportunity to revise.

Fall 2020

TUT Section: RT1   TBA   Stephen Fix

ENGL 234  (F)  The Video Essay

While people today are subject to an unprecedented flood of moving images, few have had the chance to think critically about film and video. Fewer still have had the opportunity to think with the medium, exploiting the resources of film and video in their efforts to understand how these media work on viewers. The Video Essay offers a chance to do that. After being introduced to the fundamentals of film analysis and receiving training in the use of Adobe Premiere Pro, students will spend the term alternately making short video essays and commenting on the essays produced by their partners. Note that this is primarily a course in film analysis: students will not shoot original material. No prior experience is required. Note that the course meets entirely online.

Class Format: We will meet together for three weeks, then break into groups of four. Students in each group will alternate weekly between creating video essays on film topics, and writing commentaries on the essays of their partner. All meetings will be online.

Requirements/Evaluation: four written exercises (1-2 pages); four video essays, increasing from two to six minutes; and four written commentaries on one’s partner's video essays.

Prerequisites: permission of the instructor

Enrollment Limit: 12

Enrollment Preferences: sophomores; first-year students; English majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2020

TUT Section: RT1   W 2:50 pm - 3:40 pm   Shawn J. Rosenheim
ENGL 235 (S) Theatre Masters: Become One of Them

Cross-listings: THEA 233 ENGL 235

Secondary Cross-listing

How well do you know Stanislavsky, Strasberg or Adler? This tutorial offers an exploration of the most notable theatre artists from the past and present. Students will select a specific master with a unique theatrical style, and will study that iconic artist's particular method or approach. Students will be encouraged to choose any master who had made a significant contribution to theatre -- such as Constantine Stanislavsky, Stella Adler, Sanford Meisner, Lee Strasberg, Bertolt Brecht, Michael Chekhov, Jerzy Grotowski, Tadeusz Kantor, Pina Bausch, Tadashi Suzuki, Anne Bogart, etc. Each student will conclude their exploration by writing a script and presenting the essence of their research in a brief performance (for the camera) -- portraying the legendary icon at work, in a social situation, or in solitude. You learn more about others when you become them, if only for a moment.

Requirements/Evaluation: Research, development, creativity, final performance.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: none

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 233 (D1) ENGL 235 (D1)

Spring 2021

TUT Section: RT1 TBA Omar A. Sangare

ENGL 253 (S) Feminist Theatres: A Global Perspective (DPE) (WS)

Cross-listings: ENGL 253 WGSS 250 THEA 250

Secondary Cross-listing

What makes a work of theatre feminist? How do plays, social practices, and performances engage with different models of feminism: liberal, radical, materialist, intersectional, reluctant? Why has feminism mattered to theatre makers of the past? Should it still matter to us now? If so, what forms might future feminist theatres and performance practices take? In this tutorial, students will work in pairs to examine the political relation of models of feminism to plays and performances by theatre artists, companies, and collaboratives from across the globe, from the late-twentieth century to today. Interrogating feminism's own legacies of exclusionary and biased tactics, we will focus on the racialized and class-based aspects of feminist performance practices and the history of radical and intersectional feminism in theatre. Artists, companies, and movements to be considered may include: Spiderwoman Theatre, The WOW Café, Hélène Cixous, Adrienne Kennedy, Caryl Churchill, Sphinx Theatre Company, Wendy Wasserstein, Ntozake Shange, Griselda Gambaro, Manjula Padmanabhan, Cherrie Moraga, Karen Finley, Suzan-Lori Parks, Young Jean Lee, Lisa Kron, Tori Sampson, Arethusa Speaks, Women's Project and Productions, Sarah DeLappe, and others. Close reading and analysis of source material will occur alongside engagement with critical essays and writings by: Audre Lorde, Judith Butler, bell hooks, Gloria Anzaldúa, Kimberlé Crenshaw, Eve K. Sedgwick, Gayatri Spivak, Jill Dolan, Sue-Ellen Case, José E. Muñoz, and Donna Haraway. This course will follow a standard tutorial format, with students alternating the presentation and reading of a series of 5-page papers.

Class Format: For Spring 2021, the format for the course is to be determined. Ideally, we will meet weekly and in-person in groups of 3 (two students and professor). Should necessary social distancing measures be in place, we will conduct our tutorial meetings remotely in either Zoom or Google Meet.

Requirements/Evaluation: students will meet with instructor in pairs for an hour each week; they will write a 5-page paper every other week (five in all), and comment on their partner’s papers in alternate weeks; emphasis will be placed on developing skills in reading, interpretation, critical argumentation, and critical written and oral response

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Theatre majors; WGSS majors; ART majors; COMP majors. Students from all majors are welcome and invited to contact
ENGL 323 (S) A Novel Education (WS)

All novels are conscious of their readers; eighteenth-century novels are obsessed with them. In the century when the genre first flourished, readers are the ultimate objects of novelists' plots. We are addressed, teased, pleaded with, embarrassed, flattered, made fun of, praised, chided, solicited, warned, reminded, rebuked, asked for sympathy, and--always--closely watched. Eighteenth-century novelists--and their narrators--aggressively educate their readers, not only teaching us how to interpret the novel itself, but also demanding that we self-consciously question the powers of mind and habits of heart we bring to the process of interpreting a book, ourselves, and our world. In this tutorial course, we will explore the narrative and rhetorical strategies two of the century's greatest novelists use in creating, shaping, and finally educating their readers. We will focus principally on Henry Fielding's *Tom Jones* (1749) and Laurence Sterne's *Tristram Shandy* (1760-67)--long, brilliantly intricate novels that go about their work in very different ways, but that are equally committed to the project of giving their readers a novel education. We will consider--much more briefly--Fielding's *Joseph Andrews* and Bunyan's *Pilgrim's Progress*. We will also read criticism by such "reader response" theorists as Stanley Fish and Wolfgang Iser, and--in the individualized setting of a tutorial--students will be asked to develop and articulate their own theories of reading by examining critically the ways in which texts affect and educate them. Emphasis will be placed on developing skills not only in reading and interpretation, but also in constructing critical arguments and responding to them in written and oral critiques.

**Class Format:** Remote course. Students will meet with the instructor in pairs for one hour each week.

**Requirements/Evaluation:** Students will write and present a 4-to 5-page paper every other week, and comment on their partners' papers in alternate weeks.

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor.

**Enrollment Limit:** 10

**Enrollment Preferences:** English majors, not open to first-year students.

Spring 2021

TUT Section: RT1    TBA    Stephen Fix
Some electric utilities and other CO2 emission polluters are allowed to purchase carbon offsets to achieve a portion of their mandated emissions cuts, in effect, to pay others to reduce carbon emissions in their stead. Some individuals, college and universities, and for-profit and non-profit institutions have chosen voluntarily to purchase carbon offsets as a way of reducing their carbon footprint. But do offsets actually succeed in reducing carbon emissions? What separates a legitimate offset from one that is not? How should we measure the true impact of an offset? How do carbon offsets compare to other policies for reducing carbon emissions in terms of efficiency, equity, and justice? Is there something inherently wrong about "commodifying" the atmosphere? Is there something inherently wrong about selling or buying the right to pollute? Should colleges and universities be using the purchase of offsets to achieve "carbon neutrality?"

Class Format: This tutorial will be taught remotely via Zoom meetings. Each student will be the tutorial partner of one other student, and each pair of tutorial partners will meet with the instructor for 75 minutes each week. Individual "office hour meetings" will also occur via Zoom meetings.

Requirements/Evaluation: a 5- to 7-page paper every other week; a 3-page written critique every other week; one re-write paper

Prerequisites: ECON 110 or the equivalent, permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first-year students and sophomores intending to major in Economics and/or to major or concentrate in Environmental Studies

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

POEC 214 (D2) ENVI 212 (D2) ECON 214 (D2)

Writing Skills Notes: Each student will write five 5-7 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will write five 3-page critiques of their partner's papers. As the final assignment, each student will revise one of their five papers.

Spring 2021

TUT Section: RT1 TBA Ralph M. Bradburd

ENVI 219 (F) Evolution of and on Volcanic Islands (WS)

Cross-listings: GEOS 220 ENVI 219

Secondary Cross-listing

Plate tectonic theory accounts for the vast majority of volcanic islands in ocean basins. They form above mantle plume hot spots (Hawaiian and Galapagos Islands), subduction zones (Aleutian and Indonesian arcs), and mid-ocean ridges (Azores and Ascension Island). Iceland is unusual because it is located above a hot spot and the mid-Atlantic ridge. Each plate tectonic setting produces chemically distinctive magmas, and the lifespan of volcanic islands varies widely. Islands above hot spots may be geographically remote and emergent for only several million years, but be part of a long-lived sequence of islands that persists for over a hundred million years. In contrast, island arc volcanoes belong to long geographically continuous chains of volcanoes, commonly in close proximity to continents. This tutorial explores the geologic evolution and lifespan of volcanic islands from formation to submergence, and searches for correlations between these characteristics and plate tectonic setting. We will also consider how geographic isolation, areal extent, lifespan, and climate affect biological evolution on volcanic islands. There will be weekly tutorial meetings with pairs of students, and students will alternate writing papers on assigned topics. This course is in the Solid Earth group for the Geosciences major.

Class Format: Remote, one-hour weekly meetings with tutorial partner and instructor

Requirements/Evaluation: five 5-page papers and critiques of partner's papers

Prerequisites: 100-level GEOS course or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Geosciences majors and students with a demonstrated interest in geosciences

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 220 (D3) ENVI 219 (D3)
Writing Skills Notes: Students will write five 5-page papers and will receive instructor feedback on how to improve their writing skills and formulate sound arguments.

Fall 2020
TUT Section: RT1   TBA   Paul M. Karabinos

ENVI 222  (F)  Examining Inconvenient Truths: Climate Science meets U.S. Senate Politics  (WS)
Cross-listings:  GEOS 221  ENVI 222  LEAD 221

Secondary Cross-listing
Former President Barack Obama once said: "There's one issue that will define the contours of this century more dramatically than any other, and that is the urgent threat of a changing climate." While consensus regarding the causes and impacts of climate change has been growing steadily among scientists and researchers (and to some extent, the general public) over the past two decades, the U.S. has yet to confront this issue in a manner consistent with its urgency. This lack of action in the U.S. is at least partly due to the fact that science provides necessary but insufficient information towards crafting effective climate change legislation and the unfortunate fact that climate change has become a highly partisan issue. The primary objective of this tutorial will be to help students develop a greater understanding of the difficulties associated with crafting climate change legislation, with an emphasis on the role of science and politics within the legislative process. To this end, the tutorial will address how the underlying scientific complexities embedded in most climate policies (e.g., offsets, carbon capture and sequestration, uncertainty and complexity of the climate system, leakage) must be balanced by and blended with the different operational value systems (e.g., economic, social, cultural, religious) that underlie U.S. politics. Over the course of this tutorial, students will develop a nuanced sense of how and when science can support the development of comprehensive national climate change legislation within the current partisan climate. This course will take a practical approach, where students will craft weekly policy oriented documents (e.g., policy memos, action memos, research briefs) targeted to selected members of the current U.S. Senate Environment and Public Works Committee, the committee that has historically held jurisdiction over a majority of the major climate change bills that have moved through the legislative process. This course is in the Oceans and Climate group for the Geosciences major.

Class Format: Hybrid: this class will be mostly remote, but there may be some in-person meetings outside for those on campus and interested, weather permitting.

Requirements/Evaluation:  weekly papers (2 - 5 pages in length) and a final oral presentation

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: sophomores, Geosciences and Environmental Studies juniors and seniors

Expected Class Size: 10

Grading:  no pass/fail option,   no fifth course option

Distributions: (D3)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
GEOS 221 (D3)  ENVI 222 (D3)  LEAD 221 (D3)

Writing Skills Notes: You will learn to write in a variety of policy-focused formats

Fall 2020
TUT Section: RT1   TBA   Alex A. Apotsos

ENVI 243  (S)  Reimagining Rivers
Cross-listings:  ENVI 243  ANTH 243

Primary Cross-listing
Rivers are the circulatory systems of civilization, yet for much of modern history they have been treated as little more than sewers, roads, and sources of power. Today they are in crisis. Rivers and the people who rely on them face a multitude of problems, including climate change, pollution, unsustainable agriculture, and ill-conceived dams. These problems will threaten human rights, public health, political stability, and ecological resilience far into the future unless we learn to manage rivers more justly and sustainably. Can we reimagine rivers before it is too late? This course will pursue this question by examining the social, cultural, and political dimensions of conflict over rivers in the twentieth and twenty-first centuries. Drawing on
scholarship from a wide range of social science and humanities disciplines and focusing on case studies in Asia, Africa, Europe, and the Americas, it will explore a diverse array of sources: film, fiction, ethnography, history, journalism, and more.

**Class Format:** This class will be taught in a modified tutorial format, with five groups of three students, each of which will meet for one 75-minute session per week. Sessions will be held in-person and remotely.

**Requirements/Evaluation:** Each week, each student will either write a 4-5-page essay on assigned readings or write a 2-page critique of a partner's paper.

**Prerequisites:** Environmental Studies 101

**Enrollment Limit:** 15

**Enrollment Preferences:** Environmental Studies majors and concentrators

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 243 (D2) ANTH 243 (D2)

Spring 2021

TUT Section: HT1  TBA  Nicolas C. Howe

**ENVI 244**  (S)  Environmental Ethics  (WS)

**Cross-listings:** ENVI 244  PHIL 244

**Primary Cross-listing**

What ethical standards should guide our individual and societal choices when those choices affect current and future environmental conditions? This course will introduce students to fundamental concepts, methods, and issues in environmental ethics. Initial tutorial meetings will focus on theoretical materials that will background later discussions and will include classic readings from the environmental ethics literature (e.g., Leopold, Taylor, Rolston). Subsequent sessions will pair readings about key concepts with specific cases that raise complex ethical issues, including the concept of moral standing and, e.g., people who do not yet exist, non-human individuals, species, and complex living systems; the concept of moral responsibility and complicity in environmentally damaging practices; the legitimacy of cost-benefit analysis as an environmental policy tool; and the valuation of human lives.

**Class Format:** Remote format. Students will meet with the professor in pairs via Zoom for approximately 75 minutes per week, writing and presenting 5- to 7-page essays every other week, and commenting orally on partners' essays in alternate week

**Requirements/Evaluation:** six essays (5-7 pages each) and six carefully prepared oral responses to partners' essays; evaluation will be based on essays, oral responses, and quality of discussion

**Prerequisites:** ENVI 101 or one course in PHIL

**Enrollment Limit:** 10

**Enrollment Preferences:** declared and prospective Environmental Studies majors and concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** meets Value Theory requirement only if registration is under PHIL

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 244 (D2) PHIL 244 (D2)

**Writing Skills Notes:** Students will write six tutorial papers of 5-7 pages in length, one of which they will revise and submit at the end of the term. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.
ENVI 245 (F) Hydrothermal Vents (WS)

Cross-listings: GEOS 245 MAST 245 ENVI 245

Secondary Cross-listing

Hydrothermal vents are perhaps the most alien places on Earth. Many are located on active volcanoes, especially at mid-ocean ridges, where magma super-heats water to form underwater hot springs. Others are located at deep-sea fracture zones, where the exothermic reaction of serpentinization provides the heat to drive hydrothermal circulation. Hydrothermal vents are extreme environments which host unique organisms, like giant tubeworms and giant hydrothermal clams, that are found only at these deep sea oases. This tutorial will examine how and where hydrothermal vents form, the strange and ancient life there, and why they are relevant despite feeling so far removed from our daily lives. Hydrothermal vent science draws on geology, physics, chemistry, and biology, so prior interest or coursework in one or more of those fields is suggested. This course is in the Oceans and Climate group for the Geosciences major.

Class Format: This class will meet remotely. Students will meet in pairs weekly with the instructor for one hour. The entire class will meet once at the beginning of the semester for organizational purposes and at the end of the semester for a synthesis.

Requirements/Evaluation: Five 5-page papers, critiques of tutorial partner's papers, final reflection, and participation

Prerequisites: none, open to all students

Enrollment Limit: 10

Enrollment Preferences: 1. sophomores, 2. first-years, 3. junior and senior GEOS majors and MAST concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
GEOS 245 (D3) MAST 245 (D3) ENVI 245 (D3)

Writing Skills Notes: Students will write six 5-page papers. The first five papers will be written every other week, alternating with a tutorial partner. Students will receive oral and written feedback during a discussion with the instructor and their tutorial partner. Students will write a final 5-page reflection paper to synthesize their learning.

Fall 2020

TUT Section: RT1 TBA Lisa A. Gilbert

ENVI 261 (S) Science and Militarism in the Modern World

Cross-listings: STS 261 ENVI 261

Primary Cross-listing

In 1961, United States President Dwight D. Eisenhower warned about the global dangers of what he called the "military-industrial complex." In this course, we will interrogate the military-scientific complex, or the imbrication of militarism and scientific knowledge. Surveying conflicts from World War II through to the present-day War on Terror, this course will consider how empire, networks of expert knowledge, resource extraction, environmental contamination, and land degradation have shaped the modern world. Students will engage a range of textual materials including books, films, photographs, and news reports. Course requirements include weekly writing assignments and participation in small group discussions.

Class Format: This course adopts a tutorial model. Students will be divided into 5 groups of 2. Each week the groups will meet with me. Each pair will include one "presenter," who shares a 4-6 page paper responding to the week's theme, and one "respondent," who will offer a 2-3 page response to the presenter's paper. The roles of presenter and respondent will alternate each week. Each student will produce 5 papers as "presenter" and 5 papers as "respondent."

Requirements/Evaluation: Each student will produce five (4-6 page) papers as "presenter" and five (2-3 page) papers as "respondent." Grades will be issued based on the portfolio of papers and active participation in discussions.

Prerequisites: None

Enrollment Limit: 10
Enrollment Preferences: ENVI and STS majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
STS 261 (D2) ENVI 261 (D2)

Spring 2021
TUT Section: RT1  TBA  Brittany Meché

ENVI 272  (S)  Earth Hazards and Risks  (WS)

Cross-listings: ENVI 272 GEOS 272

Secondary Cross-listing
As individuals, communities, and societies we live with risk from a variety of natural hazards. Depending on where we live, we may be more at risk from hurricanes, volcanoes, earthquakes, flooding, landslides, drought, wildfire, asteroids, or other hazards. Which hazards can be predicted? How far in advance and with what uncertainty? How we evaluate our risks from hazards is important for how we make decisions for ourselves and how we engage with others in decision-making. In this tutorial, we will examine the innovative ways earth scientists currently forecast these hazards. Students will use geospatial and time series data to assess the comparative risks of several hazards at a location that is significant to them (e.g., hometown, site of personal/historical importance). We will combine forecasting effectiveness with vulnerability assessments to strategize ways of proactively mitigating risk. This course is in the Sediments and Life group for the Geosciences major.

Class Format: This class will meet remotely. Students will meet in pairs or small groups weekly with the instructor for one hour. The entire class will meet once at the beginning of the semester for organizational purposes and at the end of the semester for a synthesis.

Requirements/Evaluation: Assessment will be based on participation, tutorial papers, peer reviews, presentations, and a final paper.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: sophomores, Geosciences and Environmental Studies juniors and seniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 272 (D3) GEOS 272 (D3)

Writing Skills Notes: Students will write four (5 page) tutorial papers evaluating the predictability/uncertainty of Earth-related hazards and make short (5 minute) presentations assessing risk of the hazard in their hometown or other location. A final (10 page) paper will synthesize two of the hazards and ability of forecasts to mitigate associated risks. Students will give/receive feedback in the form of peer reviews and receive frequent feedback from the instructor.

Spring 2021
TUT Section: RT1  TBA  Lisa A. Gilbert

ENVI 491  (F)  The Suburbs

Cross-listings: AMST 490 ENVI 491 HIST 491

Secondary Cross-listing
The suburbs transformed the United States. At the broadest level, they profoundly altered spatial residential geography (especially in terms of race), consumer expectations and behavior, governmental policies, cultural norms and assumptions, societal connections, and Americans’ relationship to nature. More specifically, the different waves of post-World War II suburban development have both reflected large-scale shifts in how power and money have operated in the American political economy; and set in motion deep-seated changes in electoral politics, in Americans’ understandings of
how their income should be used, and in how the built landscape should be re-imagined. This tutorial will explore the rich historical literature that has emerged over the last twenty years to provide students with a history of the suburbs, to see the suburbs as more than simply collections of houses that drew individual homeowners who wanted to leave urban areas. We will focus most of our attention on the period from 1945 through the 1980s. Some of the questions we will consider will include: how did the first wave of suburban development bring together postwar racial and Cold War ideologies? Is it possible, as one historian has argued, that suburbs actually created the environmental movement of the 1960s? And how have historians understood the role that suburbs played in America's conservative political turn, leading to the election of Ronald Reagan?

Class Format: Remote for fall 2020. As in a regular semester, I'll work with enrolled students to set up a schedule for our tutorial meetings, which will occur online. At a couple junctures during the semester, we will also try to meet online as a whole class, as well as have a few small group discussions.

Requirements/Evaluation: typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay on the assigned readings; on alternate weeks, students will write a 2-page critique. During two of the weeks of the semester (around the middle of the semester and at the end), all students will write papers that explore a common question or theme.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: History majors and students with previous coursework in History

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 490 (D2) ENVI 491 (D2) HIST 491 (D2)

Fall 2020

TUT Section: RT1 TBA Karen R. Merrill

GBST 247 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WS)

Cross-listings: SOC 248 GBST 247 RUSS 248

Secondary Cross-listing

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the Russia-Ukraine conflict or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Bulgaria, Poland, Latvia and Ukraine. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

Class Format: The course will meet remotely for the most part, although in-person meetings with the appropriate precautions may be arranged at the tutorial partners’ and instructor's discretion.

Requirements/Evaluation: 5-page paper every other week, written comments on the partner's paper in alternate weeks

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Anthropology, Sociology, and Russian majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 248 (D2) GBST 247 (D2) RUSS 248 (D1)
Writing Skills Notes: This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written feedback from both the instructor and the tutorial partner, and are workshopped during the tutorial meetings.

Difference, Power, and Equity Notes: Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. We will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

Fall 2020
TUT Section: RT1 TBA Olga Shevchenko

GBST 412 (F) Gandhi: History, Ideas and Legacy (WS)
Cross-listings: REL 412 LEAD 412 GBST 412 ASST 412 HIST 496

Secondary Cross-listing
This course studies the life, work, and ideas of M.K. Gandhi (1869-1948), one of the most influential thinkers of the non-western world. Gandhi is well known today for his philosophy of non-violent resistance and its application in India's freedom struggle as well as his influence on the work of leaders like Martin Luther King and Nelson Mandela. Hailed as the 'father of the Indian nation', however, Gandhi is not only known for his political ideas but also for his deep engagement with aspect of everyday human behavior and morality: truth, vegetarianism, sex and celibacy, to name just a few of his obsessions which contributed to making his broader philosophy. It is this commitment to a morally pure life that earned him the title of 'Mahatma' or Great Soul in India. This tutorial will focus on three key aspects of Gandhi: his ideas of peaceful protest as means of social and political change, his contemplations on moral philosophy, and on his legacy in modern India and the world. Students will read a combination of Gandhi's own writings as well as journal articles, monographs and films. The course will probe questions such as: What was the context and nature of Gandhian nationalism? Did it help to integrate the Indian nation? Was Gandhi truly a Great Soul, a saint or a shrewd politician? In what ways is Gandhi received and remembered by the Indian nation today? How does understanding a figure like Gandhi facilitate our understanding of modern nationalism, citizenship and political action?

Class Format: REMOTE. This tutorial will be taught remotely but will otherwise follow the usual tutorial format of weekly hour-long meetings, pairing students who will alternatively write papers and critiques each week.

Requirements/Evaluation: 5-7-page essays or 2-page critique due each week and a final report (3-4 pages) at the end of the semester.

Prerequisites: None, except students who have taken HIST488T will not be permitted to take this class.

Enrollment Limit: 10

Enrollment Preferences: Senior history majors and students who have previously taken HIST221. Students who have previously taken HIST488T will not be permitted to take this class.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 412 (D2) LEAD 412 (D2) GBST 412 (D2) ASST 412 (D2) HIST 496 (D2)

Writing Skills Notes: As a tutorial, this course is Writing Intensive as students not only write weekly papers but they also develop critical tools to engage in close reading of texts and interpret them and the facts therein. Each week, they will develop their writing by providing constructive criticism of their partner’s paper, and in turn, learn to receive and build on critiques of their own work. Students will be given the opportunity to substantively revise their work on a regular basis.

Fall 2020
TUT Section: RT1 TBA Aparna Kapadia

GEOS 220 (F) Evolution of and on Volcanic Islands (WS)

Cross-listings: GEOS 220 ENVI 219

Primary Cross-listing
Plate tectonic theory accounts for the vast majority of volcanic islands in ocean basins. They form above mantle plume hot spots (Hawaiian and
Galapagos Islands), subduction zones (Aleutian and Indonesian arcs), and mid-ocean ridges (Azores and Ascension Island). Iceland is unusual because it is located above a hot spot and the mid-Atlantic ridge. Each plate tectonic setting produces chemically distinctive magmas, and the lifespan of volcanic islands varies widely. Islands above hot spots may be geographically remote and emergent for only several million years, but be part of a long-lived sequence of islands that persists for over a hundred million years. In contrast, island arc volcanoes belong to long geographically continuous chains of volcanoes, commonly in close proximity to continents. This tutorial explores the geologic evolution and lifespan of volcanic islands from formation to submergence, and searches for correlations between these characteristics and plate tectonic setting. We will also consider how geographic isolation, areal extent, lifespan, and climate affect biological evolution on volcanic islands. There will be weekly tutorial meetings with pairs of students, and students will alternate writing papers on assigned topics. This course is in the Solid Earth group for the Geosciences major.

Class Format: Remote, one-hour weekly meetings with tutorial partner and instructor

Requirements/Evaluation: five 5-page papers and critiques of partner’s papers

Prerequisites: 100-level GEOS course or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Geosciences majors and students with a demonstrated interest in geosciences

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 220 (D3) ENVI 219 (D3)

Writing Skills Notes: Students will write five 5-page papers and will receive instructor feedback on how to improve their writing skills and formulate sound arguments.

Fall 2020

TUT Section: RT1 TBA Paul M. Karabinos

GEOS 221 (F) Examining Inconvenient Truths: Climate Science meets U.S. Senate Politics (WS)

Cross-listings: GEOS 221 ENVI 222 LEAD 221

Primary Cross-listing

Former President Barack Obama once said: “There’s one issue that will define the contours of this century more dramatically than any other, and that is the urgent threat of a changing climate.” While consensus regarding the causes and impacts of climate change has been growing steadily among scientists and researchers (and to some extent, the general public) over the past two decades, the U.S. has yet to confront this issue in a manner consistent with its urgency. This lack of action in the U.S. is at least partly due to the fact that science provides necessary but insufficient information towards crafting effective climate change legislation and the unfortunate fact that climate change has become a highly partisan issue. The primary objective of this tutorial will be to help students develop a greater understanding of the difficulties associated with crafting climate change legislation, with an emphasis on the role of science and politics within the legislative process. To this end, the tutorial will address how the underlying scientific complexities embedded in most climate policies (e.g., offsets, carbon capture and sequestration, uncertainty and complexity of the climate system, leakage) must be balanced by and blended with the different operational value systems (e.g., economic, social, cultural, religious) that underlie U.S. politics. Over the course of this tutorial, students will develop a nuanced sense of how and when science can support the development of comprehensive national climate change legislation within the current partisan climate. This course will take a practical approach, where students will craft weekly policy oriented documents (e.g., policy memos, action memos, research briefs) targeted to selected members of the current U.S. Senate Environment and Public Works Committee, the committee that has historically held jurisdiction over a majority of the major climate change bills that have moved through the legislative process. This course is in the Oceans and Climate group for the Geosciences major.

Class Format: Hybrid: this class will be mostly remote, but there may be some in-person meetings outside for those on campus and interested, weather permitting.

Requirements/Evaluation: weekly papers (2 - 5 pages in length) and a final oral presentation

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: sophomores, Geosciences and Environmental Studies juniors and seniors

Expected Class Size: 10
This course is cross-listed and the prefixes carry the following divisional credit:
GEOS 221 (D3) ENVI 222 (D3) LEAD 221 (D3)

Writing Skills Notes: You will learn to write in a variety of policy-focused formats

Fall 2020
TUT Section: RT1    TBA     Alex A. Apotsos

GEOS 245  (F)  Hydrothermal Vents  (WS)
Cross-listings: GEOS 245  MAST 245  ENVI 245

Primary Cross-listing

Hydrothermal vents are perhaps the most alien places on Earth. Many are located on active volcanoes, especially at mid-ocean ridges, where magma super-heats water to form underwater hot springs. Others are located at deep-sea fracture zones, where the exothermic reaction of serpentinization provides the heat to drive hydrothermal circulation. Hydrothermal vents are extreme environments which host unique organisms, like giant tubeworms and giant hydrothermal clams, that are found only at these deep sea oases. This tutorial will examine how and where hydrothermal vents form, the strange and ancient life there, and why they are relevant despite feeling so far removed from our daily lives. Hydrothermal vent science draws on geology, physics, chemistry, and biology, so prior interest or coursework in one or more of those fields is suggested. This course is in the Oceans and Climate group for the Geosciences major.

Class Format: This class will meet remotely. Students will meet in pairs weekly with the instructor for one hour. The entire class will meet once at the beginning of the semester for organizational purposes and at the end of the semester for a synthesis.

Requirements/Evaluation: Five 5-page papers, critiques of tutorial partner's papers, final reflection, and participation

Prerequisites: none, open to all students

Enrollment Limit: 10

Enrollment Preferences: 1. sophomores, 2. first-years, 3. junior and senior GEOS majors and MAST concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
GEOS 245 (D3) MAST 245 (D3) ENVI 245 (D3)

Writing Skills Notes: Students will write six 5-page papers. The first five papers will be written every other week, alternating with a tutorial partner. Students will receive oral and written feedback during a discussion with the instructor and their tutorial partner. Students will write a final 5-page reflection paper to synthesize their learning.

Fall 2020
TUT Section: RT1    TBA     Lisa A. Gilbert

GEOS 250  (S)  Climate,Tectonics, and Erosion  (WS)

Traditionally tectonics investigated processes operating deep in the crust and mantle, whereas geomorphology focused on surficial processes that shape the landscape. This course explores the complex interactions between tectonic and surficial processes. It has long been recognized that crustal uplift during mountain building creates new landscapes, but we now suspect that variations in erosion rate can fundamentally influence the development of mountains. Climate plays a central role in this feedback loop; the rise of mountains can change climate, and such changes can alter regional erosion rates. This course will examine how geologists use characteristic markers to estimate the amount of surface uplift, methods for determining uplift rate, surface response to faulting and folding, measuring displacement of the crust with GPS and interferometry methods, how mountain building affects erosion and exhumation rates, the limits to relief in mountains, and the interaction between mountains and climate. This course is in the Solid Earth group for the Geosciences major.

Class Format: Remote. After an initial group meeting, students will meet in pairs for one hour each week with the instructor; each student will orally
As individuals, communities, and societies we live with risk from a variety of natural hazards. Depending on where we live, we may be more at risk from hurricanes, volcanoes, earthquakes, flooding, landslides, drought, wildfire, asteroids, or other hazards. Which hazards can be predicted? How far in advance and with what uncertainty? How do we assess our risks from hazards important for how we make decisions for ourselves and how we engage with others in decision-making? In this tutorial, we will examine the innovative ways earth scientists currently forecast these hazards. Students will use geospatial and time series data to assess the comparative risks of several hazards at a location that is significant to them (e.g., hometown, site of personal/historical importance). We will combine forecasting effectiveness with vulnerability assessments to strategize ways of proactively mitigating risk. This course is in the Sediments and Life group for the Geosciences major.

Class Format: This class will meet remotely. Students will meet in pairs or small groups weekly with the instructor for one hour. The entire class will meet once at the beginning of the semester for organizational purposes and at the end of the semester for a synthesis.

Requirements/Evaluation: Assessment will be based on participation, tutorial papers, peer reviews, presentations, and a final paper.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: sophomores, Geosciences and Environmental Studies juniors and seniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (WS)

Writing Skills Notes: Students will write four (5 page) tutorial papers evaluating the predictability/uncertainty of Earth-related hazards and make short (5 minute) presentations assessing risk of the hazard in their hometown or other location. A final (10 page) paper will synthesize two of the hazards and ability of forecasts to mitigate associated risks. Students will give/receive feedback in the form of peer reviews and receive frequent feedback from the instructor.
present and past plate motions. We will read journal articles to explore how plate tectonics can help explain the evolution of mountain belts with special emphasis on the Appalachians.

Class Format: Remote, weekly one-hour meetings with tutorial partner and instructor

Requirements/Evaluation: five papers based on journal articles, and critiques of partner’s papers

Prerequisites: GEOS 203, 302, or 303 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: senior Geosciences majors, then juniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: As a 400-level seminar, this capstone course is intended to build on and extend knowledge and skills students have developed during previous courses in the major

Distributions: (D3) (WS)

Writing Skills Notes: Five 5-page papers throughout the semester based and journal articles. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Fall 2020
TUT Section: RT1 TBA Paul M. Karabinos

GERM 110 (F) Spies Like Us: Espionage, Surveillance, and Protest in German Cinema and Literature (WS)

Cross-listings: GERM 110 COMP 109

Primary Cross-listing

This First Year tutorial, available in English, investigates the mutual mistrust between the two Germanies in the Cold War period up until the peaceful popular protests that brought down the Berlin Wall. The political tensions between communist East Germany, the German Democratic Republic (GDR) and its capitalist Western counterpart, the Federal Republic (FRG), created a fascinating culture of governmental spying, but also led to aggravated periods of state surveillance of its own citizens. How were families affected across generations by these divisive politics, including the two states’ differing treatment of the Nazi legacy? What was the involvement of the KGB and the CIA? How did East German intelligence try to destabilize the West from inside? Which locations in Berlin served as centers for spying, given that the city’s terrain is quite flat and exposed? High-profile cases of conflicting loyalties include the Guillaume spy affair that brought down Willy Brandt as Chancellor of the FRG in 1974, and the Brasch family in the GDR, where the father, a communist true believer, turned his three sons over to the Stasi for their dissident activism and engaged art. We will debate filmic treatments of the recruitment of spies as double agents (Coded Message for the Boss, 1979), the chilling effects of police surveillance during the Baader-Meinhof radical left terrorist attacks (The Lost Honor of Katharina Blum, 1975; Knife in the Head, 1978) the afterlives of former terrorists who were offered new identities as ‘ordinary’ East Germans (The legend of Rita, 2000), to the effects of the Stasi files becoming accessible to their victims after the fall of the wall (Es ist nicht vorbei, Anderson). We will also discuss popular film representations of spying in Lives of Others (2007) and Bridge of Spies (2015), and selected episodes from the popular TV-series Germany 83 and 86 (2018). Literature will likely include: Thomas Brasch, The Sons Die Before the Fathers (1977), Christa Wolf, What Remains (1993), Monika Maron, Flight of Ashes (1981), Heinrich Böll, The Lost Honour of Katharina Blum (1974). All texts in English, films have English subtitles.

Class Format: Students in this course will be separated into small tutorial groups of 3 students, in order to promote intensive exchange of ideas. In a typical week, the students in each group will: (1) study a substantial "text" or film; (2) watch mini-lectures or power points by the instructor to supplement the assigned primary texts.

Requirements/Evaluation: 5 5-page tutorial papers and 2-page responses (in English)

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: First Years, in groups of 3 students.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
**GERM 304 (S) Rebels and Conformists: Postwar Germany from The 'Economic Miracle' to the Fall of the Wall**

**Cross-listings:** GERM 304 WGSS 304

**Primary Cross-listing**

In postwar West Germany, a thorough examination of the Nazi past took a backseat to economic recovery and repairing the country’s international standing, whereas to some extent the reverse was true for the East. An authoritarian democracy, an emphasis on consumerism and the qualitatively different experiences of younger generations led them to question whether the Federal Republic was a restoration or a new beginning? In the East, the cold war led to an increasingly Stalinist interpretation of communist principles, while communist ideals were upheld as an antidote to Nazism and the new materialism. This tutorial will cover a wide range of social protest as reflected in literature and film of the two Germanies: critical responses to the Holocaust in the two countries, the 1968 student revolution, anti-capitalist terrorism by the Baader-Meinhof gang, the feminist and gay rights movements, reformers and repression under Ulbricht and Honecker in the GDR, minority rights and environmental activists. Authors will include: Peter Weiss, *Die Ermittlung*, Heinrich Böll, *Und sagte kein einziges Wort*, Gisela Eilsner, *Riesenwurze*, Emine Sevgi Özdamar, *Das Leben ist eine Karawanserei*, Volker Braun, *Unvollendete Geschichte*, Alice Schwarzer, *Der kleine Unterschied und seine großen Folgen*, Christian Kracht, *Faserland*, Thomas Brussig, *Wasserfarben*. Films may include: Gerhard Klein, *Berlin-Ecke Schönhauser*, Ulrich Plenzdorf, *Die Legende von Paul und Paula*, Rainer Werner Fassbinder, *Angst essen Seele auf*, Uli Edel, *Der Baader-Meinhof Komplex*, Margarethe v. Trotta, *Das zweite Erwachen der Christa Klages*, Heiner Carow, *Coming Out*, Hans Weingartner, *Die fetten Jahre sind vorbei.*

**Class Format:** remote

**Requirements/Evaluation:** alternating 4-page tutorial papers in German, and 2-page critiques

**Prerequisites:** GERM 202 or permission of the instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** German majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** $80 books

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

GERM 304 (D1) WGSS 304 (D2)
abroad particularly how they reflect on the revolution in memoirs, films, and literature.

Class Format: Hybrid

Requirements/Evaluation: Weekly meetings. Weekly papers - either a 5 page primary paper or a 2-3 page response paper.

Prerequisites: No prerequisites.

Enrollment Limit: 10

Enrollment Preferences: First Years and Sophomores.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 109 (D2) HIST 109 (D2)

Writing Skills Notes: As a tutorial, students are expected to regularly write analytical and critical papers on the readings. They will receive regular and consistent feedback from the instructor and their partner and will be given the opportunity to re-write some of their assignments.

Difference, Power, and Equity Notes: The Iranian Revolution, like other major social movements, offered a compelling critique of the status quo and promised a more just society that would be more equitable for all Iranians. The tutorial will consider the relationship between the rhetoric of the Revolution and the lived reality, especially how this seminal event impacted the lives of ordinary Iranians. Was the Revolution simply a change in the composition of the political elite or did it yield new realities and more access for Iranians

Spring 2021

TUT Section: HT1 TBA Magnús T. Bernhardsson

HIST 134 (F) The Great War (WS)

In November 2018, world leaders gathered in France to commemorate the centennial of the end of the First World War. Yet the armistice that brought hostilities on the Western front to a close on the eleventh hour of the eleventh day of the eleventh month of 1918, did not have the same significance for Eastern Europe and the Middle East, where revolutions and civil wars continued to be fought well into 1923. Ultimately, the Great War toppled four empires (German, Habsburg, Russian, and Ottoman) and forcibly displaced and killed millions of civilians (including Armenians and Jews), creating new countries and colonies throughout Europe, the Middle East, and Africa. This tutorial will explore the global history of the First World War, a history that is indispensable for understanding the world of today. We will consider a broad range of topics and sources in our examination of the political, social, cultural, economic, and military histories of the Great War and its aftermath.

Requirements/Evaluation: bi-weekly 5- to 7-page papers; bi-weekly written critiques; one revised paper.

Prerequisites: permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first- and second-year students

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Bi-weekly 5- to 7-page papers; one formal paper revision. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Fall 2020

TUT Section: RT1 TBA Alexandra Garbarini

HIST 166 (F) Cold War Films (WS)

This history tutorial utilizes popular film as a vehicle to explore American Cold War culture. The Cold War was an intense period of political, ideological, cultural, and military struggle between the United States and the Soviet Union that took place after the Second World War. For every nuclear test, arms sale, or military operation, there was a propaganda ploy, rhetorical barb, or diplomatic ultimatum to match. Amidst this hostile
competition between two incompatible ways of life--communism and capitalism; totalitarianism and democracy--an atmosphere marked by panic, secrecy, insecurity, paranoia, surveillance, and conformity pervaded American life. Given the vast cultural influence of movies, film during this era served as a vital ideological battleground. Moreover, cinema offers us a window into the cultural landscape of Cold War America, for film reflects, interprets, and shapes national identity in complex ways. The films examined in this course (for the most part, Hollywood productions from the mid-1940s to the mid-1960s) serve as unique historical documents and as cultural texts illuminating the ways filmmakers and audiences negotiated the challenges presented by the Cold War struggle. The films assigned for this course focus on a range of topics, including anticommunism, competing visions of Americanism, religion, the Hollywood Ten, J. Edgar Hoover and the FBI, the nuclear arms race, brainwashing, gender, race relations, and the eventual unravelling of the Cold War consensus. The historical analysis of film requires not only a close reading of the movies themselves, but also a clear understanding of the historical context in which they appeared. The readings paired with each film will help to clarify this context and offer interpretations of the films with which we will engage.

Class Format: In general, tutorial sessions will be held via Zoom. Should all students in a tutorial grouping request an in-person meeting, that request will be accommodated pending the availability of an appropriate room. A few larger group meetings will be held throughout the semester, in person for on-campus students and on Zoom for remote students.

Requirements/Evaluation: Students will be required to complete formal writing assignments each week, alternating between 4-page reading response papers and 2-page critiques of their peers' work. These writing assignments will be evaluated alongside preparedness for and performance in tutorial discussions.

Prerequisites: None, open to all students.

Enrollment Limit: 10

Enrollment Preferences: First and second year students will be given priority. If the course is overenrolled, students will be asked to complete an enrollment questionnaire.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will be required to complete formal writing assignments each week, alternating between 4-page reading response papers and 2-page critiques of their peers' work. They will receive feedback on each of these papers--in writing and in person--from both the professor and their tutorial partners. Throughout the semester these writing assignments will total 25-30 pages.

Fall 2020
TUT Section: RT1   TBA   Jessica Chapman

HIST 482  (F)  Race and American Foreign Relations  (WS)

From its origins, American society has been suffused with notions of white superiority and racial hierarchies that have underpinned the nation's foreign policy. Ideologies of race factored heavily into the nineteenth century process by which the United States expanded its territorial control across the North American continent and established an empire of its own. Racialized thinking persisted at the heart of U.S. foreign relations in the twentieth century, influencing everything from the administration of empire in the Caribbean and the Pacific and commercial expansion into central America to the decision to use nuclear weapons against Japan, the diplomatic path to war in Vietnam, and more. The defeat of fascism and Nazism in World War II posed serious challenges to the premises of white supremacy, while ushering in a Cold War that would become inextricably bound with the process of decolonization. American diplomats were forced to recon with the challenges domestic racism posed to their foreign policy goals, while black internationalists became increasingly involved with global struggles for liberation and equality. While the global color line grew more hotly contested, white supremacist thinking proved as enduring as it was mutable. This upper division tutorial surveys leading scholarship on a range of topics that centers race as a category for understanding American foreign relations.

Class Format: This tutorial can be take entirely remotely. On campus students may request in-person tutorial sessions, pending the agreement of other students and the availability of appropriate rooms.

Requirements/Evaluation: Students will be evaluated based on a series of 5-7-page tutorial response papers and 2-page critiques, as well as preparedness for and performance in weekly tutorial discussions.

Prerequisites: None, open to all students

Enrollment Limit: 10

Enrollment Preferences: Preference will be given to history majors and students with prior coursework related to U.S. foreign relations. If the course is overenrolled, students may be asked to complete a questionnaire to determine enrollment.
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (WS)

Writing Skills Notes: Students will alternate weekly between writing 5-7-page tutorial papers and 2-page critiques of their peers' writing. Formal writing assignments throughout the semester will total at least 40 pages. Students will receive regular written feedback on their writing from the professor, as well as oral critiques from the professor and tutorial partners.

Fall 2020
TUT Section: RT1  TBA  Jessica Chapman

HIST 483  (S) Sport and Diplomacy  (DPE) (WS)
Sport has emerged in recent years as a hot topic of study among diplomatic historians. Once considered a marginal topic, sport is now seen as a critical window into the world of international relations. Recent works address not only official state policies pertaining to international sport, but also issues of nationalism, imperialism, racial ideologies, transnational migration, public diplomacy, culture in foreign relations, and the role of sport governing bodies in the international system. In this tutorial, students will read key essays and monographs that contribute to this emerging literature, alongside state-of-the-field essays that explore the methodological and thematic approaches that historians have used to grapple with the complex interactions between countries, peoples, and cultures that occur within the realm of sport.

Class Format: This course will be remote. If conditions allow, I may set up in-person tutorial sessions for on-campus students.

Requirements/Evaluation: Students will write and present orally six essays (5-7 pages each) on assigned readings each week; students not presenting an essay in a given week will produce a 2-3 page written critique.

Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: History majors and students with some prior course work in foreign relations and/or international history

Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE) (WS)

Writing Skills Notes: Students will each write six (6) tutorial papers of 5-7 pages and six (6) critiques of 2-3 pages. The professor will provide weekly written feedback on each of these papers, and they will be discussed at length in tutorial sessions.

Difference, Power, and Equity Notes: Modern sport emerged in a colonial context as a means of asserting and maintaining control and has become a key site of contestation over the color line in both domestic and international contexts. International sport competitions like the Olympics and the World Cup have served as proxies for military power and showcases for national cultures in ways that have both revealed and concealed ongoing racial tensions. This course explores diversity, power, and equity in international sport.

Spring 2021
TUT Section: RT1  TBA  Jessica Chapman

HIST 484  (F) Victorian Psychology  (WS)

Although the Victorian era has traditionally been considered a psycho-social model of emotional inhibition and sexual prudery, recent studies, by scholars in various disciplines, have demonstrated that this characterization grossly oversimplifies the attitudes toward emotional and sexual life held by Europeans and Americans in the second half of the nineteenth century. This course will investigate professional and popular ideas about human psychology during the Victorian era. We will attempt to define and understand what people thought and felt about insanity, the unconscious, dreams, sexuality, the relationship between natural impulses and civilized society, child psychology and development, the psychological differences between men and women, the relationship between the physical and the psychical. The course will concentrate on the close reading and analysis of primary documents from the era.

Class Format: This tutorial will be taught remotely on Zoom. Once they have been selected, student pairs will meet with the professor for an hour at a regularly scheduled time each week.

Requirements/Evaluation: Students will meet with the instructor using Zoom in pairs once a week. Every other week each student will present a
paper of approximately 5-7 pages on a topic determined by the instructor, due by 5pm the day before the tutorial meeting. The student not writing the paper will critique the paper written by their tutorial partner. Each student will write six papers and serve as a critic on the six papers of their tutorial partner.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Junior and senior History majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: Fulfills the department's seminar requirement for graduation with a degree in History

Distributions: (D2) (WS)

Writing Skills Notes: As a tutorial, with each student writing a paper every other week, this course meets the writing skills requirement.

Fall 2020
TUT Section: RT1    TBA     Thomas A. Kohut

HIST 485  (S)  Freud: A Tutorial  (WS)

Cross-listings: PSYC 158  HIST 485

Primary Cross-listing

This tutorial is devoted to the systematic reading of the principal works of Sigmund Freud, one of the deepest, subtlest, and most influential thinkers of the last one-hundred years. Students will read Freud's work more or less chronologically, beginning with his writings on hysteria and concluding with his deeply pessimistic essay, Civilization and Its Discontents. In tutorial, we will consider the development of Freud's thought over the course of his professional life: his general psychological writings on the nature and functioning of the human psyche, his clinical writings on psychoanalysis as a form of treatment, and his cultural writings on art and artists, on the origin of human society, on religion, and on the relation of the individual to society and civilization. We will not be considering the relevance of Freud's ideas for purposes that transcend his own psychological agenda in the tutorial. Nor will we be much concerned with assessing whether Freud was "right" or "wrong" or whether his thought has clinical relevance today. Instead, we will seek to understand Freud as much as possible on his terms and not on ours, as a historical figure of originality, complexity and contradiction, whose thought deserves close reading and deep understanding within the context of Freud's thought itself.

Class Format: students will write and present orally six essays of 6-7 pages on assigned reading every other week; students not presenting an essay in a given week will be responsible for critiquing the presented essay

Requirements/Evaluation: student grades will be assigned only at the end of the semester based on their papers, their critiques, and their performance in tutorial discussion

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: juniors and seniors and History majors needing a 400-level seminar or tutorial to fulfill the requirements for a degree in History

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: fulfills History's 400-level graduation requirement

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PSYC 158 (D2) HIST 485 (D2)

Writing Skills Notes: As a tutorial, this course is by definition writing skills, both in terms of the number of papers that students will produce (six) and in terms of the focus on writing during every tutorial session. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Spring 2021
TUT Section: RT1    TBA     Thomas A. Kohut
HIST 488 (F)  Fictions of African American History  (DPE) (WS)

Cross-listings:  HIST 488  AMST 488

Primary Cross-listing

This course examines African American fiction, largely from the late 19th and very early 20th century. These Black authors, none of them professional historians, try to bring African American History to light in an era before this history was taken seriously by the white academy. Many of the authors we examine were activists and journalists who set their novels and short stories during Slavery and Emancipation. We will consider inherently radical act of reading and writing in a society where black literacy was illegal until after the Civil War. Alongside the fiction we will read modern historiography of the era. We will also delve into some of slave narratives published after Emancipation. Readings will include works by Booker T. Washington, James Weldon Johnson, Charles Chesnutt, Paul Laurence Dunbar, and Sutton Griggs. This is a tutorial and will be taught online.

Requirements/Evaluation:  Every week a student will write either an essay or a critique. For the final assignment students may either write a review of 2-3 works of historiography OR substantially revise an essay or critique they did during the semester.

Prerequisites:  None

Enrollment Limit:  10

Enrollment Preferences:  History, Africana, and American Studies Majors will have preference. As well as students who have never taken a tutorial.

Expected Class Size:  10

Grading:  no pass/fail option,  no fifth course option

Distributions:  (D2)  (DPE)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 488 (D2)  AMST 488 (D2)

Writing Skills Notes:  Students will write every week (essays and critiques) and receive feedback from their partners and from the professors. The final assignment of the semester is major revision of a one essay or critique. Students will receive feedback on their paper's organization and argument as well as points of style. Since we will be reading both fiction and historiography, we will discuss as a group the different challenges each form poses to essay writing.

Difference, Power, and Equity Notes:  African Americans writing during this time lived under the laws and customs of Jim Crow and White Supremacy. Lacking political power, they turned to the power of the written word. We will evaluate the way writing and fiction helped ameliorate (or not) the racial power structures.

Fall 2020

TUT Section: RT1  TBA  Gretchen Long

HIST 489 (F)  Appropriating History. Who Owns the Past?  (DPE) (WS)

Cross-listings:  HIST 489  ARAB 408

Primary Cross-listing

Who owns the past? How have modern states appropriated history? The political use of history is a critical ingredient in any nationalist discourse. In such narratives, the selective utilization of archaeology and ancient history often serves important functions in articulating a conscious and deliberate national history. Thus, in nationalist renderings, archaeological sites and artifacts are not merely relics of the past; they can also be potent and conspicuous symbols of national identity for the modern nation-state. In the Middle East, with its rich archaeological heritage, the relationship among politics, nationalism, and archeology has been particularly strong and interesting. This tutorial addresses the powerful nexus between history and nationalism with a special emphasis on the Middle East. It will explore the battle over who controls history and the "stuff" of history such as antiquities, land, heritage sites, and museum exhibitions and how that control has expressed itself in several Middle Eastern countries, including Iraq, Israel, Turkey, Egypt, Lebanon, and Iran. Furthermore, it will discuss how archaeology entered the political discourse, the ethics of repatriation and appropriation, and archaeology's role in contested terrains and political disputes.

Class Format:  This tutorial can be taken entirely Remote. On campus students may request in-person tutorial sessions, pending the agreement of other students and the availability of appropriate rooms.

Requirements/Evaluation:  Format: tutorial. Requirements: 5-7 page essays or 2-3 response papers due each week

Prerequisites:  None, though a demonstrated interest in the Middle East is important.
Enrollment Limit: 10
Enrollment Preferences: Seniors and to History and Arabic Studies majors.
Expected Class Size: 8
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
HIST 489 (D2) ARAB 408 (D2)
Writing Skills Notes: As a tutorial, students will receive extensive feedback on their writing each week both from the professor and their partner. Further, students will be given the opportunity to rewrite two of their papers in light of the criticism that they receive during the semester.
Difference, Power, and Equity Notes: This is a tutorial on a particular form of power, namely how the powerful seek to control the past. The ultimate question that this tutorial seeks to answer is: who owns the past? Which history is emphasized and which histories are overlooked? How do modern nation states in different Middle Eastern states cherry-pick the past in order to maintain and develop a national narrative that is suitable to the political and economic powers often at the expense of religious or linguistic minorities.
Fall 2020
TUT Section: RT1 TBA Magnús T. Bernhardsson

HIST 490 (S) Memory, History, and the Extermination of the Jews of Europe (WS)
Cross-listings: HIST 490 JWST 490
Primary Cross-listing
This course is about the postwar legacy of the Holocaust. Nazi Germany's extermination of European Jews has come to be a moral and cultural touchstone for people in Europe and in many other parts of the world. This tutorial explores a series of topics from the immediate aftermath of the Second World War to the present. Engaging with a wide-range of sources, we will wrestle with historical, legal, moral, political, and cultural issues and debates that have emerged out of the confrontation with the extermination of the Jews of Europe. They include: Why was the Holocaust "unprecedented" and "unimaginable"? Is it a Jewish story or universal story? Does the Holocaust raise different issues than other historical events for the historian? How should the Holocaust be represented in words and images, and what are the implications of different means of representing it? Has Germany faced up to its past? Were Germans also victims of World War II? Who were the "bystanders" as compared to the "perpetrators"? Were the postwar trials of perpetrators a travesty of justice? What "lessons" have we learned and should we learn from the Holocaust? By the end of the course, students will have grappled with the ongoing controversies that have arisen among scholars, artists, governments, and lay people about the meaning of the Holocaust for the postwar world. In a world in which extraordinary acts of violence continue to be perpetrated and many nations' pasts are marked by episodes of extreme criminality and/or trauma, exploring the manner by which one such episode has been remembered, avenged, and adjudicated has relevance for considering other societies' efforts to confront their own traumatic pasts.
Class Format: Remote; tutorial; class time consists of weekly one-hour sessions with the instructor and a fellow student
Requirements/Evaluation: Every other week the student will write and present orally a 5- to 7-page paper on the assigned readings of that week; on alternate weeks, the student will write a 2-page critique of the fellow student's paper; a final written exercise is a thought piece on the issues raised in the tutorial to cap off the semester's work.
Prerequisites: permission of instructor
Enrollment Limit: 10
Enrollment Preferences: History majors and Jewish Studies concentrators
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
HIST 490 (D2) JWST 490 (D2)
Writing Skills Notes: Bi-weekly 5- to 7-page- papers. Students will receive regular and individualized feedback on their writing to help them work on different writing issues throughout the semester.
**HIST 491 (F) The Suburbs**

**Cross-listings:** AMST 490  ENVI 491  HIST 491  

**Primary Cross-listing**

The suburbs transformed the United States. At the broadest level, they profoundly altered spatial residential geography (especially in terms of race), consumer expectations and behavior, governmental policies, cultural norms and assumptions, societal connections, and Americans’ relationship to nature. More specifically, the different waves of post-World War II suburban development have both reflected large-scale shifts in how power and money have operated in the American political economy; and set in motion deep-seated changes in electoral politics, in Americans’ understandings of how their income should be used, and in how the built landscape should be re-imagined. This tutorial will explore the rich historical literature that has emerged over the last twenty years to provide students with a history of the suburbs, to see the suburbs as more than simply collections of houses that drew individual homeowners who wanted to leave urban areas. We will focus most of our attention on the period from 1945 through the 1980s. Some of the questions we will consider will include: how did the first wave of suburban development bring together postwar racial and Cold War ideologies? Is it possible, as one historian has argued, that suburbs actually created the environmental movement of the 1960s? And how have historians understood the role that suburbs played in America's conservative political turn, leading to the election of Ronald Reagan?

**Class Format:** Remote for fall 2020. As in a regular semester, I'll work with enrolled students to set up a schedule for our tutorial meetings, which will occur online. At a couple junctures during the semester, we will also try to meet online as a whole class, as well as have a few small group discussions.

**Requirements/Evaluation:** typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay on the assigned readings; on alternate weeks, students will write a 2-page critique. During two of the weeks of the semester (around the middle of the semester and at the end), all students will write papers that explore a common question or theme.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** History majors and students with previous coursework in History

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 490 (D2) ENVI 491 (D2) HIST 491 (D2)

Fall 2020

**HIST 495 (S) Stalinism (WS)**

The quarter century during which Joseph Stalin ruled the Soviet Union witnessed some of the twentieth century's most dramatic events: history's fastest plunge into modernity, an apocalyptic world war, and the emergence of a socialist state as a competitive world power. This tutorial will offer students a deep dive not only into the historical depths of the Stalin era but into the gloriously complex historiographical debates that surround it. Some of the questions that will animate the readings, writings, and discussions that tutorial students will engage in are as follows: Did Stalin depart from or represent a continuation of the policies introduced by his predecessor Vladimir Lenin? Did he rule in a totalitarian fashion or in ways comparable to other twentieth century regimes? Were his policies destructive or possibly productive? And perhaps most boggling of all: why did no one resist Stalinist rule?

**Class Format:** TBD

**Requirements/Evaluation:** Each week, a student either will write a 5-7-page essay on the assigned readings or will be responsible for offering an oral critique of their partner’s work. Both tutorial partners will be responsible for completing 200-300 pages of reading each week.

**Prerequisites:** None

**Enrollment Limit:** 10
Enrollment Preferences: History majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Each student will write five 5-to-7-page papers on which the instructor will provide written feedback regarding grammar, style, and argument. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Spring 2021

TUT Section: RT1 TBA Yana Skorobogatov

HIST 496 (F) Gandhi: History, Ideas and Legacy (WS)

Cross-listings: REL 412 LEAD 412 GBST 412 ASST 412 HIST 496

Primary Cross-listing

This course studies the life, work, and ideas of M.K. Gandhi (1869-1948), one of the most influential thinkers of the non-western world. Gandhi is well known today for his philosophy of non-violent resistance and its application in India's freedom struggle as well as his influence on the work of leaders like Martin Luther King and Nelson Mandela. Hailed as the 'father of the Indian nation', however, Gandhi is not only known for his political ideas but also for his deep engagement with aspects of everyday human behavior and morality: truth, vegetarianism, sex and celibacy, to name just a few of his obsessions which contributed to making his broader philosophy. It is this commitment to a morally pure life that earned him the title of 'Mahatma' or Great Soul in India. This tutorial will focus on three key aspects of Gandhi: his ideas of peaceful protest as means of social and political change, his contemplations on moral philosophy, and on his legacy in modern India and the world. Students will read a combination of Gandhi’s own writings as well as journal articles, monographs and films. The course will probe questions such as: What was the context and nature of Gandhian nationalism? Did it help to integrate the Indian nation? Was Gandhi truly a Great Soul, a saint or a shrewd politician? In what ways is Gandhi received and remembered by the Indian nation today? How does understanding a figure like Gandhi facilitate our understanding of modern nationalism, citizenship and political action?

Class Format: REMOTE. This tutorial will be taught remotely but will otherwise follow the usual tutorial format of weekly hour-long meetings, pairing students who will alternatively write papers and critiques each week.

Requirements/Evaluation: 5-7-page essays or 2-page critique due each week and a final report (3-4 pages) at the end of the semester.

Prerequisites: None, except students who have taken HIST488T will not be permitted to take this class.

Enrollment Limit: 10

Enrollment Preferences: Senior history majors and students who have previously taken HIST221. Students who have previously taken HIST488T will not be permitted to take this class.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 412 (D2) LEAD 412 (D2) GBST 412 (D2) ASST 412 (D2) HIST 496 (D2)

Writing Skills Notes: As a tutorial, this course is Writing Intensive as students not only write weekly papers but they also develop critical tools to engage in close reading of texts and interpret them and the facts therein. Each week, they will develop their writing by providing constructive criticism of their partner’s paper, and in turn, learn to receive and build on critiques of their own work. Students will be given the opportunity to substantively revise their work on a regular basis.

Fall 2020

TUT Section: RT1 TBA Aparna Kapadia

INTR 219 (F) Women and Girls in (Inter)National Politics (DPE)

Cross-listings: INTR 219 PSCI 219 AFR 217 WGSS 219 LEAD 219

Primary Cross-listing
This tutorial focuses on the writings and autobiographies of women who have shaped national politics through social justice movements in the 20th-21st centuries. Women and girls studied include: Fannie Lou Hamer, Shirley Chisholm, Safiya Bukhari, Erica Garner, Greta Thunberg, Malala Yousafzai, Marielle Franco, Winnie Mandela.

Requirements/Evaluation: Weekly 5-page primary analytical papers and 2-page response papers.
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: Juniors and seniors, sophomores.
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
INTR 219 (D2) PSCI 219 (D2) AFR 217 (D2) WGSS 219 (D2) LEAD 219 (D2)

Difference, Power, and Equity Notes: This tutorial examines how girls and women confront capitalism, imperialism, climate devastation, patriarchy and poverty. The national and international movements that they participated in or led were based on shifting the balance of powers towards the impoverished, colonized, and imprisoned.

Fall 2020
TUT Section: RT1 TBA Joy A. James

INTR 220 (S) Cold War Intellectuals: Civil Rights, Writers and the CIA (DPE)

Cross-listings: AFR 224 PSCI 221 AMST 201 LEAD 220 INTR 220

Primary Cross-listing
This tutorial focuses on US-based views of the Cold War. It examines how intelligence agencies and intellectuals, as well as government officials, viewed civil rights, human rights, and US hegemony. Readings include: Williams J. Maxwell (F. B. Eyes: How J. Edgar Hoover's Ghostreaders Framed African American Literature); James Baldwin (The Fire Next Time); Ralph Ellison (The Collected Essays of Ralph Ellison); Report to the President by the Commission on CIA Activities Within the United States (1975, VP Nelson Rockefeller, chair); Hugh Wilford (The Mighty Wurlitzer: How the CIA Played America); Hannah Arendt (The Origins of Totalitarianism; On Violence; "Reflections on Little Rock"); Frances Stonor Saunders (Who Paid the Piper? The CIA and the Cultural Cold War). Students alternate weekly between 5-page primary and 2-page secondary papers on assigned readings.

Requirements/Evaluation: Attend all classes; submit completed papers 24 hours before seminar meets.
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: Juniors and Seniors.
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 224 (D2) PSCI 221 (D2) AMST 201 (D2) LEAD 220 (D2) INTR 220 (D2)

Difference, Power, and Equity Notes: This tutorial examines the Cold War between the US and the USSR and attempts to use intellectuals to shape and promote the objectives of powerful state entities. The power struggle between the two "superpowers" impacted cultural production and authors. Some of those authors influenced or enlisted into the Cold War sought equity and equality for their communities and eventually fought against the very political powers that employed them.

Spring 2021
TUT Section: RT1 TBA Joy A. James
Our practice of holding people responsible seems justified as long as their choices are free. But when does a choice qualify as free? Must it be unaffected by any outside influences? If so, freedom may seem impossible since we're all deeply influenced by factors ranging from the general laws of nature to specific features of our genetic endowment and social environment (including religion, political ideology, and advertising). These affect not only our particular choices but also, more fundamentally, who we are and what we value. The real question, then, seems to be whether, and how, free choice is possible amidst all of these influences. We'll attempt to answer this question by examining recent philosophical work on the nature of free will and responsibility.

**Class Format:** This tutorial will meet remotely by Zoom on a fixed weekly schedule agreed to by the instructor and participants.

**Requirements/Evaluation:** Five tutorial papers (5-6 pages in length) and five critiques (2-3 pages in length)

**Prerequisites:** One PHIL course

**Enrollment Limit:** 10

**Enrollment Preferences:** Current and prospective Philosophy majors

**Expected Class Size:** 10

**Grading:** No pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 272 (D2) JLST 272 (D2)

**Writing Skills Notes:** Students will write a tutorial paper (5-6 pages in length) every other week, and a peer critique (2-3 pages in length) in alternating weeks, evenly spaced throughout the semester. The instructor will provide timely comments on writing skills, with suggestions for improvement.

Spring 2021

TUT Section: RT1 TBA Melissa J. Barry

This course is about the postwar legacy of the Holocaust. Nazi Germany’s extermination of European Jews has come to be a moral and cultural touchstone for people in Europe and in many other parts of the world. This tutorial explores a series of topics from the immediate aftermath of the Second World War to the present. Engaging with a wide-range of sources, we will wrestle with historical, legal, moral, political, and cultural issues and debates that have emerged out of the confrontation with the extermination of the Jews of Europe. They include: Why was the Holocaust “unprecedented” and “unimaginable”? Is it a Jewish story or universal story? Does the Holocaust raise different issues than other historical events for the historian? How should the Holocaust be represented in words and images, and what are the implications of different means of representing it? Has Germany faced up to its past? Were Germans also victims of World War II? Who were the “bystanders” as compared to the “perpetrators”? Were the postwar trials of perpetrators a travesty of justice? What “lessons” have we learned and should we learn from the Holocaust? By the end of the course, students will have grappled with the ongoing controversies that have arisen among scholars, artists, governments, and lay people about the meaning of the Holocaust for the postwar world. In a world in which extraordinary acts of violence continue to be perpetrated and many nations’ pasts are marked by episodes of extreme criminality and/or trauma, exploring the manner by which one such episode has been remembered, avenged, and adjudicated has relevance for considering other societies’ efforts to confront their own traumatic pasts.

**Class Format:** Remote; tutorial; class time consists of weekly one-hour sessions with the instructor and a fellow student

**Requirements/Evaluation:** Every other week the student will write and present orally a 5- to 7-page paper on the assigned readings of that week; on alternate weeks, the student will write a 2-page critique of the fellow student’s paper; a final written exercise is a thought piece on the issues raised in the tutorial to cap off the semester’s work.

**Prerequisites:** Permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** History majors and Jewish Studies concentrators
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 490 (D2) JWST 490 (D2)

Writing Skills Notes: Bi-weekly 5- to 7-page- papers. Students will receive regular and individualized feedback on their writing to help them work on different writing issues throughout the semester.

Spring 2021
TUT Section: RT1    TBA    Alexandra Garbarini

LEAD 219  (F) Women and Girls in (Inter)National Politics  (DPE)
Cross-listings: INTR 219  PSCI 219  AFR 217  WGSS 219  LEAD 219
Secondary Cross-listing
This tutorial focuses on the writings and autobiographies of women who have shaped national politics through social justice movements in the 20th-21st centuries. Women and girls studied include: Fannie Lou Hamer, Shirley Chisholm, Safiya Bukhari, Erica Garner, Greta Thunberg, Malala Yousafzai, Marielle Franco, Winnie Mandela.

Requirements/Evaluation: Weekly 5-page primary analytical papers and 2-page response papers.
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: Juniors and seniors, sophomores.
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
INTR 219 (D2) PSCI 219 (D2) AFR 217 (D2) WGSS 219 (D2) LEAD 219 (D2)

Difference, Power, and Equity Notes: This tutorial examines how girls and women confront capitalism, imperialism, climate devastation, patriarchy and poverty. The national and international movements that they participated in or led were based on shifting the balance of powers towards the impoverished, colonized, and imprisoned.

Fall 2020
TUT Section: RT1    TBA    Joy A. James

LEAD 220  (S) Cold War Intellectuals: Civil Rights, Writers and the CIA  (DPE)
Cross-listings: AFR 224  PSCI 221  AMST 201  LEAD 220  INTR 220
Secondary Cross-listing
This tutorial focuses on US-based views of the Cold War. It examines how intelligence agencies and intellectuals, as well as government officials, viewed civil rights, human rights, and US hegemony. Readings include: Williams J. Maxwell (F. B. Eyes: How J. Edgar Hoover's Ghostreaders Framed African American Literature); James Baldwin (The Fire Next Time); Ralph Ellison (The Collected Essays of Ralph Ellison); Report to the President by the Commission on CIA Activities Within the United States (1975, VP Nelson Rockefeller, chair); Hugh Wilford (The Mighty Wurlitzer: How the CIA Played America); Hannah Arendt (The Origins of Totalitarianism; On Violence; "Reflections on Little Rock"); Frances Stonor Saunders (Who Paid the Piper? The CIA and the Cultural Cold War). Students alternate weekly between 5-page primary and 2-page secondary papers on assigned readings.

Requirements/Evaluation: Attend all classes; submit completed papers 24hours before seminar meets.
Prerequisites: none
Enrollment Limit: 10
**Enrollment Preferences:** Juniors and Seniors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 224 (D2) PSCI 221 (D2) AMST 201 (D2) LEAD 220 (D2) INTR 220 (D2)

**Difference, Power, and Equity Notes:** This tutorial examines the Cold War between the US and the USSR and attempts to use intellectuals to shape and promote the objectives of powerful state entities. The power struggle between the two "superpowers" impacted cultural production and authors. Some of those authors influenced or enlisted into the Cold War sought equity and equality for their communities and eventually fought against the very political powers that employed them.

Spring 2021

TUT Section: RT1   TBA   Joy A. James

**LEAD 221 (F) Examining Inconvenient Truths: Climate Science meets U.S. Senate Politics**  (WS)

**Cross-listings:** GEOS 221  ENVI 222  LEAD 221

**Secondary Cross-listing**

Former President Barack Obama once said: "There's one issue that will define the contours of this century more dramatically than any other, and that is the urgent threat of a changing climate." While consensus regarding the causes and impacts of climate change has been growing steadily among scientists and researchers (and to some extent, the general public) over the past two decades, the U.S. has yet to confront this issue in a manner consistent with its urgency. This lack of action in the U.S. is at least partly due to the fact that science provides necessary but insufficient information towards crafting effective climate change legislation and the unfortunate fact that climate change has become a highly partisan issue. The primary objective of this tutorial will be to help students develop a greater understanding of the difficulties associated with crafting climate change legislation, with an emphasis on the role of science and politics within the legislative process. To this end, the tutorial will address how the underlying scientific complexities embedded in most climate policies (e.g., offsets, carbon capture and sequestration, uncertainty and complexity of the climate system, leakage) must be balanced by and blended with the different operational value systems (e.g., economic, social, cultural, religious) that underlie U.S. politics. Over the course of this tutorial, students will develop a nuanced sense of how and when science can support the development of comprehensive national climate change legislation within the current partisan climate. This course will take a practical approach, where students will craft weekly policy oriented documents (e.g., policy memos, action memos, research briefs) targeted to selected members of the current U.S. Senate Environment and Public Works Committee, the committee that has historically held jurisdiction over a majority of the major climate change bills that have moved through the legislative process. This course is in the Oceans and Climate group for the Geosciences major.

**Class Format:** Hybrid: this class will be mostly remote, but there may be some in-person meetings outside for those on campus and interested, weather permitting.

**Requirements/Evaluation:** weekly papers (2 - 5 pages in length) and a final oral presentation

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** sophomores, Geosciences and Environmental Studies juniors and seniors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 221 (D3) ENVI 222 (D3) LEAD 221 (D3)

**Writing Skills Notes:** You will learn to write in a variety of policy-focused formats

Fall 2020

TUT Section: RT1   TBA   Alex A. Apotsos
LEAD 312 (S) American Political Thought (WS)

Cross-listings: PSCI 312 LEAD 312

Secondary Cross-listing

From democracy to liberty, equality to community, foundational ideas -- about what makes for good government, about what constitutes the good society, about what is necessary to lead a good life -- define the American political tradition and consume the American political imagination. Designed not only to uncover these (sometimes melodious, sometimes cacophonous) values but also to place current ideological debates about them in a broader developmental context, this tutorial will offer a topical tour of American political thinking from the birth of nationalism in the colonial period to the remaking of conservatism and liberalism in the early twenty-first century. Utilizing primary source material ranging from presidential speeches to party platforms, newspaper editorials to novels, we will seek to interrogate -- reconciling where possible, distinguishing where necessary, interpreting in all instances -- the disparate visions and assessments of the American political experience offered by politicians, artists, intellectuals, activists, and ordinary citizens over the course of more than two centuries. Our focus, then, is nothing less than the story of America -- as told by those who lived it.

Class Format: For spring 2021, this course will be taught remotely, with a few synchronous seminar classes at the start and end of the course bookending weekly synchronous tutorial sessions.

Requirements/Evaluation: five 5- to 7-page essays, five 2- to 3-page critiques, and a revised and extended 10- to 12-page final essay

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Political Science majors and prospective majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
PSCI 312 (D2) LEAD 312 (D2)

Writing Skills Notes: Weekly writing with extensive attention to feedback, revision, and improvement.

Spring 2021

TUT Section: RT1  MW 8:15 am - 9:30 am  Justin Crowe

LEAD 412 (F) Gandhi: History, Ideas and Legacy (WS)

Cross-listings: REL 412 LEAD 412 GBST 412 ASST 412 HIST 496

Secondary Cross-listing

This course studies the life, work, and ideas of M.K. Gandhi (1869-1948), one of the most influential thinkers of the non-western world. Gandhi is well known today for his philosophy of non-violent resistance and its application in India's freedom struggle as well as his influence on the work of leaders like Martin Luther King and Nelson Mandela. Hailed as the 'father of the Indian nation', however, Gandhi is not only known for his political ideas but also for his deep engagement with aspect of everyday human behavior and morality: truth, vegetarianism, sex and celibacy, to name just a few of his obsessions which contributed to making his broader philosophy. It is this commitment to a morally pure life that earned him the title of 'Mahatma' or Great Soul in India. This tutorial will focus on three key aspects of Gandhi: his ideas of peaceful protest as means of social and political change, his contemplations on moral philosophy, and on his legacy in modern India and the world. Students will read a combination of Gandhi's own writings as well as journal articles, monographs and films. The course will probe questions such as: What was the context and nature of Gandhian nationalism? Did it help to integrate the Indian nation? Was Gandhi truly a Great Soul, a saint or a shrewd politician? In what ways is Gandhi received and remembered by the Indian nation today? How does understanding a figure like Gandhi facilitate our understanding of modern nationalism, citizenship and political action?

Class Format: REMOTE. This tutorial will be taught remotely but will otherwise follow the usual tutorial format of weekly hour-long meetings, pairing students who will alternatively write papers and critiques each week.

Requirements/Evaluation: 5-7-page essays or 2-page critique due each week and a final report (3-4 pages) at the end of the semester.

Prerequisites: None, except students who have taken HIST488T will not be permitted to take this class.

Enrollment Limit: 10
Enrollment Preferences: Senior history majors and students who have previously taken HIST221. Students who have previously taken HIST488T will not be permitted to take this class.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 412 (D2) LEAD 412 (D2) GBST 412 (D2) ASST 412 (D2) HIST 496 (D2)

Writing Skills Notes: As a tutorial, this course is Writing Intensive as students not only write weekly papers but they also develop critical tools to engage in close reading of texts and interpret them and the facts therein. Each week, they will develop their writing by providing constructive criticism of their partner's paper, and in turn, learn to receive and build on critiques of their own work. Students will be given the opportunity to substantively revise their work on a regular basis.

Fall 2020
TUT Section: RT1 TBA Aparna Kapadia

MAST 245 (F) Hydrothermal Vents (WS)

Cross-listings: GEOS 245 MAST 245 ENVI 245

Secondary Cross-listing

Hydrothermal vents are perhaps the most alien places on Earth. Many are located on active volcanoes, especially at mid-ocean ridges, where magma super-heats water to form underwater hot springs. Others are located at deep-sea fracture zones, where the exothermic reaction of serpentinization provides the heat to drive hydrothermal circulation. Hydrothermal vents are extreme environments which host unique organisms, like giant tubeworms and giant hydrothermal clams, that are found only at these deep sea oases. This tutorial will examine how and where hydrothermal vents form, the strange and ancient life there, and why they are relevant despite feeling so far removed from our daily lives. Hydrothermal vent science draws on geology, physics, chemistry, and biology, so prior interest or coursework in one or more of those fields is suggested. This course is in the Oceans and Climate group for the Geosciences major.

Class Format: This class will meet remotely. Students will meet in pairs weekly with the instructor for one hour. The entire class will meet once at the beginning of the semester for organizational purposes and at the end of the semester for a synthesis.

Requirements/Evaluation: Five 5-page papers, critiques of tutorial partner's papers, final reflection, and participation

Prerequisites: none, open to all students

Enrollment Limit: 10

Enrollment Preferences: 1. sophomores, 2. first-years, 3. junior and senior GEOS majors and MAST concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
GEOS 245 (D3) MAST 245 (D3) ENVI 245 (D3)

Writing Skills Notes: Students will write six 5-page papers. The first five papers will be written every other week, alternating with a tutorial partner. Students will receive oral and written feedback during a discussion with the instructor and their tutorial partner. Students will write a final 5-page reflection paper to synthesize their learning.

Fall 2020
TUT Section: RT1 TBA Lisa A. Gilbert

MATH 102 (F) Foundations in Quantitative Skills

This course will strengthen a student's foundation in quantitative reasoning in preparation for the science curriculum and QFR requirements. The material will be at the college algebra/precalculus level, and covered in a tutorial format with students working in small groups with the professor. Access to this course is limited to placement by a quantitative skills counselor.
Requirements/Evaluation: homework, presentations during the tutorial meetings, and projects
Prerequisites: access to the course is limited to placement by a quantitative skills counselor
Enrollment Limit: 10
Enrollment Preferences: students who need most help with the quantitative reasoning
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D3)

Fall 2020
TUT Section: HT1 TBA Mihai Stoiciu

MATH 315 (S) Methods for Solving Diophantine Equations (QFR)
A Diophantine equation is an equation with integer (or rational) coefficients that is to be solved in integers (or rational numbers). A focus of study for hundreds of years, Diophantine analysis remains a vibrant area of research. It has yielded a multitude of beautiful results and has wide ranging applications in other areas of mathematics, in cryptography, and in the natural sciences. In this project-based tutorial, we will focus on studying and implementing various methods for solving previously unsolved infinite families of Diophantine equations. Depending on their interests, students may choose one or several methods to apply to open problems in the field. Please note that this tutorial will be held virtually.
Requirements/Evaluation: The grade for this course will be a combination of weekly problem sets, weekly oral presentations (approx. 15 min. each), quarterly self-reflections, and a final written project manuscript that will be continually edited throughout the semester (minimum of 5 pages).
Prerequisites: MATH 250 or permission of the instructor
Enrollment Limit: 10
Enrollment Preferences: Sophomores, Juniors, and Seniors based on a short questionnaire of interests. In the event of over-enrollment, preference will be given to those that need the course to graduate.
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D3) (QFR)
Quantitative/Formal Reasoning Notes: This course requires working with various number systems, performing explicit computations, and proving mathematical results using logical reasoning practices.

Spring 2021
TUT Section: RT1 TBA Eva Goedhart

MATH 392 (S) Undergraduate Research Topics in Graph Theory (WS) (QFR)
Graph theory is a vibrant area of research with many applications to the social sciences, psychology, and economics. In this project-based tutorial, students will select among the presented topics and will develop research questions and undertake original research in the field. Student assessment is based on drafts of research project manuscript and presentations.
Requirements/Evaluation: presentations and written project manuscript
Prerequisites: MATH 355 or permission of the instructor
Enrollment Limit: 10
Enrollment Preferences: programming experience, students with interests in the intersection of combinatorics and graph theory
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D3) (WS) (QFR)
Writing Skills Notes: This course will require multiple revisions of a manuscript related to the research project at hand. The final result will be a 10-20 page research article and the course will be designed as a writing intensive course.
Quantitative/Formal Reasoning Notes: The course deals with mathematical research in graph theory and is a quantitative and formal reasoning course.

Spring 2021
TUT Section: RT1    TBA    Pamela E. Harris

MATH 420  (S)  Analytic Number Theory  (QFR)
How many primes are smaller than x? How many divisors does an integer n have? How many different numbers appear in the N x N multiplication table? Precise formulas for these quantities probably don't exist, but over the past 150 years tremendous progress has been made towards understanding these and similar questions using tools and methods from analysis. The goal of this tutorial is to explain and motivate the ubiquitous appearance of analysis in modern number theory—a surprising fact, given that analysis is concerned with continuous functions, while number theory is concerned with discrete objects (integers, primes, divisors, etc). Topics to be covered will include some subset of the following: asymptotic analysis, partial and Euler-Maclaurin summation, counting divisors and Dirichlet's hyperbola method, the randomness of prime factorization and the Erdős-Kac theorem, the partition function and the saddle point method, the prime number theorem and the Riemann zeta function, primes in arithmetic progressions and Dirichlet L-functions, the Goldbach conjecture and the circle method, and sieve methods and gaps between primes.

Requirements/Evaluation: Regularly preparing lectures and writing expository essays in LaTeX. No exams.

Prerequisites: MATH 350 or MATH 351 and familiarity with basic modular arithmetic are hard prerequisites. Familiarity with complex analysis and abstract algebra recommended, but not required.

Enrollment Limit: 10
Enrollment Preferences: Students with complex analysis background will be given priority.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3)  (QFR)

Quantative/Formal Reasoning Notes: It's math.

Spring 2021
TUT Section: RT1    TBA    Leo Goldmakher

MUS 272  (S)  Music and Meaning  (WS)
Nearly everyone finds music meaningful, but what exactly does it mean? Without the help of words, this largely non-referential art presents special challenges to interpretation. While most would agree that musical sounds can do such things as mimic the rumbling of thunder, evoke the countryside, suggest the act of chasing, or express rage, the capacity of music to convey meaning remains controversial among scholars, performers, and listeners. Some, following music critic Eduard Hanslick, assert that musical works are essentially "tonally moving forms"—patterns of sound with no reference to the world outside themselves; a work's meaning derives solely from the interplay of musical elements. Others counter that music can signify aspects of human experience, its sounds and structures not merely referring to the outside world but even relating complex narratives. Certain writers have argued that, without the assistance of language, what music signifies remains vague, while others insist that the meaning of music is actually more precise than that of words. In this tutorial course, we will explore a range of questions regarding musical meaning. How can combinations of pitches, rhythms, and instrumental timbres signify something beyond themselves? Is the subject of musical meaning more relevant to some historical styles or genres than others? How can we determine the meaning(s) of a work? Should we concentrate on formal processes within the music? Consider socially constructed meanings? Seek the composer's intentions? Emphasize our personal responses? What makes some interpretations more convincing than others? In grappling with these questions, students will engage with writings by Agawu, Cone, Hanslick, Kramer, Langer, Lewin, Newcomb, and Schopenhauer, among others. Music to be studied includes works by Beethoven, Schubert, Chopin, Brahms, Mahler, Tchaikovsky, Ravel, Stravinsky, Glass, and Adams.

Class Format: This course will be taught remotely. During the first and last weeks of the semester, students will attend one or two online group classes; in the other weeks, students will meet with the instructor in pairs for a one-hour, online session at a mutually convenient time.

Requirements/Evaluation: Students will write and present a 5- to 6-page paper every other week and a 1-2 page response to their partner's paper in the alternate weeks; evaluation will be based on five papers/presentations, and five responses.

Prerequisites: Ability to read music, or permission of instructor
Enrollment Limit: 10
Enrollment Preferences: Any student who expresses a strong interest in the course
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D1) (WS)

Writing Skills Notes: In this tutorial course, students will write and present a 5- to 6-page paper every other week (five papers total) and a 1- to 2-page response to their partner's paper in the alternate weeks (five responses total). Through discussion in the tutorial sessions and comments on the papers, the course will place strong emphasis on developing students' critical thinking and writing skills.

Spring 2021
TUT Section: RT1   TBA   Marjorie W. Hirsch

MUS 273 (F) Dangerous Music (WS)
As a largely non-referential art whose meanings are far from transparent, music might seem to pose little danger. How could mere sounds represent a threat? Yet precisely because its meanings can be obscure, enabling it to achieve its ends surreptitiously, music has intertwined with danger throughout history. With its power to stir the emotions, stimulate bodily movement, encode messages, and foment rebellion, music has often been perceived as an agent of harm. Plato claimed that too much music could make a man effeminate or neurotic, and warned that certain musical modes, melodies, and rhythms promote licentious behavior and anarchic societies. Puritans, Victorians, and totalitarians, as well as opponents of ragtime, rock ‘n roll, and rap, have also accused certain musical genres or styles of exerting dangerous influences, and sought to limit or suppress them. In Afghanistan, the Taliban banned music altogether. While music has often been unfairly accused, its potential for placing people in actual danger is undeniable. Works that are played at ear-splitting decibel levels, that call upon performers to injure themselves, that are used as a form of psychological torture, or that incite violence demand reconsideration of the widely shared view that music is fundamentally a form of entertainment.

Class Format: Will be taught remotely
Requirements/Evaluation: evaluation will be based on participation, five 5-6-page papers/presentations, and five 1-2 page responses
Prerequisites: an ability to read music is desirable but not required
Enrollment Limit: 10
Enrollment Preferences: students with demonstrated interest in music
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D1) (WS)

Writing Skills Notes: Students will write five 5-6 page papers and five 1-2 page responses, and will receive extensive feedback on their writing.

Fall 2020
TUT Section: RT1   TBA   Marjorie W. Hirsch

MUS 278 (S) Carmen, 1845 to Now (DPE) (WS)
Cross-listings: MUS 278  WGSS 248

Primary Cross-listing
The story of the gypsy femme fatale Carmen has endured for over 150 years. In Western culture and beyond, she exemplifies the seductive, exotic, independent, and dangerous woman who drives an upstanding man to a life of crime and finally murder. This course explores a broad array of treatments of this archetypal and problematic narrative, starting with Prosper Mérimée's 1845 novella on which Bizet based his famous 1875 opera Carmen. We will consider various staged and film versions of the opera itself, including Francesco Rosi's stunning 1984 movie, and discuss various other film transformations of the story, from DeMille's 1915 silent film through Hammerstein's 1954 all-black musical Carmen Jones, to the MTV version A Hip Hopera of 2004. Comic approaches will also be assessed, from Charlie Chaplin's Carmen Burlesque of 1915 through Spike Jones' 1952 Carmen Murdered! and The Naked Carmen of 1970. We will explore provocative dance interpretations ranging from Carlos Saura's 1983 flamenco version through David Bourne's choreography in his 2001 gay reading called The Car Man. Our journey concludes with a comparison of two post-colonial sub-Saharan African films--the Senegalese director Ramaka's Karmen Geï (2001) and U-Carmen eKhayelitsha (2005) by the South
African director Dornford-May—that push critical reaction to Bizet's story and music beyond Western cultural boundaries.

Class Format: Remote format. After four initial 75-minute group meetings to discuss Mérimée's novella and Bizet's music, students will meet with the instructor in pairs for one hour each week. The scheduled class time is obligatory only for the first two weeks, after which weekly pair meetings will be individually scheduled.

Requirements/Evaluation: Each student will write a 5- to 6-page essay every other week (five in all), and provide 2-page written and oral peer reviews in alternate weeks; evaluation will be based on the quality of written work, discussions, and oral presentation.

Prerequisites: None; ability to read music useful but not necessary

Enrollment Limit: 10

Enrollment Preferences: Preference given to current or prospective Music and Women's Gender & Sexuality Studies majors, then seniors and juniors.

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
MUS 278 (D1) WGSS 248 (D2)

Writing Skills Notes: Students will write five short essays of 5-6 pages each, and receive oral and written feedback addressing structure, argumentation, and style from their tutorial partner and the instructor on every essay.

Difference, Power, and Equity Notes: This course satisfies the DPE requirement through a critical examination of the ways in which the Carmen story has served as a stage on which multifaceted textual and musical constructions and conflicts express the power dynamics between individual and group identities, encompassing gender and sexuality, nationality, race, ethnicity, and class.

Spring 2021

TUT Section: RT1 MW 11:45 am - 1:00 pm M. Jennifer Bloxam

MUS 279 (F) American Pop Orientalism (DPE) (WS)

This tutorial will investigate the representation of Asians and Asian Americans in American popular culture since the late nineteenth century. Our focus will be on music's role in Orientalist representation in a wide variety of media and genres, including Hollywood film, television, popular song, music videos, Broadway musicals, hip hop, and novels. We will begin with major texts in cultural theory (Said, Bhabha) and will attempt throughout the semester to revise and refine their tenets. Can American Orientalism be distinguished in any fundamental way from nineteenth-century European imperialist thought? How does Orientalist representation calibrate when the "exotic others" being represented are themselves Americans? Our own critical thought will be sharpened through analysis and interpretation of specific works, such as Madame Butterfly, "Chinatown, My Chinatown," Sayonara, Flower Drum Song, Miss Saigon, Rising Sun, M. Butterfly, Aladdin, and Weezer's Pinkerton. We will end the semester by considering the current state of Orientalism in American popular culture.

Requirements/Evaluation: five 5- to 6-page essays and five critical oral responses

Prerequisites: previous related coursework and/or musical experience is desirable, but is not required

Enrollment Limit: 10

Enrollment Preferences: students with prior related course experience

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will receive detailed comments on each paper, allowing them to build upon those comments in subsequent writing assignments. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Students will develop analytical and interpretive skills applicable to their future engagements with a wide range of art forms as we investigate the musical, literary, and visual techniques employed in works of exotic representation. We will focus on how popular culture has shaped and reflected perceptions of race and gender in American history since the late 19th century.

Fall 2020
MUS 352 (S) Interplay: Collaborative Traditions in Jazz

"Meaningful theorizing about jazz improvisation at the level of the ensemble must take the interactive, collaborative context of musical invention as a point of departure" - Ingrid Monson, Saying Something. Collaboration gives birth to specific musical moments, shapes the dramatic arc of whole pieces and performances, and is the foundation out of which the styles and larger artistic identities of individuals and groups arise. This class is an opportunity for advanced students of jazz music to investigate the uniquely collaborative nature of jazz language assimilation and communication. Participants will transcribe and analyze examples of musical interplay from the recorded works of the Miles Davis Quintet of the 1960's, the John Coltrane Quartet of the 1960's, and other notable jazz ensembles. They will also undertake a thorough profile of a modern-day ensemble, including a performance-based final project. Essays on jazz aesthetics by Berliner, Monson, Hobson and Rinzler among others will serve to broaden our discussions as we examine the ideas of musical collaboration and group identity through social and commercial lenses.

Class Format: hybrid
Requirements/Evaluation: an assortment of weekly writing/listening/transcription/analysis/composition/performance projects
Prerequisites: advanced jazz theory and performance skills, permission of instructor, MUS 104b, 204 highly suggested
Enrollment Limit: 10
Enrollment Preferences: Music majors, jazz ensemble members
Expected Class Size: 8
Grading: no pass/fail option, no fifth course option
Distributions: (D1)

Spring 2021
TUT Section: HT1 TBA Kris Allen

PHIL 109 (F) Skepticism and Relativism (WS)

Intellectually, we are ready skeptics and relativists. We doubt, we point out that no one can be certain in what she believes, and we are suspicious of declarations of transcendent reason or truth (unless they are our own). Emboldened by our confidence in skeptical arguments, we claim that knowledge is inevitably limited, that it depends on one's perspective, and that everything one believes is relative to context or culture. No domain of inquiry is immune to this destructive skepticism and confident relativism. Science is only "true" for some people, agnosticism is the only alternative to foolish superstition, and moral relativism and, consequently, nihilism are obvious. But is the best conclusion we can come to with respect to our intellectual endeavors that skepticism always carries the day and that nothing at all is true? In this tutorial, we will investigate the nature of skepticism and the varieties of relativism it encourages. Our readings will come primarily from philosophy, but will be supplemented with material from anthropology, physics, psychology, and linguistics. We will look at relativism with respect to reason and truth in general as well as with respect to science, religion, and morality. Along the way, we will need to come to grips with the following surprising fact. With few exceptions, thoroughgoing skepticism and relativism have not been the prevailing views of the greatest minds in the history of philosophy. Were they simply too unsophisticated and confused to understand what is for us the irresistible power of skepticism and relativism? Or might it be that our skepticism and relativism are the result of our own laziness and failure? Of course, this question cannot really be answered, nor is there any value in trying to answer it, and any "answer" will only be "true" for you. Right?

Class Format: This tutorial will convene remotely via Zoom video according to a fixed weekly schedule agreed upon by the instructor and the two tutorial participants at the beginning of the semester.
Requirements/Evaluation: participants will present substantial written work in the tutorial every other week, and will be responsible for commenting on their tutorial partner's work.
Prerequisites: none; this tutorial is an appropriate first course in PHIL.
Enrollment Limit: 8
Enrollment Preferences: first-year students; there is no need to write to the instructor indicating a special interest in the tutorial. If oversubscribed, students will be selected randomly.
Expected Class Size: 8
Grading: no pass/fail option, no fifth course option
Unit Notes: meets 100-level PHIL major requirement
**PHIL 127 (F)(S) Meaning and Value** (WS)

What gives an individual life meaning? Pleasure? Success in fulfilling desires? Flourishing in ways distinctive to a rational agent or a human being (including, for example, developing rational capacities and self-mastery, succeeding in worthwhile projects, cultivating relationships, living morally, developing spiritually)? Can we be mistaken about how well our lives are going, or about what has value? What are the main sources of uncertainty here? Does the fact that our lives will end threaten their meaning? Can luck spoil an otherwise meaningful life? Can science contribute to our understanding of these issues? We'll examine these and related questions through historical and contemporary readings.

**Class Format:** This tutorial will meet remotely by Zoom on a fixed weekly schedule agreed to by the instructor and participants.

**Requirements/Evaluation:** Five tutorial papers (5-6 pages in length), five critiques (2-3 pages in length), and one rewrite.

**Prerequisites:** None. This tutorial is an appropriate first course in PHIL.

**Enrollment Limit:** 10

**Enrollment Preferences:** First-year students and potential philosophy majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** This course meets the 100-level PHIL major requirement.

**Writing Skills Notes:** Students will write a tutorial paper (5-6 pages in length) every other week, and a peer critique (2-3 pages in length) in alternating weeks, evenly spaced throughout the semester. The instructor will provide timely comments on writing skills, with suggestions for improvement.

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**PHIL 202 (S) History of Modern Philosophy**

This course is a survey of 17th- and 18th-century European philosophy, with a focus on metaphysics and epistemology. Topics will include: What can we know through our senses? Can we know anything through reason alone? What is the nature of the mind? What is the nature of body? What is the relationship between mind and body? What are space and time? Are we rationally justified in drawing causal inferences? Are we justified in believing in God? Authors will include: Descartes, Locke, Berkeley, Leibniz, Hume, and Kant.

**Requirements/Evaluation:** This course will implement the tutorial format and be conducted remotely. Each week, students will complete the assigned readings, watch a pre-recorded lecture by the instructor (asynchronously), write an essay, and meet in pairs (or trios) with the instructor for roughly 75 minutes (synchronously). Students will take turns as the leader one week, and the respondent the next. The week's leader will write a 5- to 6-page essay on the assigned reading, due 36 hours before the meeting. The week's respondent will write a 2- to 3-page essay on the leader's essay, due at the time of the meeting.

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** Preference will be given to Philosophy majors and to students planning to declare the Philosophy major.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Philosophy majors must take either PHIL 201 or PHIL 202 (and can take both)
From questions about contact tracing apps to racial and age disparities in health risk and outcomes, the COVID-19 pandemic has foregrounded the importance of ethics as a key concern in public health policies and activities. Moreover, the ethical issues that are implicated in responses to the pandemic reflect the range of those manifested across the field of public health as a whole. In this course, we will survey the ethics of public health through the lens of the COVID-19 pandemic, investigating concepts and arguments that are central to the ethics of public health research and practice. For example, we will examine the ethics of disease surveillance, treatment and vaccine research, resource allocation and rationing, compulsion and voluntariness in public health measures, and social determinants of health outcomes, among other topics. To do this, we will need to become familiar with key ethical theories; think deeply about such concepts as privacy, paternalism and autonomy, exploitation, cost-benefit analysis and justice; and compare the function of these concepts in the context of the COVID-19 pandemic with the way they work in responses to other public health concerns.

Class Format: This class will be conducted remotely, via weekly synchronous tutorial meetings on Zoom or Google Meet.

Requirements/Evaluation: Biweekly 5-7 page papers, oral commentaries, and tutorial discussions.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: declared and prospective Philosophy majors and Public Health concentrators, students with a specific curricular need for the course, and students with a high level of interest who are unlikely to have an opportunity to take the course in a future term

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: Public Health concentrators may use either PHIL 211T Ethics of Public Health or PHIL 213T Biomedical Ethics to fulfill their 3-elective requirement, but they may not use both courses to do so.

Distributions: (D2)  (WS)

Writing Skills Notes: Students will write six biweekly papers of 5-7 pages in length, one of which they will revise and submit at the end of the term. In each of the tutorial papers students will describe and evaluate arguments in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

Much like the construction of medical knowledge itself, it is from specific cases that general principles of biomedical ethics arise and are systematized into a theoretical framework, and it is to cases they must return, if they are to be both useful and comprehensible to those making decisions within the biomedical context. In this tutorial we will exploit this characteristic of biomedical ethics by using a case-based approach to examining core concepts of the field. The first portion of the course will be devoted to developing and understanding four moral principles which have come to be accepted as canonical: respect for autonomy, beneficence, nonmaleficence, and justice. The remainder of the course will consider key concepts at the core of medical ethics and central issues for the field, such as privacy and confidentiality, the distinction between killing and "letting die," and therapy vs. research. To this end, each week we will (1) read philosophical material focused on one principle or concept, and (2) consider in detail one bioethics case in which the principle or concept has special application or relevance. In some weeks, students will be asked to choose from a small set which case they would like to address; in others the case will be assigned.

Class Format: students will meet with the professor in pairs via Zoom for approximately 75 minutes per week, writing and presenting 5- to 7-page essays every other week, and commenting orally on partners' essays in alternate weeks

Requirements/Evaluation: bi-weekly papers, oral commentaries, and tutorial discussions

Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: PHIL majors, PHLH concentrators, those who have a curricular need for the course, those who have been dropped from the course in previous semesters due to over enrollment
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (WS)
Writing Skills Notes: Students will write six tutorial papers of 5-7 pages in length, one of which they will revise and submit at the end of the term. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

Spring 2021
TUT Section: RT1 TBA Julie A. Pedroni

PHIL 225  (F)  Existentialism
We will study the philosophical and literary works of Soren Kierkegaard, Friedrich Nietzsche, Jean-Paul Sartre, Simone de Beauvoir, and Albert Camus. What makes these thinkers "Existentialists"? It's not merely that they ask the question, "What gives meaning to a human life?" And, it's not merely that their answers invoke our freedom to determine our own identities. More than this, Existentialists emphasize the subjective relation we bear to our belief systems, moral codes, and personal identities. Existentialists investigate irrational phenomena of human life, including anxiety, boredom, tragedy, despair, meaning, death, faith, sexuality, love, hate, sadism, masochism, and authenticity. And, Existentialists express their thought in philosophical treatises as often as in literary works. In this course we will attempt to understand the dimensions in which Existentialism is a distinctive intellectual tradition.

Class Format: This course will implement the tutorial format and be conducted remotely. Each week, students will watch a pre-recorded lecture given by the professor (asynchronously), and meet in pairs or trios with the professor for roughly 75 minutes via Zoom (synchronously).

Requirements/Evaluation: Each week, students will complete the assigned readings, watch a pre-recorded lecture by the professor, write an essay, and meet in pairs or trios with the professor. Students will take turns as the leader one week, and the respondent the next. The week's leader will write a 5- to 6-page essay on the assigned reading, due 48 hours before the meeting. The week's respondent will write a 2-page essay on the leader's essay due at the time of the meeting. At the meetings, both students will present their essays and hold a discussion. Students will be evaluated cumulatively on their essays and contributions to discussion.

Prerequisites: none
Enrollment Limit: 18
Enrollment Preferences: preference to Philosophy majors
Expected Class Size: 18
Grading: no pass/fail option, no fifth course option
Distributions: (D2)

Fall 2020
TUT Section: RT1 TBA Justin B. Shaddock

PHIL 236  (F)  Contemporary Ethical Theory  (WS)
This course will examine central questions in normative ethics, including the following: Which features of actions are morally important and why (e.g., their motive, their intrinsic nature, or their consequences)? Which characteristics of persons give them moral status? How should moral equality be understood, and what is its foundation? When should we give morality priority over personal commitments and relationships, and why? What makes an individual's life go well? Are we capable of disinterested altruism, or are we motivated solely by self-interest? By which methods should we pursue these questions? We will examine these and related issues by looking in depth at contemporary defenses of consequentialist, deontological, and contractualist theories.

Class Format: This tutorial will meet remotely by Zoom on a fixed weekly schedule agreed upon by the instructor and participants.
Requirements/Evaluation: Six tutorial papers (5-6 pages in length) and six critiques (2-3 pages in length).

Prerequisites: at least one PHIL course or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Current and prospective philosophy majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will write a tutorial paper (5-6 pages in length) every other week, and a peer critique (2-3 pages in length) in alternating weeks, spaced evenly throughout the semester. The instructor will provide timely comments on writing skills, with suggestions for improvement.

Fall 2020
TUT Section: RT1    TBA     Melissa J. Barry

PHIL 243 (F) The Philosophy of Higher Education: College Controversies (WS)

What are the purposes of higher education? What are the purposes of liberal arts colleges in America? What should be the goals of Williams College? We will begin examining these questions by studying the history of controversies in American higher education, concentrating especially on debates about the curriculum. We will then turn to contemporary controversies such as campus free speech. Assigned works will include Booker T. Washington, Industrial Education, W.E.B. Dubois, The Talented Tenth, Frederick Rudolph, Williams College 1793-1993: Three Eras, Three Cultures, Michael S. Roth, Beyond the University: Why Liberal Education Matters, Allan Bloom, The Closing of the American Mind, Martha Nussbaum, Cultivating Humanity, William Deresiewicz, Excellent Sheep: The Miseducation of the American Elite and the Way to a Meaningful Life, Greg Lukianoff and Jonathan Haidt, The Coddling of the American Mind: How Good Intentions and Bad Ideas Are Setting Up a Generation for Failure, and Anthony T. Kronman, The Assault on American Excellence.

Class Format: This course is a tutorial. Students will meet in pairs with the instructor one hour per week. The default assumption is that this course will meet on-line. If the weather permits we could sometimes meet outside. If there is a reasonably sized well ventilated classroom we could occasionally meet there.

Requirements/Evaluation: A 5- to 7-page paper every other week (6 in all), prepare and present a written critique of their partners’ papers in alternate weeks

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: I will be seeking a balance of interests and backgrounds; preference given to students who have taken at least one philosophy course

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: A 5- to 7-page paper every other week (6 in all), prepare and present a written critique of their partners’ papers in alternate weeks, and will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Fall 2020
TUT Section: RT1    TBA     Steven B. Gerrard

PHIL 244 (S) Environmental Ethics (WS)

Cross-listings: ENVI 244 PHIL 244

Secondary Cross-listing

What ethical standards should guide our individual and societal choices when those choices affect current and future environmental conditions? This course will introduce students to fundamental concepts, methods, and issues in environmental ethics. Initial tutorial meetings will focus on theoretical materials that will background later discussions and will include classic readings from the environmental ethics literature (e.g., Leopold, Taylor, Rolston). Subsequent sessions will pair readings about key concepts with specific cases that raise complex ethical issues, including the concept of
moral standing and, e.g., people who do not yet exist, non-human individuals, species, and complex living systems; the concept of moral responsibility and complicity in environmentally damaging practices; the legitimacy of cost-benefit analysis as an environmental policy tool; and the valuation of human lives.

**Class Format:** Remote format. Students will meet with the professor in pairs via Zoom for approximately 75 minutes per week, writing and presenting 5- to 7-page essays every other week, and commenting orally on partners' essays in alternate week

**Requirements/Evaluation:** six essays (5-7 pages each) and six carefully prepared oral responses to partners' essays; evaluation will be based on essays, oral responses, and quality of discussion

**Prerequisites:** ENVI 101 or one course in PHIL

**Enrollment Limit:** 10

**Enrollment Preferences:** declared and prospective Environmental Studies majors and concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** meets Value Theory requirement only if registration is under PHIL

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 244 (D2) PHIL 244 (D2)

**Writing Skills Notes:** Students will write six tutorial papers of 5-7 pages in length, one of which they will revise and submit at the end of the term. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

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PHIL 250  (S)  Philosophy of Economics  (WS)

The status of economics as a predictive science has been most prominently brought into question, historically, by three unpredicted yet extremely important economic events: the Great Depression of the 1930s, stagflation of the 1970s, and bursting of the mortgage bubble in 2008. The issue of prediction was also raised by economist Donald McCloskey who, in 1988, asked his fellow economists, "If you're so smart, why ain't you rich?" Some critics find predictive failures of economists unsurprising, given the frequent reliance of the latter on assumptions known to be false (e.g., that economic agents are always selfish, have perfect information, and never make mistakes) and on models that unavoidably ignore potentially relevant factors. Perhaps, then, economics is not primarily a predictive science, but instead a descriptive, historical, and/or mathematical one. In this course, relying on works by economists and philosophers, we examine the status of economics as an academic discipline, focusing on its assumptions, methods, and results.

**Requirements/Evaluation:** six 6- to 8-page essays, six 2- to 3-page response papers, participation in discussions

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Philosophy majors and potential majors, then Economics majors and potential majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Six 6- to 8-page essays. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Spring 2021

TUT Section: RT1  TBA  Julie A. Pedroni

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PHIL 252  (F)  Autopoietic Systems  (WS)
Cross-listings:  PHIL 252  STS 252

Primary Cross-listing

In ancient Greece, Democritus took his ontological bearings by atoms he took not to come to be, change, or pass away, but to move and interconnect in space so as to compose everything else. Plato also took his ontological bearings by entities that do not change, but ones that are not in space or time: mathematical structures and, at least aspirationally, the forms or ideas of the good, the beautiful, etc. Aristotle, finally, took his ontological bearings by temporal entities, i.e., organisms. In these terms, modern science combines central teachings of Democritus and Plato: the universe is understood as a mechanism whose components--ultimately, atoms--interact in ways governed by mathematical laws, and--for Descartes and his followers--animals, too, are machines rather than organisms. Hence, Laplace's (1814) thesis that "An intellect which at a certain moment would know all forces that set nature in motion, and all positions of all items of which nature is composed, if this intellect were also vast enough to submit these data to analysis, it would embrace in a single formula the movements of the greatest bodies of the universe and those of the tiniest atom; for such an intellect nothing would be uncertain and the future just like the past would be present before its eyes." This deterministic, mechanistic, and reductionist way of thinking has, for the past several hundred years, powerfully influenced such diverse fields as philosophy, biology, and economics. Over the past few decades, however, it has been challenged by new discoveries, particularly in physics and biology, and by theoreticians in a variety of disciplines. These theoreticians focus on complex, dynamic systems as, in one terminology, wholes that are more than the sums of their constituents. In this tutorial, we examine some of the most promising and intriguing trends in this potentially revolutionary movement. Our central focus will be on autopoietic systems, i.e., entities that subsist over time despite changing their material constituents. The smallest such entities are cells, but the tissues, organs, and organisms of which many cells are constituents are also autopoietic systems, as are yet more complex entities such as universities, economies, ecosystems, and states. The process ontology required by autopoietic systems is a radical alternative to the ontology that has been dominant for the past several centuries. It has many exciting implications for various subdisciplines in philosophy and for various academic disciplines beyond philosophy.

Class Format: Virtual

Requirements/Evaluation:  Presentations, responses to presentations, essays, response papers, participation in discussions.

Prerequisites:  None.

Enrollment Limit:  10

Enrollment Preferences:  Philosophy majors and potential majors.

Expected Class Size:  10

Grading:  no pass/fail option,  no fifth course option

Distributions:  (D2)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 252 (D2)  STS 252 (D2)

Writing Skills Notes:  Students will write 6 6-8 page essays and 6 2-3 page response papers. I will comment on all the essays, and my comments will aim to help students improve their writing skills. Among the issues to be addressed will be the challenge of writing essays to be presented rather than simply to be read.

Fall 2020

TUT Section:  HT1  TBA  Alan White

PHIL 272  (S)  Free Will and Responsibility  (WS)

Cross-listings:  PHIL 272  JLST 272

Primary Cross-listing

Our practice of holding people responsible seems justified as long as their choices are free. But when does a choice qualify as free? Must it be unaffected by any outside influences? If so, freedom may seem impossible since we're all deeply influenced by factors ranging from the general laws of nature to specific features of our genetic endowment and social environment (including religion, political ideology, and advertising). These affect not only our particular choices but also, more fundamentally, who we are and what we value. The real question, then, seems to be whether, and how, free choice is possible amidst all of these influences. We'll attempt to answer this question by examining recent philosophical work on the nature of free will and responsibility.

Class Format:  This tutorial will meet remotely by Zoom on a fixed weekly schedule agreed to by the instructor and participants.
Requirements/Evaluation: Five tutorial papers (5-6 pages in length) and five critiques (2-3 pages in length)
Prerequisites: one PHIL course
Enrollment Limit: 10
Enrollment Preferences: current and prospective Philosophy majors
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
PHIL 272 (D2) JLST 272 (D2)

Writing Skills Notes: Students will write a tutorial paper (5-6 pages in length) every other week, and a peer critique (2-3 pages in length) in alternating weeks, evenly spaced throughout the semester. The instructor will provide timely comments on writing skills, with suggestions for improvement.

Spring 2021
TUT Section: RT1 TBA Melissa J. Barry

PHIL 315 (F) Kant's Critique of Pure Reason
Kant's Critique of Pure Reason is perhaps the most significant text in the history of philosophy. It puts an end to the Early Modern traditions of Rationalism and Empiricism, and it stands at the beginning of both the Analytic and Continental traditions in contemporary philosophy. Love it or hate it, you cannot ignore it. In this course, we will study the most important and influential chapters of the Critique with the help of some secondary literature.

Class Format: This course will implement the tutorial format and be conducted remotely. Each week, students will watch a pre-recorded lecture given by the professor (asynchronously), and meet in pairs with the professor for roughly 75 minutes on Zoom (synchronously).

Requirements/Evaluation: Each week, students will complete the assigned readings, watch a lecture by the professor, write an essay, and meet in pairs with the professor. Students will take turns as the leader one week, and the respondent the next. The week's leader will write a 6-page essay on the assigned reading, due 48 hours before the meeting. The week's respondent will write a 2- to 3-page essay on the leader's essay due at the time of the meeting. At the meetings, both students will present their essays and hold a discussion about the readings. Students will be evaluated cumulatively on their essays and contributions to discussion.
Prerequisites: PHIL 202
Enrollment Limit: 10
Enrollment Preferences: Philosophy majors
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2)

Fall 2020
TUT Section: RT1 TBA Justin B. Shaddock

PHIL 326 (S) Foucault Now (DPE) (WS)
Cross-listings: WGSS 336 PHIL 326

Primary Cross-listing
If we think of Michel Foucault as engaged in writing histories, or genealogies, of his own present designed to undercut the sense of the obviousness of certain practices and ways of thinking, categorizing, and knowing, we can easily imagine that he might now be questioning different aspects of our contemporary "present" than the ones standardly associated with his name, namely, panopticons and surveillance, discipline, criminalization, the biopolitics of health, the normal and the abnormal, etc. In this course we address the question: How is the present we find ourselves living today different from the one that the author Foucault wrote about in the 1960s, 70s and early 80s before his untimely death in 1984? What differentiates today from yesterday? And what present practices and ways of thinking and knowing might be questioned using Foucault's tools, genealogy in particular, for resisting unnecessary constraints on freedom and the perpetuation of unnecessary suffering? What is his legacy today? In this tutorial
you will read from a selection of Foucault's texts (books, lectures, interviews) in order to acquire a firm grasp of his method of "critique" and his way of looking at the interconnections between forms of power and the knowledge associated with particular disciplines. We will also read more recent work by scholars that draw on Foucault to address problems in today's present. Among the contemporary texts assigned might be the following: Bernard Harcourt's *Exposed: Desire and Disobedience in the Digital Age*, Saidiya Hartman's *Wayward Lives, Beautiful Experiments* (2019), Verena Ehrenbusch's *Terrorism: A Genealogy*, Cressida Heyes' *Anaesthetics*, Ladelle McWhorter's *Racism and Sexism in Anglo-America: A Genealogy*, and *Active Intolerance: Michel Foucault, The Prisons Information Group, and the Future of Abolition*, eds. Perry Zum and Andrew Dilts.

Class Format: I will meet with students in a seminar format at various points throughout the semester. I have requested a class block for this reason.

Requirements/Evaluation: evaluation will be based on written work (six 5- to 6-page papers, and six 2-3 page commentaries on their partner's papers) as well as the quality and level of preparation and intellectual engagement in our weekly meetings.

Prerequisites: Relevant background in critical theory, social theory, political theory or philosophy.

Enrollment Limit: 10

Enrollment Preferences: I will give preference to philosophy majors and to upper class students with a demonstrated background in critical theories. Some sophomores may be eligible.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 336 (D2) PHIL 326 (D2)

Writing Skills Notes: This is a tutorial. Students will write five or six 5-6-page papers during the course of the the semester and receive significant feedback on each paper. At the end of each tutorial meeting the student is asked to reflect on how they would approach the paper differently if they were to rewrite it. In this version of the course, I may ask students to select one paper to revise as a final assignment.

Difference, Power, and Equity Notes: In this course we address power and domination, reflect on the difference between them, and treat power relations as not only an inevitable feature of any society, but as both enabling and constraining. Moreover, we will read material that uses Foucauldian tools to address contemporary issues involving sexism and racism, digital surveillance, and the abolition of prisons.

Spring 2021

TUT Section: RT1 TBA Jana Sawicki

**PHIL 337 (F) Justice in Health Care** (WS)

Justice is a notoriously complex and elusive philosophical concept, the conditions of which are even more difficult to articulate within real world institutions and contexts than in the abstract. In this course we'll explore justice as a fundamental moral principle and as a desideratum of the US health care system. The first portion of the course will be devoted to considering general theories of justice as well as alternative conceptions of justice specifically within the health care context. While social justice and distributive justice are deeply intertwined in the health care context and we will discuss both, we will focus primarily on the concept of distributive justice. This theoretically oriented work will provide the background for subsequent examination of specific topics, which may include, among others: justice in health care financing and reform; justice in health care rationing and access to health care, with particular attention to the intersections of rationing criteria with gender, sexuality, race, disability, and age; justice in the procurement and allocation of organs for transplantation; obesity and personal responsibility for illness; and justice in medical research, including "double standards" for research conducted in low resource settings.

Class Format: This class will be conducted remotely, via weekly synchronous tutorial meetings on Zoom or Google Meet.

Requirements/Evaluation: biweekly papers, oral commentaries, and tutorial discussions

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: PHIL majors, PHLH concentrators, those with curricular need for the course, those who have been dropped from the course in previous semesters due to over enrollment, and those who are unlikely to have an opportunity to take the course in a later term

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)
Writing Skills Notes: Students will write six tutorial papers of 5-7 pages in length, one of which they will revise and submit at the end of the term. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

Fall 2020

TUT Section: RT1 TBA Julie A. Pedroni

PHIL 350 (S) Emotions
Philosophy is often described as thinking about thinking: variously conceived inquiries into the nature, scope and limits of human reasoning have always been at its heart. Without challenging the centrality of such projects for philosophy, this tutorial will focus on a less emphasized, but equally essential aspect of our lives: emotions. What are emotions, and how should we think about them? What is the proper ‘geography’—classification and analysis—of our emotions, and what is their relation to our somatic states, feelings, beliefs, judgments, evaluations and actions? Do we have any control over our emotions? Could we (individually and socially) educate and cultivate them? How are conscious and unconscious emotions related to a person’s action, character, and her social world? In addressing these substantive questions, we will also consider which methodological approach—if a single one can be privileged—we should adopt for examining emotions. We will try to determine what is the scope and nature of an adequate theory of emotions, what are the desiderata for such a theory, and what should count as evidence in its favor. We will examine a variety of philosophical and scientific theories of emotion, as well as some issues concerning normative aspects of emotions: the role of emotions in a good life, and the concept of emotional maturity.

Class Format: The class will meet remotely only.

Requirements/Evaluation: Class attendance, preparedness and participation; weekly meetings with the tutorial partner outside of the class; five lead papers (5-7 pages) and five short response papers (2-3 pages).

Prerequisites: two philosophy courses.

Enrollment Limit: 10

Enrollment Preferences: philosophy majors and prospective majors, then psychology majors.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Spring 2021

TUT Section: RT1 TBA Bojana Mladenovic

PHYS 402 (S) Applications of Quantum Mechanics (QFR)
This course will explore a number of important topics in the application of quantum mechanics to physical systems, including perturbation theory, the variational principle and the semiclassical interaction of atoms and radiation. The course will finish up with three weeks on quantum optics including an experimental project on non-classical interference phenomena. Applications and examples will be taken mostly from atomic physics with some discussion of solid state systems.

Class Format: hybrid

Requirements/Evaluation: weekly problem sets, tutorial participation, presentations, and a final exam, all of which have a substantial quantitative component

Prerequisites: PHYS 301

Enrollment Limit: 10 per sec

Enrollment Preferences: Physics and Astrophysics Majors

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course has weekly problem sets, all of which have a substantial quantitative component.
PHYS 411  (F)  Classical Mechanics  (QFR)
This course will explore advanced topics in classical mechanics including the calculus of variations, the Lagrangian and Hamiltonian formulations of mechanics, phase space, non-linear dynamics and chaos, central-force motion, non-inertial reference frames (including implications for physics on a rotating Earth), and rigid-body rotations. Numerical and perturbative techniques will be developed and used extensively. We will also examine the ways in which classical mechanics informs other fields of physics. In addition to weekly tutorial meetings the class will meet once a week as a whole to discuss new material.

Class Format: hybrid
Requirements/Evaluation: weekly problem sets, tutorial participation, presentations, a final project, and a final exam, all of which have a substantial quantitative component
Prerequisites: PHYS 202 and PHYS/MATH 210 or MATH 209
Enrollment Limit: 10/section
Enrollment Preferences: majors
Expected Class Size: 20
Grading: no pass/fail option, no fifth course option
Distributions: (D3) (QFR)
Quantative/Formal Reasoning Notes: weekly problem sets requiring substantial quantitative reasoning using analytical and numerical methods.

POEC 214  (S)  The Economics and Ethics of CO2 Offsets  (WS)
Cross-listings: POEC 214  ENVI 212  ECON 214
Secondary Cross-listing
Some electric utilities and other CO2 emission polluters are allowed to purchase carbon offsets to achieve a portion of their mandated emissions cuts, in effect, to pay others to reduce carbon emissions in their stead. Some individuals, college and universities, and for-profit and non-profit institutions have chosen voluntarily to purchase carbon offsets as a way of reducing their carbon footprint. But do offsets actually succeed in reducing carbon emissions? What separates a legitimate offset from one that is not? How should we measure the true impact of an offset? How do carbon offsets compare to other policies for reducing carbon emissions in terms of efficiency, equity, and justice? Is there something inherently wrong about "commodifying" the atmosphere? Is there something inherently wrong about selling or buying the right to pollute? Should colleges and universities be using the purchase of offsets to achieve "carbon neutrality?"

Class Format: This tutorial will be taught remotely via Zoom meetings. Each student will be the tutorial partner of one other student, and each pair of tutorial partners will meet with the instructor for 75 minutes each week. Individual "office hour meetings" will also occur via Zoom meetings.
Requirements/Evaluation: a 5- to 7-page paper every other week; a 3-page written critique every other week; one re-write paper
Prerequisites: ECON 110 or the equivalent, permission of instructor
Enrollment Limit: 10
Enrollment Preferences: first-year students and sophomores intending to major in Economics and/or to major or concentrate in Environmental Studies
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
POEC 214 (D2)  ENVI 212 (D2)  ECON 214 (D2)

Writing Skills Notes: Each student will write five 5-7 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will write five 3-page critiques of their partner’s papers. As the final assignment, each student will revise one of their five papers.

Spring 2021
TUT Section: RT1    TBA    Ralph M. Bradburd

POEC 280  (F)  Silicon Valley: Digital Transformation and Democracy

Cross-listings: POEC 280  PSCI 280  STS 280

Secondary Cross-listing

Nearly every country in the world seeks to drive economic growth by promoting digital technologies. In the twenty-first century, the universal model is Silicon Valley. But as much as tech may drive economic growth, it may also threaten democratic politics. This tutorial explores this tension. We do so in four steps by examining (1) the origins of the Silicon Valley model, (2) other countries’ attempts to emulate it, (3) what it’s like to work in tech, and (4) possibilities for regulating the tech sector. Each step will deepen students’ understanding of tech. By engaging multiple analytical lenses, students will develop the tools to articulate the possibilities and imperatives of democratic politics in the twenty-first century.

Requirements/Evaluation: Five 5-page papers; five 2-page responses; participation

Prerequisites: One introductory course in political science and/or permission of the instructor.

Enrollment Limit: 10

Enrollment Preferences: Preference will be given to sophomores or juniors majoring in a Division II field

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Fall 2020
TUT Section: RT1    TBA    Sidney A. Rothstein

PSCI 160  (F)  Refugees in International Politics  (DPE)  (WS)

Globally, refugees seem to create, and be caught up in, chronic crisis. This course evaluates how this can be—how a crisis can be chronic. We investigate who refugees are, in international law and popular understanding; examine international and national laws distinguishing refugees from other categories of migrants; evaluate international organizations’ roles in managing population displacement; look at the way that images convey stereotypes; consider refugee camps in theory and example; and reflect on what exclusion, integration, and assimilation mean to newcomers and host populations. In whose interest is the prevailing system? Who might change it, and how?

Requirements/Evaluation: eleven essays: five lead, five response, and one statement. The first two weeks' essays' grades will be unrecorded.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)  (DPE)  (WS)

Writing Skills Notes: In addition to writing every week, students will have a chance to write ungraded work; will have a chance to revise submitted work; and will have a chance to work on specific skills cumulatively.

Difference, Power, and Equity Notes: This course examines the way in which home states categorize people and oppress some, producing refugees; the way that host states categorize people and oppress some, using immigration to shore up the prevailing ethnic hierarchy; and why we
worry about some of these categories of oppression more than others.

Fall 2020
TUT Section: RT1 TBA Cheryl Shanks

PSCI 219 (F) Women and Girls in (Inter)National Politics (DPE)
Cross-listings: INTR 219 PSCI 219 AFR 217 WGSS 219 LEAD 219
Secondary Cross-listing
This tutorial focuses on the writings and autobiographies of women who have shaped national politics through social justice movements in the 20th-21st centuries. Women and girls studied include: Fannie Lou Hamer, Shirley Chisholm, Safiya Bukhari, Erica Garner, Greta Thunberg, Malala Yousafzai, Marielle Franco, Winnie Mandela.
Requirements/Evaluation: Weekly 5-page primary analytical papers and 2-page response papers.
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: Juniors and seniors, sophomores.
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
INTR 219 (D2) PSCI 219 (D2) AFR 217 (D2) WGSS 219 (D2) LEAD 219 (D2)
Difference, Power, and Equity Notes: This tutorial examines how girls and women confront capitalism, imperialism, climate devastation, patriarchy and poverty. The national and international movements that they participated in or led were based on shifting the balance of powers towards the impoverished, colonized, and imprisoned.

Fall 2020
TUT Section: RT1 TBA Joy A. James

PSCI 221 (S) Cold War Intellectuals: Civil Rights, Writers and the CIA (DPE)
Cross-listings: AFR 224 PSCI 221 AMST 201 LEAD 220 INTR 220
Secondary Cross-listing
This tutorial focuses on US-based views of the Cold War. It examines how intelligence agencies and intellectuals, as well as government officials, viewed civil rights, human rights, and US hegemony. Readings include: Williams J. Maxwell (F. B. Eyes: How J. Edgar Hoover's Ghostreaders Framed African American Literature); James Baldwin (The Fire Next Time); Ralph Ellison (The Collected Essays of Ralph Ellison); Report to the President by the Commission on CIA Activities Within the United States (1975, VP Nelson Rockefeller, chair); Hugh Wilford (The Mighty Wurlitzer: How the CIA Played America); Hannah Arendt (The Origins of Totalitarianism; On Violence; "Reflections on Little Rock"); Frances Stonor Saunders (Who Paid the Piper? The CIA and the Cultural Cold War). Students alternate weekly between 5-page primary and 2-page secondary papers on assigned readings.
Requirements/Evaluation: Attend all classes; submit completed papers 24 hours before seminar meets.
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: Juniors and Seniors.
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
AFR 224 (D2) PSCI 221 (D2) AMST 201 (D2) LEAD 220 (D2) INTR 220 (D2)
Difference, Power, and Equity Notes: This tutorial examines the Cold War between the US and the USSR and attempts to use intellectuals to shape and promote the objectives of powerful state entities. The power struggle between the two "superpowers" impacted cultural production and authors. Some of those authors influenced or enlisted into the Cold War sought equity and equality for their communities and eventually fought against the very political powers that employed them.

Spring 2021
TUT Section: RT1   TBA   Joy A. James

PSCI 280  (F)  Silicon Valley: Digital Transformation and Democracy
Cross-listings: POEC 280  PSCI 280  STS 280
Primary Cross-listing

Nearly every country in the world seeks to drive economic growth by promoting digital technologies. In the twenty-first century, the universal model is Silicon Valley. But as much as tech may drive economic growth, it may also threaten democratic politics. This tutorial explores this tension. We do so in four steps by examining (1) the origins of the Silicon Valley model, (2) other countries’ attempts to emulate it, (3) what it’s like to work in tech, and (4) possibilities for regulating the tech sector. Each step will deepen students’ understanding of tech. By engaging multiple analytical lenses, students will develop the tools to articulate the possibilities and imperatives of democratic politics in the twenty-first century.

Requirements/Evaluation: Five 5-page papers; five 2-page responses; participation
Prerequisites: One introductory course in political science and/or permission of the instructor.
Enrollment Limit: 10
Enrollment Preferences: Preference will be given to sophomores or juniors majoring in a Division II field
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
POEC 280 (D2) PSCI 280 (D2) STS 280 (D2)

Fall 2020
TUT Section: RT1   TBA   Sidney A. Rothstein

PSCI 312  (S)  American Political Thought  (WS)
Cross-listings: PSCI 312  LEAD 312
Primary Cross-listing

From democracy to liberty, equality to community, foundational ideas -- about what makes for good government, about what constitutes the good society, about what is necessary to lead a good life -- define the American political tradition and consume the American political imagination. Designed not only to uncover these (sometimes melodious, sometimes cacophonous) values but also to place current ideological debates about them in a broader developmental context, this tutorial will offer a topical tour of American political thinking from the birth of nationalism in the colonial period to the remaking of conservatism and liberalism in the early twenty-first century. Utilizing primary source material ranging from presidential speeches to party platforms, newspaper editorials to novels, we will seek to interrogate -- reconciling where possible, distinguishing where necessary, interpreting in all instances -- the disparate visions and assessments of the American political experience offered by politicians, artists, intellectuals, activists, and ordinary citizens over the course of more than two centuries. Our focus, then, is nothing less than the story of America -- as told by those who lived it.

Class Format: For spring 2021, this course will be taught remotely, with a few synchronous seminar classes at the start and end of the course bookending weekly synchronous tutorial sessions.
Requirements/Evaluation: five 5- to 7-page essays, five 2- to 3-page critiques, and a revised and extended 10- to 12-page final essay
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: Political Science majors and prospective majors
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
PSCI 312 (D2) LEAD 312 (D2)

Writing Skills Notes: Weekly writing with extensive attention to feedback, revision, and improvement.

Spring 2021
TUT Section: RT1    MW 8:15 am - 9:30 am     Justin Crowe

PSCI 332  (S)  The Body as Property  (DPE)
From an ethical standpoint, human bodies are fundamentally different from objects that can be owned, acquired, and exchanged. Yet history furnishes us with countless examples of laws, administrative rules, and social conventions that treat the human body as a form of property. The institution of slavery is a particularly egregious example. But there are other examples of treating the body as property that seem more ambiguous, or even benign: the employment contract in which bodily services are offered in exchange for payment; the feminist slogan "my body, my choice"; or even the every-day transfer of bodily properties into creative projects that then become part of the things people own --- chairs, tables, houses, music, art, and intellectual property. If it is not itself a form of property, how can we explain the use of the human body to acquire possessions, create wealth, and mediate the exchange of other kinds of property? These and other tensions between the concept of property and that of humanity will be the focus of this course. How is property defined, and how far should law go to erode or reinforce distinctions between property and humanity? Course readings focus on Locke, Hegel, Marx, and critical perspectives from feminist theory, critical theory, and critical legal studies (Cheryl Harris, Alexander Kluge, Oskar Negt, Carole Pateman, Rosalind Petchesky, and Dorothy Roberts, among others).

Class Format: Hybrid: Tutorial pairs with both students on campus will meet in person for the majority of our sessions (some weeks may be online). Pairs with one or both students learning remotely will meet exclusively online.
Requirements/Evaluation: five 5- to 7-page essays, five 2- to 3-page critiques, and a revised and extended 10- to 12-page final essay
Prerequisites: prior coursework in political theory, cultural theory, philosophy, or permission of instructor
Enrollment Limit: 10

Enrollment Preferences: Political Science majors (priority given to those concentrating in Political Theory ); Justice & Law Studies concentrators (priority given to those with extensive JLST coursework).
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: The course fulfills the Difference, Power, and Equity (DPE) requirement by examining how, in the context of legally-sanctioned power relations, bodily differences are constructed, monetized, and used to generate wealth. Race, class, and gender inequalities are central to the analysis.

Spring 2021
TUT Section: HT1    TR 8:00 am - 9:15 am     Nimu Njoya

PSCI 364  (S)  Noam Chomsky and the Radical Critique of American Foreign Policy
Noam Chomsky emerged as one of the most influential figures in the development of modern linguistics during the 1950's. However, since the Vietnam War, Chomsky has also established himself as perhaps the most influential critic of American foreign policy and the Washington national security establishment. This tutorial will examine his wide-ranging critique of American foreign policy over the last half century, focusing on his analysis of the role that he believes the media and academics have played in legitimizing imperialism and human rights abuses around the world. We will also explore the controversies and criticisms of his work from both the right and the left because of his political stance on issues ranging from the Arab-Israeli conflict to humanitarian intervention to free speech. Finally, we will also examine how Chomsky's views, largely considered to be radical for much of his life, have become far more mainstream over time.
Requirements/Evaluation: Students will write five 6-7 page papers over the course of the semester. On weeks that students are not writing the lead paper, they will write a 1-2 page critique of the essay submitted by their tutorial partner.

Prerequisites: One of the following courses is strongly recommended: PSCI 120, 127, 202.

Enrollment Limit: 10

Enrollment Preferences: Students with some previous coursework in American foreign policy or world politics.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: International Relations Subfield

Distributions: (D2)

Spring 2021
TUT Section: RT1  TR 8:00 am - 9:15 am    James McAllister

PSYC 158 (S)  Freud: A Tutorial  (WS)

Cross-listings: PSYC 158  HIST 485

Secondary Cross-listing

This tutorial is devoted to the systematic reading of the principal works of Sigmund Freud, one of the deepest, subtlest, and most influential thinkers of the last one-hundred years. Students will read Freud's work more or less chronologically, beginning with his writings on hysteria and concluding with his deeply pessimistic essay, Civilization and Its Discontents. In tutorial, we will consider the development of Freud's thought over the course of his professional life: his general psychological writings on the nature and functioning of the human psyche, his clinical writings on psychoanalysis as a form of treatment, and his cultural writings on art and artists, on the origin of human society, on religion, and on the relation of the individual to society and civilization. We will not be considering the relevance of Freud's ideas for purposes that transcend his own psychological agenda in the tutorial. Nor will we be much concerned with assessing whether Freud was "right" or "wrong" or whether his thought has clinical relevance today. Instead, we will seek to understand Freud as much as possible on his terms and not on ours, as a historical figure of originality, complexity and contradiction, whose thought deserves close reading and deep understanding within the context of Freud's thought itself.

Class Format: students will write and present orally six essays of 6-7 pages on assigned reading every other week; students not presenting an essay in a given week will be responsible for critiquing the presented essay

Requirements/Evaluation: student grades will be assigned only at the end of the semester based on their papers, their critiques, and their performance in tutorial discussion

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: juniors and seniors and History majors needing a 400-level seminar or tutorial to fulfill the requirements for a degree in History

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: fulfills History's 400-level graduation requirement

Distributions: (D2)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PSYC 158 (D2) HIST 485 (D2)

Writing Skills Notes: As a tutorial, this course is by definition writing skills, both in terms of the number of papers that students will produce (six) and in terms of the focus on writing during every tutorial session. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Spring 2021
TUT Section: RT1    TBA    Thomas A. Kohut
PSYC 327  (S)  Cognition and Education

This class will examine major issues in education. The topics will include international differences in education, educational inequality, dropping out, the teaching labor force, why we have college, cognitive psychology in the classroom, and more. Each student will attend one meeting per week with me and one other student.

Class Format: This hybrid class will be taught synchronously. Students will be matched up in pairs, and hopefully pairs can be arranged such that if a student wants to meet in person they can be paired with another student who wants to meet in person. Meetings will last one hour. Attendance will be required.

Requirements/Evaluation: You will be required to submit a paper (5-7 pages) every other week. The alternate weeks you will read your partner's paper and write a reaction paper. The assignments will include non-fiction books, journal articles, podcasts, and documentaries. You will also be asked to find additional sources to write about in your papers. Evaluation will be based on papers, reaction papers, and participation.

Prerequisites: PSYC 221 or 222, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Psychology majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Spring 2021
TUT Section: HT1  TBA  Nate Kornell

PSYC 358  (F)  Developmental Psychopathology: Trajectories of Risk and Resilience

Why do some youth develop psychopathology in the face of adversity whereas others do not? How do we define psychological disorders in youth? Is resilience a static trait, or can it be promoted? How do we prevent youth from developing psychopathology? In this course, students will address these and other questions using a risk and resilience framework that examines the interactions among multiple risk and protective factors in the pathway to psychopathology. Specifically, students will examine the interactions between individual characteristics (e.g., neurobiological, interpersonal, cognitive, and emotional factors) and environmental contexts (e.g., family, school, peer, early adversity, poverty) in the development of risk and resiliency. Application of etiological models and empirical findings to prevention and intervention approaches will be explored. Throughout the course, students will evaluate current research based upon theory, methodological rigor, and clinical impact.

Class Format: This course will be offered remotely. Each week the professor and the tutorial pair will meet for 60 minutes in a synchronous online meeting. The meetings will be scheduled between 9am and 4pm EST based upon student and professor availability. Attendance will be required at the weekly synchronous online meeting.

Requirements/Evaluation: six 5-page papers, six short response papers, and participation in discussions

Prerequisites: PSYC 252; PSYC 201 recommended

Enrollment Limit: 10

Enrollment Preferences: Psychology majors and Public Health concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Fall 2020
TUT Section: RT1  TBA  Catherine B. Stroud

REL 269  (F)  Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience  (DPE)  (WS)

Cross-listings: REL 269  STS 269  ASST 269  ANTH 269

Secondary Cross-listing

This course offers a social analysis and condensed genealogy of mindfulness from its roots as a Buddhist meditation practice through its modern application as a tool to improve our awareness of the related processes of mind, behavior, and emotions. We consider how mindfulness relates to
Buddhist discourses and practices, and to the rapid rise of fields like contemplative neuroscience, affective neuroscience, and integrative neurobiology. How and why has the research on mindfulness and other applied meditative practices exploded since 2000? How has this research helped us understand and explain the intersection of mind, emotion, behavior, and human development? We critically examine the models of the mind developed by clinical and evolutionary psychologists and researchers in fields such as affective neuroscience to better understand the applications of mindfulness in the US today. Specifically, we consider how mindfulness and other forms of meditation are being used to improve the training of health care providers and educators, while augmenting and deepening the quality of their engagement with patients, students, and others they serve. We examine and train in a variety of meditation practices including mindfulness and forest bathing, while unpacking the subjective experience of our minds and emotions first-hand. Students will be asked to engage in mindfulness practices the entire semester.

Class Format: Offered in a hybrid format, but students are encouraged to attend in person if they can. Studies will be grouped in pairs or threesomes, that will meet in-person or remotely. Please email me (Kgutsch@williams.edu) to indicate whether you intend to take this class in-person or remotely.

Requirements/Evaluation: weekly tutorial papers and discussion
Prerequisites: A prior class or some experience with meditation is recommended
Enrollment Limit: 10
Enrollment Preferences: ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
REL 269 (D2) STS 269 (D2) ASST 269 (D2) ANTH 269 (D2)
Writing Skills Notes: This class will involve weekly tutorial essays of 1200 or 600 words, written feedback on every essay, and a mid-semester 'writing chat' with the instructor.

Difference, Power, and Equity Notes: This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can alleviate pervasive and population-wide health issues in the US including rising rates of anxiety, depression, and other mental health issues that are exacerbated by stress related to social inequality and structural violence. It also explores the ways that mindfulness has been marketed as an elite and non-inclusive practice within the US.

Fall 2020
TUT Section: HT1 TBA Kim Gutschow

REL 281 (S) Religion and Science
Cross-listings: REL 281 STS 281
Primary Cross-listing
In the last few years the deniers of religion such as Dennett and Dawkins have forcefully argued that recent scientific developments show the degree to which religion is irrelevant to a modern understanding of what it means to be human. Atran and Boyer have made a similar case, arguing that recent progresses in our understanding of human cognition demonstrate that religion is a purely natural phenomenon that has little if any value for human development. Theologians such as Haught and Polkinghorne have rejected these views, arguing that a proper understanding of scientific developments such as evolution and quantum mechanics suggests religiously relevant views of the universe and our place therein. This course considers these competing perspectives while offering critical reflections on the views and categories involved in these controversies. We also examine the works of reflective naturalists such as Bellah and Herrstein, who argue that far from showing the irrelevance of religious ideas and practices, the new mind and life sciences suggest a much more nuanced view according to which religion is both grounded in the natural world and central to the development of human culture. Hence, it cannot be easily discounted as irrelevant to a scientifically informed understanding of what it means to be human.

Requirements/Evaluation: tutorial format. one paper every two weeks
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: preference for religion majors or future religion majors
Expected Class Size: 10
Grading: yes pass/fail option, no fifth course option
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 281 (D2) STS 281 (D2)

Spring 2021
TUT Section: RT1 TBA Georges B. Dreyfus

REL 284 (S) From the Battlefield to the Hermit’s Cell: Art and Experience in Norman Europe (WS)

Cross-listings: REL 284 WGSS 284 ARTH 218

Secondary Cross-listing

This tutorial provides students with the chance to investigate in-depth three of the most astonishing works of art created during the entire Middle Ages: the Bayeux Tapestry (c.1077-1082), the Cappella Palatina (c.1130s-1166), and the Psalter of Christina of Markyate (1120s-1160s). Created within a hundred years of each other all within territories controlled by the Normans–a warrior dynasty that settled in northern France in the 10th century and then expanded north into England and south into Italy in the 11th and 12th centuries–each of these works is unprecedentedly ambitious in scale, dazzling in its material properties, and survives in its original wholeness, a rarity in the medieval world. Despite these similarities, however, each work is very different from the other two and sheds light on very different aspects of Norman experience, across Europe. The Bayeux Tapestry, likely made by female embroiderers for a baronial hall, is a giant textile (over 70 meters long) that in gruesome and fascinating detail tells the story of the Norman invasion of England by William the Conqueror in 1066. The Cappella Palatina in Palermo, in turn, commissioned by King Roger II, is a royal chapel covered in sumptuous mosaics that reveals through its decoration and ritual the dynamic interaction of Islamic, Byzantine, and Latin Christian traditions in the multicultural Norman kingdom of Sicily in the 12th century. And the Psalter of Christina of Markyate, a large prayerbook made for the use of a female recluse in southern England, contains 40 full-page paintings and 215 decorated initials, a vast and inventive program of imagery that through its creative profundity helped reshape private devotional art and culture for centuries to come. Through their variety, then, these three objects–an emboidery, a building, and a book–give students insight into the rich array of concerns and aspirations, from the political to the spiritual and from the public to the private, that gave substance and meaning to 11th- and 12th-century European life, for women as well as men. What is more, these three remarkable works of art have been the focus of much interesting scholarship in recent years, so an exploration of some of that literature provides a compelling introduction to the discipline of art history itself, past and present.

Requirements/Evaluation: Participation in discussion; five 5-7-page tutorial papers; five 1-2-page response papers.

Prerequisites: None

Enrollment Limit: 10

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 284 (D2) WGSS 284 (D2) ARTH 218 (D1)

Writing Skills Notes: In this tutorial, students will develop skills of critical reading and focus on how to craft clear and persuasive arguments of their own. To help them achieve these goals, they will receive timely comments on their written work, especially the five 5-7-page papers they will submit, with suggestions for improvement.

Spring 2021
TUT Section: RT1 TBA Peter D. Low

REL 285 (S) Haunted: Ghosts in the Study of Religion

Haunting offers a powerful way to speak about forces that affect us profoundly while remaining invisible or elusive. "What is it that holds sway over us like an unconditional prescription? The distance between us and that which commands our moves—or their opposite, our immobility—approaches us: it is a distance that closes in on you at times, it announces a proximity closer than any intimacy or familiarity you have ever known" (Avital Ronell, Dictations: On Haunted Writing [1986] xvi-xvii). The figure of the ghost has been developed by those seeking to grapple with the ongoing effects of
modern slavery, colonialism, state-sponsored terrorism, the holocaust, and personal trauma and loss. Building upon the insights about memory, history, and identity that haunting has been used to address, this course will challenge you to explore the study of religion by way of its "seething absences." We shall ask how the study of religion has endeavored to address loss, trauma, and its persistent effects, what "holds sway" over various approaches to the study of religion, as well as how "religion" constitutes its own ghostly presence, haunting other domains.

**Class Format:** tutorial; meeting in pairs, each student will either write and present a paper or respond to their partner’s paper

**Requirements/Evaluation:** two 1-page papers (written and presented), five 5-page papers, and five oral critiques (based on written notes) of their partner’s paper; students will revise two papers

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Religion majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

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Spring 2021

TUT Section: HT1 TBA Denise K. Buell

REL 412 (F) Gandhi: History, Ideas and Legacy (WS)

**Cross-listings:** REL 412 LEAD 412 GBST 412 ASST 412 HIST 496

**Secondary Cross-listing**

This course studies the life, work, and ideas of M.K. Gandhi (1869-1948), one of the most influential thinkers of the non-western world. Gandhi is well known today for his philosophy of non-violent resistance and its application in India's freedom struggle as well as his influence on the work of leaders like Martin Luther King and Nelson Mandela. Hailed as the 'father of the Indian nation', however, Gandhi is not only known for his political ideas but also for his deep engagement with aspect of everyday human behavior and morality: truth, vegetarianism, sex and celibacy, to name just a few of his obsessions which contributed to making his broader philosophy. It is this commitment to a morally pure life that earned him the title of 'Mahatma' or Great Soul in India. This tutorial will focus on three key aspects of Gandhi: his ideas of peaceful protest as means of social and political change, his contemplations on moral philosophy, and on his legacy in modern India and the world. Students will read a combination of Gandhi's own writings as well as journal articles, monographs and films. The course will probe questions such as: What was the context and nature of Gandhian nationalism? Did it help to integrate the Indian nation? Was Gandhi truly a Great Soul, a saint or a shrewd politician? In what ways is Gandhi received and remembered by the Indian nation today? How does understanding a figure like Gandhi facilitate our understanding of modern nationalism, citizenship and political action?

**Class Format:** REMOTE. This tutorial will be taught remotely but will otherwise follow the usual tutorial format of weekly hour-long meetings, pairing students who will alternatively write papers and critiques each week.

**Requirements/Evaluation:** 5-7-page essays or 2-page critique due each week and a final report (3-4 pages) at the end of the semester.

**Prerequisites:** None, except students who have taken HIST488T will not be permitted to take this class.

**Enrollment Limit:** 10

**Enrollment Preferences:** Senior history majors and students who have previously taken HIST221. Students who have previously taken HIST488T will not be permitted to take this class.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 412 (D2) LEAD 412 (D2) GBST 412 (D2) ASST 412 (D2) HIST 496 (D2)

**Writing Skills Notes:** As a tutorial, this course is Writing Intensive as students not only write weekly papers but they also develop critical tools to engage in close reading of texts and interpret them and the facts therein. Each week, they will develop their writing by providing constructive criticism of their partner's paper, and in turn, learn to receive and build on critiques of their own work. Students will be given the opportunity to substantively revise their work on a regular basis.
RLSP 228 (S) Velázquez, Goya, and Picasso

Cross-listings: ARTH 228 RLSP 228

Primary Cross-listing

This course will provide an introduction to three major Spanish painters--Velázquez, Goya, and Picasso--who lived and worked, respectively, in the 17th, 18th, 19th and 20th centuries. Though these painters are world famous, they are rarely studied comparatively, and in the context of their Spanish artistic roots. The syllabus will cover the historical and social contexts in which they started working, and how they followed, and departed from, artistic conventions of the time. Through specific paintings, we will consider the historical evolution of the artists' relationship to their patrons and subjects, from the elite status of Velázquez within the royal court, to Goya's dramatic rise with the reigns of Charles III, and Charles IV, and his subsequent exile to France. Picasso was free of royal patronage and also lived in France, yet despite this freedom he remained deeply connected to the themes and concerns of his Spanish artistic predecessors. In addition to key paintings including Velázquez's "Las Meninas" and other royal portraits, Goya's "Maja Desnuda" and his series "The Disasters of War," Picasso's "Guernica," and his own 20th century reinterpretation of "Las Meninas," we will focus on the artists' shared subjects of portraits and war, and consider the following issues: How does the role of the Spanish artist change over the periods covered? How did the artist exercise his freedom whilst under the scrutiny of the court and the Catholic Church? How were these painters' lives and work shaped by key historical events such as the Inquisition, Napoleon's invasion of Spain, or the Spanish Civil War? How does the work of art evolve in its role from private royal commission to public display in museums open to all? We will read short literary pieces from each period, primary materials such as letters and other documents, and historical and critical works. All readings will be in English. Knowledge of Spanish is encouraged, but not required.

Requirements/Evaluation: 3- to 5-page weekly assignment

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students and sophomores

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 228 (D1) RLSP 228 (D1)

Spring 2021

TUT Section: HT1 TBA Soledad Fox

RUSS 219 (S) Cults of Personality (WS)

Cross-listings: COMP 215 RUSS 219

Primary Cross-listing

First uttered by Soviet leader Nikita Khrushchev in 1956, the phrase "cult of personality" was formulated to discredit the hero-worship that accompanied Joseph Stalin's iron-fisted rule of the Soviet Union. Since then, the phrase has gained currency as a condemnation of a variety of seemingly all-powerful leaders in oppressive political regimes, including China's Mao Zedong, Iran's Ayatollah Khomeini, and the ruling Kim family in North Korea. In this course, we will examine the phenomenon of the cult of personality from a variety of perspectives, beginning with the cult surrounding Stalin and ending with that of Vladimir Putin. Our course material will encompass scholarship from multiple disciplines, including history, sociology, political science, cultural and media studies, as well as artistic expression typically labeled propaganda in literature, the visual arts, and film. Although our course will begin in the Soviet Union and end in contemporary Russia, we will explore how the cult of personality has been adapted and updated for different cultural and political purposes in fascist Germany and Spain, China, Iran, North Korea, and Cuba. All readings will be in English, and all films will have English subtitles.

Class Format: remote

Requirements/Evaluation: completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions

Prerequisites: none
This course is cross-listed and the prefixes carry the following divisional credit:

COMP 215 (D1) RUSS 219 (D1)

Writing Skills Notes: Students will be writing papers (5-6 pages) every other week and receiving detailed feedback on their writing with the expectation that they will identify areas in need of improvement and work on these throughout the semester. The course will also require that students write one paper together with their tutorial partner and that they rewrite two different papers, one at midterm and the other at the end of the term.

Spring 2021
TUT Section: RT1    TBA     Julie A. Cassiday

RUSS 248  (F)  Altering States: Post-Soviet Paradoxes of Identity and Difference  (DPE) (WS)

Cross-listings:  SOC 248  GBST 247  RUSS 248

Secondary Cross-listing

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the Russia-Ukraine conflict or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Bulgaria, Poland, Latvia and Ukraine. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

Class Format: The course will meet remotely for the most part, although in-person meetings with the appropriate precautions may be arranged at the tutorial partners’ and instructor’s discretion.

Requirements/Evaluation:  5-page paper every other week, written comments on the partner's paper in alternate weeks

Prerequisites: none

Enrollment Limit:  10

Enrollment Preferences:  Anthropology, Sociology, and Russian majors

Expected Class Size:  10

Grading:  no pass/fail option,  no fifth course option

Distributions:  (D1)  (DPE)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 248 (D2) GBST 247 (D2) RUSS 248 (D1)

Writing Skills Notes: This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written feedback from both the instructor and the tutorial partner, and are workshopped during the tutorial meetings.

Difference, Power, and Equity Notes: Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. We will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

Fall 2020
TUT Section: RT1    TBA     Olga Shevchenko

TUT Section: RT1    TBA     Olga Shevchenko
In ancient Greece, Democritus took his ontological bearings by atoms he took not to come to be, change, or pass away, but to move and interconnect in space so as to compose everything else. Plato also took his ontological bearings by entities that do not change, but ones that are not in space or time: mathematical structures and, at least aspirationally, the forms or ideas of the good, the beautiful, etc. Aristotle, finally, took his ontological bearings by temporal entities, i.e., organisms. In these terms, modern science combines central teachings of Democritus and Plato: the universe is understood as a mechanism whose components—ultimately, atoms—interact in ways governed by mathematical laws, and—for Descartes and his followers—animals, too, are machines rather than organisms. Hence, Laplace’s (1814) thesis that "An intellect which at a certain moment would know all forces that set nature in motion, and all positions of all items of which nature is composed, if this intellect were also vast enough to submit these data to analysis, it would embrace in a single formula the movements of the greatest bodies of the universe and those of the tiniest atom; for such an intellect nothing would be uncertain and the future just like the past would be present before its eyes." This deterministic, mechanistic, and reductionist way of thinking has, for the past several hundred years, powerfully influenced such diverse fields as philosophy, biology, and economics. Over the past few decades, however, it has been challenged by new discoveries, particularly in physics and biology, and by theoreticians in a variety of disciplines. These theoreticians focus on complex, dynamic systems as, in one terminology, wholes that are more than the sums of their constituents. In this tutorial, we examine some of the most promising and intriguing trends in this potentially revolutionary movement. Our central focus will be on autopoietic systems, i.e., entities that subsist over time despite changing their material constituents. The smallest such entities are cells, but the tissues, organs, and organisms of which many cells are constituents are also autopoietic systems, as are yet more complex entities such as universities, economies, ecosystems, and states. The process ontology required by autopoietic systems is a radical alternative to the ontology that has been dominant for the past several centuries. It has many exciting implications for various subdisciplines in philosophy and for various academic disciplines beyond philosophy.

Class Format: Virtual
Requirements/Evaluation: Presentations, responses to presentations, essays, response papers, participation in discussions.
Prerequisites: None.
Enrollment Limit: 10
Enrollment Preferences: Philosophy majors and potential majors.
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
PHIL 252 (D2) STS 252 (D2)

Writing Skills Notes: Students will write 6 6-8 page essays and 6 2-3 page response papers. I will comment on all the essays, and my comments will aim to help students improve their writing skills. Among the issues to be addressed will be the challenge of writing essays to be presented rather than simply to be read.

Fall 2020
TUT Section: HT1 TBA Alan White

STS 261 (S) Science and Militarism in the Modern World
Cross-listings: STS 261 ENVI 261
Secondary Cross-listing
In 1961, United States President Dwight D. Eisenhower warned about the global dangers of what he called the "military-industrial complex." In this course, we will interrogate the military-scientific complex, or the imbrication of militarism and scientific knowledge. Surveying conflicts from World War II through to the present-day War on Terror, this course will consider how empire, networks of expert knowledge, resource extraction, environmental contamination, and land degradation have shaped the modern world. Students will engage a range of textual materials including books, films, photographs, and news reports. Course requirements include weekly writing assignments and participation in small group discussions.

Class Format: This course adopts a tutorial model. Students will be divided into 5 groups of 2. Each week the groups will meet with me. Each pair will include one "presenter," who shares a 4-6 page paper responding to the week's theme, and one "respondent," who will offer a 2-3 page response to
the presenter’s paper. The roles of presenter and respondent will alternate each week. Each student will produce 5 papers as "presenter" and 5 papers as "respondent."

Requirements/Evaluation: Each student will produce five (4-6 page) papers as "presenter" and five (2-3 page) papers as "respondent." Grades will be issued based on the portfolio of papers and active participation in discussions.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: ENVI and STS majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 261 (D2) ENVI 261 (D2)

Spring 2021

TUT Section: RT1  TBA  Brittany  Meché

STS 269 (F) Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience  (DPE) (WS)

Cross-listings: REL 269  STS 269  ASST 269  ANTH 269

Secondary Cross-listing

This course offers a social analysis and condensed genealogy of mindfulness from its roots as a Buddhist meditation practice through its modern application as a tool to improve our awareness of the related processes of mind, behavior, and emotions. We consider how mindfulness relates to Buddhist discourses and practices, and to the rapid rise of fields like contemplative neuroscience, affective neuroscience, and integrative neurobiology. How and why has the research on mindfulness and other applied meditative practices exploded since 2000? How has this research helped us understand and explain the intersection of mind, emotion, behavior, and human development? We critically examine the models of the mind developed by clinical and evolutionary psychologists and researchers in fields such as affective neuroscience to better understand the applications of mindfulness in the US today. Specifically, we consider how mindfulness and other forms of meditation are being used to improve the training of health care providers and educators, while augmenting and deepening the quality of their engagement with patients, students, and others they serve. We examine and train in a variety of meditation practices including mindfulness and forest bathing, while unpacking the subjective experience of our minds and emotions first-hand. Students will be asked to engage in mindfulness practices the entire semester.

Class Format: Offered in a hybrid format, but students are encouraged to attend in person if they can. Studies will be grouped in pairs or threesomes, that will meet in-person or remotely. Please email me (Kgutscho@williams.edu) to indicate whether you intend to take this class in -person or remotely.

Requirements/Evaluation: weekly tutorial papers and discussion

Prerequisites: A prior class or some experience with meditation is recommended

Enrollment Limit: 10

Enrollment Preferences: ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)  (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 269 (D2) STS 269 (D2) ASST 269 (D2) ANTH 269 (D2)

Writing Skills Notes: This class will involve weekly tutorial essays of 1200 or 600 words, written feedback on every essay, and a mid-semester 'writing chat' with the instructor.

Difference, Power, and Equity Notes: This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can alleviate pervasive and population-wide health issues in the US including rising rates of anxiety, depression, and other mental health issues that are exacerbated by stress related to social inequality and structural violence. It also explores the ways that mindfulness has been marketed as an elite and non-inclusive practice within the US.
STS 280 (F) Silicon Valley: Digital Transformation and Democracy

Cross-listings: POEC 280  PSCI 280  STS 280

Secondary Cross-listing

Nearly every country in the world seeks to drive economic growth by promoting digital technologies. In the twenty-first century, the universal model is Silicon Valley. But as much as tech may drive economic growth, it may also threaten democratic politics. This tutorial explores this tension. We do so in four steps by examining (1) the origins of the Silicon Valley model, (2) other countries’ attempts to emulate it, (3) what it’s like to work in tech, and (4) possibilities for regulating the tech sector. Each step will deepen students’ understanding of tech. By engaging multiple analytical lenses, students will develop the tools to articulate the possibilities and imperatives of democratic politics in the twenty-first century.

Requirements/Evaluation: Five 5-page papers; five 2-page responses; participation

Prerequisites: One introductory course in political science and/or permission of the instructor.

Enrollment Limit: 10

Enrollment Preferences: Preference will be given to sophomores or juniors majoring in a Division II field

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

POEC 280 (D2) PSCI 280 (D2) STS 280 (D2)

Fall 2020
TUT Section: RT1    TBA     Sidney A. Rothstein

STS 281 (S) Religion and Science

Cross-listings: REL 281  STS 281

Secondary Cross-listing

In the last few years the deniers of religion such as Dennett and Dawkins have forcefully argued that recent scientific developments show the degree to which religion is irrelevant to a modern understanding of what it means to be human. Atran and Boyer have made a similar case, arguing that recent progresses in our understanding of human cognition demonstrate that religion is a purely natural phenomenon that has little if any value for human development. Theologians such as Haught and Polkinghorne have rejected these views, arguing that a proper understanding of scientific developments such as evolution and quantum mechanics suggests religiously relevant views of the universe and our place therein. This course considers these competing perspectives while offering critical reflections on the views and categories involved in these controversies. We also examine the works of reflective naturalists such as Bellah and Herrstein, who argue that far from showing the irrelevance of religious ideas and practices, the new mind and life sciences suggest a much more nuanced view according to which religion is both grounded in the natural world and central to the development of human culture. Hence, it cannot be easily discounted as irrelevant to a scientifically informed understanding of what it means to be human.

Requirements/Evaluation: tutorial format. one paper every two weeks

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: preference for religion majors or future religion majors

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 281 (D2) STS 281 (D2)
THEA 233 (S) Theatre Masters: Become One of Them

Cross-listings: THEA 233 ENGL 235

Primary Cross-listing

How well do you know Stanislavsky, Strasberg or Adler? This tutorial offers an exploration of the most notable theatre artists from the past and present. Students will select a specific master with a unique theatrical style, and will study that iconic artist's particular method or approach. Students will be encouraged to choose any master who had made a significant contribution to theatre -- such as Constantine Stanislavsky, Stella Adler, Sanford Meisner, Lee Strasberg, Bertolt Brecht, Michael Chekhov, Jerzy Grotowski, Tadeusz Kantor, Pina Bausch, Tadashi Suzuki, Anne Bogart, etc. Each student will conclude their exploration by writing a script and presenting the essence of their research in a brief performance (for the camera) -- portraying the legendary icon at work, in a social situation, or in solitude. You learn more about others when you become them, if only for a moment.

Requirements/Evaluation: Research, development, creativity, final performance.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: none

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 233 (D1) ENGL 235 (D1)

THEA 250 (S) Feminist Theatres: A Global Perspective (DPE) (WS)

Cross-listings: ENGL 253 WGSS 250 THEA 250

Primary Cross-listing

What makes a work of theatre feminist? How do plays, social practices, and performances engage with different models of feminism: liberal, radical, materialist, intersectional, reluctant? Why has feminism mattered to theatre makers of the past? Should it still matter to us now? If so, what forms might future feminist theatres and performance practices take? In this tutorial, students will work in pairs to examine the political relation of models of feminism to plays and performances by theatre artists, companies, and collaboratives from across the globe, from the late-twentieth century to today. Interrogating feminism's own legacies of exclusionary and biased tactics, we will focus on the racialized and class-based aspects of feminist performance practices and the history of radical and intersectional feminism in theatre. Artists, companies, and movements to be considered may include: Spiderwoman Theatre, The WOW Café, Hélène Cixous, Adrienne Kennedy, Caryl Churchill, Sphinx Theatre Company, Wendy Wasserstein, Ntozake Shange, Griselda Gambaro, Manjula Padmanabhan, Cherrie Moraga, Karen Finley, Suzan-Lori Parks, Young Jean Lee, Lisa Kron, Tori Sampson, Arethusa Speaks, Women's Project and Productions, Sarah DeLappe, and others. Close reading and analysis of source material will occur alongside engagement with critical essays and writings by: Audre Lorde, Judith Butler, bell hooks, Gloria Anzaldúa, Kimberlé Crenshaw, Eve K. Sedgwick, Gayatri Spivak, Jill Dolan, Sue-Ellen Case, Josué E. Muñoz, and Donna Haraway. This course will follow a standard tutorial format, with students alternating the presentation and reading of a series of 5-page papers.

Class Format: For Spring 2021, the format for the course is to be determined. Ideally, we will meet weekly and in-person in groups of 3 (two students and professor). Should necessary social distancing measures be in place, we will conduct our tutorial meetings remotely in either Zoom or Google Meet.

Requirements/Evaluation: students will meet with instructor in pairs for an hour each week; they will write a 5-page paper every other week (five in all), and comment on their partner's papers in alternate weeks; emphasis will be placed on developing skills in reading, interpretation, critical argumentation, and critical written and oral response

Prerequisites: none
Enrollment Limit: 10

Enrollment Preferences: Theatre majors; WGSS majors; ART majors; COMP majors. Students from all majors are welcome and invited to contact Prof. Holzapfel about their interest in the class: ash2@williams.edu

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 253 (D1) WGSS 250 (D2) THEA 250 (D1)

Writing Skills Notes: As a tutorial, this course will require extensive practice in writing, editing, and revising. Emphasis be directed towards building and developing a compelling argument, providing thorough evidence for one's interpretation, and fluidly integrating theory into one's argumentation.

Difference, Power, and Equity Notes: This tutorial examines intersections between gender, race, sexuality, class, and ethnicity in relation to theatre's ongoing engagement with feminism. We will consider how articulations of difference, power, and equity arise and are, in fact, prioritized in quite different ways within the politics of feminism itself, leading to their variable expressions through art.

Spring 2021
TUT Section: HT1 TBA Amy S. Holzapfel

THEA 275 (F) American Drama: Hidden Knowledge

Cross-listings: THEA 275 AMST 275 ENGL 224

Primary Cross-listing

The Buddha is said to have identified three things that cannot stay hidden: the sun, the moon, and the truth. What's the secret? Who is lying? Who is breaking the rules? American drama abounds with hidden knowledge and false representations. (This is not surprising: theatre is always on some level a deceptive practice, a place where one person pretends to be another, and where what is spoken is always open to skeptical scrutiny. We might say theatre is always lying as much as lying is always theatre.) This tutorial course will examine what lies hidden in American plays from the late nineteenth century to the early twenty-first. Beginning with excerpted critical and historical writings on secrecy and lying (The Adventures of Pinocchio, Machiavelli's The Prince, Thomas Carlson's Lying and Deception: Theory and Practice, among others), we will proceed to a set of American plays from across a wide spectrum of playwrights, including Eugene O'Neill, Edward Albee, Sarah Ruhl, Arthur Miller, Amy Herzog, Susan Glaspell, Sophie Treadwell, Annie Baker, and others. Student papers will explore how hidden knowledge structures dramatic action, how different characters create and respond to untruths, and what can we learn in particular from American drama about a national relationship to honesty and its opposites. For Fall 2020, the tutorial will be conducted primarily online. Depending on enrollments, we may divide into groups with three students, instead of the traditional two-student tutorial format.

Requirements/Evaluation: weekly papers/response papers; weekly meeting with instructor and tutorial partner

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Theatre and English majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 275 (D1) AMST 275 (D2) ENGL 224 (D1)

Fall 2020
TUT Section: RT1 TBA Robert E. Baker-White

WGSS 127 (S) Spring Grass: A Peek into Inequality in China (DPE) (WS)

Cross-listings: WGSS 127 CHIN 427 ASST 127
Spring Grass (Chuncao) is a Chinese novel written by award-winning author Qiu Shanshan (1958-). Using the literary techniques of social realism, the novel chronicles the life of a young rural woman from 1961 to 2001. Spring Grass, the protagonist of the novel, was born in a rural village to a mother who preferred sons over daughters. At a young age, Spring Grass was deprived of the opportunity to attend school. Against all odds, she managed to marry for love, venture into the city, and become an enterprising migrant worker. This novel not only reflects the struggles of women in contemporary China but also captures the economic transformation of modern China since 1978 when the Reform and Open-Door Policy (gaige kaifang) was initiated. The novel was adapted into a television drama series and became an instant hit in 2008. This course takes an interdisciplinary, cultural studies and humanistic approach to studying a literary text, using literature as a means to help students better understand social and cultural issues. Through close readings of the novel, the eponymous TV drama series, documentaries, films, and short stories depicting rural life and women's roles in China, as well as in-depth discussions of both primary and secondary sources that deal with the cultural, historical, and socioeconomic background of the unfolding story of Spring Grass, this course aims to provide a window for students to examine the issues of inequality in the Chinese village and society at large. Why would mothers be harsh to their own daughters and bar girls' right to education? Why would young people leave their village and migrate to the city? Why would migrant workers leave their children behind in the village? Why would economic developments in China exacerbate the problem of gender inequality in society? Why would the ideology and cultural logic behind Mao Zedong's proclamation "women can hold up half of the sky" add more burden to women rather than truly liberate them? Why would city people discriminate against country folks? After taking this course, students will gain a deeper understanding of the issues related to gender inequality (nannü bu pingdeng) and the urban/rural-gap (chengxiang chabie) in China. Throughout the course, they are also encouraged to critically think about how to achieve equity in different societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or WGSS and language learners wishing to take the course in Chinese should register under CHIN.

Class Format: remote instruction
Requirements/Evaluation: active participation in tutorial meetings, five 4-5 page tutorial papers, five 2-page critiques, online writing portfolio as the final project.
Prerequisites: For students registering under CHIN, the prerequisite is CHIN 402 or a language proficiency interview conducted by the instructor. For students registering under ASST or WGSS, there is no prerequisite.
Enrollment Limit: 10
Enrollment Preferences: Enrollment priorities will be given to freshmen and sophomores who register under ASST or WGSS, and to Chinese language learners who register under CHIN.
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Materials/Lab Fee: books and course packet.
Distributions: (D2) (DPE) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 127 (D2) CHIN 427 (D1) ASST 127 (D1)
Writing Skills Notes: Writing is taught using the writing-as-process pedagogical approach. The writing process consists of invention, composition, and revision. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. The instructor gives detailed feedback to students' first drafts and students are required to turn in a revised version. At the end of the semester, students will compile an online writing portfolio to include their best works.
Difference, Power, and Equity Notes: The issue of "inequality," including both gender inequality and regional inequality is the driving force behind the readings and discussions of this tutorial. Students are guided to develop an empathetic way of interpreting a literary work that features a rural woman/migrant worker. They will critically analyze the sources of inequality in the Chinese cultural context and explore ways to address such inequality.

Spring 2021
TUT Section: RT1 TBA Li Yu
WGSS 138 (F) Spectacular Sex (DPE) (WS)
Cross-listings: WGSS 138 ANTH 138
Primary Cross-listing
From Beyoncé's Coachella performance to Donald Trump's social media antics, spectacles captivate us. Spectacles may be live shows, media events, or even everyday performances ranging from interactive advertisements to viral video sensations. But what are the uses of spectacle? Why are some compelling while others fall flat? How do spectacles control society or maintain social norms? And, importantly for our purposes, how does spectacle shape gender in society? Or from another angle, how does sexuality infuse spectacle? This tutorial introduces students to theories of spectacle ranging from the ancient Greeks to Marxist-inspired thinkers in the 20th century. In particular, we will examine how feminist thinkers have contributed to this literature and how theories of spectacle relate to questions of gender and sexuality. Our weekly readings focus on pairings of theoretical readings with writing on popular cultural examples and case studies. Some possible topics include sporting events, charity ad campaigns, music videos, political events, and social media.

Requirements/Evaluation: weekly response papers; students will also select past papers to develop and rewrite as more formal essays

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first- and second-year students; a statement of interest will be solicited from pre-registrants

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)  (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 138 (D2) ANTH 138 (D2)

Writing Skills Notes: This course requires significant attention to the craft of writing. Essential to this craft is the process of editing and rewriting materials with feedback from peers and professors. Students are expected to focus on improving analytical skills, critical thinking, and argumentation through attention to the writing process. They are also expected to give meaningful critical feedback on the writing of their peers. Students will select past response papers for development and rewriting.

Difference, Power, and Equity Notes: This course deals substantively with questions about privilege and power as they interact along the intersections of race, gender, sexuality, class, ability, and other axes of difference.

Fall 2020

TUT Section: RT1   TBA   Gregory C. Mitchell

WGSS 207  (F)  She Speaks in Color: Examining the 'Color Complex' in Toni Morrison's Writings

Cross-listings:  AFR 205  WGSS 207

Secondary Cross-listing

The practice of colorism, or skin color discrimination, is very familiar to people of color globally. Often described as intra-racial racism, colorism within the Black American context is part of the colonial legacy of institutionalized slavery where the vestiges of white supremacy have created color castes among Blacks that still, to this day, have serious consequences for those on the darkest end of the color spectrum. The impact of this practice is far-reaching, influencing everything from romantic partnering, economic and educational attainment, and perceptions of beauty, attractiveness, and criminality. Although the vast majority of colorism scholarship is empirically based, there is much that we can glean from a literary investigation of this practice by analyzing the works of renowned writer, theorist, and folklorist Toni Morrison. Her work is particularly useful in examining issues of skin color, as this topic has been persistent yet underexplored in Morrison's writings. Employing the methods of literary and rhetorical criticism, this tutorial will investigate five Morrison novels, The Bluest Eye (1970), Sula (1973), Song of Solomon (1977), Love (2003) and God Help the Child (2015), and some of her non-fiction writings. In our discussions of each text, we will examine the problem of the "color complex" at the intersections of race, gender, sexuality, class and sexual violence, and how the characters manage these overlapping issues. We will bring the novels into conversation with social science articles on the practices of colorism in daily life. Because the tutorial blends different kinds of investigations into colorism, it will equip first year students with tools to critically engage and interrogate fictional literature; help them identify the real and nuanced ways that color discrimination affects Black communities; and consider how Morrison, one of our foremost writers, bridges literary creativity with ethnographic observation.

Class Format: Remote

Requirements/Evaluation: six 2-page papers, two 5- to 7-page papers, 10 minute vlog, annotated bibliography

Prerequisites: none

Enrollment Limit: 10
Enrollment Preferences: this course is specifically for first-year students and they will receive preference in this class

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 205 (D2) WGSS 207 (D2)

Fall 2020

TUT Section: RT1   TBA   VaNatta S. Ford

WGSS 219  (F)  Women and Girls in (Inter)National Politics  (DPE)

Cross-listings: INTR 219  PSCI 219  AFR 217  WGSS 219  LEAD 219

Secondary Cross-listing

This tutorial focuses on the writings and autobiographies of women who have shaped national politics through social justice movements in the 20th-21st centuries. Women and girls studied include: Fannie Lou Hamer, Shirley Chisholm, Safiya Bukhari, Erica Garner, Greta Thunberg, Malala Yousafzai, Marielle Franco, Winnie Mandela.

Requirements/Evaluation: Weekly 5-page primary analytical papers and 2-page response papers.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Juniors and seniors, sophomores.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

INTR 219 (D2) PSCI 219 (D2) AFR 217 (D2) WGSS 219 (D2) LEAD 219 (D2)

Difference, Power, and Equity Notes: This tutorial examines how girls and women confront capitalism, imperialism, climate devastation, patriarchy and poverty. The national and international movements that they participated in or led were based on shifting the balance of powers towards the impoverished, colonized, and imprisoned.

Fall 2020

TUT Section: RT1   TBA   Joy A. James

WGSS 244  (F)  Actually Existing Alternative Economies  (DPE)

Capitalism has a way of constraining our imaginations so that we come to believe the only possible form of economic institution is one based on profit seeking, competition and individualism. However movements in countries including Brazil, France, Canada and Spain--and now parts of the U.S.--are demonstrating otherwise. Theorists, practitioners and social activists are adopting labels including 'Solidarity Economy' and 'New Economy' to group together economic activities based on ideals of human provisioning, social justice and environmental sustainability. They point out that many of these activities are already taking place and are often crucial to our lives, but are rendered invisible by economic theory. In the words of Brazilian popular educator and economist Marcos Arruda, 'a solidarity economy does not arise from thinkers or ideas; it is the outcome of the concrete historical struggle of the human being to live and to develop him/herself as an individual and a collective.' Feminist geographers Julie Graham and Katherine Gibson developed practices of 'mapping' local economies with communities in Australia and Western Massachusetts in ways that bring to light the invisible resources and practices of provisioning and solidarity, and challenge what they describe, drawing on the work of feminist theorist Sharon Marcus, as a 'script' of local helplessness to resist the 'rape' of their economies by the forces of global capitalism. Do these proposed discursive practices actually present realistic possibilities for producing sustained economic change? In this tutorial we will learn and debate about some of the activities being named and built under the label of solidarity economy, such as the networks of worker-owned cooperatives in Mondragon, Spain, the growth of local currencies and time exchanges, fair trade organizations and different ways of organizing care work. We will look at some of the history and debates around worker-owned cooperatives, ranging from Victorian England through African-American experiences throughout the 20th century and examples
in post-Independence Africa, to the recent establishment of Cooperation Jackson in Jackson, Mississippi. The ILO has argued that co-ops are a particularly appropriate form to African development. Is this plausible, and what role might they play in AIDS-affected communities? Why has the recent U.S. growth of the solidarity economy been so concentrated in communities of color, and how is it gendered? We will visit some examples in New York or Boston.

Requirements/Evaluation: six papers of 5-7 pages, six written responses to partner's papers, participation in tutorial discussion

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: open to sophomores and above

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: The course fulfills the DPE requirement because of its central focus on the diversity of economic institutions within and across countries and the power imbalances that call them into being and challenge some of their survival. The course considers ways the hegemonic discourse of economics tends to render that diversity invisible, and tools, both analytical and activist, for bringing it out into view. It teaches tools to evaluate economic institutions in terms of equity and solidarity.

Fall 2020

TUT Section: RT1 TBA Kiaran Honderich

WGSS 248 (S) Carmen, 1845 to Now (DPE) (WS)

Cross-listings: MUS 278 WGSS 248

Secondary Cross-listing

The story of the gypsy femme fatale Carmen has endured for over 150 years. In Western culture and beyond, she exemplifies the seductive, exotic, independent, and dangerous woman who drives an upstanding man to a life of crime and finally murder. This course explores a broad array of treatments of this archetypal and problematic narrative, starting with Prosper Mérimée's 1845 novella on which Bizet based his famous 1875 opera Carmen. We will consider various staged and film versions of the opera itself, including Francesco Rosi's stunning 1984 movie, and discuss various other film transformations of the story, from DeMille's 1915 silent film through Hammerstein's 1954 all-black musical Carmen Jones, to the MTV version A Hip Hberapa of 2004. Comic approaches will also be assessed, from Charlie Chaplin's Carmen Burlesque of 1915 through Spike Jones' 1952 Carmen Murdered! and The Naked Carmen of 1970. We will explore provocative dance interpretations ranging from Carlos Saura's 1983 flamenco version through David Bourne's choreography in his 2001 gay reading called The Car Man. Our journey concludes with a comparison of two post-colonial sub-Saharan African films--the Senegalese director Ramaka's Karmen Geï (2001) and U-Carmen eKhayelitsha (2005) by the South African director Dornford-May--that push critical reaction to Bizet's story and music beyond Western cultural boundaries.

Class Format: Remote format. After four initial 75-minute group meetings to discuss Mérimée's novella and Bizet's music, students will meet with the instructor in pairs for one hour each week. The scheduled class time is obligatory only for the first two weeks, after which weekly pair meetings will be individually scheduled.

Requirements/Evaluation: Each student will write a 5- to 6-page essay every other week (five in all), and provide 2-page written and oral peer reviews in alternate weeks; evaluation will be based on the quality of written work, discussions, and oral presentation.

Prerequisites: None; ability to read music useful but not necessary

Enrollment Limit: 10

Enrollment Preferences: Preference given to current or prospective Music and Women's Gender & Sexuality Studies majors, then seniors and juniors.

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
MUS 278 (D1) WGSS 248 (D2)

Writing Skills Notes: Students will write five short essays of 5-6 pages each, and receive oral and written feedback addressing structure,
Difference, Power, and Equity Notes: This course satisfies the DPE requirement through a critical examination of the ways in which the Carmen story has served as a stage on which multifaceted textual and musical constructions and conflicts express the power dynamics between individual and group identities, encompassing gender and sexuality, nationality, race, ethnicity, and class.

Spring 2021
TUT Section: RT1  MW 11:45 am - 1:00 pm  M. Jennifer Bloxam

WGSS 250  (S)  Feminist Theatres: A Global Perspective  (DPE) (WS)

Cross-listings:  ENGL 253  WGSS 250  THEA 250

Secondary Cross-listing

What makes a work of theatre feminist? How do plays, social practices, and performances engage with different models of feminism: liberal, radical, materialist, intersectional, reluctant? Why has feminism mattered to theatre makers of the past? Should it still matter to us now? If so, what forms might future feminist theatres and performance practices take? In this tutorial, students will work in pairs to examine the political relation of models of feminism to plays and performances by theatre artists, companies, and collaborators from across the globe, from the late-twentieth century to today. Interrogating feminism’s own legacies of exclusionary and biased tactics, we will focus on the racialized and class-based aspects of feminist performance practices and the history of radical and intersectional feminism in theatre. Artists, companies, and movements to be considered may include: Spiderwoman Theatre, The WOW Café, Hélène Cixous, Adrienne Kennedy, Caryl Churchill, Sphinx Theatre Company, Wendy Wasserstein, Nozake Shange, Griselda Gambaro, Manjula Padmanabhan, Cherrie Moraga, Karen Finley, Suzan-Lori Parks, Young Jean Lee, Lisa Kron, Tori Sampson, Arethusa Speaks, Women's Project and Productions, Sarah DeLappe, and others. Close reading and analysis of source material will occur alongside engagement with critical essays and writings by: Audre Lorde, Judith Butler, bell hooks, Gloria Anzaldúa, Kimberlé Crenshaw, Eve K. Sedgwick, Gayatri Spivak, Jill Dolan, Sue-Ellen Case, José E. Muñoz, and Donna Haraway. This course will follow a standard tutorial format, with students alternating the presentation and reading of a series of 5-page papers.

Class Format: For Spring 2021, the format for the course is to be determined. Ideally, we will meet weekly and in-person in groups of 3 (two students and professor). Should necessary social distancing measures be in place, we will conduct our tutorial meetings remotely in either Zoom or Google Meet.

Requirements/Evaluation: students will meet with instructor in pairs for an hour each week; they will write a 5-page paper every other week (five in all), and comment on their partner’s papers in alternate weeks; emphasis will be placed on developing skills in reading, interpretation, critical argumentation, and critical written and oral response

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Theatre majors; WGSS majors; ART majors; COMP majors. Students from all majors are welcome and invited to contact Prof. Holzapfel about their interest in the class: ash2@williams.edu

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions:  (D2)  (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 253  (D1)  WGSS 250  (D2)  THEA 250  (D1)

Writing Skills Notes: As a tutorial, this course will require extensive practice in writing, editing, and revising. Emphasis be directed towards building and developing a compelling argument, providing thorough evidence for one’s interpretation, and fluidly integrating theory into one’s argumentation.

Difference, Power, and Equity Notes: This tutorial examines intersections between gender, race, sexuality, class, and ethnicity in relation to theatre’s ongoing engagement with feminism. We will consider how articulations of difference, power, and equity arise and are, in fact, prioritized in quite different ways within the politics of feminism itself, leading to their variable expressions through art.

Spring 2021
TUT Section: HT1  TBA  Amy S. Holzapfel

WGSS 284  (S)  From the Battlefield to the Hermit’s Cell: Art and Experience in Norman Europe  (WS)
Cross-listings: REL 284  WGSS 284  ARTH 218

Secondary Cross-listing

This tutorial provides students with the chance to investigate in-depth three of the most astonishing works of art created during the entire Middle Ages: the Bayeux Tapestry (c.1077-1082), the Cappella Palatina (c.1130s-1166), and the Psalter of Christina of Markyate (1120s-1160s). Created within a hundred years of each other all within territories controlled by the Normans--a warrior dynasty that settled in northern France in the 10th century and then expanded north into England and south into Italy in the 11th and 12th centuries--each of these works is unprecedentedly ambitious in scale, dazzling in its material properties, and survives in its original wholeness, a rarity in the medieval world. Despite these similarities, however, each work is very different from the other two and so sheds light on very different aspects of Norman experience, across Europe. The Bayeux Tapestry, likely made by female embroiderers for a baronial hall, is a giant textile (over 70 meters long) that in gruesome and fascinating detail tells the story of the Norman invasion of England by William the Conqueror in 1066. The Cappella Palatina in Palermo, in turn, commissioned by King Roger II, is a royal chapel covered in sumptuous mosaics that reveals through its decoration and ritual the dynamic interaction of Islamic, Byzantine, and Latin Christian traditions in the multicultural Norman kingdom of Sicily in the 12th century. And the Psalter of Christina of Markyate, a large prayerbook made for the use of a female recluse in southern England, contains 40 full-page paintings and 215 decorated initials, a vast and inventive program of imagery that through its creative profundity helped reshape private devotional art and culture for centuries to come. Through their variety, then, these three objects--an embroidery, a building, and a book--give students insight into the rich array of concerns and aspirations, from the political to the spiritual and from the public to the private, that gave substance and meaning to 11th- and 12th-century European life, for women as well as men. What is more, these three remarkable works of art have been the focus of much interesting scholarship in recent years, so an exploration of some of that literature provides a compelling introduction to the discipline of art history itself, past and present.

Requirements/Evaluation: Participation in discussion; five 5-7-page tutorial papers; five 1-2-page response papers.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: First years and sophomores, but open to all.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 284 (D2) WGSS 284 (D2) ARTH 218 (D1)

Writing Skills Notes: In this tutorial, students will develop skills of critical reading and focus on how to craft clear and persuasive arguments of their own. To help them achieve these goals, they will receive timely comments on their written work, especially the five 5-7-page papers they will submit, with suggestions for improvement.

Spring 2021

TUT Section: RT1    TBA     Peter D. Low

WGSS 304  (S)  Rebels and Conformists: Postwar Germany from The 'Economic Miracle' to the Fall of the Wall

Cross-listings:  GERM 304  WGSS 304

Secondary Cross-listing

In postwar West Germany, a thorough examination of the Nazi past took a backseat to economic recovery and repairing the country’s international standing, whereas to some extent the reverse was true for the East. An authoritarian democracy, an emphasis on consumerism and the qualitatively different experiences of younger generations led them to question whether the Federal Republic was a restoration or a new beginning? In the East, the cold war led to an increasingly Stalinist interpretation of communist principles, while communist ideals were upheld as an antidote to Nazism and the new materialism. This tutorial will cover a wide range of social protest as reflected in literature and film of the two Germanies: critical responses to the Holocaust in the two countries, the 1968 student revolution, anti-capitalist terrorism by the Baader-Meinhof gang, the feminist and gay rights movements, reformers and repression under Ulbricht and Honecker in the GDR, minority rights and environmental activists. Authors will include: Peter Weiss, D ie Ermittlung, Heinrich Böll, Und sagte kein einziges Wort, Gisela Elsner, Riesenzwerge, Emine Sevgi Özdamar, Das Leben ist eine Karawanserei, Volker Braun, Unvollendete Geschichte, Alice Schwarzer, Der kleine Unterschied und seine großen Folgen, Christian Kracht, Faserland, Thomas Brussig, Wasserfarben. Films may include: Gerhard Klein, “Berlin-Ecke Schönhauser,” Ulrich Plenzdorf, “Die Legende von Paul und Paula,” Rainer Werner Faßbinder, “Angst essen Seele auf,” Reinhard Hauff, “Messer im Kopf,” Uli Edel, “Der Baader- Meinhof Komplex,” Margarethe v.
Who are artists? We each have different answers to this question, but our responses would probably share some common assumptions about human individuality and the centrality of the self to artistic creation. In this tutorial, we will take a critical lens to these ideas by studying the life, work, and passions of the Italian artist, Michelangelo Buonarroti (1475-1564). Michelangelo is a towering archetype of the autonomous artistic self: the distinctive personality who telegraphs individual beliefs, feelings, and desires through the creative act. His lifelong engagement with the physicality, beauty, and sensuality of the (male) human body has encouraged the connection between the man and his work on the most intimate levels of pleasure and desire. Ironically, Michelangelo would not have understood our modern conceptions of artistic selfhood or sexuality, but his own Renaissance moment was obsessed with questions surrounding the nature of human identity and subjectivity. His artistic practice--from painting to poetry--wrestles with them in countless, fascinating ways. Students’ writing and critical conversation will venture into the spaces between man and myth, selfhood and self-fashionsing, artist and patron, past and present.

Class Format: Tutorial meetings will take place primarily on Zoom, with the hopeful possibility of some in-person meetings for students in residence on campus.

Requirements/Evaluation: Five 5-7 page essays, five 1-2 page responses to partner's essays, critical conversation

Prerequisites: Any ARTH course

Enrollment Limit: 10

Enrollment Preferences: ARTH majors and WGSS concentrators (or sophomores intending to pursue the ARTH major or WGSS concentration)

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 331 (D1) WGSS 335 (D2)

Writing Skills Notes: Tutorial
If we think of Michel Foucault as engaged in writing histories, or genealogies, of his own present designed to undercut the sense of the obviousness of certain practices and ways of thinking, categorizing, and knowing, we can easily imagine that he might now be questioning different aspects of our contemporary "present" than the ones standardly associated with his name, namely, panopticons and surveillance, discipline, criminalization, the biopolitics of health, the normal and the abnormal, etc. In this course we address the question: How is the present we find ourselves living today different from the one that the author Foucault wrote about in the 1960s, 70s and early 80s before his untimely death in 1984? What differentiates today from yesterday? And what present practices and ways of thinking and knowing might be questioned using Foucault's tools, genealogy in particular, for resisting unnecessary constraints on freedom and the perpetuation of unnecessary suffering? What is his legacy today? In this tutorial you will read from a selection of Foucault's texts (books, lectures, interviews) in order to acquire a firm grasp of his method of "critique" and his way of looking at the interconnections between forms of power and the knowledge associated with particular disciplines. We will also read more recent work by scholars that draw on Foucault to address problems in today's present. Among the contemporary texts assigned might be the following: Bernard Harcourt's Exposed: Desire and Disobedience in the Digital Age, Saidiya Hartman's Wayward Lives, Beautiful Experiments (2019), Verena Ehrlenbusch’s Terrorism: A Genealogy, Cressida Heyes’ Anaesthetics, Ladelle McWhorter's Racism and Sexism in Anglo-America: A Genealogy, and Active Intolerance: Michel Foucault, The Prisons Information Group, and the Future of Abolition, eds. Perry Zum and Andrew Dilts.

Class Format: I will meet with students in a seminar format at various points throughout the semester. I have requested a class block for this reason.

Requirements/Evaluation: evaluation will be based on written work (six 5- to 6-page papers, and six 2-3 page commentaries on their partner's papers) as well as the quality and level of preparation and intellectual engagement in our weekly meetings.

Prerequisites: Relevant background in critical theory, social theory, political theory or philosophy.

Enrollment Limit: 10

Enrollment Preferences: I will give preference to philosophy majors and to upper class students with a demonstrated background in critical theories. Some sophomores may be eligible.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 336 (D2) PHIL 326 (D2)

Writing Skills Notes: This is a tutorial. Students will write five or six 5-6-page papers during the course of the semester and receive significant feedback on each paper. At the end of each tutorial meeting the student is asked to reflect on how they would approach the paper differently if they were to rewrite it. In this version of the course, I may ask students to select one paper to revise as a final assignment.

Difference, Power, and Equity Notes: In this course we address power and domination, reflect on the difference between them, and treat power relations as not only an inevitable feature of any society, but as both enabling and constraining. Moreover, we will read material that uses Foucauldian tools to address contemporary issues involving sexism and racism, digital surveillance, and the abolition of prisons.

Spring 2021

TUT Section: RT1 TBA Jana Sawicki
WILLIAMS-EXETER PROGRAMME AT OXFORD UNIVERSITY
Director: Professor Steven Swoap

THE PROGRAMME

Williams College offers a year-long program of studies at Oxford University in co-operation with Exeter College (founded in 1314), one of the constituent colleges of the University. Williams students will be enrolled as Visiting Students at Exeter and as such will be undergraduate members of the University, eligible for access to virtually all of its facilities, libraries, and resources. As Visiting Students in Oxford, students admitted to the Programme will be fully integrated into the intellectual and social life of one of the world’s great universities.

Although students on the Programme will be members of Exeter College, entitled to make full use of Exeter facilities (including the College Library), dine regularly in Hall, and join all College clubs and organizations on the same terms as other undergraduates at Exeter, students will reside in Ephraim Williams House, a compound of four buildings owned by Williams College, roughly 1.4 miles north of the city centre. Up to six students from Exeter College will normally reside in Ephraim Williams House each year, responsible for helping to integrate Williams students into the life of the College and the University. A resident director (and member of the Williams faculty) administers Ephraim Williams House, oversees the academic program, and serves as both the primary academic and personal advisor to Williams students in Oxford.

Students on the Williams-Exeter Programme are required to be in residence in Oxford from Monday, 30 September 2019, until all academic work for Trinity term is complete (potentially as late as at least 27 June 2020) with two breaks for vacations between the three terms. Students enroll for the full academic year, which consists of three eight-week terms of instruction: MICHAELMAS TERM (13 October to 7 December 2019), HILARY TERM (19 January to 14 March 2020), and TRINITY TERM (26 April to 20 June 2019). Students are expected to be in residence to write their first tutorial papers in the week before the eight weeks of instruction begin (0th Week) and to remain in residence during the week after the term ends (9th Week) in order to sit final examinations. Between the three terms there are two intervening five week vacations, during which students may be expected to continue reading as preparation for their upcoming tutorials. Students are required to arrive in Oxford by 30 September 2019 for Programme orientation.

For more general information on the Williams-Exeter Programme, go to exeter.williams.edu.

THE TUTORIAL SYSTEM

Undergraduate instruction at Oxford University is largely carried out through individual or small-group tutorials, in which students meet weekly with their tutor to present and discuss an essay they have written, based on an extensive amount of reading undertaken from an assigned reading list they will receive at the beginning of each term. In addition to the weekly tutorial, students are usually expected to attend a course of lectures offered by the University that corresponds to the material being addressed in their tutorials.

Each student will plan a course of study for the three terms of the academic year in consultation with the director of the Programme. In their capacity as the Tutor for Visiting Students at Exeter College, the director, working closely with Exeter’s subject tutors, will arrange the teaching for the students, monitor student progress, be in regular contact with the student’s tutors, supervise the examinations that students sit at the end of each academic term, and report on each student’s academic progress to the Senior Tutor at Exeter College. There are no “add/drop” periods at Oxford; once a student has made a commitment to a particular tutorial course, and the director has then secured a tutor to teach that course, students cannot back out or change the terms of the tutorial. All tutorials at Oxford are graded, although in exceptional circumstances a tutorial may be converted to pass/fail before the end of the fourth week of term with the permission of the Programme director.

Students are required to enroll in two tutorial courses during Michaelmas term and two tutorials during Hilary Term (each consisting of eight individual tutorial meetings and generally requiring the preparation of eight essays). During Trinity term, students may choose to enroll in either one or two tutorial courses. Although some students take the minimum five tutorial courses, most have enrolled in two tutorials per term for a total of six tutorials over their time at Oxford.

GRADERS AND CREDIT

Grades for each tutorial course reflect the grade assigned to all eight tutorial sessions, including their related essays, considered together, as well as the grade for the final examination. Final examinations last three hours and are always sat in the ninth week of term, following the eight weeks of instruction. For some tutorial courses, tutors may elect to offer the student the option of a final paper or project in lieu of an examination.

Upon satisfactory completion of the requirements for the Williams-Exeter Programme at Oxford University, students receive academic credit for a regular Williams academic year, with each eight-session tutorial plus final examination counting as the equivalent of 1.6 regular semester courses taken at Williams. Grades eventually become a part of their Williams transcript and will be included in the computation of their Grade Point Average.
Tutorial courses in Oxford may be used toward fulfilling the divisional distribution requirement; a student may earn a maximum of three distribution requirements, with no more than one from each division, for the year. All tutorial courses at Oxford meet the Williams College "Writing Intensive" designation, except for those in the studio arts, mathematics, and the sciences.

Tutorial courses in Oxford may also be used to meet major requirements. Students are encouraged to check with their department chair(s) to confirm official department policy.

THE COURSE OF STUDY

In addition to the opportunity to pursue British and Commonwealth Studies, Williams students in Oxford will be able to pursue tutorials in fields in which Oxford is particularly noted (Economics, English Literature, Mathematics, Modern History, Philosophy, Politics, Classics, Theology, the Natural Sciences, etc.). Exeter College also has fellows that are committed to teaching Williams students in three fields: English Language and Literature (with a focus on English literature, 1550-1830 and interests in the rise of the novel and women’s writing); History (with interests spanning the areas of Atlantic World, Global, Imperial, early American, Latin American and Caribbean History); and Medical Law and Ethics (with interests in ethics and regulation of emerging technologies such as gene drive and use of artificial intelligence in medical care). Students are thus encouraged to consider undertaking at least one tutorial course in these fields as part of their course of study.

Students should consult the document “How to Make Preliminary Tutorial Choices for WEPO” to get a sense of some of the standard "papers" (courses) available to students studying on the Williams-Exeter Programme at Oxford. The tutorials listed there represent a selection of some of the papers that comprise the Oxford degrees in various subjects and that are taught in tutorial format, although most are not offered every Oxford term. It needs to be emphasized that this is only a partial list, that the tutorial offerings at Oxford University are incredibly rich, and that one of the attractions of the Programme is that it enables students to define, develop, and pursue their academic interests. Students are therefore encouraged to explore all the courses offered at Oxford even if they are not listed in this Catalog.

Tutorial courses are not offered every term and are often accompanied by scheduled lectures. It is therefore imperative that students consult the relevant “faculty” webpages to make sure when the lectures and/or tutorials they wish to take are actually offered. Sometimes, where appropriate, prerequisites are also listed. It must be noted that study in the sciences is not normally accompanied by laboratory work; science majors seeking major credit for tutorials in the sciences should discuss this situation with their major advisors. Students interested in learning more about the possible courses of study available at Oxford should contact the Director of International Education and Study Away.

A full summary of the list of courses offered by subject can be found at: ox.ac.uk/admissions/undergraduate/courses/course-listing. Detailed descriptions of all the courses listed in can be found on the websites of respective departments or faculties the links of which can be found at: ox.ac.uk/about/departments-a_z.

NON-CREDIT FOREIGN LANGUAGE STUDY

In addition to their regular tutorial courses, students may begin or continue the study of a wide range of foreign languages on a non-credit basis through a variety of arrangements available through the University as well as a number of other educational and cultural institutions in the city of Oxford. Students may put funds from their Programme Cultural Subsidy towards such study.

APPLICATION

Admission to the Programme is competitive. Students must apply to the The Office of International Education and Study Away by the prescribed deadline (normally late January/early February) and, prior to applying, should consult with the chair of their major department. Any questions students might have about curricular offerings at Oxford can also be raised with the director of the Programme in Oxford. In addition to completing the formal application form, students can expect to be interviewed at Williams and will subsequently need to complete an application for Visiting Student status at Oxford University. All admissions to the Programme are subject to approval by Exeter College. Students can expect to be notified of acceptance before Spring Break. It is normally expected that they will have completed the College’s distribution requirement by the end of their sophomore year. In making its decisions, the Admissions Committee of the Williams-Exeter Programme at Oxford University takes student GPA into account, with a general expectation of a minimum GPA of 3.0. More importantly, we expect all applicants to have demonstrated capacity for rigorous independent work and extensive essay writing, and looks favorably on those students whose intellectual maturity, curiosity and enthusiasm would best prepare them for a demanding course of study in Oxford. All applicants must identify two Williams faculty members who are willing to provide references.

Because of the emphasis at Oxford on weekly written work for each tutorial course, at least one of those faculty members should be able to offer an assessment of the applicant’s writing ability.
WILLIAMS-MYSTIC: The Ocean and Coastal Studies Semester of Williams College and Mystic Seaport Museum  
Executive Director: Thomas Van Winkle

- Lisa A. Gilbert, Professor of Geosciences and Marine Sciences at Williams-Mystic; affiliated with: Geosciences Department
- Catherine Robinson Hall, Associate Professor at Williams-Mystic; affiliated with: Maritime Studies Program
- Tim J. Pusack, Assistant Professor at Williams-Mystic
- Ned G. Schaumberg, Assistant Professor at Williams-Mystic
- Sofia E. Zepeda, Assistant Professor at Williams-Mystic; affiliated with: History Department

The Williams-Mystic Semester offers students a unique opportunity to explore the ocean, travel the Atlantic, Pacific, and Gulf coasts, and conduct original active research of their own design in the humanities and sciences. Williams-Mystic is considered the coastal and ocean studies campus of Williams College. Sophomores, juniors, and seniors of all majors welcome to apply. A term at Williams-Mystic includes credit for one semester plus one Winter Study requirement, as well as writing skills course credit and physical education credit. Four Williams courses are offered as an interdisciplinary curriculum in the semester-long program based at Mystic Seaport, in Mystic, Connecticut: Americans and the Maritime Environment, Literature of the Oceans, Marine Policy, and either Marine Ecology or Oceanographic Processes. Travel includes an offshore voyage on the open ocean sailing aboard a tall ship, a seminar along the Pacific Coast, and a Louisiana field seminar, all of which are cross-disciplinary and interdisciplinary exercises. Students live in historic, cooperative, co-ed houses at Mystic Seaport, the world's largest maritime museum, and have full access to world-class maritime collections, a maritime library, a state-of-the-art Marine Sciences teaching and research center, and diverse coastal habitats (where field research can be undertaken in a wide variety of environments, ranging from tide pools and salt marshes to sandy beaches and estuaries). Students also participate in maritime skills under professional instruction, with choices such as ship carving, music of the sea, shipsmithing, or small boat handling and sailing. Williams-Mystic seeks candidates who are willing to try new things and work in a compelling academic environment. No sailing experience necessary. Participation in Williams-Mystic can also be used in partial fulfillment of the Maritime Studies Concentration at Williams. Admission is competitive, and interested students should email wmadmissions@williams.edu, call 860-572-5359, or visit the Williams-Mystic site.

ENVI 263 (S) The Global Ocean: An Interdisciplinary Introduction

Cross-listings: MAST 263 ENVI 263

Secondary Cross-listing

Though it covers most of the planet, the ocean's importance to everyday life is easy to overlook. Its roles as a cultural symbol, resource, highway, and climate regulator make it essential to life around the world. This interdisciplinary course, team-taught by the faculty of the Williams-Mystic Program, will examine key issues in each of the world's oceans while introducing students to the ways these issues connect multiple disciplines and transcend physical, political, and imaginary ocean boundaries. By drawing on the expertise of the five professors -- from humanities, social sciences, and sciences -- this course facilitates the critical study of the ocean from an interdisciplinary perspective and helps them consider their own role in the shifting relationship between humanity and the ocean. This seminar-style course will meet twice a week online, with students assessed by their participation, response papers, and final project, while helping them apply interdisciplinary skills to pressing sustainability issues connecting the environment and society.

Class Format: Remote, including Zoom seminar meetings twice a week

Requirements/Evaluation: Five 2-page papers, participation, and a 6-8 page final paper

Prerequisites: none, open to all students

Enrollment Limit: 20

Enrollment Preferences: 1. first years, 2. sophomores, 3. MAST concentrators

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions:  (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 266  (S)  Reading Water  (WS)

Cross-listings:  ENVI 266  MAST 266

Secondary Cross-listing

Water has such profound and far-reaching influence on individuals, societies, and the planet that it simultaneously risks going overlooked and appearing clichéd. Human beings are made of it and need it to live, yet will die if immersed in it. It is venerated by cultures around the world, yet most people either cannot access clean water, or don't know where their clean water is piped in from. It covers the earth's surface, and has shaped it over eons, yet scientists are still not sure how it came to be here in the first place. This wide-ranging influence also presents challenges for traditional academic structures; thinking about water demands crossing times, spaces, and disciplines. This course will explore the wide-ranging and diverse ways water impacts individuals, cultures, and the environments they call home by drawing on a range of content: hydrology, literature, political theory, storytelling, geography, and more. To do this, we will also develop and examine methods of critically reading as "non-experts"--reading scientific articles as rhetorical objects and reading for scientific principles in literature, for instance--to explore what interdisciplinary thinking opens up (and inhibits), and thus how to effectively engage with and create interdisciplinary work. The goal here is not to define water's cultural or scientific importance, or to determine which disciplines "best" combine to explain water, or to come up with humanities-based solutions to "the water crisis." Rather, these texts, and the water that flows through them will help us explore the opportunities and limits of human perceptions of the other-than-human world. It will help us consider the extent to which those perceptions both shape, and are shaped by, a seemingly simple molecule. And it will help us imagine epistemologies and ontologies that account for the ways water simultaneously flows through us, around us, and through the deep geological history of the planet. Course Texts:  Tristan Gooley -- *How to Read Water* (selections)  Vandana Shiva -- *Water Wars* (selections)  Luna Leopold -- *Water, Rivers, and Creeks* (selections)  Richard White -- *The Organic Machine*  Linda Hogan -- *Solar Storms*  Marc Reisner -- *Cadillac Desert*  Jesmyn Ward -- *Salvage the Bones*  John McPhee -- "Atchafalaya"  Emmi Itäranta -- *Memory of Water*  Brenda Hillman -- "The Hydrology of California"

Class Format:  This class will be remote, meeting synchronously. The class will be primarily discussion-based, and will ask students to lead and structure discussions. Students will have questions, reflections, and insights prepared before class, and use those to drive our in-class activities.

Requirements/Evaluation:  100pg of reading a week, give or take. Approx 20-25 pages of written work throughout the semester.

Prerequisites:  None

Enrollment Limit:  20

Enrollment Preferences:  Preference to majors, and then to sophomores and juniors, respectively.

Expected Class Size:  20

Grading:  yes pass/fail option,  no fifth course option

Distributions:  (D1)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 266 (D1)  MAST 266 (D1)

Writing Skills Notes:  Students will write four papers of increasing complexity that will require workshopping and drafts. Each of these papers will receive forward-looking writing feedback from me. The first paper centers on paragraph-level stylistic choices, the second on argument/evidence connections, the third on genre, and the final paper synthesizes these writing skills. In addition, students' final grades will allow for revision of earlier papers to encourage and assess growth of writing skills.
Biodiversity in the ocean is facing an onslaught of challenges, both directly and indirectly. It is likely that we are undergoing a sixth mass extinction event, where diversity of life on earth is stunningly at risk. Fortunately, however, we are also finding innovative ways to solve issues and attempt to stave off these dramatic changes to our ecosystems. These solutions potentially have both positive and negative effects. Difficult tradeoffs must be weighed and decisions must be made as people wrestle with known knowns, known unknowns, and unknown unknowns. In this class, we will explore five issues that relate to biodiversity in the ocean. You will have the opportunity to investigate one side of an issue, to collect supporting information, and to advocate for your position all while learning about current biodiversity issues in the ocean. You will be challenged to weigh conflicting evidence to find a positive outcome. Throughout the class you will practice critical thinking, evaluation, and synthesizing skills as you work with multiple viewpoints. Class time will include lecture, in-class group work, and student-led debates of timely, controversial issues. You will be assessed on summaries of information, reflections on topics, and a final project on an issue of your choice relating to ocean biodiversity.

Class Format: Remote, including Zoom seminar meetings twice a week
Requirements/Evaluation: Five 2-page papers, participation, and a 6-8 page final paper
Prerequisites: none, open to all students
Enrollment Limit: 20
Enrollment Preferences: 1. first years, 2. sophomores, 3. MAST concentrators
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 268 (D2) MAST 268 (D2)

Spring 2021
SEM Section: R1 MW 10:00 am - 11:15 am Catherine Robinson Hall, Tim J. Pusack

MAST 263 (S) The Global Ocean: An Interdisciplinary Introduction
Cross-listings: MAST 263 ENVI 263
Primary Cross-listing
Though it covers most of the planet, the ocean's importance to everyday life is easy to overlook. Its roles as a cultural symbol, resource, highway, and climate regulator make it essential to life around the world. This interdisciplinary course, team-taught by the faculty of the Williams-Mystic Program, will examine key issues in each of the world's oceans while introducing students to the ways these issues connect multiple disciplines and transcend physical, political, and imaginary ocean boundaries. By drawing on the expertise of the five professors -- from humanities, social sciences, and sciences -- this course facilitates the critical study of the ocean from an interdisciplinary perspective and helps them consider their own role in the shifting relationship between humanity and the ocean. This seminar-style course will meet twice a week online, with students assessed by their participation, response papers, and final project, while helping them apply interdisciplinary skills to pressing sustainability issues connecting the environment and society.

Class Format: Remote, including Zoom seminar meetings twice a week
Requirements/Evaluation: Five 2-page papers, participation, and a 6-8 page final paper
Prerequisites: none, open to all students
Enrollment Limit: 20
Enrollment Preferences: 1. first years, 2. sophomores, 3. MAST concentrators
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
MAST 263 (D2) ENVI 263 (D2)

Spring 2021
MAST 266 (S) Reading Water (WS)

Cross-listings: ENVI 266 MAST 266

Primary Cross-listing

Water has such profound and far-reaching influence on individuals, societies, and the planet that it simultaneously risks going overlooked and appearing clichéd. Human beings are made of it and need it to live, yet will die if immersed in it. It is venerated by cultures around the world, yet most people either cannot access clean water, or don't know where their clean water is piped from. It covers the earth's surface, and has shaped it over eons, yet scientists are still not sure how it came to be here in the first place. This wide-ranging influence also presents challenges for traditional academic structures; thinking about water demands crossing times, spaces, and disciplines. This course will explore the wide-ranging and diverse ways water impacts individuals, cultures, and the environments they call home by drawing on a range of content: hydrology, literature, political theory, storytelling, geography, and more. To do this, we will also develop and examine methods of critically reading as "non-experts"—reading scientific articles as rhetorical objects and reading for scientific principles in literature, for instance—to explore what interdisciplinary thinking opens up (and inhibits), and thus how to effectively engage with and create interdisciplinary work. The goal here is not to define water's cultural or scientific importance, or to determine which disciplines "best" combine to explain water, or to come up with humanities-based solutions to "the water crisis." Rather, these texts, and the water that flows through them will help us explore the opportunities and limits of human perceptions of the other-than-human world. It will help us consider the extent to which those perceptions both shape, and are shaped by, a seemingly simple molecule. And it will help us imagine epistemologies and ontologies that account for the ways water simultaneously flows through us, around us, and through the deep geological history of the planet. Course Texts: Tristan Gooley -- How to Read Water (selections) Vandana Shiva -- Water Wars (selections) Luna Leopold -- Water, Rivers, and Creeks (selections) Richard White -- The Organic Machine Linda Hogan -- Solar Storms Marc Reisner -- Cadillac Desert Jesmyn Ward -- Salvage the Bones John McPhee -- "Atchafalaya" Emmi Itäranta -- Memory of Water Brenda Hillman -- "The Hydrology of California"

Class Format: This class will be remote, meeting synchronously. The class will be primarily discussion-based, and will ask students to lead and structure discussions. Students will have questions, reflections, and insights prepared before class, and use those to drive our in-class activities.

Requirements/Evaluation: 100pg of reading a week, give or take. Approx 20-25 pages of written work throughout the semester.

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: Preference to majors, and then to sophomores and juniors, respectively.

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 266 (D1) MAST 266 (D1)

Writing Skills Notes: Students will write four papers of increasing complexity that will require workshopping and drafts. Each of these papers will receive forward-looking writing feedback from me. The first paper centers on paragraph-level stylistic choices, the second on argument/evidence connections, the third on genre, and the final paper synthesizes these writing skills. In addition, students' final grades will allow for revision of earlier papers to encourage and assess growth of writing skills.

Spring 2021

SEM Section: R1 MR 3:15 pm - 4:30 pm Ned G. Schaumberg

MAST 268 (S) Debating Ocean Biodiversity at the Intersection of Science and Policy

Cross-listings: ENVI 268 MAST 268

Primary Cross-listing

Biodiversity in the ocean is facing an onslaught of challenges, both directly and indirectly. It is likely that we are undergoing a sixth mass extinction event, where diversity of life on earth is stunningly at risk. Fortunately, however, we are also finding innovative ways to solve issues and attempt to
stave off these dramatic changes to our ecosystems. These solutions potentially have both positive and negative effects. Difficult tradeoffs must be weighed and decisions must be made as people wrestle with known knowns, known unknowns, and unknown unknowns. In this class, we will explore five issues that relate to biodiversity in the ocean. You will have the opportunity to investigate one side of an issue, to collect supporting information, and to advocate for your position all while learning about current biodiversity issues in the ocean. You will be challenged to weigh conflicting evidence to find a positive outcome. Throughout the class you will practice critical thinking, evaluation, and synthesizing skills as you work with multiple viewpoints. Class time will include lecture, in-class group work, and student-led debates of timely, controversial issues. You will be assessed on summaries of information, reflections on topics, and a final project on an issue of your choice relating to ocean biodiversity.

Class Format: Remote, including Zoom seminar meetings twice a week

Requirements/Evaluation: Five 2-page papers, participation, and a 6-8 page final paper

Prerequisites: none, open to all students

Enrollment Limit: 20

Enrollment Preferences: 1. first years, 2. sophomores, 3. MAST concentrators

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 268 (D2) MAST 268 (D2)

Spring 2021

SEM Section: R1 MW 10:00 am - 11:15 am Catherine Robinson Hall, Tim J. Pusack
The Program in Teaching offers a coordinated cluster of courses, advising and field work that give students the opportunity to study the ideas, questions, and practices involved in good teaching at all levels. The Program seeks to promote and facilitate an exchange of ideas about teachers, learners, and schools, within and beyond the Williams campus. The Program offers a range of opportunities including courses on education, intensive supervised student teaching, workshops, advising, lecture series, and ongoing peer groups for those who teach.

Students may participate in a variety of ways, ranging from taking one course to a sustained in-depth study of teaching and learning geared to those who want to become teachers or educational psychologists. We seek to connect students with one another, to bring in expert teachers to provide mentoring, and to create links across the curriculum so that students can see the vital connections between what they study (French, Algebra or Biology, for example) and the process of teaching those topics to elementary and high school students. The Program is open to any student interested in education and offers opportunities for all levels of interest, including those who want to find out about certification and graduate study.

No specific major is required to participate—although some lend themselves easily to certification, such as Mathematics, English, Biology, American History, or French, almost all of our majors can provide the basis of teacher certification. Alternately, students can major in Psychology, take a concentration of courses in a different field, and then pursue that content area more intensively in graduate work. More information can be found at program-in-teaching.williams.edu.

TEAC Related Courses

**AMST 379 (F) American Pragmatism**

**Cross-listings:** PHIL 379 AMST 379

**Secondary Cross-listing**

Along with jazz, pragmatism stands as the greatest uniquely American contribution to world culture. As the music wails in the background, we will study the classic pragmatists: William James, C. S. Peirce, and John Dewey. We will continue with the contemporary inheritors of the tradition: Cornel West, Richard Rorty, and Hilary Putnam. Although it has influenced both analytic and continental philosophy, pragmatism is a powerful third philosophical movement. Always asking what practical difference would it make, our authors investigate the central questions and disputes of philosophy, from epistemology and metaphysics to ethics and religion. Rather than seeing philosophy as an esoteric discipline, the pragmatic philosophers (with the possible exception of Peirce) see philosophy as integral to our culture and see themselves as public intellectuals.

**Requirements/Evaluation:** final paper, several short assignments

**Prerequisites:** at least two PHIL courses

**Enrollment Limit:** 25

**Enrollment Preferences:** Philosophy and American Studies majors, then seniors and juniors of any major

**Expected Class Size:** 12-15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 379 (D2) AMST 379 (D2)

Not offered current academic year

**PSYC 341 (S) Stereotypes, Prejudice, and Discrimination**

**Cross-listings:** PSYC 341 WGSS 339

**Primary Cross-listing**

This course will examine social psychological theories and research that are relevant to the understanding of stereotypes, prejudice, and discrimination. We will take a variety of social psychological perspectives, emphasizing sociocultural, cognitive, personality, or motivational explanations. We will examine the impact that stereotypes and prejudice have on people's perceptions of and behaviors toward particular groups or
group members and will explore a variety of factors that tend to exacerbate or weaken this impact. We also will consider some of the sources of stereotypes, prejudice, and discrimination and some of the processes through which they are maintained, strengthened, or revised. In addition, we will examine some of the effects that stereotypes, prejudice, and discrimination can have on members of stereotyped groups, as well as some implications of the social psychological research findings for issues such as education and business and government policies. A major component of this course will be the examination of classic and ongoing empirical research.

Class Format: empirical lab course

Requirements/Evaluation: weekly brief papers, oral reports, two longer papers
Prerequisites: PSYC 201 and 242
Enrollment Limit: 16
Enrollment Preferences: senior, then junior Psychology majors
Expected Class Size: 16
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
PSYC 341 (D2) WGSS 339 (D2)

Not offered current academic year

TEAC Teaching Sequence Courses

AFR 318 (F) Defining and Disrupting the School-to-Prison Pipeline
Cross-listings: PSYC 334 AFR 318

Primary Cross-listing

The school-to-prison pipeline describes a system of processes that pushes children out of school into jails and prisons. This course will explore the pipeline and the relationships between school, prison, and society. We will begin with the history and creation of the modern-day school-to-prison pipeline, focusing on the educational and public policies that encourage the criminalization of "others", with particular emphasis on folks of color and under-resourced communities. We will also look to firsthand accounts from those pushed into the pipeline to humanize the topic and engage in thoughtful and compassionate discussion. Together, we will define "school" and "prison", identifying how these definitions are aligned with the most current iteration of the pipeline, and how they can help us as we work to dismantle it.

Requirements/Evaluation: Assignments for the course include ongoing journal assignments, two 3-5 page papers, and a final project.
Prerequisites: None
Enrollment Limit: 20
Enrollment Preferences: Africana Studies concentrators and Psychology Majors
Expected Class Size: 20
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
PSYC 334 (D2) AFR 318 (D2)

Fall 2020
SEM Section: H1 TR 9:45 am - 11:00 am Kelsey M. Jones

AFR 324 (S) Critical Perspectives in Special Education
Cross-listings: AFR 324 PSYC 337

Primary Cross-listing

What makes special education "special"? This course will explore the role, purpose, and function of special education in the United States. Given special education's assumption of dis/ability (Baglieri, 2012), we will also create collective and individual frameworks for discussing and deconstructing dis/ability. This course will examine history, policy, and pedagogy related to special education; we will also discuss how law and school practices have
systemically and systematically excluded students of color from general education classrooms, leading to the overrepresentation of Black, Indigenous, and Latinx children in special education. We will listen to narratives shared by people with dis/abilities and our educational histories to understand how personal connections to special education influence our current beliefs and future practice.

**Requirements/Evaluation:** Assignments for the course include ongoing journal assignments, two 3-5 page papers, and a final project.

**Prerequisites:** None

**Enrollment Limit:** 20

**Enrollment Preferences:** Africana Studies concentrators and Psychology Majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 324 (D2) PSYC 337 (D2)

Spring 2021

SEM Section: R1  TR 8:00 am - 9:15 am  Kelsey M. Jones

**PSYC 101 (F)(S) Introductory Psychology**

An introduction to the major subfields of psychology: behavioral neuroscience, cognitive, developmental, social, and psychological disorders and treatment. The course aims to acquaint students with the major methods, theoretical points of view, and findings of each subfield. Important concepts are exemplified by a study of selected topics and issues within each of these areas.

**Class Format:** The lectures will be done remotely. There will also be opportunities for small group sessions for labs and/or discussion sections. These will be scheduled at a variety of times to accommodate student schedules. Some of these labs/sections will be remote, but we are hoping that some may have an in-person element.

**Requirements/Evaluation:** five unit quizzes, a final exam, and two brief lab reports (or related brief reports, depending on the availability of labs)

**Prerequisites:** none

**Enrollment Limit:** 160

**Expected Class Size:** 160

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Fall 2020

LEC Section: R1  MWF 10:40 am - 11:30 am  Steven Fein, Clarence J. Gillig

Spring 2021

LEC Section: R1  MWF 10:40 am - 11:30 am  Kris N. Kirby, Clarence J. Gillig

**PSYC 221 (S) Cognitive Psychology**

This course surveys research on human cognition. Topics include perception, attention, learning, memory, categorization, language, judgment, decision making, reasoning, and problem solving.

**Class Format:** This course will be taught entirely remotely. Live, synchronous lectures will take place on Zoom during scheduled course meeting hours (in Eastern Standard time).

**Requirements/Evaluation:** two midterms and a final exam

**Prerequisites:** PSYC 101 or permission of instructor

**Enrollment Limit:** 30

**Enrollment Preferences:** Psychology majors

**Expected Class Size:** 30
PSYC 232 (F) Developmental Psychology
An introduction to the study of human growth and development from conception through emerging adulthood. Topics for discussion include prenatal and infant development, perceptual and motor development, language acquisition, cognitive development, and social and emotional development. These topics form the basis for a discussion of the major theories of human development, including those about early experience, neural plasticity, dynamic systems, information processing, social learning, attachment, parenting, and family systems.

Class Format: This course will be taught entirely remotely. Live, synchronous lectures will take place on Zoom during scheduled course meeting hours (in Eastern Standard time). Students may be assigned to smaller student groups for some class projects. Those groups are permitted to meet on campus following appropriate safety protocols and if everyone in the group is comfortable with the arrangement. Otherwise, all course-related meetings and class presentations will occur remotely.

Requirements/Evaluation: The main form of evaluation will be 3 online written exams (2 midterm, 1 final). Depending on enrollment numbers, there may be an oral exam component to supplement the online exams. Students will also be expected to participate in smaller "book/journal club" meetings throughout the semester and from these meetings, will produce 5 brief writing assignments (2-3 pages each) and a final 15-20 minute group presentation. Attendance is required and active participation during lectures is strongly encouraged.

Prerequisites: PSYC 101
Enrollment Limit: 30
Expected Class Size: 30
Grading: yes pass/fail option, no fifth course option
Distributions: (D2)

PSYC 242 (F)(S) Social Psychology
A survey of theory and research in social psychology. Topics include conformity, group dynamics, stereotyping and prejudice, aggression, altruism, attraction and love, the self, social perception, attitudes and attitude change, and cultural psychology. Applications in the areas of advertising, law, business, and health will also be discussed.

Class Format: Lectures will be remote. We will also have some discussion meetings with smaller groups (primarily during the regular class time) and possibly an occasional other small-group activity). These also will probably be remote, but there is a possibility we will have some in-person element, depending on how things are going on campus and the availability of rooms.

Requirements/Evaluation: two in-class exams, one paper (7 - 10 pages), and an optional final exam
Prerequisites: none
Enrollment Limit: 30
Enrollment Preferences: Psychology majors
Expected Class Size: 30
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
PSYC 272 (S) Psychology of Education

This course introduces students to a broad range of theories and research on education. What can developmental research tell us about how children learn? What models of teaching work best, and for what purposes? How do we measure the success of various education practices? What is the best way to describe the psychological processes by which children gain information and expertise? What accounts for individual differences in learning, and how do teachers (and schools) address these individual needs? How do social and economic factors shape teaching practices and the educational experiences of individual students? The course will draw from a wide range of literature (research, theory, and first hand accounts) to consider key questions in the psychology of education. Upon completion of the course, students should be familiar with central issues in pre-college education and know how educational research and the practice of teaching affect one another.

Class Format: discussion

Requirements/Evaluation: two exams and a final project

Prerequisites: PSYC 101

Enrollment Limit: 50

Enrollment Preferences: Psychology majors and those who plan to become teachers

Expected Class Size: 50

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Not offered current academic year

PSYC 327 (S) Cognition and Education

This class will examine major issues in education. The topics will include international differences in education, educational inequality, dropping out, the teaching labor force, why we have college, cognitive psychology in the classroom, and more. Each student will attend one meeting per week with me and one other student.

Class Format: This hybrid class will be taught synchronously. Students will be matched up in pairs, and hopefully pairs can be arranged such that if a student wants to meet in person they can be paired with another student who wants to meet in person. Meetings will last one hour. Attendance will be required.

Requirements/Evaluation: You will be required to submit a paper (5-7 pages) every other week. The alternate weeks you will read your partner’s paper and write a reaction paper. The assignments will include non-fiction books, journal articles, podcasts, and documentaries. You will also be asked to find additional sources to write about in your papers. Evaluation will be based on papers, reaction papers, and participation.

Prerequisites: PSYC 221 or 222, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Psychology majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)
tackle questions such as: How do culture and language affect numerical understanding? What are the sources of children's mathematical misconceptions? What are the effects of early environmental input or input deprivation on mathematical development? What do we know about gender differences in math achievement? How do stereotypes, prejudice, and math anxiety affect math performance? For your laboratory component, you will work with a small group of other students to develop an original research project that tests a specific hypothesis about children's mathematical thinking and learning. Data will be collected in community schools, with the permission of parents, teachers, and children. Your results will be written-up in for your final paper, which will be in the style of an empirical journal article.

Class Format: community-based data collection in local schools

Requirements/Evaluation: class participation, discussion leader, weekly open-notes reading quizzes, individual 12- to 15-page final paper based on empirical group research project

Prerequisites: PSYC 201 and PSYC 232 or permission of the instructor

Enrollment Limit: 16

Enrollment Preferences: Psychology majors, upperclassmen, students with a demonstrated interest in the course material

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Not offered current academic year

PSYC 334 (F) Defining and Disrupting the School-to-Prison Pipeline

Cross-listings: PSYC 334 AFR 318

Secondary Cross-listing

The school-to-prison pipeline describes a system of processes that pushes children out of school into jails and prisons. This course will explore the pipeline and the relationships between school, prison, and society. We will begin with the history and creation of the modern-day school-to-prison pipeline, focusing on the educational and public policies that encourage the criminalization of "others", with particular emphasis on folks of color and under-resourced communities. We will also look to firsthand accounts from those pushed into the pipeline to humanize the topic and engage in thoughtful and compassionate discussion. Together, we will define "school" and "prison", identifying how these definitions are aligned with the most current iteration of the pipeline, and how they can help us as we work to dismantle it.

Requirements/Evaluation: Assignments for the course include ongoing journal assignments, two 3-5 page papers, and a final project.

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: Africana Studies concentrators and Psychology Majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSYC 334 (D2) AFR 318 (D2)

Fall 2020

SEM Section: H1 TR 9:45 am - 11:00 am Kelsey M. Jones

PSYC 337 (S) Critical Perspectives in Special Education

Cross-listings: AFR 324 PSYC 337

Secondary Cross-listing

What makes special education "special"? This course will explore the role, purpose, and function of special education in the United States. Given special education's assumption of dis/ability (Baglieri, 2012), we will also create collective and individual frameworks for discussing and deconstructing dis/ability. This course will examine history, policy, and pedagogy related to special education; we will also discuss how law and school practices have systemically and systematically excluded students of color from general education classrooms, leading to the overrepresentation of Black, Indigenous, and Latinx children in special education. We will listen to narratives shared by people with dis/abilities and our educational histories to understand how
personal connections to special education influence our current beliefs and future practice.

**Requirements/Evaluation:** Assignments for the course include ongoing journal assignments, two 3-5 page papers, and a final project.

**Prerequisites:** None

**Enrollment Limit:** 20

**Enrollment Preferences:** Africana Studies concentrators and Psychology Majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

*This course is cross-listed and the prefixes carry the following divisional credit:
AFR 324 (D2) PSYC 337 (D2)*

Spring 2021

**SEM Section:** R1  TR 8:00 am - 9:15 am  Kelsey M. Jones

**PSYC 338 (S) Inquiry, Invention and Ideas**

Children tinker, explore and create, but some more than others, and under some conditions more than others. What leads children to investigate, invent and build their own ideas? We will examine the development of curiosity, invention, and the ability to have or construct an idea. We will also look at what accounts for individual differences between children, including the role of intelligence, creativity, social cues, and opportunity. We will look at how these processes unfold at home and in school, and discuss the educational implications of the research we read, and the research we conduct.

**Requirements/Evaluation:** three 3- to 5-page essays, two child observations and a 7- to 10-page final paper

**Prerequisites:** PSYC 101, and PSYC 232 or PSYC 272, or permission of instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** preference given to Psychology majors

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

*Not offered current academic year*

**PSYC 372 (F) Advanced Seminar in Teaching and Learning**

This advanced seminar will give students an opportunity to connect theory to practice. Each student will have a teaching placement in a local school, and participate in both peer and individual supervision. In addition, we will read a range of texts that examine different approaches to teaching, as well as theory and research on the process of education. What is the best way to teach? How do various theories of child development and teaching translate into everyday practices with students? Students will be encouraged to reflect on and modify their own teaching practices as a result of what we read as well as their supervision. Questions we will discuss include: What is the relationship between educational goals and curriculum development? What is the relation between substance (knowledge, skills, content) and the interpersonal dynamic inherent in a classroom setting? How do we assess teaching practices and the students' learning? What does it take to be an educated person?

**Requirements/Evaluation:** this course involves a field placement, weekly readings, as well as seminar discussion, supervision, and a graded journal

**Prerequisites:** PSYC 232 or PSYC 272 or permission of instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** Psychology majors and those who plan to become teachers

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

*Not offered current academic year*
PSYC 373 (F) Critical Issues in Learning and Teaching

In this seminar we will take a deep dive into several key topics in education. We will examine psychological research as well as a range of other materials (essays, film, recordings of children and personal experiences) to help answer a series of questions, including: Does the kind or quality of schooling have a measurable impact on children? How do you create curriculum? How does one conduct high quality classroom observations? What do good teachers have in common? What is the best way to help teachers get better at what they do? Can remote learning work well in K-12 settings?

Class Format: The course will be taught in a hybrid form (remotely for some and in person for others). Students will meet in small groups with the professor. Each group will meet for a tutorial-like session once a week. We will use students’ papers as a jumping off point for our discussions.

Requirements/Evaluation: Regular class attendance and full participation (whether remote or in-person), five 5-page papers, and regular written responses to other students’ papers. We will also do a variety of in-class activities that may require some independent preparation (gathering materials, or doing brief interviews) and some coordination with one another outside of class time.

Prerequisites: PSYC 232 or PSYC 272 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Psychology majors and those involved in the Program in Teaching

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Fall 2020

SEM Section: H1 MWF 8:15 am - 9:30 am Susan L. Engel
Women’s, Gender and Sexuality Studies can be defined as the study of how gender is constructed, how it is inflected by differences of race, ethnicity, sexuality, class, and so on, how gender affects the experiences and situations of men and women, and how assumptions about gender influence the construction of knowledge and experience. Scholarship in Women’s, Gender and Sexuality Studies has brought neglected material into established fields and raised important methodological questions that cross disciplinary boundaries and challenge established intellectual frameworks. The program in Women’s, Gender and Sexuality Studies thus includes courses from a wide variety of disciplines that focus in a coherent way on gender issues and/or sexuality issues, as well as core courses that acquaint students with the interdisciplinarity of the field.

THE MAJOR

The Women’s, Gender and Sexuality Studies major encourages students’ exposure to the interdisciplinary character of feminist and sexuality-focused scholarship. In addition, majors are required to gain some knowledge of methods within a field or discipline (3 courses in one of the categories listed below), to appreciate the importance of diversity (racial, sexual, class, ethnic, national, etc.) in scholarship on gender and sexuality, to gain exposure to feminist and/or queer theory, and to pursue work at an advanced level (3 courses at the 300-level).

In order to ensure that students reflect about the paths that they choose through the major, each major will be assigned to an advisor in the spring of the sophomore year. With the advisor, the student will establish a revisable course of study for the following two years. Students interested in declaring a major should contact the Chair of the Program.

Required Courses

The major consists of at least 9 courses. The following are required:

- **WGSS 101 Introduction to Women’s, Gender and Sexuality Studies**
- **WGSS 202 Foundations in Sexuality Studies**
- **WGSS 400-level Junior/Senior Seminar in Women’s, Gender and Sexuality Studies. The seminar explores topics in Women’s, Gender and Sexuality Studies, and varies from year to year. Majors may take more than one seminar, space permitting.**

In addition to these three required courses, students are required to take six electives. In consultation with their major advisor and with approval from the chair, these six elective courses should include:

- Courses from at least 3 different disciplinary traditions.
- At least 3 courses at the 300-level.
- At least 1 course that emphasizes feminist/queer theories and/or methodologies.
- At least 1 course that emphasizes a diversity of racial, sexual, religious, and/or cultural identities and practices.

In the final semester of their senior year, all majors will be required to write a reflective intellectual autobiography of their WGSS major, in which they explain how their courses meet the goals of the major, and analyze the relationship among the courses they have taken, the papers they have written, and the research projects undertaken.
THE DEGREE WITH HONORS

Honors in Women’s, Gender and Sexuality Studies may be granted to majors after an approved candidate completes an honors project, delivers a public presentation of the work, and is awarded honors by the Women’s, Gender and Sexuality Studies Committee. The honors project may be fall semester (plus winter study) or a year-long project. It may consist of a conventional research thesis of 40-70 pages or of other modes of presentation (e.g., art, music, poetry, theater, fiction). Proposals for non-thesis projects should include evidence of experience and competence in the chosen mode.

A student may become a candidate for honors in Women’s, Gender and Sexuality Studies after the following criteria are met:

In April of the junior year, submission and Women’s, Gender and Sexuality Studies Committee approval of a 4- to 6-page project proposal, in which the ideas, aim, general methodology, and preliminary bibliography for the project are outlined and a faculty advisor is named; prior to submission of this proposal, students must consult with a reference librarian.

At the end of the junior year, cumulative grade point average of 3.5 from courses taken in the major;

In the first week of classes of the senior year, submission and approval by the faculty advisor and second reader of a 5- to 10-page “Plan of Action” (an overview of what has already been completed and a schedule of what needs to be accomplished to finish the project). Where appropriate, students pursuing honors will continue to consult with the second reader over the course of the semester(s).

All honors work, including the public presentation, will be evaluated by the Women’s, Gender and Sexuality Studies Committee. It will decide on the awarding of honors; the advisor will award the grade(s).

STUDY ABROAD

The Williams College Women’s, Gender and Sexuality Studies Program encourages potential majors to study abroad in order to enhance their education and gain international perspectives on gender and women’s issues and feminism. There are many excellent study abroad opportunities offering students a variety of possible experiences: among them cultural immersion, field work, intensive language learning, independent study, participation in another educational system. There are several semester-long programs with a specific focus on women and/or gender administered by other U.S. Colleges that would especially enrich the educational experience of our majors:

Antioch College: Comparative Women’s Studies in Europe fall semester

Augsburg College, Center for Global Education: Crossing Borders: Gender and Social Change in Mesoamerica fall semester; and Social and Environmental Justice in Latin America spring semester

School for International Training: The Balkans: Women and Democratization, fall or spring semester

Jamaica: Gender and Development, fall or spring semester

Mali: Gender and Development, fall or spring semester

The Netherlands: Identity, Gender and Sexuality, fall or spring semester

FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, complete syllabus, including readings/assignments, and exams or other written work. Depends on the level for which the student is seeking major credit (200- vs 300-).

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.
Are there specific major requirements that cannot be fulfilled while on study away?
Yes. 101 and 402 cannot be fulfilled abroad.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)
No.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:
None to date.

WGSS 101  (F)(S)  Introduction to Women's, Gender & Sexuality Studies  (DPE) (WS)
This course is designed to initiate you into the pleasures, pains and perplexities of critical thinking about gender and the situations of women across the globe. We will survey a wide variety of writers and issues--historical and contemporary, theoretical and practical. Above all, the course is intended as an exploration of the tremendous diversity of thought contained under the general rubrics of feminist and gender studies and a vehicle for developing skills in writing and research as well as analytical tools for further work in the field. The goal is not to bring about a specific point of view, but rather to learn to analyze issues critically using the methods and frameworks that feminist theory and queer theory have developed as academic disciplines.

Class Format: remote only, mixture of synchronous online discussions and mini-lectures, etc.
Requirements/Evaluation:  Participation during class and in online forums, weekly reading responses, two short essays with revisions, and a final research paper
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: WGSS majors and potential WGSS majors
Expected Class Size: 12
Grading:  yes pass/fail option, yes fifth course option
Unit Notes: required course for the Women's, Gender and Sexuality Studies major
Distributions:  (D2)  (DPE) (WS)
Writing Skills Notes: This course requires significant attention to the craft of writing. Essential to this craft is the process of editing and rewriting materials with feedback from peers and professors. Students are expected to focus on improving analytical skills, critical thinking, and argumentation through attention to the writing process. They are also expected to give meaningful critical feedback on the writing of their peers.
Difference, Power, and Equity Notes: This course meets the DPE requirement because it asks students to reflect critically on issues of gender and sexuality around the world in a comparative contextual framework. Students will be asked in seminar space to discuss the operation of difference and power within as well as across different gender, class, racial, and sexual identities while learning in lecture meetings about feminist and queer studies' history, activism, and theory.

Fall 2020
SEM Section: R1  MW 6:45 pm - 8:00 pm  Alison A. Case
SEM Section: R2  MW 11:45 am - 1:00 pm  Emily Mitchell-Eaton

Spring 2021
SEM Section: R1  MR 3:15 pm - 4:30 pm  Kelly I Chung
SEM Section: R2  MW 10:00 am - 11:15 am  Greta F. Snyder

WGSS 105  (S)  American Girlhoods  (DPE) (WS)
Cross-listings:  AMST 105  WGSS 105  ENGL 105
Secondary Cross-listing
The image of the girl has captivated North American writers, commentators, artists, and creators of popular culture for at least the last two centuries. What metaphors, styles of writing, ideas of "manners and morals" does literature about girls explore? What larger cultural and aesthetic concerns are girls made to represent? And how is girlhood articulated alongside and/or intertwined with other identities and identifications, such as race, ethnicity, class, and sexuality? These are some of the issues we will explore in this course.

Requirements/Evaluation: at least 20 pages of writing; short, more informal writing assignments; GLOW posts; class participation
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: first-year students who do not have a 5 on the AP and/or have not previously taken a 100-level English class
Expected Class Size: 19
Grading: no pass/fail option, no fifth course option
Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 105 (D1) WGSS 105 (D1) ENGL 105 (D1)

Writing Skills Notes: Students do at least 20 pages of writing (4-5 papers) and are required to revise several papers. We also devote significant class time to talking about successful academic writing. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course considers the construction of girlhood in the United States along the axes of race, gender, sexuality, class and more, and the literary history of who, in various moments in America, has even been allowed to claim the privileges of and/or be burdened with the idea of being a girl. It examines how girlhood is represented in relation to (in)equity and power and what kinds of literary and cultural forms writers utilize to illuminate these differences.

Not offered current academic year

WGSS 110  (S)  The Veil: History and Interpretations  (DPE) (WS)

Cross-listings: HIST 110  WGSS 110  ARAB 215

Secondary Cross-listing

This tutorial will consider the history and the changing meanings of the veil (hijab) and its many manifestations (e.g. burqa, chador, niqab), starting with the earliest religious traditions and the status of women in Islamic law. We will then proceed to examine imperialist and orientalist representations of gender in the Middle East, the rise of Islamic feminism and finally consider the emergence and return of the veil in recent years in the Middle East, North America, Asia and Europe.

Requirements/Evaluation: each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper; by semester's end each student will have written a minimum of 40 pages
Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor
Enrollment Limit: 10
Enrollment Preferences: first-years, and then sophomores who have not previously taken a 100-level seminar and those with demonstrated interest in the Middle East
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 110 (D2) WGSS 110 (D2) ARAB 215 (D2)

Writing Skills Notes: Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This tutorial considers the veil in many different cultural contexts and time periods and how it has multiple and complex meanings. What does the veil mean and how do people interpret it? Is it empowering or is it subjugation?

Not offered current academic year

WGSS 113  (F)  The Feminist Poetry Movement  (DPE) (WS)
Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

Class Format: discussion, some lecture, project work in archives and art gallery

Requirements/Evaluation: three analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), curated final project (archival exhibit with 7-page paper), presentations

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first years

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 113 (D1) ENGL 113 (D1) AMST 113 (D1)

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, three four-to-five-page graded papers, one creative assignment, and a final digital research project (10-page equivalent; peer reviewed). Students receive critical feedback on written assignments a week prior to due date through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next assignment.

Difference, Power, and Equity Notes: The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

Not offered current academic year

WGSS 119 (S) Asian American Femininities (DPE)

Cross-listings: WGSS 119 COMP 119

Primary Cross-listing

This tutorial will introduce students to the intersections of feminist studies and Asian American studies by reading Asian and Asian American literature (read in English) that centers female-identified characters. This course will consider the historical and persistent structures of patriarchy, heterosexism, nationalism, imperialism, war, and globalization through the framework of gender and sexuality studies. Students will read short excerpts of feminist theoretical works, selected with the idea of making scholarly texts more approachable to first- and second-year students. No previous experience with feminist theory or Asian American studies is presumed or required.

Requirements/Evaluation: weekly papers or peer responses

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students

Expected Class Size: 8
WGSS 127 (S) Spring Grass: A Peek into Inequality in China (DPE) (WS)

Cross-listings: WGSS 127 CHIN 427 ASST 127

Secondary Cross-listing

Spring Grass (Chuncao) is a Chinese novel written by award-winning author Qiu Shanshan (1958-). Using the literary techniques of social realism, the novel chronicles the life of a young rural woman from 1961 to 2001. Spring Grass, the protagonist of the novel, was born in a rural village to a mother who preferred sons over daughters. At a young age, Spring Grass was deprived of the opportunity to attend school. Against all odds, she managed to marry for love, venture into the city, and become an enterprising migrant worker. This novel not only reflects the struggles of women in contemporary China but also captures the economic transformation of modern China since 1978 when the Reform and Open-Door Policy (gaige kaifang) was initiated. The novel was adapted into a television drama series and became an instant hit in 2008. This course takes an interdisciplinary, cultural studies and humanistic approach to studying a literary text, using literature as a means to help students better understand social and cultural issues. Through close readings of the novel, the eponymous TV drama series, documentaries, films, and short stories depicting rural life and women's roles in China, as well as in-depth discussions of both primary and secondary sources that deal with the cultural, historical, and socioeconomic background of the unfolding story of Spring Grass, this course aims to provide a window for students to examine the issues of inequality in the Chinese village and society at large. Why would mothers be harsh to their own daughters and bar girls' right to education? Why would young people leave their village and migrate to the city? Why would migrant workers leave their children behind in the village? Why would economic developments in China exacerbate the problem of gender inequality in society? Why would the ideology and cultural logic behind Mao Zedong's proclamation "women can hold up half of the sky" add more burden to women rather than truly liberate them? Why would city people discriminate against country folks? After taking this course, students will gain a deeper understanding of the issues related to gender inequality (nannü bu pingdeng) and the urban/rural-gap (chengxiang chabie) in China. Throughout the course, they are also encouraged to critically think about how to achieve equity in different societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or WGSS and language learners wishing to take the course in Chinese should register under CHIN.

Class Format: remote instruction

Requirements/Evaluation: active participation in tutorial meetings, five 4-5 page tutorial papers, five 2-page critiques, online writing portfolio as the final project.

Prerequisites: For students registering under CHIN, the prerequisite is CHIN 402 or a language proficiency interview conducted by the instructor. For students registering under ASST or WGSS, there is no prerequisite.

Enrollment Limit: 10

Enrollment Preferences: Enrollment priorities will be given to freshmen and sophomores who register under ASST or WGSS, and to Chinese language learners who register under CHIN.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: books and course packet.

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 127 (D2) CHIN 427 (D1) ASST 127 (D1)

Writing Skills Notes: Writing is taught using the writing-as-process pedagogical approach. The writing process consists of invention, composition, and revision. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. The instructor gives detailed feedback to students' first drafts and students are required to turn in a revised version. At the end of the semester, students will compile an online writing portfolio to include their best works.

Difference, Power, and Equity Notes: The issue of "inequality," including both gender inequality and regional inequality is the driving force behind
the readings and discussions of this tutorial. Students are guided to develop an empathetic way of interpreting a literary work that features a rural woman/migrant worker. They will critically analyze the sources of inequality in the Chinese cultural context and explore ways to address such inequality.

Spring 2021
TUT Section: RT1   TBA   Li Yu

WGSS 132  (F)  Black Writing To/From/About Prison  (DPE)  (WS)

Cross-listings:  WGSS 132  ENGL 132

Secondary Cross-listing
This introductory course considers the disproportionate incarceration of African Americans as it is represented on the page. Keywords for meditation and analysis include blackness, gender, prison, justice, freedom, and abolition. Each reading and class discussion will aid students in developing rigorous and nuanced understandings of these terms. The primary project in this course is the development of open letter writing skills. This epistolary form allows both for the intimate engagement of individual, familiar contact and the deft inclusion of targeted eavesdroppers in order to raise the consciousness of listeners and affirm the value of personal relationships. Course texts will include letters to and from prison; documentaries; selections from anthologies like If They Come in the Morning and Captive Genders: Trans Embodiment and the Prison Industrial Complex; autobiographies like that by Malcolm X, Walidah Imarisha, and Assata Shakur; poetry by Ericka Huggins, Huey Newton, and Terrance Hayes; and critical interventions by scholars like Nikki Jones, Victor Rios, Michelle Alexander, and Angela Davis. We will also look at contemporary groups organizing around abolition and prisoner support including Critical Resistance, Photos From Solitary, and TGIJP (Transgender Gender Variant Intersex Justice Project).

Class Format:  discussion, engagement with guest speakers, engagement with Special Collections

Requirements/Evaluation:  four open letters developed with critical feedback (4-5 pages), a twice weekly question diary, an organization report and presentation, a collectively decided project

Enrollment Limit:  19

Enrollment Preferences:  first-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size:  19

Grading:  no pass/fail option,  no fifth course option

Distributions:  (D1)  (DPE)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 132 (D1)  ENGL 132 (D1)

Writing Skills Notes:  Open letters are a mainstay of black literature allowing for intimate engagement of the individual and the deft inclusion of targeted eavesdroppers to raise the consciousness of listeners and affirm the value of personal relationships. Students will learn to write letters with purpose to facilitate a felt relationship to the topic; enhance writing skills including achieving clarity and aesthetic value; practice curation of references. Four 5-page letters with rigorous feedback to sharpen form.

Difference, Power, and Equity Notes:  This class studies the historical development of mass incarceration of black folk from its roots in American slavery and white supremacist policy. This class also studies the impact of the prison industrial complex on transgender and queer folk in reproducing gender binaries and sexual abuse in and outside prison walls. The politics of prison abolition and gender self determination present critical interventions into the hegemonic structures of normalized racial dominance and gender oppression.

Not offered current academic year

WGSS 138  (F)  Spectacular Sex  (DPE)  (WS)

Cross-listings:  WGSS 138  ANTH 138

Primary Cross-listing
From Beyoncé’s Coachella performance to Donald Trump’s social media antics, spectacles captivate us. Spectacles may be live shows, media events, or even everyday performances ranging from interactive advertisements to viral video sensations. But what are the uses of spectacle? Why are some compelling while others fall flat? How do spectacles control society or maintain social norms? And, importantly for our purposes, how does spectacle shape gender in society? Or from another angle, how does sexuality infuse spectacle? This tutorial introduces students to theories of spectacle ranging from the ancient Greeks to Marxist-inspired thinkers in the 20th century. In particular, we will examine how feminist thinkers have contributed to this literature and how theories of spectacle relate to questions of gender and sexuality. Our weekly readings focus on pairings of
theoretical readings with writing on popular cultural examples and case studies. Some possible topics include sporting events, charity ad campaigns, music videos, political events, and social media.

Requirements/Evaluation: weekly response papers; students will also select past papers to develop and rewrite as more formal essays

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first- and second-year students; a statement of interest will be solicited from pre-registrants

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 138 (D2) ANTH 138 (D2)

Writing Skills Notes: This course requires significant attention to the craft of writing. Essential to this craft is the process of editing and rewriting materials with feedback from peers and professors. Students are expected to focus on improving analytical skills, critical thinking, and argumentation through attention to the writing process. They are also expected to give meaningful critical feedback on the writing of their peers. Students will select past response papers for development and rewriting.

Difference, Power, and Equity Notes: This course deals substantively with questions about privilege and power as they interact along the intersections of race, gender, sexuality, class, ability, and other axes of difference.

Fall 2020

TUT Section: RT1 TBA Gregory C. Mitchell

WGSS 139 (S) Living a Feminist Life (DPE) (WS)

Cross-listings: COMP 139 ENGL 139 WGSS 139

Secondary Cross-listing

The course invites students to consider the range of ways in which "knowledge" about women's, femme's and non-binary lives has been constructed in text, and how this knowledge determines and impacts the way we live and write. The first half of the course is organized around a deep reading of Sara Ahmed's recent theoretical book, Living a Feminist Life, while the second half of the course will examine a spectrum of women's life writing-poetry, music, journalism, theory, and memoir-to discover how text continues to shape feminist lives, and how femme's lived experience in turn shapes feminist discourse. Course materials for the second half of the semester will be generated in part through discussion and students' suggestions. Key texts will include Jamaica Kincaid's A Small Place, Audre Lorde's Sister Outsider, Djamila Boupacha's memoir, Ana Lily Amirpour's film A Girl Walks Home Alone at Night, Sara Ahmed's Living a Feminist Life, Valerie Solanas's SCUM Manifesto, and bell hooks's Teaching to Transgress. In their writing for this course, students will consider how their own intimate relationships-with parents, partners, children, neighbors, or friends-can become sites of feminist activism, and sources of strength and knowledge to be carried into the broader world of public engagement and intervention. In the final weeks of the course, we will collectively interrogate the (false) boundary between writing and living as modes of feminist praxis.

Requirements/Evaluation: five short written assignments and one final research project

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 139 (D1) ENGL 139 (D1) WGSS 139 (D2)

Writing Skills Notes: This course will center writing and research skills with at least one session per week devoted to ladder development and revision. Five short papers (3-4 pages) with one revision (5-6 pages) as well as a bibliography and final research paper (12-15 pages).

Difference, Power, and Equity Notes: This course will examine the generative intersectional site of feminism, antiracism, and anticapitalism to provide an alternative introduction to feminist thought, writing, and practice. The syllabus centers women and femme writers of color.

Not offered current academic year
WGSS 152 (S) The Fourteenth Amendment and the Meanings of Equality (DPE) (WS)

Cross-listings: HIST 152 WGSS 152

Secondary Cross-listing

For more than 150 years, the 14th Amendment of the U.S. Constitution has served as the principal touchstone for legal debates over the meaning of equality and freedom in the United States. This course explores the origins of the 14th Amendment in the years immediately following the Civil War, and examines the evolution of that amendment's meaning in the century that followed. Central themes in this course include the contested interpretations of "birthright citizenship," "due process," "privileges and immunities," "equal protection," and "life, liberty or property"; the rise, fall, and rebirth of substantive due process; battles over incorporating the Bill of Rights into the 14th Amendment; and the changing promise and experience of citizenship. We will pay particular attention to how arguments about the 14th Amendment have shaped and been shaped by the changing meanings of racial and gender equality.

Requirements/Evaluation: a series of short (2-page) response papers; a midterm exam; and a final 12-15 page research paper

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 19

Enrollment Preferences: given first to those who have been dropped from this class previously, then to first-years, then to sophomores

Expected Class Size: 15-19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 152 (D2) WGSS 152 (D2)

Writing Skills Notes: Students will write three short (3-page) response papers to the readings in the first part of the semester, and will also write a substantial (10- to 12-page) research paper. In preparation for the research paper, students will write proposals, develop bibliographies, write outlines and drafts, and do peer critiques. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course satisfies the DPE requirement because it examines the legal, social, and political constructions and theorizations of difference, power, and equity. It examines the ways that individuals and groups have organized across various axes of difference to fight for legal equality, and explores how those individuals and groups have experienced legal equality and legal inequality in varied ways.

Not offered current academic year

WGSS 177 (S) Gender and Sexuality in Music (DPE)

Cross-listings: MUS 177 WGSS 177

Secondary Cross-listing

This course explores key themes in the expression of gender and sexuality through music. It draws from primarily 21st century examples, across cultures and genres, ranging from pop boy bands to Indian bhangra dance to the musical avant-garde. Themes will include: communicating gendered ideals, dance and embodiment, transgressive performances, biography and subjectivity, intersectionality, music and sexual violence, and marketing. We will explore the ways in which ideas and identities related to sex and gender are formulated and mobilized in music's performance and consumption. Inevitably, issues of sound and stagecraft intersect with factors such as race, age, and class, further informing these experiences. Students will consider their own processes of identifying and interpreting expressions of gender and sexuality in sound and movement, and contemplate the role of culture and society in informing those interpretations.

Requirements/Evaluation: attendance/participation, intermittent GLOW posts and short assignments (2 pgs or less), midterm project, and either a 12-page final paper or a project with supplementary paper (length to be determined in consultation with the instructor).

Prerequisites: open to all students; familiarity with musical terminology is helpful but not required

Enrollment Limit: 15

Enrollment Preferences: WGSS and MUSC majors/prospective majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Unit Notes: This is a hybrid course, with the majority of the classes taking place remotely. The character and frequency of in-person class sessions will depend on the size of the class and the number of students taking part in the in-person option.
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 177 (D1) WGSS 177 (D2)

Difference, Power, and Equity Notes: This course critically examines the ways in which music constructs and reflects gendered and sexual identities in intersectional space. We discuss how normative viewpoints come to be accepted and interpreted as 'natural,' and how musicians and audiences have maneuvered within and against those socio-political expectations. Music and readings span a wide range of sources--elite, popular, counter-cultural; from Euro-American sources to genres hailing from Brazil, Korea, and India.

Spring 2021
SEM Section: H1   TR 11:30 am - 12:45 pm   Corinna S. Campbell

WGSS 200 (S) Nordic Lights: Literary and Cultural Diversity in Modern Scandinavia (DPE)

Cross-listings: WGSS 200 COMP 232

Secondary Cross-listing

Mythologized as the land of the aurora borealis and the midnight sun, Scandinavia's five distinct nations--Iceland, Norway, Sweden, Denmark, and Finland--are often mistakenly associated with blond-haired and blue-eyed uniformity. Modern Scandinavia, however, is a place of great social and cultural diversity. From medieval Viking sagas to contemporary Nordic rap, the Scandinavian literary tradition is rich in tales of global exploration, childhood imagination, sexual revolution, and multicultural confrontation. Through readings of nineteenth-century drama, twentieth-century novels, and twenty-first century cinema, we will investigate a wide range of issues on class, ethnicity, and identity, including the indigenous reindeer-herding Sámi people, Danish colonialism and the Greenlandic Inuit, Norwegian collaboration and resistance during World War II, and Nordic emigration (to North America) and immigration (from Africa, Asia, Latin America, and the Middle East). Discussion will also focus on Scandinavia's leadership in gender equality and sexual liberation, Scandinavian political isolation and integration (into both the UN and the EU), and the global effects of Nordic pop (ABBA to Björk), glamour (Greta Garbo to Alicia Vikander), technology (Volvo to Nokia), design (IKEA to H&M), and activism (Alfred Nobel to Greta Thunberg). Readings to include works by Henrik Ibsen, August Strindberg, Hans Christian Andersen, Karen Blixen, Astrid Lindgren, Halldór Laxness, Reidar Jónsson, and Peter Hoeg. Films to include works by Ingmar Bergman, Lasse Hallström, Bille August, Colin Nutley, Lukas Moodysson, Josef Fares, Tomas Alfredson, and Tomas Vinterberg. All readings and discussions in English.

Class Format: This will be a remote course for all students, whether they are on campus or not. We will convene synchronously via web-conferencing, with an emphasis on group discussion. There will also be opportunities for students to engage with online activities both during and between our synchronous sessions. Remote office hours will provide even more opportunities for follow-up, questions, and further discussion.

Requirements/Evaluation: active participation, two shorter papers, a midterm, and a longer final paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Comparative Literature and Women's, Gender & Sexuality Studies majors, and those with compelling justification for admission

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 200 (D2) COMP 232 (D1)

Difference, Power, and Equity Notes: As the course description explains, this course centers on a critical examination of difference, power, and equity in modern Scandinavia. The content examines the effects of class, race, ethnicity, gender, and sexuality on social (in)equalities among citizens, institutions, communities, and identities. The course also employs critical tools to teach students how to interrogate Scandinavian diversity and modernity, through reading, film analysis, discussion, and writing.

Spring 2021
SEM Section: R1   TR 11:30 am - 12:45 pm   Brian Martin
In 1883, Maupassant called on his fellow war veterans and writers to join him in speaking out against warfare and violence, crying “Let us dishonor war!” From the Gallic Wars against Caesar (during the first century BC) to the recent terrorist attacks in France (at the opening of the twenty-first century), the French literary tradition is rich in texts that bear witness to war and speak out against its monstrous inhumanity. While war literature in France can be traced back to ancient and medieval texts on Vercingétorix, Charlemagne, William the Conqueror, and Joan of Arc, this course will focus specifically on literary representations of war during the nineteenth- and twentieth-centuries, from the Napoleonic Wars, to the First and Second World Wars, to the Algerian and Cold Wars, and the “War on Terror.” Discussions will examine the impact of war on soldiers and civilians, patriotism and pacifism, history and memory; the implications of war as invasion and conquest, occupation and resistance, victory and defeat; the relationship of war to gender, sexuality, and ethnicity; and the role of war in colonialism and genocide. Readings to include novels, short stories, and poems by Balzac, Stendhal, Hugo, Rimbaud, Daudet, Maupassant, Zola, Cocteau, Wiesel, Duras, Camus, and Fanon. Films to include works by Resnais, Renoir, Carion, Jeunet, Malle, Angelo, Pontecorvo, and Duras. Conducted in French.

Requirements/Evaluation: active class participation, midterm exam, and two to three papers

Prerequisites: exceptional performance in RLFR 105; successful performance in RLFR 106 or 107; or by French placement exam; or by permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and certificate students; Comparative Literature majors; Women's, Gender and Sexuality Studies majors; and those with compelling justification for admission

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 202 (D1) WGSS 201 (D2)

Not offered current academic year

WGSS 202 (F)(S) Foundations in Sexuality Studies  (DPE)

This course will offer an introduction to the burgeoning interdisciplinary field of sexuality studies in part through examining historical, legal, literary, filmic, cultural studies, sociological, and popular texts, as well as work done under the umbrella of queer theory. It explores the role of race, class, religion, science, region, and nation in the construction of modern gender and sexual identities and in the lived experiences of dissident genders and sexualities. We will examine a range of issues, including histories and strategies of resistance; transgender and intersex theory and activism; critiques of the white racial hegemony of lesbian and gay studies; the consequences of gay marriage; the politics of AIDS and its theoretical implications; globalization and sexuality; the rise of queer visibility and its relation to commodity culture; and recent conceptualizations of homonormativity. The goal of the course is not to achieve any kind of political or intellectual consensus, but to have rigorous debate over some of the key issues in queer studies.

Class Format: discussion

Requirements/Evaluation: Short quizzes, participation, mid-term essay exam, online discussion forum. (No final exam or final paper this semester.)

Prerequisites: None. WGSS 101 may be helpful as background knowledge, but is not required.

Enrollment Limit: 12

Enrollment Preferences: Women's Gender & Sexuality Studies majors, short statement of interest in case of over-enrollment

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course examines sexual diversity in various forms and asks students to interrogate questions of privilege and positionality, including the intersectional contemplation of sexuality's relationship to race, ethnicity, ability, class, religion, and other axes of identity. It investigates not only sexual difference, but the history of sexual identity and progressive narratives of "gay rights" that have developed over time.
WGSS 203 (S) Chicana/o/x Film and Video

Cross-listings: AMST 205  WGSS 203  LATS 203  ARTH 203

Secondary Cross-listing

Hollywood cinema has long been fascinated with the border between the United States and Mexico. This course will examine representations of the U.S.-Mexico border, Mexican Americans, and Chicanxs in both Hollywood film and independent media. We will consider how positions on nationalism, race, gender, identity, migration, and history are represented and negotiated through film. We will begin by analyzing Hollywood "border" and gang films before approaching Chicana/o/x-produced features, independent narratives, and experimental work. This course will explore issues of film and ideology, genre and representation, nationalist resistance and feminist critiques, queer theory and the performative aspects of identity. Through a focus on Chicana/o/x representation, the course explores a wide spectrum of film history (from the silent era to the present) and considers numerous genres.

Class Format: Remote. Discussion-oriented lecture class. The course will feature synchronous online class meetings. In addition to class meetings and readings, students will be expected to watch 3-5 hours of film per week on GLOW or in the library.

Requirements/Evaluation: one short paper, mid-term exam, final exam and take home essays

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: Art majors; LATS concentrators

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 205 (D2) WGSS 203 (D2) LATS 203 (D2) ARTH 203 (D1)

Spring 2021

LEC Section: R1  MW 11:45 am - 1:00 pm  C. Ondine Chavoya

WGSS 205 (S) Gender and Economics

Cross-listings: WGSS 205  ECON 203

Secondary Cross-listing

This course uses economic analysis to explore how gender differences can lead to differences in economic outcomes, in both households and the labor market. Questions to be covered include: How does the family function as an economic unit? How do individuals allocate time between the labor market and the household? How have changes in family structure affected women's employment, and vice-versa? What are possible explanations for gender differences in labor force participation, occupational choice, and earnings? What is the role of government in addressing gender issues in the home and the workplace? How successful are government policies that primarily affect women (e.g., AFDC/TANF, parental leave, subsidization of child care)? The course will focus on the current experience of women in the United States, but will place these gender differences in a historical and cross-cultural context.

Class Format: Course will be remote and will include synchronous lecture/discussion, possibly combined with some asynchronous components.

Requirements/Evaluation: weekly discussion papers, two midterms, and a final paper and presentation

Prerequisites: ECON 110

Enrollment Limit: 25

Enrollment Preferences: If overenrolled, students will be asked to submit short statement of interest.

Expected Class Size: 25
Secondary Cross-listing

The practice of colorism, or skin color discrimination, is very familiar to people of color globally. Often described as intra-racial racism, colorism within the Black American context is part of the colonial legacy of institutionalized slavery where the vestiges of white supremacy have created color castes among Blacks that still, to this day, have serious consequences for those on the darkest end of the color spectrum. The impact of this practice is far-reaching, influencing everything from romantic partnering, economic and educational attainment, and perceptions of beauty, attractiveness, and criminality. Although the vast majority of colorism scholarship is empirically based, there is much that we can glean from a literary investigation of this practice by analyzing the works of renowned writer, theorist, and folklorist Toni Morrison. Her work is particularly useful in examining issues of skin color, as this topic has been persistent yet underexplored in Morrison's writings. Employing the methods of literary and rhetorical criticism, this tutorial will investigate five Morrison novels, The Bluest Eye (1970), Sula (1973), Song of Solomon (1977), Love (2003) and God Help the Child (2015), and some of her non-fiction writings. In our discussions of each text, we will examine the problem of the "color complex" at the intersections of race, gender, sexuality, class and sexual violence, and how the characters manage these overlapping issues. We will bring the novels into conversation with social science articles on the practices of colorism in daily life. Because the tutorial blends different kinds of investigations into colorism, it will equip first year students with tools to critically engage and interrogate fictional literature; help them identify the real and nuanced ways that color discrimination affects Black communities; and consider how Morrison, one of our foremost writers, bridges literary creativity with ethnographic observation.

Class Format: Remote

Requirements/Evaluation: six 2-page papers, two 5- to 7-page papers, 10 minute vlog, annotated bibliography

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: this course is specifically for first-year students and they will receive preference in this class

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 205 (D2) WGSS 207 (D2)
Class Format: In spring 2021, this course will be taught remotely.

Requirements/Evaluation: class participation, two or three short papers, and a final paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Political Science, Political Economy, and Women's, Gender and Sexuality Studies majors and concentrators in Public Health

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 209 (D2) PSCI 209 (D2)

WGSS 211 (F) Gender in the Global Economy

Cross-listings: WGSS 211 ECON 105

Primary Cross-listing

This course will present a feminist economic analysis of the global economy, and some of the urgent issues facing women in poor countries. The course will start by developing theoretical resources: these will include feminist critiques of economic theory, work on care labor and the shifting boundaries between markets, governments and households, and discussions of intersectionality and difference. Then we will discuss a series of interlinked issues which may include the contradictory effects of structural adjustment and its successors; the informal sector and global value chains; the economics of sex work and global sex trafficking; and migration. We will finish by looking at community-based activism, non-governmental organizations, and the possibilities for North/South alliances.

Class Format: lecture/discussion

Requirements/Evaluation: reaction papers, research paper; participation in class discussion will count for part of the grade

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Women's, Gender and Sexuality Studies majors

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Unit Notes: This course cannot count toward the ECON major.

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 211 (D2) ECON 105 (D2)

WGSS 212 (S) Ethics and Reproductive Technologies

Cross-listings: WGSS 212 PHIL 212 STS 212 SCST 212

Secondary Cross-listing

In her groundbreaking book, *The Tentative Pregnancy*, Barbara Katz Rothman writes that "[t]he technological revolution in reproduction is forcing us to confront the very meaning of motherhood, to examine the nature and origins of the mother-child bond, and to replace--or to let us think we can replace--chance with choice." Taking this as our starting point, in this course we will examine a number of conceptual and ethical issues in the use and development of technologies related to human reproduction, drawing out their implications for such core concepts as "motherhood" and "parenthood,"
family and genetic relatedness, exploitation and commodification, and reproductive rights and society's interests in reproductive activities. Topics will range from consideration of "mundane" technologies such as in vitro fertilization (IVF), prenatal genetic screening and testing, and surrogacy, to the more extraordinary, possibly including pre-implantation genetic diagnosis (PGD), post-menopausal reproduction, and post-mortem gamete procurement. Background readings include sources rooted in traditional modes of bioethical analysis as well as those incorporating feminist approaches.

Class Format: discussion

Requirements/Evaluation: active participation in class discussions, three or four short reflection papers, and two longer papers (5-7 and 7-10 pages)

Prerequisites: none, but introductory-level course in PHIL and/or WGSS recommended

Enrollment Limit: 19

Enrollment Preferences: WGSS and PHIL majors or prospective majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Unit Notes: meets Contemporary Value Theory requirement only if registration is under PHIL

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 212 (D2) PHIL 212 (D2) STS 212 (D2) SCST 212 (D2)

Not offered current academic year

WGSS 213 (S) Race, Gender, and the Alien Body: Octavia Butler's Science Fiction

Cross-listings: STS 213 WGSS 213 AFR 213 SCST 213

Secondary Cross-listing

Science fiction is a genre well known for its ability to envision new realities, and Octavia E. Butler (1947-2006) is among the most highly regarded science fiction writers. Butler's uncanny ability to imagine the future anew and to merge those ruminations with her experiences as an African American woman provide powerful commentary on—and often disrupt—modern understandings of race, gender, and human embodiment. We will explore questions such as: What role does 'gender' play in Butler's fiction? How does Butler's treatment of the 'alien' cause us to reconsider what it means to be human? How does Butler incorporate 'race' and the concept of 'other' into her fiction, and how do these techniques help us situate contemporary discussions of a post-race society? We will examine the relationship between Butler's visions for the future and what her narratives of future worlds invariably suggest about the present. We will read key texts including the best-selling text Kindred (1979), the haunting dystopian novel Parable of the Sower (1994), the popular vampire text Fledgling (2005), and the collection Bloodchild and Other Stories (1996). We will also explore contemporary engagement with Butler's work including the relationship between the main character from her book Dawn (1987), and Henrietta Lacks, the African American woman from whom the immortal cell line (HeLa) used for medical research derives. This tutorial will engage Octavia Butler's work broadly, and with particular attention to how the concepts 'race,' 'gender,' 'alien' and 'body' are interrogated in her writings.

Requirements/Evaluation: attendance, paired weekly reflection/response papers, a 5- to 7-page creative writing assignment, and a final essay of 10 pages

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: students with interests and/or prior coursework in Africana Studies and Women's, Gender, and Sexuality Studies

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 213 (D2) WGSS 213 (D2) AFR 213 (D2) SCST 213 (D2)

Not offered current academic year

WGSS 214 (F) Why do Pussies Riot and What is "Homosexual" Propaganda? Gender and Sexuality in Putin's Russia

Cross-listings: COMP 257 GBST 213 WGSS 214 RUSS 213

Secondary Cross-listing
Since Vladimir Putin's rise to power, the media has highlighted events in Russia that at first glance resemble oddly sexualized jokes. At the same time that the Kremlin has reinstated authoritarian policy reminiscent of the Soviet Union, the Western press has chronicled Putin's topless vacations in Siberia, protests by the feminist collectives Pussy Riot and Femen, a 2011 ban on women's lacy underwear, federal legislation from 2013 prohibiting "homosexual" propaganda, and a 2017 court decision that outlawed a meme of Putin as a "gay clown." This course examines the Putin regime's ongoing attempts to police gender expression and private sexual behavior, as well as how Russian citizens' performance of gender and sexuality has changed in the past twenty years. We will consider gender and sexuality as distinctive features of Putinism, which have contributed to a biopolitical turn in official policy and inspired resistance and protest among Russian feminists and queers.

All readings will be in English, and all films with have English subtitles.

Requirements/Evaluation: active participation in class discussions, several response papers, two short papers (3-5 pages each), and a final project

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Those majoring in Russian and/or WGSS, as well as Global Studies concentrators.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 257 (D1) GBST 213 (D1) WGSS 214 (D2) RUSS 213 (D1)

Difference, Power, and Equity Notes: The course engages in cultural comparison, explores how power and privilege are allocated differently in post-Soviet Russia than in the West, and critically theorizes contemporary Russian culture and discourse.

Not offered current academic year

WGSS 215 (F) Ways of Knowing: Music, Movement, Memory

Cross-listings: DANC 215 THEA 202 WGSS 215 AFR 215

Secondary Cross-listing

This interdisciplinary seminar proceeds from the premise that the body knows. Ongoing colonial modernity is rooted in a racialized hierarchy: the "civilized" life of the mind vs. the "primitive" instincts of the flesh. According to this binary, the body is marked as irrational, sinful, outside of the archive. The body cannot know because the happenings of the body are ephemeral: unlike documents, they don't last. In this course, we will subject this logic to close scrutiny. As performance scholar Diana Taylor asks, "Whose memories, traditions, and claims to history disappear if performance practices lack the staying power to transmit vital knowledge?" In this course, we look to music, movement, and other repertoires as ways of knowing, remembering, and world-making. How does embodied knowledge travel across time and space? How have performance practices served as modes of what Ashinaabe cultural theorist Gerald Vizenor calls "survivance" (survival + resistance) for indigenous, nomadic, queer, and colored communities. Case studies include: the Middle Passage and the syncretic birth of the Blues in the Americas; nomadism, the nation-state, and the migration of Romani music; and the evolution of queer ball culture. Students will engage with a variety of texts (verbal, sonic, visual, kinesthetic) and respond to them critically not only through writing and discussion, but also through their own performance practices.

Requirements/Evaluation: in-class participation, creative/critical responses to texts, final paper

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Theater majors

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 215 (D1) THEA 202 (D1) WGSS 215 (D2) AFR 215 (D2)

Not offered current academic year

WGSS 217 (S) Extreme Persuasions: The Far Right in the United States and Russia (DPE) (WS)
The purpose of this course is to explore the unexpected recent confluence of the American and Russian far-right movements, among advocates for authoritarianism in both countries who have traditionally understood the 'other' superpower to be an implacable enemy. How have nationalist movements in the United States come to see the Russian Federation as a vanguard for 'whiteness' and traditional masculinity in European identity, overturning the perception of Russia as a racial Other that was prevalent among American conservatives during the Cold War? What are the affinities between the imperial and openly patriarchal aspirations of Putinism and the goals of American religious Reconstructionism, with its interpretation of the Confederacy as a God-given model for racial separatism and gender complementarianism? We will discuss repressive historical legacies and homophobia in both countries, devoting particular attention to debates about protest art and the removal of monuments, and to movements that situate themselves in opposition to neoliberal forms of ethno-nationalism.

Requirements/Evaluation: On average, there will be 100 pages of reading per week. Over the course of the semester, students will be required to view three films, which will be discussed in class. Class participation counts for 25% of the course grade; each of the first three response papers, 15%; the term paper, 25%; the in-class presentation of the term paper, 5%.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: Majors and concentrators in AMST, Russian, and Women's and Gender Studies.

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 219 (D2) RUSS 218 (D1) WGSS 217 (D2)

Writing Skills Notes: The written work is comprised of three response papers (5-7 pages each), a rough draft of the term paper (8-10 pages) that will be ungraded but extensively commented upon, and the term paper itself (10-15 pages). Each student to discuss their writing strategies prior to the deadlines for the essay assignments. For the essays, students may choose from among a range of prompts, or design a topic of their own.

Difference, Power, and Equity Notes: Students will use the assigned readings as points of departure for analyzing and responding to traditionalist configurations of gender and ethno-nationalism in the United States and the Russian Federation. Particular attention will be devoted to the proliferation of different conceptions of power and privilege in both countries, and to ways in which a parsing of them may facilitate an engagement with the arguments of far right movements while retaining the concept of social justice.

Spring 2021

SEM Section: H1  TR 11:30 am - 12:45 pm  Alexandar Mihailovic

WGSS 218 (S) Gender and Sexuality in the Neo-slave Narrative (DPE) (WS)

Cross-listings: AMST 218 ENGL 218 AFR 218 WGSS 218

Secondary Cross-listing

Hortense Spillers has noted that ex-slave Harriet Jacobs, "between the lines of her narrative, demarcates a sexuality that is neuterbound" and we live with the aftermath of her observation. "Ungendering," one of the transformations undergone by bodies subjected to the Middle Passage, is one of the keywords that forms the foundation for a conversation about slavery, blackness, gender, sexuality, and archive. Throughout this course we will wrestle with the questions: How does the designation "slave" rupture, reify, or expand our understandings of sexuality and gender? What conditions have necessitated the neo-slave narrative form? Texts include: slave narratives and neo-slave narratives in the forms of novels, visual art, and film. Course texts include: Octavia E. Butler's Kindred, Jewelle Gomez's Gilda Stories, Glenn Ligon's "Runaways", and Jordan Peele's Get Out. Critical theories of blackness, gender, and sexuality are also central texts in this course including that by Darieck Scott, Saidiya Hartman, Hortense Spillers, Matt Richardson, and others. Given that neo-slave narratives intervene in the sexual and gendered silences of slave narratives and the power relations that produced them, students who are hesitant to study sexual violence might consider taking another course.

Requirements/Evaluation: mandatory participation in discussion, four papers including one critical revision (total 20 pages), keyword glossary

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: sophomores
Expected Class Size: 19
Grading: no pass/fail option, no fifth course option
Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 218 (D2) ENGL 218 (D1) AFR 218 (D1) WGSS 218 (D2)

Writing Skills Notes: Three thesis papers at 5 pages each (each receiving critical feedback from professor); one thesis paper revision with critical feedback from professor and peers including one letter of revision explaining the student's revision process; one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course examines the work of black writers and artists engaged with the archival silences imposed by the power dynamics of racial hierarchy which constrained the birth of African American literature (the slave narrative). In particular, we examine the meaningful/willful/and censorial omissions that shape the treatment of gender and sexuality in these texts including and especially the silences around sexual abuse and sexual assault practiced by beneficiaries of white supremacy.

Not offered current academic year

WGSS 219 (F) Women and Girls in (Inter)National Politics (DPE)

Cross-listings: INTR 219 PSCI 219 AFR 217 WGSS 219 LEAD 219

Secondary Cross-listing
This tutorial focuses on the writings and autobiographies of women who have shaped national politics through social justice movements in the 20th-21st centuries. Women and girls studied include: Fannie Lou Hamer, Shirley Chisholm, Safiya Bukhari, Erica Garner, Greta Thunberg, Malala Yousafzai, Marielle Franco, Winnie Mandela.

Requirements/Evaluation: Weekly 5-page primary analytical papers and 2-page response papers.
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: Juniors and seniors, sophomores.
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
INTR 219 (D2) PSCI 219 (D2) AFR 217 (D2) WGSS 219 (D2) LEAD 219 (D2)

Difference, Power, and Equity Notes: This tutorial examines how girls and women confront capitalism, imperialism, climate devastation, patriarchy and poverty. The national and international movements that they participated in or led were based on shifting the balance of powers towards the impoverished, colonized, and imprisoned.

Fall 2020
TUT Section: RT1 TBA Joy A. James

WGSS 222 (S) Women on the Verge

Cross-listings: RLSPL 220 WGSS 222

Secondary Cross-listing
From the early twentieth century to the present day, the radical changes in the lives of Spanish women have clearly reflected the tug of war between progress and tradition in recent Spanish history. The dramatic upheavals in Spanish politics have marked and transformed the lives of women to such a great extent that one can often gauge the political and social climate of any given historical moment by considering how the role of women was defined by the law, the Catholic church, education, and other social and political institutions. Using literary and historical texts as well as films and graphic materials, this course will look at the transformations in the public and private lives of Spanish women during the following periods: the turn of the century, the Second Republic, the Spanish Civil War, the Franco years, and the transition to democracy.

Prerequisites: RLSPL 105, or RLSPL 200, or results of Williams College Placement Exam, or permission of instructor
**Enrollment Limit:** 20

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**Expected Class Size:** 18

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**Writing Skills Notes:** As the course description explains, this course centers on a critical examination of difference, power, and equity in a broad range of debates on sexuality in France, from 1800-2000. The content examines the effects of class, race, ethnicity, gender, and sexuality on social inequality; and the course employs critical tools to teach students how to articulate and interrogate the complexities of gender and sexuality, from reading and discussion, to critical analysis and writing.

**Difference, Power, and Equity Notes:** As the course description explains, this course centers on a critical examination of difference, power, and equity in a broad range of debates on sexuality in France, from 1800-2000. The content examines the effects of class, race, ethnicity, gender, and sexuality on social inequality; and the course employs critical tools to teach students how to articulate and interrogate the complexities of gender and sexuality, from reading and discussion, to critical analysis and writing.

Not offered current academic year

**WGSS 225 (F) Gender and Sexuality in Asian American Theater**

**Cross-listings:** COMP 218  THEA 225  WGSS 225

**Primary Cross-listing**

This class begins with the premise that intersectional and interdisciplinary studies of gender and sexuality need to be, and in significant ways already are, in conversation with Asian American studies and theater. How might contemporary Western discourses of masculinity and heterosexuality, for example, depend upon theatrical constructions of Eastern sexual alterity? How have Asian American artists managed and critiqued historically
This seminar will closely read dramatic literature written by Asian American artists, as well as engage scholarship in Asian American gender and sexuality studies and performance studies. We will read the work of playwrights including Ayad Akhtar, Ping Chong, Frances Ya-Chu Cowhig, Velina Hasu Houston, David Henry Hwang, Young Jean Lee, Diana Son, Lauren Yee, and Chay Yew.

**Requirements/Evaluation:** in-class participation, weekly reading responses, midterm reflection, in-class reading, short essay, final essay

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** declared WGSS majors

**Expected Class Size:** 16

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 218 (D1) THEA 225 (D1) WGSS 225 (D2)

Not offered current academic year

**WGSS 226 (S) Gender and the Dancing Body** (DPE)

**Cross-listings:** WGSS 226 THEA 226 AMST 226 DANC 226

**Secondary Cross-listing**

This course posits that the dancing body is a particularly rich site for examining the history of gender and sexuality in America and beyond. The aim of the course is to explore ideas related to gender and sexuality as prescribed by dominant cultural, social, and religious institutions, and how dance has been used to challenge those normative ideologies. We will examine a wide range of dance genres, from stage performances to popular forms to dance on television, with particular attention to the intersections of race and class with gender. This is primarily a discussion-based seminar course and will also include film screenings, discussions with guest artists, and opportunities for creative projects. No previous dance experience required.

**Class Format:** This course will be taught in a virtual format and will be remote.

**Requirements/Evaluation:** class participation, reading responses, essays, in-class writing assignments, and group presentations

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** first years and sophomores

**Expected Class Size:** 10-15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 226 (D2) THEA 226 (D1) AMST 226 (D2) DANC 226 (D1)

**Difference, Power, and Equity Notes:** In the course, students will explore the concept of gender as a social construction and how the body's historical associations to markers of gender and sexuality lead to differences in socio-political power. The assigned texts and viewings provide examples of how bodies and their movements make meaning in a network of power relationships, and how artists use dance to address social inequalities such as sexism, racism, and transmisogyny, to imagine a more just world.

Spring 2021

SEM Section: R1 TF 3:15 pm - 4:30 pm Munjulika Tarah

**WGSS 228 (F) Feminist Bioethics** (WS)

**Cross-listings:** PHIL 228 STS 228 WGSS 228

**Secondary Cross-listing**

In this course we will explore the ways in which feminist approaches to moral thinking have influenced both the methodology and the content of contemporary bioethics. The first portion of the course will address the emergence of the "Ethics of Care," critically assessing its origins in feminist
theory, its development within the context of the caring professions, and its potential as a general approach to bioethical reasoning. The second portion of the course will use feminist philosophy to inform our understanding of the ways in which gender structures the individual's interactions with the healthcare system. To do this we will explore topics that might traditionally be considered "women's issues" in healthcare, such as medicine and body image (e.g., cosmetic surgery, eating disorders), reproductive and genetic technologies, and research on women and their healthcare needs. In addition we'll also look at feminist analyses of topics that traditionally have not been regarded as "gendered," such as resource allocation and end of life issues.

Class Format: discussion

Requirements/Evaluation: active participation in class discussions; periodic short papers (2-3 pages); midterm and final paper (5-7 and 7-10 pages, respectively); and one oral presentation

Prerequisites: none, although previous coursework in WGSS is desirable

Enrollment Limit: 19

Enrollment Preferences: prospective and declared majors or concentrators in PHIL, WGSS, STS, and PHLH, especially those who need the course to satisfy major or concentration requirements

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Unit Notes: meets Contemporary Value Theory requirement only if registration is under PHIL

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 228 (D2) STS 228 (D2) WGSS 228 (D2)

Writing Skills Notes: Students will write periodic short papers (2-3 pages each), a midterm paper (5-7 pages) and a final paper (7-10 pages). Short papers focus on concepts, arguments, and writing skills needed in the midterm and final papers, in which students are expected to describe and evaluate arguments from assigned readings, and to present clear and effective arguments in support of their own ethical positions. Students receive feedback on all papers and have the opportunity to revise midterm and final papers.

Not offered current academic year

WGSS 230 (F) Gender, Sexuality, and Global HIV/AIDS

Cross-listings: AFR 230 WGSS 230

Primary Cross-listing

The global pandemic of HIV/AIDS is now entering into its fourth decade. Throughout this history sexuality, gender and race and inequality have played a central role in the spread of the virus, and its apparent entrenchment in certain communities. This class will use a gendered, interdisciplinary perspective to investigate the pandemic's social, economic and political causes, impact, and conundrums--the problems it poses for scholarship, activism, public policy, and public health. Issues discussed will include the role of transaction sex and economic structures in both susceptibility to HIV and vulnerability to its impact; stigma and its challenges for HIV prevention, testing and treatment uptake; the role of positive youth in the next stages of the pandemic; and the evolving expressions of biopower in the global AIDS response. The class will look at examples of successful policies and activism as well as the failures, corruption and complacency that have characterized the global pandemic. There will be a particular geographical focus on experiences in the U.S. and sub-Saharan Africa.

Requirements/Evaluation: two short papers and a research paper; class participation will form part of the grade

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Women's, Gender and Sexuality Studies majors, Public Health concentrators

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 230 (D2) WGSS 230 (D2)

Not offered current academic year
WGSS 231 (S)  Art, Life, and Death: Locating Women in Italian Renaissance Art (WS)

Cross-listings: ARTH 231  WGSS 231

Secondary Cross-listing

Renaissance art is the stuff of blockbuster museum exhibitions, mass tourist pilgrimage, and record auction prices. From our modern vantage point, the cultural accomplishment of the 15th and 16th centuries in Italy clearly has the ability to astound. Calling to mind the inimitable imagination of Botticelli, the scientific genius of Leonardo, or the superhuman creativity of Michelangelo brings into focus an inspiring narrative of individual accomplishment, innovation, and progress (ideals we easily understand and may well share). This is an important story we still tell of human achievement. This tutorial explores a critical question: where are the women in this narrative? Women were not typically artists, so how might we bring their roles, force, and power into focus? To do this, we will turn away from the grand historical narrative we so easily recognize and enter a more foreign world: a realm of everyday experience in which art—never created for its own sake—was powerful, and mattered to people. Art shaped realities and mediated the fundamental questions and of life and death, from power, sexuality, love, desire, and self-definition, to mortality and communion with divinity When we approach Renaissance art on its own terms, our picture expands to include women, their lives, and what they themselves wanted to see. In addition to secondary scholarship, we will pay close attention to primary sources (including images themselves), giving students ample change to forge original arguments: one of the central goals of the tutorial.

Class Format: some tutorial meetings will be conducted at local museums

Requirements/Evaluation: engaged reading and conversation; five 5-page tutorial papers (with revisions to one of these as final project); five 1- to 2-page responses to partner's tutorial papers

Prerequisites: first-year and sophomore students (this class is open to students with no experience in art history)

Enrollment Limit: 10

Enrollment Preferences: a statement of interest will be requested in the event the course is over-enrolled

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 231 (D1) WGSS 231 (D1)

Writing Skills Notes: This course's fundamental goal is to support opportunity and skills to construct compelling and original written arguments. Tutorial partners will share standards and guidelines for strong writing with instructor: common concepts and language for critique, discussion, and applause. We will consider the power of argument inextricable from the quality of writing, and thus address writing issues, strategies, and successes in a deep way, organically and consistently, in every tutorial meeting.

Not offered current academic year

WGSS 233 (F)  Chemical Intimacies (DPE)

Cross-listings: ARTH 243  ENGL 243  SCST 233  WGSS 233  STS 233

Primary Cross-listing

This is a research seminar that understands human-chemical entanglement in relationship to environment, sexuality, geography, ecology, and capacity. It doubles as a research class in which students choose a project of chemical intimacy to investigate as their own through the course of the semester. In the first half, we will together read and discuss forms of human-chemical entanglement, whether a matter of industrial pollution, pharmaceutical use, habitual intoxication, gendered self-care or enhancement, or built environment; the goal is to achieve a broad sensibility for the concept as well as a familiarity with thinking biochemically and biopolitically about living bodies, while consistently registering questions of race, gender, class, sexuality, disability, and more. In the second half, each participant will choose and research a historically and geopolitically specific scenario of chemical entanglement, while 1) considering the political, legal, cultural, and labor contexts of the case; 2) exploring relationships between "actual" and "represented" (protest slogans or visual productions in the case of environmental justice activism, for example); 3) examining other research questions germane to their site of interest and their chosen discipline of study. We will take one field trip to a local site.

Requirements/Evaluation: individual research project

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Women's, Gender and Sexuality Studies majors, Art History majors, English majors, Environmental Studies majors

Expected Class Size: 10
Grading: no pass/fail option, no fifth course option

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 243 (D2) ENGL 243 (D1) SCST 233 (D2) WGSS 233 (D2) STS 233 (D2)

Difference, Power, and Equity Notes: The course gives special attention to forms of human-chemical entanglement that are related to environmental justice (pollution), and gender, racial, sexual, indigenous, and disability politics.

Not offered current academic year

WGSS 235 (F) Innovation, Gender, and Sustainable Development (DPE)

Cross-listings: WGSS 235 STS 235 SCST 235

Primary Cross-listing

Technological innovation is vital for communities, businesses and nations seeking to adapt to a globalized, competitive world. But any innovation also has impacts on all three dimensions of sustainability: the ecological, the economic, and the social. For example, such impacts may either exacerbate or mitigate gender inequalities. This course uses a gender studies lens to study innovation in the development of sustainable practices in the present and for the future. We will look at the impact of gender stereotypes on innovation, including the co-construction of gender and technology. Since the course is taught by a visiting scholar from Sweden, a particular focus will be the EU's policy of "Gender Mainstreaming" which requires all proposed policies to be assessed for their impact on gender inequality. The course looks at technical development as necessary and valuable, while investigating power relations and taken-for-granted views embedded in the particular forms it takes. The course will rely largely on analysis of case studies, and students will be encouraged to apply the analytic tools of the course to develop US-based case studies of their own.

Class Format: combination of lecture and discussion

Requirements/Evaluation: reading journal, mid-term exam, and a final research project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Women's, Gender and Sexuality Studies majors, Environmental Studies majors, students who have taken WGSS 101

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 235 (D2) STS 235 (D2) SCST 235 (D2)

Difference, Power, and Equity Notes: The course focuses specifically on tools for analyzing the potential differential impacts of sustainable development projects along gender lines.

Not offered current academic year

WGSS 237 (S) Queer Drama (DPE)

Cross-listings: WGSS 237 THEA 240

Secondary Cross-listing

This seminar course is a deep dive into the richly dissonant dialogue between queer lives and live performance. How have queer artists shaped and reshaped the field of theatre and performance over time? How has drama, in turn, shaped the landscape of queer life? What inventions and innovations might we attribute to the evolution of "queer"? We will look to the work of artists such as Tennessee Williams, Tarell McCraney, Taylor Mac, Reza Abdoh, Sharon Bridgforth, Virginia Grise, and many others as we seek to map the messy topography of queer performance.

Class Format: three hours per week

Requirements/Evaluation: two 5-page papers, participation in text-based seminars, and a final performance

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: if the class is overenrolled, students will submit a letter of interest in the class

Expected Class Size: 14
**WGSS 239 (S) History of Sexuality**

**Cross-listings:** GBST 241 WGSS 239 REL 241 HIST 292

**Secondary Cross-listing**

Is sexuality an immutable aspect of who we are or is it socially constructed? How have people understood sex and sexuality throughout history? Why does religion have any say in the sexual lives of individuals and society? What are sexual transgressions and why are they punished? Is sex a commodity that can be exchanged for money? Is sex political? This course will explore these questions through a historical approach, focusing in particular on the shifting understanding of sex and sexuality across historical time and different geographical regions. In investigating the category of sexuality, this course will push us to consider three key questions: 1) Is sexuality a useful category for historical analysis, 2) how have our assumptions regarding sexuality and sexual ethics taken shape and changed over time and 3) how do social, cultural, political, and economic conditions affect changing meanings of sexuality. Historical studies will be read in conjunction with different theoretical frameworks about sexuality. Reading historical accounts of sexuality alongside theoretical pieces will allow us to consider how historians construct an argument and the influence of theoretical frameworks in shaping scholarship. Some of the theorists we will read in the course include: Michel Foucault, David Halperin, Afsaneh Najmabadi, Valerie Traub, and Carla Freccero.

**Requirements/Evaluation:** reading responses, two essays, and final research paper

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Religion, History, and Women's, Gender and Sexuality Studies majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 241 (D2) WGSS 239 (D2) REL 241 (D2) HIST 292 (D2)

Not offered current academic year

**WGSS 240 (S) Performing Masculinity in Global Popular Culture (DPE)**

**Cross-listings:** WGSS 240 THEA 241 SOC 240 AMST 241 LATS 241

**Primary Cross-listing**

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J-K-Pop), hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

**Requirements/Evaluation:** masculinity journal, mid-term essay exam, visual rhetorical analyses of pop culture images

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** a short statement of interest will be solicited
Expected Class Size: 14
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 240 (D2) THEA 241 (D1) SOC 240 (D2) AMST 241 (D2) LATS 241 (D2)

Difference, Power, and Equity Notes: This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

Spring 2021
SEM Section: R1  MW 6:45 pm - 8:00 pm  Gregory C. Mitchell

WGSS 241  (S)  Sex and Gender in Ancient Greece and Rome
Cross-listings:  WGSS 241  COMP 241  CLAS 241
Secondary Cross-listing
From the household to the marketplace, from sacred spaces to the political arena, sexuality and gender shaped a broad range of attitudes and actions in the ancient Mediterranean world. This course investigates a variety of discourses and practices around sexuality and gender in ancient Greece and Rome with the aim of promoting students' capacity to evaluate claims and dismantle false assumptions about the continuity of the "classical" past with contemporary norms and values. We will carefully analyze, contextualize, and compare a variety of texts, including selections from tragic and comic drama, epic and lyric poetry, handbooks, epitaphs, novels and biography in order to better understand how gender and sexuality were expressed, experienced, and regulated in Greece and Rome. Our emphasis will be on ancient texts, but selections from contemporary criticism and theory will enrich the methodological frameworks through which we approach the primary sources.

Requirements/Evaluation: five to six weekly tutorial papers, five to six responses, a midterm self-evaluation and conference with instructor, a mid-length final paper (approximately eight pages) consisting of a revision and expansion of a previously written paper
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: majors or intended majors in Classics, WGSS, and Comparative Literature
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 241 (D2) COMP 241 (D1) CLAS 241 (D1)
Not offered current academic year

WGSS 242  (S)  Women, Gender, and Sexuality in Islam  (DPE)
Cross-listings:  REL 242  WGSS 242  ARAB 242
Secondary Cross-listing
The figure of the Muslim woman is an object of intense scrutiny in Western society. Claims that Muslim women are oppressed and the incompatibility of Islam and feminism abound. This course will consider women and gender roles in the Islamic tradition and how Muslim women have interpreted and negotiated these discourses. We will explore questions of masculinity, femininity, and sexuality across various historical periods as well as through contemporary Muslim feminist scholarship and literature (including film and novels). We will begin with insights into the politics of representing Muslim women, exploring how Muslim women are depicted in popular culture and media and ask the crucial question: do Muslim women need saving? We will then explore: how Muslim women have claimed religious authority through scriptural interpretation; how they have negotiated their position in Islamic law both historically and in contemporary Muslim societies; and the lives of pious women in Sufism--the mystical tradition of Islam. We will conclude with Muslim feminist scholarship and recent works on Islamic masculinities. Throughout the course, emphasis will be placed on the diversity of interpretations in Islam around women, gender, and sexuality and on Muslim women's own articulations about their religious identity and experiences. Some of the topics covered in this course include: marriage and divorce, slavery, modesty and veiling, and homosexuality.
**Requirements/Evaluation**: weekly discussion post, midterm essay, and final paper (6-8 pages)

**Prerequisites**: none

**Enrollment Limit**: 19

**Enrollment Preferences**: Religion, Women's, Gender and Sexuality Studies and Arabic majors

**Expected Class Size**: 14

**Grading**: no pass/fail option, yes fifth course option

**Distributions**: (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 242 (D2) WGSS 242 (D2) ARAB 242 (D2)

**Difference, Power, and Equity Notes**: This course explores the relationship between gender, authority, and civilizational discourse. To that end, the course will explore: 1) how assumptions about gender shaped the legal and Quranic exegetical tradition and Muslim feminist critiques. 2) The construction of the oppressed Muslim woman in justifying military invasion and nationalistic rhetoric. This course will introduce students to critical tools in decolonial feminism and the relationship between gender and power.

Spring 2021

SEM Section: R1 TR 9:45 am - 11:00 am Saadia Yacoob

**WGSS 243 (F) Islamic Law: Past and Present**

**Cross-listings**: ARAB 243 WGSS 243 REL 243 HIST 302

**Secondary Cross-listing**

From fear of the Shari'a to its implementation in so called "Islamic countries," Islamic law is perhaps best associated with draconian punishments and the oppression of women. Islamic law is ever present in our public discourse today and yet little is known about it. This course is designed to give students a foundation in the substantive teachings of Islamic law. Islamic law stretches back over 1400 years and is grounded in the Quran, the life example of the Prophet Muhammad, and juridical discourse. Teetering between legal and ethical discourse, the Shari'a moves between what we normally consider law as well as ethics and etiquette. The course will explore four key aspects of the law: its historical development, its ethical and legal content, the law in practice, and the transformation of Islamic law through colonialism and into the contemporary. Specific areas we will cover include: ritual piety, family and personal status law, criminal law, and dietary rules.

**Requirements/Evaluation**: weekly responses, four 2- to 3-page essays

**Prerequisites**: none

**Enrollment Limit**: 19

**Enrollment Preferences**: majors

**Expected Class Size**: 10

**Grading**: yes pass/fail option, yes fifth course option

**Distributions**: (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 243 (D2) WGSS 243 (D2) REL 243 (D2) HIST 302 (D2)

Not offered current academic year

**WGSS 244 (F) Actually Existing Alternative Economies (DPE)**

Capitalism has a way of constricting our imaginations so that we come to believe the only possible form of economic institution is one based on profit seeking, competition and individualism. However movements in countries including Brazil, France, Canada and Spain--and now parts of the U.S.--are demonstrating otherwise. Theorists, practitioners and social activists are adopting labels including 'Solidarity Economy' and 'New Economy' to group together economic activities based on ideals of human provisioning, social justice and environmental sustainability. They point out that many of these activities are already taking place and are often crucial to our lives, but are rendered invisible by economic theory. In the words of Brazilian popular educator and economist Marcos Arruda, 'a solidarity economy does not arise from thinkers or ideas; it is the outcome of the concrete historical struggle of the human being to live and to develop him/herself as an individual and a collective.' Feminist geographers Julie Graham and Katherine Gibson developed practices of 'mapping' local economies with communities in Australia and Western Massachusetts in ways that bring to light the invisible
resources and practices of provisioning and solidarity, and challenge what they describe, drawing on the work of feminist theorist Sharon Marcus, as a 'script' of local helplessness to resist the 'rape' of their economies by the forces of global capitalism. Do these proposed discursive practices actually present realistic possibilities for producing sustained economic change? In this tutorial we will learn and debate about some of the activities being named and built under the label of solidarity economy, such as the networks of worker-owned cooperatives in Mondragon, Spain, the growth of local currencies and time exchanges, fair trade organizations and different ways of organizing care work. We will look at some of the history and debates around worker-owned cooperatives, ranging from Victorian England through African-American experiences throughout the 20th century and examples in post-independence Africa, to the recent establishment of Cooperation Jackson in Jackson, Mississippi. The ILO has argued that co-ops are a particularly appropriate form to African development. Is this plausible, and what role might they play in AIDS-affected communities? Why has the recent U.S. growth of the solidarity economy been so concentrated in communities of color, and how is it gendered? We will visit some examples in New York or Boston.

Requirements/Evaluation: six papers of 5-7 pages, six written responses to partner's papers, participation in tutorial discussion

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: open to sophomores and above

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: The course fulfills the DPE requirement because of its central focus on the diversity of economic institutions within and across countries and the power imbalances that call them into being and challenge some of their survival. The course considers ways the hegemonic discourse of economics tends to render that diversity invisible, and tools, both analytical and activist, for bringing it out into view. It teaches tools to evaluate economic institutions in terms of equity and solidarity.

Fall 2020

TUT Section: RT1 TBA Kiaran Honderich

WGSS 246 (S) India's Identities: Nation, Community, & Individual (DPE) (WS)

Cross-listings: ASST 246 REL 246 ANTH 246 WGSS 246

Secondary Cross-listing

This tutorial considers India's legacy as a booming Asian democracy that is built upon deep and enduring divisions. Why is India's growing population so often described in terms of multiple identities or fragmenting oppositions—including religion, gender, caste, and class? What are the historic roots and recollections of key moments of structural violence in modern Indian history that produce ongoing social conflict as well as social fluidity? We pay particular attention to key historic moments such as Partition, and key communal riots in Gujarat, Hyderabad, and Delhi as well as regions of India such as Jammu & Kashmir in order to understand the struggle for individual subjectivity and identity within a landscape of stark social hierarchies. We will cover climate emergencies, resource scarcities, and ongoing struggles for power and status across very different parts of India. Our readings include ethnographic, sociological, historical analyses as well as fiction, oral history, and popular media sources that attempt to portray India's diverse and fragmented society.

Class Format: meetings weekly, weekly writing, and discussion

Requirements/Evaluation: weekly writing assignments and tutorial attendance every week

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: majors in Anthropology and Sociology, Religion, Asian Studies, or Women's, Gender & Sexuality Studies

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 246 (D2) REL 246 (D2) ANTH 246 (D2) WGSS 246 (D2)

Writing Skills Notes: Weekly writing, writing chats, intensive feedback on writing grammar, style, argument every week.
**Difference, Power, and Equity Notes:** This course fulfills the Difference, Power, and Equity by theorizing the ways that social power and equity have been and continue to be a source of struggle and division within Indian society. It analyzes the ways that communities have used religion, gender, ethnicity, and caste to struggle for power and status within Indian society.

Not offered current academic year

**WGSS 248 (S) Carmen, 1845 to Now**  (DPE) (WS)

**Cross-listings:** MUS 278  WGSS 248

**Secondary Cross-listing**

The story of the gypsy *femme fatale* Carmen has endured for over 150 years. In Western culture and beyond, she exemplifies the seductive, exotic, independent, and dangerous woman who drives an upstanding man to a life of crime and finally murder. This course explores a broad array of treatments of this archetypal and problematic narrative, starting with Prosper Mérimée's 1845 novella on which Bizet based his famous 1875 opera *Carmen*. We will consider various staged and film versions of the opera itself, including Francesco Rosi's stunning 1984 movie, and discuss various other film transformations of the story, from DeMille's 1915 silent film through Hammerstein's 1954 all-black musical *Carmen Jones*, to the MTV version *A Hip Hopera* of 2004. Comic approaches will also be assessed, from Charlie Chaplin's *Carmen Burlesque* of 1915 through Spike Jones' 1952 *Carmen Murdered!* and *The Naked Carmen* of 1970. We will explore provocative dance interpretations ranging from Carlos Saura's 1983 flamenco version through David Bourne's choreography in his 2001 gay reading called *The Car Man*. Our journey concludes with a comparison of two post-colonial sub-Saharan African films—the Senegalese director Ramaka's *Karmen Geï* (2001) and *U-Carmen eKhayelitsha* (2005) by the South African director Dornford-May—that push critical reaction to Bizet's story and music beyond Western cultural boundaries.

**Class Format:** Remote format. After four initial 75-minute group meetings to discuss Mérimée's novella and Bizet's music, students will meet with the instructor in pairs for one hour each week. The scheduled class time is obligatory only for the first two weeks, after which weekly pair meetings will be individually scheduled.

**Requirements/Evaluation:** Each student will write a 5- to 6-page essay every other week (five in all), and provide 2-page written and oral peer reviews in alternate weeks; evaluation will be based on the quality of written work, discussions, and oral presentation.

**Prerequisites:** None; ability to read music useful but not necessary

**Enrollment Limit:** 10

**Enrollment Preferences:** Preference given to current or prospective Music and Women's Gender & Sexuality Studies majors, then seniors and juniors.

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 278 (D1) WGSS 248 (D2)

**Writing Skills Notes:** Students will write five short essays of 5-6 pages each, and receive oral and written feedback addressing structure, argumentation, and style from their tutorial partner and the instructor on every essay.

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement through a critical examination of the ways in which the Carmen story has served as a stage on which multifaceted textual and musical constructions and conflicts express the power dynamics between individual and group identities, encompassing gender and sexuality, nationality, race, ethnicity, and class.

Spring 2021

**TUT Section:** RT1    MW 11:45 am - 1:00 pm    M. Jennifer  Bloxam

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**WGSS 250 (S) Feminist Theatres: A Global Perspective**  (DPE) (WS)

**Cross-listings:** ENGL 253  WGSS 250  THEA 250

**Secondary Cross-listing**

What makes a work of theatre feminist? How do plays, social practices, and performances engage with different models of feminism: liberal, radical, materialist, intersectional, reluctant? Why has feminism mattered to theatre makers of the past? Should it still matter to us now? If so, what forms might future feminist theatres and performance practices take? In this tutorial, students will work in pairs to examine the political relation of models of feminism to plays and performances by theatre artists, companies, and collaboratives from across the globe, from the late-twentieth century to today.
Interrogating feminism's own legacies of exclusionary and biased tactics, we will focus on the racialized and class-based aspects of feminist performance practices and the history of radical and intersectional feminism in theatre. Artists, companies, and movements to be considered may include: Spiderwoman Theatre, The WOW Café, Hélène Cixous, Adrienne Kennedy, Caryl Churchill, Sphinx Theatre Company, Wendy Wasserstein, Ntozake Shange, Griselda Gambaro, Manjula Padmanabhan, Cherrie Moraga, Karen Finley, Suzan-Lori Parks, Young Jean Lee, Lisa Kron, Tori Sampson, Arethusa Speaks, Women's Project and Productions, Sarah DeLappe, and others. Close reading and analysis of source material will occur alongside engagement with critical essays and writings by: Audre Lorde, Judith Butler, bell hooks, Gloria Anzaldúa, Kimberlé Crenshaw, Eve K. Sedgwick, Gayatri Spivak, Jill Dolan, Sue-Ellen Case, José E. Muñoz, and Donna Haraway. This course will follow a standard tutorial format, with students alternating the presentation and reading of a series of 5-page papers.

**Class Format:** For Spring 2021, the format for the course is to be determined. Ideally, we will meet weekly and in-person in groups of 3 (two students and professor). Should necessary social distancing measures be in place, we will conduct our tutorial meetings remotely in either Zoom or Google Meet.

**Requirements/Evaluation:** students will meet with instructor in pairs for an hour each week; they will write a 5-page paper every other week (five in all), and comment on their partner's papers in alternate weeks; emphasis will be placed on developing skills in reading, interpretation, critical argumentation, and critical written and oral response

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Theatre majors; WGSS majors; ART majors; COMP majors. Students from all majors are welcome and invited to contact Prof. Holzapfel about their interest in the class: ash2@williams.edu

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 253 (D1) WGSS 250 (D2) THEA 250 (D1)

**Writing Skills Notes:** As a tutorial, this course will require extensive practice in writing, editing, and revising. Emphasis be directed towards building and developing a compelling argument, providing thorough evidence for one's interpretation, and fluidly integrating theory into one's argumentation.

**Difference, Power, and Equity Notes:** This tutorial examines intersections between gender, race, sexuality, class, and ethnicity in relation to theatre's ongoing engagement with feminism. We will consider how articulations of difference, power, and equity arise and are, in fact, prioritized in quite different ways within the politics of feminism itself, leading to their variable expressions through art.

Spring 2021

TUT Section: HT1   TBA   Amy S. Holzapfel

**WGSS 255 (F) “Illness” in Modern and Contemporary Chinese Literature and Culture** (DPE)
**Cross-listings:** CHIN 253  COMP 254  WGSS 255

**Secondary Cross-listing**
From early modern anxieties about China's status as the "sick man of Asia" to contemporary concerns regarding the prospect of transnational pandemics, "illnesses" and their related stories have played a critical role in making and contesting individual psychologies and Chinese modernity in the 20th and 21st centuries. Actual illnesses, from tuberculosis to AIDS to the Novel Coronavirus, constitute not only social realities that trouble political and popular minds in their own right; but further provide powerful metaphors for exploring issues of human rights, national identity, and transnational circulation. This course examines how Chinese literature in the 20th and 21st centuries writes and visualizes "illness"--a universal human experience that is nevertheless heavily bounded by culture and history. Specifically, we examine the cultural and social meaning of "illness"; the relationship between illness on the one hand, and the politics of body, gender, and class on the other; we ask how infectious disease, and mental illness are defined, represented, and understood in both male and female writers' analytical essays and fictional writings in the 20th century; we examine how metaphorical "illness" such as infectious cannibalism and fin-de-siècle "viruses," are imagined and interpreted by key culture figures ranging from the founding father of modern literature (Lu Xun), to the winner of the 2012 Nobel Prize in Literature (Mo Yan). Throughout the course, we will focus on the interplay between literature canons (fictions, essays, and dramas) and popular media and genres: blockbuster cinemas and art house films, popular novels, photographs and posters, etc.

**Class Format:** All regular course meetings will be conducted ONLINE with mostly a synchronous mode of instruction. FIRST MEETING: for those who are on campus, we will have our FIRST meeting outdoors; those who remain remote can choose either "Zoom" in or attend a separate online FIRST
Requirements/Evaluation: Evaluation will be based on 1) ACTIVE in-class discussion; 2) Pre-class quizzes based on reading and recorded lectures (Graded as Complete or Incomplete); 3) Post-class discussion in forms of paragraph writing and/or video clips (graded as Complete or Incomplete); 4) two short papers (3-5 pages); 5) the final project (including a presentation, and a paper or other form of project).

Prerequisites: None; no knowledge of Chinese language required, though students with Chinese language background are encouraged to work with Chinese sources if they wish; open to all

Enrollment Limit: 10

Enrollment Preferences: Chinese, Asian Studies, or Japanese majors; and then to first-year students

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
CHIN 253 (D1) COMP 254 (D1) WGSS 255 (D1)

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze the shaping of social stigma as well as the dynamics of unequal power by means of closely reading "illness" in 20th and 21st century China. We will exam how "illness" is sometimes gendered and politicized; how "illness", in other times, empowers individuals and bonds underrepresented minorities. Illness, as a seemingly universal human experience, tells diverse stories of (in)difference, (dis)power, and (un)equity.

Fall 2020

LEC Section: R1    TF 3:15 pm - 4:30 pm     Man  He

WGSS 256 (F)  Buddhism, Sex, & Gender: #MeToo Then and Now (DPE)

Cross-listings: ANTH 256  WGSS 256  REL 256  ASST 256

Secondary Cross-listing

This course considers the feminist voices that have been part and parcel of Buddhist practices, texts, and institutions for most of its 2500-year history. We will conduct a historical genealogy of Buddhist voices that illustrate the fluid and disruptive role of sex, gender, caste, and class in relation to individual behavior and social relations. How did the Buddha's inner revolution produce a set of practices that both reject and reinforce existing binaries and social hierarchies of sex and gender, and with what effects? We will trace a feminist voice that decries harassment, assault, and systemic sexism within Buddhist communities from the first female disciples (Theri) of the Buddha to the current #MeToo era of embattled toxic masculinity. Along the way, we explore a literary canon that contains misogyny and 'she devils' alongside a rich tapestry of female divinities, transgender fluidity, and female liberation. We pursue and intersectional analysis of Buddhist traditions and texts by considering the multiple forms of social hierarchy--gender, sexuality, race, and class--that Buddhism has attempted to transcend. We begin by considering three women in the Buddha's life--his mother (Maya), his stepmother/aunt (Gotami), and his wife (Yashodhara)--as well as the tales of the first enlightened Buddhist women whose topics include prostitution, patriarchy, sexism, and pathetic husbands, as well as their own decaying bodies and beauty. Our next theme is the myriad ways that gender is both produced and deconstructed in Buddhist discourses on enlightenment and the human body. Our final theme considers a range of monastic memoirs, including a Buddhist black nun who left Harvard to take ordination in Thailand, and a Dutchman who studied Zen Japan. We close by examining the current debates in the U.S. and Asia that seek to combat systemic racism, sexism, and casteism in Buddhist traditions.

Requirements/Evaluation: class discussion, reading responses (3-4 pages), writing chat, final research paper (12 pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology, Religion, Asian Studies, Women's, Gender and Sexuality majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ANTH 256 (D2) WGSS 256 (D2) REL 256 (D2) ASST 256 (D2)

Difference, Power, and Equity Notes: The course fulfills DPE because it seeks to theorize the role of difference (gender, sex, class, and race) and
intersectionality within Buddhist texts, practices, and institutions. It considers how Buddhist practices and institutions both deconstruct and reproduce social inequality.

Not offered current academic year

WGSS 258 (F) Black Women in African American Literature and Culture

Cross-listings: AMST 248 ENGL 248 WGSS 258

Secondary Cross-listing

This course surveys constructions of black womanhood from the nineteenth century to the present through readings of texts by and about black women. In this course, students will trace how black womanhood became central to uplift ideology and the making and sustaining of black communities in the post-Reconstruction, Harlem Renaissance, and Black Power eras. We will read works across a broad historical spectrum to identify the ways different writers wrestle with race and gender using literary tropes, such as the "tragic mulatto," in different social contexts. We will also engage a range of forms, including an essay (Patricia Hill Collins's "Mammies, Matriarchs, and Other Controlling Images"), a choreopoem (Ntozake Shange's For Colored Girls Who Have Considered Suicide when the Rainbow is Enuf), and socio-political propaganda (the "Black is Beautiful" movement). This course will end with a consideration of the way writer and producer Issa Rae engages with contemporary ideologies of black womanhood in the HBO series Insecure.

Requirements/Evaluation: active class participation, four short papers totaling about 20 pages; final project on the hashtag #blackgirlmagic

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 248 (D2) ENGL 248 (D1) WGSS 258 (D1)

Not offered current academic year

WGSS 259 (S) Adultery in the Nineteenth-Century Novel (WS)

Cross-listings: COMP 259 WGSS 259 ENGL 261

Secondary Cross-listing

In this tutorial, we will read four novels written between 1850 and 1900, all of which focus on the figure of the adulteress: Gustave Flaubert's Madame Bovary (1856), Lev Tolstoy's Anna Karenina (1873-77), Leopoldo Alas y Ureña's La Regenta (1884-85), and Theodor Fontane's Effi Briest (1894). For each week of class, students will read one of these primary texts, as well as a selection of secondary literature that will allow us to understand, over the course of the semester, how and why the adulteress played a key role in the cultural imagination of Europe during this time. All works will be read in English translation.

Class Format: This course will be taught remotely as a tutorial; students will meet with the professor in pairs, with one student from each pair writing a 5-page paper for each class session

Requirements/Evaluation: evaluation will be based on completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: students who have already taken at least one course devoted to literature at Williams

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 259 (D1) WGSS 259 (D2) ENGL 261 (D1)
Writing Skills Notes: This course requires that students write a total of five 5-page essays in the course of the semester, and the professor pays attention to developing each student's writing skills. Students will work on crafting an argumentative essay about literature, as well as on their own writing style.

Not offered current academic year

WGSS 260 (F) Power, Feminist-Style (DPE) (WS)

Cross-listings: WGSS 260  PSCI 260

Primary Cross-listing

This course examines one of the most important concepts in the analysis of sex and gender and efforts to envision sexual and gender justice, the concept of power from multiple feminist perspectives. At the core of feminism lies the critique of inequitable power relations. Some feminists claim that power itself is the root of all evil and that a feminist world is one without power. Others portray the feminist agenda as one of taking power, or of reconstructing society by exercising a specifically feminist mode of power. In this course, we will look at feminist critiques of power, how feminists have employed notions of power developed outside of the arena of feminist thought, and efforts to develop specifically feminist ideas of power. Along the way, we will ask: Are some concepts of power more useful to feminism? Can certain forms of power be considered more feminist than others? How can feminist power be realized? Thinkers we will engage include Judith Butler, Audre Lorde, Catherine MacKinnon, Hannah Arendt, and Patricia Hill Collins.

Requirements/Evaluation: eight short writing assignments (ranging from 250 words to 750 words), drafting and revision of a 10 pg final essay

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Women's, Gender, and Sexuality Studies majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2)  (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 260 (D2) PSCI 260 (D2)

Writing Skills Notes: This course aims to carefully unpack the writing process by focusing on particular elements of writing (summary, critical analysis) while also introducing students to tools they can use to improve their writing (freewriting). Short writing assignments like the proposal, outline, and abstract build on one another and culminate in a final essay that goes through the process of drafting and, after peer and teacher review, revision.

Difference, Power, and Equity Notes: This course requires students to focus on what power does and should look like from the perspective of difference, exploring the relationship between power and equity in the process. Students will reflect on and discuss the working of power in their own lives, why certain forms of power are more or less visible to particular groups, and how different ideas about power promote different interests in society at large.

Not offered current academic year

WGSS 262 (F) Indigenous Feminisms (DPE)

Cross-listings: AMST 260  WGSS 262

Secondary Cross-listing

Indigenous women, Two Spirit and trans people have always stood on the frontlines of decolonization struggles in the Americas, from treaty negotiations to self defense against settler invasion, to the Standing Rock Sioux struggle against the Dakota Access Pipeline, to creating independent databases and mutual support networks amongst the loved ones of Missing and Murdered Indigenous Women, Girls, Trans and Two Spirit people. This course maps out some of the intellectual and political interventions of Indigenous feminists in analyzing and struggling against genocide, heteropatriarchy, conquest and racial capitalism in settler states like the US and Canada. This course will focus on how Indigenous women, Two Spirit and trans people have analyzed and struggled against the imposition of colonial constructs of gender and sexuality that mark Indigenous lives and lands as sites of extraction. It will examine how carceral regimes of control produced by the intertwined histories of conquest and Transatlantic slavery have been imposed upon Indigenous lives through the child protection system and the prison industrial complex. Students will be invited to consider how Indigenous feminist practices ‘make a future’ (Brant 1981) against and beyond the settler state. This course aims to familiarize students with historical and contemporary Indigenous feminist works, as well as provide an overview of Indigenous feminist political formations, poetry, fiction, and
making practices. Pedagogically, this course will also facilitate the development and sharpening of skills in social analysis, writing and argumentation.

**Class Format:** Hybrid online/in-person

**Requirements/Evaluation:** Three one page reading responses, 30%; One two-page critical peer response 10%; One Final paper, 50%; Course participation and attendance 10%

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** American Studies majors or potential majors have first preference, WGSS majors have next priority.

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 260 (D2) WGSS 262 (D2)

**Difference, Power, and Equity Notes:** This course has as its core mission -- both in subject matter and in pedagogical approaches -- the exploration of difference, power and equity.

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**WGSS 263 (S) Transnational Activism: Practice, Problems, Ethics (DPE)**

**Cross-listings:** SOC 264  WGSS 263

**Primary Cross-listing**

The world's got problems. These problems don't respect national boundaries. This class looks at how activists have engaged across borders and with transnational institutions in order to address transnational problems like class inequality, sexism, homophobia, climate change, and more. It asks: what are the different forms that transnational activism takes and how have transnational activists have advanced their goals? Why and how have transnational activists' efforts have failed? What are the practical and ethical difficulties associated with transnational activism? What does ethical transnational activism look like, and can it also be effective? While focusing especially on the role of transnational activism in combating sex and gender-based inequities, we will also engage with activism that targets the other axes of oppression with which sex and gender-based oppressions are inextricably entwined.

**Requirements/Evaluation:** class attendance/participation; critical profile of transnational activist; essay or project proposal, final essay or project

**Prerequisites:** none

**Enrollment Limit:** none

**Enrollment Preferences:** Women's, Gender, and Sexuality Studies majors and Sociology majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 264 (D2) WGSS 263 (D2)

**Difference, Power, and Equity Notes:** This course centers activism organized around various axes of difference, enabling students to learn about how various groups are defining and pursuing equity. It requires students to explicitly engage the question of ethical intervention in political movements, stressing attentiveness to the dynamics of privilege and marginalization internal to movements.

Not offered current academic year

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**WGSS 264 (F) Bodies, Genders, and Sexualities in the Early Christian World (DPE)**

**Cross-listings:** REL 264  WGSS 264

**Secondary Cross-listing**
What does it mean to be a woman or a man? To have body? A gender? A sexuality? In this course we will explore the ways in which bodies, genders, and sexualities were experienced and described in Mediterranean antiquity. Ancient experiences of and ideas about bodies, genders, and sexualities were often very different than those of the contemporary world. Nevertheless, because Greek and Roman antiquity and Christian beginnings often function as the imagined origins of "Western" (or European and American) "civilization," these ancient ideas about bodies, genders, and sexuality, maintain an out-sized presence in current debates about the "normal" body, gender practices, and the contour of sexuality. With a focus on early Christianity, the course seeks, on the one hand, to introduce students to the early history of Christianity through an inspection of its pluriform discourses on the meaning and regulation of bodies, genders, and sexuality, even as it keeps an eye toward the modern legacy of these ideas. On the other hand, the course gives students the opportunity to be introduced to key questions and theories in Women's, Gender, and Sexuality Studies through the study of early Christianity and its environs.

Requirements/Evaluation: weekly response papers, 5- to 6-page paper, 8- to 10-page paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: majors, student seniority by class

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 264 (D2) WGSS 264 (D2)

Difference, Power, and Equity Notes: The course's focus on the production and use of difference in terms of bodies, genders, and sexualities, and how those putative differences were used to authorize the social distribution of power, qualify this course as meeting the DPE distribution requirement.

Not offered current academic year

WGSS 267 (S) Performance Studies: An Introduction (DPE)

Cross-listings: DANC 267 WGSS 267 COMP 267 THEA 267

Secondary Cross-listing

Since the 1980s, performance studies has emerged as an interdisciplinary field of inquiry, with origins in theater and anthropology, in communications and philosophy. What might theorizing "performance" as mode, analytic, and object of study have to offer scholarship in the interdisciplinary humanities? In this seminar, we will read texts formative of performance studies, paired with multimedia performance examples, where performance speaks to staged theatrics as well as the presentation of everyday life. We will ask, how are race, gender, sexuality, and nation produced as the effects of legal, political, historical, social, and cultural scripts? And--an important partner question--how do discourses and practices of race, gender, sexuality, and nation in fact produce legal, political, historical, social, and cultural effects? This seminar is an introduction to performance studies, an interdisciplinary field in conversation with theater studies, gender studies, anthropology, philosophy, literary theory, visual studies, dance studies, ethnic studies, queer theory, and postcolonial studies. Students will study and experiment with performance while reading theoretical texts to grapple with concepts including ritual, restored behavior, performativity, mimicry, liveness, the body, objecthood, archive, movement, matter, and affect.

Requirements/Evaluation: reflection papers, performance analysis, final paper or performance

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
DANC 267 (D1) WGSS 267 (D1) COMP 267 (D1) THEA 267 (D1)

Difference, Power, and Equity Notes: This course tracks performance studies' engagement with feminist, queer, post-colonial, and critical ethnic studies scholarship, equipping students with tools and concepts with which to analyze power, difference, and equity.

Not offered current academic year
WGSS 274 (F) 'As If Her Mouth Were a Weapon': Jamaica Kincaid (DPE)

Cross-listings: ENGL 254  WGSS 274

Secondary Cross-listing

This course explores the work of the internationally renowned author Jamaica Kincaid. We will wrestle with her commentary on concepts and conditions such as death; the afterlife of slavery and colonialism; family relations; love, romance, their absence and their entanglement with hatred; and illness. We will pay particular attention to character and author navigation of negative affects and the blurred boundaries between fiction and autobiography. Course texts include Annie John (1985), Lucy (1990), The Autobiography of My Mother (1996), My Brother (1997), Mr. Potter (2002), and See Now Then (2013). They will be examined through the lenses of race, gender, sexuality, class and citizenship and aided by supplemental readings. This course will explore the power that structures and determines or constrains labor and citizenship status; abortion, reproduction and mothering; memory, literacy and archival production; and more.

Class Format: meeting as a full group two to three times; meeting in tutorial pairs for most of the semester

Requirements/Evaluation: five 4- to 5-page essays and five 2-page critical responses, completed in tutorial pairs, keyword assignment, final roundtable

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 10

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 254 (D1) WGSS 274 (D1)

Difference, Power, and Equity Notes: Students will center afro-caribbean women's subject formation on the terrain of the literary imagination and develop interpretive and analytical skills to examine the affective dimensions of the racialization and gendering of power, of intimacy, and of national belonging.

Not offered current academic year

WGSS 275 (S) Women's Contemporary Cultural Production in Latin America (DPE)

Cross-listings: RLSP 274  COMP 286  WGSS 275

Secondary Cross-listing

In Latin America, women have been largely displaced as historical subjects and reduced, in many ways, to symbolic figures or icons whose trajectories have been depicted as essential to the construction of diverse social projects within the context of patriarchal nation-states. Each country has formed a specific idea of what a woman is, and can be, through its cultural production, and this constant erasure/objectification has led to a complex problematic when it comes to addressing women as cultural producers. Keeping this in mind, in this course we will explore the concept of "Woman" as a representation and women as cultural producers in contemporary Latin America. We will address intersections of race/ethnic positioning, sexual identity, and social class to explore their role in the reception and understanding of the work of these female artists. Through the analysis of varied cultural production, the syllabus will present an interdisciplinary approach to the contributions of female artists to the cultural representation of race/ethnicity, masculinity, femininity, violence, sexuality, gender identity, nationalism, citizenship, and social movements. We will explore the work of artists such as Sara Castrejón, Nahui Ollin, Citlali Fabián, Amparo Dávila, Alejandra Pizarnik, Rosario Castellanos, Reina Roffé, Ana Tijoux, Lucrecia Martel, Chavela Vargas, Graciela Iturbide, Celia Cruz, Lucía Puenzo, Cecilia Barriga, Cristina Rivera Garza, María Novaro, Cristina Peri Rossi, Maruch Sántiz Gómez, Leonora Carrington, and Maris Bustamante, among others. In addition, we will read theoretical texts on diverse subjects corresponding to each specific cultural product.

Requirements/Evaluation: essays (7-8 pages), weekly written reports, oral presentation, active and engaged class participation

Prerequisites: RLSP 105, placement exam results, permission of instructor or Department Chair

Enrollment Limit: 19

Enrollment Preferences: Spanish majors and certificate students, current and potential; LATS concentrators

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option
Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
RLSP 274 (D1) COMP 286 (D1) WGSS 275 (D1)

Difference, Power, and Equity Notes: We will address issues of racial/ethnic positioning, sexuality, gender identity, and social class in light of diverse human experiences in contemporary cultural production in Latin America.

Not offered current academic year

WGSS 283 (F) Black Queer Looks: Race, Gender and Sexuality in Contemporary African-American Film

Cross-listings: WGSS 283 AMST 283 ENGL 286 AFR 283

Primary Cross-listing

In this course we will foreground questions around visibility and memory. We will explore representations of Black queer bodies in experimental, documentary and narrative film. This course will engage foundational texts from Black Queer Studies. We will pair texts with film in order to examine the various relationships between art and scholarship. You will also be asked to think about yourself as a filmmaker. We will screen films such as Looking for Langston (Isaac Julien, 1989), The Watermelon Woman (Cheryl Dunye, 1996), U People (Olive Demetrius and Hanifah Walidah, 2009), Tongues Untied (Marlon Riggs, 1989) and Litany for Survival (Ada Gay Griffin and Michelle Parkerson, 1995). Throughout the course we will evaluate the different ways filmmakers represent Black queerness on screen. The goal is to think about the possibilities and limitations of representation and visibility. Each of you will be asked to facilitate a class discussion. You also will be required to do weekly critical response papers. In lieu of a final paper you will create a detailed proposal for a short film that "represents" some segment of Black queer living.

Requirements/Evaluation: facilitate class discussion; weekly critical response papers; in lieu of a final paper you will create a detailed proposal for a short film

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Women's, Gender and Sexuality Studies majors, then Africana Studies concentrators

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 283 (D2) AMST 283 (D2) ENGL 286 (D2) AFR 283 (D2)

Not offered current academic year

WGSS 284 (S) From the Battlefield to the Hermit's Cell: Art and Experience in Norman Europe (WS)

Cross-listings: REL 284 WGSS 284 ARTH 218

Secondary Cross-listing

This tutorial provides students with the chance to investigate in-depth three of the most astonishing works of art created during the entire Middle Ages: the Bayeux Tapestry (c.1077-1082), the Cappella Palatina (c.1130s-1166), and the Psalter of Christina of Markyate (1120s-1160s). Created within a hundred years of each other all within territories controlled by the Normans—a warrior dynasty that settled in northern France in the 10th century and then expanded north into England and south into Italy in the 11th and 12th centuries—each of these works is unprecedentedly ambitious in scale, dazzling in its material properties, and survives in its original wholeness, a rarity in the medieval world. Despite these similarities, however, each work is very different from the other two and so sheds light on very different aspects of Norman experience, across Europe. The Bayeux Tapestry, likely made by female embroiderers for a baronial hall, is a giant textile (over 70 meters long) that in gruesome and fascinating detail tells the story of the Norman invasion of England by William the Conqueror in 1066. The Cappella Palatina in Palermo, in turn, commissioned by King Roger II, is a royal chapel covered in sumptuous mosaics that reveals through its decoration and ritual the dynamic interaction of Islamic, Byzantine, and Latin Christian traditions in the multicultural Norman kingdom of Sicily in the 12th century. And the Psalter of Christina of Markyate, a large prayerbook made for the use of a female recluse in southern England, contains 40 full-page paintings and 215 decorated initials, a vast and inventive program of imagery that through its creative profundity helped reshape private devotional art and culture for centuries to come. Through their variety, then, these three objects—an embroidery, a building, and a book—give students insight into the rich array of concerns and aspirations, from the political to the spiritual and from the public to the private, that gave substance and meaning to 11th- and 12th-century European life, for women as well as men. What is more, these three remarkable works of art have been the focus of much interesting scholarship in recent years, so an exploration of some of that literature
provides a compelling introduction to the discipline of art history itself, past and present.

**Requirements/Evaluation:** Participation in discussion; five 5-7-page tutorial papers; five 1-2-page response papers.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** First years and sophomores, but open to all.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 284 (D2) WGSS 284 (D2) ARTH 218 (D1)

**Writing Skills Notes:** In this tutorial, students will develop skills of critical reading and focus on how to craft clear and persuasive arguments of their own. To help them achieve these goals, they will receive timely comments on their written work, especially the five 5-7-page papers they will submit, with suggestions for improvement.

Spring 2021

TUT Section: RT1 TBA Peter D. Low

**WGSS 300 (F) Advanced Ballet--Technique, Repertoire, & Revolution: Women at the Barre, on Stage, at the Helm**

**Cross-listings:** DANC 300 WGSS 300

**Secondary Cross-listing**

To loosely paraphrase the feminist Emma Goldman, "If I can't dance, I don't want to be part of your revolution." Designed for intermediate/advanced ballet dancers, in this course students will explore different topics in past and current ballet history through the lens of famous ballets, dancers, choreographers, etc. In Fall 2019, we will focus on some of the notable female figures in the world of ballet: while ballet is often perceived as a primarily "female" art form-and indeed, there are many more females vying for positions in ballet companies than males-historically, women have held far fewer leadership positions than men, and have had fewer choreographic opportunities. In addition to technique classes, variations and/or ensemble sections from selected ballets will be taught and coached to students. This is primarily a studio course, although readings relevant to our coursework will be assigned. These assignments will offer historical context, as well as provide rigorous looks at some of the ways in which ballet hasn't always lived up to its potential as a dance form for all people regardless of class, race, and gender. We'll consider basic information-the plotlines of the ballets-as well as more subtle ideas-famous dancers' takes on these roles, the socio-political aspects of the works themselves and the times they were created in. Viewings will also be assigned to allow students to fully explore and grasp the ballets and to provide additional contextualization. Students will submit (informal) written responses to the assignments. The class may go on one or two field trips to attend performances and will write response papers when applicable. This course MAY BE REPEATED for general academic credit (but not for additional WGGS major credit). ANY student with adequate prior training is welcome to this class! Material will be introduced at an intermediate/advanced level, and individuals will be assessed on their own personal progress.

**Requirements/Evaluation:** quality of participation and progress (throughout the semester) in classes, rehearsals, presentations, and assignment responses

**Prerequisites:** a minimum of three years prior training in ballet, and a demonstrated ability to safely keep up with this level of instruction; permission of instructor required

**Enrollment Limit:** 20

**Enrollment Preferences:** students with demonstrated ability and desire to continue rigorous study

**Expected Class Size:** 5

**Grading:** yes pass/fail option, yes fifth course option

**Materials/Lab Fee:** ballet class attire: leotard, tights/leggings, ballet slippers; and for those on pointe, pointe shoes

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 300 (D1) WGSS 300 (D1)

Not offered current academic year
WGSS 301 (S) Sexual Economies  (DPE)

Cross-listings: ANTH 301  WGSS 301  AMST 334

Primary Cross-listing

This course examines various forms of sexual labor around the world in order to better understand how gendered and sexual performances are used in a variety of cultures and contexts for material benefit. Our topics include "traditional" forms of sex work such as street prostitution, pornography, and escorting as well as other forms of sexualized performances for benefit such as stripping or camming. We also discuss current issues and debates about discourses of "sex trafficking." Course readings come from a range of fields, but focus most heavily on anthropology, sociology, American studies, and gender studies. The readings for this class will frequently foreground the lived experiences of sex workers from a variety of nations, races, classes, religions, and backgrounds in order to explore the broader social implications of our subject matter. The format is largely discussion-based, with short lectures supplementing the reading with summaries of current scholarly and activist debates. We have a variety of guest speakers to share their diverse lived experiences related to this topic.

Requirements/Evaluation: midterm essay exam, short quizzes, participation, Marco Polo video chat posts

Prerequisites: none, though WGSS 101 and/or 202 may be helpful, but not required

Enrollment Limit: 14

Enrollment Preferences: based on statement of interest

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 301 (D2) WGSS 301 (D2) AMST 334 (D2)

Difference, Power, and Equity Notes: We pay particular attention to the intersecting questions of race, sexuality, gender, and class as we explore the political economy of commercial sex. The course teaches students to examine the underlying political and economic structures that create systems of privilege and power, thereby complicating questions and assumptions about sexual consent, coercion, agency, and empowerment with particular attention to race and gender in comparative transnational contexts.

Spring 2021

SEM Section: R1  MW 8:30 pm - 9:45 pm  Gregory C. Mitchell

WGSS 302  (F) Social Construction  (DPE)

Cross-listings: COMP 315  WGSS 302  REL 301  SOC 301  STS 301  SCST 301

Secondary Cross-listing

"Social construction" can often seem like the great collegial insight. By now, you've all heard that categories such as race, gender, and sexuality are in some sense not part of nature, but instead are created and maintained socially or culturally. The idea of social construction has been vital to critical race theory and queer theory, and, in this course, we will push ourselves into philosophy of science to see whether or not these same insights apply to everything. If we know that "Whiteness," "heterosexuality," and "masculinity," for instance, are all socially constructed, we will ask if the same is true of "electrons," "money," "the solar system," and "climate change." Can it be that all of our reality is socially constructed? Or does social construction have limits? If so, what are they? We will also ask more fundamental questions, such as: What does it mean to say something is socially constructed? How does social construction relate to claims that an aspect of the world is "real" or "not real?" Is social construction a theory about language, power, culture, societies, human perceptions, or the limits of science? What kind of political, ethical, ontological, or epistemological work do theories of social construction do? We will begin with different accounts of the social construction of race, gender, and sexuality. In the second part of the course, we will dig deeper into philosophical debates about social construction as such. Then we will explore constructionism about natural science. In the last part of the course, we will change gears and explore look at cutting-edge work in the theory of social science aimed at explaining the construction and ontology of social worlds. The class will culminate in a project in which students will put their social construction theories into practice.

Requirements/Evaluation: regular attendance and participation, short weekly reflection papers, a 10-page research paper, and final project

Prerequisites: none

Enrollment Limit: 15
Enrollment Preferences: Religion majors, then majors from cross-listed departments

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
COMP 315 (D2) WGSS 302 (D2) REL 301 (D2) SOC 301 (D2) STS 301 (D2) SCST 301 (D2)

Difference, Power, and Equity Notes: Central to REL 301 will be an analysis of the social construction of race, gender, and sexuality. It will show how power and difference are tied up in their construction and maintenance of these categories. Students will be taught how to critically analyze race, gender, and sexuality as well as social construction as such. Students will also learn sophisticated tools for studying systems of social power and difference.

Not offered current academic year

WGSS 303 (F) Humans and Bodies: Theories of Embodiment

Cross-listings: WGSS 303 REL 313

Secondary Cross-listing

What is the body? Does the body precede culture, or is the body a product of society? How does the self relate to the body? How are sexual, racial, and gendered identities formed in and through the body? And how does the self sense its "own" body, or how does the body sense and make the self? In this course, we'll query and theorize embodiment through examining classical approaches (e.g., Freud, Lacan, Merleau-Ponty) as well as more recent queer (e.g., Butler), trans (e.g., Salamon), and posthuman (Haraway) theories of embodiment.

Class Format: Remote synchronous learning

Requirements/Evaluation: Students will be required to take notes on course readings, write 1-2 page weekly response papers, and submit a final paper at the end of the course.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Religion majors, WGSS Majors

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 303 (D2) REL 313 (D2)

Fall 2020

SEM Section: R1 MW 6:45 pm - 8:00 pm Phillip J. Webster

WGSS 304 (S) Rebels and Conformists: Postwar Germany from The 'Economic Miracle' to the Fall of the Wall

Cross-listings: GERM 304 WGSS 304

Secondary Cross-listing

In postwar West Germany, a thorough examination of the Nazi past took a backseat to economic recovery and repairing the country's international standing, whereas to some extent the reverse was true for the East. An authoritarian democracy, an emphasis on consumerism and the qualitatively different experiences of younger generations led them to question whether the Federal Republic was a restoration or a new beginning? In the East, the cold war led to an increasingly Stalinist interpretation of communist principles, while communist ideals were upheld as an antidote to Nazism and the new materialism. This tutorial will cover a wide range of social protest as reflected in literature and film of the two Germanies: critical responses to the Holocaust in the two countries, the 1968 student revolution, anti-capitalist terrorism by the Baader-Meinhof gang, the feminist and gay rights movements, reformers and repression under Ulbricht and Honecker in the GDR, minority rights and environmental activists. Authors will include: Peter Weiss, Die Ermittlung, Heinrich Böll, Und sagte kein einziges Wort, Gisela Elsner, Riesenzwerge, Emine Sevgi Özdamar, Das Leben ist eine Karawanserei, Volker Braun, Unvollendete Geschichte, Alice Schwarz, Der kleine Unterschied und seine großen Folgen, Christian Kracht, Faserland, Thomas Brussig, Wasserfarben. Films may include: Gerhard Klein, "Berlin-Ecke Schönhauser," Ulrich Plenzdorf, "Die Legende von Paul und Paula,"

Class Format: remote

Requirements/Evaluation: alternating 4-page tutorial papers in German, and 2-page critiques

Prerequisites: GERM 202 or permission of the instructor

Enrollment Limit: 12

Enrollment Preferences: German majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: $80 books

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
GERM 304 (D1) WGSS 304 (D2)

Spring 2021
TUT Section: RT1    TBA     Helga Druxes

WGSS 305  The Gay Menagerie: Gay Male Subcultures  (DPE)

Bears. Cubs. Otters. Pups. Twinks. Radical Fairies. Leathermen. Mollies. Drag queens. Dandies. Sisters of Perpetual Indulgence. Gay men, including gay trans men, have organized themselves into various subcultures within their community for centuries. This seminar is devoted to exploring these subcultures in (a mostly US-context) in greater detail using ethnographic texts, anthropological studies, historical accounts (including oral histories), and media. Topics include cruising and flagging, the anthropological significance of gay bars, histories of bath house culture, rural vs urban queer experiences, the ball scene, drag, diva worship, the reclamation of "fabulousness and faggotry," the leadership roles of trans women and effeminate gay men in activist movements, gay gentrification, the growth of gay consumerism/ gay tourism/homonationalism, hierarchies of masculinity in the gay community (i.e., masc for masc culture), HIV/AIDS and the politics of PrEP, chemsex, the role of racialized dating "preferences," genealogies of BDSM and leather culture, sexual health and discourses of "risk," the politics of barebacking and other sexual practices, queering consent, and the effects of hookup apps on gay culture. In addition to lectures, and discussions, there will also be some low-key performance-studies based exercises in queer praxis (e.g., drag workshops, mock debates, animal improvisation, role playing, etc.)

Class Format: There will be some minor performance elements such as workshops during class.

Requirements/Evaluation: Quizzes, journaling assignment, short diva report, 10 page research paper on a gay subcultural group

Prerequisites: None; WGSS 202 (Foundations in Sexuality Studies) will be helpful but is not required

Enrollment Limit: 12

Enrollment Preferences: WGSS majors; in the event of over-enrollment there statements of interest will be solicited

Expected Class Size: 12

Grading:

Distributions: (D2)  (DPE)

Difference, Power, and Equity Notes: This course examines the how marginalized communities respond to their oppression through creative forms. It takes as central to its curriculum the role of sexual diversity and the relationship of the gay community to power through the central idiom of "difference."

Not offered current academic year

WGSS 308  (F)  Thinking Diaspora: The Black Atlantic and Beyond
Cross-listings: WGSS 308  COMP 300  AMST 308  ENGL 309

Secondary Cross-listing

Water imagery has been central to black diasporic culture since its beginnings in the Middle Passage---suggesting imprisonment, isolation, escape, ancestral communion, and death, for example. This course wrestles with the significance of water in diasporic literature--how it endures, how it has
diminished, how it slips away from us. Black diaspora theory was revolutionized by Paul Gilroy's *The Black Atlantic*, which urged us to consider more deeply the role of the ship, the routes, and the roots entailed in the formation of diasporic consciousness. This course aims to expand students' theoretical skills as we discuss cornerstone and cutting edge texts of diaspora theory, with an emphasis on theories that work with the relationship to water, such as those by Jacqueline Nassy Brown, Omise'ke Tinsley, and Vanessa Agard-Jones. Primary texts will include *The Big Sea* by Langston Hughes, *Sugar and Slate* by Charlotte Williams, Barry Jenkins' *Moonlight*, and more.

**Requirements/Evaluation:** weekly reading responses, presentations, one 10-page paper, engaged feedback process, and thoughtful class participation

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 25

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 308 (D2) COMP 300 (D1) AMST 308 (D2) ENGL 309 (D1)

Not offered current academic year

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**WGSS 309 (S) Feminist Disability Studies: Bodyminds in Place and Space** (DPE)

**Cross-listings:** WGSS 309 AMST 303

**Primary Cross-listing**

In this course we will engage anti-racist feminist theory, disability (or ‘crip’) theory, and human geography to think critically about disability. We will draw on critical geographies of disability to understand the built environment and institutional design; geographic scales of the body and the bodymind; spaces of the home and institutions; and im/mobility and spatial access. We will also consider how disability is shaped by (and shapes) practices of care and mutual aid; experiences of embodiment and impairment; and structures of vulnerability and agency. The course will trace, historically, how ableism has been produced through slavery, colonization, surveillance, and incarceration as well as through movements like eugenics and white liberal feminism. The course will also analyze disability's construction through medicalized notions of wellness, illness, pathology, and cure. Throughout the course, we will consider disability as intersecting with gender, race and ethnicity, queerness, trans*ness, fatness, class, nationality, and citizenship. Most centrally, we will ask: What is the spatiality of dis/ability, and how can space be occupied and reappropriated for radically inclusive uses? How can we understand both normality and deviance as socially constructed concepts that nonetheless have real, and uneven, implications for people's lives?

**Class Format:** This class will be taught online only.

**Requirements/Evaluation:** Student participation; two short (2-pg) reflection papers; two longer (4-5-pg) papers; and a final (12-15 pg) research paper

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** WGSS and AMST majors; permission of instructor

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 309 (D2) AMST 303 (D2)

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement because it examines the political, social, and ideological constructions and theorizations of difference, power, and equity. The course explores the ways in which disability is mutually constructed with other axes of identity and difference, and how different groups of people have defined (and redefined) disability to meet various political aims.

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Spring 2021

SEM Section: R1 MW 10:00 am - 11:15 am Emily Mitchell-Eaton
WGSS 310  (F) Womanist/Black Feminist Thought

Cross-listings:  WGSS 310  AFR 310  AMST 309  REL 310

Secondary Cross-listing

This course explores the genealogy and development of black feminist and womanist thought. We will investigate the expansion of womanist thought from a theologically dominated discourse to a broader category of critical reflection associated more commonly with black feminism, analyze the relationship between womanism and black feminism, and review the historical interventions of black feminism. As critical reflections upon western norms of patriarchy, heterosexism, and racism, womanism and black feminism begin with the assumption that the experiences of women of color--particularly black women--are significant standpoints in modern western society. Through the examination of interdisciplinary and methodological diversity within these fields, students will be introduced to key figures including Alice Walker, Zora Neale Hurston, and Katie Cannon, and will engage materials that draw from multiple fields, including, but not limited to, literature, history, anthropology, and religious studies.

Class Format: discussion

Requirements/Evaluation:  class participation, three short response papers, and the completion of an original research paper or project

Prerequisites:  none

Enrollment Limit:  25

Enrollment Preferences:  Africana Studies concentrators, Women's, Gender and Sexuality Studies majors, Religion majors

Expected Class Size:  20

Grading:  yes pass/fail option,  yes fifth course option

Distributions:  (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 310 (D2) AFR 310 (D2) AMST 309 (D2) REL 310 (D2)

Not offered current academic year

WGSS 311  (S) Theorizing Shakespeare

Cross-listings:  COMP 310  WGSS 311  THEA 311  ENGL 311

Secondary Cross-listing

For complex reasons, Shakespeare has always revealed as much about those who speculate on him as the speculators have revealed about him. In this course, we will engage a few plays in considerable depth: The Merchant of Venice, Hamlet and Antony and Cleopatra. But we will also use these works as a means to engage some of the most compelling trends in recent critical thought, including cultural theory and post-Marxist analysis, political theology, deconstruction and rhetorical theory, psychoanalytic thought and theories of gender and sexuality. In some instances, we will look at applied criticism, in others we will simply place a theoretical work alongside a play and see what they have to say to each other, for instance, what would a Shakespearean reading of Jacques Lacan look like?

Requirements/Evaluation:  20 pages of writing in the form of two short and one longer paper

Prerequisites:  a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit:  25

Enrollment Preferences:  English majors

Expected Class Size:  19

Grading:  yes pass/fail option,  yes fifth course option

Distributions:  (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 310 (D1) WGSS 311 (D2) THEA 311 (D1) ENGL 311 (D1)

Not offered current academic year

WGSS 312  (S) An American Family and "Reality" Television  (WS)

Cross-listings:  ARTH 310  WGSS 312  AMST 333

Secondary Cross-listing

An American Family was a popular documentary series that featured the Loud family from Santa Barbara, California, whose everyday lives were
broadcast on national television. The series generated an enormous amount of media attention, commentary, and controversy when it premiered on PBS in 1973. Today, it is regarded as the origin of so-called "Reality TV." In addition to challenging standard rules for television programming, the show challenged social conventions and asked viewers to think seriously about family relations, sexuality, domesticity, and the "American dream." Documenting the family's life over the course of eight months, the series chronicled the dissolution of the Louds' marriage and broadcast the "coming out" of eldest son Lance Loud, the first star of reality television. In this class, we will view the An American Family series in its entirety, research the program's historical reception, and analyze its influence on broadcast and film media, particularly on "reality" television. A final 14- to 18-page research paper will be prepared in stages, including a 6- to 8-page midterm essay that will be revised and expanded over the course of the semester.

Class Format: Remote seminar. The course will feature synchronous online class meetings.

Requirements/Evaluation: class presentations, research assignments and annotated bibliographies, and final 14- to 18-page research paper. Student presentations will be recorded offline and posted to GLOW.

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: junior Art majors, followed by senior majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 310 (D1) WGSS 312 (D2) AMST 333 (D2)

Writing Skills Notes: There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Spring 2021

SEM Section: R1 MW 6:45 pm - 8:00 pm  C. Ondine Chavoya

WGSS 313 (S) Gender, Race, and the Power of Personal Aesthetics

Cross-listings: WGSS 313 AFR 326 AMST 313 LATS 313

Secondary Cross-listing

This course focuses on the politics of personal style among women of color in an era of viral video clips, the 24-hour news cycle, and e-commerce sites dedicated to the dermatological concerns of "minority" females. With a comparative, transnational emphasis on the ways in which gender, sexuality, ethno-racial identity, and class inform standards of beauty, we will examine a variety of materials including commercial websites, histories, personal narratives, ethnographies, sociological case studies, and feminist theory. Departing from the assumption that personal aesthetics are intimately tied to issues of power and privilege, we will engage the following questions: What are the everyday functions of personal style among women of color? Is it feasible to assert that an easily identifiable "African American," "Latina/x," "Arab American" or "Asian American" female aesthetic exists? What role do transnational media play in the development and circulation of popular aesthetic forms? How might the belief in personal style as activist strategy challenge traditional understandings of feminist political activity?

Class Format: This remotely taught, synchronous course follows a discussion format.

Requirements/Evaluation: participation, one student-led discussion period, two written essays of 5-7 pages, final oral exam.

Prerequisites: LATS 105, AMST 201, AFR 200, WGSS 101 or permission of instructor; first year students are not permitted to take this course.

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators, American Studies majors, Africana Studies majors, and Women's, Gender and Sexuality Studies majors by seniority. If the class is overenrolled students may be asked to submit a brief writing sample.

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 313 (D2) AFR 326 (D2) AMST 313 (D2) LATS 313 (D2)
WGSS 314 (F) The Social Ecology of Racial and Gender Inequity (DPE)

Cross-listings: SOC 314 WGSS 314

Primary Cross-listing

Why the political furor over monuments? What would a feminist city look like? Does racial justice require integration? This course trains your focus on space and place, asking you to take a socioecological perspective on race, gender, and other axes of privilege and marginalization. In it, we examine how ideas about race, gender and more shape space as well as how the design of space reinforces social constructs and power relations. After examining specific regions (the city, the suburb, the country) and their relation to one another, we examine specific sites (public transport, public toilets, libraries, houses). The course enables students to better understand the tenacity of inequity by drawing attention to its spatial dimension while at the same time introducing students to -- and providing students tools to engage in -- spatial interventions designed to disrupt vicious social-spatial cycles.

Requirements/Evaluation: attendance, class facilitation, problem identification report, two presentations, reflection

Prerequisites: WGSS/SOC Majors

Enrollment Limit: none

Enrollment Preferences: Women's, Gender, and Sexuality Studies majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 314 (D2) WGSS 314 (D2)

Difference, Power, and Equity Notes: This course introduces students to a socioecological approach, giving them a lens which can help them understand how important axes of difference—race and gender—are socially constructed as well as the stubborn persistence of racial and gender power differentials. Students in this course will be required to apply this lens to their own experience, as well as to discuss difficult questions about different obstacles and potential paths to greater equity in social relations.

Not offered current academic year

WGSS 315 (S) Paris on Fire: Incendiary Voices from the City of Light (1830-2015)

Cross-listings: WGSS 315 RLFR 316

Secondary Cross-listing

During the 1830s, Balzac described Paris as a "surprising assemblage of movements, machines, and ideas, a city of one hundred thousand novels, the head of the world," but also characterized the French capital as a "land of contrasts," a "monstrous wonder," a "moral sewer." Similarly, writers from Hugo to Zola have simultaneously celebrated Parisian elegance and condemned the appalling misery of Paris's urban poor. Since 1889, Paris has been fêted as the "City of Light" for its Enlightenment legacy, its Eiffel Tower modernity, and its luminous urban energy, captured in countless paintings, photographs, and film. However, Paris is also the historical site of revolution, resistance, and riots. From revolutionary revolt (1830, 1848, 1871), to wartime resistance (1870, 1914-18, 1940-44), to reformist and race riots (1968 and 2005), Paris has repetitively sparked with incendiary passion and political protest. As fires raged during the riots in 2005, many heard the echo of Hitler's ominous 1944 question, "Is Paris burning?" and asked: why was Paris burning again at the dawn of the twenty-first century? And following the recent terrorist attacks in Paris in 2015, many wonder what lies ahead for the City of Light. To answer these questions, we will examine the social, political, and literary landscape of Paris during the nineteenth and twentieth centuries, from urbanization and modernization, to occupation and liberation, to immigration and globalization. Readings to include poetry, short stories, and novels by Hugo, Balzac, Baudelaire, Maupassant, Verne, Zola, Apollinaire, Colette, Duras, Perec, Rochefort, and Charef. Films to include works by Clair, Truffaut, Godard, Minnelli, Clément, Lelouch, Luhrmann, Kassovitz, Besson, and Jeunet. Conducted in French.

Requirements/Evaluation: active class participation, midterm exam, and two to three papers

Prerequisites: strong performance in RLFR 106 or 107; a RLFR 200-level course; another RLFR 300-level course; or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and certificate students; Women's, Gender, and Sexuality Studies majors; and those with compelling
justification for admission

Expected Class Size: 20
Grading: yes pass/fail option, no fifth course option
Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 315 (D1) RLFR 316 (D1)

Not offered current academic year

WGSS 316 (F) Feeling Queer and Asian
Cross-listings: ASST 316 COMP 313 WGSS 316

Primary Cross-listing
This advanced undergraduate seminar focuses on concepts, queries, and methodologies at the intersections of Asian Americanist critique, queer theory, and affect theory. How might we come to understand Asian gender, sexuality, and racialization less through a language of being or meaning, as through feeling? How do Asian/American discourses rely upon languages of gender and sexuality, and how might queerness depend upon Asianness? How might these theories identify, complicate, and call forth more expansive or alternative practices of belonging? The class will read theories including national abjection, racial melancholia, disaffection, queer diaspora, and homonationalism, as well as engage Asian American literatures.

Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: WGSS majors
Expected Class Size: 12
Grading: yes pass/fail option, no fifth course option
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
ASST 316 (D2) COMP 313 (D2) WGSS 316 (D2)

Not offered current academic year

WGSS 317 (F) The New Woman in Weimar Culture (WS)
Cross-listings: GERM 317 WGSS 317
Secondary Cross-listing
This course explores the figure of the New Woman, a professional, political, independent, and modern woman, that rises in Germany right at the end of World War I and thrives during the Weimar Republic. Acclaimed as the epitome of Weimar Modernity, the New Woman is nevertheless greeted with great ambivalence: whether a liberated and emancipated woman for some, or a dangerous and promiscuous woman loathed by others, she is perceived as threatening to the patriarchal order. A closer look at artworks by Otto Dix, Christian Schad, and Hannah Höch, films by Fritz Lang and Georg Wilhelm Pabst, poems by Gottfried Benn, Else Lasker-Schüler, and Kurt Tucholsky, novels by Erich Kästner, Vicky Baum, and Irmgard Keun, as well as plays by Frank Wedekind and Bertolt Brecht, will provide a more precise picture of the New Woman's various incarnations, ranging from actresses (Marlene Dietrich), singers (Margo Lion and Claire Waldorf), and dancers (Anita Berber) to prostitutes, and suggest that the New Woman serves as the vessel of male anxieties and represents the contradictions of modernity. Taught in German.

Class Format: taught seminar style in German for the German students and as a tutorial in English for non German speaking students
Requirements/Evaluation: papers and oral presentations
Prerequisites: for students taking it in German: GERM 201 or the equivalent; for students taking the course in English: one college-level literature course
Enrollment Limit: 19
Expected Class Size: 8
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
GERM 317 (D1) WGSS 317 (D2)

Writing Skills Notes: Students will submit multiple drafts of their papers. Focus is on argument and thesis statement, introduction and conclusion as well as literary analysis and interpretation of primary and secondary literature. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Not offered current academic year

WGSS 318  (S) Black Masculinities  (DPE)

Cross-listings: AMST 350 ENGL 375 AFR 331 WGSS 318

Primary Cross-listing
In this seminar, we will study the evolution of Black masculinities through cultural, social, and political movements from 20th century to the present. This course engages Black feminist thought, Black masculinities studies, queer theory and performance studies. We will examine the relationship and constitutive nature of masculinity and femininity. By examining representations and presentations of Black masculinities, we will pursue questions such as: How is blackness always already gendered? How is gender always already racialized? What are the effects of these gendering and racializing practices on Black bodies, spaces, and places? How has dominant society attempted to define Black masculinity? In what ways have Black people undermined these narratives and redefined themselves? How do racial stereotypes about Black men’s sexuality inform representations of Black masculinities? What is the future of Black Gender? We will trouble the relationship between manhood and masculinity by examining the ways in which masculinity can move across various kinds of bodies. In addition to reading critical and creative texts, we will view films and engage other kinds of media. Students will be responsible for 2 short papers and a final project.

Requirements/Evaluation: students will be responsible for 2 short papers and a final project
Prerequisites: none
Enrollment Limit: 19

Enrollment Preferences: WGSS Majors will get preference, then Juniors and Seniors
Expected Class Size: 14
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 350 (D2) ENGL 375 (D1) AFR 331 (D2) WGSS 318 (D2)

Difference, Power, and Equity Notes: This course engages content and materials that explore various forms of difference, power, and equity, along with facilitating the development of skills that will help students address the implications of said forms. This course considers current examples and historical examples of Black masculinity. This course fosters difficult conversations about how difference works and has worked, how identities and power relationships have been grounded in lived experience.

Not offered current academic year

WGSS 319  (F) Gender and the Family in Chinese History  (DPE)

Cross-listings: WGSS 319 ASST 319 HIST 319

Secondary Cross-listing
Although sometimes claimed as part of a set of immutable "Asian values," the Chinese family has not remained fixed or stable over time. In this course, we will use the framework of "family" to gain insight into gender, generation, and sexuality in different historical periods. Beginning in the late imperial period (16th-18th Centuries), we will examine the religious, marital, sexual, and child-rearing practices associated with traditional ideals of family. We will also examine the wide variety of "heterodox" practices that existed alongside these ideals, debates over and critiques of gender, family, and sexuality in the twentieth century and in China today.

Class Format: Remote in Fall 2020. Emphasis will be on synchronous discussions and small group work via Zoom (or similar).

Requirements/Evaluation: active participation in discussions and group work, short skills-based writing assignments (2-4 pgs) and short essays (5-7 pgs) leading toward a final paper.
Prerequisites: none; open to first year-students with instructors permission
Enrollment Limit: 15
Enrollment Preferences:  History, Asian Studies, and WGSS majors

Expected Class Size:  10

Grading:  yes pass/fail option,  yes fifth course option

Distributions:  (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 319 (D2)  ASST 319 (D2)  HIST 319 (D2)

Difference, Power, and Equity Notes:  This course focuses on historical regimes of gender and sexuality in China and their transformations over time. Students will be asked to consider these regimes both on their own terms and in comparative perspective.

Fall 2020

SEM Section:  R1  TF 1:30 pm - 2:45 pm  Anne Reinhardt

WGSS 321  (F)  Feminist and Queer Performance at the Limit of Action  (DPE)

Cross-listings:  AMST 326  THEA 322  WGSS 321  AFR 328

Primary Cross-listing

What counts as feminist and queer activism? This course challenges what we dominantly understand as activism---key to the emergence of ethnic studies and feminist and queer theory. Moving away from political actions centered in these fields, such as strikes, protests, and boycotts, this course will turn to visual and performance art works by artists of color, who consider other forms of action that are not overtly visible, resistant, oppositional, agentive, militant, loud, liberatory, and documentable. Each week, we will examine a performance at the limit of action, including silence, sexual abjection, concealment, melancholia, and waiting, alongside issues related to race, gender, sexuality, labor, and migration among others. How might we approach and reconcile with performances that once again reify notions of racialized and gendered bodies as apolitical, passive, submissive, and compliant? Drawing on scholarship within black and women of color feminist criticism, queer of color critique, critical ethnic studies, and performance studies, this course will attune students to the role of aesthetics to interrogate and expand what we typically conceive of as activism, resistance, power, and survival from racialized, feminized, and queer positions.

Requirements/Evaluation:  In-class discussion, short weekly reading posts, class presentation, final paper/project

Prerequisites:  None

Enrollment Limit:  12

Enrollment Preferences:  WGSS majors and students with experience in American Studies or performance studies coursework

Expected Class Size:  12

Grading:  yes pass/fail option,  no fifth course option

Distributions:  (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 326 (D2)  THEA 322 (D1)  WGSS 321 (D2)  AFR 328 (D2)

Difference, Power, and Equity Notes:  This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of activism is valued over other forms.

Fall 2020

SEM Section:  R1  MR 1:30 pm - 2:45 pm  Kelly I Chung

WGSS 322  (F)  Introduction to Critical Theory  (DPE) (WS)

Cross-listings:  PHIL 321  WGSS 322

Secondary Cross-listing

"Dare to know! Have courage to use your own reason-that is the motto of Enlightenment." Thus the 18th century German philosopher Immanuel Kant exhorts his contemporaries to muster the courage to cultivate their capacity for reason. Modern faith in the prospects of universal human dignity, rational autonomy, the rights of man, individual liberty, democracy, open scientific inquiry and social and political progress depend upon it. Yet from its
inception and continuing into the 19th and 20th centuries we find the promise of Enlightenment challenged by colonialist expansion, the rise of nationalism and the persistence of racism, sexism, genocide, terrorism, and religious extremism as well as the emergence of wars of mass destruction, environmental degradation, and the potential for manipulation of populations by consumerist mass media. Can the promise of Enlightenment be redeemed? Should it be? Among the possible topics addressed will be: criticizing capitalism, alienation and objectification, progress and freedom, the entanglements of power and reason, radical liberalism, the future of democracy as well as post-structuralist, post-colonial, feminist and anti-racist critiques of the Frankfurt School. Readings may include historical as well as contemporary figures such as: Kant, Freud, Horkheimer, Adorno, Marcuse, Habermas, McCarthy, Honneth, Fraser, Amy Allen, Foucault, Ranciere, Achilles Mbembe, Judith Butler, Wendy Brown, Spivak, and Charles Mills, among others.

Class Format: students will work in pairs and meet for 75 minutes each week with the professor

Requirements/Evaluation: each student will write and present five 5- to 6-page paper every other week and a commentary on their partner's essay on alternate weeks; evaluations are based on written work as well as level of preparation and intellectual engagement in tutorial meetings

Prerequisites: PHIL 202, Kant course, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Philosophy majors and students with background in political theory, feminist theory, or post-colonial theory

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 321 (D2) WGSS 322 (D2)

Writing Skills Notes: Tutorial format requires significant writing (six 5-page papers), weekly commentary on writing, and instructor comments on papers.

Difference, Power, and Equity Notes: In this course power, differences, and overcoming injustice, inequality, and domination are central topics.

Not offered current academic year

KGSS 323 (F) Marxist Feminisms: Race, Performance, and Labor (DPE)

Cross-listings: THEA 323 WGSS 323 AFR 329 AMST 329

Primary Cross-listing

Who is considered the dominant subject of labor? This course offers an overview of queer, women of color feminist, decolonial, and black and critical ethnic studies critiques of orthodox Marxism. Starting with core texts from the Marxist tradition, we will explore a range of social positions and forms of labor that complicate Marx's emphasis on the white male industrial worker. Each unit, we will study key scholarship that centers reproduction, slavery, care and domestic work, indentured servitude, sex work, and low wage flexible labor, to name a few, alongside queer and feminist modes of performance that respond to and/or provide strategies to live and survive under racial capitalism. We will discuss seminal works by theorists, including Karl Marx, Luce Irigaray, Cedric Robinson, Jennifer Morgan, Hortense Spillers, Lisa Lowe, Gayatri Chakravorty Spivak, Dorothy Roberts, Angela Davis, José Esteban Muñoz, and Leo Bersani, in tandem with performances, such as paintings, performance art, poetry, protests, photography, prints, music, and sculptures. This course will equip students with a critical understanding of the ways racial capitalism has centrally relied upon the mass capture and recruitment of racialized and gendered labor in and beyond the U.S. and how, through performance, life under these conditions have been reimagined.

Requirements/Evaluation: In-class discussion, short weekly reading posts, class presentation, final paper

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: WGSS majors and students with experience in American Studies or performance studies coursework

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 323 (D1) WGSS 323 (D2) AFR 329 (D2) AMST 329 (D2)

Difference, Power, and Equity Notes: This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial,
gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of labor is valued over other forms.

Fall 2020

SEM Section: R1  TF 1:30 pm - 2:45 pm  Kelly I Chung

WGSS 324  (S)  Indigenous Women's History  (DPE) (WS)

Cross-listings:  WGSS 324  AMST 324  HIST 362

Secondary Cross-listing

What would it mean to locate indigenous women and their stories at the heart of American history? This advanced junior seminar course answers this question by centering the lives of indigenous women from the pre-colonial period through the present. We will discuss both the historical importance of these women’s lives, as well as the methodological and ethical concerns that arise through the historiographic recovery of their stories. We analyze both canonical figures--such as La Malinche, Pocahontas, and Sakakawea--as well as lesser known historical actors, political leaders, writers, and artists.

Requirements/Evaluation: engaged class participation, weekly reading responses, extended research project (2-page proposal, 5-page annotated bibliography, 15-page final paper and presentation)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: American Studies, History, and Women's Studies, Gender and Sexuality majors

Expected Class Size: 10

Grading: no pass/fail option,  no fifth course option

Distributions:  (D2)  (DPE)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 324  (D2) AMST 324  (D2) HIST 362  (D2)

Writing Skills Notes: With substantial focus on students’ development of independent research papers, this course satisfies the Writing Skills requirement.

Difference, Power, and Equity Notes: We examine the lives of indigenous women in the Americas across a span of more than 500 years, asking how and why we come to know these stories through archival records, oral histories, popular culture, and autobiographies. By analyzing the interwoven forces of gender, indigeneity, race, and colonization through both primary documents and secondary scholarship, we will work together to cultivate skills of critical inquiry and better understand the role of power in shaping historical narratives.

Not offered current academic year

WGSS 325  (F)  Television, Social Media, and Black Women 'Unscripted'

Cross-listings:  AFR 325  WGSS 325

Secondary Cross-listing

Nene Leaks, Shonda Rhimes, Oprah Winfrey, Kerry Washington and now Lavern Cox and Melissa Harris-Perry have become common household names. Whether from the television shows they star in, the TV shows they have created, or the social media presence they have developed--these women continue to influence and shape popular culture. In this course we will situate Black women as creators and contributors to popular culture as a whole, but specifically through television (scripted and "unscripted") and social media. We will begin by covering the history of Black women in television. This historical approach will then lead us to examine selected TV episodes, and investigate social media pages of Black actresses, television producers, and the fans of these shows. The aim of this course is to analyze the ways in which Black women continually shift the popular culture paradigm and how they serve as key players determining what is indeed popular.

Requirements/Evaluation:  class participation, response papers, one 10 page paper, and a formal class presentation

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences:  juniors and seniors

Expected Class Size: 13
WGSS 327 (F) Foucault on Power and Knowledge  (DPE) (WS)

Cross-listings: PHIL 327  WGSS 327

Secondary Cross-listing
This course begins with a brief introduction to some of Foucault's early writings but focuses on a close reading of a selection of middle and late texts that have become central to debates about the significance and value of his work such as: *Discipline and Punish*, *The History of Sexuality* (vols. 1-3), and selected interviews and course lectures. We will focus particularly on how subjects are positioned in relation to his writings on power and knowledge with particular attention to the later so-called ethical writings in the years before his untimely death in 1984.

Requirements/Evaluation: evaluation will be based on written work (six 5- to 6-page papers, and six 2-3 page commentaries on their partner's papers) as well as the quality and level of preparation and intellectual engagement in our weekly meetings.

Prerequisites: at least two courses in PHIL or political or critical theory, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: current or prospective Philosophy and Women's, Gender and Sexuality Studies majors

Expected Class Size: 8-10

Grading: no pass/fail option, no fifth course option

Unit Notes: meets History requirement only if registration is under PHIL

Distributions:  (D2)  (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
PHIL 327 (D2) WGSS 327 (D2)

Writing Skills Notes: Students will write between 40-50 pages by the end of the semester and receive regular feedback on their written work from the instructor and their tutorial partner. They will write both expository, interpretive and critical essays and will regularly be asked to defend their interpretations and arguments.

Difference, Power, and Equity Notes: This is a course about power and freedom. We read genealogical histories of disciplinary institutions that exclude and aim to correct "dangerous" or "abnormal" individuals, or attach them to identities and desires in order to manage them. We also address power at the level of population management, the emergence of the neoliberal idea of the self as enterprise, and the promise of resistance in the form of ethical practices of freedom.

Not offered current academic year

WGSS 328 (F) Austen and Eliot

Cross-listings: WGSS 328 ENGL 328

Secondary Cross-listing
Austen and Eliot profoundly influenced the course of the novel by making internal consciousness crucial to narrative form. In this course we will explore Austen's innovative aesthetic strategies and the ways in which Eliot assimilated and transformed them. By placing each writer's work in its political and philosophical context-in Austen's case, reactions to the aftermath of the French Revolution, in Eliot's, to the failed mid-century European revolutions and the pressures of British imperialism-we will consider how each writer conceives social and historical exigencies to shape comedies and dramas of consciousness. Readings will include Austen's *Pride and Prejudice*, *Emma*, *Mansfield Park*, and *Persuasion*; Eliot's *The Mill on the Floss*, *The Lifted Veil*; and Daniel Deronda; selected letters and prose; and critical essays.

Class Format: discussion

Requirements/Evaluation: two papers of approximately 8-10 pages

Prerequisites: a Gateway course or permission of the instructor

Enrollment Limit: 25
**Enrollment Preferences:** junior and senior English majors

**Expected Class Size:** 18

**Grading:** yes pass/fail option, yes fifth course option

**Materials/Lab Fee:** course books

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 328 (D1) ENGL 328 (D1)

Not offered current academic year

**WGSS 329 (S) Austen, Eliot, Woolf**

**Cross-listings:** ENGL 329 WGSS 329

**Secondary Cross-listing**

At roughly fifty-year intervals, Britain produced three brilliant female novelists -- Jane Austen, George Eliot, and Virginia Woolf -- who would each become renowned, in her own way, for her ability to combine minutely detailed social observation with a rich depiction of the inner lives of her characters. This course will examine some of their major fiction-- with an emphasis on Austen and Eliot -- with special attention to the nature and implications of their narrative methods for representing the consciousnesses of characters, and of the authorial narrative voices that mediate among them. Questions to be considered: how is our understanding of novelistic characters and consciousness shaped by our real-life experience in interpreting the thoughts and character of others, and vice versa? Do "omniscient" narrators lay claim to a privileged kind of knowing presumed to be unavailable either to their character or to readers, or are they modelling humanly available interpretive stances toward a world of others? How do these authors' preoccupations with interior thought relate to their focus on women's experience? Possible texts include Austen's *Emma and Persuasion*, Eliot's *Middlemarch*, *Daniel Deronda*, and *The Lifted Veil*, and Woolf's *The Waves*.

**Class Format:** seminar

**Requirements/Evaluation:** one six-eight-page and one ten-twelve-page essay

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 329 (D1) WGSS 329 (D2)

Spring 2021

SEM Section: R1 MR 3:15 pm - 4:30 pm Alison A. Case

**WGSS 330 (S) "A language to hear myself": Advanced Studies in Feminist Poetry and Poetics (DPE) (WS)**

**Cross-listings:** AMST 310 ENGL 302 WGSS 330

**Secondary Cross-listing**

The title of this course comes from Adrienne Rich's 1969 poem "Tear Gas," grounding our study in 1960s, 70s, and 80s feminist activist poetry but also in our current moment to answer a fundamental question: what can poetry do for us? In this period, feminist activist poets were at the center of a revolutionary social justice movement that changed the world. Feminist presses published much of the new poetry. This course focuses on the theory and practice of feminist poetry and print culture during this period, and how feminist experiments in language changed how we understand American poetry. We focus on the theoretical writings and poetry chapbooks of a diverse group of poets who powered the movement, including Audre Lorde, Mitsuye Yamada, Nelly Wong, Robin Morgan, June Jordan, Joy Harjo, Gloria Anzaldúa, Sonia Sanchez, Adrienne Rich, Judy Grahn, and Pat Parker. We also read the work of some later feminist theorists, such as Judith Butler, as we analyze the kinds of performances that brought together feminist poetry and political activism. We spend some time in the archives, analyzing documents from the period, including original publications of poetry chapbooks often published by the period's many feminist presses and consider how such attention allows us to construct alternative narratives for
feminism and American poetry. Writing at the intersections of race, class, gender, and sexuality, and of multiple social justice movements (Civil Rights, anti-Vietnam War, LGBTQ activism, and Black Power), these poets gave us a new language to “hear,” not only ourselves, but the experience and pain of others, and, in so doing, they moved personal experience into public discourse around issues of inequality and human flourishing in a democratic society.

**Class Format:** I anticipate that this class will be a hybrid course for students who are both remote and in-person, with a mix of synchronous and asynchronous elements.

**Requirements/Evaluation:** two short analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), short presentation, longer final researched paper (10-12 pages)

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** English, Women's, Gender, and Sexuality Studies, American Studies majors

**Expected Class Size:** 16

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 310 (D2) ENGL 302 (D1) WGSS 330 (D2)

**Writing Skills Notes:** Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, critical summaries of feminist criticism, two four-to-five-page graded papers, one creative assignment, a longer, final researched paper (10-12 pages), written in stages over a period of several weeks with feedback at each stage. Critical feedback on written assignments a week prior to due date through conferences and Google Docs and on graded assignments within one week.

**Difference, Power, and Equity Notes:** The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the feminist movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the period.

Spring 2021

SEM Section: H1    TF 1:30 pm - 2:45 pm    Bethany Hicok

**WGSS 331 (F) Queer Europe: Sexualities and Politics since 1850 (DPE)**

**Cross-listings:** HIST 332  WGSS 331

**Secondary Cross-listing**

This course explores the construction, articulation, and politics of queer sexual desire in Europe from the mid-nineteenth century to the present. By placing queer sexualities in their broader social and political context, the course examines the ways in which sexuality has become central to questions of identity, both personal and national, in modern European society. Topics include: ways of thinking about the queer past; women’s “friendships” in Victorian Britain; the role of the new science of sexology in specifying various “sexual perversions”; the rise of sexual undergrounds in the context of European urbanization; the birth of campaigns for “homosexual emancipation”; attempts to regulate and suppress “deviant” sexualities, especially under the fascist and Nazi regimes in the 1930s; the effects of the postwar consumer revolution on the practices of sexual selfhood; the postwar “sex change” debates; the politics of 1950s homophile organizing and the 1970s Gay Liberation Movement; and recent debates about migrant queer identities in an increasingly multicultural Europe. The course will focus primarily on experiences in Britain, France, and Germany, but with some detours to Italy and Russia. Readings will be drawn from sexological texts, political tracts, memoirs, and the writings of recent historians and theorists. Several films will be screened and will also be central to our discussions of the changing meanings of sexual selfhood in modern European societies.

**Class Format:** This will hopefully be a ‘hybrid’ class, taught in person on campus, primarily as a discussion course. After Thanksgiving, the final course readings will be discussed remotely via Zoom. Depending on the numbers, if both on-campus and off-campus students enroll in the course -- or if masks and in-class social distance interfere with fruitful discussions -- instruction may shift to an all-remote format.

**Requirements/Evaluation:** The class will be taught entirely in discussion mode and students will be expected regularly to contribute to the discussion of the readings and films for the course. Evaluation will be based on the quality of those contributions, the posting of four 500-word response papers on the readings (chosen by the students), two 7- to 8-page interpretive essays, and a final research paper of 12- to 15-pages.
**Enrollment Limit:** 15

**Enrollment Preferences:** Junior and Senior History majors, along with Women's, Gender and Sexuality Studies majors, will be given enrollment preference if the class is over-enrolled. But other students are welcome if space is available.

**Expected Class Size:** 8-12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 332 (D2) WGSS 331 (D2)

**Difference, Power, and Equity Notes:** "Queer Europe" is a DPE course insofar as it explores the mechanisms by which sexual difference has been constituted, contested, and experienced and addresses how what we assume to be the "sexual norm" has a profoundly political history. It focuses on the means by which norms are created and enforced through the operations of power and on how those norms have been challenged and resisted by individuals who have come to understand themselves outside the normative categories of sexual selfhood.

**Fall 2020**

SEM Section: H1    TR 6:45 pm - 8:00 pm    Chris Waters

**WGSS 333 (F) The Nineteenth-Century British Novel**

**Cross-listings:** ENGL 333  WGSS 333

**Secondary Cross-listing**

In nineteenth-century Britain, the novel took on the world. Shaking off its early disrepute, and taking advantage of growing literacy and innovations in production and distribution, it achieved in this period an unrivalled synthesis of mass appeal and aesthetic and social ambition. Its representational aspirations were breathtaking: attempting to comprehend in its pages the dizzying complexity of new social, political, and economic structures, as well as to delineate in finest detail the texture of individual lives and minds. In an age obsessed with the social, it engaged directly with the most compelling issues of the day, including industrialization and the gap between rich and poor, the role of women, nationalism and imperialism, and more broadly, the very nature of historical change itself. But it did so, for the most part, by telling fine-grained stories of ordinary men and women, people trying to make a living, worrying about their families and their neighbors, facing illness and death, and falling in--and sometimes out of--love. Since so many of these stories remain highly accessible works of popular culture, we will work hard to focus on what is strange and specific about the fiction of the nineteenth century, while also recognizing the roots of much that is modern in our own culture. We will also take seriously their social ambitions, looking especially at the ways they formulate, promote, and contest their readers' understanding of themselves as subjects and agents of an ongoing social history. Likely authors include Jane Austen, Walter Scott, Charlotte Bronte, Charles Dickens, Anthony Trollope, and George Eliot.

**Class Format:** This class will be remote only, with two synchronous discussions of 50 min each per week and a mix of mini-lectures, brainstorming documents, etc. for the remaining 50 min/week.

**Requirements/Evaluation:** Heavy (but entertaining!) reading load. Flexible writing requirement includes options for short essays, weekly journal, creative work, and research paper. Students must complete 4 units of writing, with the research paper, if chosen, counting for two. There will be additional bits of informal writing, evaluated as part of the class contribution grade, such as participating in the production of a "brainstorming" doc on Google.

**Prerequisites:** 100-level ENGL course, or a score of 5 on the AP English Literature Exam, or 6 or 7 on Higher Level IB English exam, or permission of instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** English majors, Women's, Gender and Sexuality majors, Comparative Literature majors, seniors

**Expected Class Size:** 16

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 333 (D1) WGSS 333 (D2)
WGSS 334  (F)  Islam and Feminism

Cross-listings:  WGSS 334  REL 332  ARAB 332

Secondary Cross-listing

This course examines the relationship between feminism and Islam, focusing particularly on Islamic feminist scholarship. We will take a genealogical approach to our study of Islamic feminism tracing the different discourses that have informed and shaped the field. The first part of the course will begin with a critical examination of orientalist and colonial representations of Muslim women as oppressed and in need of liberation. We will then explore Muslim responses to such critiques that were entwined with nationalist and independence movements. This historical backdrop is critical to understanding why the question of women and their rights and roles become crucial to Muslim self-understanding and Islamic reform. The second part of the course will focus on major intellectuals and thinkers who have influenced Islamic feminism. Finally, the last part of our course will explore the breadth of Islamic feminist literature, covering the following themes: 1) feminist readings of scripture; 2) feminist critiques of Islamic law; and 3) feminist theology.

Requirements/Evaluation:  weekly responses, four 2- to 3-page essays
Prerequisites:  none
Enrollment Limit:  15
Enrollment Preferences:  Religion, Arabic Studies, Women's, Gender and Sexuality Studies, History majors
Expected Class Size:  10
Grading:  yes pass/fail option,  yes fifth course option
Distributions:  (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 334 (D2) REL 332 (D2) ARAB 332 (D2)
Not offered current academic year

WGSS 335  (S)  Michelangelo: Self and Sexuality  (WS)

Cross-listings:  ARTH 331  WGSS 335

Secondary Cross-listing

Who are artists? We each have different answers to this question, but our responses would probably share some common assumptions about human individuality and the centrality of the self to artistic creation. In this tutorial, we will take a critical lens to these ideas by studying the life, work, and passions of the Italian artist, Michelangelo Buonarroti (1475-1564). Michelangelo is a towering archetype of the autonomous artistic self: the distinctive personality who telegraphs individual beliefs, feelings, and desires through the creative act. His lifelong engagement with the physicality, beauty, and sensuality of the (male) human body has encouraged the connection between the man and his work on the most intimate levels of pleasure and desire. Ironically, Michelangelo would not have understood our modern conceptions of artistic selfhood or sexuality, but his own Renaissance moment was obsessed with questions surrounding the nature of human identity and subjectivity. His artistic practice--from painting to poetry--wrestles with them in countless, fascinating ways. Students' writing and critical conversation will venture into the spaces between man and myth, selfhood and self-fashioning, artist and patron, past and present.

Class Format:  Tutorial meetings will take place primarily on Zoom, with the hopeful possibility of some in-person meetings for students in residence on campus.

Requirements/Evaluation:  Five 5-7 page essays, five 1-2 page responses to partner's essays, critical conversation
Prerequisites:  Any ARTH course
Enrollment Limit:  10
Enrollment Preferences:  ARTH majors and WGSS concentrators (or sophomores intending to pursue the ARTH major or WGSS concentration)
Expected Class Size:  10
Grading:  no pass/fail option,  no fifth course option
Distributions:  (D2)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
Cross-listings: WGSS 336  PHIL 326

Secondary Cross-listing
If we think of Michel Foucault as engaged in writing histories, or genealogies, of his own present designed to undercut the sense of the obviousness of certain practices and ways of thinking, categorizing, and knowing, we can easily imagine that he might now be questioning different aspects of our contemporary "present" than the ones standardly associated with his name, namely, panopticons and surveillance, discipline, criminalization, the biopolitics of health, the normal and the abnormal, etc. In this course we address the question: How is the present we find ourselves living today different from the one that the author Foucault wrote about in the 1960s, 70s and early 80s before his untimely death in 1984? What differentiates today from yesterday? And what present practices and ways of thinking and knowing might be questioned using Foucault's tools, genealogy in particular, for resisting unnecessary constraints on freedom and the perpetuation of unnecessary suffering? What is his legacy today? In this tutorial you will read from a selection of Foucault's texts (books, lectures, interviews) in order to acquire a firm grasp of his method of "critique" and his way of looking at the interconnections between forms of power and the knowledge associated with particular disciplines. We will also read more recent work by scholars that draw on Foucault to address problems in today's present. Among the contemporary texts assigned might be the following: Bernard Harcourt's Exposed: Desire and Disobedience in the Digital Age, Saidiya Hartman's Wayward Lives, Beautiful Experiments (2019), Verena Ehrlenbusch's Terrorism: A Genealogy, Cressida Heyes' Anaesthetics, Ladelle McWhorter's Racism and Sexism in Anglo-America: A Genealogy, and Active Intolerance: Michel Foucault, The Prisons Information Group, and the Future of Abolition, eds. Perry Zum and Andrew Dilts.

Class Format: I will meet with students in a seminar format at various points throughout the semester. I have requested a class block for this reason.

Requirements/Evaluation: evaluation will be based on written work (six 5- to 6-page papers, and six 2-3 page commentaries on their partner's papers) as well as the quality and level of preparation and intellectual engagement in our weekly meetings.

Prerequisites: Relevant background in critical theory, social theory, political theory or philosophy.

Enrollment Limit: 10

Enrollment Preferences: I will give preference to philosophy majors and to upper class students with a demonstrated background in critical theories. Some sophomores may be eligible.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 336 (D2) PHIL 326 (D2)

Writing Skills Notes: This is a tutorial. Students will write five or six 5-6-page papers during the course of the semester and receive significant feedback on each paper. At the end of each tutorial meeting the student is asked to reflect on how they would approach the paper differently if they were to rewrite it. In this version of the course, I may ask students to select one paper to revise as a final assignment.

Difference, Power, and Equity Notes: In this course we address power and domination, reflect on the difference between them, and treat power relations as not only an inevitable feature of any society, but as both enabling and constraining. Moreover, we will read material that uses Foucauldian tools to address contemporary issues involving sexism and racism, digital surveillance, and the abolition of prisons.

Spring 2021

CON Section: R2  MR 3:15 pm - 4:30 pm  Jana Sawicki

TUT Section: RT1  TBA  Jana Sawicki
Cross-listings: ANTH 337  WGSS 337

Primary Cross-listing

The course introduces students to anthropological literature of Brazil as well as Brazilian novels and films. Its focus is on understanding the history and contemporary culture of Brazil through attention to racial justice, including the country's unique history and legacies of slavery in comparative context. It also examines questions of gender, including the history of feminism in Brazil and current debates related to women's equality such as Brazil's abortion laws, domestic violence, sexual tourism, and job opportunities for women. Lastly, we also examine LGBT history in Brazil and dive into writing about queer culture there. NOTE: The seminar will include a mandatory spring break trip to Rio de Janeiro, during which time students will visit important historical sites, museums, and relevant cultural attractions. They will also meet collectively with faculty members from several universities and NGOs to learn about the research and projects our Brazilian hosts are engaged in. Students also have their own individual exploratory research projects there related to social justice, which are integral to the seminar. These form the basis of their final research paper. Students should also be aware of the physical demands of the trip, which include extensive walking, some hiking, and exposure to summer heat and the elements in the Atlantic Rainforest. Thanks to the Global Initiatives Venture Fund, the cost of the trip is covered for all students enrolled.

Requirements/Evaluation: research paper and its various components, participation

Prerequisites: none

Enrollment Limit: 7

Enrollment Preferences: students are required to attend an info session and submit an application that includes a statement of interest, finalists will need to complete an interview

Expected Class Size: 7

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: the cost of the spring break trip is included (i.e., airfare, most meals, lodging, etc.), but costs related to incidental expenses (e.g., souvenirs, drinks), passports, vaccinations, etc. are not and will vary by student

Distributions: (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 337 (D2) WGSS 337 (D2)

Difference, Power, and Equity Notes: This is a class about social justice movements and racial/gender/sexual diversity. It includes experiential learning devoted to these issues and engages questions related to the origins of inequality and prejudice in Brazil.

Not offered current academic year

WGSS 338 (S) Latina/o/x Musical Cultures: Sounding Out Gender, Race, and Sexuality  (WS)

Cross-listings: AMST 339  COMP 338  LATS 338  WGSS 338

Secondary Cross-listing

In this class we will investigate a wide variety of Latina/o/x popular musical forms, with particular attention to issues of gender, sexuality, and ethno-racial identity. Employing interdisciplinary materials and approaches, this course focuses on the sonic and visual analysis of contemporary Latina/o/x popular music and the identities of its producers, performers, and audiences. We will focus on the following questions, among others: How are hybrid Latina/o/x identities expressed through popular music and dance? In what ways do gender, sexuality, and ethno-racial identity inform the performance and interpretation of particular Latina/o musical forms? What unique role does sound play in our understanding of popular music and identity?

Requirements/Evaluation: class participation, one semester-long original research project conducted in stages

Prerequisites: prior courses in AMST, LATs, or WGSS; not open to first-year students

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators, Women's, Gender, and Sexuality Studies majors, and American Studies majors by seniority

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 339 (D2) COMP 338 (D2) LATS 338 (D2) WGSS 338 (D2)

Writing Skills Notes: Students are required to complete a semester-long research paper in steps, each of which is evaluated and completed again as
needed. These include an abstract (1-2 pages), annotated bibliography (2-5 pages), outline (2-7 pages), rough draft (2 at 6-10 pages), peer editing exercise, and final draft (10-12 pages). The intention is that students learn practical skills related to effective writing and to encourage them to engage in writing in planned stages with consistent feedback.

Not offered current academic year

WGSS 339  (S)  Stereotypes, Prejudice, and Discrimination

Cross-listings: PSYC 341  WGSS 339

Secondary Cross-listing

This course will examine social psychological theories and research that are relevant to the understanding of stereotypes, prejudice, and discrimination. We will take a variety of social psychological perspectives, emphasizing sociocultural, cognitive, personality, or motivational explanations. We will examine the impact that stereotypes and prejudice have on people’s perceptions of and behaviors toward particular groups or group members and will explore a variety of factors that tend to exacerbate or weaken this impact. We also will consider some of the sources of stereotypes, prejudice, and discrimination and some of the processes through which they are maintained, strengthened, or revised. In addition, we will examine some of the effects that stereotypes, prejudice, and discrimination can have on members of stereotyped groups, as well as some implications of the social psychological research findings for issues such as education and business and government policies. A major component of this course will be the examination of classic and ongoing empirical research.

Class Format: empirical lab course

Requirements/Evaluation: weekly brief papers, oral reports, two longer papers

Prerequisites: PSYC 201 and 242

Enrollment Limit: 16

Enrollment Preferences: senior, then junior Psychology majors

Expected Class Size: 16

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSYC 341 (D2) WGSS 339 (D2)

Not offered current academic year

WGSS 340  (S)  Elizabeth Bishop in the Americas  (DPE)

Cross-listings: ENGL 340  AMST 340  WGSS 340  COMP 342

Secondary Cross-listing

Elizabeth Bishop has emerged as one of the most important poets of the 20th century. She is admired not only for her dazzling mastery of the craft but also her adventurous life as a world traveler. Her more than two decades living in Brazil and translating the culture and literature of that country for a North American audience, for instance, make her life and work a rich focal point for cross-cultural study. At the center of the course will be Bishop's stunning meditations on childhood, memory, travel, lesbian sexuality, gender identity, ecology, and race and class in the U.S. and Brazil. We will look at how Bishop intertwines personal and global historical encounters in order to raise serious ethical questions about our shared history of conquest and sense of place in the Americas from the 16th century to the Cold War period of the twentieth. What is ultimately at stake in our claiming of a "home"? We also read a number of the writers in North and South America who were closely connected to Bishop, from Robert Lowell and Ernest Hemingway in North America, to Pablo Neruda and Clarice Lispector in South America. Ultimately, we study how craft, poetic process, and an ethical eye on the world can open up the study of poetry and poetics in the 21st century.

Class Format: three hours per week, in addition to small group discussion and archival research

Requirements/Evaluation: two short papers of 4-5 pages, one longer critical research paper of 10-12 pages, three to four discussion posts (300-500 words)

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English, Comparative Literature, Women's, Gender, and Sexuality Studies, American Studies majors

Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 340 (D1) AMST 340 (D2) WGSS 340 (D2) COMP 342 (D1)

Difference, Power, and Equity Notes: This course employs critical tools (case studies, translation theory, archival research, poetics, close reading, comparative approaches, postcolonial theory) to help students question and articulate the way that social injustice, such as racial inequality, poverty, and colonial conquest, shapes national and individual identities. Students will learn how to articulate how our aesthetic and cultural products also serve to shape these identities but also can challenge the dominant power structures.

Not offered current academic year

WGSS 341 (F) Cinematic Representations of Work and Migration after the Wall

Cross-listings: WGSS 341 COMP 341

Secondary Cross-listing
The increased flow of migrants from East to West and from South to North into the center of Europe and the simultaneous tightening of restrictions against illegal migration have brought to the forefront issues of labour, gender, and precarity, citizenship and cultural belonging. We will analyze feature films and documentaries that trace the changing face of work and migration, with an emphasis on flows from countries the former east bloc and Africa to Europe. We will discuss negative effects of globalized capitalism, such as the monetization of feeling and personal relations (Harvey), the concept of intensification and the disembodied state (Nealon and Foucault), but also ask what new opportunities might arise, and for which groups. We will study the depiction of manual labour, illegal migration, women as caregivers, Internet marriage, sex work, and the migrant as a raced and othered body. Theory by Dina Iordanova and William Brown, Ewa Mazierska, Sandro Mezzadra and Brett Neilson, Jeffrey Nealon, Lara Águstin, Angela Melitopoulos, Lauren Berlant and Mieke Bal. Films will likely include: Illegal, Working Man's Death, NordSud.com, Lichter (Lights), Code Unknown, The Flower Bridge, Occident, Since Otar Left, Losers and Winners, Whore's Glory, Le Havre and Time Out.

Requirements/Evaluation: active class participation, two short papers, an oral presentation, and a final paper
Prerequisites: a 200-level ENGL or COMP course, or permission of instructor
Enrollment Limit: 19
Enrollment Preferences: Comparative Literature and Women's Gender & Sexuality majors
Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option
Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 341 (D2) COMP 341 (D1)

Not offered current academic year

WGSS 343 (S) Representations of Racial-Sexual Violence from Enslavement to Emancipation

Cross-listings: INTR 343 AFR 343 AMST 343 WGSS 343

Secondary Cross-listing
This tutorial examines representations of and resistance to racial-sexual violence in American society, from colonial America to contemporary US culture. Interdisciplinary texts cover history, politics, literature, film, feminist studies, American studies, lgbtq and ethnic/black studies. Books include Southern Horrors; Intimate Matters; Scenes of Subjection; Trauma and Recovery; The Delectable Negro: At the Dark End of the Street; films include Birth of a Nation; Bush Mama; To Kill a Mockingbird. The primary focus is on racial and sexual vulnerability to violence and mobilization for freedom from the 18th-21st centuries.

Class Format: students provide primary and response papers and discuss their analyses and theories of social and interpersonal violence
Requirements/Evaluation: weekly primary and response papers
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: preference given to juniors and seniors
Expected Class Size: 8
Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
INTR 343 (D2) AFR 343 (D2) AMST 343 (D2) WGSS 343 (D2)

Not offered current academic year

WGSS 346 (S) Queer in the City (DPE)
Cross-listings: AMST 337 AFR 337 WGSS 346

Primary Cross-listing
In this course we will examine the various ways scholars and filmmakers have used ethnography as a critical tool for understanding the intersections of race, place, space, gender and sexuality. We will foreground studies that examine unfamiliar sites of Black struggle, resistance, and survival. We will examine Black gender variant and sexual minorities and how they produce, reproduce and struggle for spaces and places of desire, community, pleasure, love, and loss. We will explore these stories through primarily ethnographic modalities. We will discuss the political and ethical ramifications of these ethnographic narratives paying particular attention to the usefulness and limitations of both "Thin" and "Thick" descriptions. We will use ethnography to center debates regarding the politics of representation of racialized queer space, place, and people through both filmic and written accounts. All students will be asked to discover and develop their ethnographic voices through various critical, creative, experimental and performative assignments.

Requirements/Evaluation: facilitated class discussion; weekly critical response papers; creative projects

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: WGSS majors; students may be asked to write a short statement of interest in the event of over-enrollment

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 337 (D2) AFR 337 (D2) WGSS 346 (D2)

Difference, Power, and Equity Notes: Course directly discusses structural oppression, forms of inequality, and social redress through the intersecting matrices of race, gender, sexuality and other ontological forms.

Not offered current academic year

WGSS 348 (S) Women, Men and Other Animals (DPE)
Cross-listings: ARTH 348 STS 348 SCST 348 WGSS 348 ENGL 348

Primary Cross-listing
In this seminar, we will together learn to be "animal critics." We will explore ways in which human groups and interests, particularly in the United States, have both attached and divorced themselves from other animals, considering such axes as gender, race, ability, and sexuality as key definitional foils for human engagements with animality. What are the "uses" of "animals" for "us," and precisely who is this "us"? How and when are some willing to see themselves as animal--indeed, under what political conditions do they embrace it? What is the history of unique, often asymmetric, interdependencies between human animals and nonhuman animals? How do actual lives of humans and non-human animals merge and clash with the rhetorics and visualities of human animality? We will examine both "everyday" animality and the forms of animality that stand out only today in retrospect, in their exceptionality, or upon reflecting on structures of privilege. We will build a critical animal studies vocabulary from a range of readings in science, philosophy, art, feminism, indigenous studies, critical race, geography, fiction, film, rhetoric, history, activist movements, disability studies, postcolonial studies, and examine both visual and narrative cultural production.

Requirements/Evaluation: individual research project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Women's, Gender and Sexuality Studies majors, Art History majors, English majors, Environmental Studies majors

Expected Class Size: 15
**WGSS 350  Queer Tongues & Lavender Linguistics (DPE)**

This course in linguistics provides an introduction to linguistic anthropology, sociolinguistics, and folklore studies using topics and approaches related to gender and sexuality. It is a methods course based in empirical research principles, but a basic familiarity with the broad strokes of queer/feminist theory may be helpful. One goal of the class will be learning to read and write in IPA (International Phonetic Alphabet) and how to construct and use IPA "change charts." We then build on this as we turn to sociolinguistics as students will learn how to do Discourse Analysis and Conversation Analysis, using WGSS-oriented topics (e.g., upspeak, vocal fry, so-called "gay voice," the gendered nature of turn-taking and interrupting.) We then turn to an extended unit on queer folklore and folklife, learning how anthropologists and folklorists use motif type indexes (e.g., Propp Functions, Thompson Type Index, etc) to study oral narratives and how feminist/queer theorists can use these to analyze gender in folk/fairytales and other stories. We also read several linguistic anthropologists' ethnographies of queer communities' language practices in global context. The semester concludes with a unit on LGBT slang, argots, and profanity.

**Requirements/Evaluation:** IPA Quizzes (reading/writing), Conversation Analysis/Turntaking Transcription Assignment, Urban Legends Tale Type Analysis, Short Analytical Paper on Feminist/Queer Folk Figures

**Prerequisites:** None; prior coursework in WGSS may be helpful, but is not required

**Enrollment Limit:** 12

**Expected Class Size:** 12

**Grading:**

**Distributions:** (D2)  (DPE)

**Difference, Power, and Equity Notes:** This course examines the centrality of power in communication as broken down along axes such as sex, gender, and sexuality. It deliberately takes a canonical field (i.e., linguistic anthropology) that often neglected the gendered nature of communication and puts these questions at the center of the curriculum. Assignments are structured in such a way as to build awareness of the role of gender and sexuality within human interactions and how sociolinguistics reveal power imbalances.

**Not offered current academic year**
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 352 (D2) AFR 352 (D2) WGSS 352 (D2)

Not offered current academic year

WGSS 353 (S) The Brontës

Cross-listings: ENGL 353 WGSS 353

Secondary Cross-listing

Around 1845, three sisters in a remote town in Yorkshire effectively converted their father’s humble parsonage into a family writers’ colony. In 1846, each published her first novel—two of which would go on to become major classics. Within 8 years, all three sisters were dead, but by then they had produced seven of the most formally innovative, socially challenging, original and powerful works in English fiction. We will read them all, from Charlotte’s best-selling love story, Jane Eyre, to the underrated Anne’s brilliant and disturbing anatomy of an abusive marriage, The Tenant of Wildfell Hall, to Emily’s singular masterpiece Wuthering Heights, as well as their poetry and selections from the voluminous fantasy fiction they created together as children. We will also read Elizabeth Gaskell’s acclaimed 1857 Life of Charlotte Bronte, the first full-length biography of a woman novelist by a woman novelist, which began the process of making the Brontës the cult figures they remain today. Reading these works together in the bicentennial year of Anne’s birth, we will consider how their shared efforts helped all three sisters to push through boundaries few other women writers had dared to challenge. In a similar spirit of collaboration, we will mix critical and creative writing in our responses to these works.

Requirements/Evaluation: discussion, two critical essays and two short creative pieces

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: none

Enrollment Preferences: English majors, WGSS majors, seniors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 353 (D1) WGSS 353 (D2)

Not offered current academic year

WGSS 368 (F) Arab Women Writers: Remapping Urban Narratives

Cross-listings: COMP 368 ARAB 368 WGSS 368

Secondary Cross-listing

In "The Lover of Blue Writing above the Sea," (1995) a poem written to console a lover after the death of his beloved, Syrian poet, Ghada al-Samman, pens: “If you are sad and burn the edge of my book/I shall come to you/like the genie in my grandmother’s Damascene stories...” As these lines imply, the fantastic grandmother’s Damascene stories have the power to equally amend broken hearts and restore memories of loss. In this course, we will adopt "the grandmother’s Damascene stories” as a conceptual metaphor that guides our line inquiry into the intersection of Arab women’s narrative and the city. We will read novels and short stories by Arab women writers about cities and capitals in the Arab world and the diaspora. The goal of this course is not only to familiarize students with prominent Arab women novelists, such as Hoda Barakat, Radwa Ashur, Liana Badr, Raja’a Alem, Alia Mamdouh, and Ahlam Mosteghanemi, among others, but also to introduce them to the literary and visual cartography of Beirut, Granada (via Cairo), Ramallah, Mecca, Baghdad, and Constantine, respectively. We will also read short stories about other cities in the world, such as New York, Paris, London, Buenos Aires and Tokyo among other world metropolises. Questions we will address include: How does the city appear as a protagonist? How do Arab women novelists represent nationhood, modernity, memory, love, war, sexuality and religion, among other themes, in their construction of urban narratives? How do these narratives map an Arab feminist metropolis? How do Arab women writers represent cities beyond the Arab world? To answer these questions, we will also look at Arab women’s blogs and watch films that focus on the city as a site for spatial articulation of national histories, popular revolutions, and feminist public spheres.

Requirements/Evaluation: active class participation, several short response papers, three short papers (3-5 pages), a final performance project, and a final paper (7-10 pages)

Prerequisites: none

Enrollment Limit: 19
Enrollment Preferences: Arabic Studies majors and Comparative Literature majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 368 (D1) ARAB 368 (D1) WGSS 368 (D2)

Not offered current academic year

WGSS 371 (F) Medicine and Campus Health in Disruptive Times (DPE)

Cross-listings: STS 370  WGSS 371  ANTH 371

Secondary Cross-listing

This class uses the methods and theories of critical medical anthropology and medical sociology to help students design and pursue innovative ethnographic projects that explore campus health or community health. Students will use an array of ethnographic techniques such as observant participation, interviewing, focus groups, and qualitative surveys to explore our campus community comprised of students, faculty, and/or staff, that build on weekly discussions, feedback, and design exercises. We situate our campus health projects within the wider context of how power and intersectionality inflect and structure health and well-being locally and globally. Our case studies explore how structural racism shapes medical education, pediatric care, and maternity care in the US, how the spread of US psychiatry inflects the landscape of global mental health, and how queer activism responded to the HIV/AIDS crisis. We consider how disruptive moments like COVID-19 or HIV/AIDS can serve as focal moments in social history that reveal underlying inequalities of health outcomes and access. We attend to the parallel roles of narrative in medicine and ethnography, as we contrast the discourse of providers & patients as well as researchers & interlocutors. Throughout our goal is to better understand the strengths and limits of ethnographic inquiry while exploring the challenges of collaborative and participatory research within communities always already structured by power, privilege, and engaged practices.

Class Format: Offered in hybrid format, yet students are encouraged to attend in person if they can. Students will be grouped into in-person or remote sections and can be reassigned during the semester if they request or require it for health reasons. Students should complete all assignments, weekly exercises, and attendance in class discussion. Please email me (Kgutschow@williams.edu) to indicate whether you plan to attend in person or remotely.

Requirements/Evaluation: Three written fieldnotes, weekly attendance and other writing exercises, midterm and final presentations on fieldwork projects

Prerequisites: none, but a class in Anthropology, Sociology, Science & Technology Studies, or other social science is recommended

Enrollment Limit: 20

Enrollment Preferences: Majors in Anthropology, Sociology, Women's, Gender and Sexuality Studies; Concentrators in Public Health, Science and Technology Studies

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 370 (D2) WGSS 371 (D2) ANTH 371 (D2)

Difference, Power, and Equity Notes: This class examines the intersection of race, gender, class, and sexuality in structuring health outcomes, well-being, and access to health resources. It theorizes the ways that intersectionality shapes health of individuals and societies, including patient/provider encounters and efforts to 'improve' community health within contexts of social inequality and social suffering.

Fall 2020

SEM Section: H1  WF 1:30 pm - 2:45 pm  Kim Gutschow

WGSS 376 (S) Sex, Gender, and the Law in U.S. History (DPE)

This course explores how the law in America has defined and regulated gender and sexuality. We will evaluate how the law has dictated different roles for men and women, how sexual acts have been designated as legal or illegal, and the ways that race, class, and nationality have complicated the definition and regulation of gender and sexuality. We will examine how assumptions about gender and sexuality have informed the creation and
development of American law, contested interpretations of the Constitution, and the changing meanings of citizenship; We will consider how seemingly
gender neutral laws have yielded varied effects for men and women across race and class divides, challenging some differences while naturalizing
others. Finally, we will examine the power and shortcomings of appeals to formal legal equality waged by diverse groups and individuals. Throughout
the course, we will consider the various methodologies and approaches of the interdisciplinary field of legal history. Topics to be covered will include
the Constitution, slavery, marriage, divorce, custody, inheritance, immigration, sexual violence, reproduction, abortion, privacy, suffrage, jury duty,
work, and military service.  
Requirements/Evaluation: four papers, including three 4- to 6-page papers, and one final paper of 8-10 pages  
Prerequisites: none  
Enrollment Limit: 25  
Enrollment Preferences: History majors, Women's, Gender and Sexuality Studies majors  
Expected Class Size: 20  
Grading: no pass/fail option, yes fifth course option  
Distributions: (D2)  (DPE)  
Difference, Power, and Equity Notes: This course fulfills the DPE requirement because it examines the legal, social, and political constructions and
theorizations of difference, power, and equity. It examines the ways that individuals and groups have organized across various axes of difference to
fight for legal equality, and explores how those individuals and groups have experienced legal equality and legal inequality in varied ways.  
Not offered current academic year  

WGSS 377  (F)  Legacies of the Gothic Novel: Feminism and Horror in the Transatlantic World  (DPE)  
Cross-listings: WGSS 377  ENGL 377  COMP 377  
Secondary Cross-listing  
Much maligned as a popular or "low" genre at its inception in the late eighteenth century, the gothic form has persisted in its popularity as well as
crossed into "higher" forms of modernism, postmodernism, and postcolonialism. In this course, we will read key texts in the gothic mode-Frankenstein,
Jane Eyre, and Wuthering Heights among others-and follow the ways in which they are revisited and rewritten by contemporary American and
Caribbean writers, filmmakers, and artists. Particularly, we will examine how these texts subvert the realist leanings of Anglo-American narrative fiction
and its assumptions of enlightenment rationalism by way of two main processes: narrative hypertrophy and feminist revisions of horror. The class will
take up select contemporary criticism on the gothic and horror in literature, film, and art. This course will be of interest to students curious about
feminism, postcolonialism, cultural criticism, horror, and comparative literature.  
Requirements/Evaluation: presentation, paper plus revision, final research project  
Prerequisites: one literature or related course  
Enrollment Limit: 25  
Enrollment Preferences: any student with relevant coursework in ENGL, COMP, or WGSS  
Expected Class Size: 20  
Grading: yes pass/fail option, yes fifth course option  
Distributions: (D1)  (DPE)  
This course is cross-listed and the prefixes carry the following divisional credit:  
WGSS 377 (D1) ENGL 377 (D1) COMP 377 (D1)  
Difference, Power, and Equity Notes: The course will follow the path of radical thinking and generic experimentation by feminist writers of the
nineteenth century as they transform in an anti colonial, anti racist, and anti misogynist contexts. We will study power, hegemony, and resistance along
axes of gender, race, state form, and literary craft.  
Not offered current academic year  

WGSS 378  (S)  Uncontrollable: Deconstructing Stereotypes of Black Womanhood in the Americas  
Cross-listings: AFR 378  WGSS 378  
Secondary Cross-listing  
In Black Feminist Thought Patricia Hill Collins powerfully illustrates how "portraying African-American women as stereotypical mammies, matriarchs,
welfare recipients, and hot mommas has been essential to the political economy of domination fostering Black women's oppression." This course
explores how similar social constructions of race and womanhood have evolved in Latin American countries affected by slavery and colonialism. We begin by revisiting Collins' seminal text, as well as the work of other feminist scholars, as a starting point from which to deconstruct controlling images of Black women in Latin American nations. We will then explore clips from films, television series, advertisements, and comic strips to analyze different iterations of stereotypes and their impact on Afro-Latin American women's life chances. The second component of this course will engage with Black women's resistance throughout Latin America. We will engage songs, poetry, and empirical data on Black women's resistance to examine how have and continue to challenge stereotypes, educate the public, and construct their own narratives of black womanhood.

Requirements/Evaluation: class participation, 2-3 short papers (5-7 pages), and a final paper (12-15 pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: AFR concentrators

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 378 (D2) WGSS 378 (D2)

Not offered current academic year

WGSS 379 (S) Black Women in the United States (DPE)

Cross-listings: HIST 379, WGSS 379, AFR 379

Secondary Cross-listing

As slaves and free women, activists, domestics, artists and writers, African Americans have played exciting and often unexpected roles in U.S. political, social, and cultural history. In this course we will examine black women's lives from the earliest importation of slaves from Africa and the Caribbean through to the expansion of slavery, the Civil War, freedom, Jim Crow, the Civil Rights movements, and up to the present day. Consistent themes we will explore are the significance of gender in African American history and the changing roles and public perceptions of black women both inside and outside the black community. We will read and discuss a combination of primary and secondary sources; we will also consider music, art, and literature, as well as more standard "historical" texts.

Class Format: discussion

Requirements/Evaluation: student participation, three papers, and a brief oral presentation

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: History, WGSS, and American Studies Majors, and Africana Concentrators.

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 379 (D2) WGSS 379 (D2) AFR 379 (D2)

Difference, Power, and Equity Notes: This course meets the Difference, Power, and Equity requirement. The course focuses on empathetic understanding, power, and privilege, especially in relation to class, gender, and race within a U.S. context. We will study the ways in which the conflicts arose within the Black community and how Black women, usually without official positions as leaders, emerged as organizers and leaders in political and social movements.

Spring 2021

LEC Section: R1 TR 8:30 pm - 9:45 pm Gretchen Long

WGSS 380 (F) Freedom Dreams, Afro-Futures & Visionary Fictions

Cross-listings: AFR 380 SCST 380 WGSS 380 AMST 380 ENGL 381 STS 380
In this course we will examine the various ways Black scholars, artists, & writers use science fiction and visionary fiction to imagine freedom and new world orders. We will focus on the role of history, particularly slavery, in the Black radical imagination. "Freedom" is the keyword throughout the course. We will grapple with the various and sometimes conflicting meanings and uses of freedom as it relates to blackness, gender, sexuality, class and ability. We will explore multiple forms of scholarship and cultural productions, including film, music, novels, short-stories, art, poetry, and other academic texts. All students will be asked to discover and develop their writerly voices through various critical, creative, experimental and performative assignments.

Requirements/Evaluation: active participation, completion of various short assignments, one 5-page paper and one 7- to 10-page final paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Women's, Gender and Sexuality Studies majors, then Africana Studies concentrators

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 380 (D2) SCST 380 (D2) WGSS 380 (D2) AMST 380 (D2) ENGL 381 (D1) STS 380 (D2)

Not offered current academic year

WGSS 386 (S) Latinas in the Global Economy: Work, Migration, and Households

Cross-listings: HIST 386  WGSS 386  LATS 386

Secondary Cross-listing

An increasingly global economy, from 1945 to the present, has affected Latinas in their home countries and in the United States. The garment industry, one of the first industries to go global, has relied extensively on Latina workers in their home countries and in the United States. Domestic work, a traditional field of women's work, also crosses borders. Challenging the myth that labor migration is a male phenomenon and that women simply follow the men, this course explores how the global economy makes Latinas labor migrants. What impact has the global economy and economic development had on Latinas' work and their households in their home countries? How have economic changes and government policies shaped Latinas' migrations and their incorporation in the changing U.S. economy? How have Puerto Rican, Mexican, Cuban, Dominican, Salvadoran, and Guatemalan women confronted the challenges created by a globalizing economy and balanced demands to meet their households' needs?

Class Format: discussion

Requirements/Evaluation: class participation and group presentations, short writing assignments, two short essays, and a final paper that will be presented to the class

Prerequisites: open to first-year students with instructor's permission

Enrollment Limit: 25

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 386 (D2) WGSS 386 (D2) LATS 386 (D2)

Not offered current academic year

WGSS 389 (F) Fiction of Virginia Woolf

Cross-listings: ENGL 389  WGSS 389

Secondary Cross-listing

"Let us record the atoms as they fall upon the mind in the order in which they fall, let us trace the pattern, however disconnected and incoherent in appearance, which each sight or incident scores upon the consciousness. Let us not take it for granted that life exists more fully in what is commonly thought big than in what is commonly thought small" ("Modern Fiction"). Virginia Woolf's fiction represents a self-conscious and highly experimental challenge to the conventions of Victorian and Edwardian fiction, in an effort to re-center the novel on lived experience. This course will explore the
evolution of the innovative fictional forms by which she tried to bridge the gap between the experience of consciousness and its representation in language. We will also consider the links between Woolf's concern with in the fluidity of consciousness and her interest in gender fluidity and androgyny. We will read most of the major novels, probably including *The Voyage Out*, *Jacob's Room*, *Mrs. Dalloway*, *To the Lighthouse*, *Orlando*, *The Waves*, and *Between the Acts*, together with selected short fiction and critical essays.

**Requirements/Evaluation:** discussion, weekly journal, three 4- to 6-page essays

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** none

**Enrollment Preferences:** English majors, WGSS majors, seniors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 389 (D1) WGSS 389 (D2)

Not offered current academic year

**WGSS 401 (F) Senior Seminar: Rethinking the Public: the Arts Take on Neoliberalism (DPE)**

**Cross-listings:** WGSS 401 GERM 401 COMP 401

**Secondary Cross-listing**

Western neoliberalism is a predatory excrescence of late capitalism that overvalues competition, transferring the laws of the market to human relationships. It deliberately creates instability not only in the economic sphere but, more generally, in the social collective by encouraging dangerous risk-taking, fomenting crises and cementing systemic inequity, while suggesting to those under its sway that they are corporate 'entrepreneurs of self.' This model of self-management also extends into the sphere of intimate relationships. Of course, because predatory neoliberalism heavily favors a white investor model and is premised on white norms, the racialized body is considered a priori subaltern and subservient. Humanistic and artistic approaches (while not per se immune or outside of neoliberal constraints) effectively polemicize against neoliberalism, and suggest practices that resist its technocratic mindset. Looking at literature, cinema, and critical theory from a range of regions and disciplines, we will focus on Europe and the United States. Moreover, we will ask how forms of neoliberalism affect different regions of the world: Southeast Asia, Russia? Where and how can solidarity be reimagined beyond identity politics? Where is the boundary between animal and human in the neoliberal collective?

**Class Format:** three hours per week

**Requirements/Evaluation:** three 3-page papers, a short oral presentation, a 15-page final paper

**Prerequisites:** 300-level course

**Enrollment Limit:** 25

**Enrollment Preferences:** Comparative Literature majors and advanced students in other fields with permission of instructor

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Materials/Lab Fee:** course books and reader packet

**Distributions:** (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 401 (D2) GERM 401 (D1) COMP 401 (D1)

**Difference, Power, and Equity Notes:** This course addresses the costs to exploited groups within the neoliberal marketplace. We will discuss theoretical sources from a variety of fields (sociology, economics, philosophy, gender studies) every week that render these forms of expulsion or dispossession explicit. Far from benefiting all, the privileging of self-interest and market relations leads to increased inequality and in turn provokes violent reactions: the birth of new forms of fascism, racism and religious fundamentalism.

Not offered current academic year

**WGSS 403 (S) The Pedagogy of Liberation (DPE)**

Education is inherently political, and politics necessarily involves pedagogy. Who should teach, what is taught, how it is taught, and why it is taught are questions hotly debated at all levels and in all sites of education because the answers have implications for societal reproduction or transformation.
Politicians, activists, even family members at the dinner table all seek to educate in ways that incline us toward particular political positions. At the heart of this class stands the question: if different pedagogies point us in different political directions, then what kind of pedagogy or pedagogies serve the end of liberation from oppression and why? Are there certain pedagogical “goods” that reliably serve the goal of liberation across sites? Or do different sites require different approaches? To begin to answer these questions, we will engage a variety of thinker-teachers and groups known for their commitment to a “pedagogy of liberation.” While feminist thinkers will be foregrounded, we may also look to thinker-teachers who and groups that do not claim this label. In addition to engaging texts which reflect on different aspects of radical pedagogy (content, form, method, etc.) and radical pedagogy in different settings (the college classroom, the social movement headquarters, the home), we will witness radical pedagogy in practice. Moreover, we will enact various radical pedagogical strategies in our own classroom and beyond.

Requirements/Evaluation: Participation, assistance developing syllabus, presentation, final paper or paper equivalent

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Preference will be given to WGSS majors.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This class is concerned with the relationship between pedagogy and equity - how can pedagogy be leveraged to combat oppression and encourage equity? In it, students will gain not just insight on, but practice in enacting radical democratic pedagogies that flatten power differentials and encourage effective engagement across difference.

Spring 2021

SEM Section: R1 MW 11:45 am - 1:00 pm Greta F. Snyder

WGSS 408 (F) Senior Seminar: Nineteenth-Century French Novel: Desperate Housewives and Extreme Makeovers

Cross-listings: WGSS 408 RLFR 412

Secondary Cross-listing

In 1834, Balzac wrote that “Paris is a veritable ocean. Sound it: you will never know its depth.” The same can be said of the French nineteenth-century novel and its boundless ability to echo the past and illuminate the present. From the Romanticism of Stendhal and Hugo, and the Realism of Balzac and Flaubert, to the Naturalism of Zola and Maupassant, the novel became a forum for examining illicit sexuality, institutional misogyny, social injustice, criminal passions, revolutionary struggles, and Parisian pleasures in nineteenth-century France. Characters such as the imprisoned housewife Emma Bovary, the reluctant revolutionary Jean Valjean, the social-climbing lover Julien Sorel, the ambitious undergraduate Rastignac, and the domestically-abused Gervaise became synonymous with France’s turbulent social and political landscape from the 1830s to the 1880s. And as recent film adaptations make clear, these desperate housewives and extreme makeovers continue to haunt our twenty-first century present. Reinterpreted by such actors as Gérard Depardieu, Isabelle Huppert, Uma Thurman, Claire Danes, and Jennifer Aniston, the nineteenth-century novel continues to sound out the scandalous and sensational depths of our own century. Readings to include novels by Balzac, Stendhal, Hugo, Flaubert, Maupassant, Zola. Films to include adaptations by Clément, Berri, August, Arleta, Lelouch, Chabrol. Conducted in French.

Requirements/Evaluation: active class participation, midterm exam, and two to three papers

Prerequisites: a 200-level or 300-level RLFR literature course at Williams; advanced coursework during study abroad; or by permission of the instructor

Enrollment Limit: 16

Enrollment Preferences: French majors and certificate students; Women’s, Gender, and Sexuality Studies majors; Comparative Literature majors; and those with compelling justification for admission

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 408 (D2) RLFR 412 (D1)

Not offered current academic year
In the age of satellite television, e-mail, and mobile applications such as WhatsApp and Skype, transnational living has rapidly emerged as the norm as opposed to the exception. However, what does it really mean to "be transnational"? How are the lived experiences of transnational individuals and communities shaped by categories of difference such as gender, ethno-racial identity, sexuality, and class? What impacts do the growing number of transnational citizens and residents in the U.S. have on our understanding of "American" identity in the local, national, and global contexts? In this interdisciplinary seminar we will analyze recent theories regarding the origins and impacts of transnationalism. Particular attention will be paid throughout the semester to the intersections of gender, ethno-racial identity, sexuality, and class in connection with everyday transnational dynamics. The broad range of case studies examined includes Central American, Colombia, the Dominican Republic, Haiti, Indonesia, Jamaica, Mexico, the Middle East, and Peru.

Class Format: This remotely taught, synchronous course will follow a discussion format.

Requirements/Evaluation: student participation, an original 12-15 page semester-long research paper conducted in stages, and peer editing

Prerequisites: LATS 105, WGSS 101 or AMST 201; junior or senior standing

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators, Women's, Gender, and Sexuality Studies majors, and American Studies majors by seniority. If the course is overenrolled students may be asked to submit a brief writing sample.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 409 (D2) WGSS 409 (D2) AMST 411 (D2)

Spring 2021

SEM Section: R1    MR 1:30 pm - 2:45 pm    Maria Elena Cepeda

WGSS 411 (S) Advanced Readings and Research

This capstone readings and research seminar for WGSS majors will culminate in a substantial independent research project. In the first half of the semester, we will examine the disciplinary and interdisciplinary development of the field(s) of WGSS; read classic texts and examples of more recent scholarship representing a range of WGSS theories and methods; and explore a variety of methods and strategies for crafting research within the field of WGSS. In the second half of the semester, students will design and conduct their own WGSS-related research projects.

Requirements/Evaluation: weekly discussion questions, research proposal, substantial final research project, and oral presentation

Prerequisites: WGSS 101

Enrollment Limit: none

Enrollment Preferences: WGSS majors

Expected Class Size: 5

Grading: no pass/fail option, no fifth course option

Unit Notes: senior seminar

Distributions: (D2)

Not offered current academic year

WGSS 412 (S) Graphic Sex: Queer Ethnographic Writing

This seminar examines recent and canonical work in queer anthropology, exploring how different cultures construct sexual and gender identities and subjectivities, and what happens when dominant paradigms such as the Euro-American LGBT model become enmeshed in globalization, late
capitalism, and consumerism. We begin with a series of case studies highlighting alternative gender and sexual formations in various cultures around the world, emphasizing how these seemingly "authentic" local categories are themselves the products of historical shifts, colonial relations, and political economy. We also examine how these categories overlap, conflict with, subvert, or syncretize with the increasingly global category of "gay." In addition to reading queer ethnographies, we will also learn the methods required for doing ethnography ourselves, including interviewing techniques, participant observation, writing thick description, data analysis, and editing.

**Requirements/Evaluation:** ethnographic writing assignments (e.g., interviews, field notes, essays, etc.)

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Women's, Gender and Sexuality Studies majors and others with substantial background in Women's, Gender and Sexuality Studies or Anthropology and Sociology Studies; statements of interest will be solicited

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** WGSS junior/senior seminar

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 412 (D2) WGSS 412 (D2)

Not offered current academic year

**WGSS 413 (S) Feminist Technoscience** (DPE)

**Cross-listings:** WGSS 413 STS 413

**Secondary Cross-listing**

Are Feminism and Science compatible commitments? What do these nouns mean when paired with one another, when capitalized (or not), when pluralized (or not), and when deployed by a range of authors in different disciplines? What features do they share as ethical, political, and epistemological practices? What have scientific feminism and feminist science looked like in print and in practice since the middle of the 20th century, and how have they shaped our present, 21st-century technoscientific culture? To address these questions, we will read a set of essays and academic articles that are connected by a trail of citations. These will include works of theory -- like Donna Haraway's "Situated Knowledges" and "A Cyborg Manifesto" -- research write-ups like Pat Treusch's "The Art of Failure in Robotics," and ethnographic work like Sophia Roosth's "Evolutionary Yarns in Seahorse Valley." We will also examine the editorial introduction to "Science Out of Feminist Theory," a 2017 special issue of Catalyst, and we will circle outward and backward to make sense of the terms and arguments we encounter there. While some of the readings will be set in advance, students will help shape the syllabus as we travel toward a better understanding of feminist technoscience's potentials and limitations at a time when technical change often outpaces careful consideration of its consequences.

**Class Format:** This course will meet remotely in Spring 2021.

**Requirements/Evaluation:** discussion participation; five response papers (~2 pages); mid-semester essay (8 pages); final essay (12-15 pages + in-class presentation)

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Science and Technology Studies concentrators

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 413 (D2) STS 413 (D2)

**Difference, Power, and Equity Notes:** Central to "Feminist Technoscience" is a recognition of and engagement with the historical under-privileging of women, women's work, and women's bodies in capital-S "Science" and in a wide range of other technoscientific practices. We will examine and elucidate several branches of feminist theory, We will also develop feminist accounts of contemporary technoscientific work, even as we critique a number of such accounts from the past several decades.
WGSS 416  (S)  Senior Seminar: The Art of Minor Resistance: Advanced Readings in Race, Gender, Performance

Cross-listings: COMP 404  ARTH 416  THEA 416  WGSS 416

Primary Cross-listing

This seminar will study stagings and aesthetic theories of dissent in feminist, queer, anti-colonial, and anti-racist performance. An attunement to performance and to the minor is also a turn toward minoritarian knowledges and lifeworlds. Of interest will be modes of sensing and relating that are not often legible as political—including aesthetics of opacity, quiet, disaffection, aloofness, and inscrutability—but could be understood as critiques of political recognition. Performance is a capacious rubric in this class that will include performance art, social media, photography, music videos, poetry, street protest, and everyday life. Students will learn to describe, interpret, and theorize performance through discussion, writing, and creative form.

Requirements/Evaluation:  in-class discussion, partner presentation, weekly reading responses, final project

Prerequisites:  WGSS 101

Enrollment Limit:  15

Enrollment Preferences:  WGSS majors, students with previous performance studies coursework

Expected Class Size:  15

Grading:  yes pass/fail option,  no fifth course option

Distributions:  (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 404 (D2) ARTH 416 (D2) THEA 416 (D1) WGSS 416 (D2)

Not offered current academic year

WGSS 453  (S)  Women, Gender, and Social Movements in U.S. History

Cross-listings:  HIST 453  WGSS 453

Secondary Cross-listing

This seminar is devoted to researching and writing a substantial research paper on some aspect of U.S. women's or gender history, with a particular focus on social movements. Social movements organized around gender issues and identities have been significant sources of social and political change in U.S. History. Drawing on online archival collections of personal letters and diaries, published writings, organizational records, and oral histories, students will research an individual, social group, organization, event, or movement that invites them to explore that particular subject in depth, while also considering some of the following issues and questions: the different strategies, tactics, and ideologies used for organizing and movement building across the political spectrum; the ways that gender has united and divided grassroots movements; how and when it has been useful for women to act through women's groups versus other types of organizations; the ways that ethnicity, race, religion, and class have been resources for organizing and coalition building; how social movements have shaped and been shaped by larger political and economic developments; the ways that various gendered identities have served as both agents and objects of political and social change; and the relative importance of formally organized politics versus less formal strategies to effect political change.

Requirements/Evaluation:  20- to 25-page research paper

Prerequisites:  none

Enrollment Limit:  15

Enrollment Preferences:  senior History majors

Expected Class Size:  10

Grading:  no pass/fail option,  no fifth course option

Distributions:  (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 453 (D2) WGSS 453 (D2)

Not offered current academic year
WGSS 468  (S)  Practicum in Curating: Visual Art for a Garden

Cross-listings:  WGSS 468  ARTH 468

Secondary Cross-listing

This course aims to develop the wide range of skills needed to realize an art exhibition in a botanical garden (specifically Marie Selby Botanical Gardens in Sarasota where the instructor is Curator at Large. The course responds to her charge to exhibit artists with 100% name recognition for the first five years of Selby's new "Living Museum" initiative which puts works of art in dialogue with botanicals. In the wake of shows devoted to Marc Chagall (2017), Andy Warhol (2018) and Paul Gauguin (forthcoming, 2019), each student will research and choose a non-male and/or non-white artist of some renown and construct an exhibition of works that might be possible to borrow. Course work includes 1) research on the artist and the concept, the focal works of art, auxiliary objects that do not require climate control (e.g. photographs and other works on paper), social history and other methodological frameworks 2) writing requests e.g., loans, rights; and 3) preparations for several of the following: press release, wall texts, wall labels, audio guide, and programming for the exhibition. The final project includes a 10-page synthetic research paper, written for a general audience, about the artist and their use of flowers as well as the projected installation of the climate-controlled gallery. Students may have the opportunity to participate in a WSP in situ in which they will experience all sectors of the museum, glass house, and gardens.

Class Format: this is a practicum so while it meets 3 hours/week as a seminar does, it is hands on in a different way (e.g., co-peer and one-on-one reviewing by me in class)

Requirements/Evaluation: in-class presentations of research (weekly or bi-weekly), a substantive annotated bibliography, several short writing assignments (e.g. letters, queries, reviews), reading and critiques of others’ work, in-class presentation of two drafts of the final paper and installation

Prerequisites: at least one 100-level course in ARTH

Enrollment Limit: 10

Enrollment Preferences: junior and senior art majors, especially those who have had either methods or a senior seminar and/or those with strong research, writing, and design skills

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: field trip expenses that may not be funded by the department (not to exceed $100)

Distributions:  (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 468 (D1) ARTH 468 (D1)

Not offered current academic year

WGSS 491  (F)  Honors Project: Women's & Gender Studies

Women's, Gender and Sexuality Studies honors project.

Grading: no pass/fail option, no fifth course option

Distributions:  (D2)

Not offered current academic year

WGSS 492  (S)  Honors Project: Women's & Gender Studies

Women's, Gender and Sexuality Studies honors project.

Grading: no pass/fail option, no fifth course option

Distributions:  (D2)

Not offered current academic year

WGSS 493  (F)  Senior Thesis: Women's & Gender Studies

Women's, Gender and Sexuality Studies senior thesis.

Grading: no pass/fail option, no fifth course option

Distributions:  (D2)
**Fall 2020**

**HON Section: H1**  TBA  Gregory C. Mitchell

**WGSS 494 (S) Senior Thesis: Women’s & Gender Studies**

Women’s, Gender and Sexuality Studies senior thesis.

**Grading:**  no pass/fail option,  no fifth course option

**Distributions:**  (D2)

**Spring 2021**

**HON Section: R1**  TBA  Gregory C. Mitchell

**WGSS 497 (F) Independent Study: Women’s & Gender Studies**

Women’s, Gender and Sexuality Studies independent study.

**Grading:**  yes pass/fail option,  yes fifth course option

**Distributions:**  (D2)

**Fall 2020**

**IND Section: H1**  TBA  Gregory C. Mitchell

**WGSS 498 (S) Independent Study: Women’s & Gender Studies**

Women’s, Gender and Sexuality Studies independent study.

**Grading:**  yes pass/fail option,  yes fifth course option

**Distributions:**  (D2)

**Spring 2021**

**IND Section: R1**  TBA  Gregory C. Mitchell

**Winter Study**

**WGSS 31 (W) Senior Thesis: Women’s and Gender Studies**

See description of Degree with Honors in Women’s, Gender and Sexuality Studies.

**Class Format:**  thesis

**Grading:**  pass/fail only

*Not offered current academic year*

**WGSS 99 (W) Independent Study: Women’s and Gender Studies**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:**  independent study

**Grading:**  pass/fail only

*Not offered current academic year*
The Writing Skills (WS) requirement is to improve student writing proficiency across disciplines. Students in these courses will receive guidance on structure, style, argumentation, and other significant aspects of writing throughout the semester. This may be achieved through brief assignments spaced over the semester, sequenced assignments leading to a longer final paper, etc. WS courses may also include multiple drafts, peer review, conferences or class discussions designed to improve writing skills. (A course with a single long paper due at the end of the semester, but with no required or structured means of addressing writing issues, would not be considered a writing skills course.)

The primary function of the WS designation is to indicate that the course will provide consistent and ongoing feedback on students' writing. Thus, the amount of writing should be substantial and well spaced, followed by timely evaluation and suggestions for improvement. Specifically, a WS course should require multiple assignments, each returned with comments which address writing problems and strategies, as appropriate. Because WS course instructors must pay attention to students' writing skills as well as to their mastery of the content of the course, WS courses have a maximum enrollment of 19.

All students are required to take TWO WS courses: one by the end of sophomore year and one by the end of junior year. Students will benefit most from WS courses by taking them early in their college careers and are strongly encouraged to complete the requirement by the end of sophomore year.

**AFR 104 (S) Race and a Global War: Africa during World War II (DPE) (WS)**

**Cross-listings:** AFR 104 HIST 104

**Secondary Cross-listing**

This course highlights African experiences of World War II. Although most histories have excluded Africa's role in the war, the continent and its people were at the center of major developments during in this global conflict. In fact, many Africans remember the Italian invasion of Ethiopia in 1935 as the start of the war. African servicemen fought alongside the Allied and Axis forces on major warfronts in Europe, Africa and Asia. African communities and individuals also established war charity campaigns to collect funds, which they sent to war ravaged societies in Europe. Indeed, African economies, despite their colonial statuses, kept European imperial nations afloat in their most hour of need. At the same time, African colonial subjects faced severe food shortages, the loss of working-age men to labor and military recruiters, and dramatically increased taxes. We will examine the impact of these and other wartime pressures on different African communities. How did African societies meet such challenges and how did they view the war? In this course we will examine the roles that women played during the war, and the various other ways that African communities met wartime demands. Other topics we will explore include the role of African women; colonial propaganda; political protest against the war; race and racial thought in the wartime era; war crimes; African American support for the liberation of Ethiopia; and the war's impact on decolonization across the continent. We will further study how Africans and outsiders have differently conceptualized the continent's role in the war by analyzing a variety of sources, including scholarly writings, archival materials, films, former soldiers' biographies, and propaganda posters.

**Requirements/Evaluation:** active participation in discussion, map quiz, 2 short papers (3-5 pages), presentation, and one research paper (8-12 pages)

**Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** first-year students and then sophomores who have not previously taken a 100-level seminar

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 104 (D2) HIST 104 (D2)

**Writing Skills Notes:** Students will write two 3-5-page essays each written in two drafts with instructor comments. They will also write an 8-12-page research paper with required submission of a proposed topic, an annotated bibliography, an outline, and a draft before the final paper itself. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course explores the colonial relationship during a major global crisis. Students will examine existing narratives of African contributions to the war and to come up with their own interpretations, and will be called to critically engage the question of why and how colonies made significant contributions to the Allied cause by producing needed materials and resources or by joining the fight. Africans
made these contributions spite of various and complex inequities.

Spring 2021
SEM Section: H1 MW 11:45 am - 1:00 pm Benjamin Twagira

**AFR 115 (F) The Literature of Sports** (DPE) (WS)

**Cross-listings:** AFR 115 ENGL 115

**Secondary Cross-listing**

The ubiquity of the sporting event, the athlete as hero, the athlete as failure, the crowd, the fan, the stadium, and all of the complex conflicts therein have long been the subjects of some of the finest writing in America and throughout the world. Writers have used sport as a context through which to explore and examine ideas such as beauty, the sublime, tragedy, politics, race, class, sexuality, and gender. This course will focus on poetry, fiction, and non-fiction invested in the public spectacles and private revelations of sport ranging from the poetics of praise to issues of urbanism, colonialism, globalization with readings by Pindar, Rankine, CLR James, Baldwin, Hemingway, Oates, DeLillo, and many others. This course will be taught online in a synchronous format.

**Requirements/Evaluation:** Students will be expected to complete a number of short (5 pages or less) papers during the semester and one longer paper (8-10 pages) at the end of the semester.

**Prerequisites:** None.

**Enrollment Limit:** 14

**Enrollment Preferences:** first-year students who have not taken or placed out of a 100-level ENGL course.

**Expected Class Size:** 14

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 115 (D2) ENGL 115 (D1)

**Writing Skills Notes:** Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course will focus on literature about sports that addresses, among other topics, civil rights activism, gentrification, race dynamics and race relations both inside and outside of the USA, American exceptionalism, sociocultural construction of emotional displays, mental health, religious conflict, and anti-blackness.

Fall 2020
SEM Section: R1 MW 10:00 am - 11:15 am Rowan Ricardo Phillips

**AFR 158 (F) North of Jim Crow, South of Freedom** (DPE) (WS)

**Cross-listings:** AFR 158 HIST 158

**Secondary Cross-listing**

This course analyzes the freedom struggle in the North during the twentieth century. Whereas black northerners drew from broader campaigns and traditions of black resistance, we will explore territorial distinctions in the region that otherwise have been flattened within the long history of civil rights discourse. To accomplish this aim, we will engage the following themes: black culture and radicalism; community formation and residential segregation; demographic and migratory transitions; deindustrialization and the war; gender and respectability politics; labor tensions and civil rights unionism; northern racial liberalism; and the influence of world affairs—all with an eye toward scrutinizing the freedom struggle in its northern variety.

**Class Format:** This course is designed as a seminar and will be taught remotely. Virtual course meetings will revolve around synchronous discussion and remote learners will be expected to attend class regularly and participate actively in each session held via Zoom (or a similar platform).

**Requirements/Evaluation:** Students are expected to participate actively and will write three short essays (3-4 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (8-10 pages) in consultation with the instructor and will be required to submit a topic proposal.

**Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor

**Enrollment Limit:** 10
Enrollment Preferences: first-year students and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 158 (D2) HIST 158 (D2)

Writing Skills Notes: Students will write three short essays (3-4 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages) in consultation with the instructor and will be required to submit a topic proposal and outline, an annotated bibliography, and a peer-reviewed draft of the final paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course analyzes the long black freedom struggle in the North during the twentieth century. It examines black northerners’ efforts to achieve citizenship and equality as well as their challenges and involvements with northern racial liberalism. It offers students the opportunity to think critically about how black resistance campaigns emerged and evolved as discriminatory racial practices persisted in spite of legal and legislative remedies.

Fall 2020
SEMS Section: R1    TR 11:30 am - 12:45 pm    Tyran K. Steward

AFR 167  (S) Let Freedom Ring? African Americans and Emancipation  (WS)

Cross-listings: AFR 167  HIST 167  AMST 167

Secondary Cross-listing
This course will examine African Americans’ transition from slavery to freedom. In the years that encompassed the Civil War and immediately after, most African Americans changed from being legal property, able to be bought, sold, mortgaged, rented out, and leveraged into U.S. citizens, with the Constitutional right to male suffrage. This course examines this transition. How did it come about? To what extent were African Americans able to exercise their rights that the constitution guaranteed? How did Emancipation shape African American family relations, culture and demography? This is a research seminar. We will examine work of historians and discuss the contradictions and nuances of emancipation. Readings will include monographs, scholarly articles and heavy dose of primary sources, as many as possible written by African Americans themselves. Assignments include an original research paper on an aspect of Emancipation. We will devote considerable time throughout the semester to finding primary and secondary sources and on the writing process.

Requirements/Evaluation: research paper, short writing assignments, class participation

Prerequisites: first-years and sophomores

Enrollment Limit: 19

Enrollment Preferences: first-years, and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 167 (D2) HIST 167 (D2) AMST 167 (D2)

Writing Skills Notes: Students will work throughout the semester on research paper that concerns Emancipation in the US. Students will turn in segments of this paper in separate assignments. During the final weeks of the course students will stitch these components together. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Spring 2021
SEMS Section: R1    TR 9:45 am - 11:00 am    Gretchen Long

AFR 207  (F) "Out of Africa": Cinematic Por(Be)trayals of a Continent  (DPE) (WS)

Cross-listings: ARTH 207 AFR 207
Secondary Cross-listing

This tutorial provides a focused study of the politics / poetics of visualization and identification associated with film and cinema about Africa from past to present. From colonial-era propaganda newsreels about Africa's 'fighting men' to contemporary white-savior narratives that exploit current socio-political ruptures on the continent for epic effect, films about Africa produced by a primarily Western cinematic regime have proven themselves to be highly effective apparatuses for framing "Africa" as a concept to be summoned time and time again to tell different stories for different audiences, and in doing so privilege particular viewpoints and imaginaries. This tutorial will provide a space for robust discussion and debate about the various representative tropes, conceptualizations, and visualizations that have been used to shape the contours of "Africa" as understood by a primarily Western audience from past to present, and how these same tropes in many ways have come to define the nature of the relationship between film / cinema and the continent over the history of their engagement. In doing so, it will also address how strategic displays and narratives deployed by cinematic productions often support specific power dynamics that locate an idea of "Africa" within paradigms of specific cultural and political understanding. In zeroing in on how such films promote targeted realities for people and places within the continent, this tutorial will address how "Africa" in Western film and cinematic traditions is positioned within a particular framework of understanding that is more often than not irrevocably tethered to a Western imaginary.

Class Format: This tutorial will be predominantly remote, with student pairs meeting with the instructor on a weekly basis via google hangouts. There may be options for in-person events as the semester progresses, but this is to be determined.

Requirements/Evaluation: targeted bi-monthly writing assignments (5-7 pages in length) and bi-monthly peer response papers (2 pages in length)

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Art History majors and seniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 207 (D1) AFR 207 (D2)

Writing Skills Notes: This course fulfills Writing Skills requirements through its focus on the development of writing proficiency in terms of writing mechanics, syntax, and organization. It is also designed to help students craft a general approach to formulating a well-articulated, compelling argument. Students will receive extensive feedback on bi-monthly writing assignments from both the instructor and their peers as well as a comprehensive mid-semester critique from the instructor.

Difference, Power, and Equity Notes: This course fulfills DPE requirements through its exploration of issues of 'authentic' representation as they have been applied to representations of "Africa" displayed within the contexts of Western film and cinema. Through discussions of cultural capital and the politics of representation, students analyze how a general African 'identity' has been dictated by Western film culture and how this hegemony is currently being disrupted by an emergent generation of African artists and filmmakers.

Fall 2020

TUT Section: RT1   TBA   Michelle M. Apotsos

AFR 209  (F)(S)  Introduction to Racial Capitalism  (DPE) (WS)

Cross-listings: AMST 202  AFR 209

Secondary Cross-listing

The historical relationship between race and capitalism is one of the most enduring debates in U.S. historiography, shaping modes of inquiry and analysis across history, law, economics, sociology, anthropology, and other fields. This course seeks to introduce students to the concept of "racial capitalism"--which rejects treatments of race (and racism) as external to the so-called real workings of capitalism--as a way to understand this relationship and as an activist hermeneutic through which to identify and respond to the conditions that American Studies must reckon with. Students will gain familiarity with the global history of racial capitalism and the power of the concept itself through secondary sources and a wide range of primary sources, and through engaged discussion and short essays. Throughout the course, we will pay special attention to the cultural politics, political geographies, and historical development of racial capitalism, thus attending to how the social relations of racial capitalism have been known, lived, and resisted across time and space. The course is organized around three key themes: the land question; race, capitalism, and nation; and the banalities of racial capitalism. Across these themes, the course will address such issues and topics as North American settler colonialism,
circum-Caribbean plantation slave and "Coolie" labor, mass incarceration, the subprime mortgage crisis, and the War on Terror. The course will do so through and against a history of racial capitalism that privileges the U.S. nation-state in particular. By the end of this course, students should be able to: detail and analyze the historical development of and resistance to racial capitalism, doing so in relation to the global itineraries of racial slavery, settler colonialism, imperialism, and white supremacy; trace the history of the concept of racial capitalism itself; and identify how the concept continues to shape the field of American Studies.

Class Format: This course is designated as remote. However, international students who want to take this course but need it to be designated as a hybrid course in order to do so may instead register for an independent study with Prof. Ayazi. As a hybrid course, this independent study will have the same requirements as the listed course, with the exception of a limited number of face-to-face meetings in Williamstown or Boston. Please contact Prof. Ayazi at ha5@williams.edu to discuss such an arrangement.

Requirements/Evaluation: Evaluation will be based on the following requirements: Class Participation: 25%; Weekly Responses (350-500 words): 25%; Essay 1--First submission (5 pgs): 10%; Essay 2 (5 pgs): 10%; Essay 3 (5 pgs): 15%; Essay 4 (5 pgs): 15%. Class will meet twice per week. Tu. meetings will be asynchronous and Th. meetings will be synchronous. Asynchronous components of the course include pre-recorded lectures, discussion boards, and other exercises that promote as much connection as possible within the constraints of remote education. Toward this end, synchronous meetings will center engaged discussion in small groups and as a class.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: American Studies majors, students specializing in Native American and Indigenous Studies, Africana majors, History majors

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 202 (D2) AFR 209 (D2)

Writing Skills Notes: Emphasis on writing process and revision: Three thesis papers at 5 pages each (each receiving critical feedback from professor and peers); one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper.

Difference, Power, and Equity Notes: Throughout, the course addresses the issues of difference, power, and equity amongst groups and the nature of the theoretical tools or perspectives used to understand these issues. It does so familiarizing students with "racial capitalism" as both a way of understanding the historical relationship between race and capitalism, and as an activist hermeneutic to respond to the conditions that American Studies and other fields must reckon with in the present.

Fall 2020
SEM Section: R1 TR 9:45 am - 11:00 am Hossein Ayazi

Spring 2021
SEM Section: R1 TR 9:45 am - 11:00 am Hossein Ayazi

AFR 340 (S) Black Marxism: Political Theory and Anti-Colonialism (DPE) (WS)

Cross-listings: AFR 340 INTR 341 PSCI 373 PHIL 341

Secondary Cross-listing

The seminar involves a critical engagement with key Africana political leaders, theorists and liberationists. We will examine the Pan-African writings of: Cedric Robinson (Black Marxism); Walter Rodney (How Capitalism Underdeveloped Africa), Eric Williams (Capitalism and Slavery; From Columbus to Castro); Frantz Fanon (The Wretched of the Earth); Malcolm X (Malcolm X Speaks); Amilcar Cabral (Resistance and Decolonization; Unity and Struggle); C. L. R. James (The Black Jacobins).

Requirements/Evaluation: Attend all classes. Papers are due 24hours before the start of class. Participate in class discussions.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: Juniors and Seniors.
Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 340 (D2) INTR 341 (D2) PSCI 373 (D2) PHIL 341 (D2)

Writing Skills Notes: Three thesis papers at five pages each (each receiving critical feedback from professor); one thesis paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process; one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper.

Difference, Power, and Equity Notes: This course focuses on anti-colonial struggles against European powers. Research will include the concept of "internal colonies" in the US.

Spring 2021

SEM Section: R1 TBA Joy A. James

AFR 359 (S) Settler Colonialism, Care, Kinship and Social Reproduction (DPE) (WS)

Cross-listings: AFR 359 AMST 356

Secondary Cross-listing
AMST 356 Settler Colonialism, Care, Kinship and Social Reproduction Contemporary understandings of family, kinship and care were shaped through the invasion of the Indigenous Americas and Transatlantic slavery. Indigenous nations came to be understood by anthropologists and settler states as governed by a logic of kinship, and this understanding was weaponized by the US and Canada to target Indigenous governance for elimination. At the same time, dominant kinship narratives were defined by the property claims made upon Black lives under settler law and by the state-enforced maternal inheritance of racialized bondage. This course will analyze kinship and care as both mechanisms of state control of Indigenous and Black lives and lands, and as sites of insurgency against colonial states. We will analyze how Canada and the U.S. have deployed Child Protective Services, reproductive regulation, Boarding Schools, plantation economies, land dispossession, and the prison industrial complex to target Indigenous, Black, Brown, working class and trans/queer support systems. Applying methodologies and theoretical interventions in Indigenous studies, Black studies and critical political economy to primary texts to US and Canadian law, autobiography, and anthropology, our focus will move from 17th and 18th century British colonial law to autobiographical accounts of slavery and emancipation, to Canada's 19th century Indian Act, to mid-20th century social scientific debates on Black and Indigenous families. We will end by thinking about insurgent practices of organizing care and kinship outside and against the confines of whiteness, capital and the state. The pedagogical aims of the course are to illustrate how kinship narratives anchor settler colonial nationhood and property regimes, and to facilitate the development of skills in writing and independent research, primary source analysis, and critical analysis of law, anthropology, and policy.

Requirements/Evaluation: Class Participation and three critical response papers at three to five pages each (each receiving critical feedback from professor); one response paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process. One final paper (15-20 pages) and one roundtable presentation based on the final paper.

Prerequisites: Prerequisites: one or more of the following courses: AMST 146, Introduction to Indigenous Studies or AFR 200, Introduction to Africana Studies; HIST 254 / AMST 254 (F), Sovereignty, Resistance, and Resilience: Native American Histories to 1865 or AMST 204:

Enrollment Limit: 19

Enrollment Preferences: AMST majors have first priority, AFRICANA majors have second priority.

Expected Class Size: 19

Grading: yes pass/fail option, no fifth course option

Unit Notes: This course satisfies EITHER the Space and Place elective OR the Comparative Studies in Race, Ethnicity and Diaspora elective

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 359 (D2) AMST 356 (D2)

Writing Skills Notes: Explanation: Three critical response papers at three to five pages each (each receiving critical feedback from professor); one response paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process. One final paper (15-20 pages) and one roundtable presentation based on the final paper.

Difference, Power, and Equity Notes: This course focuses upon the operations of difference, power and equity in settler colonial governance in the
Americas, particularly in terms of how the legal and extralegal regulation of family, kinship and care are sites where racial, colonial, ethnic, gender and sexual difference are produced and reproduced. It aims to provide students with critical tools to become responsible agents of change, by informing them of the ways that concerns for social equity in the field of kinship and family h

Spring 2021

SEM Section: R1    WF 1:30 pm - 2:45 pm     Margaux L Kristjansson

AFR 390 (F)(S) Race, Identity, Nature (DPE) (WS)
Cross-listings: ENVI 430  AFR 390  AMST 430

Secondary Cross-listing

From 18th-century claims that climate determined character to the 21st-century proliferation of DNA tests underwriting claims to Indigenous ancestry, race, colonialism, identity, and "nature" operate as interconnected terrains of power. Anchored in the contexts of U.S. colonialisms, racialization, and accumulation, this course aims to expose students to the cultural politics of "nature" as a way of "doing" American Studies. Specifically, this course investigates formations of and struggles against U.S. colonialisms, racialization, and accumulation via the many symbolic and material iterations, negotiations, and contestations of the contingent relations between and among human and non-human natures. Organized around a significant research paper and weekly written responses, this course ultimately aims to foster students' critical writing, reading, analytical thinking, and comparative inquiry skills across such contexts and sites of contestation, and across texts of different genres and media. We will work with a wide range of primary sources, including published fiction and poetry, legal documents, newspaper articles, speeches, recorded songs, and films, photos, paintings and other visual culture. By the end of this course, students should be able to describe the historical foundations of dominant ideas, attitudes, and practices toward non-human natures, as well as analyze how ideas of "nature" mediate the ways in which colonial, racial, gender, and sexual categories and structures inform and are (re)produced by U.S. institutions and in public areas such as the law, public policy, and property. Finally, students should be able to interpret how racialized and colonized peoples' visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation.

Class Format: This course is designated as remote. However, international students who want to take this course but need it to be designated as a hybrid course in order to do so may instead register for an independent study with Prof. Ayazi. As a hybrid course, this independent study will have the same requirements as the listed course, with the exception of a limited number of face-to-face meetings in Williamstown or Boston. Please contact Prof. Ayazi at ha5@williams.edu to discuss such an arrangement.

Requirements/Evaluation: Evaluation will be based upon the following: Class Participation: 25%; Weekly Responses (350-500 words): 25%; Final Research Essay: 50%, broken down by Research Proposal (2-3 pgs, 10%), Peer Review and Feedback (2 pgs, 10%), Presentation (10%); Essay (15 pgs): 20%. Class will meet twice per week. Tu. meetings will be synchronous and Th. meetings will be asynchronous. Asynchronous components of the course include pre-recorded lectures, discussion boards, and other exercises that promote as much connection as possible within the constraints of remote education. Toward this end, synchronous meetings will center engaged discussion.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: American Studies majors will be given preference; secondary preference given to students specializing in Native American and Indigenous Studies, as well as Africana and Environmental Studies majors.

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 430 (D2) AFR 390 (D2) AMST 430 (D2)

Writing Skills Notes: Emphasis on revision and writing process includes: One thesis paper at 15 pages (receiving critical feedback from professor and peers); one thesis paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process; one research proposal (including thesis outline and annotated bibliography of primary texts) with critical feedback from professor; student presentations and roundtable discussion based on the final paper.

Difference, Power, and Equity Notes: By the end of this course, students should be able to interpret how racialized and colonized peoples' visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation. In order to addresses such
Fall 2020
SEM Section: R1  TR 11:30 am - 12:45 pm  Hossein Ayazi

Spring 2021
SEM Section: R1  TR 11:30 am - 12:45 pm  Hossein Ayazi

AMST 167  (S) Let Freedom Ring? African Americans and Emancipation  (WS)
Cross-listings:  AFR 167  HIST 167  AMST 167

Secondary Cross-listing
This course will examine African Americans' transition from slavery to freedom. In the years that encompassed the Civil War and immediately after, most African Americans changed from being legal property, able to be bought, sold, mortgaged, rented out, and leveraged into U.S. citizens, with the Constitutional right to male suffrage. This course examines this transition. How did it come about? To what extent were African Americans able to exercise their rights that the constitution guaranteed? How did Emancipation shape African American family relations, culture and demography? This is a research seminar. We will examine work of historians and discuss the contradictions and nuances of emancipation. Readings will include monographs, scholarly articles and heavy dose of primary sources, as many as possible written by African Americans themselves. Assignments include an original research paper on an aspect of Emancipation. We will devote considerable time throughout the semester to finding primary and secondary sources and on the writing process.

Requirements/Evaluation: research paper, short writing assignments, class participation

Prerequisites: first-years and sophomores

Enrollment Limit: 19

Enrollment Preferences: first-years, and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 167 (D2) HIST 167 (D2) AMST 167 (D2)

Writing Skills Notes: Students will work throughout the semester on research paper that concerns Emancipation in the US. Students will turn in segments of this paper in separate assignments. During the final weeks of the course students will stitch these components together. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Spring 2021
SEM Section: R1  TR 9:45 am - 11:00 am  Gretchen Long

AMST 202  (F)(S) Introduction to Racial Capitalism  (DPE) (WS)
Cross-listings:  AMST 202  AFR 209

Primary Cross-listing
The historical relationship between race and capitalism is one of the most enduring debates in U.S. historiography, shaping modes of inquiry and analysis across history, law, economics, sociology, anthropology, and other fields. This course seeks to introduce students to the concept of "racial capitalism"--which rejects treatments of race (and racism) as external to the so-called real workings of capitalism--as a way to understand this relationship and as an activist hermeneutic through which to identify and respond to the conditions that American Studies must reckon with. Students will gain familiarity with the global history of racial capitalism and the power of the concept itself through secondary sources and a wide range of primary sources, and through engaged discussion and short essays. Throughout the course, we will pay special attention to the cultural politics, political geographies, and historical development of racial capitalism, thus attending to how the social relations of racial capitalism have been known, lived, and resisted across time and space. The course is organized around three key themes: the land question; race, capitalism, and nation; and the banalities of racial capitalism. Across these themes, the course will address such issues and topics as North American settler colonialism, circum-Caribbean plantation slave and "Coolie" labor, mass incarceration, the subprime mortgage crisis, and the War on Terror. The course will do so
through and against a history of racial capitalism that privileges the U.S. nation-state in particular. By the end of this course, students should be able to: detail and analyze the historical development of and resistance to racial capitalism, doing so in relation to the global itineraries of racial slavery, settler colonialism, imperialism, and white supremacy; trace the history of the concept of racial capitalism itself; and identify how the concept continues to shape the field of American Studies.

**Class Format:** This course is designated as remote. However, international students who want to take this course but need it to be designated as a hybrid course in order to do so may instead register for an independent study with Prof. Ayazi. As a hybrid course, this independent study will have the same requirements as the listed course, with the exception of a limited number of face-to-face meetings in Williamstown or Boston. Please contact Prof. Ayazi at ha5@williams.edu to discuss such an arrangement.

**Requirements/Evaluation:** Evaluation will be based on the following requirements: Class Participation: 25%; Weekly Responses (350-500 words): 25%; Essay 1—First submission (5 pgs): 10%; Essay—Revision (5 pgs): 10%; Essay 2 (5 pgs): 15%; Essay 3 (5 pgs): 15%. Class will meet twice per week. Tu. meetings will be asynchronous and Th. meetings will be synchronous. Asynchronous components of the course include pre-recorded lectures, discussion boards, and other exercises that promote as much connection as possible within the constraints of remote education. Toward this end, synchronous meetings will center engaged discussion in small groups and as a class.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** American Studies majors, students specializing in Native American and Indigenous Studies, Africana majors, History majors

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 202 (D2) AFR 209 (D2)

**Writing Skills Notes:** Emphasis on writing process and revision: Three thesis papers at 5 pages each (each receiving critical feedback from professor and peers); one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper.

**Difference, Power, and Equity Notes:** Throughout, the course addresses the issues of difference, power, and equity amongst groups and the nature of the theoretical tools or perspectives used to understand these issues. It does so familiarizing students with "racial capitalism" as both a way of understanding the historical relationship between race and capitalism, and as an activist hermeneutic to respond to the conditions that American Studies and other fields must reckon with in the present.

Fall 2020

SEM Section: R1 TR 9:45 am - 11:00 am Hossein Ayazi

Spring 2021

SEM Section: R1 TR 9:45 am - 11:00 am Hossein Ayazi

**AMST 219 (S) Extreme Persuasions: The Far Right in the United States and Russia** (DPE) (WS)

**Cross-listings:** AMST 219 RUSS 218 WGSS 217

**Primary Cross-listing**

The purpose of this course is to explore the unexpected recent confluence of the American and Russian far-right movements, among advocates for authoritarianism in both countries who have traditionally understood the "other" superpower to be an implacable enemy. How have nationalist movements in the United States come to see the Russian Federation as a vanguard for 'whiteness' and traditional masculinity in European identity, overturning the perception of Russia as a racial Other that was prevalent among American conservatives during the Cold War? What are the affinities between the imperial and openly patriarchal aspirations of Putinism and the goals of American religious Reconstructionism, with its interpretation of the Confederacy as a God-given model for racial separatism and gender complementarianism? We will discuss repressive historical legacies and homophobia in both countries, devoting particular attention to debates about protest art and the removal of monuments, and to movements that situate themselves in opposition to neoliberal forms of ethno-nationalism.

**Requirements/Evaluation:** On average, there will be 100 pages of reading per week. Over the course of the semester, students will be required to view three films, which will be discussed in class. Class participation counts for 25% of the course grade; each of the first three response papers, 15%;
The term paper, 25%; the in-class presentation of the term paper, 5%.

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** Majors and concentrators in AMST, Russian, and Women's and Gender Studies.

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 219 (D2) RUSS 218 (D1) WGSS 217 (D2)

**Writing Skills Notes:** The written work is comprised of three response papers (5-7 pages each), a rough draft of the term paper (8-10 pages) that will be ungraded but extensively commented upon, and the term paper itself (10-15 pages). Each student to discuss their writing strategies prior to the deadlines for the essay assignments. For the essays, students may choose from among a range of prompts, or design a topic of their own.

**Difference, Power, and Equity Notes:** Students will use the assigned readings as points of departure for analyzing and responding to traditionalist configurations of gender and ethno-nationalism in the United States and the Russian Federation. Particular attention will be devoted to the proliferation of different conceptions of power and privilege in both countries, and to ways in which a parsing of them may facilitate an engagement with the arguments of far right movements while retaining the concept of social justice.

Spring 2021

SEM Section: H1    TR 11:30 am - 12:45 pm     Alexandar Mihailovic

AMST 310  (S)  "A language to hear myself": Advanced Studies in Feminist Poetry and Poetics  (DPE) (WS)

**Cross-listings:** AMST 310  ENGL 302  WGSS 330

**Secondary Cross-listing**

The title of this course comes from Adrienne Rich's 1969 poem "Tear Gas," grounding our study in 1960s, 70s, and 80s feminist activist poetry but also in our current moment to answer a fundamental question: what can poetry do for us? In this period, feminist activist poets were at the center of a revolutionary social justice movement that changed the world. Feminist presses published much of the new poetry. This course focuses on the theory and practice of feminist poetry and print culture during this period, and how feminist experiments in language changed how we understand American poetry. We focus on the theoretical writings and poetry chapbooks of a diverse group of poets who powered the movement, including Audre Lorde, Mitsuye Yamada, Nelly Wong, Robin Morgan, June Jordan, Joy Harjo, Gloria Anzaldúa, Sonia Sanchez, Adrienne Rich, Judy Grahn, and Pat Parker. We also read the work of some later feminist theorists, such as Judith Butler, as we analyze the kinds of performances that brought together feminist poetry and political activism. We spend some time in the archives, analyzing documents from the period, including original publications of poetry chapbooks often published by the period's many feminist presses and consider how such attention allows us to construct alternative narratives for feminism and American poetry. Writing at the intersections of race, class, gender, and sexuality, and of multiple social justice movements (Civil Rights, anti-Vietnam War, LGBTQ activism, and Black Power), these poets gave us a new language to "hear," not only ourselves, but the experience and pain of others, and, in so doing, they moved personal experience into public discourse around issues of inequality and human flourishing in a democratic society.

**Class Format:** I anticipate that this class will be a hybrid course for students who are both remote and in-person, with a mix of synchronous and asynchronous elements.

**Requirements/Evaluation:** two short analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), short presentation, longer final researched paper (10-12 pages)

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** English, Women's, Gender, and Sexuality Studies, American Studies majors

**Expected Class Size:** 16

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:

AMST 310 (D2) ENGL 302 (D1) WGSS 330 (D2)

**Writing Skills Notes:** Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, critical summaries of feminist criticism, two four-to-five-page graded papers, one creative assignment, a longer, final researched paper (10-12 pages), written in stages over a period of several weeks with feedback at each stage. Critical feedback on written assignments a week prior to due date through conferences and Google Docs and on graded assignments within one week.

**Difference, Power, and Equity Notes:** The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the feminist movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the period.

Spring 2021

**SEM Section:** H1  TF 1:30 pm - 2:45 pm  Bethany Hicok

AMST 333 (S)  An American Family and "Reality" Television  (WS)

**Cross-listings:** ARTH 310  WGSS 312  AMST 333

**Secondary Cross-listing**

*An American Family* was a popular documentary series that featured the Loud family from Santa Barbara, California, whose everyday lives were broadcast on national television. The series generated an enormous amount of media attention, commentary, and controversy when it premiered on PBS in 1973. Today, it is regarded as the origin of so-called "Reality TV." In addition to challenging standard rules for television programming, the show challenged social conventions and asked viewers to think seriously about family relations, sexuality, domesticity, and the "American dream." Documenting the family's life over the course of eight months, the series chronicled the dissolution of the Louds’ marriage and broadcast the "coming out" of eldest son Lance Loud, the first star of reality television. In this class, we will view the *An American Family* series in its entirety, research the program's historical reception, and analyze its influence on broadcast and film media, particularly on "reality" television. A final 14- to 18-page research paper will be prepared in stages, including a 6- to 8-page midterm essay that will be revised and expanded over the course of the semester.

**Class Format:** Remote seminar. The course will feature synchronous online class meetings.

**Requirements/Evaluation:** class presentations, research assignments and annotated bibliographies, and final 14- to 18-page research paper.

Student presentations will be recorded offline and posted to GLOW.

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** junior Art majors, followed by senior majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)  (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 310 (D1) WGSS 312 (D2) AMST 333 (D2)

**Writing Skills Notes:** There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Spring 2021

**SEM Section:** R1  MW 6:45 pm - 8:00 pm  C. Ondine Chavoya

AMST 356 (S) Settler Colonialism, Care, Kinship and Social Reproduction  (DPE)  (WS)

**Cross-listings:** AFR 359  AMST 356

**Primary Cross-listing**

AMST 356 Settler Colonialism, Care, Kinship and Social Reproduction Contemporary understandings of family, kinship and care were shaped through
the invasion of the Indigenous Americas and Transatlantic slavery. Indigenous nations came to be understood by anthropologists and settler states as governed by a logic of kinship, and this understanding was weaponized by the US and Canada to target Indigenous governance for elimination. At the same time, dominant kinship narratives were defined by the property claims made upon Black lives under settler law and by the state-enforced maternal inheritance of racialized bondage. This course will analyze kinship and care as both mechanisms of state control of Indigenous and Black lives and lands, and as sites of insurgency against colonial states. We will analyze how Canada and the U.S. have deployed Child Protective Services, reproductive regulation, Boarding Schools, plantation economies, land dispossession, and the prison industrial complex to target Indigenous, Black, Brown, working class and trans/queer support systems. Applying methodologies and theoretical interventions in Indigenous studies, Black studies and critical political economy to primary texts to US and Canadian law, autobiography, and anthropology, our focus will move from 17th and 18th century British colonial law to autobiographical accounts of slavery and emancipation, to Canada's 19th century Indian Act, to mid-20th century social scientific debates on Black and Indigenous families. We will end by thinking about insurgent practices of organizing care and kinship outside and against the confines of whiteness, capital and the state. The pedagogical aims of the course are to illustrate how kinship narratives anchor settler colonial nationhood and property regimes, and to facilitate the development of skills in writing and independent research, primary source analysis, and critical analysis of law, anthropology, and policy.

Requirements/Evaluation: Class Participation and three critical response papers at three to five pages each (each receiving critical feedback from professor); one response paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process. One final paper (15-20 pages) and one roundtable presentation based on the final paper.

Prerequisites: Prerequisites: one or more of the following courses: AMST 146, Introduction to Indigenous Studies or AFR 200, Introduction to Africana Studies; HIST 254 / AMST 254 (F), Sovereignty, Resistance, and Resilience: Native American Histories to 1865 or AMST 204:

Enrollment Limit: 19

Enrollment Preferences: AMST majors have first priority, AFRICANA majors have second priority.

Expected Class Size: 19

Grading: yes pass/fail option, no fifth course option

Unit Notes: This course satisfies EITHER the Space and Place elective OR the Comparative Studies in Race, Ethnicity and Diaspora elective

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 359 (D2) AMST 356 (D2)

Writing Skills Notes: Explanation: Three critical response papers at three to five pages each (each receiving critical feedback from professor); one response paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process. One final paper (15-20 pages) and one roundtable presentation based on the final paper.

Difference, Power, and Equity Notes: This course focuses upon the operations of difference, power and equity in settler colonial governance in the Americas, particularly in terms of how the legal and extralegal regulation of family, kinship and care are sites where racial, colonial, ethnic, gender and sexual difference are produced and reproduced. It aims to provide students with critical tools to become responsible agents of change, by informing them of the ways that concerns for social equity in the field of kinship and family h

Spring 2021

SEM Section: R1  WF 1:30 pm - 2:45 pm  Margaux L Kristjansson

AMST 430 (F)(S) Race, Identity, Nature (DPE) (WS)

Cross-listings: ENVI 430  AFR 390  AMST 430

Primary Cross-listing

From 18th-century claims that climate determined character to the 21st-century proliferation of DNA tests underwriting claims to Indigenous ancestry, race, colonialism, identity, and "nature" operate as interconnected terrains of power. Anchored in the contexts of U.S. colonialisms, racialization, and accumulation, this course aims to expose students to the cultural politics of "nature" as a way of "doing" American Studies. Specifically, this course investigates formations of and struggles against U.S. colonialisms, racialization, and accumulation via the many symbolic and material iterations, negotiations, and contestations of the contingent relations between and among human and non-human natures. Organized around a significant research paper and weekly written responses, this course ultimately aims to foster students' critical writing, reading, analytical thinking, and comparative inquiry skills across such contexts and sites of contestation, and across texts of different genres and media. We will work with a wide range of primary sources, including published fiction and poetry, legal documents, newspaper articles, speeches, recorded songs, and films, photos, paintings and other visual culture. By the end of this course, students should be able to describe the historical foundations of dominant ideas, attitudes,
and practices toward non-human natures, as well as analyze how ideas of “nature” mediate the ways in which colonial, racial, gender, and sexual categories and structures inform and are (re)produced by U.S. institutions and in public areas such as the law, public policy, and property. Finally, students should be able to interpret how racialized and colonized peoples’ visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation.

**Class Format:** This course is designated as remote. However, international students who want to take this course but need it to be designated as a hybrid course in order to do so may instead register for an independent study with Prof. Ayazi. As a hybrid course, this independent study will have the same requirements as the listed course, with the exception of a limited number of face-to-face meetings in Williamstown or Boston. Please contact Prof. Ayazi at ha5@williams.edu to discuss such an arrangement.

**Requirements/Evaluation:** Evaluation will be based upon the following: Class Participation: 25%; Weekly Responses (350-500 words): 25%; Final Research Essay: 50%, broken down by Research Proposal (2-3 pgs, 10%), Peer Review and Feedback (2 pgs, 10%), Presentation (10%); Essay (15 pgs): 20%. Class will meet twice per week. Tu. meetings will be synchronous and Th. meetings will be asynchronous. Asynchronous components of the course include pre-recorded lectures, discussion boards, and other exercises that promote as much connection as possible within the constraints of remote education. Toward this end, synchronous meetings will center engaged discussion.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** American Studies majors will be given preference; secondary preference given to students specializing in Native American and Indigenous Studies, as well as Africana and Environmental Studies majors.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**
ENVI 430 (D2) AFR 390 (D2) AMST 430 (D2)

**Writing Skills Notes:** Emphasis on revision and writing process includes: One thesis paper at 15 pages (receiving critical feedback from professor and peers); one thesis paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process; one research proposal (including thesis outline and annotated bibliography of primary texts) with critical feedback from professor; student presentations and roundtable discussion based on the final paper.

**Difference, Power, and Equity Notes:** By the end of this course, students should be able to interpret how racialized and colonized peoples’ visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation. In order to addresses such issues of difference, power, and equity, this course provides students with the necessary th

Fall 2020
SEM Section: R1 TR 11:30 am - 12:45 pm Hossein Ayazi

Spring 2021
SEM Section: R1 TR 11:30 am - 12:45 pm Hossein Ayazi

**AMST 462 (F) Art of California: Pacific Standard Time** (DPE) (WS)

**Cross-listings:** ARTH 462 AMST 462 ARTH 562 LATS 462

**Secondary Cross-listing**

In this course, we will study the visual arts and culture of California after 1960 and consider the region's place in modern art history. We will focus on a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time. Diverse in scope, these shows explored important developments in postwar art in California, including feminist art, African American assemblage, Chicano collectives, Modernist architecture, craft, and queer activism. In this seminar, we will pursue research projects directly related to the art exhibitions we study, and examine southern California conceptualism, photography, performance, painting, sculpture (including assemblage and installation), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions, while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history.

**Requirements/Evaluation:** Several short writing and research assignments, oral presentations, class participation, and a final research paper of
16-20 pages written in stages over the course of the semester. The course will feature synchronous online class meetings with some small discussion groups. Student presentations will be recorded offline and posted to GLOW.

**Prerequisites:** ARTH 102 - Grad Art exempt from ARTH 102 prerequisite

**Enrollment Limit:** 12

**Enrollment Preferences:** senior Art major and senior Latina/o Studies concentrators

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 462 (D1) AMST 462 (D2) ARTH 562 (D1) LATS 462 (D2)

**Writing Skills Notes:** There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Course themes of art and activism, borders and diaspora, globalism and modernism in the visual arts and how they intersect with the exploration of difference, power, and equity and the various ways that artists have produced works and developed practices that critically probe this intersection. Through discussion, presentations, and writing assignments students will develop skills in analyzing artworks and exhibitions that respond to and/or document social inequality and social injustice.

Fall 2020

**SEM Section:** R1  MW 6:45 pm - 8:00 pm  C. Ondine Chavoya

**AMST 488 (F) Fictions of African American History (DPE) (WS)**

**Cross-listings:** HIST 488 AMST 488

**Secondary Cross-listing**

This course examines African American fiction, largely from the late 19th and very early 20th century. These Black authors, none of them professional historians, try to bring African American History to light in an era before this history was taken seriously by the white academy. Many of the authors we examine were activists and journalists who set their novels and short stories during Slavery and Emancipation. We will consider inherently radical act of reading and writing in a society where black literacy was illegal until after the Civil War. Alongside the fiction we will read modern historiography of the era. We will also delve into some of slave narratives published after Emancipation. Readings will include works by Booker T. Washington, James Weldon Johnson, Charles Chesnutt, Paul Laurence Dunbar, and Sutton Griggs. This is a tutorial and will be taught online.

**Requirements/Evaluation:** Every week a student will write either an essay or a critique. For the final assignment students may either write a review of 2-3 works of historiography OR substantially revise an essay or critique they did during the semester.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** History, Africana, and American Studies Majors will have preference. As well as students who have never taken a tutorial.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 488 (D2) AMST 488 (D2)

**Writing Skills Notes:** Students will write every week (essays and critiques) and receive feedback from their partners and from the professors. The final assignment of the semester is major revision of a one essay or critique. Students will receive feedback on their paper's organization and argument as well as points of style. Since we will be reading both fiction and historiography, we will discuss as a group the different challenges each form poses to essay writing.

**Difference, Power, and Equity Notes:** African Americans writing during this time lived under the laws and customs of Jim Crow and White Supremacy. Lacking political power, they turned to the power of the written word. We will evaluate the way writing and fiction helped ameliorate (or not) the racial power structures.
ANTH 138  (F)  Spectacular Sex  (DPE) (WS)
Cross-listings:  WGSS 138  ANTH 138
Secondary Cross-listing
From Beyoncé's Coachella performance to Donald Trump's social media antics, spectacles captivate us. Spectacles may be live shows, media events, or even everyday performances ranging from interactive advertisements to viral video sensations. But what are the uses of spectacle? Why are some compelling while others fall flat? How do spectacles control society or maintain social norms? And, importantly for our purposes, how does spectacle shape gender in society? Or from another angle, how does sexuality infuse spectacle? This tutorial introduces students to theories of spectacle ranging from the ancient Greeks to Marxist-inspired thinkers in the 20th century. In particular, we will examine how feminist thinkers have contributed to this literature and how theories of spectacle relate to questions of gender and sexuality. Our weekly readings focus on pairings of theoretical readings with writing on popular cultural examples and case studies. Some possible topics include sporting events, charity ad campaigns, music videos, political events, and social media.

Requirements/Evaluation: weekly response papers; students will also select past papers to develop and rewrite as more formal essays
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: first- and second-year students; a statement of interest will be solicited from pre-registrants
Expected Class Size: 10
Grading:  no pass/fail option,  no fifth course option
Distributions: (D2) (DPE) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 138 (D2) ANTH 138 (D2)
Writing Skills Notes: This course requires significant attention to the craft of writing. Essential to this craft is the process of editing and rewriting materials with feedback from peers and professors. Students are expected to focus on improving analytical skills, critical thinking, and argumentation through attention to the writing process. They are also expected to give meaningful critical feedback on the writing of their peers. Students will select past response papers for development and rewriting.
Difference, Power, and Equity Notes: This course deals substantively with questions about privilege and power as they interact along the intersections of race, gender, sexuality, class, ability, and other axes of difference.

ANTH 269  (F) Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience  (DPE) (WS)
Cross-listings:  REL 269  STS 269  ASST 269  ANTH 269
Primary Cross-listing
This course offers a social analysis and condensed genealogy of mindfulness from its roots as a Buddhist meditation practice through its modern application as a tool to improve our awareness of the related processes of mind, behavior, and emotions. We consider how mindfulness relates to Buddhist discourses and practices, and to the rapid rise of fields like contemplative neuroscience, affective neuroscience, and integrative neurobiology. How and why has the research on mindfulness and other applied meditative practices exploded since 2000? How has this research helped us understand and explain the intersection of mind, emotion, behavior, and human development? We critically examine the models of the mind developed by clinical and evolutionary psychologists and researchers in fields such as affective neuroscience to better understand the applications of mindfulness in the US today. Specifically, we consider how mindfulness and other forms of meditation are being used to improve the training of health care providers and educators, while augmenting and deepening the quality of their engagement with patients, students, and others they serve. We examine and train in a variety of meditation practices including mindfulness and forest bathing, while unpacking the subjective experience of our minds and emotions first-hand. Students will be asked to engage in mindfulness practices the entire semester.
Class Format: Offered in a hybrid format, but students are encouraged to attend in person if they can. Studies will be grouped in pairs or threesomes, that will meet in-person or remotely. Please email me (Kgutscho@williams.edu) to indicate whether you intend to take this class in-person or remotely.
Requirements/Evaluation: weekly tutorial papers and discussion
Prerequisites: A prior class or some experience with meditation is recommended
Enrollment Limit: 10
Enrollment Preferences: ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 269 (D2) STS 269 (D2) ASST 269 (D2) ANTH 269 (D2)

Writing Skills Notes: This class will involve weekly tutorial essays of 1200 or 600 words, written feedback on every essay, and a mid-semester 'writing chat' with the instructor.

Difference, Power, and Equity Notes: This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can alleviate pervasive and population-wide health issues in the US including rising rates of anxiety, depression, and other mental health issues that are exacerbated by stress related to social inequality and structural violence. It also explores the ways that mindfulness has been marketed as an elite and non-inclusive practice within the US.

Fall 2020
TUT Section: HT1    TBA     Kim Gutschow

ARAB 109 (S) The Iranian Revolution (DPE) (WS)

Cross-listings: ARAB 109 HIST 109

Secondary Cross-listing
The Iranian Revolution was a major turning point in world history that resulted in the establishment of the Islamic Republic of Iran. This tutorial will evaluate the causes and impact of the revolution and how this seminal event continues to have widespread repercussions around the globe. The first weeks will explore the history of pre-revolutionary Iran with special attention to religious and intellectual trends such as the ideas of Ayatollah Ruhollah Khomeini, Jalal al-e Ahmad, and Ali Shariati. We will then evaluate the revolution itself including the US hostage crisis, the downfall of the Shah Muhammad Reza Pahlavi Shah, and how Khomeini’s vision of society became paramount. Finally, we will explore the aftermath of the revolution including Iran’s geopolitics, the nature of the theocratic system in Iran as well as how the revolution impacted every day lives of Iranians in Iran and abroad particularly how they reflect on the revolution in memoirs, films, and literature.

Class Format: Hybrid
Requirements/Evaluation: Weekly meetings. Weekly papers - either a 5 page primary paper or a 2-3 page response paper.
Prerequisites: No prerequisites.
Enrollment Limit: 10
Enrollment Preferences: First Years and Sophomores.
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ARAB 109 (D2) HIST 109 (D2)

Writing Skills Notes: As a tutorial, students are expected to regularly write analytical and critical papers on the readings. They will receive regular and consistent feedback from the instructor and their partner and will be given the opportunity to re-write some of their assignments.

Difference, Power, and Equity Notes: The Iranian Revolution, like other major social movements, offered a compelling critique of the status quo and promised a more just society that would be more equitable for all Iranians. The tutorial will consider the relationship between the rhetoric of the Revolution and the lived reality, especially how this seminal event impacted the lives ordinary Iranians. Was the Revolution simply a change in the composition of the political elite or did it yield new realities and more access for Iranians
ARAB 201  (F)  Intermediate Arabic I  (DPE)  (WS)
This course will build on the students' acquisitions in Arabic 102 to consolidate their learning of the Modern Standard Arabic and one variety of spoken Arabic. In addition to expanding students' vocabulary and enhancing their communication skills, the course will deepen their knowledge and use of grammar in both speaking and writing. Upon successful completion of this course, students will be able to hold conversations in Arabic with some fluency on a variety of topics while developing cultural appreciation of Arabic-speaking countries.

Class Format: Three 75-minute sessions. The class will be taught remotely synchronously three times a week, with asynchronous online material.

Requirements/Evaluation: quizzes, tests, homework, and active class participation

Prerequisites: ARAB 102 or placement test

Enrollment Limit: 12

Enrollment Preferences: If the course is overenrolled preference will be given to those who intend to major or do a certificate in Arabic.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)  (DPE)  (WS)

Writing Skills Notes: This course involves a great deal of writing, ranging from vocabulary and grammar-focused exercises to written assignments about a variety of topics. Students will receive extensive and timely feedback on this written work.

Difference, Power, and Equity Notes: Any language is the locus of issues of difference, power, and equity. Students will learn about gender and pronouns. They will wonder why Arabic does not have a gender neutral pronoun. Students will understand how Arabic acts as a dominant language in places minority languages in the Middle East and North Africa. Students will emerge from the course with a critical understanding of Arabic language's politics.

Fall 2020
SEM Section: R1  MWF 10:00 am - 11:15 am  Radwa M. El Barouni

ARAB 209  (S)  Saharan Imaginations  (DPE)  (WS)
Cross-listings: ARAB 209  ENVI 208  COMP 234

Primary Cross-listing

Literary representations of the Sahara challenge facile assumptions about this undertheorized place. Approached mainly through the prism of adventure and exploitation, the desert is portrayed as a dead space. However, literature and film furnish a unique opportunity to engage critically with the ways Maghrebi and Middle Eastern culture production represents deserts and raises issues of fundamental importance to these societies. This course offers students the opportunity to engage in close readings of novels and film through the theme of the Sahara and Saharan space. Reading through the politics of human mobility and life in the desert will help students to understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the Saharan sub-genre of African and Middle Eastern literatures. Whether grappling with transcontinental issues of climate change, cannibalization of biodiversity or overexploitation of natural resources, desert-focused cultural production invites us to think critically about the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature. Deconstructing reductive Saharanisms, students will see the desert for what it is, rather than what it is portrayed to be or stand for.

Class Format: hybrid

Requirements/Evaluation: active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Students are admitted into the course on a first-come-first-serve basis. If the course is over-enrolled, preference will be given to Arabic Studies and Comparative Literature majors and certificates.

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)  (DPE)  (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
ARAB 209 (D1)  ENVI 208 (D1)  COMP 234 (D1)

Writing Skills Notes: Students will receive constant and extensive feedback on their written work. Students will write regular weekly responses on Glow, a reflection statement, two 5pp. papers for midterms, and one 10pp. final paper.

Difference, Power, and Equity Notes: Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.

Spring 2021
SEM Section: H1    MW 10:00 am - 11:15 am     Brahim El Guabli

ARAB 301  (F)  Advanced Arabic 1  (WS)
A continuation of Intermediate Arabic, ARAB 301 aims to expand students' listening, reading, writing, and speaking skills in Arabic. The course will also stimulate students' intellectual curiosity about the Arabic-speaking regions and enhance their intercultural competence. Using Al-Kitaab as well as a variety of authentic written and audiovisual materials, the course will advance their proficiency in Modern Standard Arabic and one variety of Colloquial Arabic. The course will also encourage students to engage critically with a wide variety of topics in Arabic language as they enrich their knowledge of the different aspects of Arabic language and culture. Students at this stage will also be assisted to generate more complex written and oral assignments.

Requirements/Evaluation:  active class participation, daily assignments, writing portfolio, presentations, quizzes, midterm exam, final exam
Prerequisites:  ARAB 202
Enrollment Limit:  12
Enrollment Preferences:  Arabic majors
Expected Class Size:  8
Grading:  no pass/fail option,  no fifth course option
Distributions:  (D1)  (WS)
Writing Skills Notes: Students will be writing multiple drafts in Arabic; the weekly written work expected from students is 800 words in Arabic language, students will also be doing translations from Arabic into English or vice-versa; and all written work from students will evaluated, and students will receive feedback to rework it. Students will receive detailed and consistent feedback about their writing in Arabic language.

Fall 2020
SEM Section: R1    TR 9:45 am - 11:00 am M 10:00 am - 11:15 am   Lama Nassif

ARAB 302  (S)  Advanced Arabic 2  (DPE)  (WS)
A continuation of Advanced Arabic 1, ARAB 302 aims to reinforce students' listening, reading, writing, and speaking skills in Arabic through a deeper engagement with authentic materials in Modern Standard Arabic. Built around a plethora of texts and audiovisual materials, the course seeks to assist students to develop their language and critical thinking skills in Arabic. Situated at the intersection of language learning and content teaching, this course will prepare students for more scholarly engagement with and in MSA in the fourth year. Like ARAB 301, the course will be conducted entirely in Arabic.

Class Format: course offered remotely
Requirements/Evaluation:  quizzes, exams, presentations, papers, midterm examinations, and projects
Prerequisites:  ARAB 301 or equivalent
Enrollment Limit:  19
Enrollment Preferences:  Arabic Studies, or students who completed ARAB 301
Expected Class Size:  6
Grading:  yes pass/fail option,  yes fifth course option
Distributions: (D1) (DPE) (WS)

Writing Skills Notes: In addition to the weekly writing assignments of 400-word essays, students will produce four portfolios that will involve a careful process of revisions. Each portfolio will include a series of critical reflections on graphic novels and visual storytelling in Arabic. The portfolio will be based on rigorous research in Arabic recourses, summary and essays that can range to 800 words.

Difference, Power, and Equity Notes: As a content course, ARAB 302 will focus on graphic novels, graffiti and caricature in contemporary Arab visual culture. Most of the texts assigned will address the particularity of political language involved in this form and its popularity among Arab youth (and adults) as a cultural expression of dissent. The selected texts will also expose students to stories about class struggle, gender inequality, the social struggles of immigrants and refugees.

Spring 2021
LEC Section: R1    TR 11:30 am - 12:45 pm M 11:45 am - 1:00 pm   Amal Eqeiq

ARAB 363 (F) Where are all the Jews? (DPE) (WS)

Cross-listings: REL 268  ARAB 363  COMP 363  JWST 268

Primary Cross-listing

Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israelite Universelle’s schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews’ departure from their ancestral lands left a socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, ethnographies, historiographical works, and anthropological texts alongside documentaries films, the students will understand how literature and film have become a locus in which amnesia about Arab/Berber Jews is actively contested by recreating a bygone world. Resisting both conflict and nostalgia as the primary determinants of Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

Class Format: The course will be offered both in-person and remotely. Students enrolled remotely are required to watch the recorded videos of the in-person sessions in order to stay abreast of the discussions that take place in the classroom and enrich their engagement with the materials assigned in the course.

Requirements/Evaluation: 400-word weekly, focused responses on Glow; a book review (600 words); two five-page papers as mid-terms; one ten-page final paper; one presentation.

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students interested in critical and comparative literary, religious or historical studies.

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 268 (D2) ARAB 363 (D1) COMP 363 (D1) JWST 268 (D2)

Writing Skills Notes: Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on each written work to improve students' writing skills. Students are required to incorporate the feedback to improve their drafts before they become final. Students will receive detailed and consistent feedback about their writing in Arabic language. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Students in this course will understand the historical process that lead to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.

Fall 2020
ARAB 369  (S)  Indigenous Narratives: From the Fourth World to the Global South  (DPE)  (WS)

Cross-listings:  GBST 369  HIST 306  COMP 369  ARAB 369

Secondary Cross-listing

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Tashelhiyt Berber tales in Morocco, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

Class Format: Course will be offered remotely.

Requirements/Evaluation: active class participation, several short response assignments (3-4 pages), two film reviews (1 page), a performance project, and a final paper (7- to 10 -pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions:  (D1)  (DPE)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 369  (D2)  HIST 306  (D2)  COMP 369  (D1)  ARAB 369  (D1)

Writing Skills Notes: This course will enable students to write weekly while engaging with various forms of writing skills: articulating arguments in short response papers (3-4 pages each), developing visual criticism through writing two film reviews, (1 page each), journaling through writing a personal reflections on a performance project, and honing research language in producing a final paper of 7-10 pages. Instructor’s feedback and peer review sessions will include review of drafts and argumentative structures.

Difference, Power, and Equity Notes: At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.

Spring 2021

SEM Section: R1  MR 1:30 pm - 2:45 pm     Amal  Eqeiq

ARAB 401  (F)(S)  Topics in Advanced Arabic: Contemporary Arab Cinema  (DPE)  (WS)

The Arab world is a fascinating region with rich traditions and vibrant societies. Through an exploration of contemporary Arab cinema, this course will introduce you to issues in modern Arab societies that represent the diversity of the region as well as the shared concerns and challenges. We will analyze select movies and texts, exploring how Arab filmmakers represent social, political, and economic change and realities in their societies. Some topics include nationalism and national identity, gender identities, civil wars, religion, social justice, and the recent revolts. The course will be conducted in Arabic, and we will employ linguistic and paralinguistic analyses of the movies as a means to explore modern Arab thought and cultures.

Class Format: The course will be offered remotely (Final course format to be determined closer to the semester)

Requirements/Evaluation: class participation, daily writing and reflections, quizzes, blogs, leading a movie discussion, and a final project.
**Prerequisites:** ARAB 302 or equivalent.

**Enrollment Limit:** 19

**Enrollment Preferences:** if the course is overenrolled, preference will be given to Arabic majors.

**Expected Class Size:** 5-7

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Students will engage in daily writing and reflections involving prose responses to discussion prompts, movies, YouTube videos, articles, and quiz prompts. The students will also write blogs, a minimum of one speech, and a 5-7 pp. final research paper. The instructor will give daily feedback on students’ writing as well as training in writing skills to advance their writing abilities.

**Difference, Power, and Equity Notes:** The students will engage in an exploration of social, political, and economic realities in Arab societies. They will examine similarities and differences across a variety of contexts involving differential power dynamics, biases, and gender roles. They will reflect on issues of power based on internal and external factors in these societies as positioned in a region torn by political, social, and religious conflicts.

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**ARAB 408 (F) Appropriating History. Who Owns the Past? (DPE) (WS)**

**Cross-listings:** HIST 489 ARAB 408

**Secondary Cross-listing**

Who owns the past? How have modern states appropriated history? The political use of history is a critical ingredient in any nationalist discourse. In such narratives, the selective utilization of archaeology and ancient history often serves important functions in articulating a conscious and deliberate national history. Thus, in nationalist renderings, archaeological sites and artifacts are not merely relics of the past; they can also be potent and conspicuous symbols of national identity for the modern nation-state. In the Middle East, with its rich archaeological heritage, the relationship among politics, nationalism, and archeology has been particularly strong and interesting. This tutorial addresses the powerful nexus between history and nationalism with a special emphasis on the Middle East. It will explore the battle over who controls history and the "stuff" of history such as antiquities, land, heritage sites, and museum exhibitions and how that control has expressed itself in several Middle Eastern countries, including Iraq, Israel, Turkey, Egypt, Lebanon, and Iran. Furthermore, it will discuss how archaeology entered the political discourse, the ethics of repatriation and appropriation, and archaeology’s role in contested terrains and political disputes.

**Class Format:** This tutorial can be taken entirely Remote. On campus students may request in-person tutorial sessions, pending the agreement of other students and the availability of appropriate rooms.

**Requirements/Evaluation:** Format: tutorial. Requirements: 5-7 page essays or 2-3 response papers due each week

**Prerequisites:** None, though a demonstrated interest in the Middle East is important.

**Enrollment Limit:** 10

**Enrollment Preferences:** Seniors and to History and Arabic Studies majors.

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 489 (D2) ARAB 408 (D2)

**Writing Skills Notes:** As a tutorial, students will receive extensive feedback on their writing each week both from the professor and their partner. Further, students will be given the opportunity to rewrite two of their papers in light of the criticism that they receive during the semester.

**Difference, Power, and Equity Notes:** This is a tutorial on a particular form of power, namely how the powerful seek to control the past. The ultimate question that this tutorial seeks to answer is: who owns the past? Which history is emphasized and which histories are overlooked? How do modern nation states in different Middle Eastern states cherry-pick the past in order to maintain and develop a national narrative that is suitable to the political and economic powers often at the expense of religious or linguistic minorities.
ARTH 207  (F)  "Out of Africa": Cinematic Por(Be)trayals of a Continent  (DPE)  (WS)
Cross-listings: ARTH 207  AFR 207

Primary Cross-listing

This tutorial provides a focused study of the politics / poetics of visualization and identification associated with film and cinema about Africa from past to present. From colonial-era propaganda newsreels about Africa’s ‘fighting men’ to contemporary white-savior narratives that exploit current socio-political ruptures on the continent for epic effect, films about Africa produced by a primarily Western cinematic regime have proven themselves to be highly effective apparatuses for framing “Africa” as a concept to be summoned time and time again to tell different stories for different audiences, and in doing so privilege particular viewpoints and imaginaries. This tutorial will provide a space for robust discussion and debate about the various representative tropes, conceptualizations, and visualizations that have been used to shape the contours of “Africa” as understood by a primarily Western audience from past to present, and how these same tropes in many ways have come to define the nature of the relationship between film / cinema and the continent over the history of their engagement. In doing so, it will also address how strategic displays and narratives deployed by cinematic productions often support specific power dynamics that locate an idea of “Africa” within paradigms of specific cultural and political understanding. In zeroing in on how such films promote targeted realities for people and places within the continent, this tutorial will address how “Africa” in Western film and cinematic traditions is positioned within a particular framework of understanding that is more often than not irrevocably tethered to a Western imaginary.

Class Format: This tutorial will be predominantly remote, with student pairs meeting with the instructor on a weekly basis via google hangouts. There may be options for in-person events as the semester progresses, but this is to be determined.

Requirements/Evaluation: targeted bi-monthly writing assignments (5-7 pages in length) and bi-monthly peer response papers (2 pages in length)
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: Art History majors and seniors
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D1)  (DPE)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ARTH 207  (D1)  AFR 207  (D2)

Writing Skills Notes: This course fulfills Writing Skills requirements through its focus on the development of writing proficiency in terms of writing mechanics, syntax, and organization. It is also designed to help students craft a general approach to formulating a well-articulated, compelling argument. Students will receive extensive feedback on bi-monthly writing assignments from both the instructor and their peers as well as a comprehensive mid-semester critique from the instructor.

Difference, Power, and Equity Notes: This course fulfills DPE requirements through its exploration of issues of ‘authentic’ representation as they have been applied to representations of “Africa” displayed within the contexts of Western film and cinema. Through discussions of cultural capital and the politics of representation, students analyze how a general African ‘identity’ has been dictated by Western film culture and how this hegemony is currently being disrupted by an emergent generation of African artists and filmmakers.

ARTH 218  (S)  From the Battlefield to the Hermit’s Cell: Art and Experience in Norman Europe  (WS)
Cross-listings: REL 284  WGSS 284  ARTH 218

Primary Cross-listing

This tutorial provides students with the chance to investigate in-depth three of the most astonishing works of art created during the entire Middle Ages: the Bayeux Tapestry (c.1077-1082), the Cappella Palatina (c.1130s-1166), and the Psalter of Christina of Markyate (1120s-1160s). Created within a hundred years of each other all within territories controlled by the Normans—a warrior dynasty that settled in northern France in the 10th century and then expanded north into England and south into Italy in the 11th and 12th centuries—each of these works is unprecedentedly ambitious in scale,
dazzling in its material properties, and survives in its original wholeness, a rarity in the medieval world. Despite these similarities, however, each work is very different from the other two and so sheds light on very different aspects of Norman experience, across Europe. The Bayeux Tapestry, likely made by female embroiderers for a baronial hall, is a giant textile (over 70 meters long) that in gruesome and fascinating detail tells the story of the Norman invasion of England by William the Conqueror in 1066. The Cappella Palatina in Palermo, in turn, commissioned by King Roger II, is a royal chapel covered in sumptuous mosaics that reveals through its decoration and ritual the dynamic interaction of Islamic, Byzantine, and Latin Christian traditions in the multicultural Norman kingdom of Sicily in the 12th century. And the Psalter of Christina of Markyate, a large prayerbook made for the use of a female recluse in southern England, contains 40 full-page paintings and 215 decorated initials, a vast and inventive program of imagery that through its creative profundity helped reshape private devotional art and culture for centuries to come. Through their variety, then, these three objects—an embroidery, a building, and a book—give students insight into the rich array of concerns and aspirations, from the political to the spiritual and from the public to the private, that gave substance and meaning to 11th- and 12th-century European life, for women as well as men. What is more, these three remarkable works of art have been the focus of much interesting scholarship in recent years, so an exploration of some of that literature provides a compelling introduction to the discipline of art history itself, past and present.

Requirements/Evaluation: Participation in discussion; five 5-7-page tutorial papers; five 1-2-page response papers.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: First years and sophomores, but open to all.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 284 (D2) WGSS 284 (D2) ARTH 218 (D1)

Writing Skills Notes: In this tutorial, students will develop skills of critical reading and focus on how to craft clear and persuasive arguments of their own. To help them achieve these goals, they will receive timely comments on their written work, especially the five 5-7-page papers they will submit, with suggestions for improvement.

Spring 2021

TUT Section: RT1 TBA Peter D. Low

ARTH 301 (F) Methods of Art History (WS)

This course on the methods and historiography of art history offers art-history majors an overview of the discipline since the late 18th century. The course surveys influential definitions of the discipline, the evolving tasks it has set itself, and the methods it has developed for implementing and executing them. Works of art will inevitably enter into our discussions, but the main objects of study will be texts about art as well as texts about methods for an historical study of art. Topics include: style and periodization; iconography, narratology, and phenomenology; the social functions of images and the social history of art; the materiality of art; race, gender, and sexuality; the global scope of art and art history.

Class Format: In the fall of 2020, this course will be taught in a mixed, tutorial-and-discussion format. Students will meet in tutorial pairs to discuss their papers once per week, and will meet all together once per week to discuss the context and background of the assigned readings. Meetings of the entire class will be online and synchronous; meetings of individual tutorial groups will be either online or in person, depending on circumstances. Museum visits are possible depending on circumstances.

Requirements/Evaluation: six 1,000-word analytical essays plus one 2,000-word revision of an earlier paper. Participation in class discussion. Attendance.

Prerequisites: any prior ARTH course (one or more 100-level ARTH course[s] recommended) or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: The course is limited to art-history majors (and required of them). If the course is over-enrolled, preference will be given to senior art-history majors, then juniors. Second-year students planning to major in art history can enroll with permission.

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Unit Notes: Satisfies the ARTH 301 requirement for the art-history major. Will satisfy the methods/junior seminar requirement for the history/studio major, but students wishing to do so must have permission of instructor to enroll.
Distributions: (D1) (WS)

Writing Skills Notes: Students submit one 1,000-word essay every other week, for a total of six short essays. In addition, they revise one of the short papers into a 2,000 writing project at the end of term. The purpose of the essays is to analyze the arguments and rhetoric of influential art-historical scholarship and criticism. The subject of the course, then, is how to write as an art historian. We discuss not only the content of the essays we read and write but also the form, both in class and in office hours.

Fall 2020

SEM Section: R1    TR 11:30 am - 12:45 pm     Guy M. Hedreen

ARTH 310  (S) An American Family and “Reality” Television  (WS)

Cross-listings: ARTH 310  WGSS 312  AMST 333

Primary Cross-listing

An American Family was a popular documentary series that featured the Loud family from Santa Barbara, California, whose everyday lives were broadcast on national television. The series generated an enormous amount of media attention, commentary, and controversy when it premiered on PBS in 1973. Today, it is regarded as the origin of so-called “Reality TV.” In addition to challenging standard rules for television programming, the show challenged social conventions and asked viewers to think seriously about family relations, sexuality, domesticity, and the “American dream.” Documenting the family’s life over the course of eight months, the series chronicled the dissolution of the Lounds’ marriage and broadcast the “coming out” of eldest son Lance Loud, the first star of reality television. In this class, we will view the An American Family series in its entirety, research the program’s historical reception, and analyze its influence on broadcast and film media, particularly on “reality” television. A final 14- to 18-page research paper will be prepared in stages, including a 6- to 8-page midterm essay that will be revised and expanded over the course of the semester.

Class Format: Remote seminar. The course will feature synchronous online class meetings.

Requirements/Evaluation: class presentations, research assignments and annotated bibliographies, and final 14- to 18-page research paper. Student presentations will be recorded offline and posted to GLOW.

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: junior Art majors, followed by senior majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 310 (D1) WGSS 312 (D2) AMST 333 (D2)

Writing Skills Notes: There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Spring 2021

SEM Section: R1    MW 6:45 pm - 8:00 pm     C. Ondine Chavoya

ARTH 331  (S) Michelangelo: Self and Sexuality  (WS)

Cross-listings: ARTH 331  WGSS 335

Primary Cross-listing

Who are artists? We each have different answers to this question, but our responses would probably share some common assumptions about human individuality and the centrality of the self to artistic creation. In this tutorial, we will take a critical lens to these ideas by studying the life, work, and passions of the Italian artist, Michelangelo Buonarroti (1475-1564). Michelangelo is a towering archetype of the autonomous artistic self: the distinctive personality who telegraphs individual beliefs, feelings, and desires through the creative act. His lifelong engagement with the physicality, beauty, and sensuality of the (male) human body has encouraged the connection between the man and his work on the most intimate levels of pleasure and desire. Ironically, Michelangelo would not have understood our modern conceptions of artistic selfhood or sexuality, but his own Renaissance moment
was obsessed with questions surrounding the nature of human identity and subjectivity. His artistic practice—from painting to poetry—wrestles with them in countless, fascinating ways. Students’ writing and critical conversation will venture into the spaces between man and myth, selfhood and self-fashioning, artist and patron, past and present.

Class Format: Tutorial meetings will take place primarily on Zoom, with the hopeful possibility of some in-person meetings for students in residence on campus.

Requirements/Evaluation: Five 5-7 page essays, five 1-2 page responses to partner's essays, critical conversation

Prerequisites: Any ARTH course

Enrollment Limit: 10

Enrollment Preferences: ARTH majors and WGSS concentrators (or sophomores intending to pursue the ARTH major or WGSS concentration)

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 331 (D1) WGSS 335 (D2)

Writing Skills Notes: Tutorial

Spring 2021

TUT Section: HT1 TBA Stefanie Solum

ARTH 420 (F) Architecture and Sustainability in a Global World (WS)

Cross-listings: ARTH 420 GBST 420 ENVI 420

Primary Cross-listing

What does it mean to create a sustainable built environment? What do such environments look like? Do they look the same for different people across different times and spaces? This course takes these questions as starting points in exploring the concept of architectural sustainability, defined as "minimizing the negative impact of built form on the surrounding landscape," and how this concept can be interpreted not only from an environmental point of view, but from cultural, political, and social perspectives as well. Over the course of the class, students will explore different conceptualizations of sustainability and how these conceptualizations take form in built environments in response to the cultural identities, political agendas, social norms, gender roles, and religious values circulating in society at any given moment. In recognizing the relationship between the way things are constructed (technique of assembly, technology, materials, process) and the deeper meanings behind the structural languages deployed, students will come to understand sustainability as a fundamentally context-specific ideal, and its manifestation within the architectural environment as a mode of producing dialogues about the anticipated futures of both cultural and architectural worlds.

Class Format: This course will be taught in a hybrid mode, with both online (lecture) and in-person (discussion) elements.

Requirements/Evaluation: weekly reading discussion question posts on GLOW, leading class discussions, and a final project/paper (15-20 pages) with presentation

Prerequisites: none, although a course in art/architectural history or environmental studies would be advantageous

Enrollment Limit: 12

Enrollment Preferences: Art History majors, Environmental Studies majors, History and Studio majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 420 (D1) GBST 420 (D2) ENVI 420 (D1)

Writing Skills Notes: This course develops writing proficiency using a series of sequenced assignments that culminate with the formation of a well-articulated, compelling final project. Students will receive extensive feedback on these assignments via a progression-oriented evaluative system that involves both instructor and peer feedback, and will take part in a writing seminar towards gaining the necessary tools for drafting work, formulating ideas, organizing sections, and crafting an abstract.
ARTH 462  (F)  Art of California: Pacific Standard Time  (DPE) (WS)

Cross-listings:  ARTH 462  AMST 462  ARTH 562  LATS 462

Primary Cross-listing

In this course, we will study the visual arts and culture of California after 1960 and consider the region's place in modern art history. We will focus on a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time. Diverse in scope, these shows explored important developments in postwar art in California, including feminist art, African American assemblage, Chicano collectives, Modernist architecture, craft, and queer activism. In this seminar, we will pursue research projects directly related to the art exhibitions we study, and examine southern California conceptualism, photography, performance, painting, sculpture (including assemblage and installation), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions, while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history.

Requirements/Evaluation: Several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages written in stages over the course of the semester. The course will feature synchronous online class meetings with some small discussion groups. Student presentations will be recorded offline and posted to GLOW.

Prerequisites: ARTH 102 - Grad Art exempt from ARTH 102 prerequisite

Enrollment Limit: 12

Enrollment Preferences: senior Art major and senior Latina/o Studies concentrators

Expected Class Size: 12

Grading:  no pass/fail option,  no fifth course option

Distributions:  (D1)  (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 462 (D1) AMST 462 (D2) ARTH 562 (D1) LATS 462 (D2)

Writing Skills Notes: There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Course themes of art and activism, borders and diaspora, globalism and modernism in the visual arts and how they intersect with the exploration of difference, power, and equity and the various ways that artists have produced works and developed practices that critically probe this intersection. Through discussion, presentations, and writing assignments students will develop skills in analyzing artworks and exhibitions that respond to and/or document social inequality and social injustice.

ARTH 537  (F)  HIV + AIDS in Film and Video  (DPE) (WS)

Spanning activist works, experimental film, Hollywood dramas and documentary, this course examines the role of moving images in the global AIDS crisis, its aftermath, and its ongoing aftershocks. The AIDS crisis of the 1980s and 1990s was, in the words of Larry Kramer, a 'plague' of epic proportions, with an entire generation obliterated before it could reach maturity. And yet, the plague years also spawned a remarkable amount of creative and activist image-making aimed at fighting, mourning, and grappling with AIDS. Now, we find ourselves in another pivotal moment: while the past decade has provoked a new wave of AIDS historiography, the COVID-19 pandemic has caused AIDS to reverberate with even greater force.

Together, we will ask difficult and probing questions about this phenomenon called the 'AIDS epidemic,' examining the role of art in frontline activism, the ethics of AIDS historiography, mainstream visions of the AIDS body, and the need for a diversity of AIDS narratives. This seminar-style course will combine weekly screenings with readings, short writing assignments, student-led discussion, and a final research project of the student's design. In order to facilitate robust discussions and maximize student and faculty safety, the majority of this course will occur online. It will contain some in-person experiences when possible.

Class Format: This course will be largely conducted online, in order to facilitate robust discussions and maximize student and faculty safety. It will contain some in-person experiences when possible.
**Requirements/Evaluation:** Students will be evaluated according to the following criteria: weekly attendance, readings and participation in seminar discussion; leading class discussion once during the semester; 3 short response papers; one paper of 20+ pages of original student research.

**Prerequisites:** MA student, Art History or Studio Art major, or instructor permission

**Enrollment Limit:** 10

**Enrollment Preferences:** MA students first, followed by Art History and Studio Art majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Students will be required to conduct regular writing assignments which will culminate in a graduate-level research paper.

**Difference, Power, and Equity Notes:** This course explores an epidemic that had devastating effects on LGBTQ+ people, and has disproportionately affected communities of color. Questions of difference, power, and equity are absolutely central to the course.

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**ARTH 538 (F) Realms of Earth and Sky: Indian Painting, ca. 600-1857 (WS)**

On the basis of technique, Indian painting forms a continuum from the beginning of the first millennium down to the mid-nineteenth century: an outline in ink filled with flat, opaque colors which are burnished between each layer to give them opacity. In its media, its subject matter, regional variation, range of patronage, and artistic virtuosity, it displays startling diversity. From the northern Himalayan hills to Mysore in the south, artists, often working in family workshops for royalty, priests and wealthy merchants, have adorned caves and temples, illustrated books, and created lavish albums with themes ranging from the sacred to the secular. The study of Indian painting itself is a vast, evolving body of literature that continues to oscillate between discussions of artistic style and a concentration on content and context. The aim of this seminar is twofold: to outline the development of Indian painting historically; and to understand the political, social and religious circumstances that produced some of the greatest masterworks in Indian art. How was Indian painting used? Who were the patrons? How does the art form reflect the particular cultural values of its time? As an analytic framework, the seminar will consider Indian miniature painting both in light of primary literary sources as well as through current scholarship.

**Requirements/Evaluation:** Class participation. Short weekly responses. Final 15- to 20-page paper to be developed with the instructor throughout the semester.

**Prerequisites:** none, open to all students

**Enrollment Limit:** 19

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Students will submit short written assignments weekly. They will also be required to submit a final paper which they will develop throughout the semester. Students will receive comments and suggestions from the instructor on their writing skills.

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**ARTH 462 AMST 462 ARTH 562 LATS 462**

**Secondary Cross-listing**

In this course, we will study the visual arts and culture of California after 1960 and consider the region's place in modern art history. We will focus on a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time. Diverse in scope, these shows explored important developments in postwar art in California, including feminist art, African American assemblage, Chicano collectives, Modernist architecture, craft, and queer activism. In this seminar, we will pursue research projects directly related to the art exhibitions we study, and examine southern California conceptualism, photography, performance, painting, sculpture (including assemblage and installation), and video by artists both canonical and lesser
known. Student projects will analyze the critical responses to the exhibitions, while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history.

**Requirements/Evaluation:** Several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages written in stages over the course of the semester. The course will feature synchronous online class meetings with some small discussion groups. Student presentations will be recorded offline and posted to GLOW.

**Prerequisites:** ARTH 102 - Grad Art exempt from ARTH 102 prerequisite

**Enrollment Limit:** 12

**Enrollment Preferences:** senior Art major and senior Latina/o Studies concentrators

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 462 (D1) AMST 462 (D2) ARTH 562 (D1) LATS 462 (D2)

**Writing Skills Notes:** There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Course themes of art and activism, borders and diaspora, globalism and modernism in the visual arts and how they intersect with the exploration of difference, power, and equity and the various ways that artists have produced works and developed practices that critically probe this intersection. Through discussion, presentations, and writing assignments students will develop skills in analyzing artworks and exhibitions that respond to and/or document social inequality and social injustice.

Fall 2020

SEM Section: R1 MW 6:45 pm - 8:00 pm C. Ondine Chavoya

**ASST 117 (S) Bombay/Mumbai: Making of a Modern Metropolis (WS)**

**Cross-listings:** GBST 117 HIST 117 ASST 117

**Secondary Cross-listing**

Bombay or Mumbai is India's foremost urban center and is well known today as a truly global city. It is the heart of India's commercial life comparable in vibrancy and multiculturalism with the world's emerging cities like Shanghai, Hong Kong and Sao Paulo. What are the historical elements that contributed to the making of India's most modern and global metropolis? What are the antecedents of the modernity, the vibrant culture, dark underbelly and economic diversity that characterize Bombay today? What does the history of Bombay tell us about modernity in India and the emerging countries of the third world in general? This seminar will help students to answer these questions through historical materials on Bombay as well a wide range of multimedia sources including cinema, photography and literature. With a focus on the 19th and 20th centuries, we will explore themes like the commercial culture of a colonial port city, the modern public sphere, theatre and film, labor migration, public health and prostitution to understand what went into the making of this modern metropolis. The primary objective of this course is to introduce students to a wide range of historical sources and ways of interpreting them. The other objective is facilitating their understanding of the history of modern India through the history of its most important city.

**Requirements/Evaluation:** assessment will be based on class participation and weekly written responses to readings (2 pages), 2-3 short papers (4-5 pages), leading to an oral presentation and final paper (10-12 pages). All writing assignments are structured to build up the final paper.

**Prerequisites:** First years and sophomores only

**Enrollment Limit:** 12

**Enrollment Preferences:** first-years, and then sophomores who have not previously taken a 100-level seminar

**Expected Class Size:** 8-10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 117 (D2) HIST 117 (D2) ASST 117 (D2)
Writing Skills Notes: Weekly reading response (2 pages), several short papers leading to a final research paper. Peer reviews and instructor feedback of all written work to improve writing skills and opportunities to write several drafts.

Spring 2021

SEM Section: R1  TR 11:30 am - 12:45 pm  Aparna Kapadia

ASST 127 (S) Spring Grass: A Peek into Inequality in China (DPE) (WS)

Cross-listings: WGSS 127  CHIN 427  ASST 127

Secondary Cross-listing

Spring Grass (Chuncao) is a Chinese novel written by award-winning author Qiu Shanshan (1958-). Using the literary techniques of social realism, the novel chronicles the life of a young rural woman from 1961 to 2001. Spring Grass, the protagonist of the novel, was born in a rural village to a mother who preferred sons over daughters. At a young age, Spring Grass was deprived of the opportunity to attend school. Against all odds, she managed to marry for love, venture into the city, and become an enterprising migrant worker. This novel not only reflects the struggles of women in contemporary China but also captures the economic transformation of modern China since 1978 when the Reform and Open-Door Policy (gaige kaitang) was initiated. The novel was adapted into a television drama series and became an instant hit in 2008. This course takes an interdisciplinary, cultural studies and humanistic approach to studying a literary text, using literature as a means to help students better understand social and cultural issues. Through close readings of the novel, the eponymous TV drama series, documentaries, films, and short stories depicting rural life and women's roles in China, as well as in-depth discussions of both primary and secondary sources that deal with the cultural, historical, and socioeconomic background of the unfolding story of Spring Grass, this course aims to provide a window for students to examine the issues of inequality in the Chinese village and society at large. Why would mothers be harsh to their own daughters and bar girls' right to education? Why would young people leave their village and migrate to the city? Why would migrant workers leave their children behind in the village? Why would economic developments in China exacerbate the problem of gender inequality in society? Why would the ideology and cultural logic behind Mao Zedong's proclamation "women can hold up half of the sky" add more burden to women rather than truly liberate them? Why would city people discriminate against country folks? After taking this course, students will gain a deeper understanding of the issues related to gender inequality (nannü bu pingdeng) and the urban/rural-gap (chengxiang chabie) in China. Throughout the course, they are also encouraged to critically think about how to achieve equity in different societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or WGSS and language learners wishing to take the course in Chinese should register under CHIN.

Class Format: remote instruction

Requirements/Evaluation: active participation in tutorial meetings, five 4-5 page tutorial papers, five 2-page critiques, online writing portfolio as the final project.

Prerequisites: For students registering under CHIN, the prerequisite is CHIN 402 or a language proficiency interview conducted by the instructor. For students registering under ASST or WGSS, there is no prerequisite.

Enrollment Limit: 10

Enrollment Preferences: Enrollment priorities will be given to freshmen and sophomores who register under ASST or WGSS, and to Chinese language learners who register under CHIN.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: books and course packet.

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 127 (D2) CHIN 427 (D1) ASST 127 (D1)

Writing Skills Notes: Writing is taught using the writing-as-process pedagogical approach. The writing process consists of invention, composition, and revision. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. The instructor gives detailed feedback to students' first drafts and students are required to turn in a revised version. At the end of the semester, students will compile an online writing portfolio to include their best works.

Difference, Power, and Equity Notes: The issue of "inequality," including both gender inequality and regional inequality is the driving force behind the readings and discussions of this tutorial. Students are guided to develop an empathetic way of interpreting a literary work that features a rural woman/migrant worker. They will critically analyze the sources of inequality in the Chinese cultural context and explore ways to address such inequality.
ASST 269  (F)  Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience  (DPE) (WS)

Cross-listings:  REL 269  STS 269  ASST 269  ANTH 269

Secondary Cross-listing
This course offers a social analysis and condensed genealogy of mindfulness from its roots as a Buddhist meditation practice through its modern application as a tool to improve our awareness of the related processes of mind, behavior, and emotions. We consider how mindfulness relates to Buddhist discourses and practices, and to the rapid rise of fields like contemplative neuroscience, affective neuroscience, and integrative neurobiology. How and why has the research on mindfulness and other applied meditative practices exploded since 2000? How has this research helped us understand and explain the intersection of mind, emotion, behavior, and human development? We critically examine the models of the mind developed by clinical and evolutionary psychologists and researchers in fields such as affective neuroscience to better understand the applications of mindfulness in the US today. Specifically, we consider how mindfulness and other forms of meditation are being used to improve the training of health care providers and educators, while augmenting and deepening the quality of their engagement with patients, students, and others they serve. We examine and train in a variety of meditation practices including mindfulness and forest bathing, while unpacking the subjective experience of our minds and emotions first-hand. Students will be asked to engage in mindfulness practices the entire semester.

Class Format: Offered in a hybrid format, but students are encouraged to attend in person if they can. Studies will be grouped in pairs or threesomes, that will meet in-person or remotely. Please email me (Kgutschow@williams.edu) to indicate whether you intend to take this class in-person or remotely.

Requirements/Evaluation: weekly tutorial papers and discussion

Prerequisites:  A prior class or some experience with meditation is recommended

Enrollment Limit:  10

Enrollment Preferences:  ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

Expected Class Size:  10

Grading:  no pass/fail option,  no fifth course option

Distributions:  (D2)  (DPE)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 269  (D2)  STS 269  (D2)  ASST 269  (D2)  ANTH 269  (D2)

Writing Skills Notes: This class will involve weekly tutorial essays of 1200 or 600 words, written feedback on every essay, and a mid-semester 'writing chat' with the instructor.

Difference, Power, and Equity Notes: This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can alleviate pervasive and population-wide health issues in the US including rising rates of anxiety, depression, and other mental health issues that are exacerbated by stress related to social inequality and structural violence. It also explores the ways that mindfulness has been marketed as an elite and non-inclusive practice within the US.
we will primarily focus on India’s role in the Indian Ocean roughly from the rise of Islam in the seventh century CE through the expansion of various European communities in the region and the subsequent rise of the global economy and colonialism in the nineteenth century. Rather than following a
strict temporal chronology we will concentrate on themes such as travel and adventure; trade and exchange; trust and friendship; religion and society; pilgrimage; piracy; the culture of port cities; and food across time.

Requirements/Evaluation: class participation and weekly responses to readings, 4 short papers (4-5 pages), an oral presentation and final research (10 pages) paper based on any one of the 4 papers written during the course.

Prerequisites: none; open to all

Enrollment Limit: 15

Enrollment Preferences: history majors and students with demonstrable interest in maritime/Indian Ocean history

Expected Class Size: 10-12

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 391 (D2) ASST 391 (D2) HIST 391 (D2)

Writing Skills Notes: Students will write 4 short papers (4-5 pages) each and receive detailed feedback from the instructor. One of the four papers will become the basis of a final research paper (10-12 pages) on which each student will work closely with the instructor and receive feedback on improving research and writing skills.

Difference, Power, and Equity Notes: This course questions the conventional view that global interconnectedness was the result of Europe’s discovery of ‘new worlds’. Instead, it centers non-European actors in facilitating global networks before colonialism. Throughout, students will critically engage questions of how Asian and African players forged and shaped global connections across the Indian Ocean arena and examine the ways in which these contributions have been overshadowed in traditional historiography.

Spring 2021

SEM Section: R1 TR 8:30 pm - 9:45 pm Aparna Kapadia

ASST 412 (F) Gandhi: History, Ideas and Legacy (WS)

Cross-listings: REL 412 LEAD 412 GBST 412 ASST 412 HIST 496

Secondary Cross-listing

This course studies the life, work, and ideas of M.K. Gandhi (1869-1948), one of the most influential thinkers of the non-western world. Gandhi is well known today for his philosophy of non-violent resistance and its application in India's freedom struggle as well as his influence on the work of leaders like Martin Luther King and Nelson Mandela. Hailed as the 'father of the Indian nation', however, Gandhi is not only known for his political ideas but also for his deep engagement with aspect of everyday human behavior and morality: truth, vegetarianism, sex and celibacy, to name just a few of his obsessions which contributed to making his broader philosophy. It is this commitment to a morally pure life that earned him the title of 'Mahatma' or Great Soul in India. This tutorial will focus on three key aspects of Gandhi: his ideas of peaceful protest as means of social and political change, his contemplations on moral philosophy, and on his legacy in modern India and the world. Students will read a combination of Gandhi’s own writings as well as journal articles, monographs and films. The course will probe questions such as: What was the context and nature of Gandhian nationalism? Did it help to integrate the Indian nation? Was Gandhi truly a Great Soul, a saint or a shrewd politician? In what ways is Gandhi received and remembered by the Indian nation today? How does understanding a figure like Gandhi facilitate our understanding of modern nationalism, citizenship and political action?

Class Format: REMOTE. This tutorial will be taught remotely but will otherwise follow the usual tutorial format of weekly hour-long meetings, pairing students who will alternatively write papers and critiques each week.

Requirements/Evaluation: 5-7-page essays or 2-page critique due each week and a final report (3-4 pages) at the end of the semester.

Prerequisites: None, except students who have taken HIST488T will not be permitted to take this class.

Enrollment Limit: 10

Enrollment Preferences: Senior history majors and students who have previously taken HIST221. Students who have previously taken HIST488T will not be permitted to take this class.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option
**Distributions:** (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 412 (D2) LEAD 412 (D2) GBST 412 (D2) ASST 412 (D2) HIST 496 (D2)

**Writing Skills Notes:** As a tutorial, this course is Writing Intensive as students not only write weekly papers but they also develop critical tools to engage in close reading of texts and interpret them and the facts therein. Each week, they will develop their writing by providing constructive criticism of their partner's paper, and in turn, learn to receive and build on critiques of their own work. Students will be given the opportunity to substantively revise their work on a regular basis.

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**ASTR 240 (F) Great Astronomers and Their Original Publications** (WS)

**Cross-listings:** ASTR 240 STS 240 HSCI 240 LEAD 240

**Primary Cross-listing**

In this course we will study some of the greatest figures in astronomy and consider their leadership in advancing progress in the field. We will consider their lives and works, especially as represented by original copies of their books and other publications. These great astronomers include: 16th century, Nicolaus Copernicus (heliocentric universe); Tycho Brahe (best pre-telescopic observations); 17th century, Galileo (discoveries with his first astronomical telescope, 1610; sunspots, 1613; *Diálogo*, 1632); Johannes Kepler (laws of planetary motion, 1609, 1619); Johannes Hevelius and Elisabeth Hevelius (atlases of the Moon and of stars, 1647, and 1687); Isaac Newton (laws of universal gravitation and of motion, 1687); 18th century, Edmond Halley (*Miscellanea curiosa*, eclipse maps, 1715, 1724); John Flamsteed and Margaret Flamsteed (*Atlas Coelestis*, 1729); and William Herschel and Caroline Herschel (1781, 1798). Also, from more recent times in which original works are often articles rather than books: 20th century, Albert Einstein (special relativity, 1905; general relativity, 1916); Marie Curie (radioactivity); Cecilia Payne-Gaposchkin (hydrogen dominating stars, 1929), Edwin Hubble (Hubble's law, 1929); Vera Rubin (dark matter, 1970s); Jocelyn Bell Burnell (pulsar discovery, 1968); and 21st century: Wendy Freedman (Universe's expansion rate, 2000s). First editions will be available in Williams's Chapin Library of rare books, and facsimiles or digital copies will be provided for remote learning. We will also consider how such original materials are collected and preserved, and look at examples from the wider world of rarities, such as a leaf from the *Gutenberg Bible* (c. 1450) and a Shakespeare *First Folio* (1623, with a discussion of astronomical references in Shakespeare's plays). We evaluate a trove of books and papers about historic transits of Venus. We discuss matters of fraud and authenticity, especially the case of a purported *Sidereus Nuncius*, shown to be a modern construction. The course will be taught in collaboration between an astronomer and a rare books librarian, with remote lectures by experts from around the world.

**Class Format:** Meeting on campus in the Chapin Library classroom (Sawyer 452) or remotely; students who are not on campus can visit the original books at a later time/year.

**Requirements/Evaluation:** class participation, two 5-page intermediate papers, and a final 15-page paper; student choice of additional readings from a provided reading list

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** if overenrolled, preference by written paragraph of explanation of why student wants to take the course

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ASTR 240 (D3) STS 240 (D2) HSCI 240 (D3) LEAD 240 (D3)

**Writing Skills Notes:** Comments on submitted papers will aid in writing skills

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**Fall 2020**

**SEM Section: H1** W 1:30 pm - 2:20 pm Jay M. Pasachoff, Wayne G. Hammond

**CON Section: H2** W 3:00 pm - 5:00 pm Jay M. Pasachoff, Wayne G. Hammond

**CON Section: H3** Cancelled
ASTR 317 (S) Current topics in Planetary Geology (WS)

Cross-listings: GEOS 317 ASTR 317

Secondary Cross-listing

We will look in detail at geological processes on rocky and icy bodies of the Solar System. Each week will have a specific theme, and students will read a series of scientific articles on that topic. The readings will form the basis for writing and discussion. Areas to be investigated may include ice ages on Mars, the origin of Earth's moon, tectonics on Venus, chaos terrain on Europa, geysers on Enceladus, cryovolcanism on Triton, methane lakes on Titan, the viability of mining in the Asteroid Belt, and the prospects for life on other worlds. This course is in the Solid Earth group for the Geosciences major.

Class Format: Students meet with the professor weekly, in pairs, with one student writing each week and the other critiquing; and both engaging in detailed discussion of the readings.

Requirements/Evaluation: Evaluation is based on written papers, critiques, and discussion.

Prerequisites: GEOS/ASTR 217 (Planets and Moons); OR any two courses at 200-level or higher in Geosciences and/or Astronomy; OR permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Geosciences and Astronomy majors and prospective majors

Expected Class Size: 6

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 317 (D3) ASTR 317 (D3)

Writing Skills Notes: This tutorial-style course focuses on writing, with 6 papers (5-7 pages) written bi-weekly throughout the semester, and partner critiques in alternate weeks.

Spring 2021

SEM Section: HT1 Cancelled

BIMO 401 (S) Topics in Biochemistry and Molecular Biology (WS)

This tutorial course involves critical reading, analysis, and discussion of papers from the current biochemistry and molecular biology literature. Specific topics vary from year to year but are chosen to illustrate the importance of a wide range of both biological and chemical approaches to addressing important questions in the biochemical and molecular biological fields. To facilitate discussion, students will prepare written critiques analyzing the data and conclusions of the chosen literature.

Class Format: two hours per week

Requirements/Evaluation: biweekly papers, tutorial presentation and discussion, and a final paper

Prerequisites: BIOL 202 and BIMO 321

Enrollment Limit: 12

Enrollment Preferences: those completing the BIMO program; open to others with permission of instructor

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (WS)

Writing Skills Notes: The critical analysis of published papers in the biochem literature, as expressed in clear and succinct writing, is a key learning goal for the course. The students write biweekly literature critiques (typically 5-6 pages long) throughout the semester. While the specific topic each week differs, the parameters of the assignment are the same each time, allowing students to progressively improve their writing. I provide extensive written feedback on each critique, returned before the next due date.

Spring 2021
BIOL 219  (F) Dangerous Exposures: Environment, Immunity, and Infectious Disease  (WS)

Global reports of emerging infectious diseases and old diseases with new pathogenic properties incite fears for personal safety as well as national security. The specter of a contagious pandemic has captured the public imagination through the mass news media, movies, and even popular online and board games. In this tutorial course, we will explore the ecology and evolution of several recently emergent diseases such as Ebola hemorrhagic fever, dengue, and AIDS. Topics to be considered include transmission dynamics, epidemiological modeling of vaccination strategies, and wildlife reservoirs that contribute to human virus exposure. We will examine progress in preventing the parasitic disease malaria and why such diseases have proven so refractory. We will also discuss the science behind the recent development of the vaccine against the human papillomavirus, which causes cervical cancer, and the intriguing and highly unusual transmissible cancers in dogs and Tasmanian devils. Finally, we will think about the contributions of inadequate diagnostic capacities world-wide and broader issues of resource shortages in driving the global emergence of drug resistance in tuberculosis and other diseases. One common theme in each of these case studies will be the interplay between the host immune response and the evolution of the pathogen. Although the primary focus of the course is on biology rather than policy, each week's readings will have implications for public health and/or conservation biology.

Requirements/Evaluation: six 4- to 5-page papers; tutorial presentations, and the student's progress towards intellectual independence and creativity as a presenter and a respondent

Prerequisites: BIOL 101 and 102

Enrollment Limit: 10

Enrollment Preferences: sophomores who have taken BIOL 202, students interested in public health

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3)  (WS)

Writing Skills Notes: We work deliberately throughout the semester on writing skills including construction of a written argument and logical flow as well as mechanics. Students write six 4-5-page papers, alternating weekly between papers and written critiques of their partner's writing. Based on substantive feedback from the instructor as well as their partner, students revise and resubmit two of their six papers.

Fall 2020

TUT Section: HT1   TBA   Lois M. Banta

CHIN 427  (S) Spring Grass: A Peek into Inequality in China  (DPE)  (WS)

Cross-listings: WGSS 127  CHIN 427  ASST 127

Primary Cross-listing

*Spring Grass (Chuncao)* is a Chinese novel written by award-winning author Qiu Shanshan (1958-). Using the literary techniques of social realism, the novel chronicles the life of a young rural woman from 1961 to 2001. Spring Grass, the protagonist of the novel, was born in a rural village to a mother who preferred sons over daughters. At a young age, Spring Grass was deprived of the opportunity to attend school. Against all odds, she managed to marry for love, venture into the city, and become an enterprising migrant worker. This novel not only reflects the struggles of women in contemporary China but also captures the economic transformation of modern China since 1978 when the Reform and Open-Door Policy (*gaige kaifang*) was initiated. The novel was adapted into a television drama series and became an instant hit in 2008. This course takes an interdisciplinary, cultural studies and humanistic approach to studying a literary text, using literature as a means to help students better understand social and cultural issues. Through close readings of the novel, the eponymous TV drama series, documentaries, films, and short stories depicting rural life and women's roles in China, as well as in-depth discussions of both primary and secondary sources that deal with the cultural, historical, and socioeconomic background of the unfolding story of Spring Grass, this course aims to provide a window for students to examine the issues of inequality in the Chinese village and society at large. Why would mothers be harsh to their own daughters and bar girls' right to education? Why would young people leave their village and migrate to the city? Why would migrant workers leave their children behind in the village? Why would economic developments in China exacerbate the problem of gender inequality in society? Why would the ideology and cultural logic behind Mao Zedong's proclamation "women can hold up half of the sky" add more burden to women rather than truly liberate them? Why would city people discriminate against country folks? After taking this course, students will gain a deeper understanding of the issues related to gender inequality (*nannü bu pingdeng*) and the urban/rural-gap (*chengxiang chabie*) in China. Throughout the course, they are also encouraged to critically think about how to achieve equity in different societies. This tutorial is
conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or WGSS and language learners wishing to take the course in Chinese should register under CHIN.

Class Format: remote instruction

Requirements/Evaluation: active participation in tutorial meetings, five 4-5 page tutorial papers, five 2-page critiques, online writing portfolio as the final project.

Prerequisites: For students registering under CHIN, the prerequisite is CHIN 402 or a language proficiency interview conducted by the instructor. For students registering under ASST or WGSS, there is no prerequisite.

Enrollment Limit: 10

Enrollment Preferences: Enrollment priorities will be given to freshmen and sophomores who register under ASST or WGSS, and to Chinese language learners who register under CHIN.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: books and course packet.

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 127 (D2) CHIN 427 (D1) ASST 127 (D1)

Writing Skills Notes: Writing is taught using the writing-as-process pedagogical approach. The writing process consists of invention, composition, and revision. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. The instructor gives detailed feedback to students' first drafts and students are required to turn in a revised version. At the end of the semester, students will compile an online writing portfolio to include their best works.

Difference, Power, and Equity Notes: The issue of “inequality,” including both gender inequality and regional inequality is the driving force behind the readings and discussions of this tutorial. Students are guided to develop an empathetic way of interpreting a literary work that features a rural woman/migrant worker. They will critically analyze the sources of inequality in the Chinese cultural context and explore ways to address such inequality.

Spring 2021
TUT Section: RT1 TBA Li Yu

COMP 109 (F) Spies Like Us: Espionage, Surveillance, and Protest in German Cinema and Literature (WS)

Cross-listings: GERM 110 COMP 109

Secondary Cross-listing

This First Year tutorial, available in English, investigates the mutual mistrust between the two Germanies in the Cold War period up until the peaceful popular protests that brought down the Berlin Wall. The political tensions between communist East Germany, the German Democratic Republic (GDR) and its capitalist Western counterpart, the Federal Republic (FRG), created a fascinating culture of governmental spying, but also led to aggravated periods of state surveillance of its own citizens. How were families affected across generations by these divisive politics, including the two states' differing treatment of the Nazi legacy? What was the involvement of the KGB and the CIA? How did East German intelligence try to destabilize the West from inside? Which locations in Berlin served as centers for spying, given that the city's terrain is quite flat and exposed? High-profile cases of conflicting loyalties include the Guillaume spy affair that brought down Willy Brandt as Chancellor of the FRG in 1974, and the Brasch family in the GDR, where the father, a communist true believer, turned his three sons over to the Stasi for their dissident activism and engaged art. We will debate filmic treatments of the recruitment of spies as double agents (Coded Message for the Boss, 1979), the chilling effects of police surveillance during the Baader-Meinhof radical left terrorist attacks (The Lost Honor of Katharina Blum, 1975; Knife in the Head, 1978) the afterlives of former terrorists who were offered new identities as 'ordinary' East Germans (The legend of Rita, 2000), to the effects of the Stasi files becoming accessible to their victims after the fall of the wall (Es ist nicht vorbei, Anderson). We will also discuss popular film representations of spying in Lives of Others (2007) and Bridge of Spies (2015), and selected episodes from the popular TV-series Germany 83 and 86 (2018). Literature will likely include: Thomas Brasch, The Sons Die Before the Fathers (1977), Christa Wolf, What Remains (1993), Monika Maron, Flight of Ashes (1981), Heinrich Böll, The Lost Honour of Katharina Blum (1974). All texts in English, films have English subtitles.

Class Format: Students in this course will be separated into small tutorial groups of 3 students, in order to promote intensive exchange of ideas. In a typical week, the students in each group will: (1) study a substantial "text" or film; (2) watch mini-lectures or power points by the instructor to
supplement the assigned primary texts.

**Requirements/Evaluation:** 5 5-page tutorial papers and 2-page responses (in English)

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** First Years, in groups of 3 students.

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
GERM 110 (D1) COMP 109 (D1)

**Writing Skills Notes:** This tutorial will teach students to analyze visual media and fiction in German Studies in combination with secondary sources from a variety of related disciplines (History, Political Science, journalism). The toggling between these different types of sources promotes critical thinking skills.

Fall 2020

TUT Section: RT1 TBA Helga Druxes

**COMP 111 (F)(S) The Nature of Narrative (WS)**

**Cross-listings:** ENGL 120 COMP 111

**Primary Cross-listing**

Narrative--storytelling--is a fundamental human activity. Narratives provide us with maps of how the world does or should or might work, and we make sense of our own experiences through the narratives we construct ourselves. This course examines the nature and workings of narrative using texts from a wide range of literary traditions, media, and genres. Readings may include Western and Asian classics (Homerian epic, *The Tale of Genji*, medieval Chinese narrative), novelistic fiction ranging from nineteenth-century realism to postmodern experimentation (Tolstoy, Garcia-Marquez, Toni Morrison), and visual literature from film and drama to graphic memoir (Mizoguchi Kenji, David Mamet, Art Spiegelman, Alison Bechdel). We will also read some short works of literary theory from around the world to help us broaden our idea of what literature can be and do. All readings in English.

**Class Format:** The spring section of this class will have a hybrid format to the extent possible given conditions on campus and student enrollment. Off-campus students must be able to Zoom in during the scheduled class times.

**Requirements/Evaluation:** Regular attendance and participation in class; short and mid-length writing assignments spaced throughout the semester; revision of selected assignments after receiving instructor feedback.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Students considering a major in Comparative Literature

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 120 (D1) COMP 111 (D1)

**Writing Skills Notes:** Multiple writing assignments that build upon each other, including drafts and revisions, with substantial individualized feedback on writing from the instructor.

Fall 2020

SEM Section: H1 WF 1:30 pm - 2:45 pm Christopher A. Bolton

SEM Section: H2 MR 1:30 pm - 2:45 pm Christopher A. Bolton

SEM Section: R3 WF 1:30 pm - 2:45 pm Sarah M. Allen

Spring 2021
COMP 117 (S) Introduction to Cultural Theory (WS)

Cross-listings: ENGL 117 COMP 117

Secondary Cross-listing

This course has a clear purpose. If you had signed up for a course in biology, you would know that you were about to embark on the systematic study of living organisms. If you were registered for a course on the American Civil War, you would know that there had been an armed conflict between the northern and southern states in the 1860s. But if you decide you want to study "culture," what exactly is it that you are studying? The aim of this course is not to come up with handy and reassuring definitions for this word, but to show you why it is so hard to come up with such definitions. People fight about what the word "culture" means, and our main business will be to get an overview of that conceptual brawl. We will pay special attention to the conflict between those thinkers who see culture as a realm of freedom or equality or independence or critical thought and those thinkers who see culture as a special form of bondage, a prison without walls. The course will be organized around short theoretical readings by authors ranging from Matthew Arnold to Laura Mulvey, but we will also, in order to put our new ideas to the test, watch several films (mostly of the class's choosing) and listen to a lot of rock and roll. Why do you think culture matters? Once you stop to pose that question, there's no turning back.

Class Format: discussion

Requirements/Evaluation: four formal writing assignments totaling 20 pages (three full essays + one lead-in assignment), informal writing twice weekly, class attendance and participation

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 14

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 117 (D1) COMP 117 (D1)

Writing Skills Notes: Students will write three five- to seven-page papers, on which I will provide extensive feedback. Before writing their first papers, students will submit theses and introductions, which I will help them refine. We will hold three extra writing sessions, to discuss how best to organize arguments. Students will write informally before every class.

Spring 2021

SEM Section: R1 TF 1:30 pm - 2:45 pm Christian Thorne

COMP 215 (S) Cults of Personality (WS)

Cross-listings: COMP 215 RUSS 219

Secondary Cross-listing

First uttered by Soviet leader Nikita Khrushchev in 1956, the phrase "cult of personality" was formulated to discredit the hero-worship that accompanied Joseph Stalin's iron-fisted rule of the Soviet Union. Since then, the phrase has gained currency as a condemnation of a variety of seemingly all-powerful leaders in oppressive political regimes, including China's Mao Zedong, Iran's Ayatollah Khomeini, and the ruling Kim family in North Korea. In this course, we will examine the phenomenon of the cult of personality from a variety of perspectives, beginning with the cult surrounding Stalin and ending with that of Vladimir Putin. Our course material will encompass scholarship from multiple disciplines, including history, sociology, political science, cultural and media studies, as well as artistic expression typically labeled propaganda in literature, the visual arts, and film. Although our course will begin in the Soviet Union and end in contemporary Russia, we will explore how the cult of personality has been adapted and updated for different cultural and political purposes in fascist Germany and Spain, China, Iran, North Korea, and Cuba. All readings will be in English, and all films will have English subtitles.

Class Format: remote

Requirements/Evaluation: completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions

Prerequisites: none
Enrollment Limit: 10

Enrollment Preferences: first-year students

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 215 (D1) RUSS 219 (D1)

Writing Skills Notes: Students will be writing papers (5-6 pages) every other week and receiving detailed feedback on their writing with the expectation that they will identify areas in need of improvement and work on these throughout the semester. The course will also require that students write one paper together with their tutorial partner and that they rewrite two different papers, one at midterm and the other at the end of the term.

Spring 2021

TUT Section: RT1 TBA Julie A. Cassiday

COMP 230 (F) The Renaissance in England and the European Continent: Self and World (DPE) (WS)

Cross-listings: ENGL 228 COMP 230

Secondary Cross-listing

At the same time as the individual human being in possession of a distinctive personality was taking on enormous importance in politics, philosophy, literature, and the visual arts, early modern Europeans were encountering unprecedented levels of cultural diversity. In this interdisciplinary course, we will consider these two developments both separately and together. As Renaissance humanists were acquiring a sophisticated understanding of the distance between the present and various European pasts (the recent medieval past and the remote history of antiquity), they were also coming into contact with non-European cultures in Africa, the Americas, and Asia via trade and economic development, imperial expansion, and religious conversion.

Always at stake in these encounters was the question of who counted as an individual; the self was not considered to be intrinsic to human nature but rather the product of historical and cultural developments. Themes will include religious pluralism, the sacred and the secular, vernacularity, exploration and empire, the relationship between mind and body, slavery, trade, wealth, gender, self-fashioning, and style. We will consider such English writers as the Pearl poet, More, Marlowe, Spenser, Shakespeare, Browne, and Milton; such continental intellectuals as Descartes, Erasmus, Las Casas, and Castiglione; and such continental artists as Michelangelo, Velázquez, Bruegel, and Rembrandt.

Class Format: This course will be conducted synchronously online.

Requirements/Evaluation: Five four-page papers, in-class presentation, thoughtful participation in discussions

Prerequisites: A 100-level ENGL course, a score of 5 on the AP English Literature exam, a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor

Enrollment Limit: 14

Enrollment Preferences: First- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 14

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 228 (D1) COMP 230 (D1)

Writing Skills Notes: The course asks students to write five four-page papers and offers exposure to a range of humanistic modes, from close reading to visual analysis to the exposition of philosophical claims. One paper will involve independent research. The instructor will provide frequent and extensive written feedback on student work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course examines the role of historical and cultural difference within and beyond Europe at the very beginning of globalization. Students will become acquainted with the origins of colonialism and the global traffic in slaves, as well as with the complex role of writers and intellectuals in questioning, defending, and imagining these practices. We will consider the epistemological challenges of accessing the testimony of subordinated persons.
COMP 234 (S) Saharan Imaginations (DPE) (WS)
Cross-listings: ARAB 209  ENVI 208  COMP 234

Secondary Cross-listing

Literary representations of the Sahara challenge facile assumptions about this undertheorized place. Approached mainly through the prism of adventure and exploitation, the desert is portrayed as a dead space. However, literature and film furnish a unique opportunity to engage critically with the ways Maghrebi and Middle Eastern culture production represents deserts and raises issues of fundamental importance to these societies. This course offers students the opportunity to engage in close readings of novels and film through the theme of the Sahara and Saharan space. Reading through the politics of human mobility and life in the desert will help students to understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the Saharan sub-genre of African and Middle Eastern literatures. Whether grappling with transcontinental issues of climate change, cannibalization of biodiversity or overexploitation of natural resources, desert-focused cultural production invites us to think critically about the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature.

Deconstructing reductive Saharanisms, students will see the desert for what it is, rather than what it is portrayed to be or stand for.

Class Format: hybrid
Requirements/Evaluation: active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper
Prerequisites: none
Enrollment Limit: 14
Enrollment Preferences: Students are admitted into the course on a first-come-first-serve basis. If the course is over-enrolled, preference will be given to Arabic Studies and Comparative Literature majors and certificates.
Expected Class Size: 14
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ARAB 209 (D1) ENVI 208 (D1) COMP 234 (D1)

Writing Skills Notes: Students will receive constant and extensive feedback on their written work. Students will write regular weekly responses on Glow, a reflection statement, two 5pp. papers for midterms, and one 10pp. final paper.

Difference, Power, and Equity Notes: Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.

Spring 2021
SEM Section: H1  MW 10:00 am - 11:15 am  Brahim El Guabli

COMP 244 (S) Black Mediterranean (DPE) (WS)
Cross-listings: GBST 244  COMP 244

Primary Cross-listing

Though European border management today seeks to limit and control movement, the Mediterranean region is a historical site of mediation between cultural differences and religious views. This course centers primarily on the works of migrant intellectuals and artists from North Africa and the Middle East, who have emerged from the Mediterranean region to become a significant part of the new voice of Europe. Borrowing from Deleuze and Guattari's definition of "minor literature" as literature that a "minority constructs within a major language" and in which "language is affected with a high coefficient of deterritorialization," we explore the political, cultural and anthropological effects of such literature in today's European public discourse. Today the Mediterranean has become a graveyard where black and brown bodies transit a hostile and deadly passage. Therefore, a centerpiece of this course will be an examination of the racist discourse in Europe in the light of the Black Lives Matter's quest for decolonizing knowledge. In this interdisciplinary course, we read both literary works (Ali Farah, Khatibi, Lakhous, Scego), and critical theory (Cassano, Chambers, Fanon, Hall, Theo Goldberg); we also analyze films, documentaries, podcasts, exhibits and museums of colonialism in Europe.
Class Format: This will be an hybrid course. Students will meet twice a week with me.

Requirements/Evaluation: weekly writing assignments, midterm and final exams, final paper, oral presentation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 244 (D2) COMP 244 (D1)

Writing Skills Notes: This course is designed to be writing-intensive, as it requires weekly response papers, midterm, and final papers, and blog discussions.

Difference, Power, and Equity Notes: Within the theoretical framework of postcolonial studies, this course examines themes such as: race; Europe and its postcolonial legacy; power imbalances in the current European policies of migration; the urban space of Rome as site of conflictual representations of center/periphery.

Spring 2021

SEM Section: H1 TF 1:30 pm - 2:45 pm Michele Monserrati

COMP 251 (F) Dolls, Puppets and Automatons (WS)

Cross-listings: GERM 251 COMP 251

Primary Cross-listing

Since their origin, humans have always made anthropomorphic representations, first in the form of idols, fetishes, or statues for religious worship, later in the shape of puppets, dolls, or automatons for their entertainment qualities. And yet, these objects have always played multiple roles in human society; modernity in particular shows a great interest paired with great ambivalence towards dolls, puppets, and automatons, regarded both as uncanny Doppelgänger or threatening machines. In order to comprehend the scope of our modern fascination with these figures, we will explore their haunting presence in literary texts by ETA Hoffmann, Achim von Arnim, Theodor Storm, Felisberto Hernandez, discuss theoretical texts by Sigmund Freud and Heinrich von Kleist, look at paintings by Oskar Kokoschka and at photographs by Hans Bellmer & Cindy Sherman, watch a ballet by Andreas Heise and films by Fritz Lang and Alex Garland, and watch fashion shows by Alexander McQueen and Jean-Paul Gaultier. Conducted in English.

Class Format: This seminar will be taught online.

Requirements/Evaluation: active class participation, oral presentations on the reading materials, three 5- to 8-page papers

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors, or those considering a major in Comparative Literature

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GERM 251 (D1) COMP 251 (D1)

Writing Skills Notes: Each student will write three 5- to 8-page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will write two 3-4 page papers on which I will provide written feedback regarding grammar, style, and textual analysis.

Fall 2020

SEM Section: R1 MW 11:45 am - 1:00 pm Christophe A. Kone
In a reference to the story of Babel, Hungarian psychoanalyst Sandor Ferenczi (1873-1933) described in poignant detail the operation of sexual abuse in terms of a profound disjunction on the level of language, in the broadest sense—a problem of translation, so to speak. Indeed, Ferenczi dedicated his entire life to learning the language of his patients' trauma in all its nuances, making himself vulnerable in multiple ways in the process. D. W. Winnicott (1896-1971), too, immersed himself in the lives of his patients, many of them children or adults who had grown up experiencing the death and displacement of wartime England. The theories of these two psychoanalysts, much less known in the humanities than Freud, Lacan, or Klein, dovetail in significant ways with the workings of literature. In this course, we will investigate the ways in which the spaces, configurations, and dynamics of literature from several national traditions align with Ferenczi's explorations of the "confusion of tongues," as well as Winnicott's interest in the "intermediate area of experiencing, to which interior reality and external life both contribute." Texts may include, in addition to articles by Ferenczi and Winnicott, work by Kafka, Kincaid, Baldwin, Bachmann, Bechdel, and others. Modified tutorial format, with groups of three students meeting weekly with the instructor.

Requirements/Evaluation: Requirements: Active participation, four 5-page papers, two portfolio introductions, four 1-2 page responses, one final project. Evaluation: Tutorial papers will receive extensive comments, but no grade; the portfolios and the final project will be graded. Responses will not be evaluated by the instructor, but instead will function well or less well in the context of the discussion. The final grade will be determined by the overall trajectory of the student's learning.

Prerequisites: one college literature course

Enrollment Limit: 18

Enrollment Preferences: majors or prospective majors in Comparative Literature

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (WS)

Modified tutorial (3 on 1). Students will write four five-page papers, grouped into two portfolios, and will prepare 1-2-page portfolio introductions. They will also produce a final project that is a synthesis of their ideas throughout the semester. Finally, they will be required to write formal responses to their partners' papers.

Spring 2021
SEM Section: H1 TBA Gail M. Newman

"It's so Kafkaesque!" We love to use the most famous Austro-Hungarian-Czech-Jewish writer of all time to characterize puzzling and dispiriting situations. But close examination of Franz Kafka's work and life reveals a multi-dimensional world that goes far beyond the cliché. Jewish in an increasingly anti-Semitic environment, German-speaking surrounded by Czech-speakers, deeply alone in a family that didn't understand him, Kafka produced texts that simultaneously demand and refuse to be interpreted. In this tutorial we will begin with intensive readings of selected short stories and parables, then move on to an exploration of the Kafka's own words from diaries and letters, as well as secondary sources. The course will conclude with discussions of how Kafka's texts and their contexts might relate to contemporary conditions and/or to students' own lives and thoughts. This will be a modified tutorial, with five groups of three students apiece. Students may take the tutorial in either German or English (or a combination of the two), and groups will be formed accordingly.

Class Format: The class will be divided into groups of 3. At each weekly meeting, one of the 3 will present a 5-page paper, another will present a formal response, and the third will participate actively in discussion. Students will incorporate at least one of their papers into a final project that links their discussions of Kafka to their own interests and/or to contemporary issues. Students can take the course in German or English (or a combination of the two), and groups will be formed accordingly.

Requirements/Evaluation: Three 5-page papers, three 1-2 page responses, one final project, discussion leading. Evaluation: Tutorial papers will receive extensive comments, but no grade; the instructor will meet with individual students at least twice during the semester to discuss how things are going for them. Responses will not be evaluated by the instructor, but instead will function well or less well in the context of the discussion. The final project will receive a grade, and the final grade will be determined by the overall trajectory of the student's learning.
**Prerequisites:** For German speakers: GERM 202 or the equivalent preferred, though students with less experience should contact the instructor. For students taking the course in English: one college literature course.

**Enrollment Limit:** 15

**Enrollment Preferences:** German students, majors or potential majors in Comp Lit or German

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 316 (D1) GERM 315 (D1)

**Writing Skills Notes:** The course has a modified tutorial format, with groups of three meeting weekly instead of pairs. Each student will write three 5-page papers plus three 1-2-page responses during the semester, and will prepare a final project. Each paper will receive extensive feedback from the instructor.

*Fall 2020*

SEM Section: H1 TBA Gail M. Newman

**COMP 343 (S) Shakespeare on Page, Stage and Screen: Text to Performance** (WS)

**Cross-listings:** THEA 340 ENGL 345 COMP 343

**Secondary Cross-listing**

Four centuries on, Shakespeare still challenges us. How should we weigh the respective claims of our own era's concerns—with matters of gender, sexuality, race, class, or materiality, for instance—against historicist attention to the cultural, political and theatrical circumstances in which his plays were actually written? And when it comes to realizing the text in dramatic performance, such challenges—and opportunities—multiply further. Critical fidelity to Shakespeare's times, language and theatrical milieu prioritizes a historical authenticity that can be constraining or even sterilizing. At the other extreme, staging the plays with the primary aim of making them "speak to our times" risks revisionary absorption in our own interests. We will focus on six Shakespeare plays, from different genres and periods of his career: *Romeo and Juliet*, *Henry V*, *Twelfth Night*, *Hamlet*, *Antony and Cleopatra*, and *A Midsummer Night's Dream*. Proceeding with each from close reading of the text, we will attend to the demands and opportunities of both interpretation and performance, and assess a range of recent film and stage productions.

**Class Format:** This course will be remote, with occasional smaller tutorial-style sections. If pandemic conditions change significantly, I will move to in-person and/or hybrid meetings as warranted.

**Requirements/Evaluation:** Three papers ranging from 4 to 7 pages; several short reading responses and regular discussion board postings; class participation.

**Prerequisites:** A THEA course; a 100-level ENGL course; a score of 5 on the AP Literature exam or a 6 or 7 on the IB exam; or permission of instructor.

**Enrollment Limit:** 14

**Enrollment Preferences:** Theatre and English majors or prospective majors

**Expected Class Size:** 14

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 340 (D1) ENGL 345 (D1) COMP 343 (D1)

**Writing Skills Notes:** Three papers rising from 4 to 6+ pages; regular discussion board postings and several short response papers. Students will receive timely comments from the instructor on their writing skills, with suggestions for improvement, and there will be opportunities for revision of submitted papers.

*Spring 2021*

SEM Section: R1 TF 1:30 pm - 2:45 pm James L. Pethica
Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israelite Universelle’s schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews’ departure from their ancestral lands left a socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, ethnographies, historiographical works, and anthropological texts alongside documentaries films, the students will understand how literature and film have become a locus in which amnesia about Arab/Berber Jews is actively contested by recreating a bygone world. Resisting both conflict and nostalgia as the primary determinants of Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

Class Format: The course will be offered both in-person and remotely. Students enrolled remotely are required to watch the recorded videos of the in-person sessions in order to stay abreast of the discussions that take place in the classroom and enrich their engagement with the materials assigned in the course.

Requirements/Evaluation: 400-word weekly, focused responses on Glow; a book review (600 words); two five-page papers as mid-terms; one ten-page final paper; one presentation.

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students interested in critical and comparative literary, religious or historical studies.

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 268 (D2) ARAB 363 (D1) COMP 363 (D1) JWST 268 (D2)

Writing Skills Notes: Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on each written work to improve students' writing skills. Students are required to incorporate the feedback to improve their drafts before they become final. Students will receive detailed and consistent feedback about their writing in Arabic language. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Students in this course will understand the historical process that lead to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.

Fall 2020

SEM Section: H1  MW 10:00 am - 11:15 am  Brahim El Guabli
Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Tashelhiyt Berber tales in Morocco, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

Class Format: Course will be offered remotely.

Requirements/Evaluation: active class participation, several short response assignments (3-4 pages), two film reviews (1 page), a performance project, and a final paper (7-10 pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 369 (D2) HIST 306 (D2) COMP 369 (D1) ARAB 369 (D1)

Writing Skills Notes: This course will enable students to write weekly while engaging with various forms of writing skills: articulating arguments in short response papers (3-4 pages each), developing visual criticism through writing two film reviews, (1 page each), journaling through writing a personal reflections on a performance project, and honing research language in producing a final paper of 7-10 pages. Instructor's feedback and peer review sessions will include review of drafts and argumentative structures.

Difference, Power, and Equity Notes: At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.

Spring 2021

SEM Section: R1 MR 1:30 pm - 2:45 pm Amal Eqeiq

DANC 302 (F) Moving Words, Wording Dance (DPE) (WS)

Cross-listings: DANC 302 ENGL 335

Primary Cross-listing

How can we capture the "liveness" of dance and performance through writing? How can the spoken and written word promote a deeper understanding of felt emotions expressed through embodied practice? In this course, we will explore different modes of writing about performance such as fiction, ethnography, and performative writing. The course material will primarily focus on books by artist-scholars of color with the aim of engaging with both the politics of identity in performance and also the politics of texts and archives. Each of the texts we encounter will be paired with visual materials and/or virtual conversation with artist-scholars to encourage a multilayered experience with writing about performance. Besides engaging deeply with the selected monographs, we will practice skills related to writing creatively and analytically about movement-based performance. This class will be held remotely and will include a combination of tutorial-like small group meetings, periodic synchronous sessions, and asynchronous work such as Glow posts or recorded lectures. The course is reading and writing intensive, and oriented towards juniors, seniors, and those with deep interest in analytical and creative writing. Students will (i) read several monographs during the semester, (ii) participate in discussions about course materials, (iii) produce creative and critical writing (at least 5-6 pages every two weeks and a final cumulative assignment), and (iv) engage in the revision process of their own work and that of their peers based on feedback from the professor and from writing partners.

Requirements/Evaluation: Each student will write three 5- to 6- page papers on which professor and peers will provide critical feedback on content, style, and grammar. Students will also revise the papers and meet with the professor to discuss the revision process. As the final assignment, students will select one of the three papers to develop into a longer essay, which will be 10-15 pages.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Junior and Seniors, and those with specific interest in performance, creative, and analytical writing. Prior dance or performance experience not required.
**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 302 (D1) ENGL 335 (D1)

**Writing Skills Notes:** Each student will write three 5- to 6-page papers on which the professor and peers will provide critical feedback on content, style, and grammar. After each cycle of feedback, students will submit a revision, and will have an individual meeting with the professor to discuss the revision process and the revised paper. As the final assignment, students will select one of the three papers to develop into a longer essay, which will be 10-15 pages.

**Difference, Power, and Equity Notes:** The monographs which anchor the course engage with the politics of identity as it manifests in both staged and in everyday performances. The introductory points of exploration and the objects of analysis in the course are bodies in motion. So, our inquiry throughout the semester will necessarily include how bodies "make meaning" in a network of power relationships within the context of historical associations to markers of race, class, gender, sexuality, and socially constructed differences.

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**Fall 2020**

**SEM Section:** R1  MR 3:15 pm - 4:30 pm  Munjulika Tarah

**ECON 214 (S) The Economics and Ethics of CO2 Offsets (WS)**

**Cross-listings:** POEC 214  ENVI 212  ECON 214

**Primary Cross-listing**

Some electric utilities and other CO2 emission polluters are allowed to purchase carbon offsets to achieve a portion of their mandated emissions cuts, in effect, to pay others to reduce carbon emissions in their stead. Some individuals, college and universities, and for-profit and non-profit institutions have chosen voluntarily to purchase carbon offsets as a way of reducing their carbon footprint. But do offsets actually succeed in reducing carbon emissions? What separates a legitimate offset from one that is not? How should we measure the true impact of an offset? How do carbon offsets compare to other policies for reducing carbon emissions in terms of efficiency, equity, and justice? Is there something inherently wrong about "commodifying" the atmosphere? Is there something inherently wrong about selling or buying the right to pollute? Should colleges and universities be using the purchase of offsets to achieve "carbon neutrality?"

**Class Format:** This tutorial will be taught remotely via Zoom meetings. Each student will be the tutorial partner of one other student, and each pair of tutorial partners will meet with the instructor for 75 minutes each week. Individual "office hour meetings" will also occur via Zoom meetings.

**Requirements/Evaluation:** a 5- to 7-page paper every other week; a 3-page written critique every other week; one re-write paper

**Prerequisites:** ECON 110 or the equivalent, permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students and sophomores intending to major in Economics and/or to major or concentrate in Environmental Studies

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

POEC 214 (D2) ENVI 212 (D2) ECON 214 (D2)

**Writing Skills Notes:** Each student will write five 5-7 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will write five 3-page critiques of their partner’s papers. As the final assignment, each student will revise one of their five papers.

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**Spring 2021**

**TUT Section:** RT1  TBA  Ralph M. Bradburd

**ECON 374 (F) Poverty and Public Policy (WS)**

Since 1965, the annual poverty rate in the United States has hovered between 10% and 15%, though far more than 15% of Americans experience...
poverty at some point in their lives. In this course, we will study public policies that, explicitly or implicitly, have as a goal improving the well-being of the poor in this country. These policies include social insurance programs such as Unemployment Insurance; safety net programs such as Temporary Assistance to Needy Families, Supplemental Nutrition Assistance Program, Medicaid, and housing assistance; education programs such as Head Start and public education; and parts of the tax code including the Earned Income Tax Credit and Child Tax Credit. We will explore the design and functioning of these programs, focusing on questions economists typically ask when evaluating public policy such as: What are the goals of the policy and does the policy achieve them? Does the design of the policy lead to unintended effects (either good or bad)? What are the trade-offs inherent in the policy’s design? Could the policy be redesigned to achieve its goals more effectively? Through in-depth study of these programs, students will learn how economists bring theoretical models and empirical evidence to bear on important questions of public policy.

Requirements/Evaluation: evaluation will be based on six 5- to 7-page papers and on the quality of the student's oral presentations and commentary on the work of their colleagues

Prerequisites: POEC 253 or ECON 255 or STAT 346 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Economics majors, Political Economy majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Each student will write five 5- to 7-page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will write five 2- to 3-page critiques of their partners' papers. Midway through the semester, each student will revise one of their first three papers.

Fall 2020

TUT Section: HT1 TBA Lara D. Shore-Sheppard

ENGL 104 (S) Creative Non-fiction (WS)

In this course we will read some of the most prominent practitioners of creative non-fiction--writers like John McPhee, Joan Didion, Malcolm Gladwell, Susan Orlean, Ta-Nehisi Coates, Michael Pollan, Zadie Smith and Oliver Sacks. Students will also write in a variety of non-fiction modes--explainers, profiles, essays, memoirs. We will probe the border between invention and fact and consider the ways that narratives are constructed.

Class Format: workshop

Requirements/Evaluation: four short exercises of three pages or less; three longer assignments of five pages; and a final assignment, which is a revision and expansion of an earlier essay

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Four short exercises of three pages or less; three longer assignments of five pages; and a final assignment, which is a revision and expansion of an earlier essay. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Spring 2021

SEM Section: R1 MR 1:30 pm - 2:45 pm John E. Kleiner

ENGL 110 (F) Ruined America: New American Dystopian Novels (WS)

Dystopian novels have become commonplace. But why now? Why do we seem to be experiencing a heightened anxiety over apocalypse? We will consider two types of dystopian visions--those that present a post-apocalyptic world, and those that conjure up wrecked societies out of current evils. Both types present the world we know now as either lost or full of losers. As we visit a variety of recently imagined American dystopias, we will focus on the ethical dilemmas imposed by prospects of our diminished state: the inevitable issues of class, and the divisions of race and gender; the
prospects of anarchy and political oppression; and the threat of technology to our identity and our environment. The class will also focus on techniques to improve your critical reasoning and analytical skills with the goal of writing interesting and well-argued essays.

Class Format: The course will be taught remotely.

Requirements/Evaluation: Two five-page essays, and one final 10-page essay, as well as several short writing assignments. Active seminar participation.

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: First-year students

Expected Class Size: 14

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: The class is primarily design as a writing intensive. I plan on assigning two five-page essays and one 8-10 page essay. The shorter essays will be graded with comments, and either be peer reviewed, or short passages will be selected for class discussion and revision. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Fall 2020

SEM Section: R1  MWF 8:15 am - 9:30 am  Alan W. De Gooyer

ENGL 111  (S)  Poetry and Politics  (WS)

"Poets are the unacknowledged legislators of the world" wrote Shelley in his 1821 "Defence of Poetry," countering the widely held view of poetry's airy irrelevance to the material progress of humanity. His claims are echoed a century and a half later in Audre Lorde's "Poetry is Not a Luxury,"; in which she argues that poetry is a vital and essential part of her own political struggle as a Black lesbian feminist. But when W.B. Yeats--himself a very politically involved poet--writes in 1917 that "from the quarrel with others comes rhetoric; from the quarrel with ourselves comes poetry," he implies that poetry would suffer from too much involvement with the "quarrel with others" that is politics. And when W. H. Auden writes in 1939 that "poetry makes nothing happen" he appears to locate poetry's value precisely in its irrelevance to politics as such. This course will focus on the vexed relationship between poetry and political struggle, reading predominantly poetry and poetics (writings about poetry) of the last two centuries in an effort to answer the questions: what can poetry do for politics? what does politics do for (or to) poetry? Is poetry essential to political struggle, or do poetry and politics mix only to the detriment of both, producing, on the one hand, bad poetry, and on the other, mere distractions from the "real" work of politics? The primary goal of the course is to make students better readers and appreciators of poetry, and better readers and writers of argumentative prose.

Class Format: discussion

Requirements/Evaluation: graded essays, final in-class team project

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 14

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Students will write 5 essays total. After each essay, students meet individually with the professor to discuss their writing and plan specific improvements in their writing skills. Two of the essays will be revised after peer-review tutorials.

Spring 2021

SEM Section: R1  TF 3:15 pm - 4:30 pm  Alison A. Case

ENGL 112  (F)  Introduction to Literary Criticism  (WS)

What determines meaning? How we interpret is inevitably inflected by our own priorities and preoccupations, by the contexts in which we read, by literary and other conventions, and by the historical and personal circumstances of a work's composition, as well as deriving from the particular words of a text and from the mutable life of language itself. So how to go about the task of reading literature well, and reading critically? This course will focus
on key introductory methods and critical approaches, and is intended to develop your skills in reading, writing about, discussing and interpreting literary texts. Our readings--mainly short fiction and poetry, along with selected introductory work in critical theory--will invite increased self-consciousness about literary form, the functions of criticism, and the process of reading and interpretation. In the last weeks of the course, we will read longer texts, including at least one play and one novel.

Class Format: Our class meetings will be conducted remotely, but with the seminar group regularly broken into small discussion sections. As the semester progresses, I will consider moving to in-person teaching for the discussion sections as conditions on campus clarify.

Requirements/Evaluation: Three papers rising from 3-6 pages, discussion board postings, and contribution to class discussions.

Prerequisites: None

Enrollment Limit: 14

Enrollment Preferences: First-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Three papers, rising from 3 pages for the first, to 6 pages for the last. Postings on Glow discussion boards for all class meetings. Extensive written feedback on longer papers, plus the option of revision.

Fall 2020

SEM Section: R1  MWF 10:40 am - 11:30 am  James L. Pethica

ENGL 114  (F)  Literary Speakers  (WS)

The general purpose of this course is to develop students' skills as interpreters of poetry and short fiction. Its particular focus is on how--and with what effects--poets create the voices of their poems, and fiction writers create their narrators. We'll consider the ways in which literary speakers inform and entice, persuade and sometimes deceive, their audiences. Readings will include texts from various historical periods, with particular emphasis on the twentieth century (including works by James Joyce, Henry James, Vladimir Nabokov, Robert Frost, Toni Cade Bambara, Raymond Carver, and Seamus Heaney).

Class Format: This course will be taught remotely.

Requirements/Evaluation: 4 or 5 papers, of varying lengths, spaced throughout the term (about 15-20 pages total); detailed feedback will be provided on each paper, along with opportunities for revision. There will be no examinations in this course.

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: first-year students and then sophomores who have not yet taken a 100-level course in English

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: There will be 4-5 papers assigned, spaced evenly throughout the term, ranging in length from 1-2 pages to about 5 pages. Detailed feedback will be provided on each paper. There will be opportunities for revisions, and for conferences before and after each paper. At least two classes during the term will be specifically devoted to issues related to paper writing.

Fall 2020

SEM Section: R1  MWF 10:40 am - 11:30 am  Stephen Fix

ENGL 115  (F)  The Literature of Sports  (DPE) (WS)

Cross-listings: AFR 115  ENGL 115

Primary Cross-listing

The ubiquity of the sporting event, the athlete as hero, the athlete as failure, the crowd, the fan, the stadium, and all of the complex conflicts therein have long been the subjects of some of the finest writing in America and throughout the world. Writers have used sport as a context through which to
explore and examine ideas such as beauty, the sublime, tragedy, politics, race, class, sexuality, and gender. This course will focus on poetry, fiction, and non-fiction invested in the public spectacles and private revelations of sport ranging from the poetics of praise to issues of urbanism, colonialism, globalization with readings by Pindar, Rankine, CLR James, Baldwin, Hemingway, Oates, DeLillo, and many others. This course will be taught online in a synchronous format.

**Requirements/Evaluation:** Students will be expected to complete a number of short (5 pages or less) papers during the semester and one longer paper (8-10 pages) at the end of the semester.

**Prerequisites:** None.

**Enrollment Limit:** 14

**Enrollment Preferences:** first-year students who have not taken or placed out of a 100-level ENGL course.

**Expected Class Size:** 14

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 115 (D2) ENGL 115 (D1)

**Writing Skills Notes:** Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course will focus on literature about sports that addresses, among other topics, civil rights activism, gentrification, race dynamics and race relations both inside and outside of the USA, American exceptionalism, sociocultural construction of emotional displays, mental health, religious conflict, and anti-blackness.

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**ENGL 116 (F)(S) The Remix: Adaptation and Revelation (WS)**

This course explores the ideas of remaking and adaptation. We examine twentieth and twenty-first-century fiction, poetry, film, and hybrid texts that interact with subject matter stretching from Greek mythology to New World castaway stories to global pandemics. What is the nature of the work they attempt? What is lost and gained in these re-visions? In response to these questions, emphasis is placed on critical reading and writing (and rewriting), as well as on research skills. Works considered throughout the term come from, among others, Jorge Luis Borges, Anne Carson, J.M. Coetzee, Alfonso Cuardn, and Natasha Trethewey.

**Class Format:** remote

**Requirements/Evaluation:** at least 20 pages of writing; GLOW posts; class participation

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** first-year students who do not have a 5 on the AP and/or have not previously taken a 100-level English class

**Expected Class Size:** 14

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Students will do at least 20 pages of writing (4 papers) and will be required to significantly revise one paper. Students will also provide two detailed editorial responses to the work of another student. Significant class time will be spent covering strategies for effective and persuasive academic writing. Throughout the semester, students will receive written feedback from the instructor with specific suggestions for revision and improvement.

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**Fall 2020**

**SEM Section:** R1  MW 10:00 am - 11:15 am  Rowan Ricardo Phillips

**Spring 2021**

**SEM Section:** R1  MWF 8:15 am - 9:30 am  Ricardo A Wilson
ENGL 117 (S) Introduction to Cultural Theory (WS)

Cross-listings: ENGL 117 COMP 117

Primary Cross-listing

This course has a clear purpose. If you had signed up for a course in biology, you would know that you were about to embark on the systematic study of living organisms. If you were registered for a course on the American Civil War, you would know that there had been an armed conflict between the northern and southern states in the 1860s. But if you decide you want to study “culture,” what exactly is it that you are studying? The aim of this course is not to come up with handy and reassuring definitions for this word, but to show you why it is so hard to come up with such definitions. People fight about what the word “culture” means, and our main business will be to get an overview of that conceptual brawl. We will pay special attention to the conflict between those thinkers who see culture as a realm of freedom or equality or independence or critical thought and those thinkers who see culture as a special form of bondage, a prison without walls. The course will be organized around short theoretical readings by authors ranging from Matthew Arnold to Laura Mulvey, but we will also, in order to put our new ideas to the test, watch several films (mostly of the class’s choosing) and listen to a lot of rock and roll. Why do you think culture matters? Once you stop to pose that question, there's no turning back.

Class Format: discussion

Requirements/Evaluation: four formal writing assignments totaling 20 pages (three full essays + one lead-in assignment), informal writing twice weekly, class attendance and participation

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 14

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 117 (D1) COMP 117 (D1)

Writing Skills Notes: Students will write three five- to seven-page papers, on which I will provide extensive feedback. Before writing their first papers, students will submit theses and introductions, which I will help them refine. We will hold three extra writing sessions, to discuss how best to organize arguments. Students will write informally before every class.

Spring 2021

SEM Section: R1 TF 1:30 pm - 2:45 pm Christian Thorne

ENGL 120 (F)(S) The Nature of Narrative (WS)

Cross-listings: ENGL 120 COMP 111

Secondary Cross-listing

Narrative--storytelling--is a fundamental human activity. Narratives provide us with maps of how the world does or should or might work, and we make sense of our own experiences through the narratives we construct ourselves. This course examines the nature and workings of narrative using texts from a wide range of literary traditions, media, and genres. Readings may include Western and Asian classics (Homerian epic, The Tale of Genji, medieval Chinese narrative), novelistic fiction ranging from nineteenth-century realism to postmodern experimentation (Tolstoy, Garcia-Marquez, Toni Morrison), and visual literature from film and drama to graphic memoir (Mizoguchi Kenji, David Mamet, Art Spiegelman, Alison Bechdel). We will also read some short works of literary theory from around the world to help us broaden our idea of what literature can be and do. All readings in English.

Class Format: The spring section of this class will have a hybrid format to the extent possible given conditions on campus and student enrollment. Off-campus students must be able to Zoom in during the scheduled class times.

Requirements/Evaluation: Regular attendance and participation in class; short and mid-length writing assignments spaced throughout the semester; revision of selected assignments after receiving instructor feedback.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Students considering a major in Comparative Literature

Expected Class Size: 12
ENGL 138 (S) What is a Self? Investigations in Literature, Philosophy, and Psychology  (WS)

The experience of having a self (or a subjective point of view) informs and colors literally everything we think, see, and feel. And yet what, exactly, is a self? Is it the unchanging essence of who we are as individuals? Or is it the historically contingent product of ever-changing cultural and political forces (like the media, gender norms, and ideologies about race, to name just a few)? Or, perhaps, is the belief that we have a self just one big illusion, as the Buddha suggested millennia ago and as modern philosophers and scientists have argued in their own different ways more recently? In this class, we'll explore the deep mystery of human existence that we call "the self" or "subjectivity," looking at various attempts to capture, represent, and explain it (even escape it!). Our investigations will be wide-ranging, looking at examples from literature, philosophy, religion, and psychology. Works we'll study include: Tim O'Brien's *The Things They Carried*, Toni Morrison's *Beloved*, and Ruth Ozeki's *A Tale for the Time Being*, and theoretical writings on the self by Plato, Thoreau, and Jean-Paul Sartre among others. Students who genuinely find the experience of the self puzzling and fascinating will get the most out of this class. Bring an open mind about what it is to have a mind in the first place.

Class Format: This seminar will be taught as a hybrid seminar. About once a week, the entire class will meet as a group (on Zoom, most likely). The rest of the time we'll meet in smaller (7 student) discussion groups (in-person, with remote students participating via Zoom). Details of the format can't be worked out until registration is done, but this is the general plan.

Requirements/Evaluation: four essays totaling 16 pages; active class participation; participation in other short writing assignments (there will be lots of free writing!)

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 14

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Four essays (ranging in length from 3-6 pages long) in multiple drafts, adding up to 16 pages total. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Spring 2021

SEM Section: H1  MWF 8:15 am - 9:30 am  Bernard J. Rhie
novels by writers such as Danielle Evans, George Saunders, Kali Fajardo-Anstine, Mary Robison, Karen Russell, ZZ Packer, among others.

**Class Format:** This course will be fully remote and structured as a seminar/tutorial hybrid. We'll mix whole-group meetings with small group sessions of 4 students.

**Requirements/Evaluation:** Active participation, written and verbal comments on published and peer work, five essays (2-5 pages each, most in multiple drafts, including a final radical revision of an essay of the student's choice).

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** First-Year students

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Five essays ranging from 2-5 pages each, most in multiple drafts. Students will receive extensive written comments on their writing skills, with suggestions for improvement, and may choose to meet with the professor individually outside of class as often as they'd like. Students will also comment (verbal and written) on published work and their peers' drafts, operating under the assumption that becoming a better writer involves becoming a better reader.

Spring 2021

SEM Section: R1  MWF 8:15 am - 9:30 am  Karen L. Shepard
SEM Section: R2  MW 10:00 am - 11:15 am  Karen L. Shepard

**ENGL 158** (S) **Expository Writing: Contemporary Linked Stories** (WS)

In this expository writing and writing intensive course, we will read and write about several collections of linked short stories about altered states of mind and body, immigrant experiences, and the magic of everyday life. We will examine linked stories as a form organizing narratives that can stand alone, but that resonate powerfully with one another, sharing themes, settings, and sometimes even characters. Texts may include Denis Johnson's *Jesus' Son*, Jumapa Lahiri's *Interpreter of Maladies*, Junot Diaz's *Drown*, Helen Oyeyeme's *What Is Not Yours Is Not Yours*, Carmen Machado's *Her Body and Other Parties*, Amy Bonnaffons's *The Wrong Heaven*, and Ruth Joffre's *Night Beast*. Class time will be split nearly equally between analysis of the assigned texts and active work with student writing including freewriting, rewriting, sentence and paragraph workshops, peer editing, and writing strategy sessions.

**Class Format:** This course will meet remotely in Spring 2021

**Requirements/Evaluation:** 4 or 5 two-page papers, two with required revisions; 4 five-page papers, all with required revisions; discussion participation; attendance.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** First preference goes to first-year students who have not received a 5 on AP LITERATURE or a 6 or 7 on the IB. Additional rules via English Department Website.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** This course is dedicated to the teaching of college-level expository writing. Students will complete several assignment sequences that build from 2-page response papers to 5-page argumentative essays and that include required revisions at multiple stages. About half the class time will be spent discussing and practicing writing strategies and mechanics.

Spring 2021

SEM Section: R1  TR 6:45 pm - 8:00 pm  Ezra D. Feldman

**ENGL 161** (F) **Metafiction** (WS)

This course will examine ways in which literary works reflect on their status as texts. We'll look at the formal pleasures and puzzles generated by
techniques including frame narratives, recursion, and self-reference, in novels, films, and stories by Vladimir Nabokov, Octavia Butler, Kelly Link, Paul Park, and others. Ultimately, we will use the study of metafiction to focus a larger inquiry into the socializing force of self-consciousness in human development. Note that students will be required to use, as well as interpret, metafictional techniques in their assigned writing.

**Class Format:** online discussion

**Requirements/Evaluation:** several short exercises; four or five papers of increasingly complexity, totaling 22 pages; consistent attendance and participation; a love of reading, and a willingness to reread

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** first-year students who have not taken or placed out of a 100-level ENGL course; sophomores

**Expected Class Size:** 14

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Students write five essays with considerable feedback from the instructor.

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**ENGL 203 (S) The Uses of Shakespeare (WS)**

The plays of Shakespeare have a performance history that is exceptionally rich and strange. In this course we will read several of the plays and look at some of the ways they have been re-imagined and restaged. We will consider the origin of the plays as popular entertainment—competing for an audience against bear-baitings and public executions. We will consider their transformation into canonical texts and their de-canonization in parodies like Dogg’s Hamlet and Drunk Shakespeare. Among the works we will read and watch are Romeo and Juliet, The Tempest, Twelfth Night, Shakespeare Behind Bars, Rosencrantz and Guildenstern, Rosencrantz and Guildenstern are Dead, Rosencrantz and Guildenstern are Undead. Assignments will include analytical essays and creative adaptations in a variety of media.

**Requirements/Evaluation:** four 5-page papers, in-class presentation

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 16

**Enrollment Preferences:** first- and second-year students, and English majors who have yet to take a Gateway course

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Gateway

**Distributions:** (D1) (WS)

**Writing Skills Notes:** The instructor will provide frequent written feedback on student work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

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**ENGL 210 (F) American Modernism (WS)**

Modernism in art lasts from about 1850 until about 1950; this course focuses on American fiction centering on the 1920s. Texts in the course run from the familiar (Cather, Fitzgerald, Hemingway) through the difficult (Faulkner), very difficult (Jean Toomer), and impossible (Gertrude Stein); but we’ll learn how to read them all. Even the familiar texts turn out to be stylistically experimental, and experiments in style, in every case, are linked to novel conceptions of religion (especially Hemingway, Fitzgerald), race or ethnicity (Faulkner, Toomer), and gender (Cather, Hemingway, Stein); most of our texts interrelate all of these concerns. After the Great War, the urgency of questions of form, in relation to questions of identity, is whether the world can be redeemed by the reformation of linguistic and generic conventions.

**Class Format:** The course will be entirely remote by Zoom.
**Requirements/Evaluation:** Four papers totaling about 16 pages. Participation in class discussions will also be a factor in the final grade.

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of instructor

**Enrollment Limit:** 14

**Enrollment Preferences:** First-year students and sophomores contemplating the English major; other English majors lacking a Gateway; American Studies majors.

**Expected Class Size:** 14

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** There will be four papers, totaling about 16 pages. Papers will be read closely both for content and expression. There will be one course meeting devoted entirely to questions of style and composition.

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**ENGL 223 (S) Apocalypse Now and Then: Poets Confronting Political Crisis (DPE) (WS)**

In moments of great crisis, common wisdom says to turn to the poets; where, then, do the poets turn? Tracing the history of Poetry of Witness throughout the 20th and 21st Centuries, this course explore various strategies poets have used to write about the end of the world, however that may be defined. We will read contemporary poets (such as Danez Smith, Ilya Kaminsky, Aracelis Girmay, and Solmaz Sharif) alongside 20th Century writers who were responding to the catastrophes of their own times (Paul Celan, Pablo Neruda, Gwendolyn Brooks, Bei Dao, and others). Looking backward to other times when the world seemed to be ending, this course will examine some of the strategies that poets have used to navigate writing about war, genocide, forced migration, gendered violence, climate crisis, and other dystopias. The readings we encounter will span various schools and poetic forms, from documentary poetics, to surrealism and the avant garde, to the Black Arts Movement, to speculative writing, and so on. They will be supplemented with critical texts on the political stakes of writing and reading practices by thinkers like Eve Sedgwick, James Baldwin, and Audre Lorde. This is a course that views creative writing as a valid form of critical inquiry; therefore, students will have opportunities to engage creatively with texts throughout the semester. For the final, students will have the option of either writing an analytical paper or submitting a creative project with a critical introduction.

**Requirements/Evaluation:** Students will write short weekly response papers, a 3-5 page midterm essay and an 8-10 page final essay. Creative options will be available in place of some of these assignments.

**Prerequisites:** None.

**Enrollment Limit:** 16

**Enrollment Preferences:** Freshmen and sophomores intending to pursue more advanced work in English; non-English majors interested in creative writing. Application may be required.

**Expected Class Size:** 16

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Students will produce and receive feedback on short writing assignments throughout the semester. These assignments will build skills for students to write either a final comparative analysis paper or a creative project accompanied by a critical introduction.

**Difference, Power, and Equity Notes:** This course focuses on the interactions between political engagements and poetic craft in the 20th and 21st centuries. As such, we will discuss the interplay between artists and the popular resistance movements of their times, the effects of power on literary forms, and the shaping of minoritarian aesthetics. Readings will center writing by poets from marginalized backgrounds whose work engages race, class, ethnicity, gender, sexuality, religion, and disability.

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**ENGL 227 (F) Elegies (WS)**

Spring 2021

**SEM Section:** R1  TR 11:30 am - 12:45 pm  Franny Choi
This tutorial explores elegies as a literary genre. In their most familiar form, elegies honor and memorialize the dead. More broadly conceived, the genre includes works lamenting other kinds of loss as well: the loss of a lover, place, country, or cherished version of one's past. We'll consider the special challenges and opportunities of the elegiac voice: how it manages to give public expression to private grief; negotiates problems of tone and perspective; worries about and celebrates the capacity of language to generate hope and consolation; and seeks a kind of solace in the literary effort to evoke, preserve, or rewrite a lost life or an absent past. This course focuses primarily on poetry, English and American, across a broad historical range. We'll first read poems from 1600-1900—including works by Jonson, Milton, Donne, Dryden, Gray, Shelley, Tennyson, and Whitman, and then turn to some of the twentieth-century's great poetic elegists—Owen, Yeats, Auden, Lowell, and Heaney. Finally, we'll consider how the elegiac voice works in fiction, especially in stories by Joyce ("The Dead") and Nabokov ("Spring in Fialta").

Class Format: This course will meet remotely. Tutorial pairs will meet for an hour each week with the instructor, using Zoom or Google Meet.

Requirements/Evaluation: Active participation in tutorial meetings. Students will write a 4- to 5-page paper every other week (five in all), and comment on their partners' papers in alternate weeks

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor.

Enrollment Limit: 10

Enrollment Preferences: Sophomores, but juniors and seniors are also welcome.

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: All tutorials (at least in English) are by definition Writing Skills courses. Students will write either the main paper or a response critique in alternate weeks. Students will also have the opportunity to revise.

Fall 2020

TUT Section: RT1 TBA Stephen Fix

ENGL 228  (F) The Renaissance in England and the European Continent: Self and World  (DPE) (WS)

Cross-listings: ENGL 228 COMP 230

Primary Cross-listing

At the same time as the individual human being in possession of a distinctive personality was taking on enormous importance in politics, philosophy, literature, and the visual arts, early modern Europeans were encountering unprecedented levels of cultural diversity. In this interdisciplinary course, we will consider these two developments both separately and together. As Renaissance humanists were acquiring a sophisticated understanding of the distance between the present and various European pasts (the recent medieval past and the remote history of antiquity), they were also coming into contact with non-European cultures in Africa, the Americas, and Asia via trade and economic development, imperial expansion, and religious conversion. Always at stake in these encounters was the question of who counted as an individual; the self was not considered to be intrinsic to human nature but rather the product of historical and cultural developments. Themes will include religious pluralism, the sacred and the secular, vernacularity, exploration and empire, the relationship between mind and body, slavery, trade, wealth, gender, self-fashioning, and style. We will consider such English writers as the Pearl poet, More, Marlowe, Spenser, Shakespeare, Browne, and Milton; such continental intellectuals as Descartes, Erasmus, Las Casas, and Castiglione; and such continental artists as Michelangelo, Velázquez, Bruegel, and Rembrandt.

Class Format: This course will be conducted synchronously online.

Requirements/Evaluation: Five four-page papers, in-class presentation, thoughtful participation in discussions

Prerequisites: A 100-level ENGL course, a score of 5 on the AP English Literature exam, a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor

Enrollment Limit: 14

Enrollment Preferences: First- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 14

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
**Writing Skills Notes:** The course asks students to write five four-page papers and offers exposure to a range of humanistic modes, from close reading to visual analysis to the exposition of philosophical claims. One paper will involve independent research. The instructor will provide frequent and extensive written feedback on student work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course examines the role of historical and cultural difference within and beyond Europe at the very beginning of globalization. Students will become acquainted with the origins of colonialism and the global traffic in slaves, as well as with the complex role of writers and intellectuals in questioning, defending, and imagining these practices. We will consider the epistemological challenges of accessing the testimony of subordinated persons.

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**ENGL 253 (S) Feminist Theatres: A Global Perspective** (DPE) (WS)

**Cross-listings:** ENGL 253 WGSS 250 THEA 250

**Secondary Cross-listing**

What makes a work of theatre feminist? How do plays, social practices, and performances engage with different models of feminism: liberal, radical, materialist, intersectional, relational? Why has feminism mattered to theatre makers of the past? Should it still matter to us now? If so, what forms might future feminist theatres and performance practices take? In this tutorial, students will work in pairs to examine the political relation of models of feminism to plays and performances by theatre artists, companies, and collaboratives from across the globe, from the late-twentieth century to today. Interrogating feminism's own legacies of exclusionary and biased tactics, we will focus on the racialized and class-based aspects of feminist performance practices and the history of radical and intersectional feminism in theatre. Artists, companies, and movements to be considered may include: Spiderwoman Theatre, The WOW Café, Hélène Cixous, Adrienne Kennedy, Caryl Churchill, Sphinx Theatre Company, Wendy Wasserstein, Ntozake Shange, Griselda Gambaro, Manjula Padmanabhan, Cherrie Moraga, Karen Finley, Suzan-Lori Parks, Young Jean Lee, Lisa Kron, Tori Sampson, Arethusa Speaks, Women's Project and Productions, Sarah DeLappe, and others. Close reading and analysis of source material will occur alongside engagement with critical essays and writings by: Audre Lorde, Judith Butler, bell hooks, Gloria Anzaldúa, Kimberlé Crenshaw, Eve K. Sedgwick, Gayatri Spivak, Jill Dolan, Sue-Ellen Case, José E. Muñoz, and Donna Haraway. This course will follow a standard tutorial format, with students alternating the presentation and reading of a series of 5-page papers.

**Class Format:** For Spring 2021, the format for the course is to be determined. Ideally, we will meet weekly and in-person in groups of 3 (two students and professor). Should necessary social distancing measures be in place, we will conduct our tutorial meetings remotely in either Zoom or Google Meet.

**Requirements/Evaluation:** students will meet with instructor in pairs for an hour each week; they will write a 5-page paper every other week (five in all), and comment on their partner's papers in alternate weeks; emphasis will be placed on developing skills in reading, interpretation, critical argumentation, and critical written and oral response

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Theatre majors; WGSS majors; ART majors; COMP majors. Students from all majors are welcome and invited to contact Prof. Holzapfel about their interest in the class: ash2@williams.edu

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 253 (D1) WGSS 250 (D2) THEA 250 (D1)

**Writing Skills Notes:** As a tutorial, this course will require extensive practice in writing, editing, and revising. Emphasis be directed towards building and developing a compelling argument, providing thorough evidence for one's interpretation, and fluidly integrating theory into one's argumentation.

**Difference, Power, and Equity Notes:** This tutorial examines intersections between gender, race, sexuality, class, and ethnicity in relation to theatre's ongoing engagement with feminism. We will consider how articulations of difference, power, and equity arise and are, in fact, prioritized in quite different ways within the politics of feminism itself, leading to their variable expressions through art.
ENGL 257 (F) Personal Essay: Writing Workshop (WS)

The personal essay as a literary form includes a wide range of genres including literary journalism, creative nonfiction and the lyric essay. Note the exclusion of "memoir" or "autobiography" in this list. This course is NOT a course in memoir or autobiography. As we become more mindful of our particular points of view (and of ways to explore and exploit this subjectivity), we will turn the focus outside of ourselves. We will experiment with writing that is extro- rather than introspective. While this is primarily a course in creative writing, we will give much of our time to literary analysis and imitation of exemplary essayists (primarily from the 20th and 21st centuries, and primarily from the U.S.) including James Baldwin, James Agee, Annie Dillard, John McPhee, Joan Didion, Adrian NicholeLeBlanc, Jennifer S. Cheng, Anne Carson, Samuel Delaney, Maggie Nelson, Alexander Chee, Lydia Yuknavitch, Saidiya Hartman and Karen Green.

Class Format: This course will be taught remotely, with a combination of synchronous and asynchronous meetings, assignments, short lectures, and opportunities for engagement (e.g. Zoom, Glow, Panopto & Loom). There will be a single, collective meeting every week in the time slot assigned to this course; as well as a single, weekly meeting of small groups of three students in which creative and critical writing will be shared, critiqued and discussed.

Requirements/Evaluation: Evaluation will be based on class participation, peer editing, writing and revision, with special attention given to the student's engagement in every aspect of the writing process.

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: students who have not yet taken Creative Writing courses will be given priority

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: This course will demand weekly writing and critical responses, as well as regular opportunities for revision. Total number of pages written will amount to approximately 35.

Fall 2020

ENGL 302 (S) "A language to hear myself": Advanced Studies in Feminist Poetry and Poetics (DPE) (WS)

Cross-listings: AMST 310 ENGL 302 WGSS 330

Primary Cross-listing

The title of this course comes from Adrienne Rich's 1969 poem "Tear Gas," grounding our study in 1960s, 70s, and 80s feminist activist poetry but also in our current moment to answer a fundamental question: what can poetry do for us? In this period, feminist activist poets were at the center of a revolutionary social justice movement that changed the world. Feminist presses published much of the new poetry. This course focuses on the theory and practice of feminist poetry and print culture during this period, and how feminist experiments in language changed how we understand American poetry. We focus on the theoretical writings and poetry chapbooks of a diverse group of poets who powered the movement, including Audre Lorde, Mitsuyu Yamada, Nelly Wong, Robin Morgan, June Jordan, Joy Harjo, Gloria Anzaldúa, Sonia Sanchez, Adrienne Rich, Judy Grahn, and Pat Parker. We also read the work of some later feminist theorists, such as Judith Butler, as we analyze the kinds of performances that brought together feminist poetry and political activism. We spend some time in the archives, analyzing documents from the period, including original publications of poetry chapbooks often published by the period's many feminist presses and consider how such attention allows us to construct alternative narratives for feminism and American poetry. Writing at the intersections of race, class, gender, and sexuality, and of multiple social justice movements (Civil Rights, anti-Vietnam War, LGBTQ activism, and Black Power), these poets gave us a new language to "hear," not only ourselves, but the experience and pain of others, and, in so doing, they moved personal experience into public discourse around issues of inequality and human flourishing in a democratic society.

Class Format: I anticipate that this class will be a hybrid course for students who are both remote and in-person, with a mix of synchronous and asynchronous elements.

Requirements/Evaluation: two short analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), short presentation, longer final
researched paper (10-12 pages)

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** English, Women's, Gender, and Sexuality Studies, American Studies majors

**Expected Class Size:** 16

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 310 (D2) ENGL 302 (D1) WGSS 330 (D2)

**Writing Skills Notes:** Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, critical summaries of feminist criticism, two four-to-five-page graded papers, one creative assignment, a longer, final researched paper (10-12 pages), written in stages over a period of several weeks with feedback at each stage. Critical feedback on written assignments a week prior to due date through conferences and Google Docs and on graded assignments within one week.

**Difference, Power, and Equity Notes:** The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the feminist movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the period.

Spring 2021

SEM Section: H1 TF 1:30 pm - 2:45 pm Bethany Hicok

**ENGL 323 (S) A Novel Education (WS)**

All novels are conscious of their readers; eighteenth-century novels are obsessed with them. In the century when the genre first flourished, readers are the ultimate objects of novelists' plots. We are addressed, teased, pleaded with, embarrassed, flattered, made fun of, praised, chided, solicited, warned, reminded, rebuked, asked for sympathy, and--always--closely watched. Eighteenth-century novelists--and their narrators--aggressively educate their readers, not only teaching us how to interpret the novel itself, but also demanding that we self-consciously question the powers of mind and habits of heart we bring to the process of interpreting a book, ourselves, and our world. In this tutorial course, we will explore the narrative and rhetorical strategies two of the century's greatest novelists use in creating, shaping, and finally educating their readers. We will focus principally on Henry Fielding's *Tom Jones* (1749) and Laurence Sterne's *Tristram Shandy* (1760-67)--long, brilliantly intricate novels that go about their work in very different ways, but that are equally committed to the project of giving their readers a novel education. We will consider--much more briefly--Fielding's *Joseph Andrews* and Bunyan's *Pilgrim's Progress*. We will also read criticism by such "reader response" theorists as Stanley Fish and Wolfgang Iser, and--in the individualized setting of a tutorial--students will be asked to develop and articulate their own theories of reading by examining critically the ways in which texts affect and educate them. Emphasis will be placed on developing skills not only in reading and interpretation, but also in constructing critical arguments and responding to them in written and oral critiques.

**Class Format:** Remote course. Students will meet with the instructor in pairs for one hour each week

**Requirements/Evaluation:** Students will write and present a 4-to 5-page paper every other week, and comment on their partners' papers in alternate weeks

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** English majors, not open to first-year students

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** All tutorials (at least in English) are by definition Writing Skills courses. Students will write either the main paper or a response critique in alternate weeks. Students will also have the opportunity to revise.
ENGL 335  (F)  Moving Words, Wording Dance  (DPE) (WS)

Cross-listings:  DANC 302  ENGL 335

Secondary Cross-listing

How can we capture the "liveness" of dance and performance through writing? How can the spoken and written word promote a deeper understanding of felt emotions expressed through embodied practice? In this course, we will explore different modes of writing about performance such as fiction, ethnography, and performative writing. The course material will primarily focus on books by artist-scholars of color with the aim of engaging with both the politics of identity in performance and also the politics of texts and archives. Each of the texts we encounter will be paired with visual materials and/or virtual conversation with artist-scholars to encourage a multilayered experience with writing about performance. Besides engaging deeply with the selected monographs, we will practice skills related to writing creatively and analytically about movement-based performance. This class will be held remotely and will include a combination of tutorial-like small group meetings, periodic synchronous sessions, and asynchronous work such as Glow posts or recorded lectures. The course is reading and writing intensive, and oriented towards juniors, seniors, and those with deep interest in analytical and creative writing. Students will (i) read several monographs during the semester, (ii) participate in discussions about course materials, (iii) produce creative and critical writing (at least 5-6 pages every two weeks and a final cumulative assignment), and (iv) engage in the revision process of their own work and that of their peers based on feedback from the professor and from writing partners.

Requirements/Evaluation: Each student will write three 5- to 6-page papers on which professor and peers will provide critical feedback on content, style, and grammar. Students will also revise the papers and meet with the professor to discuss the revision process. As the final assignment, students will select one of the three papers to develop into a longer essay, which will be 10-15 pages.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences:  Junior and Seniors, and those with specific interest in performance, creative, and analytical writing. Prior dance or performance experience not required.

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)  (DPE)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 302  (D1)  ENGL 335  (D1)

Writing Skills Notes: Each student will write three 5- to 6-page papers on which the professor and peers will provide critical feedback on content, style, and grammar. After each cycle of feedback, students will submit a revision, and will have an individual meeting with the professor to discuss the revision process and the revised paper. As the final assignment, students will select one of the three papers to develop into a longer essay, which will be 10-15 pages.

Difference, Power, and Equity Notes: The monographs which anchor the course engage with the politics of identity as it manifests in both staged and in everyday performances. The introductory points of exploration and the objects of analysis in the course are bodies in motion. So, our inquiry throughout the semester will necessarily include how bodies "make meaning" in a network of power relationships within the context of historical associations to markers of race, class, gender, sexuality, and socially constructed differences.

Fall 2020

SEM Section: R1  MR 3:15 pm - 4:30 pm  Munjulika  Tarah

ENGL 345  (S)  Shakespeare on Page, Stage and Screen: Text to Performance  (WS)

Cross-listings:  THEA 340  ENGL 345  COMP 343

Secondary Cross-listing

Four centuries on, Shakespeare still challenges us. How should we weigh the respective claims of our own era's concerns--with matters of gender, sexuality, race, class, or materiality, for instance--against historicist attention to the cultural, political and theatrical circumstances in which his plays were actually written? And when it comes to realizing the text in dramatic performance, such challenges--and opportunities--multiply further. Critical fidelity to Shakespeare's times, language and theatrical milieu prioritizes a historical authenticity that can be constraining or even sterilizing. At the
other extreme, staging the plays with the primary aim of making them “speak to our times” risks revisionary absorption in our own interests. We will focus on six Shakespeare plays, from different genres and periods of his career: Romeo and Juliet, Henry V, Twelfth Night, Hamlet, Antony and Cleopatra, and A Midsummer Night’s Dream. Proceeding with each from close reading of the text, we will attend to the demands and opportunities of both interpretation and performance, and assess a range of recent film and stage productions.

Class Format: This course will be remote, with occasional smaller tutorial-style sections. If pandemic conditions change significantly, I will move to in-person and/or hybrid meetings as warranted.

Requirements/Evaluation: Three papers ranging from 4 to 7 pages; several short reading responses and regular discussion board postings; class participation.

Prerequisites: A THEA course; a 100-level ENGL course; a score of 5 on the AP Literature exam or a 6 or 7 on the IB exam; or permission of instructor.

Enrollment Limit: 14

Enrollment Preferences: Theatre and English majors or prospective majors

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
THEA 340 (D1) ENGL 345 (D1) COMP 343 (D1)

Writing Skills Notes: Three papers rising from 4 to 6+ pages; regular discussion board postings and several short response papers. Students will receive timely comments from the instructor on their writing skills, with suggestions for improvement, and there will be opportunities for revision of submitted papers.

Spring 2021

SEM Section: R1  TF 1:30 pm - 2:45 pm  James L. Pethica

ENGL 493  (F) Honors Colloquium: English  (WS)
A colloquium for students pursuing critical theses and critical specializations. Students will present and critique their work in progress, and discuss issues particular to researching and structuring a long analytical thesis. We will also discuss the work of a variety of recent critics representing a range of methods of literary study. Satisfactory completion of the course will be required for students to continue on in the honors program. The course will meet synchronously online, sometimes as a full seminar and other times in tutorial-small small groups.

Requirements/Evaluation: participation and individual progress on the thesis project, which will be determined in consultation with each student's honors advisor

Prerequisites: admission to the department Honors program

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Students will write a 20 page thesis chapter in stages and over multiple drafts. Students will receive from the instructor timely comments on their writing, with suggestions for improvement.

Fall 2020

HON Section: H1  MR 3:15 pm - 4:30 pm  Emily Vasilisuskas

ENVI 208  (S) Saharan Imaginations  (DPE) (WS)

Cross-listings: ARAB 209  ENVI 208  COMP 234

Secondary Cross-listing
Literary representations of the Sahara challenge facile assumptions about this undertheorized place. Approached mainly through the prism of adventure and exploitation, the desert is portrayed as a dead space. However, literature and film furnish a unique opportunity to engage critically with the ways Maghrebi and Middle Eastern culture production represents deserts and raises issues of fundamental importance to these societies. This course offers students the opportunity to engage in close readings of novels and film through the theme of the Sahara and Saharan space. Reading through the politics of human mobility and life in the desert will help students to understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the Saharan sub-genre of African and Middle Eastern literatures. Whether grappling with transcontinental issues of climate change, cannibalization of biodiversity or overexploitation of natural resources, desert-focused cultural production invites us to think critically about the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature. Deconstructing reductive Saharanisms, students will see the desert for what it is, rather than what it is portrayed to be or stand for.

Class Format: hybrid

Requirements/Evaluation: active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Students are admitted into the course on a first-come-first-serve basis. If the course is over-enrolled, preference will be given to Arabic Studies and Comparative Literature majors and certificates.

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ARAB 209 (D1) ENVI 208 (D1) COMP 234 (D1)

Writing Skills Notes: Students will receive constant and extensive feedback on their written work. Students will write regular weekly responses on Glow, a reflection statement, two 5pp. papers for midterms, and one 10pp. final paper.

Difference, Power, and Equity Notes: Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.

Spring 2021

SEM Section: H1  MW 10:00 am - 11:15 am  Brahim El Guabli

ENVI 212  (S) The Economics and Ethics of CO2 Offsets  (WS)

Cross-listings: POEC 214  ENVI 212  ECON 214

Secondary Cross-listing

Some electric utilities and other CO2 emission polluters are allowed to purchase carbon offsets to achieve a portion of their mandated emissions cuts, in effect, to pay others to reduce carbon emissions in their stead. Some individuals, college and universities, and for-profit and non-profit institutions have chosen voluntarily to purchase carbon offsets as a way of reducing their carbon footprint. But do offsets actually succeed in reducing carbon emissions? What separates a legitimate offset from one that is not? How should we measure the true impact of an offset? How do carbon offsets compare to other policies for reducing carbon emissions in terms of efficiency, equity, and justice? Is there something inherently wrong about "commodifying" the atmosphere? Is there something inherently wrong about selling or buying the right to pollute? Should colleges and universities be using the purchase of offsets to achieve "carbon neutrality?"

Class Format: This tutorial will be taught remotely via Zoom meetings. Each student will be the tutorial partner of one other student, and each pair of tutorial partners will meet with the instructor for 75 minutes each week. Individual "office hour meetings" will also occur via Zoom meetings.

Requirements/Evaluation: a 5- to 7-page paper every other week; a 3-page written critique every other week; one re-write paper

Prerequisites: ECON 110 or the equivalent, permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first-year students and sophomores intending to major in Economics and/or to major or concentrate in Environmental Studies

Expected Class Size: 10
This course is cross-listed and the prefixes carry the following divisional credit:

POEC 214 (D2) ENVI 212 (D2) ECON 214 (D2)

**Writing Skills Notes:** Each student will write five 5-7 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will write five 3-page critiques of their partner's papers. As the final assignment, each student will revise one of their five papers.

Spring 2021

TUT Section: RT1   TBA   Ralph M. Bradburd

**ENVI 219 (F) Evolution of and on Volcanic Islands (WS)**

**Cross-listings:** GEOS 220  ENVI 219

**Secondary Cross-listing**

Plate tectonic theory accounts for the vast majority of volcanic islands in ocean basins. They form above mantle plume hot spots (Hawaiian and Galapagos Islands), subduction zones (Aleutian and Indonesian arcs), and mid-ocean ridges (Azores and Ascension Island). Iceland is unusual because it is located above a hot spot and the mid-Atlantic ridge. Each plate tectonic setting produces chemically distinctive magmas, and the lifespan of volcanic islands varies widely. Islands above hot spots may be geographically remote and emergent for only several million years, but be part of a long-lived sequence of islands that persists for over a hundred million years. In contrast, island arc volcanoes belong to long geographically continuous chains of volcanoes, commonly in close proximity to continents. This tutorial explores the geologic evolution and lifespan of volcanic islands from formation to submergence, and searches for correlations between these characteristics and plate tectonic setting. We will also consider how geographic isolation, areal extent, lifespan, and climate affect biological evolution on volcanic islands. There will be weekly tutorial meetings with pairs of students, and students will alternate writing papers on assigned topics. This course is in the Solid Earth group for the Geosciences major.

**Class Format:** Remote, one-hour weekly meetings with tutorial partner and instructor

**Requirements/Evaluation:** five 5-page papers and critiques of partner's papers

**Prerequisites:** 100-level GEOS course or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Geosciences majors and students with a demonstrated interest in geosciences

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 220 (D3) ENVI 219 (D3)

**Writing Skills Notes:** Students will write five 5-page papers and will receive instructor feedback on how to improve their writing skills and formulate sound arguments.

Fall 2020

TUT Section: RT1   TBA   Paul M. Karabinos

**ENVI 222 (F) Examining Inconvenient Truths: Climate Science meets U.S. Senate Politics (WS)**

**Cross-listings:** GEOS 221  ENVI 222  LEAD 221

**Secondary Cross-listing**

Former President Barack Obama once said: "There's one issue that will define the contours of this century more dramatically than any other, and that is the urgent threat of a changing climate." While consensus regarding the causes and impacts of climate change has been growing steadily among scientists and researchers (and to some extent, the general public) over the past two decades, the U.S. has yet to confront this issue in a manner consistent with its urgency. This lack of action in the U.S. is at least partly due to the fact that science provides necessary but insufficient information towards crafting effective climate change legislation and the unfortunate fact that climate change has become a highly partisan issue. The primary objective of this tutorial will be to help students develop a greater understanding of the difficulties associated with crafting climate change legislation,
with an emphasis on the role of science and politics within the legislative process. To this end, the tutorial will address how the underlying scientific complexities embedded in most climate policies (e.g., offsets, carbon capture and sequestration, uncertainty and complexity of the climate system, leakage) must be balanced by and blended with the different operational value systems (e.g., economic, social, cultural, religious) that underlie U.S. politics. Over the course of this tutorial, students will develop a nuanced sense of how and when science can support the development of comprehensive national climate change legislation within the current partisan climate. This course will take a practical approach, where students will craft weekly policy-oriented documents (e.g., policy memos, action memos, research briefs) targeted to selected members of the current U.S. Senate Environment and Public Works Committee, the committee that has historically held jurisdiction over a majority of the major climate change bills that have moved through the legislative process. This course is in the Oceans and Climate group for the Geosciences major.

**Class Format:** Hybrid: this class will be mostly remote, but there may be some in-person meetings outside for those on campus and interested, weather permitting.

**Requirements/Evaluation:** weekly papers (2-5 pages in length) and a final oral presentation

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** sophomores, Geosciences and Environmental Studies juniors and seniors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 221 (D3) ENVI 222 (D3) LEAD 221 (D3)

**Writing Skills Notes:** You will learn to write in a variety of policy-focused formats

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**ENVI 244 (S) Environmental Ethics (WS)**

**Cross-listings:** ENVI 244 PHIL 244

**Primary Cross-listing**

What ethical standards should guide our individual and societal choices when those choices affect current and future environmental conditions? This course will introduce students to fundamental concepts, methods, and issues in environmental ethics. Initial tutorial meetings will focus on theoretical materials that will background later discussions and will include classic readings from the environmental ethics literature (e.g., Leopold, Taylor, Rolston). Subsequent sessions will pair readings about key concepts with specific cases that raise complex ethical issues, including the concept of moral standing and, e.g., people who do not yet exist, non-human individuals, species, and complex living systems; the concept of moral responsibility and complicity in environmentally damaging practices; the legitimacy of cost-benefit analysis as an environmental policy tool; and the valuation of human lives.

**Class Format:** Remote format. Students will meet with the professor in pairs via Zoom for approximately 75 minutes per week, writing and presenting 5- to 7-page essays every other week, and commenting orally on partners’ essays in alternate week

**Requirements/Evaluation:** six essays (5-7 pages each) and six carefully prepared oral responses to partners’ essays; evaluation will be based on essays, oral responses, and quality of discussion

**Prerequisites:** ENVI 101 or one course in PHIL

**Enrollment Limit:** 10

**Enrollment Preferences:** declared and prospective Environmental Studies majors and concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** meets Value Theory requirement only if registration is under PHIL

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 244 (D2) PHIL 244 (D2)
Writing Skills Notes: Students will write six tutorial papers of 5-7 pages in length, one of which they will revise and submit at the end of the term. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

Spring 2021
TUT Section: RT1 TBA Julie A. Pedroni

ENVI 245 (F) Hydrothermal Vents (WS)
Cross-listings: GEOS 245 MAST 245 ENVI 245
Secondary Cross-listing

Hydrothermal vents are perhaps the most alien places on Earth. Many are located on active volcanoes, especially at mid-ocean ridges, where magma super-heats water to form underwater hot springs. Others are located at deep-sea fracture zones, where the exothermic reaction of serpentinization provides the heat to drive hydrothermal circulation. Hydrothermal vents are extreme environments which host unique organisms, like giant tubeworms and giant hydrothermal clams, that are found only at these deep sea oases. This tutorial will examine how and where hydrothermal vents form, the strange and ancient life there, and why they are relevant despite feeling so far removed from our daily lives. Hydrothermal vent science draws on geology, physics, chemistry, and biology, so prior interest or coursework in one or more of those fields is suggested. This course is in the Oceans and Climate group for the Geosciences major.

Class Format: This class will meet remotely. Students will meet in pairs weekly with the instructor for one hour. The entire class will meet once at the beginning of the semester for organizational purposes and at the end of the semester for a synthesis.

Requirements/Evaluation: Five 5-page papers, critiques of tutorial partner's papers, final reflection, and participation

Prerequisites: none, open to all students

Enrollment Limit: 10

Enrollment Preferences: 1. sophomores, 2. first-years, 3. junior and senior GEOS majors and MAST concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
GEOS 245 (D3) MAST 245 (D3) ENVI 245 (D3)

Writing Skills Notes: Students will write six tutorial papers. The first five papers will be written every other week, alternating with a tutorial partner. Students will receive oral and written feedback during a discussion with the instructor and their tutorial partner. Students will write a final 5-page reflection paper to synthesize their learning.

Fall 2020
TUT Section: RT1 TBA Lisa A. Gilbert

ENVI 266 (S) Reading Water (WS)
Cross-listings: ENVI 266 MAST 266
Secondary Cross-listing

Water has such profound and far-reaching influence on individuals, societies, and the planet that it simultaneously risks going overlooked and appearing clichéd. Human beings are made of it and need it to live, yet will die if immersed in it. It is venerated by cultures around the world, yet most people either cannot access clean water, or don't know where their clean water is piped in from. It covers the earth's surface, and has shaped it over eons, yet scientists are still not sure how it came to be here in the first place. This wide-ranging influence also presents challenges for traditional academic structures; thinking about water demands crossing times, spaces, and disciplines. This course will explore the wide-ranging and diverse ways water impacts individuals, cultures, and the environments they call home by drawing on a range of content: hydrology, literature, political theory, storytelling, geography, and more. To do this, we will also develop and examine methods of critically reading as "non-experts"--reading scientific articles as rhetorical objects and reading for scientific principles in literature, for instance--to explore what interdisciplinary thinking opens up (and
inhibits), and thus how to effectively engage with and create interdisciplinary work. The goal here is not to define water's cultural or scientific
importance, or to determine which disciplines "best" combine to explain water, or to come up with humanities-based solutions to "the water crisis."
Rather, these texts, and the water that flows through them will help us explore the opportunities and limits of human perceptions of the
other-than-human world. It will help us consider the extent to which those perceptions both shape, and are shaped by, a seemingly simple molecule.
And it will help us imagine epistemologies and ontologies that account for the ways water simultaneously flows through us, around us, and through the
deep geological history of the planet. Course Texts: Tristan Gooley -- How to Read Water (selections) Vandana Shiva -- Water Wars (selections) Luna
Jesmyn Ward -- Salvage the Bones John McPhee -- "Atchafalaya" Emmi Itäranta -- Memory of Water Brenda Hillman -- "The Hydrology of California"

Class Format: This class will be remote, meeting synchronously. The class will be primarily discussion-based, and will ask students to lead and
structure discussions. Students will have questions, reflections, and insights prepared before class, and use those to drive our in-class activities.
Requirements/Evaluation: 100pg of reading a week, give or take. Approx 20-25 pages of written work throughout the semester.
Prerequisites: None
Enrollment Limit: 20
Enrollment Preferences: Preference to majors, and then to sophomores and juniors, respectively.
Expected Class Size: 20
Grading: yes pass/fail option, no fifth course option
Distributions: (D1) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 266 (D1) MAST 266 (D1)
Writing Skills Notes: Students will write four papers of increasing complexity that will require workshopping and drafts. Each of these papers will
receive forward-looking writing feedback from me. The first paper centers on paragraph-level stylistic choices, the second on argument/evidence
connections, the third on genre, and the final paper synthesizes these writing skills. In addition, students’ final grades will allow for revision of earlier
papers to encourage and assess growth of writing skills.

Spring 2021
SEM Section: R1  MR 3:15 pm - 4:30 pm  Ned G. Schaumberg

ENVI 272  Earth Hazards and Risks  (WS)
Cross-listings: ENVI 272 GEOS 272
Secondary Cross-listing
As individuals, communities, and societies we live with risk from a variety of natural hazards. Depending on where we live, we may be more at risk
from hurricanes, volcanoes, earthquakes, flooding, landslides, drought, wildfire, asteroids, or other hazards. Which hazards can be predicted? How far
in advance and with what uncertainty? How we evaluate our risks from hazards is important for how we make decisions for ourselves and how we
engage with others in decision-making. In this tutorial, we will examine the innovative ways earth scientists currently forecast these hazards. Students
will use geospatial and time series data to assess the comparative risks of several hazards at a location that is significant to them (e.g., hometown, site
of personal/historical importance). We will combine forecasting effectiveness with vulnerability assessments to strategize ways of proactively mitigating
risk. This course is in the Sediments and Life group for the Geosciences major.
Class Format: This class will meet remotely. Students will meet in pairs or small groups weekly with the instructor for one hour. The entire class will
meet once at the beginning of the semester for organizational purposes and at the end of the semester for a synthesis.
Requirements/Evaluation: Assessment will be based on participation, tutorial papers, peer reviews, presentations, and a final paper.
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: sophomores, Geosciences and Environmental Studies juniors and seniors
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D3) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 272 (D3) GEOS 272 (D3)

Writing Skills Notes: Students will write four (5 page) tutorial papers evaluating the predictability/uncertainty of Earth-related hazards and make short (5 minute) presentations assessing risk of the hazard in their hometown or other location. A final (10 page) paper will synthesize two of the hazards and ability of forecasts to mitigate associated risks. Students will give/receive feedback in the form of peer reviews and receive frequent feedback from the instructor.

Spring 2021
TUT Section: RT1 TBA Lisa A. Gilbert

ENVI 412 (S) Senior Seminar: Perspectives on Environmental Studies (WS)

Cross-listings: MAST 402 ENVI 412

Primary Cross-listing

The Environmental Studies and Maritime Studies programs provide students with an opportunity to explore the myriad ways that humans interact with diverse environments at scales ranging from local to global. The capstone course for Environmental Studies and Maritime Studies, this seminar brings together students who have specialized in the humanities, social studies and the sciences to exchange ideas across these disciplines. Over the course of the seminar, students will develop a sustained independent research project on a topic of their choice, and they will have opportunities throughout the semester to meet with guest speakers to discuss environmental work outside the academy.

Requirements/Evaluation: active participation, discussion leading, several smaller assignments and multi-step capstone project
Prerequisites: declared major/concentration in Environmental Studies or Maritime Studies, ideally to be taken in final semester at Williams
Enrollment Limit: 14
Enrollment Preferences: Environmental Studies majors and concentrators, Maritime Studies concentrators
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Unit Notes: required course for students wishing to complete the Maritime Studies concentration
Distributions: No divisional credit (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
MAST 402 No divisional credit ENVI 412 No divisional credit

Writing Skills Notes: This course is focused on building up cross-disciplinary writing and communication skills. There will be a multi-step capstone project that emphasizes writing, and there will be opportunities to revise and resubmit work.

Spring 2021
SEM Section: H1 TF 3:15 pm - 4:30 pm W 2:50 pm - 3:40 pm April Merleaux
SEM Section: H2 TR 11:30 am - 12:45 pm W 2:50 pm - 3:40 pm Nicolas C. Howe

ENVI 420 (F) Architecture and Sustainability in a Global World (WS)

Cross-listings: ARTH 420 GBST 420 ENVI 420

Secondary Cross-listing

What does it mean to create a sustainable built environment? What do such environments look like? Do they look the same for different people across different times and spaces? This course takes these questions as starting points in exploring the concept of architectural sustainability, defined as "minimizing the negative impact of built form on the surrounding landscape," and how this concept can be interpreted not only from an environmental point of view, but from cultural, political, and social perspectives as well. Over the course of the class, students will explore different conceptualizations of sustainability and how these conceptualizations take form in built environments in response to the cultural identities, political agendas, social norms, gender roles, and religious values circulating in society at any given moment. In recognizing the relationship between the way things are constructed (technique of assembly, technology, materials, process) and the deeper meanings behind the structural languages deployed, students will come to understand sustainability as a fundamentally context-specific ideal, and its manifestation within the architectural environment as a mode of producing dialogues about the anticipated futures of both cultural and architectural worlds.
Class Format: This course will be taught in a hybrid mode, with both online (lecture) and in-person (discussion) elements.

Requirements/Evaluation: weekly reading discussion question posts on GLOW, leading class discussions, and a final project/paper (15-20 pages) with presentation

Prerequisites: none, although a course in art/architectural history or environmental studies would be advantageous

Enrollment Limit: 12

Enrollment Preferences: Art History majors, Environmental Studies majors, History and Studio majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 420 (D1) GBST 420 (D2) ENVI 420 (D1)

Writing Skills Notes: This course develops writing proficiency using a series of sequenced assignments that culminate with the formation of a well-articulated, compelling final project. Students will receive extensive feedback on these assignments via a progression-oriented evaluative system that involves both instructor and peer feedback, and will take part in a writing seminar towards gaining the necessary tools for drafting work, formulating ideas, organizing sections, and crafting an abstract.

Fall 2020
SEM Section: R1 TR 9:45 am - 11:00 am Michelle M. Apotsos

ENVI 430 (F)(S) Race, Identity, Nature (DPE) (WS)

Cross-listings: ENVI 430 AFR 390 AMST 430

Secondary Cross-listing

From 18th-century claims that climate determined character to the 21st-century proliferation of DNA tests underwriting claims to Indigenous ancestry, race, colonialism, identity, and “nature” operate as interconnected terrains of power. Anchored in the contexts of U.S. colonialisms, racialization, and accumulation, this course aims to expose students to the cultural politics of “nature” as a way of “doing” American Studies. Specifically, this course investigates formations of and struggles against U.S. colonialisms, racialization, and accumulation via the many symbolic and material iterations, negotiations, and contestations of the contingent relations between and among human and non-human natures. Organized around a significant research paper and weekly written responses, this course ultimately aims to foster students’ critical writing, reading, analytical thinking, and comparative inquiry skills across such contexts and sites of contestation, and across texts of different genres and media. We will work with a wide range of primary sources, including published fiction and poetry, legal documents, newspaper articles, speeches, recorded songs, and films, photos, paintings and other visual culture. By the end of this course, students should be able to describe the historical foundations of dominant ideas, attitudes, and practices toward non-human natures, as well as analyze how ideas of “nature” mediate the ways in which colonial, racial, gender, and sexual categories and structures inform and are (re)produced by U.S. institutions and in public areas such as the law, public policy, and property. Finally, students should be able to interpret how racialized and colonized peoples’ visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation.

Class Format: This course is designated as remote. However, international students who want to take this course but need it to be designated as a hybrid course in order to do so may instead register for an independent study with Prof. Ayazi. As a hybrid course, this independent study will have the same requirements as the listed course, with the exception of a limited number of face-to-face meetings in Williamstown or Boston. Please contact Prof. Ayazi at ha5@williams.edu to discuss such an arrangement.

Requirements/Evaluation: Evaluation will be based upon the following: Class Participation: 25%; Weekly Responses (350-500 words): 25%; Final Research Essay: 50%, broken down by Research Proposal (2-3 pgs, 10%), Peer Review and Feedback (2 pgs, 10%), Presentation (10%); Essay (15 pgs): 20%. Class will meet twice per week. Tu. meetings will be synchronous and Th. meetings will be asynchronous. Asynchronous components of the course include pre-recorded lectures, discussion boards, and other exercises that promote as much connection as possible within the constraints of remote education. Toward this end, synchronous meetings will center engaged discussion.

Prerequisites: none

Enrollment Limit: 12
Enrollment Preferences: American Studies majors will be given preference; secondary preference given to students specializing in Native American and Indigenous Studies, as well as Africana and Environmental Studies majors.

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 430 (D2) AFR 390 (D2) AMST 430 (D2)

Writing Skills Notes: Emphasis on revision and writing process includes: One thesis paper at 15 pages (receiving critical feedback from professor and peers); one thesis paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process; one research proposal (including thesis outline and annotated bibliography of primary texts) with critical feedback from professor; student presentations and roundtable discussion based on the final paper.

Difference, Power, and Equity Notes: By the end of this course, students should be able to interpret how racialized and colonized peoples' visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation. In order to addresses such issues of difference, power, and equity, this course provides students with the necessary th

Fall 2020

SEM Section: R1  TR 11:30 am - 12:45 pm  Hossein Ayazi

Spring 2021

SEM Section: R1  TR 11:30 am - 12:45 pm  Hossein Ayazi

GBST 117  (S) Bombay/Mumbai: Making of a Modern Metropolis  (WS)

Cross-listings: GBST 117  HIST 117  ASST 117

Secondary Cross-listing

Bombay or Mumbai is India's foremost urban center and is well known today as a truly global city. It is the heart of India's commercial life comparable in vibrancy and multiculturalism with the world's emerging cities like Shanghai, Hong Kong and Sao Paulo. What are the historical elements that contributed to the making of India's most modern and global metropolis? What are the antecedents of the modernity, the vibrant culture, dark underbelly and economic diversity that characterize Bombay today? What does the history of Bombay tell us about modernity in India and the emerging countries of the third world in general? This seminar will help students to answer these questions through historical materials on Bombay as well a wide range of multimedia sources including cinema, photography and literature. With a focus on the 19th and 20th centuries, we will explore themes like the commercial culture of a colonial port city, the modern public sphere, theatre and film, labor migration, public health and prostitution to understand what went into the making of this modern metropolis. The primary objective of this course is to introduce students to a wide range of historical sources and ways of interpreting them. The other objective is facilitating their understanding of the history of modern India through the history of its most important city.

Requirements/Evaluation: assessment will be based on class participation and weekly written responses to readings (2 pages), 2-3 short papers (4-5 pages), leading to an oral presentation and final paper (10-12 pages). All writing assignments are structured to build up the final paper.

Prerequisites: First years and sophomores only

Enrollment Limit: 12

Enrollment Preferences: first-years, and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 8-10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 117 (D2) HIST 117 (D2) ASST 117 (D2)

Writing Skills Notes: Weekly reading response (2 pages), several short papers leading to a final research paper. Peer reviews and instructor feedback of all written work to improve writing skills and opportunities to write several drafts.
Though European border management today seeks to limit and control movement, the Mediterranean region is a historical site of mediation between cultural differences and religious views. This course centers primarily on the works of migrant intellectuals and artists from North Africa and the Middle East, who have emerged from the Mediterranean region to become a significant part of the new voice of Europe. Borrowing from Deleuze and Guattari's definition of "minor literature" as literature that a "minority constructs within a major language" and in which "language is affected with a high coefficient of deterritorialization," we explore the political, cultural and anthropological effects of such literature in today's European public discourse. Today the Mediterranean has become a graveyard where black and brown bodies transit a hostile and deadly passage. Therefore, a centerpiece of this course will be an examination of the racist discourse in Europe in the light of the Black Lives Matter's quest for decolonizing knowledge.

This interdisciplinary course, we read both literary works (Ali Farah, Khatibi, Lakhous, Scego), and critical theory (Cassano, Chambers, Fanon, Hall, Theo Goldberg); we also analyze films, documentaries, podcasts, exhibits and museums of colonialism in Europe.

Class Format: This will be an hybrid course. Students will meet twice a week with me.

Requirements/Evaluation: weekly writing assignments, midterm and final exams, final paper, oral presentation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 244 (D2) COMP 244 (D1)

Writing Skills Notes: This course is designed to be writing-intensive, as it requires weekly response papers, midterm, and final papers, and blog discussions.

Difference, Power, and Equity Notes: Within the theoretical framework of postcolonial studies, this course examines themes such as: race; Europe and its postcolonial legacy; power imbalances in the current European policies of migration; the urban space of Rome as site of conflictual representations of center/periphery.

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the Russia-Ukraine conflict or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Bulgaria, Poland, Latvia and Ukraine. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

Class Format: The course will meet remotely for the most part, although in-person meetings with the appropriate precautions may be arranged at the
tutorial partners' and instructor's discretion.

Requirements/Evaluation: 5-page paper every other week, written comments on the partner's paper in alternate weeks

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Anthropology, Sociology, and Russian majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
SOC 248 (D2) GBST 247 (D2) RUSS 248 (D1)

Writing Skills Notes: This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written feedback from both the instructor and the tutorial partner, and are workshopped during the tutorial meetings.

Difference, Power, and Equity Notes: Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. We will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

Fall 2020

TUT Section: RT1 TBA Olga Shevchenko

GBST 369 (S) Indigenous Narratives: From the Fourth World to the Global South (DPE) (WS)

Cross-listings: GBST 369 HIST 306 COMP 369 ARAB 369

Secondary Cross-listing

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, TashëlhiytBerber tales in Morocco, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

Class Format: Course will be offered remotely.

Requirements/Evaluation: active class participation, several short response assignments (3-4 pages), two film reviews (1 page), a performance project, and a final paper (7- to 10 -pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
GBST 369 (D2) HIST 306 (D2) COMP 369 (D1) ARAB 369 (D1)

Writing Skills Notes: This course will enable students to write weekly while engaging with various forms of writing skills: articulating arguments in short response papers (3-4 pages each), developing visual criticism through writing two film reviews, (1 page each), journaling through writing a
personal reflections on a performance project, and honing research language in producing a final paper of 7-10 pages. Instructor’s feedback and peer review sessions will include review of drafts and argumentative structures.

**Difference, Power, and Equity Notes:** At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.

Spring 2021

**GBST 391** (S) *When India was the World: Trade, Travel and History in the Indian Ocean* (DPE) (WS)

**Cross-listings:** GBST 391 ASST 391 HIST 391

**Secondary Cross-listing**

What do Ibrahim Ben Yiju, a Jewish merchant from 11th century Yemen, Ibn Batutah, a Muslim scholar from 15th century Morocco and Captain Kidd, a 17th century English pirate have in common? All three men travelled and lived in the Indian Ocean region! This course explores the history of one of the world’s oldest maritime highways that has connected the diverse cultures of Asia, Africa and Europe for millennia, thus making it a vital element in the birth of globalization. Moving away from conventional land-centric histories, we will focus instead on understanding the human past through oceanic interactions. South Asian ports and port cities remained the fulcrum of the Indian Ocean world throughout its history; traders, travellers, nobles, scholars, pilgrims and pirates from all over the world travelled to the Indian coast in search of adventure, spices, knowledge and wealth. Thus we will primarily focus on India’s role in the Indian Ocean roughly from the rise of Islam in the seventh century CE through the expansion of various European communities in the region and the subsequent rise of the global economy and colonialism in the nineteenth century. Rather than following a strict temporal chronology we will concentrate on themes such as travel and adventure; trade and exchange; trust and friendship; religion and society; pilgrimage; piracy; the culture of port cities; and food across time.

**Requirements/Evaluation:** class participation and weekly responses to readings, 4 short papers (4-5 pages), an oral presentation and final research (10 pages) paper based on any one of the 4 papers written during the course.

**Prerequisites:** none; open to all

**Enrollment Limit:** 15

**Enrollment Preferences:** history majors and students with demonstrable interest in maritime/Indian Ocean history

**Expected Class Size:** 10-12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 391 (D2) ASST 391 (D2) HIST 391 (D2)

**Writing Skills Notes:** Students will write 4 short papers (4-5 pages) each and receive detailed feedback from the instructor. One of the four papers will become the basis of a final research paper (10-12 pages) on which each student will work closely with the instructor and receive feedback on improving research and writing skills.

**Difference, Power, and Equity Notes:** This course questions the conventional view that global interconnectedness was the result of Europe’s discovery of ‘new worlds’. Instead, it centers non-European actors in facilitating global networks before colonialism. Throughout, students will critically engage questions of how Asian and African players forged and shaped global connections across the Indian Ocean arena and examine the ways in which these contributions have been overshadowed in traditional historiography.

Spring 2021

**GBST 412** (F) *Gandhi: History, Ideas and Legacy* (WS)

**Cross-listings:** REL 412 LEAD 412 GBST 412 ASST 412 HIST 496

**Secondary Cross-listing**

This course studies the life, work, and ideas of M.K. Gandhi (1869-1948), one of the most influential thinkers of the non-western world. Gandhi is well
known today for his philosophy of non-violent resistance and its application in India's freedom struggle as well as his influence on the work of leaders like Martin Luther King and Nelson Mandela. Hailed as the 'father of the Indian nation', however, Gandhi is not only known for his political ideas but also for his deep engagement with aspect of everyday human behavior and morality: truth, vegetarianism, sex and celibacy, to name just a few of his obsessions which contributed to making his broader philosophy. It is this commitment to a morally pure life that earned him the title of 'Mahatma' or Great Soul in India. This tutorial will focus on three key aspects of Gandhi: his ideas of peaceful protest as means of social and political change, his contemplations on moral philosophy, and on his legacy in modern India and the world. Students will read a combination of Gandhi's own writings as well as journal articles, monographs and films. The course will probe questions such as: What was the context and nature of Gandhian nationalism? Did it help to integrate the Indian nation? Was Gandhi truly a Great Soul, a saint or a shrewd politician? In what ways is Gandhi received and remembered by the Indian nation today? How does understanding a figure like Gandhi facilitate our understanding of modern nationalism, citizenship and political action?

Class Format: REMOTE. This tutorial will be taught remotely but will otherwise follow the usual tutorial format of weekly hour-long meetings, pairing students who will alternatively write papers and critiques each week.

Requirements/Evaluation: 5-7-page essays or 2-page critique due each week and a final report (3-4 pages) at the end of the semester.

Prerequisites: None, except students who have taken HIST488T will not be permitted to take this class.

Enrollment Limit: 10

Enrollment Preferences: Senior history majors and students who have previously taken HIST221. Students who have previously taken HIST488T will not be permitted to take this class.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 412 (D2) LEAD 412 (D2) GBST 412 (D2) ASST 412 (D2) HIST 496 (D2)

Writing Skills Notes: As a tutorial, this course is Writing Intensive as students not only write weekly papers but they also develop critical tools to engage in close reading of texts and interpret them and the facts therein. Each week, they will develop their writing by providing constructive criticism of their partner's paper, and in turn, learn to receive and build on critiques of their own work. Students will be given the opportunity to substantively revise their work on a regular basis.

Fall 2020

TUT Section: RT1 TBA Aparna Kapadia

GBST 420 (F) Architecture and Sustainability in a Global World (WS)

Cross-listings: ARTH 420 GBST 420 ENVI 420

Secondary Cross-listing

What does it mean to create a sustainable built environment? What do such environments look like? Do they look the same for different people across different times and spaces? This course takes these questions as starting points in exploring the concept of architectural sustainability, defined as "minimizing the negative impact of built form on the surrounding landscape," and how this concept can be interpreted not only from an environmental point of view, but from cultural, political, and social perspectives as well. Over the course of the class, students will explore different conceptualizations of sustainability and how these conceptualizations take form in built environments in response to the cultural identities, political agendas, social norms, gender roles, and religious values circulating in society at any given moment. In recognizing the relationship between the way things are constructed (technique of assembly, technology, materials, process) and the deeper meanings behind the structural languages deployed, students will come to understand sustainability as a fundamentally context-specific ideal, and its manifestation within the architectural environment as a mode of producing dialogues about the anticipated futures of both cultural and architectural worlds.

Class Format: This course will be taught in a hybrid mode, with both online (lecture) and in-person (discussion) elements.

Requirements/Evaluation: weekly reading discussion question posts on GLOW, leading class discussions, and a final project/paper (15-20 pages) with presentation

Prerequisites: none, although a course in art/architectural history or environmental studies would be advantageous

Enrollment Limit: 12

Enrollment Preferences: Art History majors, Environmental Studies majors, History and Studio majors
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ARTH 420 (D1) GBST 420 (D2) ENVI 420 (D1)

Writing Skills Notes: This course develops writing proficiency using a series of sequenced assignments that culminate with the formation of a well-articulated, compelling final project. Students will receive extensive feedback on these assignments via a progression-oriented evaluative system that involves both instructor and peer feedback, and will take part in a writing seminar towards gaining the necessary tools for drafting work, formulating ideas, organizing sections, and crafting an abstract.

Fall 2020
SEM Section: R1 TR 9:45 am - 11:00 am Michelle M. Apotsos

GEOS 220 (F) Evolution of and on Volcanic Islands (WS)
Cross-listings: GEOS 220 ENVI 219

Primary Cross-listing
Plate tectonic theory accounts for the vast majority of volcanic islands in ocean basins. They form above mantle plume hot spots (Hawaiian and Galapagos Islands), subduction zones (Aleutian and Indonesian arcs), and mid-ocean ridges (Azores and Ascension Island). Iceland is unusual because it is located above a hot spot and the mid-Atlantic ridge. Each plate tectonic setting produces chemically distinctive magmas, and the lifespan of volcanic islands varies widely. Islands above hot spots may be geographically remote and emergent for only several million years, but be part of a long-lived sequence of islands that persists for over a hundred million years. In contrast, island arc volcanoes belong to long geographically continuous chains of volcanoes, commonly in close proximity to continents. This tutorial explores the geologic evolution and lifespan of volcanic islands from formation to submergence, and searches for correlations between these characteristics and plate tectonic setting. We will also consider how geographic isolation, areal extent, lifespan, and climate affect biological evolution on volcanic islands. There will be weekly tutorial meetings with pairs of students, and students will alternate writing papers on assigned topics. This course is in the Solid Earth group for the Geosciences major.

Class Format: Remote, one-hour weekly meetings with tutorial partner and instructor
Requirements/Evaluation: five 5-page papers and critiques of partner's papers
Prerequisites: 100-level GEOS course or permission of instructor
Enrollment Limit: 10
Enrollment Preferences: Geosciences majors and students with a demonstrated interest in geosciences
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
GEOS 220 (D3) ENVI 219 (D3)

Writing Skills Notes: Students will write five 5-page papers and will receive instructor feedback on how to improve their writing skills and formulate sound arguments.

Fall 2020
TUT Section: RT1 TBA Paul M. Karabinos

GEOS 221 (F) Examining Inconvenient Truths: Climate Science meets U.S. Senate Politics (WS)
Cross-listings: GEOS 221 ENVI 222 LEAD 221

Primary Cross-listing
Former President Barack Obama once said: "There's one issue that will define the contours of this century more dramatically than any other, and that is the urgent threat of a changing climate." While consensus regarding the causes and impacts of climate change has been growing steadily among...
scientists and researchers (and to some extent, the general public) over the past two decades, the U.S. has yet to confront this issue in a manner consistent with its urgency. This lack of action in the U.S. is at least partly due to the fact that science provides necessary but insufficient information towards crafting effective climate change legislation and the unfortunate fact that climate change has become a highly partisan issue. The primary objective of this tutorial will be to help students develop a greater understanding of the difficulties associated with crafting climate change legislation, with an emphasis on the role of science and politics within the legislative process. To this end, the tutorial will address how the underlying scientific complexities embedded in most climate policies (e.g., offsets, carbon capture and sequestration, uncertainty and complexity of the climate system, leakage) must be balanced by and blended with the different operational value systems (e.g., economic, social, cultural, religious) that underlie U.S. politics. Over the course of this tutorial, students will develop a nuanced sense of how and when science can support the development of comprehensive national climate change legislation within the current partisan climate. This course will take a practical approach, where students will craft weekly policy oriented documents (e.g., policy memos, action memos, research briefs) targeted to selected members of the current U.S. Senate Environment and Public Works Committee, the committee that has historically held jurisdiction over a majority of the major climate change bills that have moved through the legislative process. This course is in the Oceans and Climate group for the Geosciences major.

**Class Format:** Hybrid: this class will be mostly remote, but there may be some in-person meetings outside for those on campus and interested, weather permitting.

**Requirements/Evaluation:** weekly papers (2 - 5 pages in length) and a final oral presentation

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** sophomores, Geosciences and Environmental Studies juniors and seniors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**
GEOS 221 (D3) ENVI 222 (D3) LEAD 221 (D3)

**Writing Skills Notes:** You will learn to write in a variety of policy-focused formats

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GEOS 245 (F) Hydrothermal Vents (WS)

**Cross-listings:** GEOS 245 MAST 245 ENVI 245

**Primary Cross-listing**

Hydrothermal vents are perhaps the most alien places on Earth. Many are located on active volcanoes, especially at mid-ocean ridges, where magma super-heats water to form underwater hot springs. Others are located at deep-sea fracture zones, where the exothermic reaction of serpentinization provides the heat to drive hydrothermal circulation. Hydrothermal vents are extreme environments which host unique organisms, like giant tubeworms and giant hydrothermal clams, that are found only at these deep sea oases. This tutorial will examine how and where hydrothermal vents form, the strange and ancient life there, and why they are relevant despite feeling so far removed from our daily lives. Hydrothermal vent science draws on geology, physics, chemistry, and biology, so prior interest or coursework in one or more of those fields is suggested. This course is in the Oceans and Climate group for the Geosciences major.

**Class Format:** This class will meet remotely. Students will meet in pairs weekly with the instructor for one hour. The entire class will meet once at the beginning of the semester for organizational purposes and at the end of the semester for a synthesis.

**Requirements/Evaluation:** Five 5-page papers, critiques of tutorial partner's papers, final reflection, and participation

**Prerequisites:** none, open to all students

**Enrollment Limit:** 10

**Enrollment Preferences:** 1. sophomores, 2. first-years, 3. junior and senior GEOS majors and MAST concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 245 (D3) MAST 245 (D3) ENVI 245 (D3)

Writing Skills Notes: Students will write six 5-page papers. The first five papers will be written every other week, alternating with a tutorial partner. Students will receive oral and written feedback during a discussion with the instructor and their tutorial partner. Students will write a final 5-page reflection paper to synthesize their learning.

Fall 2020
TUT Section: RT1  TBA  Lisa A. Gilbert

GEOS 250  (S)  Climate, Tectonics, and Erosion  (WS)

Traditionally tectonics investigated processes operating deep in the crust and mantle, whereas geomorphology focused on surficial processes that shape the landscape. This course explores the complex interactions between tectonic and surficial processes. It has long been recognized that crustal uplift during mountain building creates new landscapes, but we now suspect that variations in erosion rate can fundamentally influence the development of mountains. Climate plays a central role in this feedback loop, the rise of mountains can change climate, and such changes can alter regional erosion rates. This course will examine how geologists use characteristic markers to estimate the amount of surface uplift, methods for determining uplift rate, surface response to faulting and folding, measuring displacement of the crust with GPS and interferometry methods, how mountain building affects erosion and exhumation rates, the limits to relief in mountains, and the interaction between mountains and climate. This course is in the Solid Earth group for the Geosciences major.

Class Format: Remote. After an initial group meeting, students will meet in pairs for one hour each week with the instructor; each student will orally present a written paper every other week for criticism during the tutorial session.

Requirements/Evaluation: five 4- to 5-page papers based on journal articles

Prerequisites: at least one of the following courses: GEOS 101, 102, 103, 202, 203, 215, 302, 303, 303 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Geosciences majors and students with a strong interest in Geosciences

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3)  (WS)

Writing Skills Notes: Five 4- to 5-page papers distributed throughout the semester. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Spring 2021
TUT Section: RT1  TBA  Paul M. Karabinos

GEOS 272  (S)  Earth Hazards and Risks  (WS)

Cross-listings: ENVI 272  GEOS 272

Primary Cross-listing:

As individuals, communities, and societies we live with risk from a variety of natural hazards. Depending on where we live, we may be more at risk from hurricanes, volcanoes, earthquakes, flooding, landslides, drought, wildfire, asteroids, or other hazards. Which hazards can be predicted? How far in advance and with what uncertainty? How will we make decisions for ourselves and how will we engage with others in decision-making. In this tutorial, we will examine the innovative ways earth scientists currently forecast these hazards. Students will use geospatial and time series data to assess the comparative risks of several hazards at a location that is significant to them (e.g., hometown, site of personal/historical importance). We will combine forecasting effectiveness with vulnerability assessments to strategize ways of proactively mitigating risk. This course is in the Sediments and Life group for the Geosciences major.

Class Format: This class will meet remotely. Students will meet in pairs or small groups weekly with the instructor for one hour. The entire class will meet once at the beginning of the semester for organizational purposes and at the end of the semester for a synthesis.

Requirements/Evaluation: Assessment will be based on participation, tutorial papers, peer reviews, presentations, and a final paper.

Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: sophomores, Geosciences and Environmental Studies juniors and seniors
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 272 (D3) GEOS 272 (D3)

Writing Skills Notes: Students will write four (5 page) tutorial papers evaluating the predictability/uncertainty of Earth-related hazards and make short (5 minute) presentations assessing the risk of the hazard in their hometown or other location. A final (10 page) paper will synthesize two of the hazards and ability of forecasts to mitigate associated risks. Students will give/receive feedback in the form of peer reviews and receive frequent feedback from the instructor.

Spring 2021
TUT Section: RT1 TBA Lisa A. Gilbert

GEOS 317 (S) Current topics in Planetary Geology (WS)
Cross-listings: GEOS 317 ASTR 317

Primary Cross-listing
We will look in detail at geological processes on rocky and icy bodies of the Solar System. Each week will have a specific theme, and students will read a series of scientific articles on that topic. The readings will form the basis for writing and discussion. Areas to be investigated may include ice ages on Mars, the origin of Earth’s moon, tectonics on Venus, chaos terrain on Europa, geysers on Enceladus, cryovolcanism on Triton, methane lakes on Titan, the viability of mining in the Asteroid Belt, and the prospects for life on other worlds. This course is in the Solid Earth group for the Geosciences major.

Class Format: Students meet with the professor weekly, in pairs, with one student writing each week and the other critiquing; and both engaging in detailed discussion of the readings.

Requirements/Evaluation: Evaluation is based on written papers, critiques, and discussion.
Prerequisites: GEOS/ASTR 217 (Planets and Moons); OR any two courses at 200-level or higher in Geosciences and/or Astronomy; OR permission of instructor

Enrollment Limit: 10
Enrollment Preferences: Geosciences and Astronomy majors and prospective majors
Expected Class Size: 6
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
GEOS 317 (D3) ASTR 317 (D3)

Writing Skills Notes: This tutorial-style course focuses on writing, with 6 papers (5-7 pages) written bi-weekly throughout the semester, and partner critiques in alternate weeks.

Spring 2021
SEM Section: HT1 Cancelled

GEOS 401 (F) Global Tectonics and the Rise of Mountains (WS)
Fifty years after the sea-floor spreading hypothesis was first verified using magnetic anomalies, we have spectacular data sets from paleomagnetism, seismology, volcanism, the Global Positioning System, and digital elevation models that provide rich details into the kinematics and mechanisms of present and past plate motions. We will read journal articles to explore how plate tectonics can help explain the evolution of mountain belts with special emphasis on the Appalachians.
Class Format: Remote, weekly one-hour meetings with tutorial partner and instructor

Requirements/Evaluation: five papers based on journal articles, and critiques of partner's papers

Prerequisites: GEOS 203, 302, or 303 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: senior Geosciences majors, then juniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: As a 400-level seminar, this capstone course is intended to build on and extend knowledge and skills students have developed during previous courses in the major

Distributions: (D3) (WS)

Writing Skills Notes: Five 5-page papers throughout the semester based on journal articles. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Fall 2020

TUT Section: RT1 TBA Paul M. Karabinos

GERM 110 (F) Spies Like Us: Espionage, Surveillance, and Protest in German Cinema and Literature (WS)

Cross-listings: GERM 110 COMP 109

Primary Cross-listing

This First Year tutorial, available in English, investigates the mutual mistrust between the two Germanies in the Cold War period up until the peaceful popular protests that brought down the Berlin Wall. The political tensions between communist East Germany, the German Democratic Republic (GDR) and its capitalist Western counterpart, the Federal Republic (FRG), created a fascinating culture of governmental spying, but also led to aggravated periods of state surveillance of its own citizens. How were families affected across generations by these divisive politics, including the two states' differing treatment of the Nazi legacy? What was the involvement of the KGB and the CIA? How did East German intelligence try to destabilize the West from inside? Which locations in Berlin served as centers for spying, given that the city's terrain is quite flat and exposed? High-profile cases of conflicting loyalties include the Guillaume spy affair that brought down Willy Brandt as Chancellor of the FRG in 1974, and the Brasch family in the GDR, where the father, a communist true believer, turned his three sons over to the Stasi for their dissident activism and engaged art. We will debate filmic treatments of the recruitment of spies as double agents (Coded Message for the Boss, 1979), the chilling effects of police surveillance during the Baader-Meinhof radical left terrorist attacks (The Lost Honor of Katharina Blum, 1975; Knife in the Head, 1978) the afterlives of former terrorists who were offered new identities as "ordinary" East Germans (The legend of Rita, 2000), to the effects of the Stasi files becoming accessible to their victims after the fall of the wall (Es ist nicht vorbei, Anderson). We will also discuss popular film representations of spying in Lives of Others (2007) and Bridge of Spies (2015), and selected episodes from the popular TV-series Germany 83 and 86 (2018). Literature will likely include: Thomas Brasch, The Sons Die Before the Fathers (1977), Christa Wolf, What Remains (1993), Monika Maron, Flight of Ashes (1981), Heinrich Böll, The Lost Honour of Katharina Blum (1974). All texts in English, films have English subtitles.

Class Format: Students in this course will be separated into small tutorial groups of 3 students, in order to promote intensive exchange of ideas. In a typical week, the students in each group will: (1) study a substantial "text" or film; (2) watch mini-lectures or power points by the instructor to supplement the assigned primary texts.

Requirements/Evaluation: 5 5-page tutorial papers and 2-page responses (in English)

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: First Years, in groups of 3 students.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GERM 110 (D1) COMP 109 (D1)

Writing Skills Notes: This tutorial will teach students to analyze visual media and fiction in German Studies in combination with secondary sources
from a variety of related disciplines (History, Political Science, journalism). The toggling between these different types of sources promotes critical thinking skills.

Fall 2020
TUT Section: RT1  TBA  Helga Druxes

GERM 251 (F) Dolls, Puppets and Automatons (WS)
Cross-listings: GERM 251 COMP 251

Secondary Cross-listing
Since their origin, humans have always made anthropomorphic representations, first in the form of idols, fetishes, or statues for religious worship, later in the shape of puppets, dolls, or automatons for their entertainment qualities. And yet, these objects have always played multiple roles in human society; modernity in particular shows a great interest paired with great ambivalence towards dolls, puppets, and automatons, regarded both as uncanny Doppelgänger or threatening machines. In order to comprehend the scope of our modern fascination with these figures, we will explore their haunting presence in literary texts by ETA Hoffmann, Achim von Arnim, Theodor Storm, Felisberto Hernandez, discuss theoretical texts by Sigmund Freud and Heinrich von Kleist, look at paintings by Oskar Kokoschka and at photographs by Hans Bellmer & Cindy Sherman, watch a ballet by Andreas Heise and films by Fritz Lang and Alex Garland, and watch fashion shows by Alexander McQueen and Jean-Paul Gaultier. Conducted in English.

Class Format: This seminar will be taught online.
Requirements/Evaluation: active class participation, oral presentations on the reading materials, three 5- to 8-page papers
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Comparative Literature majors, or those considering a major in Comparative Literature
Expected Class Size: 12
Grading: yes pass/fail option, yes fifth course option

This course is cross-listed and the prefixes carry the following divisional credit:
GERM 251 (D1) COMP 251 (D1)

Writing Skills Notes: Each student will write three 5- to 8-page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will write two 3-4 page papers on which I will provide written feedback regarding grammar, style, and textual analysis.

Fall 2020
SEM Section: R1  MW 11:45 am - 1:00 pm  Christophe A. Kone

GERM 315 (F) Kafka and His/Our World (WS)
Cross-listings: COMP 316 GERM 315

Primary Cross-listing
"It's so Kafkaesque!" We love to use the most famous Austro-Hungarian-Czech-Jewish writer of all time to characterize puzzling and dispiriting situations. But close examination of Franz Kafka's work and life reveals a multi-dimensional world that goes far beyond the cliché. Jewish in an increasingly anti-Semitic environment, German-speaking surrounded by Czech-speakers, deeply alone in a family that didn't understand him, Kafka produced texts that simultaneously demand and refuse to be interpreted. In this tutorial we will begin with intensive readings of selected short stories and parables, then move on to an exploration of the Kafka's own words from diaries and letters, as well as secondary sources. The course will conclude with discussions of how Kafka's texts and their contexts might relate to contemporary conditions and/or to students' own lives and thoughts. This will be a modified tutorial, with five groups of three students apiece. Students may take the tutorial in either German or English; groups will be formed accordingly.

Class Format: The class will be divided into groups of 3. At each weekly meeting, one of the 3 will present a 5-page paper, another will present a formal response, and the third will participate actively in discussion. Students will incorporate at least one of their papers into a final project that links their discussions of Kafka to their own interests and/or to contemporary issues. Students can take the course in German or English (or a combination
of the two), and groups will be formed accordingly

Requirements/Evaluation: Three 5-page papers, three 1-2 page responses, one final project, discussion leading. Evaluation: Tutorial papers will receive extensive comments, but no grade; the instructor will meet with individual students at least twice during the semester to discuss how things are going for them. Responses will not be evaluated by the instructor, but instead will function well or less well in the context of the discussion. The final project will receive a grade, and the final grade will be determined by the overall trajectory of the student's learning.

Prerequisites: For German speakers: GERM 202 or the equivalent preferred, though students with less experience should contact the instructor. For students taking the course in English: one college literature course.

Enrollment Limit: 15

Enrollment Preferences: German students, majors or potential majors in Comp Lit or German

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 316 (D1) GERM 315 (D1)

Writing Skills Notes: The course has a modified tutorial format, with groups of three meeting weekly instead of pairs. Each student will write three 5-page papers plus three 1-2-page responses during the semester, and will prepare a final project. Each paper will receive extensive feedback from the instructor.

Fall 2020

SEM Section: H1    TBA    Gail M. Newman

HIST 104  (S)  Race and a Global War: Africa during World War II  (DPE) (WS)

Cross-listings: AFR 104  HIST 104

Primary Cross-listing

This course highlights African experiences of World War II. Although most histories have excluded Africa's role in the war, the continent and its people were at the center of major developments during in this global conflict. In fact, many Africans remember the Italian invasion of Ethiopia in 1935 as the start of the war. African servicemen fought alongside the Allied and Axis forces on major warfronts in Europe, Africa and Asia. African communities and individuals also established war charity campaigns to collect funds, which they sent to war ravaged societies in Europe. Indeed, African economies, despite their colonial statuses, kept European imperial nations afloat in their most hour of need. At the same time, African colonial subjects faced severe food shortages, the loss of working-age men to labor and military recruiters, and dramatically increased taxes. We will examine the impact of these and other wartime pressures on different African communities. How did African societies meet such challenges and how did they view the war? In this course we will examine the roles that women played during the war, and the various other ways that African communities met wartime demands. Other topics we will explore include the role of African women; colonial propaganda; political protest against the war; race and racial thought in the wartime era; war crimes; African American support for the liberation of Ethiopia; and the war's impact on decolonization across the continent. We will further study how Africans and outsiders have differently conceptualized the continent's role in the war by analyzing a variety of sources, including scholarly writings, archival materials, films, former soldiers' biographies, and propaganda posters.

Requirements/Evaluation: active participation in discussion, map quiz, 2 short papers (3-5 pages), presentation, and one research paper (8-12 pages)

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 15

Enrollment Preferences: first-year students and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 104 (D2) HIST 104 (D2)

Writing Skills Notes: Students will write two 3-5-page essays each written in two drafts with instructor comments. They will also write an 8-12-page
research paper with required submission of a proposed topic, an annotated bibliography, an outline, and a draft before the final paper itself. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course explores the colonial relationship during a major global crisis. Students will examine existing narratives of African contributions to the war and to come up with their own interpretations, and will be called to critically engage the question of why and how colonies made significant contributions to the Allied cause by producing needed materials and resources or by joining the fight. Africans made these contributions spite of various and complex inequities.

Spring 2021

**SEM Section:** H1  MW 11:45 am - 1:00 pm  Benjamin Twagira

**HIST 109 (S) The Iranian Revolution**  (DPE)  (WS)

**Cross-listings:** ARAB 109  HIST 109

**Primary Cross-listing**

The Iranian Revolution was a major turning point in world history that resulted in the establishment of the Islamic Republic of Iran. This tutorial will evaluate the causes and impact of the revolution and how this seminal event continues to have widespread repercussions around the globe. The first weeks will explore the history of pre-revolutionary Iran with special attention to religious and intellectual trends such as the ideas of Ayatollah Ruhollah Khomeini, Jalal al-e Ahmad, and Ali Shariati. We will then evaluate the revolution itself including the US hostage crisis, the downfall of the Shah Muhammad Reza Pahlavi Shah, and how Khomeini’s vision of society became paramount. Finally, we will explore the aftermath of the revolution including Iran’s geopolitics, the nature of the theocratic system in Iran as well as how the revolution impacted every day lives of Iranians in Iran and abroad particularly how they reflect on the revolution in memoirs, films, and literature.

**Class Format:** Hybrid

**Requirements/Evaluation:** Weekly meetings. Weekly papers - either a 5 page primary paper or a 2-3 page response paper.

**Prerequisites:** No prerequisites.

**Enrollment Limit:** 10

**Enrollment Preferences:** First Years and Sophomores.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)  (DPE)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 109 (D2)  HIST 109 (D2)

**Writing Skills Notes:** As a tutorial, students are expected to regularly write analytical and critical papers on the readings. They will receive regular and consistent feedback from the instructor and their partner and will be given the opportunity to re-write some of their assignments.

**Difference, Power, and Equity Notes:** The Iranian Revolution, like other major social movements, offered a compelling critique of the status quo and promised a more just society that would be more equitable for all Iranians. The tutorial will consider the relationship between the rhetoric of the Revolution and the lived reality, especially how this seminal event impacted the lives ordinary Iranians. Was the Revolution simply a change in the composition of the political elite or did it yield new realities and more access for Iranians

Spring 2021

**TUT Section:** HT1  TBA  Magnús T. Bernhardsson

**HIST 117 (S) Bombay/Mumbai: Making of a Modern Metropolis**  (WS)

**Cross-listings:** GBST 117  HIST 117  ASST 117

**Primary Cross-listing**

Bombay or Mumbai is India's foremost urban center and is well known today as a truly global city. It is the heart of India's commercial life comparable in vibrancy and multiculturalism with the world's emerging cities like Shanghai, Hong Kong and Sao Paulo. What are the historical elements that contributed to the making of India's most modern and global metropolis? What are the antecedents of the modernity, the vibrant culture, dark underbelly and economic diversity that characterize Bombay today? What does the history of Bombay tell us about modernity in India and the
emerging countries of the third world in general? This seminar will help students to answer these questions through historical materials on Bombay as well as a wide range of multimedia sources including cinema, photography, and literature. With a focus on the 19th and 20th centuries, we will explore themes like the commercial culture of a colonial port city, the modern public sphere, theatre and film, labor migration, public health, and prostitution to understand what went into the making of this modern metropolis. The primary objective of this course is to introduce students to a wide range of historical sources and ways of interpreting them. The other objective is facilitating their understanding of the history of modern India through the history of its most important city.

Requirements/Evaluation: assessment will be based on class participation and weekly written responses to readings (2 pages), 2-3 short papers (4-5 pages), leading to an oral presentation and final paper (10-12 pages). All writing assignments are structured to build up the final paper.

Prerequisites: First years and sophomores only

Enrollment Limit: 12

Enrollment Preferences: first-years, and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 8-10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 117 (D2) HIST 117 (D2) ASST 117 (D2)

Writing Skills Notes: Weekly reading response (2 pages), several short papers leading to a final research paper. Peer reviews and instructor feedback of all written work to improve writing skills and opportunities to write several drafts.

Spring 2021

SEM Section: R1 TR 11:30 am - 12:45 pm Aparna Kapadia

HIST 130 (S) Rioting in British History (WS)

Since scholars in the twentieth century turned from the bird's to the worm's-eye view of the past, scholarship on rioting and crowd actions has grown. Exploring rioting in the history of modern Britain allowed researchers a chance to learn about the values, priorities, and tactics of people not previously centered in the historical record. It also created space to raise questions about what makes something a riot and how visions of public order shape military or police responses to those riots. In this course, we will examine the causes, strategies, and consequences of riots from the 1780s to the 1980s, from bread riots to the Brixton riots. We will also develop our own definitions of what qualifies as a riot, interrogating why our present definitions may differ from those in the past. While this course is rooted in the "classic" studies of British riots, to give students a strong sense of disciplinary practices and traditions, it also allows space to see how cutting-edge scholarship has expanded the discipline. "Rioting in British History" is a remote, synchronous online history seminar designed for first- and second-year students, particularly those interested in the discipline of history. In addition to exploring the theme of rioting in great depth, this course will also provide students the chance to grow as researchers and writers. By the end of this course, students will have developed the ability to analyze and evaluate works of history, identify the kinds of primary sources necessary to answer their historical questions, and write history papers that show their ability to identify and analyze relevant scholarly works and primary source materials. Since this is a writing-intensive course, students should expect to conduct peer evaluations of their writing assignments and will get consistent feedback on their writing assignments from the instructor.

Class Format: This is a remote class with synchronous meetings held over Zoom.

Requirements/Evaluation: Students will have regular reading assignments, averaging around 50 pages per week. Students will complete four unit response papers and one 10-12 page research paper.

Prerequisites: First-year or sophomore standing--juniors and seniors with permission of instructor.

Enrollment Limit: 12

Enrollment Preferences: First-year students will be given preference, followed by sophomores who have not yet taken a 100-level seminar.

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will complete four unit response papers, two of which will receive peer evaluation and feedback in class before being revised and submitted. All papers will receive feedback from the professor. Students will also complete a 10-12 page final research paper which they will develop over the course of the semester, including a rough draft workshop.
HIST 134 (F) The Great War (WS)

In November 2018, world leaders gathered in France to commemorate the centennial of the end of the First World War. Yet the armistice that brought hostilities on the Western front to a close on the eleventh hour of the eleventh day of the eleventh month of 1918, did not have the same significance for Eastern Europe and the Middle East, where revolutions and civil wars continued to be fought well into 1923. Ultimately, the Great War toppled four empires (German, Habsburg, Russian, and Ottoman) and forcibly displaced and killed millions of civilians (including Armenians and Jews), creating new countries and colonies throughout Europe, the Middle East, and Africa. This tutorial will explore the global history of the First World War, a history that is indispensable for understanding the world of today. We will consider a broad range of topics and sources in our examination of the political, social, cultural, economic, and military histories of the Great War and its aftermath.

Requirements/Evaluation: bi-weekly 5- to 7-page papers; bi-weekly written critiques; one revised paper.

Prerequisites: permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first- and second-year students

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Bi-weekly 5- to 7-page papers; one formal paper revision. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

HIST 137 (F) Victorian Britain and the Anglo-Afghan Wars (WS)

Long before the US and its allies fought the recent war in Afghanistan (2001; ongoing), Britain fought three Afghan Wars. Now almost forgotten, dusty reminders of Britain’s imperial past, they were crucial moments in the “Great Game”, the rivalry between the British and Russian empires for supremacy in Central Asia and control of land routes to British India. Largely disastrous for the British, the First Afghan War (1839-1842) resulted in the tragic deaths of some 16,000 individuals, the Second (1878-1881) generated considerable domestic discord, and the Third (1919) basically ended British influence in Afghan affairs. Nevertheless, they exercised the Victorian imagination and led to numerous cultural productions that will be dissected in our class: illustrated tales of British military exploits proliferated in the press; the children’s writer G.A. Henty turned the conflicts into the stuff of imperial adventure; Rudyard Kipling made the Great Game the backdrop for several works of fiction; military officers, government officials, “lady travelers”, and amateur scholars all mapped the landscape and people of Afghanistan, an endless source of fascination for the Victorians. By interpreting these various forms of documentary evidence, we will not only reconstruct the history of the wars Britain fought in Afghanistan, and the reasons for them, but dissect the stories Britons told themselves about their Empire and about Afghanistan and its people.

Class Format: This will hopefully be a 'hybrid' class, taught in person on campus, primarily as a discussion course with a few remote elements. After Thanksgiving, when students are researching and writing their final papers, all instruction will be remote. Depending on the numbers, if both on-campus and off-campus students enroll in the course -- or if masks and in-class social distance interfere with fruitful discussions -- instruction may shift to an all-remote format.

Requirements/Evaluation: Evaluation will be based on regular and continuous participation in class discussion, two document analyses (750 words each), two guided research essays (5 pages each), and various shorter exercises leading up to a final research paper (10-12 pages) due at the end of class

Prerequisites: None. First-year or sophomore standing required.

Enrollment Limit: 12

Enrollment Preferences: First-year students, and then sophomores who have not taken a 100-level seminar or tutorial in History.

Expected Class Size: 8-12
Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will write two document analyses (750 words each) and two guided research essays (5 pages each), all letter-graded and returned with comments. Also, students will write a final research paper (10-12 pages) in consultation with the instructor; a working bibliography and prospectus, and a rough draft, will be required in advance of submission of the final paper. Students will learn about research and writing skills and will receive timely suggestions for improving their work.

Fall 2020

SEM Section: H1 MR 1:30 pm - 2:45 pm Chris Waters

HIST 143 (F) Soccer and History in Latin America: Making the Beautiful Game (WS)
This course examines the rise of soccer (fútbol/futebol) in modern Latin America, from a fringe game to the most popular sport in the region. Focusing especially on Brazil, Argentina, Peru, and Mexico, we will analyze the central role that soccer played as these countries faced profound questions about racial, gender, regional, and national identities. Using autobiographies, videos, and scholarly works from several disciplines, we will consider topics including: the role of race and gender constructions in the initial adoption of soccer; the transformation of this foreign game into a key marker of national identity; the relationship between soccer and political and economic "modernization"; the production of strong, at times violent identities at club, national, and regional levels; and the changes that mass consumerism and globalization have effected on the game and its meanings for Latin Americans.

Class Format: The majority of the semester will consist of tutorial-like work. Students will meet with the instructor in pairs (or perhaps trios, depending on the enrollment). They will take turns writing short papers and critiquing those of their partner(s). We will have only a few synchronous meetings with the whole group. At the start of the semester we will discuss framing themes; at the end, our research topics.

Requirements/Evaluation: class participation, a series of short papers, response papers, and critiques

Prerequisites: First-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 12

Enrollment Preferences: First year students and then sophomores who have not previously taken a 100-level seminar. If oversubscribed an application process may be developed to determine admission to the course

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will write five 4-page papers on set topics, five critiques of classmates' papers, and two response papers. They will revise the first of their 4-page papers. Topics involve interpreting different kinds of sources as well as grappling with conflicting arguments. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Fall 2020

SEM Section: R1 TR 8:30 pm - 9:45 pm Roger A. Kittleson

HIST 156 (F) The Manifesto in U.S. Politics (WS)
Is there a style or tradition of writing political manifestos in the United States? Given the nation's origins in revolution, the answer would seem on the surface to be a definitive "yes." But some observers are skeptical; one writer has gone so far as to say the term "manifesto" connotes "a radicalism that American writers generally lack." This course will investigate that claim. How would we choose to define the very term, "manifesto?" Why have so many radical American writings been embraced as having the characteristics of a manifesto? We'll look at these questions through close readings and analyses of manifestos across three different historical junctures in the U.S. -- the Revolutionary era, the 1830s and 1840s, and the 1960s and early 1970s -- focusing in particular on struggles over racial equality and women's rights.

Class Format: "Hybrid" for fall 2020. I will run one in-person class per week and one synchronous discussion per week (specifically for students who are enrolled remotely). Additional class time for all students will involve different online formats in which we'll focus on collectively working through close readings of primary documents.

Requirements/Evaluation: three graded essays (3-5 pages each), handed in as drafts, given comments, with time for revision; 3 ungraded assignments; short, periodic assignments using research skills
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: first-year students and then sophomores
Expected Class Size: 8
Grading: yes pass/fail option, no fifth course option
Distributions: (D2) (WS)

Writing Skills Notes: Students will alternate doing short graded and ungraded assignments in the first 8-10 weeks of the class: the 3 graded assignments (3-5 pages in length) each will involve a draft, and then a revision based on comments; the 3 ungraded assignments are either informal, analytical responses to the reading; short, creative responses; or discussion questions. Students will also write their own manifestos. The last month will focus on gaining library skills and will involve short (1-pg.) assignments.

Fall 2020
SEM Section: H1 MR 1:30 pm - 2:45 pm Karen R. Merrill

HIST 158 (F) North of Jim Crow, South of Freedom (DPE) (WS)
Cross-listings: AFR 158 HIST 158
Primary Cross-listing

This course analyzes the freedom struggle in the North during the twentieth century. Whereas black northerners drew from broader campaigns and traditions of black resistance, we will explore territorial distinctions in the region that otherwise have been flattened within the long history of civil rights discourse. To accomplish this aim, we will engage the following themes: black culture and radicalism; community formation and residential segregation; demographic and migratory transitions; deindustrialization and the war; gender and respectability politics; labor tensions and civil rights unionism; northern racial liberalism; and the influence of world affairs—all with an eye toward scrutinizing the freedom struggle in its northern variety.

Class Format: This course is designed as a seminar and will be taught remotely. Virtual course meetings will revolve around synchronous discussion and remote learners will be expected to attend class regularly and participate actively in each session held via Zoom (or a similar platform).

Requirements/Evaluation: Students are expected to participate actively and will write three short essays (3-4 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (8-10 pages) in consultation with the instructor and will be required to submit a topic proposal.

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor
Enrollment Limit: 10
Enrollment Preferences: first-year students and then sophomores who have not previously taken a 100-level seminar
Expected Class Size: 10
Grading: yes pass/fail option, no fifth course option
Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 158 (D2) HIST 158 (D2)

Writing Skills Notes: Students will write three short essays (3-4 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages) in consultation with the instructor and will be required to submit a topic proposal and outline, an annotated bibliography, and a peer-reviewed draft of the final paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course analyzes the long black freedom struggle in the North during the twentieth century. It examines black northerners’ efforts to achieve citizenship and equality as well as their challenges and involvements with northern racial liberalism. It offers students the opportunity to think critically about how black resistance campaigns emerged and evolved as discriminatory racial practices persisted in spite of legal and legislative remedies.

Fall 2020
SEM Section: R1 TR 11:30 am - 12:45 pm Tyran K. Steward
HIST 163  (S)  From Wampum to Phillis Wheatley: Communications in Early America  (DPE) (WS)
How did the diverse peoples who inhabited early North America communicate with each other, across profound linguistic, cultural, social, and religious differences? This course examines histories of communication in early America and the technologies that communities developed across landscapes of coexistence and also contestation. We will study Indigenous oral traditions, traditional ecological knowledge, and wampum belts as signifiers of identity, meaning, and diplomacy for Native American nations and peoples; artistic and scientific paintings, engravings, and visual culture that moved around the Atlantic World; political orations, newspapers, and pamphlets that galvanized public opinion in the "Age of Revolutions"; stone memorials and monuments that connected communities to ancestral pasts; and the powerful poetry of African American writer Phillis Wheatley along with the orations of Pequot intellectual William Apess. Together we will raise new questions about the meanings and ongoing legacies of early American histories, and grapple with diverse approaches to understanding the past. Additionally, this course provides an opportunity to engage with original materials pertaining to early American histories in the Williams College Archives/Special Collections and Art Museum.

Class Format: Remote course. Class will meet synchronously on Zoom once per week for group conversation, with additional time devoted to Glow discussion posts and other activities. Students are encouraged to virtually meet with the instructor one-on-one to work on writing and projects.

Requirements/Evaluation: active participation in class discussions, several short essays based on readings and discussion topics, museum/archives exercise, final essay

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: limited to first- and second-year students who have not yet taken a 100-level course in History; juniors and seniors only with the permission of the instructor

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: Short essays (3-5 pages) spaced throughout the semester with instructor feedback on writing skills as well as historical content; written reflection and analysis related to museum/archives visit with original materials; final essay (8-10 pages) due at end of semester that synthesizes findings from across the whole semester and allows students to closely examine primary/secondary sources; regular opportunities to conference with instructor about writing ideas and drafts.

Difference, Power, and Equity Notes: This course delves into histories and experiences of diverse early Americans, including substantial focus on Native American/Indigenous and African/African American peoples. It introduces students to foundational methods for historical study, including decolonizing methodologies from Native American and Indigenous Studies (NAIS) and African American histories, along with critical vantages on Euro-American settler colonialism and the complex entanglements that arose in multiracial communities.

Spring 2021
SEM Section: R1  TR 11:30 am - 12:45 pm  Christine DeLucia

HIST 166  (F)  Cold War Films  (WS)
This history tutorial utilizes popular film as a vehicle to explore American Cold War culture. The Cold War was an intense period of political, ideological, cultural, and military struggle between the United States and the Soviet Union that took place after the Second World War. For every nuclear test, arms sale, or military operation, there was a propaganda ploy, rhetorical barb, or diplomatic ultimatum to match. Amidst this hostile competition between two incompatible ways of life--communism and capitalism; totalitarianism and democracy--an atmosphere marked by panic, secrecy, insecurity, paranoia, surveillance, and conformity pervaded American life. Given the vast cultural influence of movies, film during this era served as a vital ideological battleground. Moreover, cinema offers us a window into the cultural landscape of Cold War America, for film reflects, interprets, and shapes national identity in complex ways. The films examined in this course (for the most part, Hollywood productions from the mid-1940s to the mid-1960s) serve as unique historical documents and as cultural texts illuminating the ways filmmakers and audiences negotiated the challenges presented by the Cold War struggle. The films assigned for this course focus on a range of topics, including anticomunism, competing visions of Americanism, religion, the Hollywood Ten, J. Edgar Hoover and the FBI, the nuclear arms race, brainwashing, gender, race relations, and the eventual unravelling of the Cold War consensus. The historical analysis of film requires not only a close reading of the movies themselves, but also a clear understanding of the historical context in which they appeared. The readings paired with each film will help to clarify this context and offer interpretations of the films with which we will engage.

Class Format: In general, tutorial sessions will be held via Zoom. Should all students in a tutorial grouping request an in-person meeting, that request will be accommodated pending the availability of an appropriate room. A few larger group meetings will be held throughout the semester, in person for
on-campus students and on Zoom for remote students.

Requirements/Evaluation: Students will be required to complete formal writing assignments each week, alternating between 4-page reading response papers and 2-page critiques of their peers’ work. These writing assignments will be evaluated alongside preparedness for and performance in tutorial discussions.

Prerequisites: None, open to all students.

Enrollment Limit: 10

Enrollment Preferences: First and second year students will be given priority. If the course is overenrolled, students will be asked to complete an enrollment questionnaire.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will be required to complete formal writing assignments each week, alternating between 4-page reading response papers and 2-page critiques of their peers’ work. They will receive feedback on each of these papers—in writing and in person—from both the professor and their tutorial partners. Throughout the semester these writing assignments will total 25-30 pages.

Fall 2020

TUT Section: RT1 TBA Jessica Chapman

HIST 167  (S)  Let Freedom Ring? African Americans and Emancipation  (WS)

Cross-listings: AFR 167  HIST 167  AMST 167

Primary Cross-listing

This course will examine African Americans’ transition from slavery to freedom. In the years that encompassed the Civil War and immediately after, most African Americans changed from being legal property, able to be bought, sold, mortgaged, rented out, and leveraged into U.S. citizens, with the Constitutional right to male suffrage. This course examines this transition. How did it come about? To what extent were African Americans able to exercise their rights that the constitution guaranteed? How did Emancipation shape African American family relations, culture and demography? This is a research seminar. We will examine work of historians and discuss the contradictions and nuances of emancipation. Readings will include monographs, scholarly articles and heavy dose of primary sources, as many as possible written by African Americans themselves. Assignments include an original research paper on an aspect of Emancipation. We will devote considerable time throughout the semester to finding primary and secondary sources and on the writing process.

Requirements/Evaluation: research paper, short writing assignments, class participation

Prerequisites: first-years and sophomores

Enrollment Limit: 19

Enrollment Preferences: first-years, and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 167  (D2) HIST 167  (D2) AMST 167  (D2)

Writing Skills Notes: Students will work throughout the semester on research paper that concerns Emancipation in the US. Students will turn in segments of this paper in separate assignments. During the final weeks of the course students will stitch these components together. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Spring 2021

SEM Section: R1  TR 9:45 am - 11:00 am  Gretchen Long

HIST 306  (S)  Indigenous Narratives: From the Fourth World to the Global South  (DPE) (WS)
Secondary Cross-listing

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Tashelhiyt Berber tales in Morocco, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

Class Format: Course will be offered remotely.

Requirements/Evaluation: active class participation, several short response assignments (3-4 pages), two film reviews (1 page), a performance project, and a final paper (7- to 10 -pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
GBST 369 (D2) HIST 306 (D2) COMP 369 (D1) ARAB 369 (D1)

Writing Skills Notes: This course will enable students to write weekly while engaging with various forms of writing skills: articulating arguments in short response papers (3-4 pages each), developing visual criticism through writing two film reviews, (1 page each), journaling through writing a personal reflections on a performance project, and honing research language in producing a final paper of 7-10 pages. Instructor's feedback and peer review sessions will include review of drafts and argumentative structures.

Difference, Power, and Equity Notes: At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.

Spring 2021

SEM Section: R1 MR 1:30 pm - 2:45 pm Amal Eqeiq

HIST 391 (S) When India was the World: Trade, Travel and History in the Indian Ocean (DPE) (WS)

Cross-listings: GBST 391 ASST 391 HIST 391

Primary Cross-listing

What do Ibrahim Ben Yiju, a Jewish merchant from 11th century Yemen, Ibn Batutah, a Muslim scholar from 15th century Morocco and Captain Kidd, a 17th century English pirate have in common? All three men travelled and lived in the Indian Ocean region! This course explores the history of one of the world's oldest maritime highways that has connected the diverse cultures of Asia, Africa and Europe for millennia, thus making it a vital element in the birth of globalization. Moving away from conventional land-centric histories, we will focus instead on understanding the human past through oceanic interactions. South Asian ports and port cities remained the fulcrum of the Indian Ocean world throughout its history; traders, travellers, nobles, scholars, pilgrims and pirates from all over the world travelled to the Indian coast in search of adventure, spices, knowledge and wealth. Thus we will primarily focus on India's role in the Indian Ocean roughly from the rise of Islam in the seventh century CE through the expansion of various European communities in the region and the subsequent rise of the global economy and colonialism in the nineteenth century. Rather than following a strict temporal chronology we will concentrate on themes such as travel and adventure; trade and exchange; trust and friendship; religion and society;
pilgrimage; piracy; the culture of port cities; and food across time.

Requirements/Evaluation: class participation and weekly responses to readings, 4 short papers (4-5 pages), an oral presentation and final research (10 pages) paper based on any one of the 4 papers written during the course.

Prerequisites: none; open to all

Enrollment Limit: 15

Enrollment Preferences: history majors and students with demonstrable interest in maritime/Indian Ocean history

Expected Class Size: 10-12

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 391 (D2) ASST 391 (D2) HIST 391 (D2)

Writing Skills Notes: Students will write 4 short papers (4-5 pages) each and receive detailed feedback from the instructor. One of the four papers will become the basis of a final research paper (10-12 pages) on which each student will work closely with the instructor and receive feedback on improving research and writing skills.

Difference, Power, and Equity Notes: This course questions the conventional view that global interconnectedness was the result of Europe's discovery of 'new worlds'. Instead, it centers non-European actors in facilitating global networks before colonialism. Throughout, students will critically engage questions of how Asian and African players forged and shaped global connections across the Indian Ocean arena and examine the ways in which these contributions have been overshadowed in traditional historiography.

Spring 2021

SEM Section: R1 TR 8:30 pm - 9:45 pm Aparna Kapadia

HIST 482 (F) Race and American Foreign Relations (WS)

From its origins, American society has been suffused with notions of white superiority and racial hierarchies that have underpinned the nation's foreign policy. Ideologies of race factored heavily into the nineteenth century process by which the United States expanded its territorial control across the North American continent and established an empire of its own. Racialized thinking persisted at the heart of U.S. foreign relations in the twentieth century, influencing everything from the administration of empire in the Caribbean and the Pacific and commercial expansion into central America to the decision to use nuclear weapons against Japan, the diplomatic path to war in Vietnam, and more. The defeat of fascism and Nazism in World War II posed serious challenges to the premises of white supremacy, while ushering in a Cold War that would become inextricably bound with the process of decolonization. American diplomats were forced to reckon with the challenges domestic racism posed to their foreign policy goals, while black internationalists became increasingly involved with global struggles for liberation and equality. While the global color line grew more hotly contested, white supremacist thinking proved as enduring as it was mutable. This upper division tutorial surveys leading scholarship on a range of topics that centers race as a category for understanding American foreign relations.

Class Format: This tutorial can be take entirely remotely. On campus students may request in-person tutorial sessions, pending the agreement of other students and the availability of appropriate rooms.

Requirements/Evaluation: Students will be evaluated based on a series of 5-7-page tutorial response papers and 2-page critiques, as well as preparedness for and performance in weekly tutorial discussions.

Prerequisites: None, open to all students

Enrollment Limit: 10

Enrollment Preferences: Preference will be given to history majors and students with prior coursework related to U.S. foreign relations. If the course is overenrolled, students may be asked to complete a questionnaire to determine enrollment.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will alternate weekly between writing 5-7-page tutorial papers and 2-page critiques of their peers' writing. Formal writing assignments throughout the semester will total at least 40 pages. Students will receive regular written feedback on their writing from the professor, as well as oral critiques from the professor and tutorial partners.
**Fall 2020**

**TUT Section: RT1**  TBA  Jessica Chapman

**HIST 483 (S) Sport and Diplomacy**  (DPE) (WS)

Sport has emerged in recent years as a hot topic of study among diplomatic historians. Once considered a marginal topic, sport is now seen as a critical window into the world of international relations. Recent works address not only official state policies pertaining to international sport, but also issues of nationalism, imperialism, racial ideologies, transnational migration, public diplomacy, culture in foreign relations, and the role of sport governing bodies in the international system. In this tutorial, students will read key essays and monographs that contribute to this emerging literature, alongside state-of-the-field essays that explore the methodological and thematic approaches that historians have used to grapple with the complex interactions between countries, peoples, and cultures that occur within the realm of sport.

**Class Format:** This course will be remote. If conditions allow, I may set up in-person tutorial sessions for on-campus students.

**Requirements/Evaluation:** Students will write and present orally six essays (5-7 pages each) on assigned readings each week; students not presenting an essay in a given week will produce a 2-3 page written critique.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** History majors and students with some prior course work in foreign relations and/or international history

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**Writing Skills Notes:** Students will each write six (6) tutorial papers of 5-7 pages and six (6) critiques of 2-3 pages. The professor will provide weekly written feedback on each of these papers, and they will be discussed at length in tutorial sessions.

**Difference, Power, and Equity Notes:** Modern sport emerged in a colonial context as a means of asserting and maintaining control and has become a key site of contestation over the color line in both domestic and international contexts. International sport competitions like the Olympics and the World Cup have served as proxies for military power and showcases for national cultures in ways that have both revealed and concealed ongoing racial tensions. This course explores diversity, power, and equity in international sport.

**Spring 2021**

**TUT Section: RT1**  TBA  Jessica Chapman

**HIST 484 (F) Victorian Psychology**  (WS)

Although the Victorian era has traditionally been considered a psycho-social model of emotional inhibition and sexual prudery, recent studies, by scholars in various disciplines, have demonstrated that this characterization grossly oversimplifies the attitudes toward emotional and sexual life held by Europeans and Americans in the second half of the nineteenth century. This course will investigate professional and popular ideas about human psychology during the Victorian era. We will attempt to define and understand what people thought and felt about insanity, the unconscious, dreams, sexuality, the relationship between natural impulses and civilized society, child psychology and development, the psychological differences between men and women, the relationship between the physical and the psychical. The course will concentrate on the close reading and analysis of primary documents from the era.

**Class Format:** This tutorial will be taught remotely on Zoom. Once they have been selected, student pairs will meet with the professor for an hour at a regularly scheduled time each week.

**Requirements/Evaluation:** Students will meet with the instructor using Zoom in pairs once a week. Every other week each student will present a paper of approximately 5-7 pages on a topic determined by the instructor, due by 5pm the day before the tutorial meeting. The student not writing the paper will critique the paper written by their tutorial partner. Each student will write six papers and serve as a critic on the six papers of their tutorial partner.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** Junior and senior History majors

**Expected Class Size:** 10


**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Fulfills the department's seminar requirement for graduation with a degree in History

**Distributions:** (D2) (WS)

**Writing Skills Notes:** As a tutorial, with each student writing a paper every other week, this course meets the writing skills requirement.


**Fall 2020**

TUT Section: RT1 TBA Thomas A. Kohut

**HIST 485 (S) Freud: A Tutorial** (WS)

**Cross-listings:** PSYC 158 HIST 485

**Primary Cross-listing**

This tutorial is devoted to the systematic reading of the principal works of Sigmund Freud, one of the deepest, subtlest, and most influential thinkers of the last one-hundred years. Students will read Freud's work more or less chronologically, beginning with his writings on hysteria and concluding with his deeply pessimistic essay, *Civilization and Its Discontents*. In tutorial, we will consider the development of Freud's thought over the course of his professional life: his general psychological writings on the nature and functioning of the human psyche, his clinical writings on psychoanalysis as a form of treatment, and his cultural writings on art and artists, on the origin of human society, on religion, and on the relation of the individual to society and civilization. We will not be considering the relevance of Freud's ideas for purposes that transcend his own psychological agenda in the tutorial. Nor will we be much concerned with assessing whether Freud was "right" or "wrong" or whether his thought has clinical relevance today. Instead, we will seek to understand Freud as much as possible on his terms and not on ours, as a historical figure of originality, complexity and contradiction, whose thought deserves close reading and deep understanding within the context of Freud's thought itself.

**Class Format:** students will write and present orally six essays of 6-7 pages on assigned reading every other week; students not presenting an essay in a given week will be responsible for critiquing the presented essay

**Requirements/Evaluation:** student grades will be assigned only at the end of the semester based on their papers, their critiques, and their performance in tutorial discussion

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** juniors and seniors and History majors needing a 400-level seminar or tutorial to fulfill the requirements for a degree in History

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** fulfills History's 400-level graduation requirement

**Distributions:** (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PSYC 158 (D2) HIST 485 (D2)

**Writing Skills Notes:** As a tutorial, this course is by definition writing skills, both in terms of the number of papers that students will produce (six) and in terms of the focus on writing during every tutorial session. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.


**Spring 2021**

TUT Section: RT1 TBA Thomas A. Kohut

**HIST 488 (F) Fictions of African American History** (DPE) (WS)

**Cross-listings:** HIST 488 AMST 488

**Primary Cross-listing**

This course examines African American fiction, largely from the late 19th and very early 20th century. These Black authors, none of them professional historians, try to bring African American History to light in an era before this history was taken seriously by the white academy. Many of the authors we examine were activists and journalists who set their novels and short stories during Slavery and Emancipation. We will consider inherently radical act
of reading and writing in a society where black literacy was illegal until after the Civil War. Alongside the fiction we will read modern historiography of the era. We will also delve into some of slave narratives published after Emancipation. Readings will include works by Booker T. Washington, James Weldon Johnson, Charles Chesnutt, Paul Laurence Dunbar, and Sutton Griggs. This is a tutorial and will be taught online.

**Requirements/Evaluation:** Every week a student will write either an essay or a critique. For the final assignment students may either write a review of 2-3 works of historiography OR substantially revise an essay or critique they did during the semester.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** History, Africana, and American Studies Majors will have preference. As well as students who have never taken a tutorial.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 488 (D2) AMST 488 (D2)

**Writing Skills Notes:** Students will write every week (essays and critiques) and receive feedback from their partners and from the professors. The final assignment of the semester is major revision of a one essay or critique. Students will receive feedback on their paper's organization and argument as well as points of style. Since we will be reading both fiction and historiography, we will discuss as a group the different challenges each form poses to essay writing.

**Difference, Power, and Equity Notes:** African Americans writing during this time lived under the laws and customs of Jim Crow and White Supremacy. Lacking political power, they turned to the power of the written word. We will evaluate the way writing and fiction helped ameliorate (or not) the racial power structures.

Fall 2020

TUT Section: RT1  TBA  Gretchen Long

**HIST 489 (F) Appropriating History. Who Owns the Past?** (DPE) (WS)

**Cross-listings:** HIST 489 ARAB 408

**Primary Cross-listing**

Who owns the past? How have modern states appropriated history? The political use of history is a critical ingredient in any nationalist discourse. In such narratives, the selective utilization of archaeology and ancient history often serves important functions in articulating a conscious and deliberate national history. Thus, in nationalist renderings, archaeological sites and artifacts are not merely relics of the past; they can also be potent and conspicuous symbols of national identity for the modern nation-state. In the Middle East, with its rich archaeological heritage, the relationship among politics, nationalism, and archeology has been particularly strong and interesting. This tutorial addresses the powerful nexus between history and nationalism with a special emphasis on the Middle East. It will explore the battle over who controls history and the "stuff" of history such as antiquities, land, heritage sites, and museum exhibitions and how that control has expressed itself in several Middle Eastern countries, including Iraq, Israel, Turkey, Egypt, Lebanon, and Iran. Furthermore, it will discuss how archaeology entered the political discourse, the ethics of repatriation and appropriation, and archaeology's role in contested terrains and political disputes.

**Class Format:** This tutorial can be taken entirely Remote. On campus students may request in-person tutorial sessions, pending the agreement of other students and the availability of appropriate rooms.

**Requirements/Evaluation:** Format: tutorial. Requirements: 5-7 page essays or 2-3 response papers due each week

**Prerequisites:** None, though a demonstrated interest in the Middle East is important.

**Enrollment Limit:** 10

**Enrollment Preferences:** Seniors and to History and Arabic Studies majors.

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 489 (D2) ARAB 408 (D2)
Writing Skills Notes: As a tutorial, students will receive extensive feedback on their writing each week both from the professor and their partner. Further, students will be given the opportunity to rewrite two of their papers in light of the criticism that they receive during the semester.

Difference, Power, and Equity Notes: This is a tutorial on a particular form of power, namely how the powerful seek to control the past. The ultimate question that this tutorial seeks to answer is: who owns the past? Which history is emphasized and which histories are overlooked? How do modern nation states in different Middle Eastern states cherry-pick the past in order to maintain and develop a national narrative that is suitable to the political and economic powers often at the expense of religious or linguistic minorities.

Fall 2020
TUT Section: RT1    TBA    Magnús T. Bernhardsson

HIST 490  (S)  Memory, History, and the Extermination of the Jews of Europe  (WS)
Cross-listings: HIST 490  JWST 490

Primary Cross-listing
This course is about the postwar legacy of the Holocaust. Nazi Germany's extermination of European Jews has come to be a moral and cultural touchstone for people in Europe and in many other parts of the world. This tutorial explores a series of topics from the immediate aftermath of the Second World War to the present. Engaging with a wide-range of sources, we will wrestle with historical, legal, moral, political, and cultural issues and debates that have emerged out of the confrontation with the extermination of the Jews of Europe. They include: Why was the Holocaust "unprecedented" and "unimaginable"? Is it a Jewish story or universal story? Does the Holocaust raise different issues than other historical events for the historian? How should the Holocaust be represented in words and images, and what are the implications of different means of representing it? Has Germany faced up to its past? Were Germans also victims of World War II? Who were the "bystanders" as compared to the "perpetrators"? Were the postwar trials of perpetrators a travesty of justice? What "lessons" have we learned and should we learn from the Holocaust? By the end of the course, students will have grappled with the ongoing controversies that have arisen among scholars, artists, governments, and lay people about the meaning of the Holocaust for the postwar world. In a world in which extraordinary acts of violence continue to be perpetrated and many nations' pasts are marked by episodes of extreme criminality and/or trauma, exploring the manner by which one such episode has been remembered, avenged, and adjudicated has relevance for considering other societies' efforts to confront their own traumatic pasts.

Class Format: Remote; tutorial; class time consists of weekly one-hour sessions with the instructor and a fellow student

Requirements/Evaluation: Every other week the student will write and present orally a 5- to 7-page paper on the assigned readings of that week; on alternate weeks, the student will write a 2-page critique of the fellow student's paper; a final written exercise is a thought piece on the issues raised in the tutorial to cap off the semester's work.

Prerequisites: permission of instructor

Enrollment Limit: 10

Enrollment Preferences: History majors and Jewish Studies concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 490 (D2) JWST 490 (D2)

Writing Skills Notes: Bi-weekly 5- to 7-page papers. Students will receive regular and individualized feedback on their writing to help them work on different writing issues throughout the semester.

Spring 2021
TUT Section: RT1    TBA    Alexandra Garbarini

HIST 495  (S)  Stalinism  (WS)

The quarter century during which Joseph Stalin ruled the Soviet Union witnessed some of the twentieth century's most dramatic events: history's fastest plunge into modernity, an apocalyptic world war, and the emergence of a socialist state as a competitive world power. This tutorial will offer students a deep dive not only into the historical depths of the Stalin era but into the gloriously complex historiographical debates that surround it. Some of the questions that will animate the readings, writings, and discussions that tutorial students will engage in are as follows: Did Stalin depart from or
represent a continuation of the policies introduced by his predecessor Vladimir Lenin? Did he rule in a totalitarian fashion or in ways comparable to other twentieth century regimes? Were his policies destructive or possibly productive? And perhaps most boggling of all: why did no one resist Stalinist rule?

Class Format: TBD

Requirements/Evaluation: Each week, a student either will write a 5-7-page essay on the assigned readings or will be responsible for offering an oral critique of their partner's work. Both tutorial partners will be responsible for completing 200-300 pages of reading each week.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: History majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Each student will write five 5-to-7-page papers on which the instructor will provide written feedback regarding grammar, style, and argument. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Spring 2021
TUT Section: RT1 TBA Yana Skorobogatov

HIST 496 (F) Gandhi: History, Ideas and Legacy (WS)

Cross-listings: REL 412 LEAD 412 GBST 412 ASST 412 HIST 496

Primary Cross-listing

This course studies the life, work, and ideas of M.K. Gandhi (1869-1948), one of the most influential thinkers of the non-western world. Gandhi is well known today for his philosophy of non-violent resistance and its application in India's freedom struggle as well as his influence on the work of leaders like Martin Luther King and Nelson Mandela. Hailed as the 'father of the Indian nation', however, Gandhi is not only known for his political ideas but also for his deep engagement with aspect of everyday human behavior and morality: truth, vegetarianism, sex and celibacy, to name just a few of his obsessions which contributed to making his broader philosophy. It is this commitment to a morally pure life that earned him the title of 'Mahatma' or Great Soul in India. This tutorial will focus on three key aspects of Gandhi: his ideas of peaceful protest as means of social and political change, his contemplations on moral philosophy, and on his legacy in modern India and the world. Students will read a combination of Gandhi's own writings as well as journal articles, monographs and films. The course will probe questions such as: What was the context and nature of Gandhian nationalism? Did it help to integrate the Indian nation? Was Gandhi truly a Great Soul, a saint or a shrewd politician? In what ways is Gandhi received and remembered by the Indian nation today? How does understanding a figure like Gandhi facilitate our understanding of modern nationalism, citizenship and political action?

Class Format: REMOTE. This tutorial will be taught remotely but will otherwise follow the usual tutorial format of weekly hour-long meetings, pairing students who will alternatively write papers and critiques each week.

Requirements/Evaluation: 5-7-page essays or 2-page critique due each week and a final report (3-4 pages) at the end of the semester.

Prerequisites: None, except students who have taken HIST488T will not be permitted to take this class.

Enrollment Limit: 10

Enrollment Preferences: Senior history majors and students who have previously taken HIST221. Students who have previously taken HIST488T will not be permitted to take this class.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 412 (D2) LEAD 412 (D2) GBST 412 (D2) ASST 412 (D2) HIST 496 (D2)

Writing Skills Notes: As a tutorial, this course is Writing Intensive as students not only write weekly papers but they also develop critical tools to engage in close reading of texts and interpret them and the facts therein. Each week, they will develop their writing by providing constructive criticism of their partner's paper, and in turn, learn to receive and build on critiques of their own work. Students will be given the opportunity to substantively
In this course we will study some of the greatest figures in astronomy and consider their leadership in advancing progress in the field. We will consider their lives and works, especially as represented by original copies of their books and other publications. These great astronomers include: 16th century, Nicolaus Copernicus (heliocentric universe); Tycho Brahe (best pre-telescopic observations); 17th century, Galileo (discoveries with his first astronomical telescope, 1610; sunspots, 1613; *Dialogo*, 1632); Johannes Kepler (laws of planetary motion, 1609, 1619); Johannes Hevelius and Elisabeth Hevelius (atlases of the Moon and of stars, 1647, and 1687); Isaac Newton (laws of universal gravitation and of motion, 1687); 18th century, Edmond Halley (*Miscellanea curiosa*, eclipse maps, 1715, 1724); John Flamsteed and Margaret Flamsteed (*Atlas Coelestis*, 1729); and William Herschel and Caroline Herschel (1781, 1798). Also, from more recent times in which original works are often articles rather than books: 20th century, Albert Einstein (special relativity, 1905; general relativity, 1916); Marie Curie (radioactivity); Cecilia Payne-Gaposchkin (hydrogen dominating stars, 1929), Edwin Hubble (Hubble's law, 1929); Vera Rubin (dark matter, 1970s); Jocelyn Bell Burnell (pulsar discovery, 1968); and 21st century: Wendy Freedman (Universe's expansion rate, 2000s). First editions will be available in Williams's Chapin Library of rare books, and facsimiles or digital copies will be provided for remote learning. We will also consider how such original materials are collected and preserved, and look at examples from the wider world of rarities, such as a leaf from the *Gutenberg Bible* (c. 1450) and a Shakespeare *First Folio* (1623, with a discussion of astronomical references in Shakespeare's plays). We evaluate a trove of books and papers about historic transits of Venus. We discuss matters of fraud and authenticity, especially the case of a purported *Sidereus Nuncius*, shown to be a modern construction. The course will be taught in collaboration between an astronomer and a rare books librarian, with remote lectures by experts from around the world.

**Class Format:** Meeting on campus in the Chapin Library classroom (Sawyer 452) or remotely; students who are not on campus can visit the original books at a later time/year.

**Requirements/Evaluation:** class participation, two 5-page intermediate papers, and a final 15-page paper; student choice of additional readings from a provided reading list

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** if overenrolled, preference by written paragraph of explanation of why student wants to take the course

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (WS)

**Writing Skills Notes:** Comments on submitted papers will aid in writing skills

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**INTR 320 (F) Angela Davis: Political Theory, Activism, and Alliances (DPE) (WS)**

**Cross-listings:** LEAD 319 PSCI 376 INTR 320

**Primary Cross-listing**

This seminar examines the political thought, activism, and iconography of abolitionist Angela Davis. The seminar involves a critical engagement with the philosopher, former political prisoner, and their relationship with other theorists, authors and activists. Readings include: *Angela Davis: An
Autobiography; Soledad Brother: The Prison Letters of George Jackson; The Morning Breaks: The Trial of Angela Davis; Women, Race, and Class; If They Come in the Morning.

Requirements/Evaluation: Requirements: students attend each seminar class and come prepared to discuss the readings. Papers are due by email 24 hours before the seminar begins.

Prerequisites: Preferences: Juniors and Seniors who have taken courses in Africana Studies, American Studies, Political Science, Philosophy.

Enrollment Limit: 19

Enrollment Preferences: Juniors and Seniors with previous courses taken in Africana Studies, American Studies, Political Science, Philosophy.

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 319 (D2) PSCI 376 (D2) INTR 320 (D2)

Writing Skills Notes: Three thesis papers at five pages each will receive critical feedback from the professor; one of the three papers will be revised with critical feedback from professor and peers, accompanied by a one-page statement explaining student's revisions; one keyword glossary where students define their key terms used in the paper; one roundtable discussion based on the final paper.

Difference, Power, and Equity Notes: This course examines political activism in the 1960s-1970s during the Cold War in which the civil rights, black power and student anti-war movements challenged traditional US domestic and foreign policies. Examining the differential powers of university Regents, governors, presidents, and police forces and prison administrations in relation to social justice movements led by people under the age of thirty, we examine the structures of institutional power and the agency of cadre theorists.

Fall 2020

SEM Section: R1 TBA Joy A. James

INTR 341 (S) Black Marxism: Political Theory and Anti-Colonialism (DPE) (WS)

Cross-listings: AFR 340 INTR 341 PSCI 373 PHIL 341

Primary Cross-listing

The seminar involves a critical engagement with key Africana political leaders, theorists and liberationists. We will examine the Pan-African writings of: Cedric Robinson (Black Marxism); Walter Rodney (How Capitalism Underdeveloped Africa), Eric Williams (Capitalism and Slavery, From Columbus to Castro); Frantz Fanon (The Wretched of the Earth); Malcolm X (Malcolm X Speaks); Amilcar Cabral (Resistance and Decolonization, Unity and Struggle); C. L. R. James (The Black Jacobins).

Requirements/Evaluation: Attend all classes. Papers are due 24 hours before the start of class. Participate in class discussions.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: Juniors and Seniors.

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 340 (D2) INTR 341 (D2) PSCI 373 (D2) PHIL 341 (D2)

Writing Skills Notes: Three thesis papers at five pages each (each receiving critical feedback from professor); one thesis paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process; one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper.

Difference, Power, and Equity Notes: This course focuses on anti-colonial struggles against European powers. Research will include the concept of "internal colonies" in the US.

Spring 2021

INTR 341 (S) Black Marxism: Political Theory and Anti-Colonialism (DPE) (WS)

Cross-listings: AFR 340 INTR 341 PSCI 373 PHIL 341

Primary Cross-listing

The seminar involves a critical engagement with key Africana political leaders, theorists and liberationists. We will examine the Pan-African writings of: Cedric Robinson (Black Marxism); Walter Rodney (How Capitalism Underdeveloped Africa), Eric Williams (Capitalism and Slavery, From Columbus to Castro); Frantz Fanon (The Wretched of the Earth); Malcolm X (Malcolm X Speaks); Amilcar Cabral (Resistance and Decolonization, Unity and Struggle); C. L. R. James (The Black Jacobins).

Requirements/Evaluation: Attend all classes. Papers are due 24 hours before the start of class. Participate in class discussions.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: Juniors and Seniors.

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 340 (D2) INTR 341 (D2) PSCI 373 (D2) PHIL 341 (D2)

Writing Skills Notes: Three thesis papers at five pages each (each receiving critical feedback from professor); one thesis paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process; one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper.

Difference, Power, and Equity Notes: This course focuses on anti-colonial struggles against European powers. Research will include the concept of "internal colonies" in the US.

Spring 2021
JLST 272 (S) Free Will and Responsibility (WS)

Cross-listings: PHIL 272 JLST 272

Secondary Cross-listing

Our practice of holding people responsible seems justified as long as their choices are free. But when does a choice qualify as free? Must it be unaffected by any outside influences? If so, freedom may seem impossible since we're all deeply influenced by factors ranging from the general laws of nature to specific features of our genetic endowment and social environment (including religion, political ideology, and advertising). These affect not only our particular choices but also, more fundamentally, who we are and what we value. The real question, then, seems to be whether, and how, free choice is possible amidst all of these influences. We'll attempt to answer this question by examining recent philosophical work on the nature of free will and responsibility.

Class Format: This tutorial will meet remotely by Zoom on a fixed weekly schedule agreed to by the instructor and participants.

Requirements/Evaluation: Five tutorial papers (5-6 pages in length) and five critiques (2-3 pages in length)

Prerequisites: one PHIL course

Enrollment Limit: 10

Enrollment Preferences: current and prospective Philosophy majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 272 (D2) JLST 272 (D2)

Writing Skills Notes: Students will write a tutorial paper (5-6 pages in length) every other week, and a peer critique (2-3 pages in length) in alternating weeks, evenly spaced throughout the semester. The instructor will provide timely comments on writing skills, with suggestions for improvement.

Spring 2021

JWST 268 (F) Where are all the Jews? (DPE) (WS)

Cross-listings: REL 268 ARAB 363 COMP 363 JWST 268

Secondary Cross-listing

Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israélite Universelle's schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews' departure from their ancestral lands left a socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, ethnographies, historiographical works, and anthropological texts alongside documentaries films, the students will understand how literature and film have become a locus in which amnesia about Arab/Berber Jews is actively contested by recreating a bygone world. Resisting both conflict and nostalgia as the primary determinants of Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

Class Format: The course will be offered both in-person and remotely. Students enrolled remotely are required to watch the recorded videos of the in-person sessions in order to stay abreast of the discussions that take place in the classroom and enrich their engagement with the materials assigned in the course.

Requirements/Evaluation: 400-word weekly, focused responses on Glow; a book review (600 words); two five-page papers as mid-terms; one ten-page final paper; one presentation.

Prerequisites: none
Enrollment Limit: 19

Enrollment Preferences: students interested in critical and comparative literary, religious or historical studies.

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 268 (D2) ARAB 363 (D1) COMP 363 (D1) JWST 268 (D2)

Writing Skills Notes: Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on each written work to improve students' writing skills. Students are required to incorporate the feedback to improve their drafts before they become final. Students will receive detailed and consistent feedback about their writing in Arabic language. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Students in this course will understand the historical process that lead to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.

Fall 2020

SEM Section: H1  MW 10:00 am - 11:15 am  Brahim El Guabli

JWST 490  (S)  Memory, History, and the Extermination of the Jews of Europe  (WS)

Cross-listings:  HIST 490  JWST 490

Secondary Cross-listing

This course is about the postwar legacy of the Holocaust. Nazi Germany's extermination of European Jews has come to be a moral and cultural touchstone for people in Europe and in many other parts of the world. This tutorial explores a series of topics from the immediate aftermath of the Second World War to the present. Engaging with a wide-range of sources, we will wrestle with historical, legal, moral, political, and cultural issues and debates that have emerged out of the confrontation with the extermination of the Jews of Europe. They include: Why was the Holocaust "unprecedented" and "unimaginable"? Is it a Jewish story or universal story? Does the Holocaust raise different issues than other historical events for the historian? How should the Holocaust be represented in words and images, and what are the implications of different means of representing it? Has Germany faced up to its past? Were Germans also victims of World War II? Who were the "bystanders" as compared to the "perpetrators"? Were the postwar trials of perpetrators a travesty of justice? What "lessons" have we learned and should we learn from the Holocaust? By the end of the course, students will have grappled with the ongoing controversies that have arisen among scholars, artists, governments, and lay people about the meaning of the Holocaust for the postwar world. In a world in which extraordinary acts of violence continue to be perpetrated and many nations' pasts are marked by episodes of extreme criminality and/or trauma, exploring the manner by which one such episode has been remembered, avenged, and adjudicated has relevance for considering other societies' efforts to confront their own traumatic pasts.

Class Format: Remote; tutorial; class time consists of weekly one-hour sessions with the instructor and a fellow student

Requirements/Evaluation: Every other week the student will write and present orally a 5- to 7-page paper on the assigned readings of that week; on alternate weeks, the student will write a 2-page critique of the fellow student's paper; a final written exercise is a thought piece on the issues raised in the tutorial to cap off the semester's work.

Prerequisites: permission of instructor

Enrollment Limit: 10

Enrollment Preferences: History majors and Jewish Studies concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 490 (D2) JWST 490 (D2)

Writing Skills Notes: Bi-weekly 5- to 7-page- papers. Students will receive regular and individualized feedback on their writing to help them work on different writing issues throughout the semester.
LATS 428  (F)  Performing Latina/o Cultural Citizenship  (WS)

Being conscious of citizenship is a commonplace preoccupation for most Latinas/os in the United States of America. How can Latinas/os belong to the national imagined community when many are reminded daily that they are second-class citizens, and even presumed to be criminals, rapists, and drug dealers? How do Latinas understand and negotiate an imperialist and colonial past of violence and deterritorialization? How do Latinas/os feel when they historicize citizenship and discover hidden archival scripts documenting how their ancestors’ land was stolen, or how they were forced to migrate in response to military interventions or invasions that caused economic devastation and death? In this course students will critically think about past and present everyday performances and transactions of citizenship, its many embodiments, and structures of feeling. Most important, students will embark on a theoretical journey of research and readings to make sense of how citizenship is experienced and felt and how it is historically situated en el aquí y ahora. Students will explore, within an interdisciplinary perspective and a critical cultural studies framework, the many forms of citizenship, including sexual citizenship, intimate citizenship, economic citizenship, diasporic citizenship, transnational citizenship, academic citizenship and others.

Requirements/Evaluation:  none

Prerequisites:  none

Enrollment Limit:  12

Enrollment Preferences:  LATS Concentrators

Expected Class Size:  10

Grading:  yes pass/fail option,  yes fifth course option

Unit Notes:  LATS 400 Level seminar

Distributions:  (D2)  (WS)

Writing Skills Notes:  5 papers at 2 pgs each (each receiving feedback); assignments will be responses to specific articles/topics covered in class; attention will be paid to organization of ideas, argument, and critical thinking. Students will also submit a midterm paper (5pgs) and a final paper (8pgs) on a topic of their choice, in consultation with the professor.

Fall 2020

SEM Section: R1  TR 11:30 am - 12:45 pm  Alberto Sandoval-Sanchez

LATS 462  (F)  Art of California: Pacific Standard Time  (DPE)  (WS)

Cross-listings:  ARTH 462  AMST 462  ARTH 562  LATS 462

Secondary Cross-listing

In this course, we will study the visual arts and culture of California after 1960 and consider the region's place in modern art history. We will focus on a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time. Diverse in scope, these shows explored important developments in postwar art in California, including feminist art, African American assemblage, Chicano collectives, Modernist architecture, craft, and queer activism. In this seminar, we will pursue research projects directly related to the art exhibitions we study, and examine southern California conceptualism, photography, performance, painting, sculpture (including assemblage and installation), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions, while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history.

Requirements/Evaluation:  Several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages written in stages over the course of the semester. The course will feature synchronous online class meetings with some small discussion groups. Student presentations will be recorded offline and posted to GLOW.

Prerequisites:  ARTH 102 - Grad Art exempt from ARTH 102 prerequisite

Enrollment Limit:  12

Enrollment Preferences:  senior Art major and senior Latina/o Studies concentrators

Expected Class Size:  12

Grading:  no pass/fail option,  no fifth course option
Distributions: (D2)  (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 462 (D1)  AMST 462 (D2)  ARTH 562 (D1)  LATS 462 (D2)

Writing Skills Notes: There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Course themes of art and activism, borders and diaspora, globalism and modernism in the visual arts and how they intersect with the exploration of difference, power, and equity and the various ways that artists have produced works and developed practices that critically probe this intersection. Through discussion, presentations, and writing assignments students will develop skills in analyzing artworks and exhibitions that respond to and/or document social inequality and social injustice.

Fall 2020

SEM Section: R1    MW 6:45 pm - 8:00 pm    C. Ondine Chavoya

LEAD 221 (F) Examining Inconvenient Truths: Climate Science meets U.S. Senate Politics (WS)

Cross-listings: GEOS 221  ENVI 222  LEAD 221

Secondary Cross-listing

Former President Barack Obama once said: "There's one issue that will define the contours of this century more dramatically than any other, and that is the urgent threat of a changing climate." While consensus regarding the causes and impacts of climate change has been growing steadily among scientists and researchers (and to some extent, the general public) over the past two decades, the U.S. has yet to confront this issue in a manner consistent with its urgency. This lack of action in the U.S. is at least partly due to the fact that science provides necessary but insufficient information towards crafting effective climate change legislation and the unfortunate fact that climate change has become a highly partisan issue. The primary objective of this tutorial will be to help students develop a greater understanding of the difficulties associated with crafting climate change legislation, with an emphasis on the role of science and politics within the legislative process. To this end, the tutorial will address how the underlying scientific complexities embedded in most climate policies (e.g., offsets, carbon capture and sequestration, uncertainty and complexity of the climate system, leakage) must be balanced by and blended with the different operational value systems (e.g., economic, social, cultural, religious) that underlie U.S. politics. Over the course of this tutorial, students will develop a nuanced sense of how and when science can support the development of comprehensive national climate change legislation within the current partisan climate. This course will take a practical approach, where students will craft weekly policy oriented documents (e.g., policy memos, action memos, research briefs) targeted to selected members of the current U.S. Senate Environment and Public Works Committee, the committee that has historically held jurisdiction over a majority of the major climate change bills that have moved through the legislative process. This course is in the Oceans and Climate group for the Geosciences major.

Class Format: Hybrid: this class will be mostly remote, but there may be some in-person meetings outside for those on campus and interested, weather permitting.

Requirements/Evaluation: weekly papers (2 - 5 pages in length) and a final oral presentation

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: sophomores, Geosciences and Environmental Studies juniors and seniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 221 (D3) ENVI 222 (D3) LEAD 221 (D3)

Writing Skills Notes: You will learn to write in a variety of policy-focused formats

Fall 2020

TUT Section: RT1    TBA    Alex A. Apotsos
LEAD 239 (S) Music in the Global Cold War (WS)

Cross-listings: MUS 239 LEAD 239

Secondary Cross-listing

Throughout the Cold War (1947-1991), music was deployed as a weapon, as a source of nationalist and ideological inspiration, as a form of political protest and resistance, and as propaganda. Music both echoed and helped shape political views and, therefore, prompted various forms of regulation and censorship (McCarthyism in the U.S.; the Union of Soviet Composers). To counter Soviet claims of American cultural inferiority and racism, the U.S. sponsored numerous musical diplomacy efforts showcasing both jazz (Armstrong; Ellington; Brubeck) and classical musicians and composers (Bernstein; American orchestras). Cold War politics and the threat of nuclear war influenced musical styles (Copland; Soviet Socialist Realism; the popular American folk music revival; serialism; rock behind the Iron Curtain), specific musical events (Tokyo East West Music Encounter; concerts celebrating the fall of the Berlin Wall), and individual careers (Shostakovich; Robeson; Van Cliburn). To investigate music's political roles and capacity for expressing communist and democratic capitalist ideologies, we will adopt a case study approach. The Cold War was a global political and, frequently, militaristic struggle. Though our focus will be on music in the U.S.S.R. and U.S.A., we will also consider musical developments impacted by the Cold War throughout Western and Eastern Europe, in Latin America, and in East Asia.

Class Format: Hybrid, meeting twice per week. Class discussion will be central to this course.

Requirements/Evaluation: 20% = Participation; 20% = Paper #1, 5-6 pages; 25% = Paper #2, 8 pages; 35% = Paper #3, 12 pages, due during exam period

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Students with relevant experience in Political Science, History, or Music studies.

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 239 (D1) LEAD 239 (D2)

Writing Skills Notes: Students will write three papers during the semester: a 6 page, 8 page, and a 12 page paper. Drafts of papers 2 and 3 will be required prior to the due dates listed below. This is a "writing skills" course. Students will receive detailed comments on each paper, allowing them to build upon those comments in subsequent writing assignments.

Spring 2021

LEC Section: H1 MR 1:30 pm - 2:45 pm W. Anthony Sheppard

LEAD 240 (F) Great Astronomers and Their Original Publications (WS)

Cross-listings: ASTR 240 STS 240 HSCI 240 LEAD 240

Secondary Cross-listing

In this course we will study some of the greatest figures in astronomy and consider their leadership in advancing progress in the field. We will consider their lives and works, especially as represented by original copies of their books and other publications. These great astronomers include: 16th century, Nicolaus Copernicus (heliocentric universe); Tycho Brahe (best pre-telescopic observations); 17th century, Galileo (discoveries with his first astronomical telescope, 1610; sunspots, 1613; Dialogo, 1632); Johannes Kepler (laws of planetary motion, 1609, 1619); Johannes Hevelius and Elisabeth Hevelius (atlases of the Moon and of stars, 1647, and 1687); Isaac Newton (laws of universal gravitation and of motion, 1687); 18th century, Edmond Halley (Miscellanea curiosa, eclipse maps, 1715, 1724); John Flamsteed and Margaret Flamsteed (Atlas Coelestis, 1729); and William Herschel and Caroline Herschel (1781, 1798). Also, from more recent times in which original works are often articles rather than books: 20th century, Albert Einstein (relative of special, 1905; general relativity, 1916); Marie Curie (radioactivity); Cecilia Payne-Gaposchkin (hydrogen dominating stars, 1929); Edwin Hubble (Hubble's law, 1929); Vera Rubin (dark matter, 1970s); Jocelyn Bell Burnell (pulsar discovery, 1968); and 21st century: Wendy Freedman (Universe's expansion rate, 2000s). First editions will be available in Williams's Chapin Library of rare books, and facsimiles or digital copies will be provided for remote learning. We will also consider how such original materials are collected and preserved, and look at examples from the wider world of rarities, such as a leaf from the Gutenberg Bible (c. 1450) and a Shakespeare First Folio (1623, with a discussion of astronomical references in Shakespeare's plays). We evaluate a trove of books and papers about historic transits of Venus. We discuss matters of fraud and authenticity, especially the case of a purported Sidereus Nuncius, shown to be a modern construction. The course will be taught in collaboration
between an astronomer and a rare books librarian, with remote lectures by experts from around the world.

Class Format: Meeting on campus in the Chapin Library classroom (Sawyer 452) or remotely; students who are not on campus can visit the original books at a later time/year.

Requirements/Evaluation: class participation, two 5-page intermediate papers, and a final 15-page paper; student choice of additional readings from a provided reading list

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: if overenrolled, preference by written paragraph of explanation of why student wants to take the course

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ASTR 240 (D3) STS 240 (D2) HSCI 240 (D3) LEAD 240 (D3)

Writing Skills Notes: Comments on submitted papers will aid in writing skills

Fall 2020

SEM Section: H1  W 1:30 pm - 2:20 pm  Jay M. Pasachoff, Wayne G. Hammond

CON Section: H2  W 3:00 pm - 5:00 pm  Jay M. Pasachoff, Wayne G. Hammond

CON Section: H3  Cancelled

LEAD 255 (S) Weaponized Leadership: Demagoguery and Populism in Contemporary Perspective (WS)

Cross-listings: LEAD 255  PSCI 255

Primary Cross-listing

Since Donald Trump began his rhetorical assault on immigrants, the political establishment, and the free press, all in the name of "the American people," terms like demagoguery and populism have come to dominate American political discourse. Demagogues and populists are often defined as bad leaders who manipulate the emotions of their audiences for the sake of personal ambition--leaders who turn a good thing (popular government) into something dangerous. At the same time, and as Trump has shown, many of the tactics that populists and demagogues deploy are politically effective. Protest leaders tell their audiences to get angry and to stand up and fight precisely because this kind of rhetoric can move an audience to action when rational persuasion cannot. And, many of the leaders we think of as great today were regarded as demagogues and populists during their own times. Puzzles like these point to our current political moment. How useful are terms like demagoguery and populism for understanding leadership? How have these terms been weaponized to distort politics instead of clarifying it? Should we reserve these terms for leaders who are truly bad, and if so, what counts as a "truly" bad leader (as opposed to one we just happen not to like)? Or can demagogic and populists tactics be deployed in better and worse ways? We will approach these questions through a survey of classic and contemporary writings on popular leadership, from Thucydides and Machiavelli to present-day social science. With these competing theories in view, we will read historical and biographical accounts of some of history's most controversial leaders--including Bolivar, Lenin, FDR, and Hugo Chavez--so as to better understand the popular leaders who dominate much of our politics today.

Class Format: This course will be hybrid, combining elements of synchronous meetings and asynchronous content so as to allow both in-person and remote students to participate.

Requirements/Evaluation: weekly writing assignments, a medium-length essay, and the option either to write a second medium-length essay or to develop the first essay into a longer research paper

Prerequisites: None

Enrollment Limit: 14

Enrollment Preferences: Leadership Studies concentrators and Political Science majors

Expected Class Size: 14

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
LEAD 255 (D2) PSCI 255 (D2)

**Writing Skills Notes:** Each student will write a critical essay responding to a particular day's reading assignment, with the option to rewrite. Students will write a 10-12 page research paper on a topic they will have discussed with me. For the final assessment, students will have the option either to write a second 10-12 page research paper on a topic different from the first, or to expand their original paper into a 25-30 page research essay. I will provide written feedback regarding grammar, style, and argument.

Spring 2021

SEM Section: H1 MR 3:15 pm - 4:30 pm Charles U. Zug

LEAD 312 (S) American Political Thought (WS)

**Cross-listings:** PSCI 312 LEAD 312

**Secondary Cross-listing**

From democracy to liberty, equality to community, foundational ideas -- about what makes for good government, about what constitutes the good society, about what is necessary to lead a good life -- define the American political tradition and consume the American political imagination. Designed not only to uncover these (sometimes melodious, sometimes cacophonous) values but also to place current ideological debates about them in a broader developmental context, this tutorial will offer a topical tour of American political thinking from the birth of nationalism in the colonial period to the remaking of conservatism and liberalism in the early twenty-first century. Utilizing primary source material ranging from presidential speeches to party platforms, newspaper editorials to novels, we will seek to interrogate -- reconciling where possible, distinguishing where necessary, interpreting in all instances -- the disparate visions and assessments of the American political experience offered by politicians, artists, intellectuals, activists, and ordinary citizens over the course of more than two centuries. Our focus, then, is nothing less than the story of America -- as told by those who lived it.

**Class Format:** For spring 2021, this course will be taught remotely, with a few synchronous seminar classes at the start and end of the course bookending weekly synchronous tutorial sessions.

**Requirements/Evaluation:** five 5- to 7-page essays, five 2- to 3-page critiques, and a revised and extended 10- to 12-page final essay

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Political Science majors and prospective majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 312 (D2) LEAD 312 (D2)

**Writing Skills Notes:** Weekly writing with extensive attention to feedback, revision, and improvement.

Spring 2021

TUT Section: RT1 MW 8:15 am - 9:30 am Justin Crowe

LEAD 319 (F) Angela Davis: Political Theory, Activism, and Alliances (DPE) (WS)

**Cross-listings:** LEAD 319 PSCI 376 INTR 320

**Secondary Cross-listing**

This seminar examines the political thought, activism, and iconography of abolitionist Angela Davis. The seminar involves a critical engagement with the philosopher, former political prisoner, and their relationship with other theorists, authors and activists. Readings include: *Angela Davis: An Autobiography; Soledad Brother: The Prison Letters of George Jackson; The Morning Breaks: The Trial of Angela Davis; Women, Race, and Class; If They Come in the Morning.*

**Requirements/Evaluation:** Requirements: students attend each seminar class and come prepared to discuss the readings. Papers are due by email 24hours before the seminar begins.
Prerequisites: Juniors and Seniors who have taken courses in Africana Studies, American Studies, Political Science, Philosophy.

Enrollment Limit: 19

Enrollment Preferences: Juniors and Seniors with previous courses taken in Africana Studies, American Studies, Political Science, Philosophy.

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 319 (D2) PSCI 376 (D2) INTR 320 (D2)

Writing Skills Notes: Three thesis papers at five pages each will receive critical feedback from the professor; one of the three papers will be revised with critical feedback from professor and peers, accompanied by a one-page statement explaining student's revisions; one keyword glossary where students define their key terms used in the paper; one roundtable discussion based on the final paper.

Difference, Power, and Equity Notes: This course examines political activism in the 1960s-1970s during the Cold War in which the civil rights, black power and student anti-war movements challenged traditional US domestic and foreign policies. Examining the differential powers of university Regents, governors, presidents, and police forces and prison administrations in relation to social justice movements led by people under the age of thirty, we examine the structures of institutional power and the agency of cadre theorists.

Fall 2020

SEM Section: R1 TBA Joy A. James

LEAD 350 (S) Leadership in American Political Development (WS)

Cross-listings: LEAD 350 PSCI 356

Primary Cross-listing

Major change in American politics takes place when an old political order collapses and a new one emerges to replace it, sometimes through violent struggle. Before the Civil War and Reconstruction, for example, states enjoyed autonomy over most areas of politics—including whether or not to maintain slavery. Afterwards, the Federal Government began to assert itself vis-à-vis civil rights and liberties in ways it had never previously done. Relatively, before the Great Depression, state government basically managed their own economies; but the New Deal gave the federal government power to create and manage a new, national economy. What are the deep sources of these architectonic changes? Who or what is responsible for them? And what is the best way to study them? This course will survey the alternative and competing ways in which leading thinkers and scholars answer these questions. Some argue that dynamic individuals—such as Lincoln and Franklin Roosevelt—drive political change, and that change would not happen without such leaders. Others contend that these so-called "leaders" are themselves mere bi-products of impersonal forces, such as party realignments, critical elections, and social, economic, and technological changes. Our goal will be to understand these theories on their own terms, and then to evaluate them with reference to some case studies from American history. To this end, we will study theoretical writings but we will also read selections from histories and biographies that draw a more intimate, nuanced picture of the leaders, groups, and personalities involved in America's most transformative political moments.

Class Format: This course will be hybrid, combining elements of synchronous meetings and asynchronous content so as to allow both in-person and remote students to participate.

Requirements/Evaluation: weekly writing assignments, a medium-length essay, and the option either to write a second medium-length essay or to develop the first essay into a longer research paper

Prerequisites: previous course in Leadership Studies, American politics, or American history

Enrollment Limit: 14

Enrollment Preferences: Leadership Studies concentrators and Political Science majors

Expected Class Size: 14

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 350 (D2) PSCI 356 (D2)

Writing Skills Notes: Each student will write a critical essay responding to a particular day's reading assignment, with the option to rewrite. Students
will write a 10-12 page research paper on a topic they will have discussed with me. For the final assessment, students will have the option either to write a second 10-12 page research paper on a topic different from the first, or to expand their original paper into a 25-30 page research essay. I will provide written feedback regarding grammar, style, and argument.

Spring 2021
SEM Section: H1    MR 1:30 pm - 2:45 pm    Charles U. Zug

LEAD 412 (F)  Gandhi: History, Ideas and Legacy  (WS)
Cross-listings: REL 412  LEAD 412  GBST 412  ASST 412  HIST 496
Secondary Cross-listing
This course studies the life, work, and ideas of M.K. Gandhi (1869-1948), one of the most influential thinkers of the non-western world. Gandhi is well known today for his philosophy of non-violent resistance and its application in India’s freedom struggle as well as his influence on the work of leaders like Martin Luther King and Nelson Mandela. Hailed as the ‘father of the Indian nation’, however, Gandhi is not only known for his political ideas but also for his deep engagement with aspect of everyday human behavior and morality: truth, vegetarianism, sex and celibacy, to name just a few of his obsessions which contributed to making his broader philosophy. It is this commitment to a morally pure life that earned him the title of ‘Mahatma’ or Great Soul in India. This tutorial will focus on three key aspects of Gandhi: his ideas of peaceful protest as means of social and political change, his contemplations on moral philosophy, and on his legacy in modern India and the world. Students will read a combination of Gandhi’s own writings as well as journal articles, monographs and films. The course will probe questions such as: What was the context and nature of Gandhian nationalism? Did it help to integrate the Indian nation? Was Gandhi truly a Great Soul, a saint or a shrewd politician? In what ways is Gandhi received and remembered by the Indian nation today? How does understanding a figure like Gandhi facilitate our understanding of modern nationalism, citizenship and political action?

Class Format: REMOTE. This tutorial will be taught remotely but will otherwise follow the usual tutorial format of weekly hour-long meetings, pairing students who will alternatively write papers and critiques each week.

Requirements/Evaluation: 5-7-page essays or 2-page critique due each week and a final report (3-4 pages) at the end of the semester.

Prerequisites: None, except students who have taken HIST488T will not be permitted to take this class.

Enrollment Limit: 10

Enrollment Preferences: Senior history majors and students who have previously taken HIST221. Students who have previously taken HIST488T will not be permitted to take this class.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 412 (D2) LEAD 412 (D2) GBST 412 (D2) ASST 412 (D2) HIST 496 (D2)

Writing Skills Notes: As a tutorial, this course is Writing Intensive as students not only write weekly papers but they also develop critical tools to engage in close reading of texts and interpret them and the facts therein. Each week, they will develop their writing by providing constructive criticism of their partner’s paper, and in turn, learn to receive and build on critiques of their own work. Students will be given the opportunity to substantively revise their work on a regular basis.

Fall 2020
TUT Section: RT1   TBA   Aparna Kapadia

MAST 245 (F)  Hydrothermal Vents  (WS)
Cross-listings: GEOS 245  MAST 245  ENVI 245
Secondary Cross-listing
Hydrothermal vents are perhaps the most alien places on Earth. Many are located on active volcanoes, especially at mid-ocean ridges, where magma super-heats water to form underwater hot springs. Others are located at deep-sea fracture zones, where the exothermic reaction of serpentinization provides the heat to drive hydrothermal circulation. Hydrothermal vents are extreme environments which host unique organisms, like giant tubeworms
and giant hydrothermal clams, that are found only at these deep sea oases. This tutorial will examine how and where hydrothermal vents form, the strange and ancient life there, and why they are relevant despite feeling so far removed from our daily lives. Hydrothermal vent science draws on geology, physics, chemistry, and biology, so prior interest or coursework in one or more of those fields is suggested. This course is in the Oceans and Climate group for the Geosciences major.

**Class Format:** This class will meet remotely. Students will meet in pairs weekly with the instructor for one hour. The entire class will meet once at the beginning of the semester for organizational purposes and at the end of the semester for a synthesis.

**Requirements/Evaluation:** Five 5-page papers, critiques of tutorial partner's papers, final reflection, and participation

**Prerequisites:** none, open to all students

**Enrollment Limit:** 10

**Enrollment Preferences:** 1. sophomores, 2. first-years, 3. junior and senior GEOS majors and MAST concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 245 (D3) MAST 245 (D3) ENVI 245 (D3)

**Writing Skills Notes:** Students will write six 5-page papers. The first five papers will be written every other week, alternating with a tutorial partner. Students will receive oral and written feedback during a discussion with the instructor and their tutorial partner. Students will write a final 5-page reflection paper to synthesize their learning.

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**Fall 2020**

TUT Section: RT1   TBA   Lisa A. Gilbert

**MAST 266 (S) Reading Water** (WS)

**Cross-listings:** ENVI 266  MAST 266

**Primary Cross-listing**

Water has such profound and far-reaching influence on individuals, societies, and the planet that it simultaneously risks going overlooked and appearing clichéd. Human beings are made of it and need it to live, yet will die if immersed in it. It is venerated by cultures around the world, yet most people either cannot access clean water, or don't know where their clean water is piped in from. It covers the earth's surface, and has shaped it over eons, yet scientists are still not sure how it came to be here in the first place. This wide-ranging influence also presents challenges for traditional academic structures; thinking about water demands crossing times, spaces, and disciplines. This course will explore the wide-ranging and diverse ways water impacts individuals, cultures, and the environments they call home by drawing on a range of content: hydrology, literature, political theory, storytelling, geography, and more. To do this, we will also develop and examine methods of critically reading as "non-experts"—reading scientific articles as rhetorical objects and reading for scientific principles in literature, for instance—to explore what interdisciplinary thinking opens up (and inhibits), and thus how to effectively engage with and create interdisciplinary work. The goal here is not to define water's cultural or scientific importance, or to determine which disciplines "best" combine to explain water, or to come up with humanities-based solutions to "the water crisis." Rather, these texts, and the water that flows through them will help us explore the opportunities and limits of human perceptions of the other-than-human world. It will help us consider the extent to which those perceptions both shape, and are shaped by, a seemingly simple molecule.


**Class Format:** This class will be remote, meeting synchronously. The class will be primarily discussion-based, and will ask students to lead and structure discussions. Students will have questions, reflections, and insights prepared before class, and use those to drive our in-class activities.

**Requirements/Evaluation:** 100pg of reading a week, give or take. Approx 20-25 pages of written work throughout the semester.

**Prerequisites:** None

**Enrollment Limit:** 20

**Enrollment Preferences:** Preference to majors, and then to sophomores and juniors, respectively.
Expected Class Size: 20  
Grading: yes pass/fail option, no fifth course option  
Distributions: (D1) (WS)  

This course is cross-listed and the prefixes carry the following divisional credit:  
ENVI 266 (D1) MAST 266 (D1)  

Writing Skills Notes: Students will write four papers of increasing complexity that will require workshopping and drafts. Each of these papers will receive forward-looking writing feedback from me. The first paper centers on paragraph-level stylistic choices, the second on argument/evidence connections, the third on genre, and the final paper synthesizes these writing skills. In addition, students' final grades will allow for revision of earlier papers to encourage and assess growth of writing skills.

Spring 2021  
SEM Section: R1  MR 3:15 pm - 4:30 pm  Ned G. Schaumberg

MAST 402 (S) Senior Seminar: Perspectives on Environmental Studies (WS)  
Cross-listings: MAST 402 ENVI 412  
Secondary Cross-listing  
The Environmental Studies and Maritime Studies programs provide students with an opportunity to explore the myriad ways that humans interact with diverse environments at scales ranging from local to global. The capstone course for Environmental Studies and Maritime Studies, this seminar brings together students who have specialized in the humanities, social studies and the sciences to exchange ideas across these disciplines. Over the course of the seminar, students will develop a sustained independent research project on a topic of their choice, and they will have opportunities throughout the semester to meet with guest speakers to discuss environmental work outside the academy.  

Requirements/Evaluation: active participation, discussion leading, several smaller assignments and multi-step capstone project  
Prerequisites: declared major/concentration in Environmental Studies or Maritime Studies, ideally to be taken in final semester at Williams  
Enrollment Limit: 14  
Enrollment Preferences: Environmental Studies majors and concentrators, Maritime Studies concentrators  
Expected Class Size: 10  
Grading: no pass/fail option, no fifth course option  
Unit Notes: required course for students wishing to complete the Maritime Studies concentration  
Distributions: No divisional credit (WS)  

This course is cross-listed and the prefixes carry the following divisional credit:  
MAST 402 No divisional credit ENVI 412 No divisional credit  
Writing Skills Notes: This course is focused on building up cross-disciplinary writing and communication skills. There will be a multi-step capstone project that emphasizes writing, and there will be opportunities to revise and resubmit work.

Spring 2021  
SEM Section: H1  TF 3:15 pm - 4:30 pm W 2:50 pm - 3:40 pm  April Merleaux  
SEM Section: H2  TR 11:30 am - 12:45 pm W 2:50 pm - 3:40 pm  Nicolas C. Howe

MATH 392 (S) Undergraduate Research Topics in Graph Theory (WS) (QFR)  
Graph theory is a vibrant area of research with many applications to the social sciences, psychology, and economics. In this project-based tutorial, students will select among the presented topics and will develop research questions and undertake original research in the field. Student assessment is based on drafts of research project manuscript and presentations.  
Requirements/Evaluation: presentations and written project manuscript  
Prerequisites: MATH 355 or permission of the instructor  
Enrollment Limit: 10  
Enrollment Preferences: programming experience, students with interests in the intersection of combinatorics and graph theory
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D3) (WS) (QFR)

Writing Skills Notes: This course will require multiple revisions of a manuscript related to the research project at hand. The final result will be a 10-20 page research article and the course will be designed as a writing intensive course.

Quantitative/Formal Reasoning Notes: The course deals with mathematical research in graph theory and is a quantitative and formal reasoning course.

Spring 2021
TUT Section: RT1 TBA Pamela E. Harris

MUS 239 (S) Music in the Global Cold War (WS)

Cross-listings: MUS 239 LEAD 239

Primary Cross-listing
Throughout the Cold War (1947-1991), music was deployed as a weapon, as a source of nationalist and ideological inspiration, as a form of political protest and resistance, and as propaganda. Music both echoed and helped shape political views and, therefore, prompted various forms of regulation and censorship (McCarthyism in the U.S.; the Union of Soviet Composers). To counter Soviet claims of American cultural inferiority and racism, the U.S. sponsored numerous musical diplomacy efforts showcasing both jazz (Armstrong; Ellington; Brubeck) and classical musicians and composers (Bernstein; American orchestras). Cold War politics and the threat of nuclear war influenced musical styles (Copland; Soviet Socialist Realism; the popular American folk music revival; serialism; rock behind the Iron Curtain), specific musical events (Tokyo East West Music Encounter; concerts celebrating the fall of the Berlin Wall), and individual careers (Shostakovich; Robeson; Van Cliburn). To investigate music's political roles and capacity for expressing communist and democratic capitalist ideologies, we will adopt a case study approach. The Cold War was a global political and, frequently, militaristic struggle. Though our focus will be on music in the U.S.S.R. and U.S.A., we will also consider musical developments impacted by the Cold War throughout Western and Eastern Europe, in Latin America, and in East Asia.

Class Format: Hybrid, meeting twice per week. Class discussion will be central to this course.

Requirements/Evaluation: 20% = Participation; 20% = Paper #1, 5-6 pages; 25% = Paper #2, 8 pages; 35% = Paper #3, 12 pages, due during exam period

Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Students with relevant experience in Political Science, History, or Music studies.

Expected Class Size: 12
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
MUS 239 (D1) LEAD 239 (D2)

Writing Skills Notes: Students will write three papers during the semester: a 6 page, 8 page, and a 12 page paper. Drafts of papers 2 and 3 will be required prior to the due dates listed below. This is a "writing skills" course. Students will receive detailed comments on each paper, allowing them to build upon those comments in subsequent writing assignments.

Spring 2021
LEC Section: H1 MR 1:30 pm - 2:45 pm W. Anthony Sheppard

MUS 272 (S) Music and Meaning (WS)

Nearly everyone finds music meaningful, but what exactly does it mean? Without the help of words, this largely non-referential art presents special challenges to interpretation. While most would agree that musical sounds can do such things as mimic the rumbling of thunder, evoke the countryside, suggest the act of chasing, or express rage, the capacity of music to convey meaning remains controversial among scholars, performers, and listeners. Some, following music critic Eduard Hanslick, assert that musical works are essentially "tonally moving forms"—patterns of sound with no
reference to the world outside themselves; a work's meaning derives solely from the interplay of musical elements. Others counter that music can signify aspects of human experience, its sounds and structures not merely referring to the outside world but even relating complex narratives. Certain writers have argued that, without the assistance of language, what music signifies remains vague, while others insist that the meaning of music is actually more precise than that of words. In this tutorial course, we will explore a range of questions regarding musical meaning. How can combinations of pitches, rhythms, and instrumental timbres signify something beyond themselves? Is the subject of musical meaning more relevant to some historical styles or genres than others? How can we determine the meaning(s) of a work? Should we concentrate on formal processes within the music? Consider socially constructed meanings? Seek the composer's intentions? Emphasize our personal responses? What makes some interpretations more convincing than others? In grappling with these questions, students will engage with writings by Agawu, Cone, Hanslick, Kramer, Langer, Lewin, Newcomb, and Schopenhauer, among others. Music to be studied includes works by Beethoven, Schubert, Chopin, Brahms, Mahler, Tchaikovsky, Ravel, Stravinsky, Glass, and Adams.

Class Format: This course will be taught remotely. During the first and last weeks of the semester, students will attend one or two online group classes; in the other weeks, students will meet with the instructor in pairs for a one-hour, online session at a mutually convenient time.

Requirements/Evaluation: Students will write and present a 5- to 6-page paper every other week and a 1-2 page response to their partner's paper in the alternate weeks; evaluation will be based on five papers/presentations, and five responses.

Prerequisites: Ability to read music, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Any student who expresses a strong interest in the course

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: In this tutorial course, students will write and present a 5- to 6-page paper every other week (five papers total) and a 1- to 2-page response to their partner's paper in the alternate weeks (five responses total). Through discussion in the tutorial sessions and comments on the papers, the course will place strong emphasis on developing students' critical thinking and writing skills.

Spring 2021
TUT Section: RT1 TBA Marjorie W. Hirsch

MUS 273 (F) Dangerous Music (WS)

As a largely non-referential art whose meanings are far from transparent, music might seem to pose little danger. How could mere sounds represent a threat? Yet precisely because its meanings can be obscure, enabling it to achieve its ends surreptitiously, music has intertwined with danger throughout history. With its power to stir the emotions, stimulate bodily movement, encode messages, and foment rebellion, music has often been perceived as an agent of harm. Plato claimed that too much music could make a man effeminate or neurotic, and warned that certain musical modes, melodies, and rhythms promote licentious behavior and anarchic societies. Puritans, Victorians, and totalitarians, as well as opponents of ragtime, rock 'n roll, and rap, have also accused certain musical genres or styles of exerting dangerous influences, and sought to limit or suppress them. In Afghanistan, the Taliban banned music altogether. While music has often been unfairly accused, its potential for placing people in actual danger is undeniable. Works that are played at ear-splitting decibel levels, that call upon performers to injure themselves, that are used as a form of psychological torture, or that incite violence demand reconsideration of the widely shared view that music is fundamentally a form of entertainment.

Class Format: Will be taught remotely

Requirements/Evaluation: evaluation will be based on participation, five 5-6-page papers/presentations, and five 1-2 page responses

Prerequisites: an ability to read music is desirable but not required

Enrollment Limit: 10

Enrollment Preferences: students with demonstrated interest in music

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Students will write five 5-6 page papers and five 1-2 page responses, and will receive extensive feedback on their writing.

Fall 2020
MUS 278  (S) Carmen, 1845 to Now (DPE) (WS)

Cross-listings: MUS 278 WGSS 248

Primary Cross-listing

The story of the gypsy femme fatale Carmen has endured for over 150 years. In Western culture and beyond, she exemplifies the seductive, exotic, independent, and dangerous woman who drives a man to a life of crime and finally murder. This course explores a broad array of treatments of this archetypal and problematic narrative, starting with Prosper Mérimée’s 1845 novella on which Bizet based his famous 1875 opera Carmen. We will consider various staged and film versions of the opera itself, including Francesco Rosi’s stunning 1984 movie, and discuss various other film transformations of the story, from DeMille’s 1915 silent film through Hammerstein’s 1954 all-black musical Carmen Jones, to the MTV version A Hip Hopera of 2004. Comic approaches will also be assessed, from Charlie Chaplin’s Carmen Burlesque of 1915 through Spike Jones’ 1952 Carmen Murdered! and The Naked Carmen of 1970. We will explore provocative dance interpretations ranging from Carlos Saura’s 1983 flamenco version through David Bourne’s choreography in his 2001 gay reading called The Car Man. Our journey concludes with a comparison of two post-colonial sub-Saharan African films—the Senegalese director Ramaka’s Karmen Geï (2001) and U-Carmen eKhayelitsha (2005) by the South African director Dornford-May—that push critical reaction to Bizet’s story and music beyond Western cultural boundaries.

Class Format: Remote format. After four initial 75-minute group meetings to discuss Mérimée’s novella and Bizet’s music, students will meet with the instructor in pairs for one hour each week. The scheduled class time is obligatory only for the first two weeks, after which weekly pair meetings will be individually scheduled.

Requirements/Evaluation: Each student will write a 5- to 6-page essay every other week (five in all), and provide 2-page written and oral peer reviews in alternate weeks; evaluation will be based on the quality of written work, discussions, and oral presentation.

Prerequisites: None; ability to read music useful but not necessary

Enrollment Limit: 10

Enrollment Preferences: Preference given to current or prospective Music and Women’s Gender & Sexuality Studies majors, then seniors and juniors.

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 278 (D1) WGSS 248 (D2)

Writing Skills Notes: Students will write five short essays of 5-6 pages each, and receive oral and written feedback addressing structure, argumentation, and style from their tutorial partner and the instructor on every essay.

Difference, Power, and Equity Notes: This course satisfies the DPE requirement through a critical examination of the ways in which the Carmen story has served as a stage on which multifaceted textual and musical constructions and conflicts express the power dynamics between individual and group identities, encompassing gender and sexuality, nationality, race, ethnicity, and class.

Spring 2021

TUT Section: RT1  MW 11:45 am - 1:00 pm  M. Jennifer Bloxam

MUS 279  (F) American Pop Orientalism (DPE) (WS)

This tutorial will investigate the representation of Asians and Asian Americans in American popular culture since the late nineteenth century. Our focus will be on music’s role in Orientalist representation in a wide variety of media and genres, including Hollywood film, television, popular song, music videos, Broadway musicals, hip hop, and novels. We will begin with major texts in cultural theory (Said, Bhabha) and will attempt throughout the semester to revise and refine their tenets. Can American Orientalism be distinguished in any fundamental way from nineteenth-century European imperialist thought? How does Orientalist representation calibrate when the “exotic others” being represented are themselves Americans? Our own critical thought will be sharpened through analysis and interpretation of specific works, such as Madame Butterfly, “Chinatown, My Chinatown,” Sayonara, Flower Drum Song, Miss Saigon, Rising Sun, M. Butterfly, Aladdin, and Weezer’s Pinkerton. We will end the semester by considering the current state of Orientalism in American popular culture.
Fall 2020
TUT Section: HT1    TBA     W. Anthony  Sheppard

PHIL 109  (F)  Skepticism and Relativism  (WS)

Intellecually, we are ready skeptics and relativists. We doubt, we point out that no one can be certain in what she believes, and we are suspicious of declarations of transcendent reason or truth (unless they are our own). Emboldened by our confidence in skeptical arguments, we claim that knowledge is inevitably limited, that it depends on one's perspective, and that everything one believes is relative to context or culture. No domain of inquiry is immune to this destructive skepticism and confident relativism. Science is only "true" for some people, agnosticism is the only alternative to foolish superstition, and moral relativism and, consequently, nihilism are obvious. But is the best conclusion we can come to with respect to our intellectual endeavors that skepticism always carries the day and that nothing at all is true? In this tutorial, we will investigate the nature of skepticism and the varieties of relativism it encourages. Our readings will come primarily from philosophy, but will be supplemented with material from anthropology, physics, psychology, and linguistics. We will look at relativism with respect to reason and truth in general as well as with respect to science, religion, and morality. Along the way, we will need to come to grips with the following surprising fact. With few exceptions, thoroughgoing skepticism and relativism have not been the prevailing views of the greatest minds in the history of philosophy. Were they simply too unsophisticated and confused to understand what is for us the irresistible power of skepticism and relativism? Or might it be that our skepticism and relativism are the result of our own laziness and failure? Of course, this question cannot really be answered, nor is there any value in trying to answer it, and any "answer" will only be "true" for you. Right?

Class Format: This tutorial will convene remotely via Zoom video according to a fixed weekly schedule agreed upon by the instructor and the two tutorial participants at the beginning of the semester.

Requirements/Evaluation: participants will present substantial written work in the tutorial every other week, and will be responsible for commenting on their tutorial partner's work.

Prerequisites: none; this tutorial is an appropriate first course in PHIL.

Enrollment Limit: 8

Enrollment Preferences: first-year students; there is no need to write to the instructor indicating a special interest in the tutorial. If oversubscribed, students will be selected randomly.

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Unit Notes: meets 100-level PHIL major requirement

Distributions: (D2)  (WS)

Writing Skills Notes: Students will write a tutorial essay every other week and will receive written feedback on composition and structure. Essays later in the semester will reflect the writing lessons of earlier in the semester.

Fall 2020
TUT Section: RT1    TBA     Joseph L. Cruz
PHIL 115 (S) Personal Identity  (WS)

Through lectures, discussions, close readings and assigned writings, we will consider a variety of philosophical questions about the nature of persons, and personal identity through time. Persons are subjects of experiences, have thoughts and feelings, motivation and agency; a person is thought of as continuous over time, and as related to, recognized and respected by other persons. Thus, the concept of person plays a significant role in most branches of philosophy, e.g. metaphysics, epistemology, moral and political philosophy, philosophy of mind. Conceptions of person are equally important in science (especially in psychology), law, and the arts. Questions about persons are of central importance for a myriad of our theories and practices, and for the ways in which we live our lives. The aim of this course is to explore and evaluate a number of rival conceptions of persons and personal identity over time. Some of the questions which we will discuss are: What is a person? How do I know that I am one? What constitutes my knowledge of myself as a person, and does that knowledge differ in any significant respect from my knowledge of physical objects and of other people? Our starting and central question will be: What makes me the particular person that I am, and how is my identity as this individual person preserved over time? The course will place special emphasis on developing students’ intellectual skills in close, analytical reading; reconstructing and evaluating claims and reasons that support them; producing original ideas and arguments, orally and in writing; responding to the claims and arguments presented in texts and in class; and writing clear, polished, well-argued papers.

Requirements/Evaluation: Class attendance, preparedness and participation; additional small group weekly meetings; 12 short writing assignments. No final paper and no exam.

Prerequisites: none; open to first year students

Enrollment Limit: 12

Enrollment Preferences: freshmen, sophomores, and philosophy majors who need a 100 level course to satisfy requirement for the major

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Unit Notes: meets 100-level PHIL major requirement

Distributions: (D2) (WS)

Writing Skills Notes: Students will write weekly short assignments (at most 1000 words long), six of which will be letter-graded (but only five best assignments will count for the final grade). All assignments will receive detailed comments on substance as well as on writing skills and strategies.

Spring 2021

SEM Section: R1 MWF 12:00 pm - 12:50 pm Bojana Mladenovic

PHIL 116 (S) Perception and Reality  (WS)

This course is an introduction to philosophy through four major themes: The nature of the universe, the existence of gods, thought itself, and the mind/body problem. Throughout, we will appeal to reason and evidence in forming our best beliefs. Our discussions will range over historical and contemporary works in the Western tradition.

Class Format: This hybrid course will meet in-person and will also be available for remote video attendance and participation. Remote students must attend class synchronously with the in-person seminar and video will not be recorded. Supplemental material--e.g., all office hours and study hall for essays--will convene on-line.

Requirements/Evaluation: active participation; four (5-6 page) essays

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: Strong preference given to first-years and sophomores; there is no need to email the professor in advance to indicate a special interest in the course.

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Unit Notes: meets 100-level PHIL major requirement

Distributions: (D2) (WS)

Writing Skills Notes: Students will craft 4 six page essays, each with extensive comments on structure and composition with an eye toward developing their skills in philosophical writing.
PHIL 121  (F)(S)  Truth, Goodness, and Beauty  (WS)

In our everyday lives, we routinely assume that our clocks can tell us the truth about what time it is, that committing murder is wrong, and that there are people, landscapes, and works of art that are beautiful. But we are also aware that people can and often do disagree about what is true, what is good or right, and what is beautiful. Should the fact of such disagreement lead us to conclude that truth, goodness, and beauty are in some basic sense relative to human beings, perhaps as individuals, perhaps as members of societies or cultures? Some philosophers defend such conclusions, but others argue that truth, goodness, and beauty are "objective," in some important sense, despite the fact that people disagree about them. This introductory course addresses these and related issues.

Class Format: Remote

Requirements/Evaluation: Attendance, participation in class discussions, comments added to essays during class discussion.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: first-year students and potential Philosophy majors

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Unit Notes: meets 100-level PHIL major requirement

Distributions: (D2)  (WS)

Writing Skills Notes: Students write 1-page papers on assigned topics for most classes. I will grade and comment on 18 and a teaching assistant will comment on but not grade another 13. Comments will aim to enable students to improve their writing skills.

PHIL 126  (F)  Paradoxes  (WS)

There are three grains of sand on my desk. This is unfortunate, but at least there isn't a heap of sand on my desk. That would be really worrisome. On the other hand, there is a heap of sand in my backyard. I don't know how exactly how many grains of sand are in this heap, but let's say 100,000. My daughter removes one grain of sand. I don't know why, she just does. It seems like there is still a heap of sand in my backyard. In fact, it seems like you can't change a heap of sand into something that isn't a heap of sand by removing one grain of sand. Right? But now we have a problem. By repeated application of the same reasoning, it seems that even after she removes 99,997 grains of sand--I don't know what she wants with all this sand, but I'm starting to worry about that girl--there is still a heap of sand in my backyard. But three grains isn't enough for a heap. So there is not a heap in my backyard. Now I'm confused. Where did my reasoning go wrong?

What we have here is an example of the sorites paradox. It is a paradox, because I started with seemingly true statements and used valid reasoning to arrive at contradictory conclusions. We can learn a lot about logic, language, epistemology and metaphysics by thinking through and attempting to resolve paradoxes. In this class, we'll work together to think through some ancient and contemporary paradoxes. We'll also work on writing lucid prose that displays precisely the logical structure of arguments, engages in focused critique of these arguments, and forcefully presents arguments of our own. Other topics could include: Zeno's paradoxes of motion and plurality, the liar's paradox, the surprise-exam paradox, paradoxes of material constitution, Newcomb's Problem, and the Prisoner's Dilemma.

Class Format: The format of this class is different this year. The instructor will record 2-3 lectures per week which will be made available online. We will also have small tutorial-style meetings each week for which some students will write papers and others will comment on these papers. These tutorial-style meetings will be in-person or via zoom. Finally, there will be synchronous weekly meetings of the class as a whole for discussion and review.

Requirements/Evaluation: (i) Weekly small group papers (4-5 pages) or comments (1-2 pages) on papers of peers; (ii) Final term-paper (~10 pages) in multiple drafts; (iii) Active and informed participation in class discussions.

Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: First and second year students. Prospective philosophy majors.

Expected Class Size: 15
Grading: no pass/fail option, yes fifth course option

Unit Notes: Meets 100-level PHIL major requirement

Distributions: (D2) (WS)

Writing Skills Notes: Students will write a number of short papers and responses to papers of their peers. Both the content and the writing will be evaluated. These papers will focus on clear and precise presentation and evaluation of arguments. Each student will also write a final term-paper in multiple drafts. For the final paper, each student will develop a topic in consultation with the instructor and will do independent research. They will submit a first draft and will then revise that draft.

Fall 2020
SEM Section: H1    MWF 8:15 am - 9:30 am     Keith E. McPartland

PHIL 127  (F)(S)  Meaning and Value  (WS)
What gives an individual life meaning? Pleasure? Success in fulfilling desires? Flourishing in ways distinctive to a rational agent or a human being (including, for example, developing rational capacities and self-mastery, succeeding in worthwhile projects, cultivating relationships, living morally, developing spiritually)? Can we be mistaken about how well our lives are going, or about what has value? What are the main sources of uncertainty here? Does the fact that our lives will end threaten their meaning? Can luck spoil an otherwise meaningful life? Can science contribute to our understanding of these issues? We’ll examine these and related questions through historical and contemporary readings.

Class Format: This tutorial will meet remotely by Zoom on a fixed weekly schedule agreed to by the instructor and participants.

Requirements/Evaluation: Five tutorial papers (5-6 pages in length), five critiques (2-3 pages in length), and one rewrite.

Prerequisites: None. This tutorial is an appropriate first course in PHIL.

Enrollment Limit: 10
Enrollment Preferences: First-year students and potential philosophy majors

Expected Class Size: 10
Grading: no pass/fail option, no fifth course option

Unit Notes: This course meets the 100-level PHIL major requirement.

Distributions: (D2) (WS)

Writing Skills Notes: Students will write a tutorial paper (5-6 pages in length) every other week, and a peer critique (2-3 pages in length) in alternating weeks, evenly spaced throughout the semester. The instructor will provide timely comments on writing skills, with suggestions for improvement.

Fall 2020
TUT Section: RT1    TBA     Melissa J. Barry

Spring 2021
TUT Section: RT1    TBA     Melissa J. Barry

PHIL 211  (F) Ethics of Public Health  (WS)
From questions about contact tracing apps to racial and age disparities in health risk and outcomes, the COVID-19 pandemic has foregrounded the importance of ethics as a key concern in public health policies and activities. Moreover, the ethical issues that are implicated in responses to the pandemic reflect the range of those manifested across the field of public health as a whole. In this course, we will survey the ethics of public health through the lens of the COVID-19 pandemic, investigating concepts and arguments that are central to the ethics of public health research and practice. For example, we will examine the ethics of disease surveillance, treatment and vaccine research, resource allocation and rationing, compulsion and voluntariness in public health measures, and social determinants of health outcomes, among other topics. To do this, we will need to become familiar with key ethical theories; think deeply about such concepts as privacy, paternalism and autonomy, exploitation, cost-benefit analysis and justice; and compare the function of these concepts in the context of the COVID-19 pandemic with the way they work in responses to other public health concerns.
Class Format: This class will be conducted remotely, via weekly synchronous tutorial meetings on Zoom or Google Meet.

Requirements/Evaluation: Biweekly 5-7 page papers, oral commentaries, and tutorial discussions.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: declared and prospective Philosophy majors and Public Health concentrators, students with a specific curricular need for the course, and students with a high level of interest who are unlikely to have an opportunity to take the course in a future term

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: Public Health concentrators may use either PHIL 211T Ethics of Public Health or PHIL 213T Biomedical Ethics to fulfill their 3-elective requirement, but they may not use both courses to do so.

Distributions: (D2) (WS)

Writing Skills Notes: Students will write six biweekly papers of 5-7 pages in length, one of which they will revise and submit at the end of the term. In each of the tutorial papers students will describe and evaluate arguments in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

Fall 2020
TUT Section: RT1 TBA Julie A. Pedroni

PHIL 213 (S) Biomedical Ethics (WS)

Much like the construction of medical knowledge itself, it is from specific cases that general principles of biomedical ethics arise and are systematized into a theoretical framework, and it is to cases they must return, if they are to be both useful and comprehensible to those making decisions within the biomedical context. In this tutorial we will exploit this characteristic of biomedical ethics by using a case-based approach to examining core concepts of the field. The first portion of the course will be devoted to developing and understanding four moral principles which have come to be accepted as canonical: respect for autonomy, beneficence, nonmaleficence, and justice. The remainder of the course will consider key concepts at the core of medical ethics and central issues for the field, such as privacy and confidentiality, the distinction between killing and "letting die," and therapy vs. research. To this end, each week we will (1) read philosophical material focused on one principle or concept, and (2) consider in detail one bioethics case in which the principle or concept has special application or relevance. In some weeks, students will be asked to choose from a small set which case they would like to address; in others the case will be assigned.

Class Format: students will meet with the professor in pairs via Zoom for approximately 75 minutes per week, writing and presenting 5- to 7-page essays every other week, and commenting orally on partners' essays in alternate weeks

Requirements/Evaluation: bi-weekly papers, oral commentaries, and tutorial discussions

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: PHIL majors, PHLH concentrators, those who have a curricular need for the course, those who have been dropped from the course in previous semesters due to over enrollment

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will write six tutorial papers of 5-7 pages in length, one of which they will revise and submit at the end of the term. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

Spring 2021
TUT Section: RT1 TBA Julie A. Pedroni
PHIL 236 (F) Contemporary Ethical Theory (WS)
This course will examine central questions in normative ethics, including the following: Which features of actions are morally important and why (e.g., their motive, their intrinsic nature, or their consequences)? Which characteristics of persons give them moral status? How should moral equality be understood, and what is its foundation? When should we give morality priority over personal commitments and relationships, and why? What makes an individual’s life go well? Are we capable of disinterested altruism, or are we motivated solely by self-interest? By which methods should we pursue these questions? We will examine these and related issues by looking in depth at contemporary defenses of consequentialist, deontological, and contractualist theories.

Class Format: This tutorial will meet remotely by Zoom on a fixed weekly schedule agreed upon by the instructor and participants.

Requirements/Evaluation: Six tutorial papers (5-6 pages in length) and six critiques (2-3 pages in length).

Prerequisites: at least one PHIL course or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Current and prospective philosophy majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will write a tutorial paper (5-6 pages in length) every other week, and a peer critique (2-3 pages in length) in alternating weeks, spaced evenly throughout the semester. The instructor will provide timely comments on writing skills, with suggestions for improvement.

Fall 2020
TUT Section: RT1 TBA Melissa J. Barry

PHIL 243 (F) The Philosophy of Higher Education: College Controversies (WS)
What are the purposes of higher education? What are the purposes of liberal arts colleges in America? What should be the goals of Williams College? We will begin examining these questions by studying the history of controversies in American higher education, concentrating especially on debates about the curriculum. We will then turn to contemporary controversies such as campus free speech. Assigned works will include Booker T. Washington, Industrial Education, W.E.B. DuBois, The Talented Tenth, Frederick Rudolph, Williams College 1793-1993: Three Eras, Three Cultures, Michael S. Roth, Beyond the University: Why Liberal Education Matters, Allan Bloom, The Closing of the American Mind, Martha Nussbaum, Cultivating Humanity, William Deresiewicz, Excellent Sheep: The Miseducation of the American Elite and the Way to a Meaningful Life, Greg Lukianoff and Jonathan Haidt, The Coddling of the American Mind: How Good Intentions and Bad Ideas Are Setting Up a Generation for Failure, and Anthony T. Kronman, The Assault on American Excellence.

Class Format: This course is a tutorial. Students will meet in pairs with the instructor one hour per week. The default assumption is that this course will meet on-line. If the weather permits we could sometimes meet outside. If there is a reasonably sized well ventilated classroom we could occasionally meet there.

Requirements/Evaluation: A 5- to 7-page paper every other week (6 in all), prepare and present a written critique of their partners’ papers in alternate weeks

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: I will be seeking a balance of interests and backgrounds; preference given to students who have taken at least one philosophy course

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: A 5- to 7-page paper every other week (6 in all), prepare and present a written critique of their partners’ papers in alternate weeks, and will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Fall 2020
TUT Section: RT1 TBA Steven B. Gerrard
PHIL 244 (S) Environmental Ethics (WS)

Cross-listings: ENVI 244 PHIL 244

Secondary Cross-listing

What ethical standards should guide our individual and societal choices when those choices affect current and future environmental conditions? This course will introduce students to fundamental concepts, methods, and issues in environmental ethics. Initial tutorial meetings will focus on theoretical materials that will background later discussions and will include classic readings from the environmental ethics literature (e.g., Leopold, Taylor, Rolston). Subsequent sessions will pair readings about key concepts with specific cases that raise complex ethical issues, including the concept of moral standing and, e.g., people who do not yet exist, non-human individuals, species, and complex living systems; the concept of moral responsibility and complicity in environmentally damaging practices; the legitimacy of cost-benefit analysis as an environmental policy tool; and the valuation of human lives.

Class Format: Remote format. Students will meet with the professor in pairs via Zoom for approximately 75 minutes per week, writing and presenting 5- to 7-page essays every other week, and commenting orally on partners' essays in alternate weeks.

Requirements/Evaluation: six essays (5-7 pages each) and six carefully prepared oral responses to partners' essays; evaluation will be based on essays, oral responses, and quality of discussion.

Prerequisites: ENVI 101 or one course in PHIL

Enrollment Limit: 10

Enrollment Preferences: declared and prospective Environmental Studies majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: meets Value Theory requirement only if registration is under PHIL

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 244 (D2) PHIL 244 (D2)

Writing Skills Notes: Students will write six tutorial papers of 5-7 pages in length, one of which they will revise and submit at the end of the term. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

Spring 2021

TUT Section: RT1 TBA Julie A. Pedroni

PHIL 250 (S) Philosophy of Economics (WS)

The status of economics as a predictive science has been most prominently brought into question, historically, by three unpredicted yet extremely important economic events: the Great Depression of the 1930s, stagflation of the 1970s, and bursting of the mortgage bubble in 2008. The issue of prediction was also raised by economist Donald McCloskey who, in 1988, asked his fellow economists, “If you're so smart, why ain't you rich?” Some critics find predictive failures of economists unsurprising, given the frequent reliance of the latter on assumptions known to be false (e.g., that economic agents are always selfish, have perfect information, and never make mistakes) and on models that unavoidably ignore potentially relevant factors. Perhaps, then, economics is not primarily a predictive science, but instead a descriptive, historical, and/or mathematical one. In this course, relying on works by economists and philosophers, we examine the status of economics as an academic discipline, focusing on its assumptions, methods, and results.

Requirements/Evaluation: six 6- to 8-page essays, six 2- to 3-page response papers, participation in discussions.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Philosophy majors and potential majors, then Economics majors and potential majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option
In ancient Greece, Democritus took his ontological bearings by atoms he took not to come to be, change, or pass away, but to move and interconnect in space so as to compose everything else. Plato also took his ontological bearings by entities that do not change, but ones that are not in space or time: mathematical structures and, at least aspirationally, the forms or ideas of the good, the beautiful, etc. Aristotle, finally, took his ontological bearings by temporal entities, i.e., organisms. In these terms, modern science combines central teachings of Democritus and Plato: the universe is understood as a mechanism whose components—ultimately, atoms—interact in ways governed by mathematical laws, and—for Descartes and his followers—animals, too, are machines rather than organisms. Hence, Laplace’s (1814) thesis that “An intellect which at a certain moment would know all forces that set nature in motion, and all positions of all items of which nature is composed, if this intellect were also vast enough to submit these data to analysis, it would embrace in a single formula the movements of the greatest bodies of the universe and those of the tiniest atom; for such an intellect nothing would be uncertain and the future just like the past would be present before its eyes.” This deterministic, mechanistic, and reductionist way of thinking has, for the past several hundred years, powerfully influenced such diverse fields as philosophy, biology, and economics. Over the past few decades, however, it has been challenged by new discoveries, particularly in physics and biology, and by theoreticians in a variety of disciplines. These theoreticians focus on complex, dynamic systems as, in one terminology, wholes that are more than the sums of their constituents. In this tutorial, we examine some of the most promising and intriguing trends in this potentially revolutionary movement. Our central focus will be on autopoietic systems, i.e., entities that subsist over time despite changing their material constituents. The smallest such entities are cells, but the tissues, organs, and organisms of which many cells are constituents are also autopoietic systems, as are yet more complex entities such as universities, economies, ecosystems, and states. The process ontology required by autopoietic systems is a radical alternative to the ontology that has been dominant for the past several centuries. It has many exciting implications for various subdisciplines in philosophy and for various academic disciplines beyond philosophy.

Class Format: Virtual

Requirements/Evaluation: Presentations, responses to presentations, essays, response papers, participation in discussions.

Prerequisites: None.

Enrollment Limit: 10

Enrollment Preferences: Philosophy majors and potential majors.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 252 (D2) STS 252 (D2)

Writing Skills Notes: Students will write 6 6-8 page essays and 6 2-3 page response papers. I will comment on all the essays, and my comments will aim to help students improve their writing skills. Among the issues to be addressed will be the challenge of writing essays to be presented rather than simply to be read.
Primary Cross-listing

Our practice of holding people responsible seems justified as long as their choices are free. But when does a choice qualify as free? Must it be unaffected by any outside influences? If so, freedom may seem impossible since we're all deeply influenced by factors ranging from the general laws of nature to specific features of our genetic endowment and social environment (including religion, political ideology, and advertising). These affect not only our particular choices but also, more fundamentally, who we are and what we value. The real question, then, seems to be whether, and how, free choice is possible amidst all of these influences. We'll attempt to answer this question by examining recent philosophical work on the nature of free will and responsibility.

Class Format: This tutorial will meet remotely by Zoom on a fixed weekly schedule agreed to by the instructor and participants.

Requirements/Evaluation: Five tutorial papers (5-6 pages in length) and five critiques (2-3 pages in length)

Prerequisites: one PHIL course

Enrollment Limit: 10

Enrollment Preferences: current and prospective Philosophy majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 272 (D2) JLST 272 (D2)

Writing Skills Notes: Students will write a tutorial paper (5-6 pages in length) every other week, and a peer critique (2-3 pages in length) in alternating weeks, evenly spaced throughout the semester. The instructor will provide timely comments on writing skills, with suggestions for improvement.

Spring 2021

TUT Section: RT1    TBA    Melissa J. Barry

PHIL 326 (S) Foucault Now (DPE) (WS)

Cross-listings: WGSS 336 PHIL 326

Primary Cross-listing

If we think of Michel Foucault as engaged in writing histories, or genealogies, of his own present designed to undercut the sense of the obviousness of certain practices and ways of thinking, categorizing, and knowing, we can easily imagine that he might now be questioning different aspects of our contemporary "present" than the ones standardly associated with his name, namely, panopticons and surveillance, discipline, criminalization, the biopolitics of health, the normal and the abnormal, etc. In this course we address the question: How is the present we find ourselves living today different from the one that the author Foucault wrote about in the 1960s, 70s and early 80s before his untimely death in 1984? What differentiates today from yesterday? And what present practices and ways of thinking and knowing might be questioned using Foucault's tools, genealogy in particular, for resisting unnecessary constraints on freedom and the perpetuation of unnecessary suffering? What is his legacy today? In this tutorial you will read from a selection of Foucault's texts (books, lectures, interviews) in order to acquire a firm grasp of his method of "critique" and his way of looking at the interconnections between forms of power and the knowledge associated with particular disciplines. We will also read more recent work by scholars that draw on Foucault to address problems in today's present. Among the contemporary texts assigned might be the following: Bernard Harcourt's Exposed: Desire and Disobedience in the Digital Age, Saidiya Hartman's Wayward Lives, Beautiful Experiments (2019), Verena Ehrenbusch's Terrorism: A Genealogy, Cressida Heyes’ Anaethetics, Ladelle McWhorter's Racism and Sexism in Anglo-America: A Genealogy, and Active Intolerance: Michel Foucault, The Prisons Information Group, and the Future of Abolition, eds. Perry Zurn and Andrew Dilts.

Class Format: I will meet with students in a seminar format at various points throughout the semester. I have requested a class block for this reason.

Requirements/Evaluation: evaluation will be based on written work (six 5- to 6-page papers, and six 2-3 page commentaries on their partner's papers) as well as the quality and level of preparation and intellectual engagement in our weekly meetings.

Prerequisites: Relevant background in critical theory, social theory, political theory or philosophy.

Enrollment Limit: 10

Enrollment Preferences: I will give preference to philosophy majors and to upper class students with a demonstrated background in critical theories. Some sophomores may be eligible.

Expected Class Size: 10
PHIL 337  (F)  Justice in Health Care  (WS)
Justice is a notoriously complex and elusive philosophical concept, the conditions of which are even more difficult to articulate within real world institutions and contexts than in the abstract. In this course we'll explore justice as a fundamental moral principle and as a desideratum of the US health care system. The first portion of the course will be devoted to considering general theories of justice as well as alternative conceptions of justice specifically within the health care context. While social justice and distributive justice are deeply intertwined in the health care context and we will discuss both, we will focus primarily on the concept of distributive justice. This theoretically oriented work will provide the background for subsequent examination of specific topics, which may include, among others: justice in health care financing and reform; justice in health care rationing and access to health care, with particular attention to the intersections of rationing criteria with gender, sexuality, race, disability, and age; justice in the procurement and allocation of organs for transplantation; obesity and personal responsibility for illness; and justice in medical research, including "double standards" for research conducted in low resource settings.

Class Format: This class will be conducted remotely, via weekly synchronous tutorial meetings on Zoom or Google Meet.

Requirements/Evaluation: biweekly papers, oral commentaries, and tutorial discussions

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: PHIL majors, PHLH concentrators, those with curricular need for the course, those who have been dropped from the course in previous semesters due to over enrollment, and those who are unlikely to have an opportunity to take the course in a later term

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will write six tutorial papers of 5-7 pages in length, one of which they will revise and submit at the end of the term. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

PHIL 341  (S)  Black Marxism: Political Theory and Anti-Colonialism  (DPE) (WS)

Cross-listings: AFR 340  INTR 341  PSCI 373  PHIL 341

Secondary Cross-listing
The seminar involves a critical engagement with key Africana political leaders, theorists and liberationists. We will examine the Pan-African writings of: Cedric Robinson (Black Marxism); Walter Rodney (How Capitalism Underdeveloped Africa), Eric Williams (Capitalism and Slavery; From Columbus to
Castro; Frantz Fanon (The Wretched of the Earth); Malcolm X (Malcolm X Speaks); Amilcar Cabral (Resistance and Decolonization; Unity and Struggle); C. L. R. James (The Black Jacobins).

Requirements/Evaluation: Attend all classes. Papers are due 24 hours before the start of class. Participate in class discussions.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: Juniors and Seniors.

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 340 (D2) INTR 341 (D2) PSCI 373 (D2) PHIL 341 (D2)

Writing Skills Notes: Three thesis papers at five pages each (each receiving critical feedback from professor); one thesis paper revision with critical feedback from professor and peers, including one letter of revision explaining the student’s revision process; one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper.

Difference, Power, and Equity Notes: This course focuses on anti-colonial struggles against European powers. Research will include the concept of "internal colonies" in the US.

Spring 2021

SEM Section: R1 TBA Joy A. James

PHLH 220 (F) International Nutrition (DPE) (WS)

Global malnutrition continues to represent one of the most challenging issues of international development. Problems of both under- and overnutrition beginning as early as in utero can detrimentally influence the health, development and survival of resource-limited populations. This course introduces students to the most prevalent nutritional issues through a food policy perspective and exposes them to a wide variety of interventions, policies and current debates in the field of international nutrition. In addition to exploring the multi-level programmatic approaches for the prevention and treatment of the related nutritional problems, students will gain exposure and experience in program design and program proposal writing. Readings will involve both real-world programmatic documents/evaluations as well as peer-reviewed journal articles. Examples will be drawn from Africa, Asia and Latin America.

Class Format: This class will be remote. Each week students will typically be asked to (1) watch a series of short lectures- think 10-15’ clips, (2) read peer reviewed articles and post on discussion boards (3) attend synchronous meetings - both in small groups of and as a whole class during assigned class time. Instructor will also be available for one-on-one online meetings/check-ins.

Requirements/Evaluation: six 1-page essays, one final term paper (10-15 pages), one oral presentation, and active class participation

Prerequisites: PHLH 201 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Public Health concentrators

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: As a writing skills course, students will write six 1-page essays (each with an optional rewrite) which will help build the specific writing skills necessary for the final 10- to 15 page paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course exposes the issues of difference, power and inequity by exploring the unequal distribution of resources and power at the global, national and intra-national level within the international nutrition context. We will also critically engage with issues of power, cultural difference and related ethics in the context of international development and nutrition programming.

Fall 2020

SEM Section: R1 MW 6:45 pm - 8:00 pm Marion Min-Barron
Some electric utilities and other CO2 emission polluters are allowed to purchase carbon offsets to achieve a portion of their mandated emissions cuts, in effect, to pay others to reduce carbon emissions in their stead. Some individuals, college and universities, and for-profit and non-profit institutions have chosen voluntarily to purchase carbon offsets as a way of reducing their carbon footprint. But do offsets actually succeed in reducing carbon emissions? What separates a legitimate offset from one that is not? How should we measure the true impact of an offset? How do carbon offsets compare to other policies for reducing carbon emissions in terms of efficiency, equity, and justice? Is there something inherently wrong about "commodifying" the atmosphere? Is there something inherently wrong about selling or buying the right to pollute? Should colleges and universities be using the purchase of offsets to achieve "carbon neutrality?"

**Class Format:** This tutorial will be taught remotely via Zoom meetings. Each student will be the tutorial partner of one other student, and each pair of tutorial partners will meet with the instructor for 75 minutes each week. Individual "office hour meetings" will also occur via Zoom meetings.

**Requirements/Evaluation:** a 5- to 7-page paper every other week; a 3-page written critique every other week; one re-write paper

**Prerequisites:** ECON 110 or the equivalent, permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students and sophomores intending to major in Economics and/or to major or concentrate in Environmental Studies

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**
POEC 214 (D2) ENVI 212 (D2) ECON 214 (D2)

**Writing Skills Notes:** Each student will write five 5-7 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will write five 3-page critiques of their partner's papers. As the final assignment, each student will revise one of their five papers.

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Globally, refugees seem to create, and be caught up in, chronic crisis. This course evaluates how this can be--how a crisis can be chronic. We investigate who refugees are, in international law and popular understanding; examine international and national laws distinguishing refugees from other categories of migrants; evaluate international organizations' roles in managing population displacement; look at the way that images convey stereotypes; consider refugee camps in theory and example; and reflect on what exclusion, integration, and assimilation mean to newcomers and host populations. In whose interest is the prevailing system? Who might change it, and how?

**Requirements/Evaluation:** eleven essays: five lead, five response, and one statement. The first two weeks' essays' grades will be unrecorded.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**Writing Skills Notes:** In addition to writing every week, students will have a chance to write ungraded work; will have a chance to revise submitted work; and will have a chance to work on specific skills cumulatively.

**Difference, Power, and Equity Notes:** This course examines the way in which home states categorize people and oppress some, producing refugees; the way that host states categorize people and oppress some, using immigration to shore up the prevailing ethnic hierarchy; and why we worry about some of these categories of oppression more than others.
Since Donald Trump began his rhetorical assault on immigrants, the political establishment, and the free press, all in the name of "the American people," terms like demagoguery and populism have come to dominate American political discourse. Demagogues and populists are often defined as bad leaders who manipulate the emotions of their audiences for the sake of personal ambition--leaders who turn a good thing (popular government) into something dangerous. At the same time, and as Trump has shown, many of the tactics that populists and demagogues deploy are politically effective. Protest leaders tell their audiences to get angry and to stand up and fight precisely because this kind of rhetoric can move an audience to action when rational persuasion cannot. And, many of the leaders we think of as great today were regarded as demagogues and populists during their own times. Puzzles like these point to our current political moment. How useful are terms like demagoguery and populism for understanding leadership? How have these terms been weaponized to distort politics instead of clarifying it? Should we reserve these terms for leaders who are truly bad, and if so, what counts as a "truly" bad leader (as opposed to one we just happen not to like)? Or can demagogic and populists tactics be deployed in better and worse ways? We will approach these questions through a survey of classic and contemporary writings on popular leadership, from Thucydides and Machiavelli to present-day social science. With these competing theories in view, we will read historical and biographical accounts of some of history's most controversial leaders--including Bolivar, Lenin, FDR, and Hugo Chavez--so as to better understand the popular leaders who dominate much of our politics today.

**Class Format:** This course will be hybrid, combining elements of synchronous meetings and asynchronous content so as to allow both in-person and remote students to participate.

**Requirements/Evaluation:** weekly writing assignments, a medium-length essay, and the option either to write a second medium-length essay or to develop the first essay into a longer research paper

**Prerequisites:** None

**Enrollment Limit:** 14

**Enrollment Preferences:** Leadership Studies concentrators and Political Science majors

**Expected Class Size:** 14

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 255 (D2) PSCI 255 (D2)

**Writing Skills Notes:** Each student will write a critical essay responding to a particular day's reading assignment, with the option to rewrite. Students will write a 10-12 page research paper on a topic they will have discussed with me. For the final assessment, students will have the option either to write a second 10-12 page research paper on a topic different from the first, or to expand their original paper into a 25-30 page research essay. I will provide written feedback regarding grammar, style, and argument.

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This course is an introduction to the contemporary politics of Africa, with the aim of sparking a life-long interest in the affairs of the region. Comprised of nearly 50 countries and home to over 1 billion people, sub-Saharan Africa is remarkable in its diversity, particularly in regards to a number of outcomes central to the study of political science: how do institutions of the past shape current dynamics of political competition and economic growth? Why are some countries stable democracies while others struggle with military coups or authoritarian rule? What sparks political violence and how can countries emerge from conflict? Our focus is both contemporary and comparative, organized thematically around common political experiences and attributes across the region. We begin with the legacies of colonialism, the slave trade, and the politics of liberation. We then interrogate dynamics...
central to political life in Africa over the 60 years since independence: the role of ethnic diversity in shaping competition, the prominence of patronage politics, and the evolution of elections. We next assess major dimensions that have historically shaped the study of African politics, including conflict and violence, economic development, and foreign aid. The final section takes a comparative approach to some of the most pressing issues in Africa today: health crises, migration and mobility, technological revolution, climate change, and the emerging power of women and youth.

Class Format: A typical class session will be about 40% lecture and 60% discussion

Requirements/Evaluation: Class Participation, Map Quiz, Country Case Study (12 - 15 pages, written incrementally throughout semester) and Presentation

Prerequisites: None.

Enrollment Limit: 12

Enrollment Preferences: all first-years and sophomores; those juniors and seniors majoring in political science or concentrating in Global Studies.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: Over the course of the semester, students will produce a substantive political science research paper. We will break the writing assignment into component parts throughout the semester, focusing on structure, substance, style, and citations. We will revise drafts based on individual feedback, engage in collective writing exercises, as well as learn the elements of peer review.

Difference, Power, and Equity Notes: This course takes the racial, ethnic, linguistic, and religious diversity of sub-Saharan Africa as a starting point for understanding the contemporary politics of the region. The course addresses the legacies of systemic inequality as well as strategies of resistance to oppression. We also examine how ethnic and religious diversity shape political institutions, competition, and conflict, comparing different countries and over time.

Spring 2021

SEM Section: H1  MR 3:15 pm - 4:30 pm  Elizabeth Iams Wellman

PSCI 312 (S) American Political Thought (WS)

Cross-listings: PSCI 312 LEAD 312

Primary Cross-listing

From democracy to liberty, equality to community, foundational ideas -- about what makes for good government, about what constitutes the good society, about what is necessary to lead a good life -- define the American political tradition and consume the American political imagination. Designed not only to uncover these (sometimes melodious, sometimes cacophonous) values but also to place current ideological debates about them in a broader developmental context, this tutorial will offer a topical tour of American political thinking from the birth of nationalism in the colonial period to the remaking of conservatism and liberalism in the early twenty-first century. Utilizing primary source material ranging from presidential speeches to party platforms, newspaper editorials to novels, we will seek to interrogate -- reconciling where possible, distinguishing where necessary, interpreting in all instances -- the disparate visions and assessments of the American political experience offered by politicians, artists, intellectuals, activists, and ordinary citizens over the course of more than two centuries. Our focus, then, is nothing less than the story of America -- as told by those who lived it.

Class Format: For spring 2021, this course will be taught remotely, with a few synchronous seminar classes at the start and end of the course bookending weekly synchronous tutorial sessions.

Requirements/Evaluation: five 5- to 7-page essays, five 2- to 3-page critiques, and a revised and extended 10- to 12-page final essay

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Political Science majors and prospective majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
PSCI 312 (D2) LEAD 312 (D2)
Writing Skills Notes: Weekly writing with extensive attention to feedback, revision, and improvement.

Spring 2021

TUT Section: RT1  MW 8:15 am - 9:30 am  Justin Crowe

PSCI 356 (S)  Leadership in American Political Development  (WS)

Cross-listings: LEAD 350  PSCI 356

Secondary Cross-listing

Major change in American politics takes place when an old political order collapses and a new one emerges to replace it, sometimes through violent struggle. Before the Civil War and Reconstruction, for example, states enjoyed autonomy over most areas of politics—including whether or not to maintain slavery. Afterwards, the Federal Government began to assert itself vis-à-vis civil rights and liberties in ways it had never previously done. Relatedly, before the Great Depression, state government basically managed their own economies; but the New Deal gave the federal government power to create and manage a new, national economy. What are the deep sources of these architectonic changes? Who or what is responsible for them? And what is the best way to study them? This course will survey the alternative and competing ways in which leading thinkers and scholars answer these questions. Some argue that dynamic individuals—such as Lincoln and Franklin Roosevelt—drive political change, and that change would not happen without such leaders. Others contend that these so-called “leaders” are themselves mere bi-products of impersonal forces, such as party realignments, critical elections, and social, economic, and technological changes. Our goal will be to understand these theories on their own terms, and then to evaluate them with reference to some case studies from American history. To this end, we will study theoretical writings but we will also read selections from histories and biographies that draw a more intimate, nuanced picture of the leaders, groups, and personalities involved in America’s most transformative political moments.

Class Format: This course will be hybrid, combining elements of synchronous meetings and asynchronous content so as to allow both in-person and remote students to participate.

Requirements/Evaluation: weekly writing assignments, a medium-length essay, and the option either to write a second medium-length essay or to develop the first essay into a longer research paper

Prerequisites: previous course in Leadership Studies, American politics, or American history

Enrollment Limit: 14

Enrollment Preferences: Leadership Studies concentrators and Political Science majors

Expected Class Size: 14

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 350 (D2)  PSCI 356 (D2)

Writing Skills Notes: Each student will write a critical essay responding to a particular day’s reading assignment, with the option to rewrite. Students will write a 10-12 page research paper on a topic they will have discussed with me. For the final assessment, students will have the option either to write a second 10-12 page research paper on a topic different from the first, or to expand their original paper into a 25-30 page research essay. I will provide written feedback regarding grammar, style, and argument.

Spring 2021

SEM Section: H1  MR 1:30 pm - 2:45 pm  Charles U. Zug

PSCI 373 (S)  Black Marxism: Political Theory and Anti-Colonialism  (DPE)  (WS)

Cross-listings: AFR 340  INTR 341  PSCI 373  PHIL 341

Secondary Cross-listing

The seminar involves a critical engagement with key Africana political leaders, theorists and liberationists. We will examine the Pan-African writings of: Cedric Robinson (Black Marxism); Walter Rodney (How Capitalism Underdeveloped Africa), Eric Williams (Capitalism and Slavery; From Columbus to Castro); Frantz Fanon (The Wretched of the Earth); Malcolm X (Malcolm X Speaks); Amilcar Cabral (Resistance and Decolonization; Unity and Struggle); C. L. R. James (The Black Jacobins).
Requirements/Evaluation: Attend all classes. Papers are due 24 hours before the start of class. Participate in class discussions.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: Juniors and Seniors.

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 340 (D2) INTR 341 (D2) PSCI 373 (D2) PHIL 341 (D2)

Writing Skills Notes: Three thesis papers at five pages each (each receiving critical feedback from professor); one thesis paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process; one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper.

Difference, Power, and Equity Notes: This course focuses on anti-colonial struggles against European powers. Research will include the concept of "internal colonies" in the US.

Spring 2021
SEM Section: R1 TBA Joy A. James

PSCI 376 (F) Angela Davis: Political Theory, Activism, and Alliances (DPE) (WS)

Cross-listings: LEAD 319 PSCI 376 INTR 320

Secondary Cross-listing

This seminar examines the political thought, activism, and iconography of abolitionist Angela Davis. The seminar involves a critical engagement with the philosopher, former political prisoner, and their relationship with other theorists, authors and activists. Readings include: Angela Davis: An Autobiography; Soledad Brother: The Prison Letters of George Jackson; The Morning Breaks: The Trial of Angela Davis; Women, Race, and Class; If They Come in the Morning.

Requirements/Evaluation: Requirements: students attend each seminar class and come prepared to discuss the readings. Papers are due by email 24 hours before the seminar begins.

Prerequisites: Preferences: Juniors and Seniors who have taken courses in Africana Studies, American Studies, Political Science, Philosophy.

Enrollment Limit: 19

Enrollment Preferences: Juniors and Seniors with previous courses taken in Africana Studies, American Studies, Political Science, Philosophy.

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
LEAD 319 (D2) PSCI 376 (D2) INTR 320 (D2)

Writing Skills Notes: Three thesis papers at five pages each will receive critical feedback from the professor; one of the three papers will be revised with critical feedback from professor and peers, accompanied by a one-page statement explaining student's revisions; one keyword glossary where students define their key terms used in the paper; one roundtable discussion based on the final paper.

Difference, Power, and Equity Notes: This course examines political activism in the 1960s-1970s during the Cold War in which the civil rights, black power and student anti-war movements challenged traditional US domestic and foreign policies. Examining the differential powers of university Regents, governors, presidents, and police forces and prison administrations in relation to social justice movements led by people under the age of thirty, we examine the structures of institutional power and the agency of cadre theorists.

Fall 2020
SEM Section: R1 TBA Joy A. James
PSYC 158 (S) Freud: A Tutorial (WS)

Cross-listings: PSYC 158 HIST 485

Secondary Cross-listing

This tutorial is devoted to the systematic reading of the principal works of Sigmund Freud, one of the deepest, subtlest, and most influential thinkers of the last one-hundred years. Students will read Freud's work more or less chronologically, beginning with his writings on hysteria and concluding with his deeply pessimistic essay, Civilization and Its Discontents. In tutorial, we will consider the development of Freud's thought over the course of his professional life: his general psychological writings on the nature and functioning of the human psyche, his clinical writings on psychoanalysis as a form of treatment, and his cultural writings on art and artists, on the origin of human society, on religion, and on the relation of the individual to society and civilization. We will not be considering the relevance of Freud's ideas for purposes that transcend his own psychological agenda in the tutorial. Nor will we be much concerned with assessing whether Freud was "right" or "wrong" or whether his thought has clinical relevance today. Instead, we will seek to understand Freud as much as possible on his terms and not on ours, as a historical figure of originality, complexity and contradiction, whose thought deserves close reading and deep understanding within the context of Freud's thought itself.

Class Format: students will write and present orally six essays of 6-7 pages on assigned reading every other week; students not presenting an essay in a given week will be responsible for critiquing the presented essay

Requirements/Evaluation: student grades will be assigned only at the end of the semester based on their papers, their critiques, and their performance in tutorial discussion

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: juniors and seniors and History majors needing a 400-level seminar or tutorial to fulfill the requirements for a degree in History

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: fulfills History's 400-level graduation requirement

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PSYC 158 (D2) HIST 485 (D2)

Writing Skills Notes: As a tutorial, this course is by definition writing skills, both in terms of the number of papers that students will produce (six) and in terms of the focus on writing during every tutorial session. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Spring 2021

TUT Section: RT1 TBA Thomas A. Kohut

REL 268 (F) Where are all the Jews? (DPE) (WS)

Cross-listings: REL 268 ARAB 363 COMP 363 JWST 268

Secondary Cross-listing

Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israelite Universelle’s schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews’ departure from their ancestral lands left a socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, ethnographies, historiographical works, and anthropological texts alongside documentaries films, the students will understand how literature and film have become a locus in which amnesia about Arab/Berber Jews is actively contested by recreating a bygone world. Resisting both conflict and nostalgia as the primary determinants of Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

Class Format: The course will be offered both in-person and remotely. Students enrolled remotely are required to watch the recorded videos of the
in-person sessions in order to stay abreast of the discussions that take place in the classroom and enrich their engagement with the materials assigned in the course.

**Requirements/Evaluation:** 400-word weekly, focused responses on Glow; a book review (600 words); two five-page papers as mid-terms; one ten-page final paper; one presentation.

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** students interested in critical and comparative literary, religious or historical studies.

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 268 (D2) ARAB 363 (D1) COMP 363 (D1) JWST 268 (D2)

**Writing Skills Notes:** Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on each written work to improve students' writing skills. Students are required to incorporate the feedback to improve their drafts before they become final. Students will receive detailed and consistent feedback about their writing in Arabic language. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Students in this course will understand the historical process that lead to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.

Fall 2020

SEM Section: H1  MW 10:00 am - 11:15 am  Brahim El Guabli

**REL 269 (F) Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience** (DPE) (WS)

**Cross-listings:** REL 269  STS 269  ASST 269  ANTH 269

**Secondary Cross-listing**

This course offers a social analysis and condensed genealogy of mindfulness from its roots as a Buddhist meditation practice through its modern application as a tool to improve our awareness of the related processes of mind, behavior, and emotions. We consider how mindfulness relates to Buddhist discourses and practices, and to the rapid rise of fields like contemplative neuroscience, affective neuroscience, and integrative neurobiology. How and why has the research on mindfulness and other applied meditative practices exploded since 2000? How has this research helped us understand and explain the intersection of mind, emotion, behavior, and human development? We critically examine the models of the mind developed by clinical and evolutionary psychologists and researchers in fields such as affective neuroscience to better understand the applications of mindfulness in the US today. Specifically, we consider how mindfulness and other forms of meditation are being used to improve the training of health care providers and educators, while augmenting and deepening the quality of their engagement with patients, students, and others they serve. We examine and train in a variety of meditation practices including mindfulness and forest bathing, while unpacking the subjective experience of our minds and emotions first-hand. Students will be asked to engage in mindfulness practices the entire semester.

**Class Format:** Offered in a hybrid format, but students are encouraged to attend in person if they can. Studies will be grouped in pairs or threesomes, that will meet in-person or remotely. Please email me (Kgutscho@williams.edu) to indicate whether you intend to take this class in-person or remotely.

**Requirements/Evaluation:** weekly tutorial papers and discussion

**Prerequisites:** A prior class or some experience with meditation is recommended

**Enrollment Limit:** 10

**Enrollment Preferences:** ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 269 (D2) STS 269 (D2) ASST 269 (D2) ANTH 269 (D2)
Writing Skills Notes: This class will involve weekly tutorial essays of 1200 or 600 words, written feedback on every essay, and a mid-semester 'writing chat' with the instructor.

Difference, Power, and Equity Notes: This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can alleviate pervasive and population-wide health issues in the US including rising rates of anxiety, depression, and other mental health issues that are exacerbated by stress related to social inequality and structural violence. It also explores the ways that mindfulness has been marketed as an elite and non-inclusive practice within the US.

Fall 2020
TUT Section: HT1 TBA Kim Gutschow

REL 284 (S) From the Battlefield to the Hermit’s Cell: Art and Experience in Norman Europe (WS)
Cross-listings: REL 284 WGSS 284 ARTH 218

Secondary Cross-listing
This tutorial provides students with the chance to investigate in-depth three of the most astonishing works of art created during the entire Middle Ages: the Bayeux Tapestry (c.1077-1082), the Cappella Palatina (c.1130s-1166), and the Psalter of Christina of Markyate (1120s-1160s). Created within a hundred years of each other all within territories controlled by the Normans—a warrior dynasty that settled in northern France in the 10th century and then expanded north into England and south into Italy in the 11th and 12th centuries—each of these works is unprecedentedly ambitious in scale, dazzling in its material properties, and survives in its original wholeness, a rarity in the medieval world. Despite these similarities, however, each work is very different from the other two and so sheds light on very different aspects of Norman experience, across Europe. The Bayeux Tapestry, likely made by female embroiderers for a baronial hall, is a giant textile (over 70 meters long) that in gruesome and fascinating detail tells the story of the Norman invasion of England by William the Conqueror in 1066. The Cappella Palatina in Palermo, in turn, commissioned by King Roger II, is a royal chapel covered in sumptuous mosaics that reveals through its decoration and ritual the dynamic interaction of Islamic, Byzantine, and Latin Christian traditions in the multicultural Norman kingdom of Sicily in the 12th century. And the Psalter of Christina of Markyate, a large prayerbook made for the use of a female recluse in southern England, contains 40 full-page paintings and 215 decorated initials, a vast and inventive program of imagery that through its creative profundity helped reshape private devotional art and culture for centuries to come. Through their variety, then, these three objects—an embroidery, a building, and a book—give students insight into the rich array of concerns and aspirations, from the political to the spiritual and from the public to the private, that gave substance and meaning to 11th- and 12th-century European life, for women as well as men. What is more, these three remarkable works of art have been the focus of much interesting scholarship in recent years, so an exploration of some of that literature provides a compelling introduction to the discipline of art history itself, past and present.

Requirements/Evaluation: Participation in discussion; five 5-7-page tutorial papers; five 1-2-page response papers.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: First years and sophomores, but open to all.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 284 (D2) WGSS 284 (D2) ARTH 218 (D1)

Writing Skills Notes: In this tutorial, students will develop skills of critical reading and focus on how to craft clear and persuasive arguments of their own. To help them achieve these goals, they will receive timely comments on their written work, especially the five 5-7-page papers they will submit, with suggestions for improvement.

Spring 2021
TUT Section: RT1 TBA Peter D. Low

REL 412 (F) Gandhi: History, Ideas and Legacy (WS)
Cross-listings: REL 412 LEAD 412 GBST 412 ASST 412 HIST 496

Secondary Cross-listing
This course studies the life, work, and ideas of M.K. Gandhi (1869-1948), one of the most influential thinkers of the non-western world. Gandhi is well known today for his philosophy of non-violent resistance and its application in India's freedom struggle as well as his influence on the work of leaders like Martin Luther King and Nelson Mandela. Hailed as the 'father of the Indian nation', however, Gandhi is not only known for his political ideas but also for his deep engagement with aspects of everyday human behavior and morality: truth, vegetarianism, sex and celibacy, to name just a few of his obsessions which contributed to making his broader philosophy. It is this commitment to a morally pure life that earned him the title of 'Mahatma' or Great Soul in India. This tutorial will focus on three key aspects of Gandhi: his ideas of peaceful protest as means of social and political change, his contemplations on moral philosophy, and on his legacy in modern India and the world. Students will read a combination of Gandhi's own writings as well as journal articles, monographs and films. The course will probe questions such as: What was the context and nature of Gandhian nationalism? Did it help to integrate the Indian nation? Was Gandhi truly a Great Soul, a saint or a shrewd politician? In what ways is Gandhi received and remembered by the Indian nation today? How does understanding a figure like Gandhi facilitate our understanding of modern nationalism, citizenship and political action?

Class Format: REMOTE. This tutorial will be taught remotely but will otherwise follow the usual tutorial format of weekly hour-long meetings, pairing students who will alternatively write papers and critiques each week.

Requirements/Evaluation: 5-7-page essays or 2-page critique due each week and a final report (3-4 pages) at the end of the semester.

Prerequisites: None, except students who have taken HIST488T will not be permitted to take this class.

Enrollment Limit: 10

Enrollment Preferences: Senior history majors and students who have previously taken HIST221. Students who have previously taken HIST488T will not be permitted to take this class.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 412 (D2) LEAD 412 (D2) GBST 412 (D2) ASST 412 (D2) HIST 496 (D2)

Writing Skills Notes: As a tutorial, this course is Writing Intensive as students not only write weekly papers but they also develop critical tools to engage in close reading of texts and interpret them and the facts therein. Each week, they will develop their writing by providing constructive criticism of their partner's paper, and in turn, learn to receive and build on critiques of their own work. Students will be given the opportunity to substantively revise their work on a regular basis.

Fall 2020

TUT Section: RT1    TBA    Aparna Kapadia

RLSP 202 (S) Introduction to the Analysis of Literature in Spanish (WS)

This course is intended for students who are considering a major in Spanish, including those who have recently completed RLSP 105, 107, or 200. Using a textbook, Aproximaciones al estudio de la literatura hispánica, we will study the fundamentals of genre analysis while reading selected works of prose, poetry and drama from Latin America and Spain. Conducted in Spanish. This course is writing intensive because the techniques of planning, writing, and revising essays will all be extensively discussed and put into practice.

Class Format: This class will be fully remote. Students are expected to be active participants at all scheduled class meetings, which will be used for discussion, collaborative analysis of literature texts, and writing workshops. There will be some additional asynchronous components.

Requirements/Evaluation: assignments will include three 5-page essays, a number of shorter papers, and occasional discussion-leading as well as consistent preparation and class participation

Prerequisites: RLSP 105, 107, 200, 209, or placement exam results indicating readiness for a 200-level course

Enrollment Limit: 12

Enrollment Preferences: first- and second-year students who are considering the major in Spanish

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Our commitment to the formal analysis of literature in Spanish lends itself to a sustained and focused attention to student
writing. As we learn to analyze works of literature, we will bring our attention to questions of rhetoric, style and structure to bear on our own writing also. Papers will be "work-shopped" throughout the semester; students will also practice peer-editing in pairs. Students will also receive extensive feedback from the professor with the goal of strategic revision.

Spring 2021
SEM Section: R1  MWF 10:40 am - 11:30 am  Jennifer L. French

RLSP 230 (F) Mexican Literature and Cultural Production (DPE) (WS)
This course will offer a survey of the rich and varied cultural production of Mexico, from the pre-Hispanic past to the present. Students will explore a variety of literary genres (pre-Hispanic poetry, creation stories and songs; chronicles of conquest; short works of prose fiction and novels; and modern poetry and essays) as well as other kinds of cultural production within a framework of historical contextualization and formal analysis. The course meets twice per week and it is taught remotely. Conducted in Spanish.

Requirements/Evaluation: Each student will write three 4- to 5-page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner’s papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version. Excellent preparation, active and engaged participation in class discussions.

Prerequisites: RLSP 105, placement exam results, permission of instructor.
Enrollment Limit: 19
Enrollment Preferences: Spanish majors and certificate students, current and potential; LATS concentrators
Expected Class Size: 19
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Each student will write three 4- to 5-page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner’s papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version.

Difference, Power, and Equity Notes: This course will introduce students to the rich and varied cultural production of Mexico across time and space. It will highlight the often marginalized and neglected intellectual histories of indigenous peoples and other minoritized sectors of Mexican society. As such, students will acquire critical tools to examine and understand the rich and varied cultural production of Mexico.

Fall 2020
SEM Section: R1  TF 1:30 pm - 2:45 pm  Carlos Macias Prieto

RLSP 308 (S) Survey of Colonial Latin American Literature from 1492 to the Early 19th Century (DPE) (WS)
This course will focus on major works of Spanish American literature from 1492 through the first part of the 19th century. Readings will include narrative texts such as Cartas de relación, chronicles of conquest, religious texts, and indigenous annals, as well as poetry and drama. While many of the texts will focus on colonial Mexico, we will also study texts from Central and South America. We will focus on the historical contexts and formal aspects of these works, and study methods of textual analysis that are particularly relevant to these texts via selected critical readings. Special attention will be given to colonial encounters and the clash of cultures that produced new identities and textualities under Spanish colonial rule. The course meets twice per week and it is taught remotely. Conducted in Spanish.

Requirements/Evaluation: Each student will write three 4-6 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner’s papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version. Excellent preparation and class participation.

Prerequisites: One RLSP course at the 200-level or above or permission of instructor
Enrollment Limit: 19
Enrollment Preferences: Spanish majors
Expected Class Size: 19
Grading: yes pass/fail option, yes fifth course option
Writing Skills Notes: Each student will write three 4-6 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner’s papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version.

Difference, Power, and Equity Notes: This course will highlight intellectual production of indigenous peoples of the Americas under Spanish colonial rule. It will explore the new identities and textualities that emerge as a result of the encounter and subsequent conquest of the Americas. As such, students will gain critical skills to analyze and understand a diversity of Spanish-American colonial texts from the 16th century to the early 19th century.

Spring 2021
SEM Section: R1  TF 1:30 pm - 2:45 pm  Carlos Macias Prieto

RUSS 218  (S)  Extreme Persuasions: The Far Right in the United States and Russia  (DPE)  (WS)
Cross-listings:  AMST 219  RUSS 218  WGSS 217
Secondary Cross-listing

The purpose of this course is to explore the unexpected recent confluence of the American and Russian far-right movements, among advocates for authoritarianism in both countries who have traditionally understood the ‘other’ superpower to be an implacable enemy. How have nationalist movements in the United States come to see the Russian Federation as a vanguard for ‘whiteness’ and traditional masculinity in European identity, overturning the perception of Russia as a racial Other that was prevalent among American conservatives during the Cold War? What are the affinities between the imperial and openly patriarchal aspirations of Putinism and the goals of American religious Reconstructionism, with its interpretation of the Confederacy as a God-given model for racial separatism and gender complementarianism? We will discuss repressive historical legacies and homophobia in both countries, devoting particular attention to debates about protest art and the removal of monuments, and to movements that situate themselves in opposition to neoliberal forms of ethno-nationalism.

Requirements/Evaluation: On average, there will be 100 pages of reading per week. Over the course of the semester, students will be required to view three films, which will be discussed in class. Class participation counts for 25% of the course grade; each of the first three response papers, 15%; the term paper, 25%; the in-class presentation of the term paper, 5%.

Prerequisites: None
Enrollment Limit: 19
Enrollment Preferences: Majors and concentrators in AMST, Russian, and Women's and Gender Studies.
Expected Class Size: 19
Grading: yes pass/fail option, yes fifth course option
Distributions:  (D1)  (DPE)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 219 (D2) RUSS 218 (D1) WGSS 217 (D2)

Writing Skills Notes: The written work is comprised of three response papers (5-7 pages each), a rough draft of the term paper (8-10 pages) that will be ungraded but extensively commented upon, and the term paper itself (10-15 pages). Each student to discuss their writing strategies prior to the deadlines for the essay assignments. For the essays, students may choose from among a range of prompts, or design a topic of their own.

Difference, Power, and Equity Notes: Students will use the assigned readings as points of departure for analyzing and responding to traditionalist configurations of gender and ethno-nationalism in the United States and the Russian Federation. Particular attention will be devoted to the proliferation of different conceptions of power and privilege in both countries, and to ways in which a parsing of them may facilitate an engagement with the arguments of far right movements while retaining the concept of social justice.

Spring 2021
SEM Section: H1  TR 11:30 am - 12:45 pm  Alexandar Mihailovic

RUSS 219  (S)  Cults of Personality  (WS)
Cross-listings:  COMP 215  RUSS 219
First uttered by Soviet leader Nikita Khrushchev in 1956, the phrase "cult of personality" was formulated to discredit the hero-worship that accompanied Joseph Stalin's iron-fisted rule of the Soviet Union. Since then, the phrase has gained currency as a condemnation of a variety of seemingly all-powerful leaders in oppressive political regimes, including China's Mao Zedong, Iran's Ayatollah Khomeini, and the ruling Kim family in North Korea. In this course, we will examine the phenomenon of the cult of personality from a variety of perspectives, beginning with the cult surrounding Stalin and ending with that of Vladimir Putin. Our course material will encompass scholarship from multiple disciplines, including history, sociology, political science, cultural and media studies, as well as artistic expression typically labeled propaganda in literature, the visual arts, and film. Although our course will begin in the Soviet Union and end in contemporary Russia, we will explore how the cult of personality has been adapted and updated for different cultural and political purposes in fascist Germany and Spain, China, Iran, North Korea, and Cuba. All readings will be in English, and all films will have English subtitles.

Class Format: remote

Requirements/Evaluation: completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 215 (D1) RUSS 219 (D1)

Writing Skills Notes: Students will be writing papers (5-6 pages) every other week and receiving detailed feedback on their writing with the expectation that they will identify areas in need of improvement and work on these throughout the semester. The course will also require that students write one paper together with their tutorial partner and that they rewrite two different papers, one at midterm and the other at the end of the term.

Spring 2021

TUT Section: RT1 TBA Julie A. Cassiday

RUSS 248 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WS)

Cross-listings: SOC 248 GBST 247 RUSS 248

Secondary Cross-listing

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the Russia-Ukraine conflict or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Bulgaria, Poland, Latvia and Ukraine. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

Class Format: The course will meet remotely for the most part, although in-person meetings with the appropriate precautions may be arranged at the tutorial partners' and instructor's discretion.

Requirements/Evaluation: 5-page paper every other week, written comments on the partner's paper in alternate weeks

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Anthropology, Sociology, and Russian majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option
This course is cross-listed and the prefixes carry the following divisional credit:

SOC 248 (D2) GBST 247 (D2) RUSS 248 (D1)

Writing Skills Notes: This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written feedback from both the instructor and the tutorial partner, and are workshopped during the tutorial meetings.

Difference, Power, and Equity Notes: Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. We will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

Fall 2020

TUT Section: RT1 TBA Olga Shevchenko

STS 240 (F) Great Astronomers and Their Original Publications (WS)

Cross-listings: ASTR 240 STS 240 HSCI 240 LEAD 240

Secondary Cross-listing

In this course we will study some of the greatest figures in astronomy and consider their leadership in advancing progress in the field. We will consider their lives and works, especially as represented by original copies of their books and other publications. These great astronomers include: 16th century, Nicolaus Copernicus (heliocentric universe); Tycho Brahe (best pre-telescopic observations); 17th century, Galileo (discoveries with his first astronomical telescope, 1610; sunspots, 1613; Dialogo, 1632); Johannes Kepler (laws of planetary motion, 1609, 1619); Johannes Hevelius and Elisabeth Hevelius (atlases of the Moon and of stars, 1647, and 1687); Isaac Newton (laws of universal gravitation and of motion, 1687); 18th century, Edmond Halley (Miscellanea curiosa, eclipse maps, 1715, 1724); John Flamsteed and Margaret Flamsteed (Atlas Coelestis, 1729); and William Herschel and Caroline Herschel (1781, 1798). Also, from more recent times in which original works are often articles rather than books: 20th century, Albert Einstein (special relativity, 1905; general relativity, 1916); Marie Curie (radioactivity); Cecilia Payne-Gaposchkin (hydrogen dominating stars, 1929), Edwin Hubble (Hubble's law, 1929); Vera Rubin (dark matter, 1970s); Jocelyn Bell Burnell (pulsar discovery, 1968); and 21st century: Wendy Freedman (Universe's expansion rate, 2000s). First editions will be available in Williams's Chapin Library of rare books, and facsimiles or digital copies will be provided for remote learning. We will also consider how such original materials are collected and preserved, and look at examples from the wider world of rarities, such as a leaf from the Gutenberg Bible (c. 1450) and a Shakespeare First Folio (1623, with a discussion of astronomical references in Shakespeare's plays). We evaluate a trove of books and papers about historic transits of Venus. We discuss matters of fraud and authenticity, especially the case of a purported Sidereus Nuncius, shown to be a modern construction. The course will be taught in collaboration between an astronomer and a rare books librarian, with remote lectures by experts from around the world.

Class Format: Meeting on campus in the Chapin Library classroom (Sawyer 452) or remotely; students who are not on campus can visit the original books at a later time/year.

Requirements/Evaluation: class participation, two 5-page intermediate papers, and a final 15-page paper; student choice of additional readings from a provided reading list

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: if overenrolled, preference by written paragraph of explanation of why student wants to take the course

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ASTR 240 (D3) STS 240 (D2) HSCI 240 (D3) LEAD 240 (D3)

Writing Skills Notes: Comments on submitted papers will aid in writing skills

Fall 2020

SEM Section: H1 W 1:30 pm - 2:20 pm Jay M. Pasachoff, Wayne G. Hammond
In ancient Greece, Democritus took his ontological bearings by atoms he took not to come to be, change, or pass away, but to move and interconnect in space so as to compose everything else. Plato also took his ontological bearings by entities that do not change, but ones that are not in space or time: mathematical structures and, at least aspirationally, the forms or ideas of the good, the beautiful, etc. Aristotle, finally, took his ontological bearings by temporal entities, i.e., organisms. In these terms, modern science combines central teachings of Democritus and Plato: the universe is understood as a mechanism whose components—ultimately, atoms—interact in ways governed by mathematical laws, and—for Descartes and his followers—animals, too, are machines rather than organisms. Hence, Laplace's (1814) thesis that "An intellect which at a certain moment would know all forces that set nature in motion, and all positions of all items of which nature is composed, if this intellect were also vast enough to submit these data to analysis, it would embrace in a single formula the movements of the greatest bodies of the universe and those of the tiniest atom; for such an intellect nothing would be uncertain and the future just like the past would be present before its eyes." This deterministic, mechanistic, and reductionist way of thinking has, for the past several hundred years, powerfully influenced such diverse fields as philosophy, biology, and economics. Over the past few decades, however, it has been challenged by new discoveries, particularly in physics and biology, and by theoreticians in a variety of disciplines. These theoreticians focus on complex, dynamic systems as, in one terminology, wholes that are more than the sums of their constituents. In this tutorial, we examine some of the most promising and intriguing trends in this potentially revolutionary movement. Our central focus will be on autopoietic systems, i.e., entities that subsist over time despite changing their material constituents. The smallest such entities are cells, but the tissues, organs, and organisms of which many cells are constituents are also autopoietic systems, as are yet more complex entities such as universities, economies, ecosystems, and states. The process ontology required by autopoietic systems is a radical alternative to the ontology that has been dominant for the past several centuries. It has many exciting implications for various subdisciplines in philosophy and for various academic disciplines beyond philosophy.

Class Format: Virtual

Requirements/Evaluation: Presentations, responses to presentations, essays, response papers, participation in discussions.

Prerequisites: None.

Enrollment Limit: 10

Enrollment Preferences: Philosophy majors and potential majors.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 252 (D2) STS 252 (D2)

Writing Skills Notes: Students will write 6 6-8 page essays and 6 2-3 page response papers. I will comment on all the essays, and my comments will aim to help students improve their writing skills. Among the issues to be addressed will be the challenge of writing essays to be presented rather than simply to be read.

Fall 2020

TUT Section: HT1 TBA Alan White

STS 269 (F) Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience (DPE) (WS)

Cross-listings: REL 269 STS 269 ASST 269 ANTH 269

Secondary Cross-listing

This course offers a social analysis and condensed genealogy of mindfulness from its roots as a Buddhist meditation practice through its modern application as a tool to improve our awareness of the related processes of mind, behavior, and emotions. We consider how mindfulness relates to Buddhist discourses and practices, and to the rapid rise of fields like contemplative neuroscience, affective neuroscience, and integrative neurobiology. How and why has the research on mindfulness and other applied meditative practices exploded since 2000? How has this research
helped us understand and explain the intersection of mind, emotion, behavior, and human development? We critically examine the models of the mind developed by clinical and evolutionary psychologists and researchers in fields such as affective neuroscience to better understand the applications of mindfulness in the US today. Specifically, we consider how mindfulness and other forms of meditation are being used to improve the training of health care providers and educators, while augmenting and deepening the quality of their engagement with patients, students, and others they serve. We examine and train in a variety of meditation practices including mindfulness and forest bathing, while unpacking the subjective experience of our minds and emotions first-hand. Students will be asked to engage in mindfulness practices the entire semester.

Class Format: Offered in a hybrid format, but students are encouraged to attend in person if they can. Studies will be grouped in pairs or threesomes, that will meet in-person or remotely. Please email me (Kgutscho@williams.edu) to indicate whether you intend to take this class in-person or remotely.

Requirements/Evaluation: weekly tutorial papers and discussion

Prerequisites: A prior class or some experience with meditation is recommended

Enrollment Limit: 10

Enrollment Preferences: ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 269 (D2) STS 269 (D2) ASST 269 (D2) ANTH 269 (D2)

Writing Skills Notes: This class will involve weekly tutorial essays of 1200 or 600 words, written feedback on every essay, and a mid-semester 'writing chat' with the instructor.

Difference, Power, and Equity Notes: This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can alleviate pervasive and population-wide health issues in the US including rising rates of anxiety, depression, and other mental health issues that are exacerbated by stress related to social inequality and structural violence. It also explores the ways that mindfulness has been marketed as an elite and non-inclusive practice within the US.

Fall 2020

TUT Section: HT1 TBA Kim Gutschow

THEA 250 (S) Feminist Theatres: A Global Perspective (DPE) (WS)

Cross-listings: ENGL 253 WGSS 250 THEA 250

Primary Cross-listing

What makes a work of theatre feminist? How do plays, social practices, and performances engage with different models of feminism: liberal, radical, materialist, intersectional, reluctant? Why has feminism mattered to theatre makers of the past? Should it still matter to us now? If so, what forms might future feminist theatres and performance practices take? In this tutorial, students will work in pairs to examine the political relation of models of feminism to plays and performances by theatre artists, companies, and collaborators from across the globe, from the late-twentieth century to today. Interrogating feminism's own legacies of exclusionary and biased tactics, we will focus on the racialized and class-based aspects of feminist performance practices and the history of radical and intersectional feminism in theatre. Artists, companies, and movements to be considered may include: Spiderwoman Theatre, The WOW Café, Hélène Cixous, Adrienne Kennedy, Caryl Churchill, Sphinx Theatre Company, Wendy Wasserstein, Ntozake Shange, Griselda Gambaro, Manjula Padmanabhan, Cherrie Moraga, Karen Finley, Suzan-Lori Parks, Young Jean Lee, Lisa Kron, Tori Sampson, Arethusa Speaks, Women's Project and Productions, Sarah DeLappe, and others. Close reading and analysis of source material will occur alongside engagement with critical essays and writings by: Audre Lorde, Judith Butler, bell hooks, Gloria Anzaldúa, Kimberlé Crenshaw, Eve K. Sedgwick, Gayatri Spivak, Jill Dolan, Sue-Ellen Case, José E. Muñoz, and Donna Haraway. This course will follow a standard tutorial format, with students alternating the presentation and reading of a series of 5-page papers.

Class Format: For Spring 2021, the format for the course is to be determined. Ideally, we will meet weekly and in-person in groups of 3 (two students and professor). Should necessary social distancing measures be in place, we will conduct our tutorial meetings remotely in either Zoom or Google Meet.

Requirements/Evaluation: students will meet with instructor in pairs for an hour each week; they will write a 5-page paper every other week (five in all), and comment on their partner's papers in alternate weeks; emphasis will be placed on developing skills in reading, interpretation, critical argumentation, and critical written and oral response
Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Theatre majors; WGSS majors; ART majors; COMP majors. Students from all majors are welcome and invited to contact Prof. Holzapfel about their interest in the class: ash2@williams.edu

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 253 (D1) WGSS 250 (D2) THEA 250 (D1)

Writing Skills Notes: As a tutorial, this course will require extensive practice in writing, editing, and revising. Emphasis be directed towards building and developing a compelling argument, providing thorough evidence for one's interpretation, and fluidly integrating theory into one's argumentation.

Difference, Power, and Equity Notes: This tutorial examines intersections between gender, race, sexuality, class, and ethnicity in relation to theatre's ongoing engagement with feminism. We will consider how articulations of difference, power, and equity arise and are, in fact, prioritized in quite different ways within the politics of feminism itself, leading to their variable expressions through art.

Spring 2021

TUT Section: HT1 TBA Amy S. Holzapfel

THEA 310 (F) Playwriting: Facing the Blank Page (WS) (QFR)

I believe that after food and shelter, humans need stories to survive. this class will focus on each writer's dreams, fears and desires and how to turn them into plays. Students will explore the fundamentals of playwriting. This will include writing exercises, weekly pages, hearing your scenes out loud and at the end of the semester the first draft of a new play.

Class Format: Hybrid

Requirements/Evaluation: Upon completion of the semester, you will be able to demonstrate and ability to: draft, rewrite, discuss and continue to rewrite; engage verbal discussion of your work and your colleagues work; place the work in context of other artists and artistic pursuits; place work in context of culture and society; complete a full draft of your play.

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Theater majors first, then Concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS) (QFR)

Writing Skills Notes: You are expected to attend class, to keep up with required writing, readings drafts pages to class and participate in all discussions.

Quantitative/Formal Reasoning Notes: You are also expected to think critically and articulate your thoughts.

Fall 2020

SEM Section: H1 RF 3:15 pm - 4:30 pm Lucy Thurber, Ren Dara Santiago

THEA 340 (S) Shakespeare on Page, Stage and Screen: Text to Performance (WS)

Cross-listings: THEA 340 ENGL 345 COMP 343

Primary Cross-listing

Four centuries on, Shakespeare still challenges us. How should we weigh the respective claims of our own era's concerns--with matters of gender, sexuality, race, class, or materiality, for instance--against historicist attention to the cultural, political and theatrical circumstances in which his plays were actually written? And when it comes to realizing the text in dramatic performance, such challenges--and opportunities--multiply further. Critical fidelity to Shakespeare's times, language and theatrical milieu prioritizes a historical authenticity that can be constraining or even sterilizing. At the
other extreme, staging the plays with the primary aim of making them "speak to our times" risks revisionary absorption in our own interests. We will focus on six Shakespeare plays, from different genres and periods of his career: Romeo and Juliet, Henry V, Twelfth Night, Hamlet, Antony and Cleopatra, and A Midsummer Night's Dream. Proceeding with each from close reading of the text, we will attend to the demands and opportunities of both interpretation and performance, and assess a range of recent film and stage productions.

Class Format: This course will be remote, with occasional smaller tutorial-style sections. If pandemic conditions change significantly, I will move to in-person and/or hybrid meetings as warranted.

Requirements/Evaluation: Three papers ranging from 4 to 7 pages; several short reading responses and regular discussion board postings; class participation.

Prerequisites: A THEA course; a 100-level ENGL course; a score of 5 on the AP Literature exam or a 6 or 7 on the IB exam; or permission of instructor.

Enrollment Limit: 14

Enrollment Preferences: Theatre and English majors or prospective majors

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
THEA 340 (D1) ENGL 345 (D1) COMP 343 (D1)

Writing Skills Notes: Three papers ranging from 4 to 6+ pages; regular discussion board postings and several short response papers. Students will receive timely comments from the instructor on their writing skills, with suggestions for improvement, and there will be opportunities for revision of submitted papers.

Spring 2021

SEM Section: R1 TF 1:30 pm - 2:45 pm James L. Pethica

WGSS 101 (F)(S) Introduction to Women's, Gender & Sexuality Studies (DPE) (WS)

This course is designed to initiate you into the pleasures, pains and perplexities of critical thinking about gender and the situations of women across the globe. We will survey a wide variety of writers and issues--historical and contemporary, theoretical and practical. Above all, the course is intended as an exploration of the tremendous diversity of thought contained under the general rubrics of feminist and gender studies and a vehicle for developing skills in writing and research as well as analytical tools for further work in the field. The goal is not to bring about a specific point of view, but rather to learn to analyze issues critically using the methods and frameworks that feminist theory and queer theory have developed as academic disciplines.

Class Format: remote only, mixture of synchronous online discussions and mini-lectures, etc.

Requirements/Evaluation: Participation during class and in online forums, weekly reading responses, two short essays with revisions, and a final research paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: WGSS majors and potential WGSS majors

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Unit Notes: required course for the Women's, Gender and Sexuality Studies major

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: This course requires significant attention to the craft of writing. Essential to this craft is the process of editing and rewriting materials with feedback from peers and professors. Students are expected to focus on improving analytical skills, critical thinking, and argumentation through attention to the writing process. They are also expected to give meaningful critical feedback on the writing of their peers.

Difference, Power, and Equity Notes: This course meets the DPE requirement because it asks students to reflect critically on issues of gender and sexuality around the world in a comparative contextual framework. Students will be asked in seminar space to discuss the operation of difference and power within as well as across different gender, class, racial, and sexual identities while learning in lecture meetings about feminist and queer studies’
Spring Grass is a Chinese novel written by award-winning author Qiu Shanshan (1958-). Using the literary techniques of social realism, the novel chronicles the life of a young rural woman from 1961 to 2001. Spring Grass, the protagonist of the novel, was born in a rural village to a mother who preferred sons over daughters. At a young age, Spring Grass was deprived of the opportunity to attend school. Against all odds, she managed to marry for love, venture into the city, and become an enterprising migrant worker. This novel not only reflects the struggles of women in contemporary China but also captures the economic transformation of modern China since 1978 when the Reform and Open-Door Policy (gaige kaifang) was initiated. The novel was adapted into a television drama series and became an instant hit in 2008. This course takes an interdisciplinary, cultural studies and humanistic approach to studying a literary text, using literature as a means to help students better understand social and cultural issues. Through close readings of the novel, the eponymous TV drama series, documentaries, films, and short stories depicting rural life and women's roles in China, as well as in-depth discussions of both primary and secondary sources that deal with the cultural, historical, and socioeconomic background of the unfolding story of Spring Grass, this course aims to provide a window for students to examine the issues of inequality in the Chinese village and society at large. Why would mothers be harsh to their own daughters and bar girls' right to education? Why would young people leave their village and migrate to the city? Why would migrant workers leave their children behind in the village? Why would economic developments in China exacerbate the problem of gender inequality in society? Why would the ideology and cultural logic behind Mao Zedong's proclamation "women can hold up half of the sky" add more burden to women rather than truly liberate them? Why would city people discriminate against country folks? After taking this course, students will gain a deeper understanding of the issues related to gender inequality (nannü bu pingdeng) and the urban/rural-gap (chengxiang chabie) in China. Throughout the course, they are also encouraged to critically think about how to achieve equity in different societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or WGSS and language learners wishing to take the course in Chinese should register under CHIN.

Class Format: remote instruction

Requirements/Evaluation: active participation in tutorial meetings, five 4-5 page tutorial papers, five 2-page critiques, online writing portfolio as the final project.

Prerequisites: For students registering under CHIN, the prerequisite is CHIN 402 or a language proficiency interview conducted by the instructor. For students registering under ASST or WGSS, there is no prerequisite.

Enrollment Limit: 10

Enrollment Preferences: Enrollment priorities will be given to freshmen and sophomores who register under ASST or WGSS, and to Chinese language learners who register under CHIN.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: books and course packet.

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 127 (D2) CHIN 427 (D1) ASST 127 (D1)

Writing Skills Notes: Writing is taught using the writing-as-process pedagogical approach. The writing process consists of invention, composition, and revision. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. The instructor gives detailed feedback to students' first drafts and students are required to turn in a revised version. At the end of the semester, students will compile an online writing portfolio to include their best works.
Difference, Power, and Equity Notes: The issue of “inequality,” including both gender inequality and regional inequality is the driving force behind the readings and discussions of this tutorial. Students are guided to develop an empathetic way of interpreting a literary work that features a rural woman/migrant worker. They will critically analyze the sources of inequality in the Chinese cultural context and explore ways to address such inequality.

Spring 2021
TUT Section: RT1    TBA     Li Yu

WGSS 138 (F) Spectacular Sex (DPE) (WS)
Cross-listings: WGSS 138  ANTH 138

Primary Cross-listing
From Beyoncé's Coachella performance to Donald Trump's social media antics, spectacles captivate us. Spectacles may be live shows, media events, or even everyday performances ranging from interactive advertisements to viral video sensations. But what are the uses of spectacle? Why are some compelling while others fall flat? How do spectacles control society or maintain social norms? And, importantly for our purposes, how does spectacle shape gender in society? Or from another angle, how does sexuality infuse spectacle? This tutorial introduces students to theories of spectacle ranging from the ancient Greeks to Marxist-inspired thinkers in the 20th century. In particular, we will examine how feminist thinkers have contributed to this literature and how theories of spectacle relate to questions of gender and sexuality. Our weekly readings focus on pairings of theoretical readings with writing on popular cultural examples and case studies. Some possible topics include sporting events, charity ad campaigns, music videos, political events, and social media.

Requirements/Evaluation: weekly response papers; students will also select past papers to develop and rewrite as more formal essays
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: first- and second-year students; a statement of interest will be solicited from pre-registrants
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2)  (DPE) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 138 (D2) ANTH 138 (D2)

Writing Skills Notes: This course requires significant attention to the craft of writing. Essential to this craft is the process of editing and rewriting materials with feedback from peers and professors. Students are expected to focus on improving analytical skills, critical thinking, and argumentation through attention to the writing process. They are also expected to give meaningful critical feedback on the writing of their peers. Students will select past response papers for development and rewriting.

Difference, Power, and Equity Notes: This course deals substantively with questions about privilege and power as they interact along the intersections of race, gender, sexuality, class, ability, and other axes of difference.

Fall 2020
TUT Section: RT1    TBA     Gregory C. Mitchell

WGSS 217 (S) Extreme Persuasions: The Far Right in the United States and Russia (DPE) (WS)
Cross-listings: AMST 219  RUSS 218  WGSS 217

Secondary Cross-listing
The purpose of this course is to explore the unexpected recent confluence of the American and Russian far-right movements, among advocates for authoritarianism in both countries who have traditionally understood the ‘other’ superpower to be an implacable enemy. How have nationalist movements in the United States come to see the Russian Federation as a vanguard for ‘whiteness’ and traditional masculinity in European identity, overturning the perception of Russia as a racial Other that was prevalent among American conservatives during the Cold War? What are the affinities between the imperial and openly patriarchal aspirations of Putinism and the goals of American religious Reconstructionism, with its interpretation of the Confederacy as a God-given model for racial separatism and gender complementarianism? We will discuss repressive historical legacies and
homophobia in both countries, devoting particular attention to debates about protest art and the removal of monuments, and to movements that situate themselves in opposition to neoliberal forms of ethno-nationalism.

Requirements/Evaluation: On average, there will be 100 pages of reading per week. Over the course of the semester, students will be required to view three films, which will be discussed in class. Class participation counts for 25% of the course grade; each of the first three response papers, 15%; the term paper, 25%; the in-class presentation of the term paper, 5%.

Prerequisites: None
Enrollment Limit: 19
Enrollment Preferences: Majors and concentrators in AMST, Russian, and Women's and Gender Studies.
Expected Class Size: 19
Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 219 (D2) RUSS 218 (D1) WGSS 217 (D2)

Writing Skills Notes: The written work is comprised of three response papers (5-7 pages each), a rough draft of the term paper (8-10 pages) that will be ungraded but extensively commented upon, and the term paper itself (10-15 pages). Each student to discuss their writing strategies prior to the deadlines for the essay assignments. For the essays, students may choose from among a range of prompts, or design a topic of their own.

Difference, Power, and Equity Notes: Students will use the assigned readings as points of departure for analyzing and responding to traditionalist configurations of gender and ethno-nationalism in the United States and the Russian Federation. Particular attention will be devoted to the proliferation of different conceptions of power and privilege in both countries, and to ways in which a parsing of them may facilitate an engagement with the arguments of far right movements while retaining the concept of social justice.

Spring 2021
SEM Section: H1    TR 11:30 am - 12:45 pm     Alexandar Mihailovic

WGSS 248  (S) Carmen, 1845 to Now  (DPE) (WS)

Cross-listings: MUS 278  WGSS 248

Secondary Cross-listing

The story of the gypsy femme fatale Carmen has endured for over 150 years. In Western culture and beyond, she exemplifies the seductive, exotic, independent, and dangerous woman who drives an upstanding man to a life of crime and finally murder. This course explores a broad array of treatments of this archetypal and problematic narrative, starting with Prosper Mérimée's 1845 novella on which Bizet based his famous 1875 opera Carmen. We will consider various staged and film versions of the opera itself, including Francesco Rosi's stunning 1984 movie, and discuss various other film transformations of the story, from DeMille's 1915 silent film through Hammerstein's 1954 all-black musical Carmen Jones, to the MTV version A Hip Hopera of 2004. Comic approaches will also be assessed, from Charlie Chaplin's Carmen Burlesque of 1915 through Spike Jones' 1952 Carmen Murdered! and The Naked Carmen of 1970. We will explore provocative dance interpretations ranging from Carlos Saura's 1983 flamenco version through David Bourne's choreography in his 2001 gay reading called The Car Man. Our journey concludes with a comparison of two post-colonial sub-Saharan African films--the Senegalese director Ramaka's Karmen Geï (2001) and U-Carmen eKhayelitsha (2005) by the South African director Dornford-May--that push critical reaction to Bizet's story and music beyond Western cultural boundaries.

Class Format: Remote format. After four initial 75-minute group meetings to discuss Mérimée's novella and Bizet's music, students will meet with the instructor in pairs for one hour each week. The scheduled class time is obligatory only for the first two weeks, after which weekly pair meetings will be individually scheduled.

Requirements/Evaluation: Each student will write a 5- to 6-page essay every other week (five in all), and provide 2-page written and oral peer reviews in alternate weeks; evaluation will be based on the quality of written work, discussions, and oral presentation.

Prerequisites: None; ability to read music useful but not necessary
Enrollment Limit: 10
Enrollment Preferences: Preference given to current or prospective Music and Women's Gender & Sexuality Studies majors, then seniors and juniors.
Expected Class Size: 8
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
MUS 278 (D1) WGSS 248 (D2)

Writing Skills Notes: Students will write five short essays of 5-6 pages each, and receive oral and written feedback addressing structure, argumentation, and style from their tutorial partner and the instructor on every essay.

Difference, Power, and Equity Notes: This course satisfies the DPE requirement through a critical examination of the ways in which the Carmen story has served as a stage on which multifaceted textual and musical constructions and conflicts express the power dynamics between individual and group identities, encompassing gender and sexuality, nationality, race, ethnicity, and class.

Spring 2021
TUT Section: RT1    MW 11:45 am - 1:00 pm    M. Jennifer Bloxam

WGSS 250 (S) Feminist Theatres: A Global Perspective (DPE) (WS)

Cross-listings: ENGL 253 WGSS 250 THEA 250

Secondary Cross-listing

What makes a work of theatre feminist? How do plays, social practices, and performances engage with different models of feminism: liberal, radical, materialist, intersectional, reluctant? Why has feminism mattered to theatre makers of the past? Should it still matter to us now? If so, what forms might future feminist theatre and performance practices take? In this tutorial, students will work in pairs to examine the political relation of models of feminism to plays and performances by theatre artists, companies, and collaboratives from across the globe, from the late-twentieth century to today. Interrogating feminism’s own legacies of exclusionary and biased tactics, we will focus on the racialized and class-based aspects of feminist practice and the history of radical and intersectional feminism in theatre. Artists, companies, and movements to be considered may include: Spiderwoman Theatre, The WOW Café, Hélène Cixous, Adrienne Kennedy, Caryl Churchill, Sphinx Theatre Company, Wendy Wasserstein, Ntozake Shange, Griselda Gambaro, Manjula Padmanabhan, Cherrie Moraga, Karen Finley, Suzan-Lori Parks, Young Jean Lee, Lisa Kron, Tori Sampson, Arethusa Speaks, Women’s Project and Productions, Sarah DeLappe, and others. Close reading and analysis of source material will occur alongside engagement with critical essays and writings by: Audre Lorde, Judith Butler, bell hooks, Gloria Anzaldúa, Kimberlé Crenshaw, Eve K. Sedgwick, Gayatri Spivak, Jill Dolan, Sue-Ellen Case, José E. Muñoz, and Donna Haraway. This course will follow a standard tutorial format, with students alternating the presentation and reading of a series of 5-page papers.

Class Format: For Spring 2021, the format for the course is to be determined. Ideally, we will meet weekly and in-person in groups of 3 (two students and professor). Should necessary social distancing measures be in place, we will conduct our tutorial meetings remotely in either Zoom or Google Meet.

Requirements/Evaluation: students will meet with instructor in pairs for an hour each week; they will write a 5-page paper every other week (five in all), and comment on their partner’s papers in alternate weeks; emphasis will be placed on developing skills in reading, interpretation, critical argumentation, and critical written and oral response

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Theatre majors; WGSS majors; ART majors; COMP majors. Students from all majors are welcome and invited to contact Prof. Holzapfel about their interest in the class: ash2@williams.edu

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 253 (D1) WGSS 250 (D2) THEA 250 (D1)

Writing Skills Notes: As a tutorial, this course will require extensive practice in writing, editing, and revising. Emphasis be directed towards building and developing a compelling argument, providing thorough evidence for one’s interpretation, and fluidly integrating theory into one's argumentation.

Difference, Power, and Equity Notes: This tutorial examines intersections between gender, race, sexuality, class, and ethnicity in relation to theatre's ongoing engagement with feminism. We will consider how articulations of difference, power, and equity arise and are, in fact, prioritized in quite different ways within the politics of feminism itself, leading to their variable expressions through art.
WGSS 284  (S)  From the Battlefield to the Hermit's Cell: Art and Experience in Norman Europe  (WS)

Cross-listings: REL 284  WGSS 284  ARTH 218

Secondary Cross-listing

This tutorial provides students with the chance to investigate in-depth three of the most astonishing works of art created during the entire Middle Ages: the Bayeux Tapestry (c.1077-1082), the Cappella Palatina (c.1130s-1166), and the Psalter of Christina of Markyate (1120s-1160s). Created within a hundred years of each other all within territories controlled by the Normans—a warrior dynasty that settled in northern France in the 10th century and then expanded north into England and south into Italy in the 11th and 12th centuries—each of these works is unprecedentedly ambitious in scale, dazzling in its material properties, and survives in its original wholeness, a rarity in the medieval world. Despite these similarities, however, each work is very different from the other two and so sheds light on very different aspects of Norman experience, across Europe. The Bayeux Tapestry, likely made by female embroiderers for a baronial hall, is a giant textile (over 70 meters long) that in gruesome and fascinating detail tells the story of the Norman invasion of England by William the Conqueror in 1066. The Cappella Palatina in Palermo, in turn, commissioned by King Roger II, is a royal chapel covered in sumptuous mosaics that reveals through its decoration and ritual the dynamic interaction of Islamic, Byzantine, and Latin Christian traditions in the multicultural Norman kingdom of Sicily in the 12th century. And the Psalter of Christina of Markyate, a large prayerbook made for the use of a female recluse in southern England, contains 40 full-page paintings and 215 decorated initials, a vast and inventive program of imagery that through its creative profundity helped reshape private devotional art and culture for centuries to come. Through their variety, then, these three objects—an embroidery, a building, and a book—give students insight into the rich array of concerns and aspirations, from the political to the spiritual and from the public to the private, that gave substance and meaning to 11th- and 12th-century European life, for women as well as men. What is more, these three remarkable works of art have been the focus of much interesting scholarship in recent years, so an exploration of some of that literature provides a compelling introduction to the discipline of art history itself, past and present.

Requirements/Evaluation: Participation in discussion; five 5-7-page tutorial papers; five 1-2-page response papers.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: First years and sophomores, but open to all.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 284 (D2)  WGSS 284 (D2)  ARTH 218 (D1)

Writing Skills Notes: In this tutorial, students will develop skills of critical reading and focus on how to craft clear and persuasive arguments of their own. To help them achieve these goals, they will receive timely comments on their written work, especially the five 5-7-page papers they will submit, with suggestions for improvement.

Spring 2021

TUT Section: RT1  TBA  Peter D. Low

WGSS 312  (S)  An American Family and "Reality" Television  (WS)

Cross-listings: ARTH 310  WGSS 312  AMST 333

Secondary Cross-listing

An American Family was a popular documentary series that featured the Loud family from Santa Barbara, California, whose everyday lives were broadcast on national television. The series generated an enormous amount of media attention, commentary, and controversy when it premiered on PBS in 1973. Today, it is regarded as the origin of so-called "Reality TV." In addition to challenging standard rules for television programming, the show challenged social conventions and asked viewers to think seriously about family relations, sexuality, domesticity, and the "American dream." Documenting the family's life over the course of eight months, the series chronicled the dissolution of the Lounds' marriage and broadcast the "coming out" of eldest son Lance Loud, the first star of reality television. In this class, we will view the An American Family series in its entirety, research the program's historical reception, and analyze its influence on broadcast and film media, particularly on "reality" television. A final 14- to 18-page research
paper will be prepared in stages, including a 6- to 8-page midterm essay that will be revised and expanded over the course of the semester.

Class Format: Remote seminar. The course will feature synchronous online class meetings.

Requirements/Evaluation: class presentations, research assignments and annotated bibliographies, and final 14- to 18-page research paper. Student presentations will be recorded offline and posted to GLOW.

Prerequisites: None

Enrollment Limit: 14

Enrollment Preferences: Junior Art majors, followed by senior majors

Expected Class Size: 12

Grading: No pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 310 (D1) WGSS 312 (D2) AMST 333 (D2)

Writing Skills Notes: There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Spring 2021

SEM Section: R1 MW 6:45 pm - 8:00 pm C. Ondine Chavoya

WGSS 330 (S) "A language to hear myself": Advanced Studies in Feminist Poetry and Poetics (DPE) (WS)

Cross-listings: AMST 310 ENGL 302 WGSS 330

Secondary Cross-listing

The title of this course comes from Adrienne Rich's 1969 poem "Tear Gas," grounding our study in 1960s, 70s, and 80s feminist activist poetry but also in our current moment to answer a fundamental question: what can poetry do for us? In this period, feminist activist poets were at the center of a revolutionary social justice movement that changed the world. Feminist presses published much of the new poetry. This course focuses on the theory and practice of feminist poetry and print culture during this period, and how feminist experiments in language changed how we understand American poetry. We focus on the theoretical writings and poetry chapbooks of a diverse group of poets who powered the movement, including Audre Lorde, Mitsuye Yamada, Nelly Wong, Robin Morgan, June Jordan, Joy Harjo, Gloria Anzaldúa, Sonia Sanchez, Adrienne Rich, Judy Grahn, and Pat Parker. We also read the work of some later feminist theorists, such as Judith Butler, as we analyze the kinds of performances that brought together feminist poetry and political activism. We spend some time in the archives, analyzing documents from the period, including original publications of poetry chapbooks often published by the period's many feminist presses and consider how such attention allows us to construct alternative narratives for feminism and American poetry. Writing at the intersections of race, class, gender, and sexuality, and of multiple social justice movements (Civil Rights, anti-Vietnam War, LGBTQ activism, and Black Power), these poets gave us a new language to "hear," not only ourselves, but the experience and pain of others, and, in so doing, they moved personal experience into public discourse around issues of inequality and human flourishing in a democratic society.

Class Format: I anticipate that this class will be a hybrid course for students who are both remote and in-person, with a mix of synchronous and asynchronous elements.

Requirements/Evaluation: two short analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), short presentation, longer final researched paper (10-12 pages)

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: English, Women's, Gender, and Sexuality Studies, American Studies majors

Expected Class Size: 16

Grading: Yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, critical summaries of feminist criticism, two four-to-five-page graded papers, one creative assignment, a longer, final researched paper (10-12 pages), written in stages over a period of several weeks with feedback at each stage. Critical feedback on written assignments a week prior to due date through conferences and Google Docs and on graded assignments within one week.

Difference, Power, and Equity Notes: The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the feminist movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the period.

Spring 2021
SEM Section: H1   TF 1:30 pm - 2:45 pm   Bethany Hicok

WGSS 335 (S) Michelangelo: Self and Sexuality (WS)

Cross-listings: ARTH 331  WGSS 335

Secondary Cross-listing
Who are artists? We each have different answers to this question, but our responses would probably share some common assumptions about human individuality and the centrality of the self to artistic creation. In this tutorial, we will take a critical lens to these ideas by studying the life, work, and passions of the Italian artist, Michelangelo Buonarroti (1475-1564). Michelangelo is a towering archetype of the autonomous artistic self: the distinctive personality who telegraphs individual beliefs, feelings, and desires through the creative act. His lifelong engagement with the physicality, beauty, and sensuality of the (male) human body has encouraged the connection between the man and his work on the most intimate levels of pleasure and desire. Ironically, Michelangelo would not have understood our modern conceptions of artistic selfhood or sexuality, but his own Renaissance moment was obsessed with questions surrounding the nature of human identity and subjectivity. His artistic practice--from painting to poetry--wrestles with them in countless, fascinating ways. Students' writing and critical conversation will venture into the spaces between man and myth, selfhood and self-fashioning, artist and patron, past and present.

Class Format: Tutorial meetings will take place primarily on Zoom, with the hopeful possibility of some in-person meetings for students in residence on campus.

Requirements/Evaluation: Five 5-7 page essays, five 1-2 page responses to partner's essays, critical conversation

Prerequisites: Any ARTH course

Enrollment Limit: 10

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ARTH 331 (D1) WGSS 335 (D2)

Writing Skills Notes: Tutorial

Spring 2021
TUT Section: HT1   TBA   Stefanie Solum

WGSS 336 (S) Foucault Now (DPE) (WS)

Cross-listings: WGSS 336  PHIL 326

Secondary Cross-listing
If we think of Michel Foucault as engaged in writing histories, or genealogies, of his own present designed to undercut the sense of the obviousness of certain practices and ways of thinking, categorizing, and knowing, we can easily imagine that he might now be questioning different aspects of our contemporary "present" than the ones standardly associated with his name, namely, panopticons and surveillance, discipline, criminalization, the
biopolitics of health, the normal and the abnormal, etc. In this course we address the question: How is the present we find ourselves living today different from the one that the author Foucault wrote about in the 1960s, 70s and early 80s before his untimely death in 1984? What differentiates today from yesterday? And what present practices and ways of thinking and knowing might be questioned using Foucault's tools, genealogy in particular, for resisting unnecessary constraints on freedom and the perpetuation of unnecessary suffering? What is his legacy today? In this tutorial you will read from a selection of Foucault's texts (books, lectures, interviews) in order to acquire a firm grasp of his method of "critique" and his way of looking at the interconnections between forms of power and the knowledge associated with particular disciplines. We will also read more recent work by scholars that draw on Foucault to address problems in today's present. Among the contemporary texts assigned might be the following: Bernard Harcourt's Exposed: Desire and Disobedience in the Digital Age, Saidiya Hartman's Wayward Lives, Beautiful Experiments (2019), Verena Ehrlenbusch’s Terrorism: A Genealogy, Cressida Heyes’ Anaesthetics, Ladelle McWhorter’s Racism and Sexism in Anglo-America: A Genealogy, and Active Intolerance: Michel Foucault, The Prisons Information Group, and the Future of Abolition, eds. Perry Zum and Andrew Dills.

Class Format: I will meet with students in a seminar format at various points throughout the semester. I have requested a class block for this reason.

Requirements/Evaluation: evaluation will be based on written work (six 5- to 6-page papers, and six 2-3 page commentaries on their partner’s papers) as well as the quality and level of preparation and intellectual engagement in our weekly meetings.

Prerequisites: Relevant background in critical theory, social theory, political theory or philosophy.

Enrollment Limit: 10

Enrollment Preferences: I will give preference to philosophy majors and to upper class students with a demonstrated background in critical theories. Some sophomores may be eligible.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 336 (D2) PHIL 326 (D2)

Writing Skills Notes: This is a tutorial. Students will write five or six 5-6-page papers during the course of the semester and receive significant feedback on each paper. At the end of each tutorial meeting the student is asked to reflect on how they would approach the paper differently if they were to rewrite it. In this version of the course, I may ask students to select one paper to revise as a final assignment.

Difference, Power, and Equity Notes: In this course we address power and domination, reflect on the difference between them, and treat power relations as not only an inevitable feature of any society, but as both enabling and constraining. Moreover, we will read material that uses Foucauldian tools to address contemporary issues involving sexism and racism, digital surveillance, and the abolition of prisons.

Spring 2021

CON Section: R2 MR 3:15 pm - 4:30 pm Jana Sawicki

TUT Section: RT1 TBA Jana Sawicki